UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

THE COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO DEVELOP ENGLISH LANGUAGE SPEAKING SKILLS AMONG STUDENTS OF NINTH –YEAR "B" AFTERNOON SESSION AT MIGUEL RIOFRÍO BASIC EDUCATION SCHOOL IN THE CITY OF LOJA DURING THE 2018−2019 ACADEMIC YEAR

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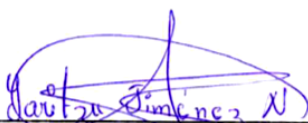
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THE AUTHOR

DEDICATION

Firstly, I dedicate my thesis to God who is my guide to conclude this important stage in my life. Second to my parents Wilson Jiménez and Julia Navarro and also my sister Yuliana who has been always supporting and showing me the way to overcome adversity.

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YARITZA DEL CISNE

MATRIZ DE ÁMBITO GEOGRÁFICO

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<tr><td colspan="12">BIBLIOTECA: FACULTAD DE LE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN</td></tr>
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<td rowspan="2">OTRAS OBSERVACIONES</td>
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<td>REGIONAL</td>
<td>PROVINCIA</td>
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MAPA GEOGRÁFICO Y CROQUIS

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CROQUIS DE LA INVESTIGACIÓN ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO

THESIS OUTLINE

a. TITLE

THE COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO DEVELOP ENGLISH LANGUAGE SPEAKING SKILLS AMONG STUDENTS OF NINTH –YEAR "B" AFTERNOON SESSION AT MIGUEL RIOFRÍO BASIC EDUCATION SCHOOL IN THE CITY OF LOJA DURING THE 2018−2019 ACADEMIC YEAR

b. RESUMEN

El objetivo principal de la investigación fue desarrollar las habilidades de habla inglesa utilizando las actividades de enseñanza de la lengua comunicativa. Para desarrollar esta investigación, se utilizó el método científico, descriptivo, estadístico, y el analítico/sintético, para recopilar referencias teóricas, explicar las habilidades del habla, tabular la información y analizar e interpretar los resultados obtenidos. Los instrumentos utilizados fueron: pruebas, cuestionarios que fueron aplicados a veintisiete estudiantes para diagnosticar el nivel de conocimiento, también se utilizó notas de campo y hojas de observación para ver el progreso de los estudiantes. Los resultados mostraron que los estudiantes desarrollaron sus habilidades de habla significativamente en los siguientes aspectos: vocabulario, gramática, pronunciación, fluidez y comprensión. Como conclusión principal, la aplicación de las actividades de enseñanza de la lengua comunicativa tuvo un desarrollo positivo en los estudiantes, ya que superaron su miedo a hablar en inglés y pudieron participar e interactuar con frecuencia.

ABSTRACT

The main objective of the research was to develop the English Language speaking skills using the communicative language teaching activities. To develop this research, it used the scientific, descriptive, statistical, and analytical / synthetic method to collect theoretical references, explain speech skills, tabulate information and analyze and interpret the results obtained. The instruments used were: tests, questionnaires that were applied to twenty-seven students to diagnose the level of knowledge, field notes and observation sheets were also used to see the progress of the students. The results showed that the students developed their speaking skills significantly in the following aspects: vocabulary, grammar, pronunciation, fluency and comprehension. As a main conclusion, the application of the teaching activities of the communicative language had a positive development in the students, since they overcame their fear to speak in English and were able to participate and interact frequently.

c. INTRODUCTION

Speaking is considered the most important skill that can be developed, especially for learners who are interested in learning another language. This is due to, that speaking is an interactive process that involves producing, receiving, and processing information. Otherwise, the majority of learners face some difficulties at the moment to develop speaking skills due to that it requires that learners understand why and how to produce the language using in the correct way the language.

According to the class observation done at Miguel Riofrío Basic Education School afternoon session, it was noticed that the students level of ninth year EGB face difficulties in four aspects of speaking. One of which is accuracy, which are students have problems with the correct articulation of words. Another challenge is fluency, because students hesitate when they speak. Pronunciation is also a problem for the students since they need to pronounce words with the appropriate intonation. Comprehension is another difficulty, because the students do not understand how they produce the language.

As a result, students cannot develop English language speaking skills to their full potential. It is important to emphasize useful activities that should be applied frequently during the classes, so that students can develop their speaking abilities in the correct manner. This motivate the researcher focus in the following question: How does the communicative language teaching activities develop English language speaking skills among students of ninth –year "B"

afternoon session at Miguel Riofrío basic education school in the city of Loja during the 2018−2019 academic year?

It is important to mention the reasons that motivated the researcher to use Communicative Language Teaching Activities is because trough this method encourages students to work in pairs and group work. Over these activities students can express their thoughts and ideas. Also this method is promoting in learners the effective use of English as a foreign language in social interactions. Despite this, students from 9th B afternoon session at Miguel Riofrío Basic Education School face difficulties in four aspects of speaking skills: accuracy, fluency, pronunciation, and comprehension.

The researcher established specific objectives to carry out in this research were: to research theoretical and methodological references about the Communicative language teaching activities to develop English language speaking skills, to diagnose the issues that limit the development English language speaking skills, to work on an intervention plan based on the Communicative Language Teaching activities to develop English language speaking skills.

In addition, to apply the most appropriate Communicative Language Teaching activities to develop English language speaking skills. Finally, to assess the obtained results after the application the Communicative Language Teaching activities to develop English language speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year.

Through this research, were applied different methods: The first one was the scientific method, which was used to obtain and analyze the theoretical references about Communicative Language Teaching Activities and speaking skills. The second was descriptive method, widely used in education, it is based on the premise that problems can be solved, practiced and improved through observation, analysis, and description.

The third was the statistical method which was helpful to the researcher to tabulate the information in tables and figures and apply the formula to obtain the media. The last was the analytic-synthetic method, allowed the researcher to analyze and interpret the main results obtained from the tests and the qualitative data from questionnaires, observation sheets and field notes. It also helped to draw up the conclusions.

The present research work encloses different parts: First, the Abstract which contains the general objective of the research, methods, population, main results and conclusion. Second, the Introduction, which holds the contextualization of the problem, statement of the problem, the reason why the theme was chosen, the specific objectives of the research, the methodology applied. Next, the content of the thesis.

Afterwards, the Literature Review that gives information about two variables Communicative Language Teaching Activities and speaking skills. The Materials and Methods enclose the design of the research, techniques and instruments that were used; additionally, the population who is part of this research work. Then, the result section which cover the analysis and the

interpretation of the information gathered in the research, they are presented as tables and graphs.

Subsequent, the Discussion, it includes a general analysis of the results and finally, the conclusions and recommendations about the research work which demonstrate the achievements of this research work.

d. LITERATURE REVIEW

Communicative Language Teaching Method

The Communicative Language Teaching is a method, to teach second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

It is important to recognize that the Communicative Language Teaching method gives the primary importance to the use or function of the language, in the correct way and also gives the students the opportunity to experiment and prove what each one of them has, to tolerate the errors because in this way it develops communicative competences.

On the other hand it helps the students develop precision and fluency through ample opportunities, encouraging students to use, in that form the language is more relevant to both inside and outside of classes, so students can acquire the desired skills such as in this case, speaking skill in a quick and effective way, one of the key factors of Communicative Language Teaching method is promoting the effective use of English for second language learners in social interactions.

Another reason to apply the Communicative Language Teaching method is because this method contains some activities which encourage students' fluency, accuracy and expressions to solve the problems, in CLT class teacher expect students to interact with other people through pair and group work (Finocchiaro & Brumfit,1983, p.5)

Characteristics of CLT (Communicative Language Teaching)

Referring to the study about The Communicative Language Teaching method at the level of language theory has a rich, if somewhat eclectic, theoretical base. Larsen-Freeman (2000), Brown (2001), Richards (2006) (as cited in Islam 2016, p 7) describe some key principles of CLT.

These are as follows:

- "Classroom goals are focused on communicative competence.

- The target language is a vehicle for communication not only the object of study.

- Language techniques are designed to engage learners to use the language for meaningful purposes.

- Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use.

- Accuracy can be judged not in abstract but in context.

- Students have to use language productively and receptively as these are needed in authentic communication.

- Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.

- The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities.

- Students are therefore encouraged to construct meaning through genuine linguistic interaction with others"

Communicative Competence

"The study of human language should place humans in a social world. The definition of communicative competence is what a speaker needs to know in order to communicate in a speech community. For example, in the everyday contexts, not only is a speaker expected to produce a grammatical sentence, but she or he should also consider the situation or context in which the sentences are used. In relation to this, communicative competence refers to a language learner's ability to use the target language successfully in real world communication. Competence should be viewed as "the overall underlying knowledge and ability for language which the speaker-listener possesses. That is, the concept of communicative competence entails knowledge of the language and the ability to use the knowledge in context" Hymes (1972).

In the same analysis Hymes (1972) proposes three sectors of communicative competence:

- Grammatical competence: the knowledge of the sentence structure of a language. This knowledge includes the knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structures.

- Socio linguistic competence or socio-cultural competence: This is the ability to comprehend the social context in which the language is used for particular communicative functions, such as describing, negotiating, and persuading, taking into consideration the roles of the participants, the settings, and the purposes of the interaction.

- Discourse competence or textual competence: This is the ability to distinguish diverse models of speech and to connect sentences or utterances to an overall theme or topic and to infer the meaning of large units of spoken or written texts. A person of high-discourse competence is able to use consistent devices such as transitional verbs and conjunctions and is skilled in considering and expressing the meanings of and relationship among different ideas in a text.

- According to Canale & Swain (1980), the four communicative sector is strategic competence. This is the ability to use verbal and nonverbal communication strategies to bridge the potential gaps in communication which arise from either limiting conditions in actual communication or insufficient competence in one or more of the other areas of communicative competence, and to enhance the effectiveness of communication Strategic competence also includes coping strategies to initiate, terminate, maintain, repair, and redirect communication.

Classroom activities

Learning activities in a communicative context are drawn from the relevant input in order to develop competencies such interactional ability in real-life settings, skills building, or fluency and accuracy in communication (Nunan, 1989).

In a communicative language classroom, learners are offered chances to practice the language through communicative activities.

There are various categorizations of activities that are normally found in a communicative class. According to Littlewood (1981), activities used in CLT are categorized into two essential groups with subgroups under each:

Pre-communicative activities: These activities emphasize practicing isolated elements of third/foreign language knowledge and skills in order to endow students with a fluent command of the linguistic system and the ability to produce acceptable language rather than merely communicating meanings efficiently.

Most of these activities are associated with drills 'activities, which concentrate mainly on the replication of structural patterns. Activities, classified by Littlewood as quasi communicative are used to generate links between language structures and their potential functional meanings with the consideration of communicative and structural facts about the target language.

Communicative activities: These require learners to use and integrate their pre-communicative knowledge and skills for real communication of meaning. Littlewood further divided these activities into two subcategories:

Functional communication activities, such as problem-solving and information-gap activities; and social interaction activities, such as simulation and role-playing, requiring learners 'imagination in a situation or adopting a specific role to act out accordingly. Based on these activities, it could be argued that the diversity of the classroom activities in CLT reflect the eclectic nature of CLT as a teaching approach. A wide range of activities, procedures, and materials that aim to provide situations for practicing meaningful communication in classrooms are used.

Debates: According to Dean (2018) debates can also help to broaden horizons, improve cultural awareness and bring together young people from diverse backgrounds. There is evidence that debate can be particularly powerful when working with students from more disadvantaged backgrounds, boosting their confidence and even increasing aspirations for higher education.

Conversation: Vijayan (2016) affirms that "Conversation can help students to manage some situations. And then small talk activities in the classroom, in the use of language for will be useful and interesting."

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.

The information gap: An Information Gap activity takes place between students, not between a student and a teacher, though a teacher can certainly demonstrate the activity. The two students will be asked each other questions to which they don't know the answer; these questions are called referential questions. The goal of the activity is for the students to discover certain information, whether about the other person or related to a specific activity.

Interview: Thought the interview activity, walk around your classroom and listen to how your students are doing. If you hear a questions or response

delivered incorrectly, steps and ask the students if they would like to try rephrasing or if the other student can identify the mistake.

Dialogues: Dialogues are popular activities in ESL (English as a Foreign Language) textbooks for a number of linguistic as well as cultural reasons. You can use or adapt dialogues to:

- Demostrate grammar in context

- Facilitate conversation

- Provide recreation such as a skit.

Dialogues usually resent spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them.

These kinds of activities also consider the real needs of the language learners, as they range from simple partly communicative activities such as describing a location, in which the focus is on language structures as well as meaning to advanced fully communicative activities such as simulation and role playing in which the focus is entirely on meaning. Abahussain (2016).

Teachers' Role

In CLT classroom teacher has to play dimensional role. She/he has to know when it is high time to play which role. Breen and Candlin (1980) describe teacher's roles as follows:

- Facilitator- who facilitate the communication process in the classroom.

14

- Independent participant- He/she has to participate within the learning-teaching group.

- Resource- He/she organizes the resources of the activities or can acting the role of resource being helpful and by giving information to students.

