UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

1 **ENGLISH LANGUAGE DEPARTMENT**

TITLE

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF TENTH GRADE "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, 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

SARA HELEN MONCADA MONCADA

THESIS ADVISOR

MG. SC MARCIA ILIANA CRIOLLO

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CERTIFICATION

DRA. MARCIA ILIANA CRIOLLO VARGAS, MG.SC., **PROFESSOR OF THE EN ENGLISH LANGUAGE DEPARTMENT OF THE UNIVESIDAD NACIONAL DE LOJA.**

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The present research work entitled **COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL YEAR,** under the responsibly of the undergraduate student: SARA HELEN MONCADA MONCADA, has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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Firma: _____

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Autora: Sara Helen Moncada Moncada
N° de cédula: 1103737571
Dirección: Loja, Barrio Carigán
Correo electrónico: sara.h.moncada@unl.edu.ec
Teléfono: 2105195
Celular: 0991435051

DATOS COMPLEMENTARIOS:
Directora de tesis: Dra. Marcia Illiana Criollo, Mg, Sc
Tribunal de grado:
PRESIDENTE: Lcda Mg. Sc. Rosa Paola Moreno Ordoñez.
PRIMER VOCAL: Dra. Mg. Carmen Enith Davila Vega.
SEGUNDO VOCAL: Dra Carmen Aurora Ojeda Pardo, Mg. Sc

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THE AUTHOR

DEDICATION

The result of this effort and arduous work is firstly dedicated to God. I have not been able to pursue and finish my studies without his great source of inspiration, motivation and wisdom at all times. Secondly, to my mom who has offered me her unconditional support and wise advice and who is everything I love.

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THESIS OUTLINE

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a. TITLE

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF TENTH YEAR "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. RESUMEN

El objetivo de esta investigación fue mejorar las habilidades del habla inglesa mediante el uso de actividades de enseñanza del lenguaje comunicativo entre los estudiantes de décimo año de educación básica, sesión vespertina en la Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, en la ciudad de Loja durante el Año escolar 2018-2019. Los métodos utilizados durante el desarrollo de esta investigación fueron, el científico, el descriptivo, el analítico-sintético y el estadístico, que ayudaron al investigador a recopilar, describir, interpretar, representar y analizar la información obtenida. Con respecto a los instrumentos utilizados para la recopilación de datos, se utilizaron hojas de observación y notas de campo durante las ocho semanas del plan de intervención, pruebas y cuestionarios que se aplicaron a 19 estudiantes de décimo año. De acuerdo a los resultados obtenidos los estudiantes mejoraron las destrezas comunicativas del idioma Inglés, mediante el uso de vocabulario y oraciones que fueron expresadas claramente para comunicar sus ideas. En conclusión, las actividades comunicativas para la enseñanza del idioma Inglés fueron altamente efectivas, lo que permitió evidenciar cambios actitudinales en los estudiantes quienes participaron en forma interactiva, cooperativa y solidaria.

ABSTRACT

The objective of this research was to improve English speaking skills through the use of communicative language teaching activities among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. The methods used during the development of this research were, the scientific, the descriptive, the analytic-synthetic and the statistical, which helped the researcher to collect, describe, interpret, represent and analyze the obtained information. Regarding the instruments used for data collection were observation sheets and field notes used during eight-weeks of intervention plan, tests and questionnaires that were applied to 19 tenth-year students. The results showed a good improvement of students English speaking skills to produce the language effectively using a great set of vocabulary, pronouncing the words and sentences clearly and communicating ideas accurately. Overall, the use of communicative language teaching activities had a high level of effectiveness, students´ attitude changed positive to be more participative, cooperative, supportive and interactive.

c. INTRODUCTION

Speaking a foreign language is by far one of the most difficult skill to improve in the process of learning a second language because of the high demand of practicing that this skill requires. People are not accustomed to speaking the target language at all. On the other hand, they are not keen on talking in front of others because of their hesitancy to make mistakes and being mocked. As a result, people are not able to hold a conversation and cannot make themselves understood clearly. This is the case of the students of tenth year "A" of basic education, afternoon session, at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano high school, who find difficult to produce the English language. For this reason, it was relevant to research communicative language teaching activities to improve speaking skills.

One of the main reasons for choosing this topic was that communicative language teaching activities help students to communicate effectively in the target language and engage them to interact and talk to others in real contexts.

