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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES
TO IMPROVE SPEAKING SKILLS AMONG STUDENTS
OF NINTH YEAR “A” OF BASIC EDUCATION,
AFTERNOON SESSION AT UNIDAD EDUCATIVA
MARIETA DE VEINTIMILLA IN THE CITY OF LOJA,
DURING THE 2018-2019 SCHOOL YEAR.

Thesis as a previous requirement to obtain
the Bachelor's Degree in Science of
Education, English Language Major.

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NACIONAL DE LOJA**

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The present research work entitled **COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL YEAR**, under the responsibility of the undergraduate student: **JHURY MARIUXI FLORES GARRIDO** has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, August 30th, 2019



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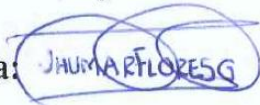
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THE AUTHOR

DEDICATION

This thesis is wholeheartedly dedicated to my beloved parents Juan and Marlis, who have been my source of inspiration and gave me strength when I thought of giving up. They continually provide their moral, spiritual, emotional, and financial support. Thank you both for always believing in me and helping me to reach for the stars and chase my dreams.

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Above all, from the depth of my heart, I thank God Almighty, for having made everything possible by giving me strength and courage to do this work.

JHURY MARIUXI

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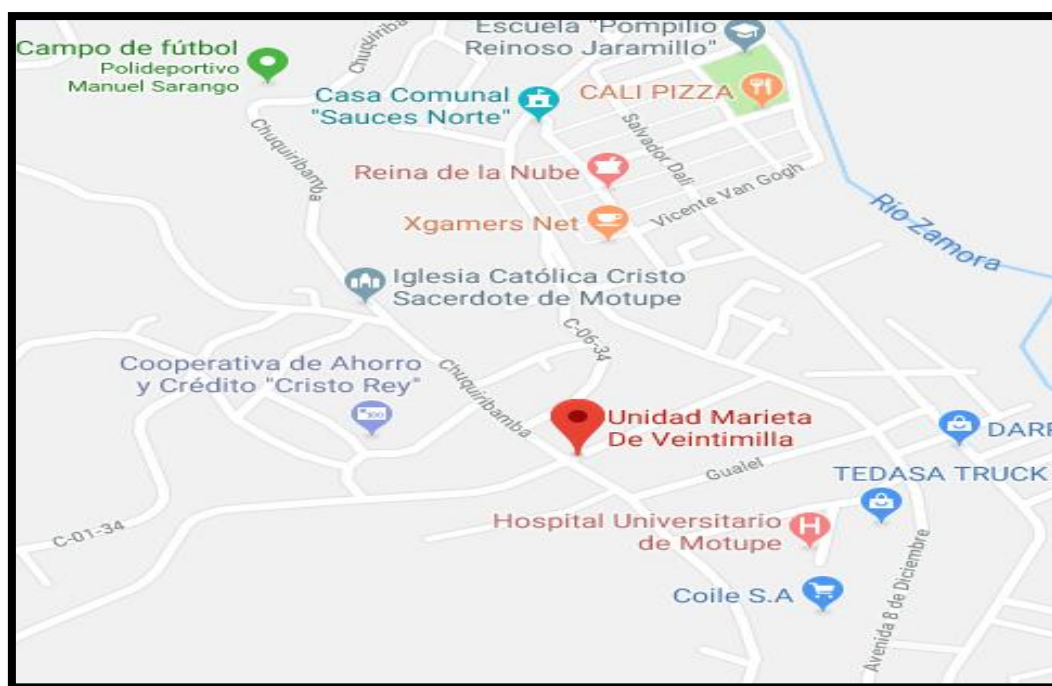
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THESIS OUTLINE

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a. TITLE

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE
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2019 SCHOOL YEAR.

b. RESUMEN

El objetivo de esta investigación fue mejorar las habilidades del habla a través de Actividades de Enseñanza del Lenguaje Comunicativo con los estudiantes de 9no año de Educación Básica Paralelo “A”, sección vespertina en la Unidad Educativa Marieta de Veintimilla durante el período académico 2018-2019. Los métodos que ayudaron a llevar a cabo este trabajo de investigación fueron el método científico, descriptivo, analítico-sintético y el estadístico. Pruebas y cuestionarios fueron aplicados para recolectar información acerca del conocimiento y actitud de los estudiantes. Además, hojas de observación y notas de campo fueron usadas para hacer notas acerca del progreso de los 29 estudiantes que participaron en ésta investigación. Los resultados mostraron que a pesar de que los estudiantes mejoraron significativamente su pronunciación ellos no hablaron fluidamente. Ellos hablan Inglés más rápido que antes y su habla es entendible. Esto corrobora que los estudiantes mejoraron sus habilidades del habla a través del uso de las Actividades de Enseñanza del Lenguaje Comunicativo.

ABSTRACT

The objective of this research was to improve the speaking skills through Communicative Language Teaching Activities among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the academic period 2018-2019. The main methods that helped to carry out this research work were: the *scientific method*; the *descriptive method*; the *statistical method* and the *analytic-synthetic method*. Tests and questionnaires were applied to collect data about students’ knowledge and attitude. Also observation sheets and field notes were used to make notes about the twenty nine students’ progress. The results showed that even though, students improved significantly their pronunciation they did not speak fluently. They speak English faster than before and their speaking is understandable. This corroborates that students improved their speaking skills through the use of Communicative Language Teaching Activities.

c. INTRODUCTION

Learning English as a foreign language is never easy. One of the most complicated skills in learning English is Speaking. Developing speaking skills in nonnative English speakers is the main challenge people face. Limited learning environments is one reason why speaking becomes more difficult, what happens outside class matters most. Another factor is the overuse of the native language in the classroom. Therefore, students learn another language better when they are forced to use it and when they are under supervision.

An observation done at Unidad Educativa Marieta de Veintimilla indicated that students of ninth year “A” do not reach the level A1 of English proficiency established by the Ministry of Education. It is noticeable when students are not able to express their ideas clearly because of incorrect pronunciation, lack of vocabulary, hesitation in speaking (fluency), and when they do not know the grammatical rules (accuracy).

Currently, through Communicative Language Teaching activities teachers can help students to improve their speaking skills because they are focused on the development of communicative competence, but also the interaction among students contributes to develop self-confidence at the moment of speaking. For that reason, the researcher considered important to investigate the main problem, how the use of Communicative Language Teaching activities improve speaking skills among students of ninth year “A” of Basic Education, afternoon

session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.

Communicative Language Teaching activities were chosen to help students to improve their pronunciation, vocabulary, fluency and accuracy. These activities encourage and require the learner to speak with and listen to other learners. Besides, communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about culture. These activities also provide opportunities for learners to use the language with one another and with people in the community.

The following specific objectives were established: to investigate the theoretical and methodological references about Communicative Language Teaching activities; to diagnose the issues which difficult the improvement of speaking skills; to design an intervention plan based on Communicative Language Teaching activities; to apply the Communicative Language Teaching activities to improve speaking skills; and to validate the obtained results after the application of the Communicative Language Teaching activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.

The main methods that helped to carry out this research work were: the *scientific method*, which was used to obtain the theoretical information about the two variables. The *descriptive method* which was used to describe the current situation of the researched problem. The *statistical method* was used to make the

quantitative statistical analysis of the data obtained from the pre-and post-test and the qualitative data from the pre-and-post questionnaires. The *analytic-synthetic method*, which was used to analyze and interpret the obtained results through the tests, questionnaires, observation sheets and filed notes.

The present research includes the following parts: the *Abstract*, contains a summary of the most relevant aspects of the thesis ; the *Introduction*, presents the main problem that motivated the researcher to do this work, the reasons, the specific objectives, the methodology and contents of the research work. The *Literature Review* describes detailed information about the two variables; Communicative Language Teaching Activities and speaking skills. Then, the *Materials and Methods* section which include the materials, the design of the research, the methods, the techniques and instruments that were applied during the intervention and the population involved in this research. The *Results* section, presents the description of the information organized in tables and figures. Each table and figure has its corresponding interpretation and analysis. The *Discussion* describes a general analysis of the results. Finally, it presents the *Conclusions and Recommendations* according to the objectives and results.

d. LITERATURE REVIEW

COMMUNICATIVE LANGUAGE TEACHING

Parrish (2004) defines “Communicative Language Teaching (CLT) as an approach which proposes that language learning should be done in a meaningful setting with authentic language as the input”. Lindsay & Knight (2006) also noted that “this approach is based on the view that language is learnt in order to communicate effectively in the world outside the classroom”. Savignon (2001) describes “CLT as the new and innovative way of teaching English as a second or foreign language as it deals with the interactive nature of communication”.

Communicative Language Teaching focuses on developing learners’ communication. The approach focuses on how learners learn a foreign language through communicating in it. The environments required for this method is not just the classroom, but also outside in the society.

Principles of CLT

Richards (2006) identifies the following principles of CLT: make real communication the focus of language learning; provide opportunities for learners to experiment and try out what they know; be tolerant of learners’ errors as they indicate that the learner is building up his or her communicative competence; provide opportunities for learners to develop both accuracy and fluency; link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world; let students induce or discover grammar rules.

The goals of Communicative Language Teaching

Richards (2006) expresses that Communicative Language Teaching sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge: knowing how to use language for a range of different purposes and functions; knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations); knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies). The term communicative competence has been defined as the knowledge of both rules of grammar and rules of language use appropriate to a given context.

The roles of teachers and learners in the classroom

According to Richards (2006), the type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students had to feel comfortable when listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of

facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

Communicative Language Teaching gives the central role to the students. They are the main actors encharged of producing the language in the classroom. The teacher just has to monitor and help them by facilitating the teaching-learning process.

Classroom activities in Communicative Language Teaching

Richards (2006) identifies fluency and accuracy activities. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. On the other hand, accuracy activities emphasize creating correct examples of language use.

Among activities focused on fluency are the following: reflect natural use of language; focus on achieving communication; require meaningful use of language; require the use of communication strategies; produce language that may not be predictable and; seek to link language use to context.

Activities focused on accuracy can be summarized as follow: reflect classroom use of language; focus on the formation of correct examples of language; practice language out of context; practice small samples of language; do not require meaningful communication and; control choice of language

Aim of communicative activities in CLT

According to Gower, Phillips & Walters (2005), the aim of communicative activities is to encourage purposeful and meaningful interaction between learners. Communicative tasks are created so learners will have a goal or reason for speaking; they can bridge an information and opinion gap and can ask for or provide real information, or find out about their friend's opinions. Communicative activities can motivate the classroom and prepare the learners for real interaction.

Furthermore, Richards (2006) identifies other types of activities in CLT such as: information gap activities, role plays, interviews, opinion sharing and scavenger hunt.

Information-gap activities

Communication is a two-way process: what A says helps to shape B's reply, which in turn influences A's answers and so on. But A, however accurately he may think he can predict what B will say, never knows for sure what exactly will be said. Often big jumps are made which could in no way have been predicted. It is spontaneity and unpredictability of oral communication which is hard to simulate in the classroom, especially at the elementary level and in large classes.

Yet we need to prepare students properly for real communicative situations. Information-gap activities are designed to take the students one stage further towards being able to handle more realistic communication (Richards, 2006).

Role play activity

Role-play is an oral activity usually done in pairs, of which the main goal is to develop students' communicative abilities in a certain setting.

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the target language in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class (Richards, 2006).

Interviews

An interview is an oral activity done in pairs, of which the main goal is to develop students' interpersonal skills in the target language.

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits (Richards, 2006).

Opinion sharing

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.

Example:

1. The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)
2. The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share. Moreover, respect is a significant aspect in this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity (Richards, 2006).

Scavenger hunt

A scavenger hunt is a mingling activity that promotes open interaction between students.

Example:

1. The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)
2. Students go around the classroom asking and answering questions about each other.
3. The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities.

Since this activity is not as structured as some of the others, it is important for instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt (Richards, 2006).

Emphasis on pair and group work

Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way Richards (2006) says that with pair or group work learners will obtain several benefits as: they can learn from hearing the language used by other members of the group; they will produce a greater amount of language than they would use in teacher-fronted activities; their motivational level is likely to increase; they will have the chance to develop fluency and; teaching and classroom materials today consequently make use of a wide variety of small-group activities.

Beyond the classroom activities, there is one final way suggested to prepare learners for their second language world. CLT focuses on communication. This focus can be reinforced by utilizing real world situations once the classroom portion is over. If possible, learners should be encouraged to find a second language community where they can interact with native speakers of the target language. If this is not available, teachers should work to construct situations outside the classroom, where learners can interact in the target language. These types of activities build confidence and support the communicative nature of the approach.