- Researcher- He/she is a learner or researcher with much to contribute in terms of appropriate knowledge and activities, actual and observed experience of the nature of learning and organizational capacities.

Students' Role

The emphasis in CLT leads the students to different roles in classroom. These can be mentioned in following terms:

- Negotiators for meaning: The learner as negotiator between the self, the learning process and the objective of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertaken (Breen & Candlin, 1980).

- Communicators: They need to communicate with each other and share their opinions in the class.

- Discoverers: They have to discover how to improve their learning (Nunan, Languaje Teaching Methodology, 1991).

Contributors of knowledge and information: the implication for is that learner should contribute as much as he gains and thereby learn in an independent way.

Breen and Candlin (1980), as Islam (2016) indicates in his study about "The Effectiveness of Communicative Language Teaching" in BRAC University.

Advantages of the use of Communicative Language Teaching Method

According to Richards (2006) manifests about the advantages of the use of Communicative Language Teaching Method.

- The interaction between students and teachers. Communicative teaching is becoming an increasingly clear feature in the change in the way as the internship, students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive harmonious relationship, rather than the traditional education, the kind of master servant relationship.

- To impart the basic knowledge and ability to skillfully combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval "scholastic "teaching methods inherited one consequence of the neglect of students ability. The communicative teaching emphasizes the learner´s cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

- Greatly enhanced the student´s interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they become interested in the English language, to learn English as pleasure.

Speaking

According to Brown (2001) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

According to Burns & Joyce (1997) speaking is one of the skills that have to be mastered by students in learning English, so that speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. It entails three areas of knowledge (Burns A. , 2010). First, the mechanical elements of language (pronunciation, grammar, and vocabulary), which allows the speaker to use the right words in the word order and appropriate pronunciation. Second, the speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging of information) and when a deep understanding is not necessary (as in the development of relations). Third, the socio cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, whom he is talking to, and what is the purpose of

speaking. As it was mentioned previously Tinitana (2016) in his study about the improvement of speaking skill at 27 de Febrero High school in Loja City.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skills they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Rueda (2015) expressed previously in her study about of development speaking skill at Emiliano Ortega Espinosa High school.

Components of speaking skill

According to Syakur (1987), there are at least five components of speaking skill concerned with: comprehension, grammar, vocabulary, pronunciation, and fluency.

Comprehension: For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

Grammar: It is the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary: One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. 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 component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Fluency: Fluency can be defined as the ability to speak fluently and accurately. 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 and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

Types of speaking performances

Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

Imitative: This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling during the teaching learning process, due to, students get opportunity to listen and to repeat some words.

Intensive: This refers to the students speaking performance. In this type students practice some phonological and grammatical aspects of language. Students develop the task in pairs or groups. For example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart.

Responsive: Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions.

Transactional (dialogue): It is carried out for the purpose of conveying or exchanging specific information.

Interpersonal (dialogue): It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

Extensive (monologue): Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Speaking Activities

Students should be encouraged to work with each other as well as with their teacher in order to develop their speaking skills Finocchiaro & Brumfit (1983) list some specific tasks for doing so:

- Responding to directions or questions given by the teacher or another student.
- Giving directions for other students.
- Preparing original sentences with communicative expressions, structures or notions which have been presented.

- Answering questions asked by other students about any class or out-of-class experiences.

- Asking the teacher or other students questions about reading or common experience.

- Describing objects from a picture or a chart.

- Using their own words to tell or retell a well-known story or experience.

- Improvising realistic conversations about a class shop, a library, or other appropriate resources.

- Taking a role in a communicative game.

- Participating in some oral group activities, such as a debate, discussion, a forum, based on research, where students are forced to listen attentively to the previous speaker in order to agree, disagree, express uncertainty, or add other relevant information.

- Giving a report in the target language about a newspaper article written in the native language, as Quituizaca (2016) expresses in her inquiries about to improve of speaking skills.

Principles for teaching speaking

According to Nunan 2003 (as cited in Quituizaca, 2016) there are some principles for teaching speaking. Some of which are described below:

- Give students practice with both fluency and accuracy: At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher

should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

- Use group work or pair work: To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time, so that pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson. In this way, the students will get chance to interact and practice the language with other students.

- Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

     When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. (p.9)

Teaching speaking in EFL

     According to Nunan (2003), teaching speaking in EFL learners consists:

- Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the foreign language.

- Select appropriate words and sentences according to the proper social setting,

audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments. As Flores (2016) says in her analysis about the improvement of speaking skills.

Brown (2001) says that language is a tool for communication, they communicate with others, to express ideas, and to know others ideas as well.

Communication takes place, where there is speech, without speech they cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language, as Tinitana (2016) expresses in his study about the improvement of speaking skills.

How to teach speaking skill?

According to Nunan, 2003 (as cited in Tinitana 2016) one of main concern of the most language teachers is how to help language learners to develop satisfying language proficiency. In this regard, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. This is because speaking is a crucial part of the language learning process. The major goal of teaching speaking skill is communicative efficiency.

Language learners should be able to make themselves understood by using their current proficiency. They should try to avoid confusion in the message because of the faulty pronunciation, grammar, or vocabulary.

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the

others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking in ESL learners consists:

- Produce the English speech sounds and sound patterns.

- Use word and sentence stress, intonation patterns and the rhythm of the second   language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (p. 9).

Goals and Techniques for improving the Speaking Skills

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. The learners try to avoid making mistakes when they give a message or when they use the grammar, or vocabulary (Bilash, 2009).

To help students to develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

In the presentation part of a lesson, an instructor combines content oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation.

In communicative output: the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication: spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach: the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Rueda (2015) express in her investigation about development speaking skills.

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: the human resources, which involved, the 27 students of ninth year "B" of EGB, who participated in the development of this research, the researcher who applied the intervention plan, the English teacher who helped to manage the students work, and the thesis advisor who gave suggestions to develop the intervention plan. The material resources used in the intervention plan were: books, copies, flash cards, audios, worksheets. And the technical resources were the computer that was used to search some information, the projector to present some slice related to the topics and the internet.

Design of the research

The action research proposed by Murry, Herrera, Miller, Fanning, & Kavimandan (2015) was used in the development of this research. The general goal of the action research is to create a simple, practical, repeatable process of interactive learning, evaluation and improvement that leads to increasingly better results for programs, teachers and schools. It helps educators to propose practical solutions quickly and efficient.

Methods techniques and instruments

Methods

To conclude with the research work successfully some methods and strategies, were applied:

The Scientific method: It was used to obtain and analyze the theoretical references about Communicative Language Teaching Activities and speaking skills the data was useful in order to design the plans, the data collection instruments, and interpret the results.

The Descriptive Method: It was suitable to describe the different phases before, during and after of study, it also helped to explain and analyze how the implementation of Communicative Language Teaching Method helped to develop the speaking skills. It also helped to analyze the results between tables and figures with the purpose to describe the object of the investigation.

The Statistical method: Which was helpful to the researcher to tabulate the information in tables and figures.

The Analytic-synthetic method: Allowed the researcher to analyze and interpret the main results obtained from the tests and the qualitative data from questionnaires, observation sheets and field notes. It also helped to draw up the conclusions.

Techniques and instruments.

Data collection

In order to collect the data, tests, questionnaires, observation sheets and field notes were designed and applied at the beginning, during and at the end of intervention plan.

Tests: A pre-test of five open questions was applied at the beginning of the intervention plan to diagnose the proficiency of students at speaking skills, and

the post- test was applied at the end of the intervention plan, to obtain information about students' progress on speaking skills.

Questionnaire: A questionnaire with five multiple choice questions was applied to obtain information from students about the development of speaking inside the classroom. This instrument was applied at the beginning and at the end of the intervention plan

Observation Sheet: Through the observation sheet, the researcher observed the students' performance during the lesson. It was also used to keep a record of what happened in class. Then, it helped to analyze the findings when the plan ended.

Field Notes: The researcher recorded the activities or events during the class, and also the participants' attitude in order to use the CLT activities to develop speaking skills.

Population

The participants of this research work were students of ninth-year "B" at Miguel Riofrío Basic Education School afternoon session, who are between 13 and 15 years old. There are 27 students, 6 girls and 21 boys, and also the teacher candidate who took part in the intervention plan.

f. RESULTS

This section details how the objectives of the action research work were accomplished.

The first objective was to research theoretical and methodological references about the Communicative Language Teaching activities to develop English Language speaking skills. This objective was achieved through the investigation of theoretical references in articles and books about the two variables. It was useful when designing the intervention plan and the research instruments. Finally, it was suitable when interpreting and analyzing the information collected before, during and after the intervention plan.

The second was to diagnose the issues that limit the development English Language speaking skills. This objective was fulfilled through the pre-test results which permitted the researcher to diagnose the students' limitations in English speaking skills.

The third objective was to work on an intervention plan based on the Communicative Language Teaching activities to develop English Language speaking skills. It was accomplished through the design of the intervention plan including eight lessons with a variety of activities like describing pictures, information gap, interview, and dialogues.

The fourth objective was to apply the most appropriate Communicative Language Teaching activities to develop English Language speaking skills and the results gathered from the pre and post-questionnaires.

The fifth objective was to assess the obtained results after the application of Communicative Language Teaching activities to develop English Language speaking skills. It was achieved through the results which allowed the verification of the student's improvement in speaking skills and the effectiveness of Communicative Language Teaching Activities.

Pre Test Results

Objective Two: To diagnose the issues that limit the development English Language speaking skills among the students of ninth year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja during the 2018−2019 academic year.

Pre-Test Scores of the English Ninth Year "B" Students in Speaking Skills

Students'code	G /2	V /2	P /2	F /2	C /2	Total /10
EEBMR 001	1.00	2.00	1.00	0.50	1.00	5.50
EEBMR 002	2.00	1.50	0.50	0.50	1.50	6.00
EEBMR 003	0.00	0.50	1.00	0.50	0.00	2.00
EEBMR 004	0.50	0.00	0.50	0.50	0.00	1.50
EEBMR 005	1.25	1.00	1.00	0.50	1.00	4.75
EEBMR 006	0.75	1.00	1.00	0.50	0.00	3.25
EEBMR 007	1.25	0.00	1.00	0.50	0.00	2.75
EEBMR 008	0.50	0.00	1.00	0.50	0.00	2.00
EEBMR 009	1.25	1.25	1.00	0.50	1.50	5.50
EEBMR 010	0.00	0.00	1.00	0.50	0.50	2.00
EEBMR 011	0.50	2.00	1.00	0.50	1.50	5.50
EEBMR 012	0.75	0.00	1.00	0.50	0.50	2.75
EEBMR 013	0.75	0.00	0.50	0.50	0.00	1.75
EEBMR 014	0.00	0.00	0.50	0.50	1.50	2.50
EEBMR 015	0.75	0.00	0.50	0.50	1.00	2.75
EEBMR 016	0.50	2.00	0.50	0.50	1.50	5.00
EEBMR 017	0.00	0.00	0.50	0.50	0.00	1.00
EEBMR 018	0.75	0.00	0.50	0.50	0.00	1.75
EEBMR 019	0.75	0.00	0.50	0.50	0.00	1.75
EEBMR 020	1.25	2.00	0.50	0.50	1.00	5.25
EEBMR 021	0.50	0.50	0.50	0.50	0.50	2.50
EEBMR 022	0.50	0.00	0.50	0.50	0.50	2.00
EEBMR 023	0.50	0.00	0.50	1.00	0.00	2.00
EEBMR 024	1.00	2.00	1.00	0.50	0.50	5.00
EEBMR 025	0.50	1.00	0.50	0.50	1.00	3.50
EEBMR 026	0.50	1.00	0.50	0.50	1.00	3.50
EEBMR 027	0.75	1.00	0.50	0.50	0.50	3.25
Mean	**0,69**	**0,69**	**0,70**	**0,51**	**0,61**	**3.22**

Note. **EEBMR**= Escuela de Educación Básica Miguel Riofrio; **001**= Students' code; **G**= Grammar; **V**= Vocabulary; **P**= Pronunciation; **F**= Fluency; **C**= Comprenhension

b. Interpretation and Analysis

According to the results gathered in Table 1, students achieved a total mean score of 3.22/10 in speaking skills, which corresponds to the failing qualitative score range (see grading scale, p.124). The highest mean score obtained by the students was 0.7/2, in pronunciation. They pronounced the most common words clearly, but in other cases they found difficulties to pronounce certain types of

words which was influenced by the pronunciation of their mother tongue creating unknown words. On the other hand, the students' lowest score was 0.5/2 in fluency as they could answer the question quickly. However they were not able to speak fluently and accurately due to them not being able to use a wide range of vocabulary and expressions in their response towards the questions. In conclusion, the students had difficulty in the use of appropriate vocabulary and understanding what was being asked, as well as not being able to use the appropriate grammatical structure to give adequate responses and were also not able to pronounce certain words due to the knowledge of their mother tongue. According to Brown (2001) "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving".