The specific objectives were determined to be the following: to investigate the theoretical references on speaking and communicative language teaching activities; to diagnose the issues that limit the improvement of speaking English; to design an intervention plan focused on improving speaking skills; to apply adequate communicative language teaching activities in order to reach a good speaking to reflect that these type of activities are useful to get students interact

one another in real life and finally, to validate the obtained outcomes after the application of communicative language teaching activities to improve English speaking skills

among the students of tenth year "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

The methodology used to develop this research included *the scientific method* which helped the researcher to find out the most effective information and activities to improve speaking skills. *The descriptive method* provided a deep description of the different activities to improve speaking skills as well as to know how effective they are in the improvement of this skill. *The analytic-synthetic method* analyzed and interpreted the results gathered from the field notes, observation sheets, tests and questionnaires which contributed to give the conclusions. *The statistical method* made the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires. Based on this analysis, this method was useful to tabulate the data and show into graphs.

The present research work contains the following parts: the first part is the *Abstract,* which consists of the general objective, the description of the main methods which includes the human and technical resources, the design of the research, the methods, the techniques and instruments applied and the main results obtained, and conclusions of the research. Second, the *Introduction* which contextualizes the central problem, reasons that motivated the choice of

the theme, the specific objectives of the research, the *Methodology* used and finally the content of the thesis. Next, the *Literature Review* provides information of the two variables, communicative language teaching activities and speaking skills; the *Materials and Methods*, the different techniques, instruments and the population in which this research work was based. Afterwards the *Results* section includes tables, figures, and an analysis and interpretation of the data. After that, the *Discussion* which includes a general analysis of the results obtained. Finally; a set of *Conclusions* and *Recommendations* for future research work

d. LITERATURE REVIEW

COMMUNICATIVE LANGUAGE TEACHING

To introduce the Communicative Language Teaching, it is important to provide a brief understanding about language teaching. It was typically divided into four skill categories, including the active skills of speaking and writing, as well as the passive skills of listening and reading (Savignon, 1991). However, Richards (2006) expresses that because the focus of learning was primarily confined to accuracy of production, rather than meaningful interaction, people taught according to this approach frequently experienced difficulty in real-life communicative encounters.

According to Jack C. Richards (2006), Communicative Language Teaching is a set of principles about the goals of language teaching, how learners learn a language, the types of classroom activities that facilitate learning, and the roles of teachers and learners in the classroom.

Importance of Communicative Language Teaching in educational field

In the educational field, the importance of Communicative Language Teaching focus on the ability of the students to create and to construct utterances such as spoken and written. However, Communicative language teaching starts with the theory to promote communication in a real context among students. The relevant goal of language teaching is to develop "communication" where the students feel comfortable speaking another language as well as to be achieved when using these skills being able to

understand and being understood at the time. (Richards 2006).

Characteristics of Communicative Language Teaching

Brown (2007) gives his four characteristics of Communicative Language Teaching:

1. Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic and functional uses of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complimentary principles underlying communicative techniques.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

Principles of Communicative Language Teaching

Communicative Language Teaching does not constitute a method in itself. It is a set of principles which may be carried out according to a variety of different methods such as Content-Based Instruction and Task-Based Instruction. These principles have been summarized by Berns (1990) as follows:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

2. Diversity is recognized and accepted as part of language development.

3. A learner's competence is considered in relative, not in absolute, terms.

4. More than one variety of a language is recognized as a viable model for learning and teaching.

5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

Role of the Teacher

Historically, in traditional language classrooms, the teacher was generally the dominant figure. Students had the passive role, they received instruction and all the attention was on this dominant figure as the main and active role. In comparison with the Communicative classrooms the focuses on interaction between students. Richards & Rodgers (2001) emphasize the teacher's role in this setting as that of a "needs analyst" who is responsible for "determining and responding to learner language needs" within a specific learning context. In this case, the teacher serves as a facilitator, designing activities that are geared toward communication and monitoring students' progress, as well as stepping in as necessary to resolve breakdowns in communication.

Therefore, the teacher can take the role of a participant in a given exercise or act as a co-learner (Nunan, 1989).

Role of the Students

It is well known that the most effective way to learn a language is to use it in a real context. (Richards, 2006). Students are encouraged to work together to negotiate meaning in order to accomplish a given communicative task; thus, learning activities are highly interactive and may take place in smaller groups or with an entire class. in this context, learners are responsible for choosing which forms of the language they use to convey their messages, rather than following a prescribed lexis (Belchamber, 2007).