In conclusion, the teacher should integrate the activities by supporting the learners to use appropriate forms and to know how and when to use them appropriately.

SPEAKING SKILLS

Nunan (2003) states that “speaking consists of producing systematic verbal utterances to convey meaning”. According to Burns, A. & Joyce, H (1997), “speaking is defined as 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, the participants, and the purposes of speaking”. Speaking is described as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking depends on the context or the situation. Also, speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language.

Types of speaking

According to Nunan (2005), there are two types of spoken language described as follows:

Monologue

Monologue is the speaking where one speaker uses the language for any length of time, such as in speeches, lectures, and reading news broadcasts, then the

listener has to process the information without interruption and the speech will go on whether or not the listener comprehends what the speaker means.

Dialogue

This is the speaking that involves two or more speakers. Interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. It is essential to make a difference between speaking, that is planned (such as lecture or speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

Characteristics of speaking

According to Bygate (2001), speaking skills are affected by the context. Speaking is reciprocal, people can respond to each other immediately. Bygate also indicated that people can participate in the same oral interaction. Moreover, speaking is face-to-face interaction and speakers have to decide on their message without taking time to check it over. Also, no punctuation is needed in spoken language because people could use facial expressions, gestures and body language to express meanings while talking. Furthermore, rules of spelling and grammar are often ignored in spoken language

Speaking as a skill

Bygate (2003) utters that it is important to understand that knowledge and skill are not the same. By giving learners speaking practice it is not recognized that there is a difference between knowledge about a language and skill in using it. Learners do not merely know how to assemble sentences in the abstract: students

have to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting the conversation as unexpected problems appear in their path.

Taking into account the first language of learners, it is obvious that they spend most of their time using sentences, and very little of their time reviewing their knowledge or trying to compose perfect sentences. It is most difficult to describe and explain all the decisions people make when speaking. So, knowledge is not only a part of the affair, people also need skill. A fundamental difference between knowledge and skill is that while both can be understood and memorized; only skill can be imitated and practiced (Bygate, 2003).

Elements of speaking skills

According to Richards (2006), there are three speaking skills. These are accuracy, fluency, and appropriateness.

Accuracy

Accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. Accuracy concerns "the ability to produce grammatically correct sentence" (Richards, 2006). In other words, accuracy in language means grammatical accuracy only. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. Richards also sets the clear scale for assessment of accuracy: a) Grammar: Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles,

prepositions or difficult tenses. b) Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught. c) Pronunciation: Students speak and most people understand.

Fluency

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. Richards (1992) defines fluency as "the features which gives speech the qualities of being natural and normal." More specifically, Thornbury (2005) points out the criteria for assessing fluency. They are as follows: a) Lack of hesitation: Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying. b) Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task. c) Independence: Students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going.

Appropriateness

A complete definition of appropriateness is not practically possible. Intuitively, an utterance is appropriate in context if it is not unexpectedly conspicuous (marked) in some way. Appropriateness is also used as a criterion to measure one's speaking competence.

According to Harrish (2004), there are five components of speaking skill concerned with pronunciation, grammar, vocabulary, fluency and comprehension.

Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. This means that students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Based on the statement above it can be concluded that pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harrish, 2004).

Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, students would be unable to use the structure and function they have learnt for comprehensible communication. The key for getting the success in communication is the power of words. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words.

Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately, because the idea is that too much correction interferes with the flow of conversation (Harrish, 2004).

Comprehension

According to Harrish (2004), comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail

risks. Therefore, in speaking it can be concluded that comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information.

Stages in teaching speaking

There are three stages in teaching speaking (Harmer, 2001). They are introducing the new language, practice, and communicative activities.

Introducing the new language

English is the new language for students. It should be introduced as its meaning, forms, and functions. The meaning relates to its denotation, connotation, and culture. The function relates to the social life and the form relates to its linguistics (Harmer, 2001).

Practice practicing

Practice teaching a new language is not just one time. A teacher should reinforce again and again so that the students become familiar and automatic in producing the language. The teacher can create an atmosphere in which the students feel comfortable enough to find the words to express themselves in a real situation (Harmer, 2001).

Communicative activities

Communicative activities should be aimed at the communication that happens daily. The students are prepared to learn speaking within the text available in the students' books. These models of dialogues, of course, are limited because the

students have no chance to express their own ideas, and they have no challenge to create new situation (Harmer, 2001).

Evaluating and assessing speaking ability

Both formal and informal testing takes place at the beginning and at the end of most language courses. It also takes place at various times during the courses itself. There are many different criteria for testing speaking depending on different situations. A placement test that does not include speaking is inadequate for assessing speaking skills (Thornbury, 2008).

When assessing speaking, the teacher guides the learner's output according to the task that is given. Different purposes and contexts vary language usage, so designing the task is vital in developing an assessment of speaking ability. The construct-related information that the scores must deliver is the most important factor when designing tasks. To put their speaking tasks into practice, the task designer has to provide the instructions and task materials such as pictures or role play cards to learners. Clear instructions are important. If the learners do not understand the test procedure, the assessor cannot measure their language ability successfully.

Thornbury (2008) also points out six types of spoken tests: interviews, live monologues, recorded monologues, role play and collaborative tasks, and discussion.

Rubric of speaking skill

According to Thornbury (2008), there are two main types of scoring rubric for assessing speaking ability: holistic scoring and analytic scoring. Holistic scoring is done by giving a single score on the basis of an overall impression. The advantage of this type of scoring is that it is quick and adequate enough for informal testing of progress. However, there should be more than one assessor in order to discuss any significant differences. On the other hand, analytic scoring is done by giving a separate score for different aspects of the task. It takes much longer than holistic scoring, but forces the tester to take score according various factors. It is necessary to select the appropriate criteria in order to assess the speaking performance ability fairly and reliably.

The Cambridge certificate in English language speaking Skills (CELTS) test of speaking constructs their rubric covering five categories: grammar and vocabulary, discourse, management, pronunciation, and interactive communication. Thornbury (2008) states five levels in the speaking assessment criteria including communication, fluency, accuracy, language, and interaction.

e. MATERIALS AND METHODS

Materials

The development of this research process required the use of human, material and technical resources. The human resources who took part in the development of this research were the twenty nine students of Ninth year “A” of Basic Education afternoon session of Unidad Educativa Marieta de Veintimilla who cooperated in an organized way with the interaction to develop the activities proposed in the intervention plan; the teacher in charge of the subject who constantly was giving suggestions to improve the lesson plans; and the researcher who designed the handouts according to the topics they were reviewing in the book. Inside technical resources, the researcher used computer to look for theoretical information about the implementation of the intervention plans and to prepare the handouts; a printer to print the plans and handouts; and the internet to check for new information in order to vary the design of the lesson plans. Finally, the material resources that were used were: handouts, teacher’s guide and student’s book.

Design of the research

This research work was based on action research design which according to Creswell (2012), it is a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the researcher is conducting and improving educational practice. Considering the theory suggested by Creswell (2012) this action research work followed four steps: planning,

acting, developing and reflecting. First, English classes were observed and the problem students of ninth year “A” of Basic Education of Unidad Educativa Marieta de Veintimilla had in communicating in English was identified. Then, the researcher looked for information to design and implement the intervention plan using Communicative Language Teaching activities which were selected to solve students’ problems in speaking skills. Finally, the researcher reflected on the results gathered after the application of the intervention plan.

Methods, techniques and instruments

Methods

In this research work different methods were used to carry out it.

The *Scientific method* facilitated information about the most suitable Communicative Language Teaching activities to improve speaking skills and, how to design the intervention plan and the instruments. The *Descriptive Method* was useful to describe the events that occurred in the classroom, participant’s perception and the activation, connection and affirming stages of the intervention plan. The *Statistical Method* was necessary to process and represent quantitative information through tables and qualitative information through figures. Finally, The *Analytic/Synthetic Method* allowed the researcher to analyze and interpret the results gathered through tests, questionnaires, field notes and observation sheets.

Techniques and Instruments

To carry out this research, questionnaires, observation sheets, tests, and field notes were designed and applied to collect data.

Tests

To collect quantitative data two kinds of tests were used. A pre-test which contained two closed questions and two opened questions was applied at the beginning of the intervention plan. This facilitated the collection of data about student's knowledge in speaking skills. The same pre-test was applied as a post-test at the end of the intervention plan. It allowed to know student's progress on speaking skills.

Questionnaires

Questionnaires provided the researcher with qualitative data. A pre-questionnaire with five multiple choice questions was given at the beginning of the intervention plan in order to collect students' perceptions about the use of Communicative Language Teaching Activities in the classroom. This questionnaire allowed the students to provide a wide range of responses. The same instrument was applied as a post-questionnaire at the end of the intervention plan to identify the level of acceptance of students in relation to the Communicative Language Teaching Activities implemented during the intervention plan.

Observation sheets

From the beginning to the end of the intervention plan, the researcher used observation sheets to take notes and gather information about students' progress on pronunciation, vocabulary, fluency, and accuracy.

Field Notes

The researcher used field notes to take note daily of what happened in each lesson, relevant events, student's behaviors and feelings when applying Communicative Language Teaching Activities in the development of each class.

Population

The participants of this research work were the twenty nine students of ninth year "A" of Basic Education at Unidad Educativa Marieta de Veintimilla. They were all about between 11-12 years old.

f. RESULTS

The first objective was achieved looking for the most appropriate information about Communicative Language Teaching activities to improve speaking skills. The theoretical references were needed to support the interpretation and recommendations and to design the tests, questionnaires and the intervention plan.

The second objective was accomplished through the application of the pre-test, which results are shown in table 1.

For the accomplishment of the third objective an intervention plan was designed. This intervention plan incorporated the three stages that Herrera proposes activation, connection and affirming and communicative language teaching activities, which were addressed to improve each aspect of speaking skills.

The fourth objective was verified through the post test results, which gave information about students' improvement in speaking skills. These results are shown from table 2 to 6.

The fifth objective was achieved through the post test results, which were relevant to know if the application of Communicative Language Teaching Activities was effective or not. These results are presented in table 7.

Pre-test results

Objective two: To diagnose the issues which difficult the improvement of speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.

a. Table 1

Pre-Test Scores of Ninth Year “A” Students in Speaking Skills

Students' code	P	V	F	A	SCORE
	/2.5	/2.5	/2.5	/2.5	/10
UEMV9A01	2	1.5	1	1	5.5
UEMV9A02	2	1.5	1	1	5.5
UEMV9A03	1	1	1	1	4
UEMV9A04	1	0	1	1	3
UEMV9A05	1.5	1	1	1	4.5
UEMV9A06	1	1.5	1	1	4.5
UEMV9A07	1.5	1.5	1	1	5
UEMV9A08	1.5	1	1	1	4.5
UEMV9A09	1	1	1	1	4
UEMV9A10	1.5	1.5	1	1	5
UEMV9A11	2	1.5	1	1.5	6
UEMV9A12	2	1.5	1	1.5	6
UEMV9A13	1.5	1.5	1	1	5
UEMV9A14	1.5	1	1	1	4.5
UEMV9A15	1.5	1	1.5	1	5
UEMV9A16	1	1	0	1	3
UEMV9A17	1	1	1	1	4
UEMV9A18	1.5	0	1	1	3.5
UEMV9A19	2	1.5	1	1	5.5
UEMV9A20	2.5	2	1.5	1.5	7.5
UEMV9A21	1.5	1.5	1.5	1	5.5
UEMV9A22	2	1.5	1	1	5.5
UEMV9A23	1.5	1.5	1	1	5
UEMV9A24	1.5	1	1	1	4.5
UEMV9A25	2.5	2	1.5	1.5	7.5
UEMV9A26	2	1.5	1.5	1.5	6.5
UEMV9A27	1.5	1.5	1	1	5
UEMV9A28	1.5	1	1	1	4.5
UEMV9A29	2	1.5	1	1	5.5
MEAN	1.60	1.26	1.05	1.09	5.00

Note. UEMV= Unidad Educativa Marieta de Veintimilla, 01= Students' code, P= Pronunciation, V= Vocabulary, F= Fluency, A=Accuracy.

b. Interpretation and Analysis

The results in Table 1 show that students attained a mean score of 5/10 in speaking skills. This mean score corresponds to the below average (see grading scale on page 127). Students obtained the highest score in pronunciation (1.6/2.5), which indicated that they were able to pronounce words. Particularly, when they pronounced the years they recognized that their pronunciation is in two segments, but they did not pronounce them with the correct articulation, especially the pronunciation of the phoneme /θ/. Besides, students struggled with word stress when they had to pronounce the years that had similar numbers. On the other hand, the lowest mean score students reached was in fluency (1.05/2.5) since they were not able to express their ideas without stopping and hesitating too much. Another problem they had was when pronouncing the –ed endings of regular verbs in past tense, they made another syllable. This means that their speaking is not fluent and accurate.