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the most appropriate Communicative Language Teaching activities to develop English Language speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year.
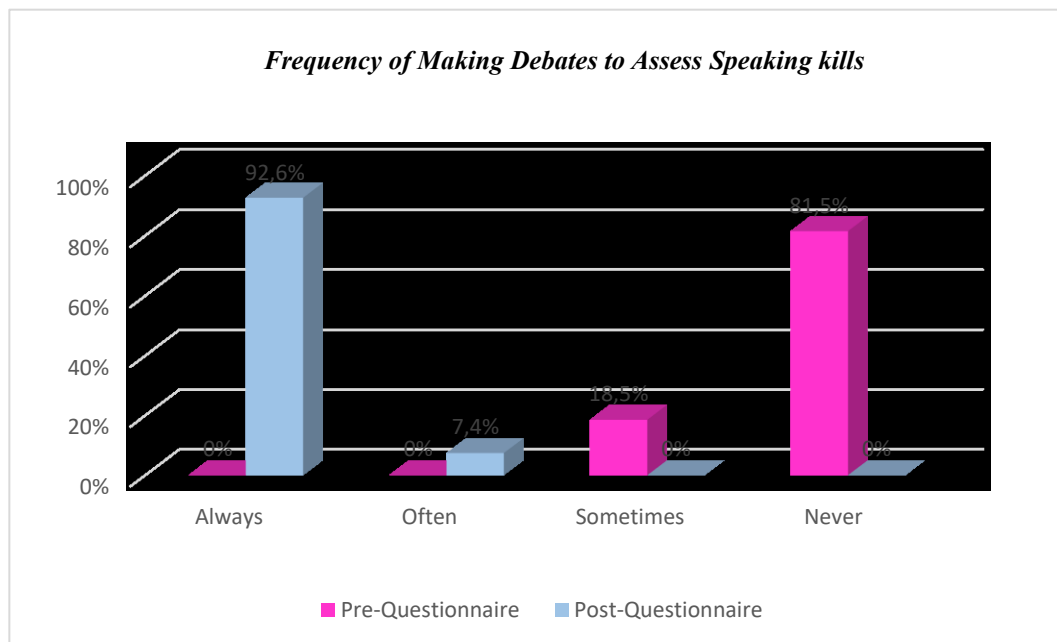
Question 1: How frequently does your teacher make debates to assess speaking during the class?

a. Table 2

Frequency of Making Debates to Assess Speaking Skills.

Options	Pre-Questionnaire		Post – Questionnaire	
	f	%	F	%
Always	0	0	25	92.6
Often	0	0	2	7.4
Sometimes	5	18.5	0	0
Never	22	81.5	0	0
Total	**27**	**100**	**27**	**100**

b. Figure 1

Frequency of Making Debates to Assess Speaking kills

c. Interpretation and analysis

The results in Table 2, indicated that 81.5% of students answered that debates never were made to assess speaking skills. Meaning that students were not developing their speaking skills appropriately. They only shared short ideas, participated little, they also did not use the correct grammatical structure to interact one another. On the other hand, after applying debates, students were

inspired to participate during the class, it helped them to be more active to develop their speaking skills in a free way.

According to Dean (2018) "debate can also help to broaden horizons, improve cultural awareness and bring together young people from diverse backgrounds. There is evidence that debate can be particularly powerful when working with students from more disadvantaged backgrounds, boosting their confidence and even increasing aspirations for higher education."

Question 2: Do dialogues contribute to develop your speaking skills?

a. Table 3

Contribution of Dialogues to Develop Speaking Skills

Options	Pre-Questionnaire		Post – Questionnaire	
	f	**%**	**F**	**%**
Always	0	0	22	81.5
Often	0	0	4	14.8
Sometimes	6	22.2	1	3.7
Never	21	77.8	0	0
Total	**27**	**100**	**27**	**100**

b. Figure 2

Contribution of Dialogues to Develop Speaking Skills
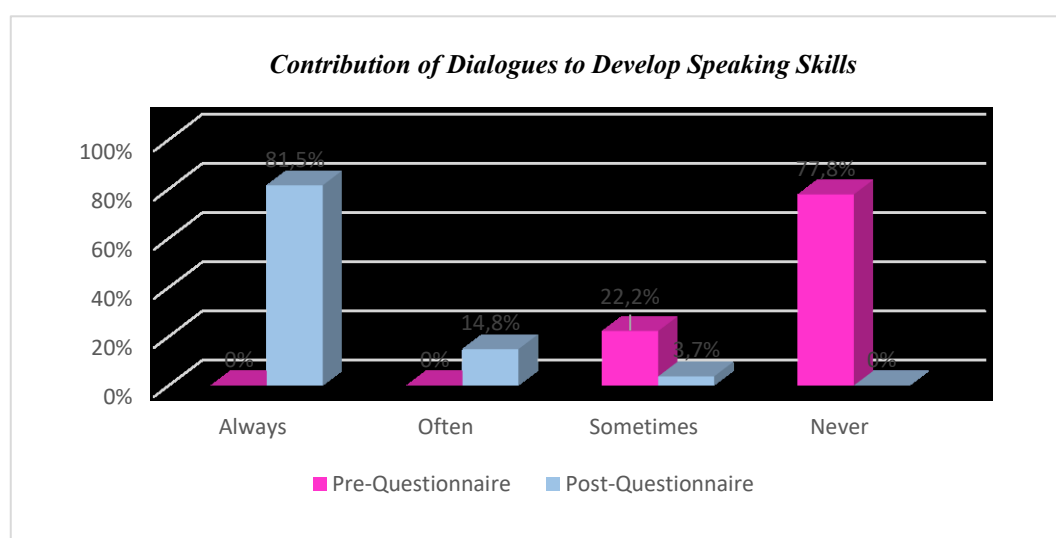
c. Interpretation and Analysis

The results in Table 3, indicate that 77.8% of students answered that dialogues never contributed to the development of their speaking skills. This means, students did not have the opportunity to interact one another orally, and they could not produce the language appropriately, which affects the improvement of their speaking skills.

After applying the intervention plan, dialogues were useful to provide learners the opportunity to express their ideas and facilitated a good comprehension among them. Kayi (2006) affirms "Use of dialogues can promote students' speaking skills to a great extent. Different situations can be offered to the student through dialogues, which is really conducive to them".

Question 3: How often does your teacher makes a description about pictures in order to develop speaking skills?

a. Table 4

Frequency of Describing Pictures to Develop Speaking Skills

Options	Pre-Questionnaire		Post – Questionnaire	
	f	%	f	%
Always	0	0	25	92.6
Often	4	14.8	1	3.7
Sometimes	5	18.5	1	3.7
Never	18	66.7	0	0
Total	27	100	27	100

b. Figure 3

Frequency of Describing Pictures to Develop Speaking Skills
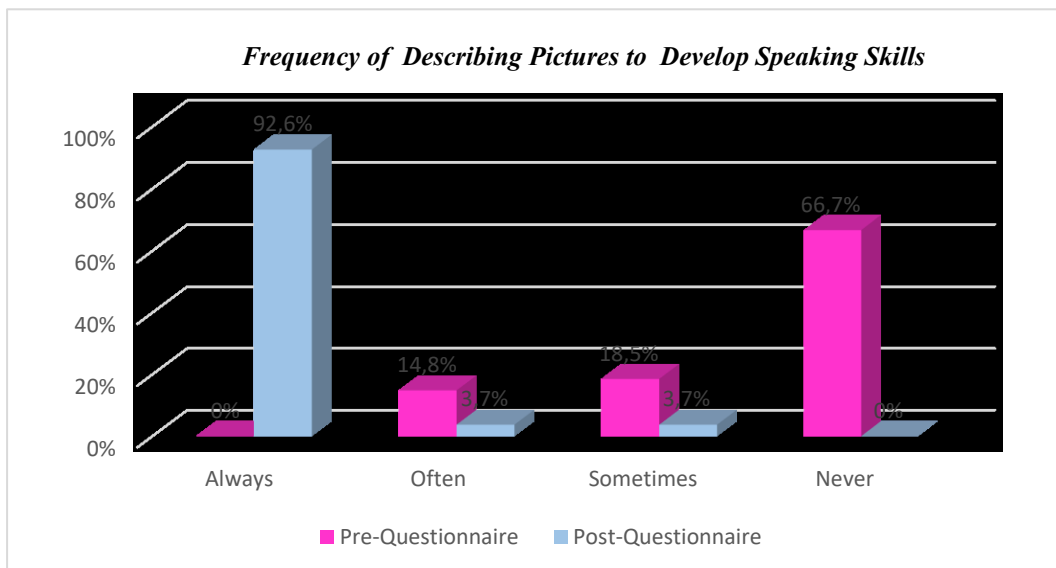
c. Interpretation and Analysis

As it is shown in Table 4, more than half of students (66.7%) answered that the teacher never applied describing pictures to develop speaking skills. This means, students did not use the English language, having difficulty to communicate among them.

However, after applying the intervention plan, it was clear describing pictures helped students to be creative and also to use the language and express their ideas easily.

Warner (2015) mentions the activity encourages the describer to look carefully at every detail of the picture, forcing them to explain clearly what they can see, and taking into account the needs of the audience. It also encourages the rest of the class to listen carefully to the instructions being given, so that they can reproduce the picture on the paper as accurately as possible.
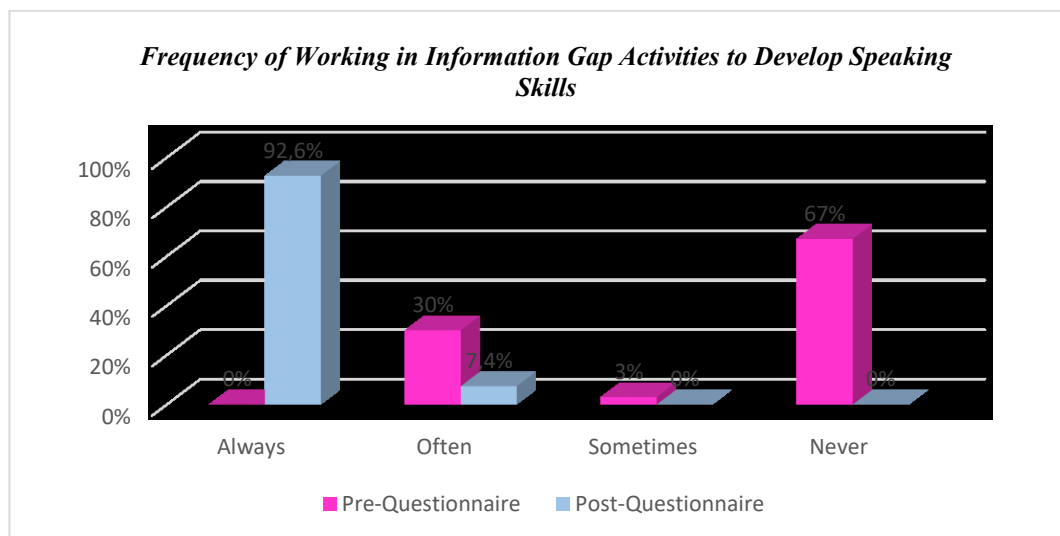
Question 4: How frequently do you work in information gap activities to develop speaking skills?

a. **Table 5**

Frequency of Working in Information Gap Activities to Develop Speaking Skills

Options	Pre-Questionnaire		Post – Questionnaire	
	f	%	f	%
Always	0	0	25	92.6
Often	8	30	2	7.4
Sometimes	1	3	0	0
Never	18	67	0	0
Total	**27**	**100**	**27**	**100**

b. **Figure 4**

Frequency of Working in Information Gap Activities to Develop Speaking Skills

c. **Interpretation and Analysis**

As it is indicated in Table 5, more than half of students (67%) answered that information gap activities were never used. This means students had difficulty when transferring and exchanging information by collaborating to develop the ability of speech. Nevertheless, after implementing information gap activities to

develop speaking skills, students were able to ask one another questions, practicing vocabulary the grammatical structure for speech skills and finding out certain information in a funny way.

According to Rosenberg (2009), Gapping refers to the authentic purpose for communication: transferring information or bridging the gap, from one person to another. In a language classroom, using gapping activities means that each learner needs to negotiate, collaborate, and exchange information toward a common goal. Gapping also provides variety and fosters group work with existing readings and materials.