Activities Related to Communicative Language Teaching

The range of activities compatible with a communicative approach is unlimited, provided that such activities enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction (Jack C, Richards & Theodore S, 2001).

Learning activities in a communicative context are the relevant input in order to develop competencies such as ability in real-life settings, skills building, pronunciation, vocabulary, coherence, fluency and accuracy in communication (Nunan, 1989, p. 59), Özsevik (2010) & Richards (2006), suggest "the use of information-gap, dialogs, role play, debates, oral presentations, and other activities which prompt learners to make communicative use of the target language; in doing so, they develop the skills that they will need to use the

language in real life situations". The following activities are examples that teachers can use to apply communicative language teaching.

Information-Gap Activities

What is an information gap activity?

In terms of Richards (2007), "Information-gap is where two speakers have different bits of information and they can only complete the whole picture by sharing that information because they have different information, there is a gap between them". This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. More authentic communication is likely

to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

(Richards & Rodgers, 2001) says "Information gap activities are designed to take the students one stage further towards being able to handle more realistic information. The students cannot be expected to do this type of activity successfully without very careful preparatory work". (Matthews & Read, 1985).

According to Matthews & Read (1985), there are some important points to8 bear in mind which are detailed in the following chart.

Pre-teaching of vocabulary	The vocabulary needs to be taught beforehand.

Clear instructions	Instructions need to be crystal clear to ensure that all the students know what
Demonstrations	Teacher must demonstrate the activity which will provide a clear model for all the other students before they set to work in their closed pairs.
Mixed ability	Teacher needs to be sensitive to the students´ wishes and not dictatorially impose unpopular pairings which will be counter-productive.
Use of the mother tongue	It is helpful if the teacher gently insists over a period of time on only English being used; also, a silent extension activity.
The teacher´s role	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.

Types of information-gap activities

Richards (2007) focuses on two types of information – gap activities as follows:

Describe and draw: is an activity where one student has a picture which they must not show their partner. All the students have to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions and the artist will ask questions.

Find the differences: is popular in puzzles books and newspapers entertainment sections all over the world. In pairs, students each look at the pictures which is very similar to the one his partner has; they have to find, say, ten differences between their pictures to each other. This means they will have to do a lot of describing, questioning and answering to find the differences.

Role of the teacher

For information gap activities to work it is vitally important that students understand the details of the task. It is often a good idea for teachers to demonstrate how an activity works by getting a student up to the front of the class and doing the activity with that student so that everyone can see exactly how it is meant to go (Richards, 2007).

Example

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 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 (Matthews & Read,1985).

Role-play

What is role play?

Nunan (2015), states that role-play is a technique that allows learners to use the target language authentically as well as to practice for real life communication.

Dangerfield (1985) refers to role-play as a large variety of classroom activities, from controlled information-gap activities to complex simulations. Although, role play is considered in the sense of an activity for which the context and the roles of the students are determined by the teacher, but in which students have freedom to produce language with which they feel comfortable and is appropriate to that context and to their assigned roles. This freedom gives the teacher a useful and meaningful opportunity to deal with individuals and to monitor their performance.

Why is the use of role play in the class important?

Larsen freeman (20006) explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social context and different social roles.

Using role play activities in class provide the teacher essential feedback on how well students have learnt the new language and understand its appropriateness to a given context. It also increases freedom to give the teacher a useful opportunity to deal with individuals and to monitor their performance. Shy students can also benefit from group practice of this kind; they can be more

forthcoming in small groups that when faced with the prospect of speaking in front of a whole class (Dangerfield, 1988).

Guidelines to carry out a role-play activity

According to Dangerfield (1985), the following steps attempt to suggest some broad guidelines to consider when carrying out a role play activity: It is necessary to decide in which context this is likely to occur naturally, so that students will actually need to produce what they have learnt.

Roles: It is important to decide on the number of roles, which will be dictated by the situation.

Essential elements: The role play should involve decision-making in form or another.

Role information: Teacher needs to provide all role input through role cards.

Timing: It is important to strike a balance between the period of time in teaching terms, in relation to the time spent on setting it up.