According to Burns, A. & Joyce, H (1997), speaking requires learners not only to know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language.

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the Communicative Language Teaching activities to improve speaking skill among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.

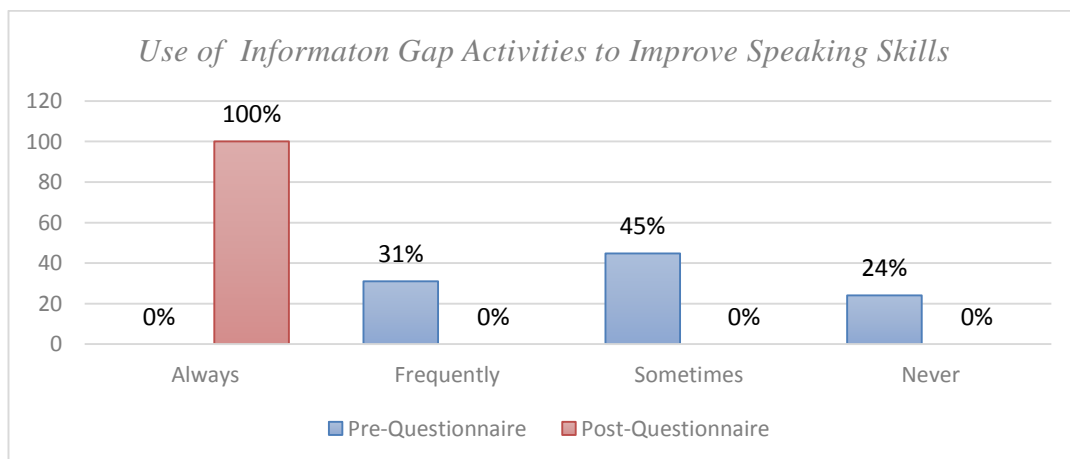
Question 1: How often does the teacher use information gap activities to improve your speaking skills?

a. Table 2

Use of Information Gap Activities to Improve Speaking Skills

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	29	100
Frequently	9	31	0	0
Sometimes	13	45	0	0
Never	7	24	0	0
TOTAL	29	100	29	100

b. Figure 1



c. Interpretation and Analysis

The results in Table 2 show that several students (45%) indicated that they sometimes used information gap activities to improve their speaking skills. This indicates that students have not been provided with enough speaking practice in English through these kinds of activities. However, after applying the intervention plan, all the students (100%) stated that they always use information gap activities to improve their speaking skills. They said that they had more exposure to exchange information, to practice the language, and to interact actively with others.

Klanrit (2010) mentions the goal of information-gap activity is to encourage the learner using the target language to generate real communication in solving a task. In an information gap activity, the learner realizes that the aim is not to find specific information from their classmates but to practice given language items.

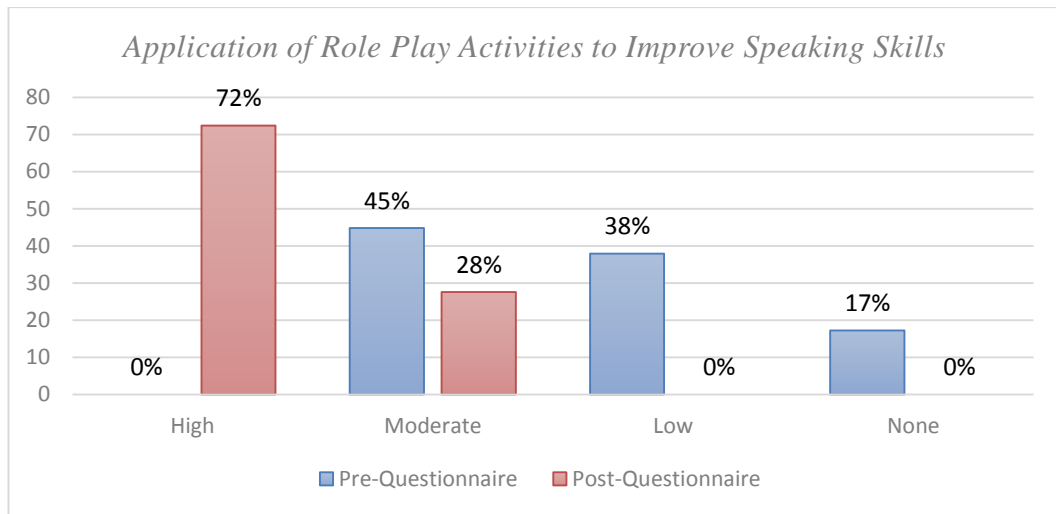
Question 2: To what extent do you think that your teacher applies role play activities to improve your speaking skills?

a. Table 3

Application of Role Play Activities to Improve Speaking Skills

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
High	0	0	21	72
Moderate	13	45	8	28
Low	11	38	0	0
None	5	17	0	0
TOTAL	29	100	29	100

b. Figure 2



c. Interpretation and Analysis

The results represented in Table 3 indicate that 45% of students marked that before the intervention plan Role Play activities have been applied in a moderate extent in English classes to improve their speaking skills. This implies students' speaking was so limited because of the time. Students performed the role play but, they did not have the opportunity to create on their own and discover their performance abilities. Nevertheless, after the application of the intervention plan, the results were completely different and 72% of students stated that Role Plays were applied in a high extent. Students expressed that Role Play activities allowed them to develop their creativity and use their imagination when they had to perform the different characters. They were encouraged to speak in English all the time

As Harmer (1984), students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

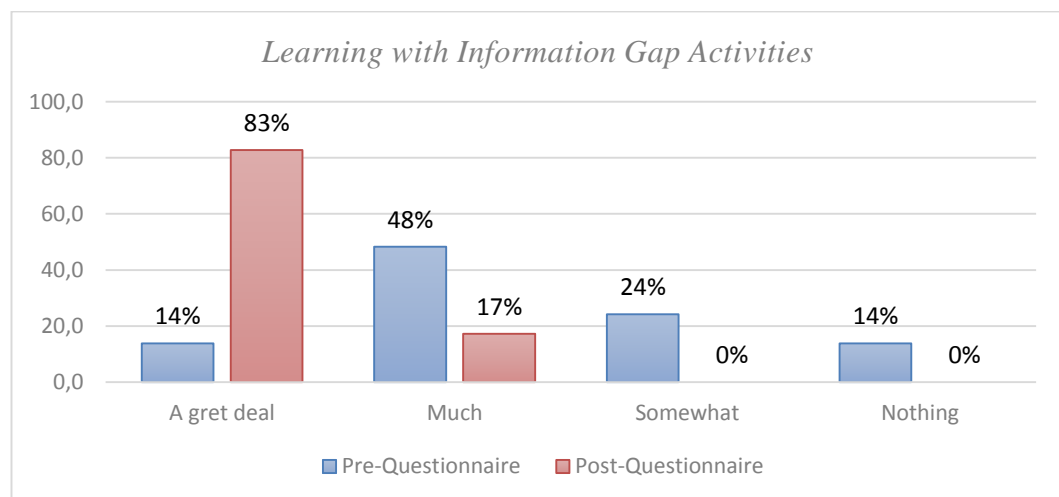
Question 3: How much do you learn when information gap activities are used in the English classes?

a. Table 4

Learning with Information Gap Activities

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A gret deal	4	14	24	83
Much	14	48	5	17
Somewhat	7	24	0	0
Nothing	4	14	0	0
TOTAL	29	100	29	100

b. Figure 3



c. Interpretation and Analysis

The results illustrated in Table 4 point out that 48% of the students learnt much through information gap activities. This means that this activity was not used in order to encourage students to speak in English; they just practiced the language to give specific answers they were asked in their handouts. The use of English during the activity was limited. However, in the data obtained after the post questionnaire 83% of students assumed that they learnt a great deal through these activities. The main language students used during the completion of the activity was English. Also, they increased their interest in working collaboratively and respecting other's ideas. They interacted and shared their own information. According to Richards (2006), information-gap activities are designed to take the students one stage further towards being able to handle more realistic communication.

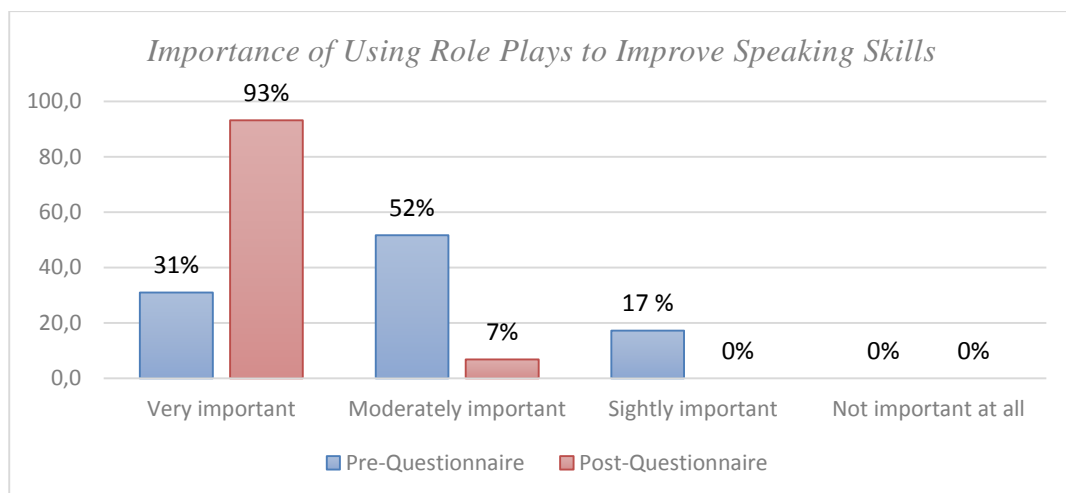
Question 4: How important do you think using role plays to improve your speaking skills?

a. Table 5

Importance of Using Role Plays to Improve Speaking Skills

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	9	31	27	93
Moderately important	15	52	2	7
Sightly important	5	17	0	0
Not important at all	0	0	0	0
TOTAL	29	100	29	100

b. Figure 4



c. Interpretation and Analysis

As it is presented in Table 5 the data reveals that 31% of the students mentioned that the use of role plays was moderately important to improve their speaking skills. This indicates that the role play activities were not useful to help them to improve their speaking. However, the data obtained after applying the intervention plan, 93% of the students changed their way of thinking and they recognized that the use of role plays is very important to improve their speaking. These activities allowed them to have a good improvement in their speaking; at the same time they got a better relationship among them when they had to share information, ideas and opinions.

According to Richard (2006), role - play is an oral activity usually done in pairs, of which the main goal is to develop students' communicative abilities in a certain setting.

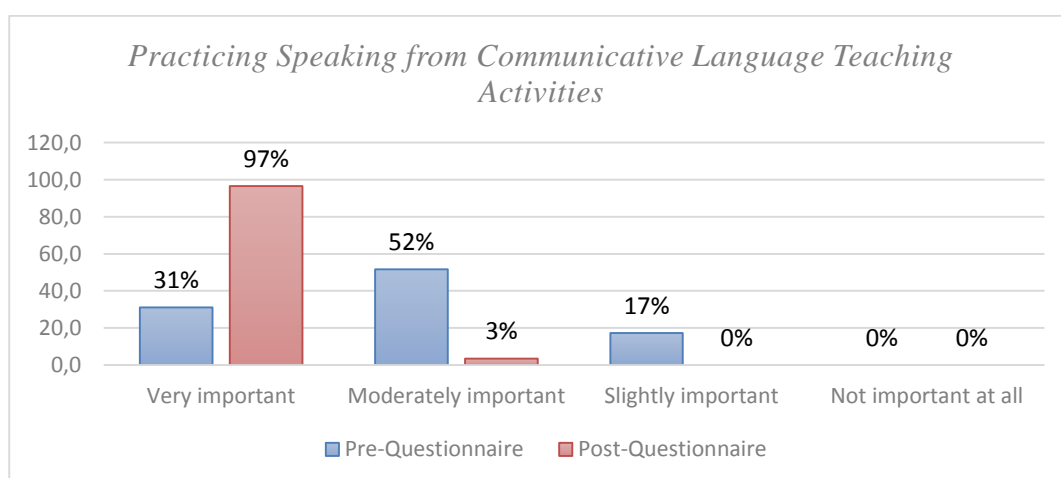
Question 5: How important is for you to practice speaking skills from communicative language teaching activities?

a. Table 6

Practicing Speaking from Communicative Language Teaching Activities

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	9	31	28	97
Moderately important	15	52	1	3
Slightly important	5	17	0	0
Not important at all	0	0	0	0
TOTAL	29	100	29	100

b. Figure 5



c. Interpretation and Analysis

Considering the findings in Table 6, more than half of students considered moderately important to practice speaking skills through the application of communicative language teaching activities. This means that the role play and information gap activities used in the classes did not permit them to have a good

interaction to practice the language, making students feel frustrated when speaking. On the other hand, after the use of these activities in the classroom, 93% of the students pondered very important the speaking skills practice. Students stated that, the interaction they had using Communicative Language Teaching Activities during the English classes allowed them to make good progress in speaking and to develop self-confidence when expressing their ideas. In words of Gower, Phillips & Walters (2005), the aim of communicative activities is to encourage purposeful and meaningful interaction between learners.