Question 5: How usually do you make conversation to develop speaking skills?

a. **Table 6**

Making Conversations to Develop Speaking Skills

Options	Pre-Questionnaire		Post – Questionnaire	
	f	%	f	%
Always	0	0	22	81.5
Often	1	3.7	4	14.8
Sometimes	5	18.5	1	3.7
Never	21	77.8	0	0
Total	**27**	**100**	**27**	**100**

b. Figure 5

Frequency of Conversations to Develop Speaking Skills
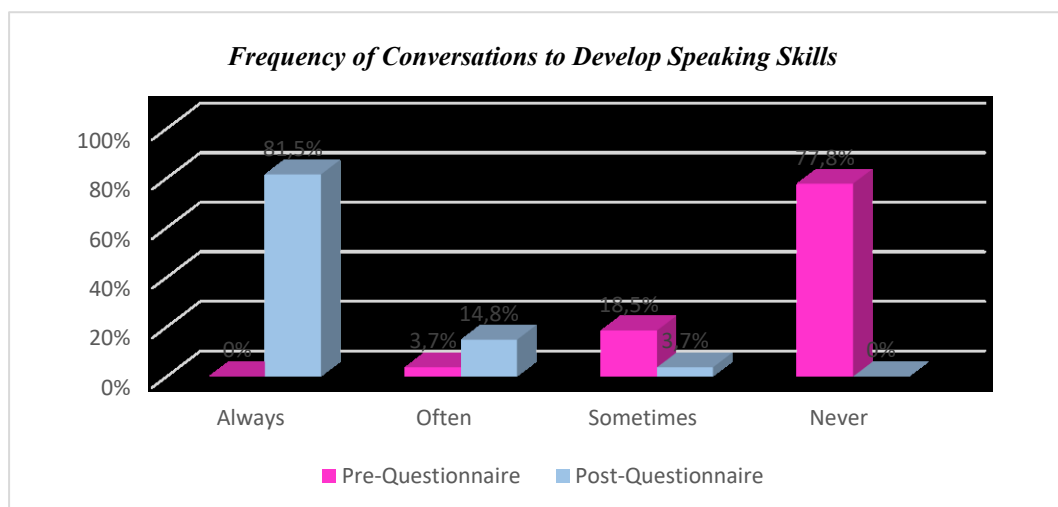
c. Interpretation and Analysis

The results in Table 6, indicate that 77.8% of students answered conversations were never used to develop their speaking skills. Meaning students could not practice the appropriate grammar structure and vocabulary to communicate easily. On the other hand, after implementing conversations students became interested on the language use.

These activities helped the learners to participate more and get confidence. Vijayan (2016) affirms that "conversations can helped students to manage some situations. And then small-talk activities in the classroom, in the use of language for socialising will be useful and interesting."

Post Test Results

Objective Five: To assess the obtained results after the application of Communicative Language Teaching Activities to develop English Language speaking skills among students of 9th year "B" afternoon session at Miguel

Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year.

a. Table 7

Post-Test Scores of the English Ninth Year "B" Students in Speaking Skills

Students'code	G /2	V /2	P /2	F /2	C /2	Total /10
EEBMR 001	2.00	2.00	2.00	1.50	2.00	9.50
EEBMR 002	2.00	2.00	1.50	1.50	2.00	8.00
EEBMR 003	2.00	2.00	1.00	1.00	2.00	8.00
EEBMR 004	2.00	2.00	1.50	1.00	2.00	8.50
EEBMR 005	2.00	2.00	2.00	1.50	2.00	9.50
EEBMR 006	2.00	2.00	1.00	1.00	2.00	8.00
EEBMR 007	2.00	2.00	1.00	1.00	2.00	8.00
EEBMR 008	1.75	2.00	1.00	1.00	2.00	7.75
EEBMR 009	2.00	2.00	2.00	2.00	2.00	10.0
EEBMR 010	2.00	2.00	1.50	1.00	2.00	8.50
EEBMR 011	2.00	2.00	1.50	1.00	2.00	8.50
EEBMR 012	1.50	2.00	2.00	1.50	2.00	8.00
EEBMR 013	2.00	2.00	1.50	1.00	2.00	8.50
EEBMR 014	2.00	2.00	2.00	1.50	2.00	9.50
EEBMR 015	2.00	2.00	1.50	2.00	2.00	9.50
EEBMR 016	2.00	2.00	2.00	1.50	2.00	9.50
EEBMR 017	2.00	2.00	1.50	1.00	2.00	8.50
EEBMR 018	2.00	2.00	1.00	2.00	2.00	9.00
EEBMR 019	2.00	2.00	2.00	1.00	2.00	9.00
EEBMR 020	2.00	2.00	1.50	1.50	2.00	8.00
EEBMR 021	2.00	2.00	1.50	1.50	2.00	8.00
EEBMR 022	2.00	2.00	2.00	1.50	2.00	9.50
EEBMR 023	1.25	2.00	1.50	2.00	1.50	8.25
EEBMR 024	1.50	2.00	1.50	1.00	2.00	8.00
EEBMR 025	2.00	2.00	1.50	1.00	2.00	8.50
EEBMR 026	2.00	2.00	1.00	1.00	2.00	8.00
EEBMR 027	2.00	2.00	1.00	1.00	2.00	9.00
Mean	**1.92**	**2.00**	**1.51**	**1.31**	**1.98**	**8.72**

Note. **EEBMR**= Escuela de Educación Básica Miguel Riofrio; **001**= Students' code; **G**= Grammar; **V**= Vocabulary; **P**= Pronunciation; **F**= Fluency; **C**= Comprenhension

b. Interpretation and Analysis

As it is detailed in Table 8, students achieved a total mean score of 8.72/10 in speaking skills, which corresponds to excellent level (see grading scale p.124).

40

The highest score means were 2/2 in vocabulary and 1.98/2 in comprehension. This indicates that students could communicative effectively and express their ideas in oral and written form using appropriate vocabulary. Additionally, in comprehension students could use the appropriate words to complete the sentences about quantifiers. Moreover, the lowest score was in fluency 1.31/2, which indicates students made a few mistakes in grammatical structure, appropriate pronunciation, and pauses to communicate a message. In conclusion, the results demonstrated that students increased their level in these aspects of speaking skills.
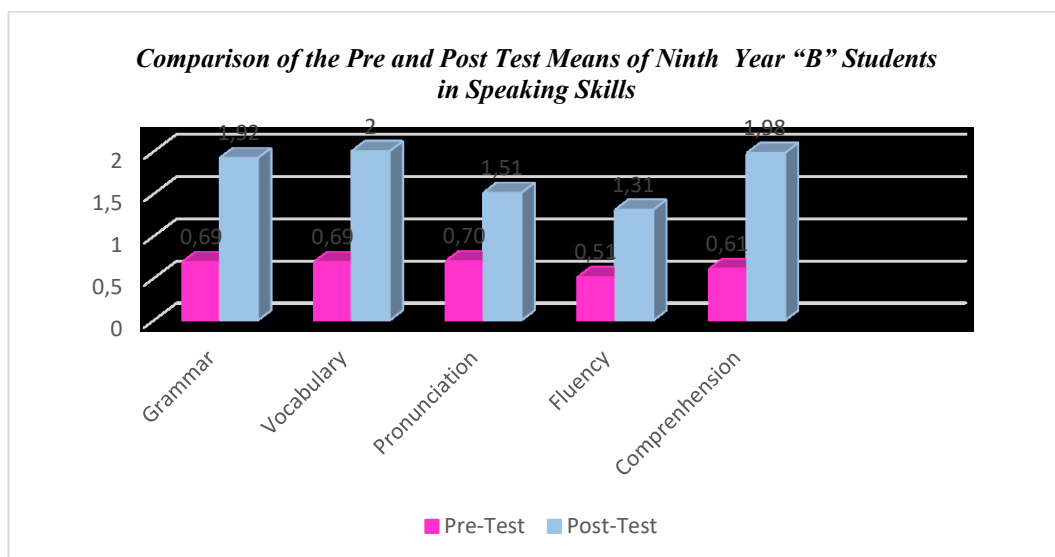
Brown (2001) says that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

a. Table 8

Comparison of the Pre and Post Test Means in Speaking Skills

Aspects	Pre-test	Post-test
Grammar	0.69	1.92
Vocabulary	0.69	2.00
Pronunciation	0.70	1.51
Fluency	0.51	1.31
Comprehension	0.61	1.98
Total	**3.22**	**8.72**

b. Figure 6

Comparison of the Pre and Post Test Means of Ninth Year "B" Students in Speaking Skills

Categories: Grammar, Vocabulary, Pronunciation, Fluency, Comprehension

Pre-Test values: 0,69 | 0,69 | 0,70 | 0,51 | 0,61
Post-Test values: 1,32 | 2 | 1,51 | 1,31 | 1,98

Legend: ■ Pre-Test ■ Post-Test

c. Interpretation and Analysis

The data in Table 8, shows that students got an excellent development in all the aspects of speaking skills. It is demonstrated in the mean scores in the pre-test 3.22/10 and post- test 8.72/10. It indicates that the Communicative Language Teaching Activities had a good influence and a positive impact in the development of students' speaking skills. Nevertheless, students need more practice in these speaking aspects to master the language.

g. DISCUSSION

The uses of the Communicative Language Teaching Activities had a positive result on the development of speaking skills. These results presented in the score of the pre and post tests, which were applied at the beginning and at the end of the intervention plan among students' of ninth–year "B" afternoon session at Miguel Riofrío Basic Education School in the city of Loja during the 2018−2019 academic year. This improvement is reflected in the findings of the results of the pre and post-test and pre and post-questionnaires. The students pre-test mean score was with 3.22/10. But, after the intervention plan, the students' post- test mean score was with 8.72/10 which indicates the positive effect that the Communicative Language Teaching Activities had on students.

According to Finocchiaro & Brumfit (1983), in CLT classes the teacher expects students to interact with other people through pair and group work. The Communicative Language Teaching method is promotes the effective use of English for second language learners in social interactions.

The aspects that students were evaluated to improve speaking skills were: vocabulary, grammar, comprehension, pronunciation, and fluency. The pre-test results indicated that all the learners had problems in pronunciation and fluency, which means they could not correctly use vocabulary or grammar structures, also they mispronounced words, and hesitated when speaking. Alternatively, in the post test after the intervention plan, the results indicate the students developed their knowledge correctly in all of the aspects. Learners were able to manipulate

structures to distinguish appropriate grammar form. In vocabulary they could use the words effectively in order to express their ideas orally and in writing way. Students' pronunciation had few mistakes when they pronounced the words. Additionally, in comprehension students got more confident when they interacted with each other and answered the different questions.

At the beginning, of the intervention plan, the students' attitude about the implementation of the Communicative Language Teaching Activities was not good because they got nervous, confused and to ashamed. But then, during the process students started developing all these activities step by step in an easy way, producing the language confidently. At the end, students felt secure, and freedom to perform the Communicative language Teaching Activities. Similarly, students progressively showed the ability using all these activities in order to develop speaking skills.

This research had certain strengths and limitations during the intervention that influenced on students speaking skills progress. A number of strengths in the implementing of these activities were students felt animate to participate in class. Also, the time used for every class was appropriate for achieving students speaking performance. However, there were limitations like the large numbers of students which caused them sometimes made disorder, other one was that the students just preferred to work with their close friends.

The Communicative Language Teaching Activities applied contributed to develop speaking skill among the learners. They were more interested and engaged in speaking performance. To sum up, students felt really engaged and

motivated, they worked actively either in pairs or groups with the activities proposed such as describing pictures, information gap, conversations, dialogues, and debates. In conclusion, all these activities applied contributed to a meaningful of students' knowledge about speaking skills.

h. CONCLUSIONS

Ninth year "B" students afternoon session at Miguel Riofrío Basic Education School faced some limitations in using appropriate vocabulary, grammar, comprehension, pronunciation, and fluency in English students could not correctly use vocabulary, grammar structures, mispronounced words and hesitated when they spoke. Learners did not feel motivated to interact in class to develop their speaking skills.

The Application of Communicative Language Teaching Activities such as: conversations, describing pictures, information gap, dialogues, and debates helped students to use vocabulary correctly, reduced their pronunciation mistakes, and reduced their hesitation when they speak to express their feelings and ideas.

The Communicative Language Teaching Activities were successful, and students felt more confident and relaxed when they used the language to communicate. These activities encourage the students to asking each other questions, use the appropriate vocabulary, correct grammatical form, produce clear language and speak with certain fluency and accuracy.

i. RECOMMENDATIONS

Teachers should diagnose and determine the weaknesses that limit students in different aspects such as: vocabulary, pronunciation, fluency, grammar and comprehension, they should consider the most suitable activities and processes to develop speaking skills and a good relationship one another in order to carry out speaking activities.

Teachers should consider the most appropriate activities and tools that can be suitable for motivating students in performing speaking such as describing pictures, debates, dialogues, information gap and conversations. All these activities gave students the opportunity to participate actively in real life situations.

Educators should reflect on the positive impact that the Communicative Language Teaching Activities have to develop speaking skills, since these activities give opportunities to interact one another, participate in class, and learn the language in an interesting way and making them feel more confident when speaking.

j. BIBLIOGRAPHY

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO DEVELOP ENGLISH LANGUAGE SPEAKING SKILLS AMONG STUDENTS OF NINTH –YEAR "B" AFTERNOON SESSION AT MIGUEL RIOFRÍO BASIC EDUCATION SCHOOL IN THE CITY OF LOJA DURING THE 2018−2019 ACADEMIC YEAR

Thesis Project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English

AUTHOR

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LOJA– ECUADOR

2018

a. THEME

THE COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO DEVELOP ENGLISH LANGUAGE SPEAKING SKILLS AMONG STUDENTS OF NINTH–YEAR "B" AFTERNOON SESSION AT MIGUEL RIOFRÍO BASIC EDUCATION SCHOOL IN THE CITY OF LOJA DURING THE 2018−2019 ACADEMIC YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Miguel Riofrío Basic Education school in the City of Loja, which is located at 1184 Bernardo Valdivieso street, between Mercadillo and Olmedo streets. This institution was founded on June 5th, 1985, and it was named in honor of a man who demonstrated unconditional service to society. The first director of the school was a distinguished man, Dr. Benjamin Rafael Ayora. In the first academic year, 1916-1917, the institution was named Miguel Riofrío.