Example

Teacher sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.) The teacher 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.) The students talk in pairs for a designated amount of time. In this activity students have the opportunity to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class. (Dangerfield, 1985)

Interviews

An interview is an oral activity done in pairs; whose main goal is to develop students' interpersonal skills in the TL. (Dangerfield, 1988).

Tehudi and Mitchell (1999) say that interview is the dialogue or question-answer exchange which is considered as the primary learning. Interview can be effective technique in obtaining information, to motivate the students to speak, it can make the students confident to express their ideas in English, given the opportunity to the students to demonstrate that they communicate freely in English.

Example

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

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.

SPEAKING SKILLS

In this research there are some relevant definitions of speaking. Brown (1994), Burns and Joyce (1997) affirm that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it

occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking".

In words of Thornburry (2005), "speaking is a speech production that forms part of the daily activities. Most of speaking activities are in the form of face-to-face dialogues; therefore, speaking involves interaction". On the other hand, Cameron (2001) affirms that "speaking is the active use of language to express a meaning. It means that speaking consists of producing verbal utterances to convey meaning which make other people know what someone is talking about clearly."

According to Clark and Clark (1977), speaking is as a significant instrumental act. Widdowson (1984) shows speaking as the active or productive skill. Based on these two definitions, speaking is an interaction between two or more people.

A good speaking activity is when the people can understand each other. An example of a speaking activity is when there is an interaction between teacher and students. To have a good interaction, the teacher should have a good speaking competence because his speech must be understandable.

In addition, Bygate (1987) defines speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as systematically combining sounds to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006)

defined speaking as a two–way process including a true communication of opinions, information, or emotions.

Based on the above definition, the conclusion is that speaking is an ability to express or communicate opinions, thoughts, and ideas and can be gained with practice.

The importance of speaking skills

Speaking is significant to support the ability to apply the language. This skill has been very important to the success of human beings. The significance of speaking skills is observed in the daily activities of people. It is an interactive activity and occurs under the real time constraints. That is, people can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences the real communication, in other words they actually like to communicate in language to reach specific objectives (McDonough & Shaw, 1993).

However, it is one of the most difficult skills that students face when they have to speak and produce in the target language that they are learning. In spite of this, it has traditionally been forced into the background a while, English teachers have spent all the classroom time trying to teach students how to write, to read and sometimes even to listen to the L2 because grammar has a long written tradition but they forget to include speaking (Bueno, Madrid and Mclaren, 2006).

Characteristics of Speaking skills.

In words of Mazouzi (2013), learners' activities should be design based on fluency and accuracy because both are important elements for Speaking. classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately in a real context. Fluency is the first characteristic of Speaking performance so that, it is the main aim for teachers in teaching Speaking skill. Hughes (2002), claims that fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently. In other words, learners can use the appropriate grammar and vocabulary according to the context by connecting the words and phrases effectively, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of Speaking performance is accuracy. Mazouzi (2013), claims that learners should be fluent in learning a foreign language and teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language forms when Speaking such as focusing on grammatical structures, vocabulary, and pronunciation. Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to. In order to speak the English language accurately, learners should master phonological rules and they should

be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch.

All of these elements help learners speak the English language easily and effectively.

How to Teach Speaking Skills?

Many children and adults find speaking English challenging even in small groups. So the teacher has the arduous work of developing these skills successfully. They will be very useful because they will give many chances to practice in a variety of academic context. There are four essential speaking skills that each teacher has to take into account when teaching speaking. (Berry, 2015)

Taking turns

"Teacher has to begin teaching basic skills on the first day of the school by introducing how to take turns in the whole group. After all, it is very hard to do any other teaching until students know how to participate in whole-group discussions" (Berry, 2015).

Students must listen carefully to other´s opinions and then they can raise their hand to signal that they want to speak in order to add information or make a question but, they have to wait to be called on if someone else is chosen.

Speaking confidently

There are some students who are able to speak confidently because their teacher had deliberately taught the class how. This means that the teacher provides students opportunities to practice and master the language throughout

the class to achieve confidence in the students. Three important things that teacher has to focus on this skill are:

Have good posture.

Make eye contact when speaking to more than one person. Speak at an appropriate volume and pace.

Staying on topic

It is essential to make sure all comments are relevant to the topic, this skill includes self-correcting and knowing when to respectfully pass or stop.

Speaking with clarity.