Post-Test Results

Objective five: To validate the obtained results after the application of the Communicative Language Teaching activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.

a. Table 7

Post-Test Scores of Ninth Year “A” Students in Speaking Skills

Students' code	P	V	F	A	SCORE
	/2.5	/2.5	/2.5	/2.5	/10
UEMV9A01	2.5	2	1.5	1.5	7.5
UEMV9A02	2.5	2	1	1	6.5
UEMV9A03	2	2	1.5	2	7.5
UEMV9A04	2	1.5	1	1.5	6
UEMV9A05	2	1.5	1	1.5	6
UEMV9A06	2	2	1	1.5	6.5
UEMV9A07	2	1.5	1.5	1.5	6.5
UEMV9A08	2.5	1.5	1.5	2	7.5
UEMV9A09	2	1.5	1	1.5	6
UEMV9A10	2.5	2	1.5	1.5	7.5
UEMV9A11	2	1.5	1.5	1.5	6.5
UEMV9A12	2.5	2	1.5	2	8
UEMV9A13	2	2	1.5	2	7.5
UEMV9A14	2.5	2	1.5	2	8
UEMV9A15	2	1.5	2	2	7.5
UEMV9A16	2	1.5	1	1.5	6
UEMV9A17	2	2	1.5	2	7.5
UEMV9A18	2.5	2	1.5	1.5	7.5
UEMV9A19	2.5	2	1.5	1.5	7.5
UEMV9A20	2.5	2.5	2	2	9
UEMV9A21	2	2	2	2	8
UEMV9A22	2.5	2	1.5	1.5	7.5
UEMV9A23	2	2	1.5	1.5	7
UEMV9A24	2	1.5	1.5	1.5	6.5
UEMV9A25	2.5	2	2	2.5	9
UEMV9A26	2.5	2	2	2.5	9
UEMV9A27	2.5	2	1.5	1.5	7.5
UEMV9A28	2	1	1	1.5	5.5
UEMV9A29	2.5	2	2	2	8.5
MEAN	2.24	1.83	1.48	1.72	7.28

Note. UEMV= Unidad Educativa Marieta de Veintimilla, 01= Students' code, P= Pronunciation, V= Vocabulary, F= Fluency, A=Accuracy.

b. Interpretation and Analysis

The results in Table 7 demonstrate that students obtained a mean score of 7.28/10 after the application of the intervention plan. This mean score corresponds to the average qualitative range (see grading scale on page 127). The best improvement students attained was in pronunciation, which is confirmed with the highest mean score of 2.24/2.5. This indicates that students pronounced words specifically the years using the correct segmental articulation and word stress. Students achieved the correct pronunciation of the phoneme /θ/. However, the lowest students' improvement was in fluency with a mean score of 1.48/2.5, which evidences that students were able to describe famous people picture's using the correct grammar structure of sentences. They also could pronounce correctly the -ed endings of regular verbs in past simple tense, but some students continue making pauses when speaking. Even though, students improved significantly their pronunciation they did not speak fluently. They speak English faster than before and their speaking is understandable. This corroborates that students improved their speaking skills through the use of Communicative Language Teaching Activities.

According to Harrish (2004), students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

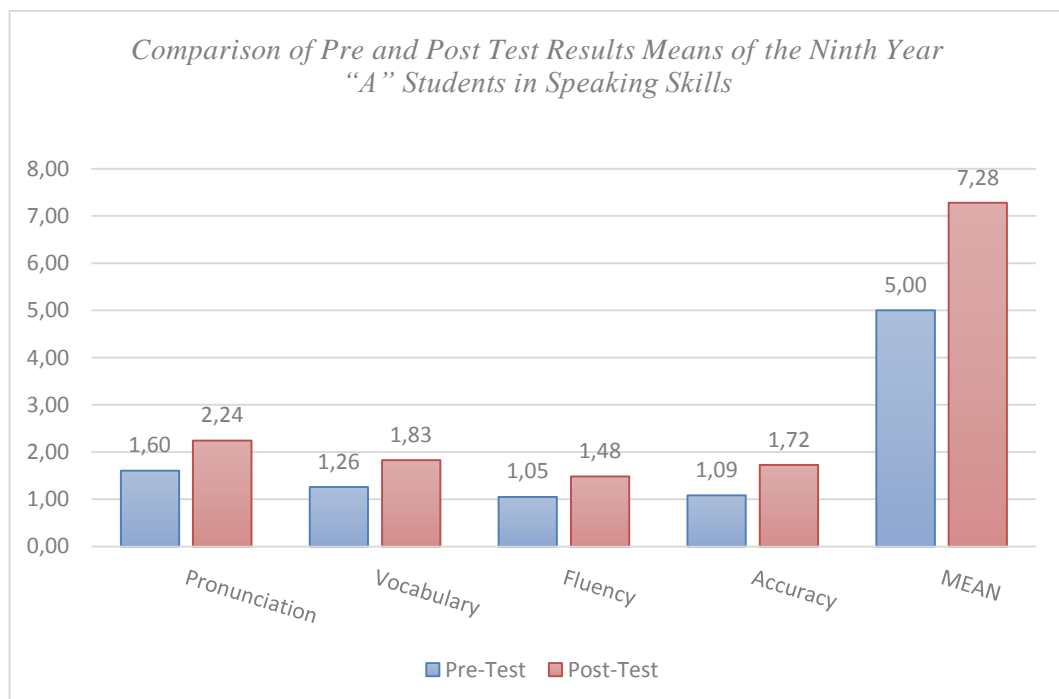
Comparison of the Pre and Post-Test Means

a. Table 8

Comparison of Pre and Post-Test Means of the Ninth Year “A” Students in Speaking Skills

Aspects	Pre-Test	Post-Test
Pronunciation	1.60	2.24
Vocabulary	1.26	1.83
Fluency	1.05	1.48
Accuracy	1.09	1.72
MEAN	5.00	7.28

b. Figure 7



c. Analysis and Interpretation

The results in Table 8 and Figure number 7 can be stated that the Communicative Language Teaching activities applied during the development of this research work helped students to improve their speaking skills, which is reflected on the difference between the pre-test mean score of 5/10 and the post-test mean score which was 7.28/10. It is noticeable students achieved a very good performance in pronunciation. However, students did not improve their fluency as it was expected which is shown with the pre-test mean score of 1.05 and the post-test mean score of 1.48. In short, this indicates that the students' speaking skills improved a lot. It means that the opportunities and the practice of speaking skills through Communicative Language Teaching activities during the intervention plan improved students' speaking skills. However, speaking fluently and accurately is not easy and fast, when we learn English as a Foreign Language.

g. DISCUSSION

This research work was based on Communicative Language Teaching Activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year. Before these activities were applied through the intervention plan, students presented many difficulties with their speaking due to the fact that the practice of the language in the classroom was so limited. Students did not have the enough exposure to practice English. On the other hand, after the application of the intervention students improved their speaking skills in pronunciation, vocabulary, fluency and accuracy aspects. This improvement is reflected in the significant increase of the students’ total mean score of the pre-test that was 5/10 and the average of the post-test which total score mean was 7.28/10. According to Gower, Phillips & Walters (2005), the aim of communicative activities is to encourage purposeful and meaningful interaction between learners. Communicative tasks are created so learners will have a goal or reason for speaking; they can bridge an information and opinion gap and can ask for or provide real information, or find out about their friend’s opinions. Communicative activities can motivate the classroom and prepare the learners for real interaction.

The pre-test results indicated that all students had problems in speaking skills like: pronunciation, vocabulary, fluency, and accuracy. First, in pronunciation, students struggled with word stress when they had to pronounce the years with similar numbers. In the same way, in vocabulary, students did not know enough

words to express themselves. Likewise, in fluency they were not able to express clearly the activities they did yesterday and spoke hesitantly. Finally, in accuracy students were not able to use the correct grammar patterns; to describe a famous character they used words in the incorrect place. In contrast, the post test results after the intervention, pointed out that students improved their speaking skills in all the aspects mentioned before. They spoke fluently and accurately. Furthermore, the results were worthy. Essentially, the results reached were as the expected with the score mean of 7.28/10.

At the beginning of the intervention plan, the students' attitude towards Communicative Language Teaching Activities was not too good. Students felt afraid when they had to use English to complete the activities. Students had difficulties when understanding the instructions they had to follow. During the intervention students started to gain confidence to share ideas and information using the language; they started to develop these activities cooperatively and respectfully. At the end, students felt confident, secure, and free to perform these speaking activities using the language as much as they could.

It is necessary to mention the strengths and limitations that this research had while the intervention plan was applied. Some of the strengths were: students' motivation to work and practice the language; they felt well-disposed and eager to participate in class; the number of class hours was enough to complete the activities, the teacher of the Institution was present in each class. The limitations observed were the size of the classroom, which was not appropriate to the number of students and to monitor the development of activities.

Communicative Language Teaching Activities contributed to improve students' speaking skills. These activities help them to be more participative, to encourage students to perform their roles in a motivated way. Besides, students were provided with feedback given at the end of the activities allowing them to be aware of their mistakes while receiving input through oral interaction.

h. CONCLUSIONS

- Students had many problems in communicating fluently and accurately. They struggled to make sentences using the correct pronunciation of words specifically when they contained the phoneme /θ/. Students hesitated a lot, which complicated to understand what they wanted to express in their messages.
- Students overcame the limitations in their speaking skills such as: pronunciation, vocabulary, and grammar through the use of Communicative Language Teaching activities. Even though, students improved significantly their pronunciation they did not speak fluently. They speak English faster than before and their speaking is understandable.
- Communicative Language Teaching activities make students to develop self- confidence and feel secure when speaking. They did not interact and felt frustrated when they were asked to develop an activity in English, but now they feel secure to keep a conversation going using English.

i. RECOMMENDATIONS

- Teachers should consider the different activities that expose students to produce the language during the teaching-learning process for achieving a better and successful level of speaking. For example, using Communicative Language Teaching students develop their communicative competence.
- It is needed that teachers use the most suitable activities like: information gap activities and role plays that focus on developing students speaking skills. Communicative Language Teaching activities are highly recommended to improve students' speaking skills in pronunciation, vocabulary, grammar and fluency. These activities center the main role on students rather than on the teacher. Besides, they have a series of stages for their usage in which they include feedback at the end. Feedback is really beneficial to help students correct their mistakes.
- Teachers should implement and continue using Communicative Language Teaching activities most of the time, because they not only help to improve student's academic scores, but also to raise their interaction and interest when speaking.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

COMMUNICATIVE LANGUAGE TEACHING
ACTIVITIES TO IMPROVE SPEAKING SKILLS
AMONG STUDENTS OF NINTH YEAR “A” OF BASIC
EDUCATION, AFTERNOON SESSION AT UNIDAD
EDUCATIVA MARIETA DE VEINTIMILLA IN THE
CITY OF LOJA, DURING THE 2018-2019 SCHOOL
YEAR.

Thesis Project as a previous requirement to
obtain the Bachelor's Degree in Science of
Education, English Language Major.

AUTHOR

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a. THEME

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OF LOJA, DURING THE 2018-2019 SCHOOL YEAR.**

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Unidad Educativa Marieta de Veintimilla, afternoon session during the 2018-2019 school year. This prestigious and traditional institution was created by the teacher Marieta Cueva on February 24th, 1947.

In 2014, Mr. Jorge Jiménez Poma, the director in charge of the institution presented a request to Dr. María Lorena Reyes Toro the Zone 7 Education Coordinator who resolved to authorize the creation, constitution and functioning of the Unidad Educativa Fiscal Marieta de Veintimilla with the following educational levels: Initial Education, Basic and Bachillerato General Education, Sierra regime, morning and afternoon session, from 2013 - 2014. It was given and signed on June 19, 2014, by Resolution N° 290-14.

Currently, the institution is called Unidad Educativa Marieta de Veintimilla; it is located in the Motupe neighborhood. In addition, there are 54 teachers covering different subjects, and around 1,193 students in the two sessions.