It is also important to mention that one of the most outstanding directors of this institution was Dr. David Pacheco Ochoa, who was a brilliant artist and poet. He wrote the lyrics and music of the school anthem. Nowadays Miguel Riofrío, Basic Education School is managed by Dr. Jose Anibal Orellana. This institution has 1742 students, 72 teachers, and 6 administrators.

Current situation of the research problem

English is a universal language and plays a major role in many areas, such as medicine, engineering, business, technology, tourism and education. It is considered a tool for communication around the world. People communicate with others, expressing their ideas in both oral and writing way.

In our daily lives, the need to master other languages has become very important, as in case of English. In turn, this language is considered useful for professional development.

In our country one of the main objectives of the Ministry of Education is to educate students actively, so that they can develop personal, social and intellectual skills, and participate productively in the society and worldwide.

In addition, in the actually life is important that teachers use different methods with innovative strategies which are oriented to success, producing good communication in their daily lives.

The(C L T) method gives the students opportunities to participate actively in activities that are often accompanied by sense or simulative scenarios, so they resemble real life. In such activities, the students become the main characters, so they can become naturally interested in the English language and learn it in a fun way. Speaking skills are an important part of the goals of language learning.

Despite this, students face difficulties in four aspects into of speaking. One of which is accuracy, where students have problems with the correct articulation of the words, another challenge is fluency, because students hesitate when they speak. Pronunciation is also a problem for the students since they need to pronounce words with the appropriate intonation.

Comprehension is another difficulty, because the students do not understand how they produce the language.

According to the class observation done at Miguel Riofrío Basic Education School afternoon session, it was noticed that the students level of ninth year EGB the CLT is not applied frequently during the classes. As a result students cannot develop English language skills to their full potential. It is   important to emphasize in a useful method that should be applied frequently during the classes,

so that students can develop their abilities such as speaking, but it is important to emphasize, that due to the time and different social levels the CLT method cannot be applied in the best way, since students´ levels of English vary in most cases.

Teachers should pay more attention to specific methods to develop speaking skills, one of them is the Communicative language teaching through that, students can effectively develop their abilities in the target language, focusing on oral expression and communicative interaction.

All these difficulties motivated the researcher to apply the activities of CLT for students from ninth year "B" afternoon session at Miguel Riofrío Basic Education School, do not develop speaking skills in order to get students interact freely and effectively.

Research problem

HOW DOES THE COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO DEVELOP ENGLISH LANGUAGE SPEAKING SKILLS AMONG STUDENTS OF NINTH –YEAR "B" AFTERNOON SESSION AT MIGUEL RIOFRÍO BASIC EDUCATION SCHOOL IN THE CITY OF LOJA DURING THE 2018−2019 ACADEMIC YEAR?

Delimitation of the research

The research will be carried out during the 2018 – 2019 school year

Location

The present project will take place at Miguel Riofrío Basic Education School, which is a public school located at 1184 Bernardo Valdivieso street, between Mercadillo and Olmedo streets in the City of Loja.

Participants

The participants of this research project will be students of ninth-year "B" at Miguel Riofrío Basic Education School afternoon session, who are all between 13 and 15 years old. There are 28 students, 7 girls and 21 boys, and also the teacher candidate who is going to take part in the intervention plan.

Sub problems

- What theoretical and methodological references about Communicative Language Teaching are adequate to develop the English Language speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year?

- Which are the issues that limit the development English Language speaking skills among students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year?

- What are the phases of the intervention plan that help to apply the Communicative Language Teaching activities to develop English Language speaking skills among students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year?

- Which Communicative Language Teaching activities are implemented to develop English Language speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year?

- How effective was the application of Communicative Language Teaching activities to develop English Language speaking skills among students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year?

c. JUSTIFICATION

The present research project is about the Communicative Language Teaching to develop English language speaking skills among students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the 2018-2019 academic year.

Peaking is an essential activity in the English learning process, due to it allows to communicate with each other, however it is a problem that students in ninth year "B" face because they cannot express or communicate in a speaking way correctly.

This research project will look for a way to help students to develop speaking skills through The Communicative Language Teaching Activities, because it will allow learners to participate in activities and play a central role in the classroom; furthermore, this method will assist students to achieve communicative competences based more on student's interaction, facilitating in this way the teaching-learning process. Therefore, learners will exercise and communicate actively in their classroom to achieve a good communication.

In the social aspect, this research project will help the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School who have a low social economic level. Through this research students will increase their knowledge about the English language especially in the speaking skills, for this reason it is really important that young people have enough knowledge, because in today's life everything is modernizing day by day.

From the scientific point of view, it is essential to develop this action research, because it will help the teacher candidate to establish some alternatives and

solutions in order to solve the problem based on The Communicative Language Teaching Activities with the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School.

To conclude, the development of this research project is a requirement for the researcher to get the Bachelor's degree in Sciences of Education, English language Specialization which is established in the Facultad de la Educación el Arte y la Comunicación of the Universidad Nacional de Loja.

d. OBJECTIVES

General Objective

To develop English Language speaking skills through The Communicative Language Teaching Activities among students of ninth year "B" afternoon session at Miguel Riofrío Basic Education school in the City of Loja, during the 2018−2019 academic year?

Specific Objectives

- To research theoretical and methodological references about the Communicative Language teaching activities to develop English Language speaking skills among students of ninth year "Afternoon session   at "Miguel Riofrío" Basic Education School in the City of Loja during the 2018−2019 academic year.

- To diagnose the issues that limit the development English Language speaking skills among the students of ninth year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja during the 2018−2019 academic year.

- To work on an intervention plan based on The Communicative Language Teaching activities to develop English Language speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year.

- To apply the most appropriate Communicative Language Teaching activities to develop English Language speaking skills among the students of 9th year

"B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year.

- To assess the obtained results after the application the Communicative Language Teaching activities to develop English Language speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year.

e. THEORETICAL FRAMEWORK

Communicative Language Teaching Method

The Communicative Language Teaching is a method, to teach second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

It is important to recognize that the Communicative Language Teaching method gives the primary importance to the use or function of the language, in the correct way and also gives the students the opportunity to experiment and prove what each one of them has, to tolerate the errors because in this way it develops communicative competences.

On the other hand it helps the students develop precision and fluency through ample opportunities, encouraging students to use, in that form the language is more relevant to both inside and outside of classes, so students can acquire the desired skills such as in this case, speaking skill in a quick and effective way, one of the key factors of Communicative Language Teaching method is promoting the effective use of English for second language learners in social interactions. According to Finocchiaro & Brumfit (1983), in CLT class teacher expect students to interact with other people through pair and group work.

Another reason to apply the Communicative Language Teaching method is because this method contains some activities which encourage students' fluency, accuracy and expressions to solve the problems.

Characteristics of CLT

Refering to the study about "The Communicative Language Teaching method at the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Larsen-Freeman (2000), Brown (2001), Richards (Richards, 2006) describe more or less similar key principles of CLT.

These are as follows:

- Classroom goals are focused on communicative competence.

- The target language is a vehicle for communication not only the object of study.

- Language techniques are designed to engage learners to use the language for meaningful purposes.

- Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use.

- Accuracy can be judged not in abstract but in context.

- Students have to use language productively and receptively as these are needed in authentic communication.

- Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.

- The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities.

- Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

Communicative Competence

The concept of communicative competence was proposed by Hymes (1972), who claimed that the study of human language should place humans in a social world.

The definition of communicative competence is what a speaker needs to know in order to communicate in a speech community (Hymes, 1972). For example, in the everyday contexts, not only is a speaker expected to produce a grammatical sentence, but she or he should also consider the situation or context in which the sentences are used. In relation to this, Hymes (1972) argues that communicative competence refers to a language learner's ability to use the target language successfully in real world communication. According to Hymes (1972), competence should be viewed as "the overall underlying knowledge and ability for language which the speaker-listener possesses. That is, the concept of communicative competence entails knowledge of the language and the ability to use the knowledge in context. Hymes (1972) proposed four sectors of communicative competence.

- **Grammatical competence:** the knowledge of the sentence structure of a language. This knowledge includes the knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structures.

- **Socio linguistic competence or socio-cultural competence:** This is the ability to comprehend the social context in which the language is used for particular communicative functions, such as describing, negotiating, and

persuading, taking into consideration the roles of the participants, the settings, and the purposes of the interaction.

- **Discourse competence or textual competence:** This is the ability to distinguish diverse models of speech and to connect sentences or utterances to an overall theme or topic and to infer the meaning of large units of spoken or written texts. A person of high-discourse competence is able to use consistent devices such as transitional verbs and conjunctions and is skilled in considering and expressing the meanings of and relationship among different ideas in a text.

- **Strategic competence:** This is the ability to use verbal and nonverbal communication strategies to bridge the potential gaps in communication which arise from either limiting conditions in actual communication or insufficient competence in one or more of the other areas of communicative competence, and to enhance the effectiveness of communication (Canale & Swain, 1980). Strategic competence also includes coping strategies to initiate, terminate, maintain, repair, and redirect communication. As mentioned previously Abahussain (2016) in his thesis about Implementing Communicative Language Teaching Method in Saudi Arabia in University of Stirling.

Teachers' Role

In CLT classroom teacher has to play dimensional role. She/he has to know when it is high time to play which role. Breen and Candlin (1980) describe teacher's roles as follows:

- Facilitator- who facilitate the communication process in the classroom.

- Independent participant- He/she has to participate within the learning-teaching group.

- Resource- He/she organizes the resources of the activities or can acting the role of resource being helpful and by giving information to students.

- Researcher- He/she is a learner or researcher with much to contribute in terms of appropriate knowledge and activities, actual and observed experience of the nature of learning and organizational capacities.

Students' Role

The emphasis in CLT leads the students to different roles in classroom. These can be mentioned in following terms:

- Negotiators for meaning: The learner as negotiator between the self, the learning process and the objective of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertaken (Breen & Candlin, 1980).

- Communicators: They need to communicate with each other and share their opinions in the class.

- Discoverers: They have to discover how to improve their learning (Nunan, Languaje Teaching Methodology, 1991).

Contributors of knowledge and information: the implication for is that learner should contribute as much as he gains and thereby learn in an independent way.

Breen and Candlin (1980), as Islam (2016) indicates in his study about "The Effectiveness of Communicative Language Teaching" in BRAC University.

Classroom activities

Learning activities in a communicative context are drawn from the relevant input in order to develop competencies such interactional ability in real-life settings, skills building, or fluency and accuracy in communication (1989).

In a communicative language classroom, learners are offered chances to practice the language through communicative activities.

There are various categorizations of activities that are normally found in a communicative class. According to Littlewood (1981), activities used in CLT are categorized into two essential groups with subgroups under each:

Pre-communicative activities: These activities emphasize practicing isolated elements of third/foreign language knowledge and skills in order to endow students with a fluent command of the linguistic system and the ability to produce acceptable language rather than merely communicating meanings efficiently.

Most of these activities are associated with drills 'activities, which concentrate mainly on the replication of structural patterns. Activities, classified by Littlewood as quasi communicative ', are used to generate links between language structures and their potential functional meanings with the consideration of communicative and structural facts about the target language.

Communicative activities: These require learners to use and integrate their pre-communicative knowledge and skills for real communication of meaning. Littlewood further divided these activities into two subcategories:

Functional communication activities, such as problem-solving and information-gap activities; and social interaction activities, such as simulation and role-playing, requiring learners 'imagination in a situation or adopting a specific role to act out accordingly. Based on these activities, it could be argued that the diversity of the classroom activities in CLT reflect the eclectic nature of CLT as a teaching approach. A wide range of activities, procedures, and materials that aim to provide situations for practicing meaningful communication in classrooms are used.

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.

THE INFORMATION GAP: An Information Gap activity takes place between students, not between a student and a teacher, though a teacher can certainly demonstrate the activity. The two students will be asking each other questions to which they don't know the answer; these questions are called referential

questions. The goal of the activity is for the students to discover certain information, whether about the other person or related to a specific activity.

INTERVIEW: Thought the interview activity, walk around your classroom and listen to how your students are doing. If you hear a questions or response delivered incorrectly, steps and ask the students if they would like to try rephrasing or if the other student can identify the mistake.

DIALOGUES: Dialogues are popular activities in ESL textbooks for a number of linguistic as well as cultural reasons. You can use or adapt dialogues to:

- Demostrate grammar in context

- Facilitate conversation

- Provide recreation such as a skit.

Dialogues usually resent spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them.

These kinds of activities also consider the real needs of the language learners, as they range from simple partly communicative activities such as describing a location, in which the focus is on language structures as well as meaning to advanced fully communicative activities such as simulation and role playing in which the focus is entirely on meaning.

As mentioned previously Abahussain (2016) in his thesis about Implementing Communicative Language Teaching Method in Saudi Arabia in University of Stirling.

Advantages of the use of Communicative Language Teaching Method

According to Richards (2006) manifested about the advantages of the use of Communicative Language Teaching Method.