Students need to clarify ideas in their own minds first and how to express those ideas clearly to others. Key skills for them to learn are:

Pausing before speaking in order to organize thoughts.

Speaking in complete sentences when it is appropriate. Choosing precise words and being specific as possible.

Correcting speaking

Firstly, is important to know the different ways of making mistakes when student is speaking in English. According to Richards (2007), There are three categories of making mistakes:

Slips are mistakes which students can correct themselves, once the mistake has been pointed out to them.

Errors are mistakes which they cannot correct themselves and need explanation.

Attempts are mistakes that students make when they try to say something but do not yet how to say it.

Based on the previous knowledge, there are no hard and fast rules about correcting. However, the way teachers give feedback and correct such mistakes will be heavily influenced by which type of mistake they think the students are making. For instance, when a student is involved in a speaking activity such as role-play or conversation is often not appropriate to interfere when they are activating their language knowledge. If the teacher does this in an insensitive way, they can upset students and put a dent in their confidence. It also depends on the relationship that the teacher has with his student. If they do it in a quiet non-obtrusive way. This kind of gentle correction make the form of reformulation where the teacher repeats what the student has said, but it need correctly this time, and does not ask for student repetition of the correct form. Perhaps the best way to correct mistakes is to talk to students about it. Meaning, ask them how they would prefer to be corrected. (Berry, 2015)

The Role of the Teacher

The teacher should stand back so that they can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level, in other words not too much. Sometimes, teachers will have to intervene in some way if the activity is not going smoothly. In this case, the teacher may make a point in a discussion or quickly take on a role to push a role play forward. Prompting is often necessary but, as with correction, the teacher should do it

sympathetically and sensitively. (Richard, 2007)

Components of speaking

Syakur (2007), there are four components of speaking skills concerned with pronunciation, accuracy, vocabulary and coherence.

Vocabulary

According to Hubbard (as cited in Ferreira, 2007), vocabulary is the knowledge of words, meanings that a person has about them and the use of those words in language.

One key to success in communication is the power of words that each learner has to communicate effectively or express ideas appropriately. Having limited vocabulary is also a barrier for learners from learning a language. Without grammar very little can be conveyed, while without vocabulary nothing can be conveyed.

Based on this explanation, a learner without sufficient vocabulary will not be able to speak English or write English properly.

Pronunciation

"In the past, pronunciation instruction usually focused on the articulation of consonants and vowels and the discrimination of minimal pairs. In recent years, the focus has not included a broader emphasis on stress and intonation. Indeed, pronunciation instruction needs to be taught as communicative interaction along with other aspects discourse, such as pragmatic meaning and nonverbal communication." (Goodwin, 2001).

As stated by, (Harmer, 2001) if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech, the speaker must be able to articulate the words, and create the physical sounds that carry meaning.

Coherence

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 (Harmer,2001). Thus, from the statements above it can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding between communicators.

Accuracy

Syakur (2007) affirms that accuracy and pronunciation has a close relationship. In addition to the sound system, learners must be taught by using the structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

In other words, accuracy includes the ability to produce written and spoken language with ease, the ability to speak with good intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

e. MATERIALS AND METHODS

Materials

During the development of the research work, three types of materials were taken into account in the process of improving speaking skills: the human, material and technical resources. Human refers to students who took part in the execution of the intervention plan as well as who provided the data in order to get the results at the end of the intervention plan. In addition, the student researcher who was in charge of executing the classes, giving support to students and helping them to improving their speaking skills. The material used for this intervention plan were flashcards, cue cards, handouts, bingo cards and worksheets. Finally; technical resources focus on the technological devices which helped to carry out the intervention plan successfully. For example; a computer, which was by far one of the most useful tool in the elaboration of plans, worksheets, handouts, test, etc. Another technical resource used was the cellphone which helped to record the activities and tests developed by students. And the last one was the speakers which were used in listening activities.

Design of the research

In words of Creswell (2012), action research is a process of steps used to collect and analyze information to increase understanding of a topic or issue. At a general level, action research consists of three steps: pose a question, collect data to answer the question and present an answer to the question. Following this process, the researcher firstly observed the classes of tenth year "A" at Unidad Educativa Dr, Manuel Agustín Cabrera Lozano and identified the

problem that students had in speaking English. After that, the researcher looked for several resources in order to collect data and designed an effective intervention plan through communicative language teaching activities to improve students´ speaking skills. Finally, analyzed and evaluated the results obtained in the intervention in order to know if these activities were effective or not.