The vision of this Unidad Educativa is to provide quality education and warmth to children and youth, based on comprehensive training, promoting the practice of values, seeking constant innovation according to the progress of science and technology, to achieve creative, critical and reflective people, based on authentic

performances that are capable of making decisions and solving their own problems.

The mission of Unidad Educativa Marieta de Veintimilla is to train innovative children and young people, capable of solving their own problems, who respect their cultural identity and are committed to their natural environment and who foster the practice of values; based on a humanistic, scientific and democratic education, in order to form active students in their learning process based on curricular proposals and programs according to their needs. At the present time the Mg. Sc. Mónica Agila, the director of the institution, is the person who is in charge to make both mission and vision accomplished properly.

Current situation of the research problem

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency.

Currently in Ecuador, according to the Ministry of Education, it is expected that students, at their graduation in third year of Bachillerato, reach at least the

level B1 according to the Common European Framework of Reference (CEFR). It is important to clarify that students, according to National Curriculum Guideline, must be able to use English language in real context, and in a fluent way. However, this is not as it has been expected.

The way in which educators teach English as a foreign language is fundamentally essential. The methods, strategies and techniques that teachers use into the class, and every single day, are reflected in how much students learn about English Language.

Through non-participant observation it has been detected that students in ninth year “A” of Basic Education from Unidad Educativa Marieta de Veintimilla afternoon session are not able to use English language for communicating appropriately in a real context; it also affects their academic development. Furthermore, the students’ lack of fluency and accuracy which are effects of the methodology the teacher uses, and it is completely noticeable that activities developed during the teaching learning process are not appropriate enough to enhance student’s speaking skill. As mentioned above, the use of communicative activities can develop student’s speaking skills. In addition, students do not feel comfortable during English classes due to that they are not taking the principal role in the teaching-learning process.

This research work is of higher importance because it will help students to improve their speaking skills through Communicative Language Teaching activities.

Research problem

Considering the aforementioned elements, it is essential to research the following problem:

HOW DOES THE USE OF COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES IMPROVE SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research**Timing**

This research will be developed during the 2018-2019 school year.

Location

The present project will be carried out at Unidad Educativa Marieta de Veintimilla, which is a public school located in the city of Loja at Motupe neighborhood.

Participants

The participants of this research work are the ninth year “A” of Basic Education students at Unidad Educativa Marieta de Veintimilla, afternoon session and the teacher candidate of this study who is going to take part in the intervention plan as researcher.

Subproblems

- What theoretical and methodological references about communicative language teaching activities are adequate to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year?
- What are the issues that difficult the improvement of speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome in improving speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year?
- Which communicative language teaching activities are necessary to be implemented to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year?
- How effective is the application of communicative language teaching activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year?

c. JUSTIFICATION

The goal of communicative language teaching is communicative competence, which emphasizes the use of language for a wide range of different purposes and functions: varying the use of language according to different settings and participants, producing and understanding different types of text, and maintaining communication even if having limitations in one's language knowledge (Richards, 2006)

According to Moss, D. & Ross-Feldman, L. (2010), communicative activities include any activities that encourage and require the learners to speak with and listen to other learners. By using communicative activities, students can also receive the whole-task practice, improve their motivation, have opportunities to learn natural language and create a social context which supports learning (Littlewood, 1998). The communicative activities that can engage students in speaking include jig-saw activities, role play, simulation, games, interviews, information gap activity, problem-solving activities, discovering sequence activity and conversation.

As is well-known, speaking is one of the most difficult skills at the moment of communicating. The present project, which will be carried out at Unidad Educativa Marieta de Veintimilla in the ninth year "A" of Basic Education afternoon session, will solve the student's issues which difficult speaking skill development through Communicative Language Teaching activities. The range of communicative activities is very wide and the learner is the center of all of these

activities performed in the language classroom. The issues presented by students at the moment of producing spoken English are a consequence of the incorrect use of activities that are not suitable for students' level and knowledge, and, they make students get stressed and feel uncomfortable during the class.

As a result, through the application of the present project, it is expected to increase the interaction of students into speaking skill, which will be concerned producing English fluently and accurately. Furthermore, this action research is a previous requirement for students of the English Language Department under studies for getting the Bachelor's Degree in Sciences of Education, English Language specialization. It will also enable the researcher to get the accreditation of Social Research Design signature. Finally, the results of this work will help teachers of EFL in order to select the most suitable communicative language teaching activities for their learners.

d. OBJECTIVES

General

- To improve the speaking skills through Communicative Language Teaching activities among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.

Specific

- To investigate theoretical and methodological references about Communicative Language Teaching activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.
- To diagnose the issues which difficult the improvement of speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.
- To design an intervention plan based on Communicative Language Teaching activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.

- To apply the Communicative Language Teaching activities to improve speaking skill among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.
- To validate the obtained results after the application of the Communicative Language Teaching activities to improve speaking skill among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching (CLT) is an approach which proposes that language learning should be done in a meaningful setting with authentic language as the input. It is an umbrella term which consists of an array of methods and techniques (Parrish, 2004). This communicative approach to second language teaching began in the late 1960s and was proposed by Hymes (1972), based on the communicative functions of language (Brown 2000; Savignon 2001; Lindsay and Knight, 2006). It was developed in Europe due to the language needs of groups of immigrants and guest workers which led the Council of Europe to develop a syllabus for learners based on notional-functional concepts of language use (Savignon, 2001). According to Lindsay and Knight (2006: 20), this approach is based on the view that language is learnt in order to communicate effectively “in the world outside the classroom.” It emphasises on meaningful use of language for communication, rather than on the form and structure; hence the term “real-life” communication in the classroom (Brown, 2000). Savignon (2001) describes CLT as the ‘new’, ‘innovative’ way of teaching English as a second or foreign language as it deals with ‘the interactive nature of communication.’

A communicative approach to language teaching involves the negotiation of meaning between speaker and listener or between author and reader. Meaning must be at the center of all communicative exchanges; indeed, it is impossible to communicate without meaning.

CLT puts an importance on fluency and ability to communicate in a variety of settings and in a variety of ways. Its potential in promoting communication has been discussed and studied widely such as Parrish (2004)

Nguyen (2010) points out that “CLT may currently be considered and accepted as an inclusive approach to language teaching, which encompasses various approaches and methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves; it is learner centred and emphasises communication in real-life situations.” CLT emphasizes on contextualized, meaning based instructions and the use of authentic materials, as well as maximum learner interaction (Parrish 2004).

Brown (2001) advocates that learners demonstrate linguistic fluency and not just accuracy. He offers six interconnected characteristics of CLT:

- Classroom goals should focus on all components of communicative competence: grammatical, discourse, functional, sociolinguistic, and strategic;
- Language techniques should engage learners in the pragmatic, authentic, functional use of language for meaningful purposes;
- Fluency and accuracy are complimentary principles underlying communicative techniques;
- Language should be used productively and receptively;

- The activities are learner-centred, and the learners focus on their own learning process;
- The teacher's role is mainly as a facilitator to guide the learners in the interaction that takes place in the classroom.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Principles of CLT

(Richards, 2006) identifies the following principles of CLT:

- Make real communication the focus of language learning
- Provide opportunities for learners to experiment and try out what they know
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence
- Provide opportunities for learners to develop both accuracy and fluency
- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world
- Let students induce or discover grammar rules

The Goals of Language Teaching

Communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

The term “communicative competence” has been defined as the knowledge of both rules of grammar and rules of language use appropriate to a given context. According to Larsen Freeman (1986) the characteristic of communicative language teaching are concerned the communicative intent. To develop learner's communicative competence, learners first learn how to convey meaning, and how to participate in speech events. Grammar should not be the main focus. The

experience of communication may lead learners to a structural or functional analysis of the language (Savignon, 1983)

The Roles of Teachers and Learners in the Classroom

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

The Kinds of Classroom Activities That Best Facilitate Learning

With CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project work.

CLT focuses on developing learners' communication skills (Larsen-Freeman, 2000; Lindsay and Knight, 2006; Nguyen, 2010). Larsen-Freeman (2000) points

that with CLT, “almost everything is done with a communicative intent.” Nguyen (2010) believes that “the notion of communication is accordingly central in CLT; and CLT advocates learning through communication.” CLT stresses more on meaning rather than structure, and students practice to communicate in the language through several types of communicative activities, such as role-plays, dialogues, games and problem-solving activities (Lindsay and Knight, 2006). Because of the needs for learners to practice communication, CLT places importance in a wide array of activities in the classroom where the learners are given exposure to use the language in a meaningful, authentic setting. It provides the learners ‘a repertoire of communicative activities and opportunities’ for learners to practice language skills in the classroom (Littlewood, 2007).

Classroom Activities in Communicative Language Teaching

Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflect the principles of a communicative methodology. This quest has continued to the present, as we shall see later in the booklet. The principles on which the first generation of CLT materials are still relevant to language teaching today.

Communicative Activities

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the classroom and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture.

Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

Communicative activities provide opportunities for learners to use the language with one another and with people in the community.

Aim of communicative activities

The aim of communicative activities is to encourage purposeful and meaningful interaction between learners. Communicative tasks are created so learners will have a goal or reason for speaking; they can bridge an information and opinion gap and can ask for or provide real information, or find out about their friend's opinions. Communicative activities can motivate the classroom and prepare the learners for real interaction (Gower, Phillips & Walters, 2005)

Types of Communicative Activities

Richards (2006) states three different kinds of communicative activities: mechanical, meaningful and communicative.

Mechanical activities involves a controlled practiced activity which students can complete successfully without truly understanding the language they contribute

via repetition drills and substitution drills, designed to practice using a particular grammatical or other specific item.

Meaningful practice involves an activity in which students are required to make meaningful choices when practicing with the controlled language.

These two kind of activities are similar to the pre-activity ,which aim to equip the learner with some skills that are necessary for communication (Richards,2006).

The pre-communicative activities are created to help learners acquire linguistic forms and relate them to the communicative function, nonlinguistic reality, and social context (Littlewood,1998)

The pre-communicative activities are activities that prepare students to relate linguistic structures to communicative functions before doing the communicative activity. Each kind of activity helps learners to develop both fluency of behavior and clarity of comprehension in their use of the target linguistic system.This type of activity contain drills,substitution labels,structure-based practice such as reversal, controlled,medium-oriented, and pseudo-or pre-communicative (Pattision,1989)

Communicative practice is similar to the communicative activity (Richards, 2006). It involves activities that focus on practice using language within a real communicative context . It encourages students to exchange real information with language that is unpredictable.

Accuracy versus Fluency Activities

One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language
- Require the use of communication strategies
- Produce language that may not be predictable
- Seek to link language use to context

Activities focusing on accuracy

- Reflect classroom use of language
- Focus on the formation of correct examples of language

- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language

Information-Gap Activities

Communication is a two-way process: what A says helps to shape B's reply, which in turn influences A's answers and so on. But A, however accurately he may think he can predict what B will say, never knows for sure what exactly will be said. Often big jumps are made which could in no way have been predicted. It is spontaneity and unpredictability of oral communication which is hard to stimulate in the classroom, especially at the elementary level and in large classes. Yet we need to prepare them properly for real communicative situations. Information-gap activities are designed to take the students one stage further towards being able to handle more realistic communication.

At the start of an information-gap activity, each pair of students is provided with similar but different information, usually on handouts labelled A and B. They exchange information by using relevant language (not by looking at each other's handouts!) so that by the end of the interchange they are both in possession of the total amount of information. They do not know in advance what information they are going to receive in reply to their questions, i.e. new information is being given and received. (Matthews, Spratt & Dangerfield, 1985)

According to Matthews, Spratt & Dangerfield (1985) there are a number of points to bear in mind when using information-gap activities.

Careful preparation: the students cannot be expected to do this type of activity successfully without very careful preparatory work. Information-gap exercises can be devised to give tightly controlled or freer practice of exponents of one or more functions. The exponents first need to be presented or revised and the students given sufficient controlled practice: this lays the necessary foundations for the information-gap activity that is to follow.

Pre-teaching of vocabulary: when students are working in closed pairs, they should be allowed to get on with the task in hand without unnecessary interruption. If the teacher is aware that some of the vocabulary needed for the activity is likely to be unfamiliar to all or some of the students, then it should be taught beforehand. This ensures that the flow of the activity is not interrupted.

Clear instructions: Students unused to doing pair work of this type need training in the mechanics of the activity. Instructions need to be crystal clear to ensure that all students know what to do.

Demonstration: It is wise, especially with a class that is unfamiliar with this type of activity, to demonstrate a part of it to the whole class. The teacher can play A and a good student B, and the first part of the task can be worked through. This should provide a clear model for all the other students before they set to work in their closed pairs.