- The interaction between students and teachers. Communicative teaching is becoming an increasingly clear feature in the change in the way as the internship, students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive harmonious relationship, rather than the traditional education, the kind of master servant relationship.

- To impart the basic knowledge and ability to skillfully combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval "scholastic "teaching methods inherited one consequence of the neglect of students ability. The communicative teaching emphasizes the learner´s cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

- Greatly enhanced the student´s interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they become interested in the English language, to learn English as pleasure.

Speaking

According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

According to Burns & Joyce (1997) speaking is one of the skills that have to be mastered by students in learning English, so that speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social contexts. It entails three areas of knowledge (Burns A. , 2010). First, the mechanical elements of language (pronunciation, grammar, and vocabulary), which allows the speaker to use the right words in the word order and appropriate pronunciation. Second, the speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging of information) and when a deep understanding is not necessary (as in the development of relations). Third, the socio cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, whom he is talking to, and what is the purpose of

speaking. As it was mentioned previously Tinitana (2016) in his study about the improvement of speaking skill at 27 de Febrero High school in Loja City.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skills they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Rueda (2015) expressed previously in her study about of development speaking skill at Emiliano Ortega Espinosa High school in Catamayo.

Teaching speaking in EFL

According to Nunan (2003), teaching speaking in EFL learners consists:

- Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the foreign language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments. As Flores (2016) says in her analysis about the improvement of speaking skill at 18 of November School of Loja City.

Brown (2001), says that language is a tool for communication, they communicate with others, to express ideas, and to know others ideas as well.

Communication takes place, where there is speech, without speech they cannot

communicate with one another. The importance of speaking skills hence is enormous for the learners of any language, as Tinitana (2016) expresses in his study about the improvement of speaking skill at 27 de Febrero High School in Loja City.

Components of speaking skill

According to Syakur (1987), said that there are at least five components of speaking skill concerned with: comprehension, grammar, vocabulary, pronunciation, and fluency.

Comprehension: For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

Grammar: It is the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary: One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. 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 component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Fluency: Fluency can be defined as the ability to speak fluently and accurately.

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 and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

How to teach speaking skill?

One of main concern of the most language teachers is how to help language learners to develop satisfying language proficiency. In this regard, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. This is because speaking is a crucial part of the language learning process. The major goal of teaching speaking skill is communicative efficiency.

Language learners should be able to make themselves understood by using their current proficiency. They should try to avoid confusion in the message because of the faulty pronunciation, grammar, or vocabulary.

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking in ESL learners consists:

- Produce the English speech sounds and sound patterns.

- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

Goals and Techniques for improving the Speaking Skills

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. The learners try to avoid making mistakes when they give a message or when they use the grammar, or vocabulary (Bilash, 2009).

To help students to develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

In the presentation part of a lesson, an instructor combines content oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation.

In communicative output: the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To

complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication: spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach: the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Rueda (2015) expresses in her investigation about investigation about development speaking skills at Emiliano Ortega Espinosa High School in Catamayo.

Types of speaking performances

Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

Imitative: This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation.

76

The teacher uses drilling during the teaching learning process, due to, students get opportunity to listen and to repeat some words.

Intensive: This refers to the students speaking performance. In this type students practice some phonological and grammatical aspects of language. Students develop the task in pairs or groups. For example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart.

Responsive: Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions.

Transactional (dialogue): It is carried out for the purpose of conveying or exchanging specific information.

Interpersonal (dialogue): It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

Extensive (monologue): Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. It can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready

and prepared for the activity, they can use the language appropriately. Says in her case study about to improve speaking skill at Dr. Luis Emilio Rodriguez School.

Principles for teaching speaking

According to Nunan (2003), there are some principles for teaching speaking. Some of which are described below:

- Give students practice with both fluency and accuracy: At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

- Use group work or pair work: To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time, so that pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson. In this way, the students will get chance to interact and practice the language with other students.

- Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

  When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating

with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Speaking Activities

Students should be encouraged to work with each other as well as with their teacher in order to develop their speaking skills Finocchiaro & Brumfit (1983) list some specific tasks for doing so:

- Responding to directions or questions given by the teacher or another student.

- Giving directions for other students.

- Preparing original sentences with communicative expressions, structures or notions which have been presented.

- Answering questions asked by other students about any class or out-of-class experiences.

- Asking the teacher or other students questions about reading or common experience.

- Describing objects from a picture or a chart.

- Using their own words to tell or retell a well-known story or experience.

- Improvising realistic conversations about a class shop, a library, or other appropriate resources.

- Taking a role in a communicative game.

- Participating in some oral group activities, such as a debate, discussion, a forum, based on research, where students are forced to listen attentively to the

previous speaker in order to agree, disagree, express uncertainty, or add other relevant information.

- Giving a report in the target language about a newspaper article written in the native language, as Quituizaca (2016) expresses in her inquiries about to improve of speaking skills at Enrique Aguirre Bustamante School in Loja City.

f. METHODOLOGY

Design of the research

Action research may also be called a cycle of action or cycle of inquiry it refers to a wide variety of investigative, evaluative and also analytical research methods designed to diagnose problems or weaknesses , it helps educators to develop practical solutions in order to address them quickly and efficiently.

Action research may also be applied to programs or educational techniques, so that educators have to learn more about and improve it. The general goal of the action research is to create a simple, practical, repeatable process of iterative learning, evaluation and improvement that leads to increasingly better results for programs, teachers and schools.

Methods, Technique and Instruments

To carry out the present research work is important to take in to account the most important strategies and methods that will help the researcher to carry out and conclude the research work successfully; the following methods will be applied along the research.

The Scientific Method

Scientific method is a technique preceded by empirical or accessible proof which is subjected to specific principle of reasoning. It can be used to acquire or adapt to the new knowledge and also to infer the existing knowledge or the knowledge what researcher has already.

This scientific method will help the researcher to study the discussions, role play, simulations, dialogues, information gap, brainstorming, storytelling as

strategies to improve the speaking skill, this method will support the researcher before and during the intervention plan, specially, the scientific method will help the researcher to support the analysis of the gathering data in order to find a possible solution for the situation.

The Descriptive Method

Descriptive method widely used in education, it is based on the premise that problems can be solved, practices and improved through observation, analysis, and description. The most common descriptive method is the survey, so that it includes questionnaires', phone surveys, personal interviews and normative surveys. One of the main purpose of descriptive studies can be explained as describing, explaining and also valid research findings.

The researcher will use the descriptive method to describe the problematic found at the institution and the reality of the two variables. It will use the descriptive method to explain and analyze the speaking skills as the object of investigation.

The Statistical Method

Statistical Method provides a discussion of the principles of the organization and techniques of research, with emphasis on its application to the problems in social statistics. It can be mathematical formulas, models, and techniques that are used in statistical analysis of raw research data. The application of statistical methods extracts information from research data and provides different ways to assess the robustness of research outputs. The statistical method will help the

researcher to tabulate the information in tables and figures and apply the formula to obtain the media.

The Analytic⁄Synthetic Method

The word "analytic" is derived from the word "analysis" which means "breaking up" or resolving a thing into its constituent elements. The original meaning of the word analysis is to unloose or to separate things that are together. In this method the researcher break up the unknown problem into simpler parts and then see how these can be recombined to find the solution.

The synthetic Method starts like induction from the observed facts and the inferred theory (but it can also start like deduction from a set of assumptions). On this basis, the synthetic method engineers an artificial system, the objective being that, while operating, this system will behave like the real one, thus confirming the tested theory. The analytic-synthetic method will be employed to analyze and interpret the obtained results of the tests and questionnaires'. It also will help to draw up the conclusions.

Technique and Instruments

Data collection

To collect worthy information for the intervention plan it will be necessary to design a pre and post test, questionnaire, observation checklist and field diary, which were applied at the beginning, during and after the intervention plan.

Tests: The tests will refer a numerical score by which the researcher will calculate the mean to compare the pre and post-test results.

Pre-test / Post-test: They will be applied at the beginning and at the end of the intervention plan. Pre-test will be applied at the beginning of the intervention plan in order to diagnose the proficiency of students at speaking skill at the beginning of the intervention plan, The Post-test will be applied at the end of the intervention plan in order to obtain information about students' progress on speaking skills during the intervention.

This test will be applied in the class and the researcher will give students and explained them each of the questions in order to obtain information about students' progress during the intervention plan at Miguel Riofrío Basic Education School afternoon session during the 2018-2019 academic year.

Questionnaires: A questionnaire with four closed questions and four multiple choice questions will be applied to obtain information from students about the development of speaking skill inside the classroom. This instrument will be applied at the beginning and at the end of the intervention plan.

Observation: Through the observation sheet, the researcher will be observe the students´ achievements during the lesson. It also will be used to keep a record of what happened in class. Then, it will be help the researcher to analyze the findings when the intervention plan will end.

Non-participant Observation: In non-participant observation the researcher will not interact or participate, The objective of this non-participant observation is to identify the problem for this action research project which will be supported through the participant observation, so that it will stay separate from the activities being observed.

Observation Sheet: Through the observation sheet, the researcher will observe the students´ performance during the lesson, so that the researcher will collect some information in order to keep a record of what happened in class and also, It will help to analyze the findings when the intervention plan ended

Participant Observation: In the participant observation the researcher will be an observer and will join a group and will observe their activities, so that at the same time taking care to observe what is going on during the intervention plan in order to develop speaking skills among the ninth-year students at Miguel Riofrío school afternoon session in the city of Loja during the 2018- 20179 academic year.

Field Notes: The researcher will use a diary in order to record what happen in each lesson, so that it will help to note down the findings during the intervention, like significant events along the observation or particular situation that can occur in the intervention plan.

Population: The participants of this research work will be students of ninth-year "B" at Miguel Riofrío Basic Education School afternoon session, who are all about thirteen and fifteen years old, there are twenty eight students, 7girls and 21 boys, and also the teacher candidate who is going to take part in the intervention plan.

Intervention Plan

The intervention plan is based on lesson plan models which contains three basic stages which are: Activation, connection, and affirming. It consists on 40 hours of class during 8 weeks.

Activation

In that phase the teacher candidate will present a topic in order to carry out an intervention plan and will try to catch the student's attention in that form learners are able to develop the different activities. However, students will have a clear idea and they will develop the speaking skills through group and individually work by sharing all their knowledge.

Connection

In this phase the teacher candidate role will be help students in the learning process by guiding them in different activities where they will develop and also to create a good environment, in order to connect the new content and the students will have the new knowledge, so that they will focus on the topic and also students will be discuss, assess, explore, interpret and they can practice the different skills.

Affirming

The teacher candidate will be able to assessed on how much they have learned during the class and review their knowledge, in that way teacher candidate will encourage students to think creatively and learners will achieve clear and precise knowledge.

INFORMATIVE DATA

INSTITUTION: Escuela de Educación Básic Miguel Riofrío   **PARTICIPANTS:** 9th"B"EGB
TEACHER: Lcda. Carmita Iñiguez   **SCHOOL YEAR**: 2018-2019
TEACHER CANDIDATE: Yaritza Jiménez Navarro   **TOPIC**: Multiples Intelligences

RESEARCH PROBLEM: How does the communicative language teaching activities to develop English language speaking skills among students of ninth year "B" afternoon session at Miguel Riofrío basic education school in the City of Loja during the 2018−2019 academic year?	
GOAL: By the end of the intervention plan students will be able to develop the speaking skill emphasizing in the main aspects such as: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.	
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To describe and ask questions about people's abilities. • To use expressions like quickly, very well and easily to talk about people's abilities.	

CONTENT	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
Structures Modal verb "Can" **Vocabulary** Words relate to multiple intelligences.	**ACTIVATION** • **WARM UP ACTIVITY**: Teacher candidate makes a brainstorming about the different kind of intelligences. • Teacher candidate presents flashcards related to the topic (solve, move, paint, speak, learn, sing)	• Flash cards • Student's notebook • Student's textbook • Audio Cd. • Teacher book • Tape recorder

	CONNECTION • Teacher candidate explains the use of the modal verb "can and can't ", then provides some examples about it. • Students listen and pay attention to understand audio and complete the chart with the verbs in the Word Bank. • Students work in pairs and discuss the different abilities they using the modal verb "can and can´t" • Students present in front of the class the abilities of their classmates in speaking way. **AFFIRMING** • Students make a debate about what intelligence is the most important for them • Students explain in front of the class what kind of intelligence they have using the vocabulary learned in this lesson. • Students discuss their abilities using the modal verb "can and can't".	
MONITORING PLAN: Data source 1: Pre-test, Pre-questionnaire Data source 2: Oral participation		
SUPPORT: Coaching and guidance from our thesis advisor		
DATE / TIME: November 19th to November 23rd, 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Sasson, D. (2013). Speaking and writing for English language, New York, Rowman &Littlefield Education.