Methods

This research work was carried out using four methods which are the following: *The Scientific method* which helped to find out the most effective information and activities to improve Speaking skills. Moreover, it allowed to the elaboration of the different instruments in order to be used in the intervention plan. *The Descriptive method* provided a deep description of the different activities used in the development of communicative language teaching activities to improve speaking skills as well as to know how effective they are in the improvement of this skill. *The Analytic-synthetic method* analyzed and interpreted the results gathered from the filed notes, observation sheets, tests and questionnaires which were useful to provide the conclusions. Finally, *the Statistical method* made the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires. Based on this analysis, this method was useful to tabulate the data and show into graphs.

Techniques and Instruments

Tests

To get the best results for this research work, it was important to develop a pre and post-test which contained ten different questions like open and closed questions.

The pre-test was applied at the beginning of the intervention plan. It was useful to give information about the students' level in Speaking skills. At the end of the intervention plan, the same pre-test was applied as a post-test to verify the improvement of Speaking skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the 2018-2019 school year.

Questionnaires

The questionnaire was applied at the beginning of the intervention plan to get information from students about the use of Communicative Language Teaching activities. The same questionnaire was applied as a post-questionnaire, which was used to collect students' positive or negative changes after the application of the intervention plan.

Observation sheets

The researcher used an observation sheet in order to look at the students' performance along the classes. In addition, they determined what happened in the class and then helped to analyze and reflect upon the findings when the plan ended.

Field Notes

Through field notes, the researcher noted what happened in each class. They helped to evidence the findings, record relevant and important events during the observation or a particular situation that happened while the intervention plan was developed.

Population

The students of tenth year of Basic Education were who participated in the development of this research. The participants were nineteen students, seven girls and twelve boys. They were all about fourteen to fifteen years old. The students received five hours of English per week.

f. RESULTS

The first objective was achieved through the theoretical and methodological references by looking for available information in some books and articles referent to communicative language teaching activities and speaking skills. Based on this information, the intervention plan was designed effectively. Moreover, according to all this information the researcher could make the interpretation of the obtained results as well as give the most relevant recommendations at the end of the research work.

The second objective was to diagnose the issues that limit the improvement of English speaking skills through the application of the pre-test. It had a big significance because it helped to know the level of students in English speaking skills.

The third objective was to design an intervention plan focused on improving speaking skills which contained three stages in each lesson. The first stage was activation which consisted of making students engage to the class through warm- up activities, games and other activities that activated their prior knowledge. The second one was connection which was the development of the topic that the teacher planned for each class. The last stage was affirming; it was important to consolidate students´ knowledge as well as to assess them in order to notice their understanding.

The fourth objective was accomplished through the application of adequate and appropriate communicative language teaching activities and the results gathered from questionnaires.

The fifth objective was to validate the obtained outcomes through the results of the post-test. After the application of communicative language teaching activities, the researcher knew if these activities were effective or not.

Pre-test results

Objective two: To diagnose the issues that limit the improvement of English-speaking skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

a. Table 1

Pre-test Scores of the tenth Year Students in English speaking Skills.

Student's code	V/2	P/3	C/2	A/3	TOTAL/10
UEDMACL 001	1.0	3.0	0.0	0.5	4.5
UEDMACL 002	0.75	2.0	0.0	0.0	2.75
UEDMACL 003	0.25	2.0	0.0	0.0	2.25
UEDMACL 004	1.75	2.0	0.0	0.0	3.75
UEDMACL 005	1.5	2.0	0.0	0.0	3.5
UEDMACL 006	0.25	2.0	0.0	0.0	2.25
UEDMACL 007	2.0	3.0	0.0	0.0	5.0
UEDMACL 008	1.0	1.5	0.0	0.0	2.5
UEDMACL 009	1.5	3.0	0.33	0.0	4.83
UEDMACL 010	1.5	2.0	0.33	0.5	4.33
UEDMACL 011	0.5	2.0	0.33	0.0	2.83
UEDMACL 012	1.25	2.0	0.33	0.0	5.13
UEDMACL 013	1.0	1.5	0.33	0.0	2.83
UEDMACL 014	2.0	2.0	0.0	0.5	4.5
UEDMACL 015	0.5	1.5	0.0	0.0	2.0
UEDMACL 016	1.0	1.5	0.33	1.0	3.83
UEDMACL 017	1.0	2.5	0.0	1.0	4.5
UEDMACL 018	0.25	2.5	2.0	2.0	6.75
UEDMACL 019	2.0	3.0	2.0	0.0	7.0
Mean	1.1	2.0	0.33	0.33	3.9