Mixed ability: Most teachers, especially those working in secondary schools, have large groups of students with different aptitudes for learning languages, different degrees of motivation and very different levels of ability. There exists no magic solution to these problems. It helps, however, to foster, as far as possible, a cooperative atmosphere whereby better students are encouraged to help the less competent ones. This particularly applies to pair work. The teacher needs, however, to be sensitive to the students' wishes and not dictatorially impose unpopular pairings which will be counter-productive.

Use of the mother tongue: In monolingual classes, it is natural for the students to break into their own language, either during an activity, (e.g. when a difficulty arises) or more especially when they have finished an activity before other students. It is helpful if the teacher gently insists over a period of time on only English being used; also, a silent extension activity, e.g. a follow-up writing task, ensures that students who finish first have something else to do.

The teacher's role: After carefully setting up the activity, the teacher should first quickly check that each pair is in fact doing the activity in the way intended, and then circulate again, listening to samples of the oral work of as many pairs as possible.

Klanrit (2010) mentions the goal of information-gap activity is to encourage the learner using the target language to generate real communication in solving a task. In an information gap activity, the learner finally realizes that the aim is not

to find specific information from their classmates but to practice given language items.

Role plays

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

According to Matthews et al.(1985) define that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. 'For and against' debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme.

Imaginary situations - Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Why use role play?

The students' linguistic performance during role play provides the teacher with essential feedback on how well they have learnt the new language and understands its appropriateness to a given context. Without this feedback, the teacher can never be sure that the new language has been fully assimilated.

A suggested standard procedure for role play

Language input: This will often mean the presentation and practice stages in the teaching of a language item which is now to be practiced within a freer framework. It may also mean the pre-teaching of vocabulary and/or other language considered useful for the context of the role play; this pre-teaching may occur after the context for the role play has been set.

Setting of context: This should be done so as to help the students to appreciate fully the situation in which they will be role playing. Visuals can help to make this more effective.

Allocation of roles: The teacher should decide this; otherwise, if the choice is thrown open to volunteers, the extrovert students will always get the best roles.

Statement of aim(s): This is vital because it gives the students a concrete result to aim for in the role play and thus provides motivation and prevents the activity fizzling out. It also provides a clear-cut result to discuss in the report-back phase.

Familiarization with roles: This can take the form of reading role cards or students discussions.

Demonstration: This is an optional phase and one which is generally not applicable to a role play. However, if the students are unfamiliar with this form of practice or unsure of what to do, then a demonstration is useful. It is advisable to choose the best students for this, as they can provide a good model.

Role play and achievement of aim(s): One point to note here is that, if some groups finish significantly earlier than others, the teacher should have ready one or two ideas for an activity which can keep them occupied while they wait. This should ideally be in the form of an extension of the role play, e.g. writing up their final decision.

Report-back: This will concern how the different groups reached their aims, i.e. what decisions each group made, etc. This is an important phase because the students are usually interested in comparing their decisions with those of other groups. It also gives the students an opportunity to talk about the problems they had and it rounds off the activity.

Follow up: This can take two forms: firstly, written work based on the role play, perhaps set for homework, and secondly, remedial work based on mistakes noted by the teacher while monitoring student performance.

Emphasis on Pair and Group Work

Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

- They can learn from hearing the language used by other members of the group.
- They will produce a greater amount of language than they would use in teacher-fronted activities.
- Their motivational level is likely to increase.
- They will have the chance to develop fluency.
- Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

Beyond the classroom activities, there is one final suggested way to prepare learners for their second language world. CLT focuses on communication. Savignon states that this focus can be reinforced by utilizing real world situations once the classroom portion is over. If possible, learners should be encouraged to find a second language community where they can interact with native speakers of the target language. If this is not available, teachers should work to construct situations outside the classroom, where learners can interact in the target language. These type of activities build confidence and support the communicative nature of the approach.

In conclusion, the teacher should integrate the activities by supporting the learners to use appropriate forms and to know how and when to use them appropriately. For this research, the researcher will use information gap activity, and role plays.

SPEAKING SKILL

Definition

Nunan (2003), defines that speaking consists of producing systematic verbal utterances to convey meaning. On the other hand, according to Burns, A. & Joyce, H(1997), speaking is defined as 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, the participants, and the purposes of speaking.

For most people, the ability to speak a language is the most basic means of human communication (Celce & Murcia, 2007). Speakers need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in a connected speech if they want to be able to speak fluently in English. However, if they want to speak English as a second language fluently, they have to be able to use a range of conversational repair strategies. They also need to be able to engage in exchanging typical language functions. (Harmer, 2007)

When speaking, speakers need to estimate the listener's knowledge and assumptions for selecting language that will be sent in accordance with the intended meaning (Littlewood, 1998). Speakers of a language can use all appropriate language to convey their ideas clearly and use structure and vocabulary correctly. They can speak consistently without pauses or hesitation consistently communicate all ideas without difficulty, pronounce sounds correctly

and clearly, use varied and correct grammatical structure, and use gestures appropriately (Phupanpet,2004, Scanlon and Zemach,2009 and Domesrifa,2008).

Speakers do not commonly have time to produce their utterances carefully. In conversation, many things are happening at once. For example, understanding what other is saying, saying what we want to when we have the opportunity to speak, being prepared for unpredictable changes of topic, and thinking of something to say when there is a long silent period. The learners who are good at listening and understanding might not speak well (Broughtton, 1980).

In conclusion, those who are component in English have the ability to speak English fluently and correctly by using accurate vocabulary and structures and know how to use the language in various functions and situations appropriately.

In order to improve their speaking ability, the teacher should adjust their teaching approach in order to develop student's speaking ability.

Types of Speaking

According to Nunan (2005) who says that generally there are two types of spoken language, as follows:

Monologue

Monologue is the speaking where one speaker uses the language for any length of time, such as in speeches, lectures, and reading news broadcasts, then the listener have to process the information without interruption and speech will go on whether or not the listener comprehends what the speaker means.

Dialogue

It is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. It is essential to make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

Differences between L1 and L2 speaking

According to (Thornbury, 1998), it is too important when dealing with the speaking skill to clarify the difference between first and second speaking process. The majority of foreign language learners complain about their lack in L2 fluency, low pronunciation level, no accuracy and so many dilemmas they confront in their oral practices in classroom. Those learners need to know what can be the factors which lead to the contribution of face to face interaction and more precisely the lack of confidence and often an acute sense of anxiety.

Following the foreign language comments as being teachers of English, they argue that many factors are considered to be causes of these problems or this failure in developing the skill, thus, their grammatical and lexical knowledge isn't enough, the shortage of chances and opportunities for practice as well as the shortage of interactive speaking in classroom atmosphere (Thornbury ,1998). So, in his lack of genuine speaking opportunities which account for many foreign language learners to think that even their knowledge of grammar and vocabulary are acceptable but , still they are unable to speak fluently , accurately with a good pronunciation , that's why the first step towards finding solutions to speaking

difficulties the learners meet in their learning is to know first the difference or its better to describe it as the status of speaking in the native language as well as the target one (L1, L2).

Through the comparison, specifically at the level of speaking as a mental process, there is probably no difference at all, since this process follows the same stages, Both L1 and L2 speakers produce speech through the processes of conceptualization, formulation, articulation and self-monitoring. Like L1 speakers, L2 ones contribute similarly or share the same roles in communication as (Thornbury, 1998) states:

“They will be attending to their interlocutors, adjusting their message accordingly and negotiating the management of conversational turns “(p, 28). From what is cited above , the skills of speaking seem to be completely the same in the two languages (L1, L2) , "they are essentially the same and should , in theory , be transferable from the speaker's first language into the second one " (Thornbury,1998 , 28), but what is significantly different is the first language itself , then L2 speakers' knowledge of the L2 (grammar , vocabulary ...)isn't the same as in L1, and L2 speakers in this case are closely resembled to " Students who said , I can't find words , I always use the same sentences " (Thornbury, 1998 , 28). This problem of knowledge difference may be more clarified when examining the availability of that knowledge, this later is described by (Thornbury, 1998) to be insufficient integrated into the L1 speakers' existing language knowledge and rarely accessed or not yet easily retrievable and most importantly " the process of arranging the grammar of retrieving the word is not yet automatic" (p 28). On the

other hand, we must consult the factor of translation into L2 after the process of utterances' formulation in L1. This will rule incorrectly the self-monitoring process which is in this case overused and over prolonged in terms of speed, accuracy and effects negatively fluency. Learners here have "troubles in their intentional capacity between planning and articulation" (p29). Of course not all L2 learners are concerned with these extended mental deliberations, since we find many speakers having different strategy which consists of "use the little language they have at their linguistic "fingertips" so to speak rather than construct novel utterances from scratch" (p29). The perfect use of this strategy for realizing a good communication in L2 is called "strategic competence".

Speaking is face to face

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet & Carter, 2001: 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication.

Speaking is interactive

Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27). Turn taking, a main feature in interaction, is an unconscious part of normal

conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

Speaking happens in real time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves.

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

Speaking as a skill

First of all, it is important to understand that knowledge and skill are not the same. By giving learner speaking practice is not recognized that there is a difference between knowledge about a language and skill in using it. Learners do not merely know how to assemble sentences in the abstract: students have to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting the conversation as unexpected problems appear in their path (Bygate, 2003).

Taking into account the first language of learners, it is obvious that they spend most of their time using sentences, and very little of their time reviewing their knowledge or trying to compose perfect sentences. It is most difficult to describe and explain all the decisions people make at the moment of speaking. So, knowledge is no only a part of the affair, people also need skill. A fundamental difference between knowledge and skill is what while both can be understood and memorized; only skill can be imitated and practiced (Bygate, 2003).

The ways to improve speaking skill

Celce and Murcia (2007) point out that generally children are more holistic learners who need to use language for authentic communication in the classroom. This means students should speak about something in which they are interested. They should be provided a rich context including movement, the senses, objects and pictures, and a variety of activities.

In addition to activities, the teacher should treat learners appropriately to their age and interest. Many modern textbooks focus on speech which provides many drills, exercise and dialogues for oral practice, but learners still feel that they are not learning a foreign language. Activities should be created based on communication in real life (Pattison, 1989). The teacher can help the learners succeed in this field by designing the materials carefully.

The teacher must be able to encourage the learner's motivation at the beginning by using the new challenging ways (Klanrit, 2010). The teacher can improve the learner's speaking ability by providing them very opportunity to speak in classroom, helping them to realize their need for language, and encouraging their confidence by giving the positive feedback (Gower, 2005). The teacher needs to make English a communicative language in the classroom by giving opportunities in class for students to share ideas in the target language, exposing them to various kinds of language such as video and audio tapes, and encouraging them to be independent by suggesting ways of learning English outside the classroom.

Nunan (2003) also states principles for teaching speaking as follows: first, understand the differences between second language and foreign language learning contexts; second, provide students practice in both fluency and accuracy; third, use group work and pair work to encourage students to talk; fourth, use speaking tasks involving negotiation for meaning; and lastly, use communicative activities tasks involving both transactional and interactional speaking. Moreover, Thornbury (2008) sets the criteria for speaking tasks covering productivity, purposefulness, interactivity, challenge, safety and authenticity.

In order to improve the learner's speaking ability, the teacher should have well-planned activities, and encourage students to talk as much as possible. The teacher should evaluate and assess student's speaking ability after the teaching to find out if they can improve their abilities.

Evaluating and Assessing speaking ability

Both formal and informal testing takes place at the beginning and at the end of most language courses. It also takes place at various times during the courses itself. There are many different criteria for testing speaking depending on different situations. A placement test that does not include speaking is inadequate for assessing speaking skills (Thombury, 2008).

When assessing speaking, the teacher guides the learner's output according to the task that is given. Different purposes and contexts vary language usage, so designing the task is very vital in developing assessment for speaking ability. The construct-related information that the scores must deliver is the most important factor when designing tasks. To put their speaking tasks into practice, the task designer has to provide the instructions and task materials such as pictures or role play cards to learners. Clear instructions are important. If the learners do not understand the test procedure, the assessor cannot measure their language ability successfully.

Thombury (2008) also points out six types of spoken test: interviews, live monologues, recorded monologues, role play and collaborative tasks, and discussion.

In summary, in order to create effective speaking assessment, the teacher should construct tests that can measure student's speaking ability effectively. Hence, it is necessary to set rubrics of speaking skill as a tool for measuring their speaking ability.