INFORMATIVE DATA
INSTITUTION: Escuela de Educación Básica "Miguel Riofrío
TEACHER: Lcda. Carmita Iñiguez
TEACHER CANDIDATE: Yaritza Jiménez Navarro

PARTICIPANTS: 9th"B"EGB
SCHOOL YEAR: 2018-2019
TOPIC: Unique People

RESEARCH PROBLEM: How does the communicative language teaching activities to develop the English language speaking skills among students of ninth –year "B" afternoon session at Miguel Riofrío basic education school in the City of Loja during the 2018−2019 academic year?	
GOAL: By the end of the intervention plan students will be able to develop the speaking skill emphasizing in the main aspects such as: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.	
LEARNING OBJECTIVES: At the end of this lesson students will be able:	

- To Compare people attributes abilities
- To Express personal opinions about people´s attributes and abilities

CONTENT	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
Structures Comparatives and superlatives **Vocabulary** Adjectives related to physical Description Irregular adjectives (*good/bad*)	**ACTIVATION** • **Warm up:** Teacher candidate asks the students to talk about the most famous sportsmen • Teacher candidate presents flashcards related to the topic (beautiful, talented, popular, attractive, interesting, generous) **CONNECTION**	• Flash cards • Student's notebook • Student's textbook • Audio Cd. • Teacher book • Tape recorder

	- Teacher candidate explains the usage of comparative and superlative then give some examples about it. - Students develop the activities on their worksheet. - Students give examples about comparative and superlative adjectives in oral way. - Students exchange ideas using short and long adjectives based on famous artists. **AFFIRMING** - Students make a presentation about the most famous athletes in the word. - Students express their opinions and describe the most famous artist in the world using long and short adjectives.

MONITORING PLAN: Data source 1:worksheet
Data source 2:Students´speaking samples

SUPPORT: Coaching and guidance from our thesis advisor

DATE∕TIME: November 26th to November 30th, 2018

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Sasson, D. (2013). Speaking and writing for English language, New York, Rowman &Littlefield Education.

INFORMATIVE DATA

INSTITUTION : Escuela de Educación Básica "Miguel Riofrío   **GROUP** : 9th"B"EGB
TEACHER : Lcda. Carmita Iñiguez   **SCHOOL YEAR:** Outstanding People
TEACHER CANDIDATE: Yaritza Jiménez Navarro   **TOPIC:** 2018-2019

RESEARCH PROBLEM: How does the communicative language teaching activities to develop the English language speaking skills among students of ninth –year "B" afternoon session at Miguel Riofrío basic education school in the City of Loja during the 2018−2019 academic year?	
GOAL: By the end of the intervention plan students will be able to develop the speaking skill emphasizing in the main aspects such as: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.	
LEARNING OBJECTIVES: By the end of this lesson students will be able: - To identify details - To answer the question why? By using because.	

CONTENT	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
Structures Connector(Because) **Vocabulary** Words related to mental and physical activities. Multiple intelligences	**ACTIVATION** **Warm up:** Teacher candidate tells students to draw incredible things that people can do, and then students describing it. - Teacher candidate presents flashcards related to the topic (climbing mountains, swim in the sea, practice meditation, memorize numbers, run a marathon , learn language) **CONNECTION** - Teacher candidate explains the usage of "because" and give some examples in oral way. - Students develop the activities on the book.	- Flash chart - Student's notebook - Student's textbook - Teacher book - Worksheets

	- Students work in activities from the worksheet. - Students work in pairs describing the abilities that they have by using the connector because **AFFIRMING** - Student's work in an assessment sheet about outstanding people. - Students work in a group and creating dialogues by using the connector "because"	

MONITORING PLAN: Data source 1:Assessment sheet	
Data source 2:Worksheet	
Date source 3: Students 'speaking samples	
SUPPORT: Coaching and guidance from our thesis advisor	
DATE/TIME: December3rd to December7th , 2018	

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Sasson, D. (2013). Speaking and writing for English language, New York, Rowman &Littlefield Education.

INFORMATIVE DATA

INSTITUTION : Escuela de Educación Básica Miguel Riofrío	**GROUP:** 9th"B"EGB
TEACHER : Lcda. Carmita Iñiguez	**SCHOOL YEAR**: 2018-2019
TEACHER CANDIDATE: Yaritza Jiménez Navarro	**TOPIC** : It´s a piece of cake

RESEARCH PROBLEM: How does the communicative language teaching activities to develop the English language speaking skills among students of ninth –year "B" afternoon session at Miguel Riofrío basic education school in the City of Loja during the 2018−2019 academic year?

GOAL: By the end of the intervention plan students will be able to develop the speaking skill emphasizing in the main aspects such as: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.

LEARNING OBJECTIVES: By the end of this lesson students will be able:
- To use idioms and colloquial expressions in informal conversations

CONTENT	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
Structure Adverbs of manners Speaking strategy **Vocabulary** It's a piece of cake Get out of here It's mind blowing To know by heart	**ACTIVATION** • **Warm up:** Teacher candidate shows the students the three drawings, then ask students different questions such as: What is the little girl doing? , What kind of painting is this? What is this figure? So that students give ideas about the different pictures. • Teacher candidate presents flashcards related to the topic by using the idioms (It´s a piece of cake , get out of here, It´s mind blowing) **CONNECTION** • Teacher candidate explains about the usage of adverbs of manners and gives some examples about it. • Students listen to the conversation and complete the chart using the different idioms • Students discuss the different abilities using the words learned in this unit.	• Student's textbook • Teacher book • Flash chart • Student's notebook • Worksheets

	• Students talk about their experiences about their life • Students complete worksheet based on adverbs of manners. **AFFIRMING** • Students work in pair and make a short dialogue about his or her abilities. • Students work in a assessment sheet related idiomatic expressions learned in this lesson. • Students think in any situation in which they can use the colloquial expressions, and describe it in order to develop their speaking skills.	
MONITORING PLAN:	Data source 1:Assessment sheet Data source 2:Worksheet Date source 3: Students 'speaking samples	
SUPPORT: Coaching and guidance from our thesis advisor		
DATE∕TIME: December10th to December14th , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Sasson, D. (2013). Speaking and writing for English language, New York, Rowman &Littlefield Education.

INFORMATIVE DATA

INSTITUTION: Escuela de Educación Básica Miguel Riofrío

TEACHER: Lcda. Carmita Iñiguez

TEACHER CANDIDATE: Yaritza Jiménez Navarro

PARTICIPANTS: 9th"B"EGB

SCHOOL YEAR: 2018-2019

TOPIC: The food pyramid

RESEARCH PROBLEM: How does the communicative language teaching activities to develop the English language speaking skills among students of ninth –year "B" afternoon session at Miguel Riofrío basic education school in the City of Loja during the 2018−2019 academic year?	
GOAL: By the end of the intervention plan students will be able to develop the speaking skill emphasizing in the main aspects such as: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • To describe food and people. • To Expresses agreement. • To Asks questions about countable and uncountable food.	

CONTENT	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
Structure Countable and uncountable nouns. Some and any for undetermined quantities. **Vocabulary** Words related to food **Expressions** Veggies/Yummy	**ACTIVATION** • **Warm up:** Teacher candidate draws a food pyramid on the board, and tells students to classify them. • Teacher candidate presents flashcards related to the topic by using some vocabulary relate to the pyramid food (pear, cheese, beans, carrot, beef, butter, oil, egg, lettuce, etc.) **CONNECTION** • Teacher candidate explains the usage of countable and uncountable nouns and also the usage of quantifiers (some and any).	• Flash cards • Student's notebook • Student's textbook • Audio Cd. • Teacher book • Tape recorder

	- Students listen the audio and label the food. - Students pronounce the new vocabulary in an individual and oral way. - Students work in a worksheet and classify the countable and countable nouns. - Students complete the conversation by using the quantifiers (some and any) and present the answer in front of the class. **AFFIRMING** - Students answer the questions: Why do we need to eat fruits? Why are vegetables good for our health? Why is meat good for you? Why are salads good for our health? to practice the speaking skill - Students develop activities on the assessment sheet based on quantities - Students make a project based on the food pyramid then, they have to describe it.	
MONITORING PLAN: Data source 1:Assessment sheet Data source 2:Worksheet Date source 3: Students 'speaking samples		
SUPPORT: Coaching and guidance from our thesis advisor		
DATE/TIME: December17th to December21th , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Sasson, D. (2013). Speaking and writing for English language, New York, Rowman &Littlefield Education.

INFORMATIVE DATA

INSTITUTION: Escuela de Educación Básica Miguel Riofrío

TEACHER: Lcda. Carmita Iñiguez

TEACHER CANDIDATE: Yaritza Jiménez Navarro

PARTICIPANTS: 9th"B"EGB

SCHOOL YEAR: 2018-2019

TOPIC: Healthy Recipes

RESEARCH PROBLEM: How does the communicative language teaching activities to develop the English language speaking skills among students of ninth –year "B" afternoon session at Miguel Riofrío basic education school in the City of Loja during the 2018−2019 academic year?	
GOAL: By the end of the intervention plan students will be able to develop the speaking skill emphasizing in the main aspects such as: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: - To describe healthy recipes using measurement words and containers - To ask and answers questions about food quantities. - To use imperatives to give instructions or warnings.	

CONTENT	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
Structures How much/How many Imperatives **Vocabulary** Food quantities, measurement words and containers, and ways of cooking	**ACTIVATION** **Warm up:** The teacher candidate asks the students to talk about different types of healthy recipes they know. - Teacher candidate presents flashcards related to the topic using measurement words (pinch, loaf, slice, serving, etc.) **CONNECTION**	- Flash cards - Student's notebook - Student's textbook - Audio Cd. - Teacher book - Tape recorder

	• Teacher candidate explains the usage of quantities. • Students develop activities in the worksheet using quantities then present it in front of the class. • Students work in group and discuss the different questions using how much and how many questions. • Students discuss some questions using imperatives. **AFFIRMING** • Students develop activities from assessment sheet based on how much and how many. • Students work in a project based on delicious recipes where the students are able to explain this project using quantifiers, countable and uncountable nouns, and also some connectors.	

MONITORING PLAN: Data source 1:Assessment sheet
                              Data source 2: Worksheet
                              Date source 2: Students 'speaking samples		

SUPPORT: Coaching and guidance from our thesis advisor		
DATE∕TIME: January 2nd to January 4th , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Sasson, D. (2013). Speaking and writing for English language, New York, Rowman &Littlefield Education.

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN WEEK Nº 7

INFORMATIVE DATA

INSTITUTION: Escuela de Educación Básica Miguel Riofrío	**GROUP** : 9th"B"EGB
TEACHER : Lcda. Carmita Iñiguez	**SCHOOL YEAR** : 2018-2019
TEACHER CANDIDATE: Yaritza Jiménez Navarro	**TOPIC:** Eating well

RESEARCH PROBLEM: How does the communicative language teaching activities to develop the English language speaking skills among students of ninth –year "B" afternoon session at Miguel Riofrío basic education school in the City of Loja during the 2018−2019 academic year?

GOAL: By the end of the intervention plan students will be able to develop the speaking skill emphasizing in the main aspects such as: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.

LEARNING OBJECTIVES: At the end of this lesson students will be able:
- To identify the parts of a brochure (title, illustrations and source).
- To recognize the main ideas and details of a text.
- To describe how to make a healthy recipe.

CONTENT	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
Structure Connectors(First, next, after that, then, finally **Vocabulary** Words related to food groups and quantities.	**ACTIVATION** • **Warm up:** Teacher candidate makes a brainstorming about healthy food, then students give their own idea about it. • Teacher candidate presents some flashcards about organs (the heart, brain, eyes, liver, etc.) or the body's systems (the digestive, immune, and skeletal systems, and so on.)	• Flash chart • Student's notebook • Student's textbook • Teacher book • Worksheets

	CONNECTION	
	• Students work in group by asking and answer the questions like: What sort of food should we eat? What are the groups of food we should eat to be healthy? What happens if we eat junk food? etc. • Students work in the worksheet using different connectors. • Students discuss about the advantage to eat healthy food. **AFFIRMING** • Students talk about any healthy recipe using connector ((First, next, after that, then, finally • Students work in assessment sheet using quantifiers	

MONITORING PLAN: Data source 2:Worksheet

Date source 3:Students 'speaking samples

SUPPORT: Coaching and guidance from our thesis advisor

DATE/TIME: January 7th to January 11th, 2019

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Sasson, D. (2013). Speaking and writing for English language, New York, Rowman &Littlefield Education.

INFORMATIVE DATA

INSTITUTION : Escuela de Educación Básica Miguel Riofrío	**GROUP:** 9th"B"EGB
TEACHER : Lcda. Carmita Iñiguez	**SCHOOL YEAR**: 2018-2019
TEACHER CANDIDATE: Yaritza Jiménez Navarro	**TOPIC** : It´s Fingers Licking Good!

RESEARCH PROBLEM: How does the communicative language teaching activities to develop the English language speaking skills among students of ninth –year "B" afternoon session at Miguel Riofrío basic education school in the City of Loja during the 2018−2019 academic year?

GOAL: By the end of the intervention plan students will be able to develop the speaking skill emphasizing in the main aspects such as: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.

LEARNING OBJECTIVES: At the end of this lesson students will be able:
- To recognize and use informal language
- To describe food preferences.