Rubric of speaking skill

According to Thornbury (2008), there are two main types of scoring for assessing speaking ability: holistic scoring and analytic scoring. Holistic scoring is done by giving a single score on the basis of an overall impression. The advantage of this type of scoring is that it is quick and adequate enough for informal testing of progress. However, there should be more than one assessor in order to discuss any significant differences. On the other hand, analytic scoring is done by giving a separate score for different aspects of the task. It takes much longer than holistic scoring, but forces the tester to take score according various factors. It is necessary to select the appropriate criteria in order to assess the speaking performance ability fairly and reliably.

The Cambridge certificate in English language speaking Skills (CELTS) test of speaking constructs their rubric covering five categories: grammar and vocabulary, discourse, management, pronunciation, and interactive communication (Thornbury, 2008 whereas Scanlon and Zemach (2009) stated five levels in the speaking assessment criteria including communication, fluency, accuracy, language, and interaction.

In the present study, the researcher will use holistic scoring by using rubric for evaluating student's speaking ability including three categories: pronunciation, grammar and vocabulary.

f. METHODOLOGY

Design of the research

The present research work is based on the Action research as a constructive enquire, which is carried out in order to understand, to evaluate and then to change a situation, at the time the researcher is conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of communicative language teaching activities with the purpose to improve speaking skills.

Methods, Techniques and Instruments

Methods

During this research work is important to identify, use and apply the most appropriate methods ,which will guide the researcher in the different action research steps. The following methods will be applied along the research:

The Scientific method is a valuable tool for several reasons: it gives order and precision during a test or experiment, it provides the observer with a better knowledge about what to look for, and it ensures that there is valid proof when the results are being shared. When conducting the research, through scientific method will facilitate the study of appropriate resources to improve speaking skills. In addition, the data gathering will be useful at the moment to design the data collection instruments, plans, and to interpret the results.

The Descriptive Method is concerned about the comprehension, interpretation and demonstration through deep analysis. It will be helpful to describe the different stages of the study and kind of resources used by the researches. In the same way, it will help to explain and analyse how the implementation of Communicative language teaching activities improve speaking skills , to describe the results between tables and figures with the purpose to describe the object of the investigation.

The Statistical Method is the mathematical formulas, models, and techniques that are used in statistical analysis of raw research data. The application of this method will be to make the quantitative statistical analysis of the results obtained from the pre and post tests and the qualitative results from pre and post questionnaires. It also will help to tabulate the information into tables and figures applying the formula to obtain the media.

The Analytic/Synthetic Method will be use to analyse and interpret the information obtained through the observation checklist, questionnaires and pre-post test. It also will help to draw up the conclusions.

Techniques and Instruments

Data Collection:

To collect the data, tests, observations, questionnaire and a diary will be designed and applied at the beginning, during and after the application of the intervention plan.

Tests:

Two kinds of tests will be used. A pre-test that will contain some information questions which will be used to collect student's answers, in order to diagnose the level of students' knowledge about speaking skill, at the beginning of the intervention plan. The same pre-test will be used as post-test and applied at the end of the intervention plan, to obtaining information about students' progress on speaking skill improved during the intervention.

Pre-test / Post-test:

The pre-test which contains four questions, will be applied at the beginning of the intervention plan in order to measure development of speaking skills, and the post-test at the end on the intervention plan to verify if the students have improved their speaking skills. The pre and post-test will be conducted in class and the researcher will give students a clear explanation and clarify all students' doubts about them.

Questionnaires:

A questionnaire with five multiple choice questions will be used to collect students' answers about the use of communicative language teaching activities to improve speaking skills at the beginning, and at the end of the intervention plan. This will allow the students to provide a wide range of responses.

Observation:

From beginning to the end of the intervention plan, the researcher will determine what will happen in the class during the application each lesson plan, to analyze and reflect about students' performance through an observation sheet.

There will be two types of observation as detailed below:

Non-participant Observation:

A nonparticipant observation is a relatively unobtrusive qualitative research strategy for gathering primary data about some aspects of the social world without interacting directly with its participants.

A non-participant observation in which the researcher will not be involved will be applied to help students to determine the main students' strengths and weaknesses for applying them to the intervention plan.

Observation sheet:

From beginning to the end of the intervention plan, the researcher will determine what will happen in the class during the application of each lesson plan, to analyze and reflect about student's performance through an observation sheet.

Participant observation:

During the application of the intervention plan the researcher will monitor the students' improvement through observation process, which in the same way will be based on the lesson plan objectives. In addition, the researcher will collect the required data following the activities planned previously in order to determine

how does the use of communicative language teaching activities will improve students' speaking skills.

Field Notes:

The researcher will use a diary to record what will happen in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that will happen.

Population

The students of ninth year "A" of basic education will participate in the development of this action research work. The participants of the research are twenty-nine students between boys and girls who are all about between 11-12 years old.

Intervention Plan

The intervention plan is designed based on lesson plan models which contain three basic stages: Activation, Connection and Affirming. The plan consists on giving 40 hours of class during eight weeks.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 1
INFORMATIVE DATA

Institution: Unidad Educativa Marieta de Veintimilla
Teacher: Lic. Diego Martinez
Teacher Candidate: Jhury Mariuxi Flores Garrido

Participants: 9th EGB "A"
School Year: 2018-2019
Topic: Famous characters

RESEARCH PROBLEM: How does the use of Communicative Language Teaching activities improve speaking skills among students of ninth Year "A" of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Communicative Language Teaching activities focused in the following aspects: Pronunciation, Vocabulary, Accuracy and Fluency.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use an information-gap activity to pronounce years in two segments. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures <p>Simple Past tense with the verb to-be</p> <ul style="list-style-type: none"> Key Words <p>successful, passionate, brave,</p>	<p>ACTIVATION</p> <p>Broken telephone: Two groups, for each group choose a leader, the leader thinks of a sentence or phrase related to the topic, after that, the leader passes it to the person beside him/her. That person will then whisper what he/she heard to the next person. When the message reaches the end of the chain that person writes it on the board.</p> <p>CONNECTION</p>	<ul style="list-style-type: none"> English Students book English Teacher book Information gap sheet Students' oral assessment sheet

compassionate, hardworking	<ul style="list-style-type: none"> Teacher explains that the pronunciation of years is divided in two segments. (For example: 1890 is pronounced as <i>eighteen- ninety</i>) Then, teacher writes some years on the board and asks students to pronounce them loudly. Later, teacher invites one student to go in front of the class. The teacher takes one piece of paper with missing information and provides with another one to the student; after that, the teacher and the students take turns to make questions in order to complete the chart they have. While they give the answers they practice the pronunciation of years. Finally, having students in pairs, teacher asks to do the same activity providing them the piece of information to complete it. <p>AFFIRMING</p> <ul style="list-style-type: none"> Individually, students are given two cards with one year in each one and then they pronounce them loudly 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Pre test-Pre questionnaire</p> <p>Data Source 2: Students' oral assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 6th to May 10th ,2019</p>		

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*). Syakur. (2007). *The Components of Speaking Ability*



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INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa Marieta de Veintimilla
Teacher: Lic. Diego Martinez
Teacher Candidate: Jhury Mariuxi Flores Garrido

Participants: 9th EGB "A"
School Year: 2018-2019
Topic: World history

<p>RESEARCH PROBLEM: How does the use of Communicative Language Teaching activities improve speaking skills among students of ninth Year "A" of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018- 2019 school year?</p>		
<p>GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Communicative Language Teaching activities focused in the following aspects: Pronunciation, Vocabulary, Accuracy and Fluency.</p>		
<p>LEARNING OBJECTIVES: At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> To ask and answer questions about famous characters through an information-gap activity 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions Actually, no/ smart Structures Questions in the Simple Past 	<p>ACTIVATION</p> <ul style="list-style-type: none"> Command drills: Teacher gives the command and students perform them (e.g. stand up, sit down, and raise your hands...) 	<ul style="list-style-type: none"> English Students book English Teacher book Handouts

<p>tense: <i>Yes / No</i> and <i>Wh-questions</i> with the verb to be</p> <ul style="list-style-type: none"> • Key Words successful, passionate, brave, compassionate, hardworking 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher asks one volunteer to come in front of the class. To start to model the information- gap activity the teacher gives him/her a sheet with questions and tells that he / she is going to be playing the role of student A and the teacher will be Student B; after that, the teacher and the students take turns to make questions in order to complete the chart they have. While they give the answers they practice the pronunciation of . Finally, having students in pairs, teacher asks to do the same activity providing them the piece of information to complete it. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work in pairs to complete an information-gap activity. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Students' oral participation</p> <p>Data Source 2: Information-gap sheet</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th to May 17th , 2019</p>		

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). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 3
INFORMATIVE DATA

Institution: Unidad Educativa Marieta de Veintimilla
Teacher: Lic. Diego Martinez
Teacher Candidate: Jhury Mariuxi Flores Garrido

Participants: 9th EGB "A"
School Year: 2018-2019
Topic: Inspirational lives

RESEARCH PROBLEM: How does the use of Communicative Language Teaching activities improve speaking skills among students of ninth Year "A" of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Communicative Language Teaching activities focused in the following aspects: Pronunciation, Vocabulary, Accuracy and Fluency.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use a role play to ask and answer questions with was or were. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions Homeland, be involved Structures Questions in the Simple Past 	<p>ACTIVATION</p> <ul style="list-style-type: none"> Hot potato: A ball is passed through the students while the music is playing so when the music stops the students who has the ball says a sentence in past simple tense with the verb to be. <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher introduces the grammar structure of 	<ul style="list-style-type: none"> English Students book English Teacher book Emoji's cards Speakers Handouts

<p>tense: <i>Yes / No</i> and <i>Wh-questions</i> with the verb <i>be</i></p> <ul style="list-style-type: none"> • Key Words successful, passionate, brave, compassionate, hardworking 	<p>questions in past tense. Then, the teacher models a role play with one student making questions in past tense. Individually students write five questions that they would like to ask any classmate using the grammar structure presented. Teacher makes students read their questions loudly in order to check if they are correct. Next, teacher asks students to work in pairs and interview a classmate using their questions.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work in pairs, teacher provides some questions in past tense to student A. Student A has to ask the questions and student B answer them. Finally, students' performance a role play using those questions. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Handout - role play</p> <p>Data Source 2: Student's oral participation</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th , 2019</p>		

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). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 4
INFORMATIVE DATA

Institution: Unidad Educativa Marieta de Veintimilla
Teacher: Lic. Diego Martinez
Teacher Candidate: Jhury Mariuxi Flores Garrido

Participants: 9th EGB “A”
School Year: 2018-2019
Topic: Success against all odds!

RESEARCH PROBLEM: How does the use of Communicative Language Teaching activities improve speaking skills among students of ninth Year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Communicative Language Teaching activities focused in the following aspects: Pronunciation, Vocabulary, Accuracy and Fluency.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use a role play activity to describe famous people’s achievements. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions The sky was the limit Against all odds A losing battle	<p>ACTIVATION</p> <ul style="list-style-type: none"> What we have in common: The teacher says any characteristic, as my pet is a cat. Students should raise their hands if they have a cat as a pet too. <p>CONNECTION</p>	<ul style="list-style-type: none"> English Students book English Teacher book Pieces of cards Handouts

<ul style="list-style-type: none"> • Key Words Look up to 	<ul style="list-style-type: none"> • Teacher gives students a piece of paper in which students have to complete gaps asking questions to other classmates. When they have finished completed the activity, the teacher asks some questions about the famous person they most admire. At the end students must performance a role play using the names of famous characters. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students performance a role play form a jigsaw about any famous character they have studied in the lesson. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Student's oral participation.</p> <p>Data Source 2: Handout- role play</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 27th to May 31st , 2019</p>		

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). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 5
INFORMATIVE DATA

Institution: Unidad Educativa Marieta de Veintimilla
Teacher: Lic. Diego Martinez
Teacher Candidate: Jhury Mariuxi Flores Garrido

Participants: 9th EGB “A”
School Year: 2018-2019
Topic: Glossary Unit 5

RESEARCH PROBLEM: How does the use of Communicative Language Teaching activities improve speaking skills among students of ninth Year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Communicative Language Teaching activities focused in the following aspects: Pronunciation, Vocabulary, Accuracy and Fluency.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use an information gap activity to pronounce occupations. To use role play to identify idioms meaning. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions <p>The sky was the limit, against all odds, a l losing battle</p>	ACTIVATION <ul style="list-style-type: none"> The sharks are coming: students walk around the room and when the teacher shouts “the sharks are coming”, students shout “how many? “Then, the teacher shouts out the number and students must get into groups of the number shouted. The students, who are left out, are out! CONNECTION <ul style="list-style-type: none"> Teacher gives each student a picture with an 	<ul style="list-style-type: none"> English Students book English Teacher book

<ul style="list-style-type: none"> • Key Words engineer, lawyer, navigator, leader, philosopher, politician, physicist, nun, emperor 	<p>occupation. Before students start describing the picture teacher makes sure they know the correct pronunciation of them. Teacher asks students individually to pronounce any occupation. Finally, students work in pairs to complete an information gap activity in which student A and student B have the definition of three different occupations. Student A read their definitions and student B has to say the occupation student A is referring to, and vice versa.</p> <ul style="list-style-type: none"> • Teacher introduces and explains the idioms to be studied in the present lesson. Then asks students to tell some examples using idioms. Teacher provides students a conversation worksheet to complete some conversations using idioms. Afterward, teacher assigns roles to students to perform the conversation. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students pronounce the occupation teacher is showing them. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Student's oral participation</p> <p>Data Source 2: Student's oral participation</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3rd to June 7th, 2019</p>		

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). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa Marieta de Veintimilla

Teacher: Lic. Diego Martinez

Teacher Candidate: Jhury Mariuxi Flores Garrido

Participants: 9th EGB "A"

School Year: 2018-2019

Topic: Memories of the past

RESEARCH PROBLEM: How does the use of Communicative Language Teaching activities improve speaking skills among students of ninth Year "A" of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Communicative Language Teaching activities focused in the following aspects: Pronunciation, Vocabulary, Accuracy and Fluency.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use information gap activity to pronounce regular verbs in past tense. To use a role play activity to talk about events in the past. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Structures <p>The Simple Past tense</p> <p>Simple Past of the verb <i>to be</i></p>	<p>ACTIVATION</p> <ul style="list-style-type: none"> Quick link: As the teacher shouts out "get into groups of four," everyone quickly joins in a group of four. At any time, even before the group of four is formed, the teacher shouts out another instruction. Examples: everyone with same color shoes, everyone with same color eyes, groups of five, people born in the same month, etc. <p>CONNECTION</p>	<ul style="list-style-type: none"> English Students book English Teacher book Worksheet

<ul style="list-style-type: none"> • Key Words Unforgettable, scary, fun, awesome. <p>Regular verbs</p>	<ul style="list-style-type: none"> • Teacher explains how to form the past simple of regular verbs giving students the corresponding rules. Teacher writes of the boards twenty regular verbs and makes students practice pronunciation individually and chorally. Finally teacher provides students a piece of information in which student A asks for the past form or base form of verbs to student B in order to complete the chart of verbs and vice versa. • Teacher presents the past simple tense grammar structure and the times expressions used with this tense, then teacher writes some questions on the board and encourages students to answer them. Later, students get students in pairs to ask and answer questions about past events they have lived or experienced. At the end, students go over a role play to perform in front of the class. Teacher will emphasizes on student`s fluency and accuracy. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students pronounce regular verbs playing a bingo game. • In pairs, perform a role play about a favorite experience they have lived in the past. 	
<p>MONITORING PLAN: Data Source 1: Student's oral participation Data Source 2: Student's oral participation</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10th to June 14th , 2019</p>		

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). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 7
INFORMATIVE DATA

Institution: Unidad Educativa Marieta de Veintimilla
Teacher: Lic. Diego Martinez
Teacher Candidate: Jhury Mariuxi Flores Garrido

Participants: 9th EGB “A”
School Year: 2018-2019
Topic: Past simple tense with irregular verbs

RESEARCH PROBLEM: How does the use of Communicative Language Teaching activities improve speaking skills among students of ninth Year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Communicative Language Teaching activities focused in the following aspects: Pronunciation, Vocabulary, Accuracy and Fluency.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use a role play to talk about an unforgettable memory using irregular verbs in past simple. To use an interview activity to ask and answer questions in simple past tense. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions Fall in love Structures Questions in Simple 	ACTIVATION <ul style="list-style-type: none"> Pretend you are: The teacher gives a picture with an emoji (happy, annoy angry, sad) to each student, the student has to act out the face he/she has chosen. 	<ul style="list-style-type: none"> English Students book English Teacher book Worksheet



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 8
INFORMATIVE DATA

Institution: Unidad Educativa Marieta de Veintimilla
Teacher: Lic. Diego Martinez
Teacher Candidate: Jhury Mariuxi Flores Garrido

Participants: 9th EGB “A”
School Year: 2018-2019
Topic: My favorite anecdote

RESEARCH PROBLEM: How does the use of Communicative Language Teaching activities improve speaking skills among students of ninth Year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve their speaking skills using Communicative Language Teaching activities focused in the following aspects: Pronunciation, Vocabulary, Accuracy and Fluency.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To use a role play to talk about your favorite anecdote. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Idioms and Colloquial expressions Break into Put up Take out <ul style="list-style-type: none"> Structures 	ACTIVATION <ul style="list-style-type: none"> Would you rather. Teacher gives two options and students have to choose one and give a reason for their choice. CONNECTION <ul style="list-style-type: none"> Teacher recycles all the vocabulary, expressions, 	<ul style="list-style-type: none"> English Students book English Teacher book Worksheet

Object/Subject pronouns	<p>grammar structures learned to describe anecdotes. Teacher invites one student to go in front of the class to performance a role play about a favorite anecdote. In pairs, students role play a conversation sharing information about a favorite anecdote using subject and object pronouns.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> The teacher shows a subject pronoun and student has to name their object pronoun and vice versa. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Student's oral participation</p> <p>Data Source 2: Handout- role play</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 24th to June 28th, 2019</p>		

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). Syakur. (2007). The Components of Speaking Ability

g. TIMELINE

[illegible]

h. BUDGET AND FINANCING

Budget

EXPENSES	COST
Internet connection	\$ 300
Print of reports	\$ 100
Print of the project	\$ 80
Print of the final report and thesis	\$ 150
Unexpected expenses	\$ 100
Transport	\$ 100
Total	\$830

Financing

The financing of the expenses derived from the present research work will be assumed by the researcher author.

Resources

Human

- The teacher candidate

- The ninth year “A” of EGB of Unidad Educativa Marieta de Veintimilla
afternoon session
- The thesis advisor

Material

- Teacher`s guide
- Student`s book
- Assessment oral sheet
- Handouts

Technical

- Computer
- Printer
- Internet

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ANNEXES

Annex 1: Observation sheet



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DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Jhury Mariuix Flores Garrido

OBSERVATION SHEET					
Observation #: Topic: Objective of the session:	Date/Time: Participants: Students of Ninth year "A" & the researcher				Role of the researcher: Non-participant observer Duration of the observation:
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Pronunciation					
Vocabulary					
Fluency					
Accuracy					

Annex 2: Field notes



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DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Jhury Maruxi Flores Garrido

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Students of Ninth year “A” & the researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3. Pre-Post Test and scoring guide



**UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: PRE-TEST/POST-TEST

Student's code:

Date:

The speaking test is face-to-face with your teacher. You have five minutes for each question, try and relax so that you can speak as naturally as possible. Good luck.

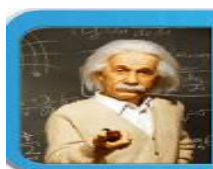
1. Pronounce the following years of the chart below.(Pronunciation)

1980	1510	1993
1888	1500	1765

2. Talk about an unforgettable memory in the past. Use regular and irregular verbs to describe it. (Vocabulary)

(a friend's birthday, Christmas, practice an extreme sport, first day at school...)

3. Talk about the activities you did yesterday. (Fluency)
4. Describe the following picture using the clues. (Accuracy)



Name: Albert Einstein
Date of birth: 1879
Origin: Germany
Occupation: Physicist
Death: 1955

SCORING RUBRIC

1.	Needs improvement	1 pt
2.	Good	1,5 pts
3.	Very good	2 pts
4.	excellent	2,5 pts

Speaking skills	Needs improvement	Good	Very good	Excellent
Pronunciation Pronounces the years clearly in two segments, and mispronounces no words. No hesitation at all.				
Vocabulary Uses as much regular and irregular verbs in past tense as possible with their correct meaning , uses some expressions to give emphasis to what he/she is saying				
Fluency Speak consistently without pauses or hesitation; uses the past simple tense correctly, well pronunciation of words				
Accuracy Uses the simple past tense structures correctly to describe a famous character's life, use order word correctly				

Annex 4. Pre and Post Questionnaire



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ENGLISH LANGUAGE DEPARMENT**

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 often does the teacher use information gap activities to improve your speaking skills?

Always ()

Frequently ()

Sometimes ()

Never ()

2. To what extent do you think that your teacher applies role play activities to improve your speaking skills?

High ()

Moderate ()

Low ()

None ()

3. How much do you learn when information-gap activities are used in the english classes?

A great deal ()

Much ()

Somewhat ()

Nothing ()

4. How important do you think is it the use of role plays to improve your speaking skills?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

5. How important is for you to practice speaking skills from communicative language teaching activities?

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

THANKS FOR YOUR COLLABORATION

Annexe 5: Research Matrix

THEME: COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “A” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MARIETA DE VEINTIMILLA IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL YEAR.

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	TECHNIQUES AND INSTRUMENTS
<p>GENERAL</p> <p>How does the use of communicative language teaching activities improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year?</p>	<p>GENERAL</p> <p>To improve speaking skill through the Communicative Language Teaching method among students of ninth year “A” Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.</p> <p>SPECIFIC</p>	<p>INDEPENDENT VARIABLE</p> <p>Communicative Language Teaching</p> <ul style="list-style-type: none"> • Communicative Language Teaching • Principles of CLT • The goals of Language Teaching • The roles of Teachers and Learners in the Classroom • The Kinds of 	<p>PRELIMINARY INVESTIGATION</p> <ul style="list-style-type: none"> • Observing the English classes • Interviewing teacher and students • Reviewing literature • Stating the background of the research problem • Describing the current situation • Locating and reviewing the literature 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post questionnaire • Field Notes

<p>SPECIFIC</p> <ul style="list-style-type: none"> • What theoretical and methodological references about Communicative Language Teaching activities are adequate for improving speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja, during the 2018-2019 school year? • What are the issues that difficult the improvement of speaking skills among students 	<ul style="list-style-type: none"> - To investigate theoretical and methodological references about Communicative Language Teaching activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year. - To diagnose the issues which difficult the improvement of speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year. - To design an intervention plan 	<p>Classroom Activities that best facilitate learning</p> <ul style="list-style-type: none"> • Classroom Activities in Communicative Language Teaching • Communicative Activities • Aim of communicative activities • Types of Communicative Activities • Accuracy versus Fluency activities • Information-gap activity • Role plays • Emphasis on Pair and Group Work <p>DEPENDENT VARIABLE</p> <p>Speaking Skill</p> <ul style="list-style-type: none"> • Definition • Types of speaking: monologue and dialogue. 	<ul style="list-style-type: none"> • Creating a methodological framework for the research • Designing an intervention plan <p>INTERVENTION AND OBSERVATION</p> <ul style="list-style-type: none"> • Making and administering test and questionnaires • Observing, monitoring and analyzing students’ performance according to the intervention plan • Interpreting data • Presentation of the research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report 	
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<p>of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome for improving speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja ,during the 2018-2019 school year? 	<p>based on Communicative Language Teaching activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.</p> <ul style="list-style-type: none"> - To apply the Communicative Language Teaching activities to improve speaking skill among students of ninth year “A” of Basic Education afternoon session at Unidad Educativa Marieta de Veintimilla, in the city of Loja during the 2018-2019 school year. - To validate the obtained results after the application of the Communicative Language Teaching 	<ul style="list-style-type: none"> • Differenc between L1 and L2 speaking • Speaking is face to face • Speaking is intercative • Speaking happens in real time • Speaking as a skill • The ways to improve speaking skills • Evaluating and Assessing speaking skills • Rubric of speaking skill 		
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<ul style="list-style-type: none"> • Which Communicative Language Teaching activities are implemented to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year? • How effective is the application of Communicative Language Teaching activities to improve speaking skills among students of ninth year “A” of Basic Education, afternoon session at Unidad 	<p>activities to improve speaking skill among students of ninth year “A” of Basic Education, afternoon session at Unidad Educativa Marieta de Veintimilla in the city of Loja, during the 2018-2019 school year.</p>			
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Educativa Marieta de Veintimilla,in the city of Loja during the 2018- 2019 school year?				
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Annex 6: Grading scales

Pre-post Test Scale (VD) Speaking skill

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

Pre-post questionnaire Scale (IV) Communicative Language teaching Activities

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of CLT activities to improve speaking skills
61-80	Expected level of effectiveness of CLT activities to improve speaking skills
41-60	Moderate level of effectiveness of CLT activities to improve speaking skills
21-40	Unexpected level of effectiveness of CLT activities to improve speaking skills
01-20	Low level of effectiveness of CLT activities to improve speaking skills

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