CONTENT	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
Structure Imperatives Idioms and Colloquial Expressions **Vocabulary** It is not my cup of tea It makes my mouth water It's finger-licking good	**ACTIVATION** - **Warm up:** Teacher candidate invite students to play find someone who, then teacher introduces the new topic. **CONNECTION** - Teacher explains the usage of imperatives and provide examples in oral way.	- Flash chart - Student's notebook - Student's textbook - Teacher book - Worksheets

	- Students get in pairs in order to speak using the colloquial expressions. - Students get in groups and develop some exercises in the worksheet. - Students listen the Audio script and use the colloquial expressions in a correct way. **AFFIRMING** - Students discuss about healthy food by using colloquial expressions. - Students present a project based on the benefits of healthy food. - Students develop de post test and post questionnaire.	
MONITORING PLAN: Data source 1: Post test, Post-questionnaire Data source 2: Oral test		
SUPPORT: Coaching and guidance from our thesis advisor		
DATE∕TIME: January 14th to January 18th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Sasson, D. (2013). Speaking and writing for English language, New York, Rowman &Littlefield Education.

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

- The teacher candidate

- The 9^h year" B" students of Basic Education afternoon session

- The thesis advisor

Material

- Flash cards

- Book

- Sheet of paper

- Mp3 play

- Charts

- Notebook

Technical

- Computer

- Projector

- Printer

- Internet

g. **TIMELINE**

Legend for columns: each month is divided into 4 weeks (1, 2, 3, 4). Months run left→right: Oct 2018 (O), Nov (N), Dec (D), Jan (J), Feb (F), Mar (Mr) [2018]; Apr (Ap), May (My), Jun (Jn), Jul (Jl), Aug (Au), Sep (S), Oct (Oc) [2019].

ACTIVITIES	O1	O2	O3	O4	N1	N2	N3	N4	D1	D2	D3	D4	J1	J2	J3	J4	F1	F2	F3	F4	Mr1	Mr2	Mr3	Mr4	Ap1	Ap2	Ap3	Ap4	My1	My2	My3	My4	Jn1	Jn2	Jn3	Jn4	Jl1	Jl2	Jl3	Jl4	Au1	Au2	Au3	Au4	S1	S2	S3	S4	Oc1	Oc2	Oc3	Oc4
PHASE I: PROJECT																																																				
Presentation of the Project	X	X																																																		
Designation of the Project Advisor			X	X																																																
Project revision and Approval					X	X	X																																													
Designation of Thesis Advisor									X	X																																										
PHASE II: ACTION PLAN																																																				
Application of instruments													X	X																																						
Act and observe													X	X	X	X	X	X	X	X	X																															
PHASE III: THESIS PROCESS																																																				
Tabulation and elaboration of tables and Graphs																	X	X																																		
a. Theme		X																X																																		
b. Introduction																	X	X																																		
c. Summary																	X	X																																		
d. Review of Literature					X	X	X										X	X																																		
e. Material and methods																		X																																		
f. Results (interpretation and analysis)																	X	X	X	X																																
g. Discussion																	X	X																																		
h. Conclusions																		X																																		
i. Recommendations																		X																																		
j. Bibliography and Annexes																	X	X	X																																	
PHASE III: REVISION AND APPROVAL																																																				
Thesis revision																																																				
Thesis presentation																									X	X	X																									
Thesis approval																													X	X																						
PHASE IV: PHASE OF																																																				
Presentation of documents																											X	X	X	X	X	X	X	X	X	X	X	X	X	X												
Private review																																									X	X	X	X								
Corrections																																													X	X	X	X				
Public sustentation and incorporation																																																	X	X	X	X

h. BUDGET AND FINANCING

BUDGET

RESOURCES	COST
Internet connection	$250
Print of reports	$70
Print of the project	$70
Print of the final report and thesis	$100
Unexpected expenses	$50
TOTAL	**$540**

FINANCING

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

Annex 1: Observation sheet

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE : OBSERVATION SHEETS

Researcher: Yaritza del Cisne Jiménez N
Year: Ninth year "B" Students of Basic Education (thirteen – fifteen years old)
Date:
Code:

OBSERVATION SHEET					
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Participants:** Students of Ninth year" B "of EGB & The researcher			**Role of the researcher: Nonparticipant observer** **Duration of the observation:**	
	Levels of Acceptability				**Remarks**
Things to be observed	**Perfectly Acceptable**	**Acceptable**	**Unacceptable**	**Totally Unacceptable**	
Grammar					
Vocabulary					
Comprehension					
Pronunciation					
Fluency					

Annex 2: Field notes

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE : FIELD NOTES

FIELD NOTES		
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Class size:** **Participants:** Students of Ninth Year "B "EGB & and the researcher.	**Role of the researcher:** Participant observer **Duration of the observation:**
Description of the event		**Reflective Notes**

Annex 3: Pre and Posttest& Scoring Guide (Rubric)

**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

PRE-POST TEST

Data Collection Sources: …………………………………………

Researcher: Yaritza del Cisne Jiménez N.

Year: Ninth Year "B" EGB

Code: …………………………………………….

Date: ………………………………………..

You have 40 minutes to solve the following questions. Concentrate, read and analyze carefully. Good luck.

1. **Complete and unscramble the sentences according with the context.**

a. **Complete the sentences using the verbs from the box . (2p)**

(Grammar)

Speak	**do**	**play**	**draw**

1. Matt has mathematical intelligence. He can ………..calculations really fast.

2. I have interpersonal intelligence. I can …………….in public.

3. Oscar can ………......the piano very well. He has musical intelligence.

4. Jane has visual intelligence. She can ………………beautiful designs.

b. Unscramble the words and form the correct phrases

    1. Solve ∕I ∕ can ∕ easily …………………………………………………….

    2. Fast ∕ run ∕ can ∕ I ∕ …………………………………………………….

    3. Poems ∕ write ∕ can ∕ easily ∕ I ∕……………………………………….

    4. Temperature ∕ extremely ∕ I ∕ hot ∕ resist ∕ can…………………………….

2. Match the antonyms with the following pictures (2p) Vocabulary.

a.   Thin   ☐   1.tall

b.   young   ☐   2.slow

c.   Short   ☐   3. old

d.   Fast   ☐   4. Fat

3. Pronounce the following words that the researcher presents on the board (2p).

Pronunciation.

a.   Generous

b.   Attractive

c. Popular

d. Beautiful

4. Answer the following questions according with the context (2p)

Fluency

a. What language can you speak: English or French?

b. What kind of instrument can you play?

5. Circle the most appropriate word and form the correct sentences (2p) (Comprenhension).

a. I drink a *cup ⁄ carton ⁄ pinch* of coffee in the morning

b. Add two **teaspoons ⁄ jars ⁄ glasses** of sugar to the recipe.

c. There´s a **carton ⁄ tablespoon ⁄ teaspoon** of milk in the fridge.

d. Add a **jar ⁄ slice ⁄ pinch** of salt to the mixture.

……………………………………………….

Students Signature
THANK YOU FOR YOUR COLABORATION

Test Scoring Guide (Rubric)

1. **Complete and unscramble the sentences according with the context (2p)**

   Grammar

   a. **Complete the sentences using the verbs from the box .**

   1. do   (0.25)

   2. speak   (0.25)

   3. play   (0.25)

   4. draw   (0.25)

   b. **Unscramble the words and form the correct phrases**

   1. I can easily solve   (0.25)

   2. I can run fast   (0.25)

   3. I can easily write poems   (0.25)

   4. I can resist extremely temperature   (0.25)

2. **Match the antonyms with the following pictures. (2p)(Vocabulary)**

   a. 4   (0.5)

   b. 3   (0.5)

   c. 1   (0.5)

   d. 2   (0.5)

3. **Pronounce the following words that the researcher presents on the board (2p).**

   Pronunciation

a. Generous   (0.5)

b. Attractive   (0.5)

c. Popular   (0.5)

d. Beautiful   (0.5)

4. Answer the following questions according with the context (2p)

Fluency

a. What language can you speak: English or French?   (1p)

b. What kind of instrument can you play?   (1p)

5. Circle the most appropriate word and form the correct sentences (2p)

Comprehension.

a. cup   (0.5)

b. teaspoons   (0.5)

c. carton   (0.5)

d. pinch   (0.5)

Annex 4. Pre and Post Questionnaire

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the

English subject. Your answers will be anonymous and confidential.

Student's code…………………………………………………………….
Date: ………………………………………………………………………

1. **How frequently does your teacher make a debate to assess speaking**

   during the class?

   Always   (   )

   Often   (   )

   Sometimes   (   )

   Never   (   )

2. **Do dialogues contribute to develop your speaking skills?**

   Always   (   )

   Often   (   )

   Sometimes   (   )

   Never   (   )

3. **How often does your teacher make a descrption about pictures in order to develop speaking skills?**

    Always ( )

    Often ( )

    Sometimes ( )

    Never ( )

4. **How frequently do you work in information gap activities to develop speaking skills?**

    Always ( )

    Often ( )

    Sometimes ( )

    Never ( )

5. **How usual do you make conversations to develop speaking skills?**

    Always ( )

    Often ( )

    Sometimes ( )

    Never ( )

THANK YOU FOR YOUR COLABORATION

Annex 5: Research Matrix

THEME: THE COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO DEVELOP THE ENGLISH LANGUAGE SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR "B" AT MIGUEL RIOFRÍO BASIC EDUCATION SCHOOL AFTERNOON SESSION IN THE CITY OF LOJA DURING THE 2018−2019 ACADEMIC YEAR.

PROBLEM	OBJECTIVES	THEORETICAL REFERENCE	METHODOLOGICAL DESIGN (ACTION RESEARCH)	TECHNIQUES AND INSTRUMENTS
GENERAL How does the Communicative Language Teaching activities to develop English language speaking skills among students of ninth year "B" afternoon session at Miguel Riofrío Basic Education School in the city of Loja during the 2018−2019 academic year? **SPECIFICS** • What kind of theoretical and	**GENERAL** To develop English Language speaking skills among students of ninth year "B"afternoon session at Miguel Riofrío Basic Education school in the city of Loja during the 2018−2019 academic year. • To research theoretical and methodological references about the Communicative	**INDEPENDENT VARIABLE** **The Communicative Language Teaching** • Characteristics of CLT. • Communicative Competences. • Teachers role • Students Role • Classroom activities • Advantages of CLT.	**Preliminary investigation** • Observing the English classes. • Starting background of the research problem • Describing the current situation • Locating and reviewing the literature • Creating a methodological framework for the research	• Observation sheet • Pre and Post test • Pre and Post questionnaire • Field Notes

methodology references about Communicative Language Teaching are adequate to develop English Language speaking skills amount the students of 9th year "B" at Miguel Riofrío Basic Education School afternoon session in the City of Loja, during the 2018−2019 academic year? • Which are the problems that limit to develop English Language	Language Teaching activities to develop English Language speaking skills among students of ninth year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja during the 2018−2019 academic year. • To diagnose the issues that limit the development of English speaking skills among the students of ninth year "B" afternoon session at Miguel Riofrío	**DEPENDENT VARIABLE** **Speaking skill** • Teaching speaking in EFL. • Components of speaking skills • Goals and techniques for improve speaking skills. • Types of speaking performance. • Principles for teaching speaking • Speaking Activities	• Designing an intervention plan. Intervention and Observation • Administering test and questionnaires • Observing and monitoring student's performance according to the intervention plan. • Presentation of the research findings	

119

speaking skills amongst students of 9th year "B" at Miguel Riofrío Basic Education School afternoon session in the City of Loja, during the 2018−2019 academic year? • What are the phases of the intervention plan that help to apply the Communicative Language Teaching activitie issues to develop English Language speaking skills	Basic Education School in the City of Loja during the 2018−2019 academic year. • To work on an intervention plan based on The Communicative Language Teaching activities to develop English Language speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year.			

among students of 9th year "B" at Miguel Riofrío Basic Education School afternoon session in the City of Loja, during the 2018−2019 academic year? • Which Communicative Language Teaching activities are implemented to develop English Language speaking skills among the students of 9th year "B" at Miguel Riofrío Basic Education School	• To apply the Communicative Language Teaching activities to develop speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year. • To assess the obtained results based on the Communicative Language Teaching activities set to develop English			

afternoon session in the City of Loja, during the 2018−2019 academic year? • How effective was the application of Communicative Language Teaching to develop English Language speaking skills among students of 9th year "B" at Miguel Riofrío Basic Education School afternoon session in the City of Loja, during the 2018−2019 academic year?	Language speaking skills among the students of 9th year "B" afternoon session at Miguel Riofrío Basic Education School in the City of Loja, during the 2018−2019 academic year.			

Annex 6. Grading Scales

Speaking

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
4	Failing

Elaborated by the researcher (10/10) Expected level before and after the intervention plan.

The Commmunicative Language Teaching Activities

Quantitative score range	Qualitative score range
81-100	High level of CLT. activities acceptance
61-80	Expected level of CLT.activities acceptance
41-60	Moderate level of CLT. activities acceptance
21-40	Unexpected level of CLT. activities acceptance
01-20	Low level of CLT.activities acceptance

INDEX