Note. **UEDMACL**= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano; **V**= Vocabulary; **P**=Pronunciation; **C**= Coherence; **A** = Accuracy

b. Interpretation and Analysis

The Table 1 shows that students got a total mean score of 3.9/10 in speaking skills, which belongs to failing qualitative score range. This indicates students had severe problems on the different components of speaking skills such as vocabulary, pronunciation, coherence and accuracy. The highest mean score that students got was 2.0/3 in pronunciation. In this component, students could poorly produce the correct articulation of words. This means they had difficulties in producing sounds clearly when they read sentences or talk to others. Moreover, their intonation pattern was not good enough because they did not take into account the intonation characteristics of questions, statements and other types of utterances in the language. Meanwhile, the lowest mean score that students got was 0.33/2 in accuracy and coherence. In the component of accuracy, students caused comprehension difficulties and could not communicate ideas effectively. In coherence, students could not give logical arrangements in the talks and answers were not connected well with the other sentences.

Consequently, it is evident that students faced serious limitations in English speaking skills because they were not able to produce the language effectively, they did not consider the components of speaking, or the importance to be successful in speaking English. In words of Brown (1994), Burns and Joyce (1997) affirm that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment,

and the purposes for speaking".

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply adequate and appropriate Communicative Language Teaching activities to improve English Speaking Skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

Question 1: How frequently does your teacher use interview activities to improve your speaking skills in the classroom?

a. Table 2

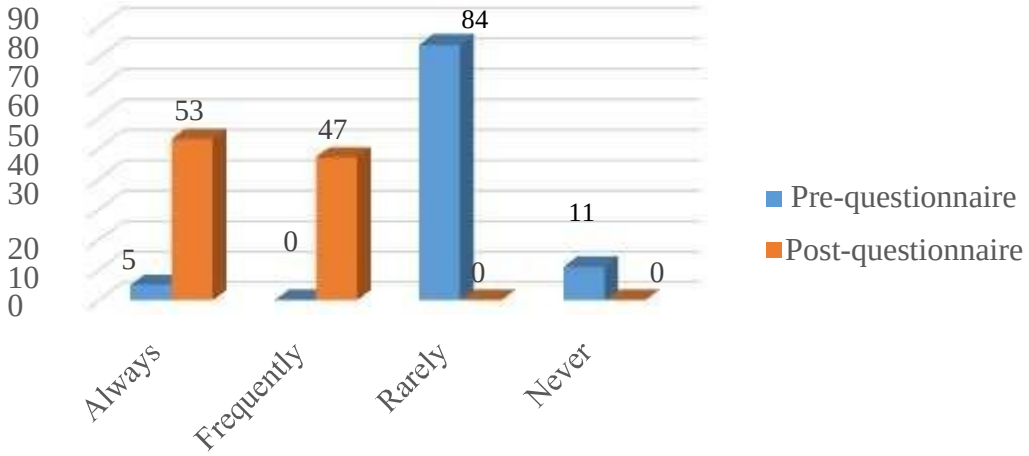
Use of Interview Activities to Improve Speaking Skills

Options	**Pre-questionnaire**		**Post- questionnaire**	
	F	%	F	%
Always	1	5	10	53
Frequently	0	0	9	47
Rarely	16	84	0	0
Never	2	11	0	0
Total	**19**	**100**	**19**	**100**

b. Figure: 1

Use o

Use o Use of interview activities to improve speaking skills



c. Interpretation and Analysis

According to the results in Table 2, before the intervention plan 84% of students affirmed that interview activities were rarely used to improve their speaking skills. This shows that students were not exposed to produce the language and, they are not motivated to talk to others and express by themselves in English.

However, after applying the intervention plan, 53% of students indicated that interview activities were always used in class to improve their speaking skills. The frequent use of this activity provided students the self-confidence to speak and communicate in English successfully, as well as it offered them the opportunity to interact each other in order to improve their speaking skills easily. Tehudi and Mitchell (1999) say that interview is the dialogue or question-answer exchange which is considered as the primary learning.

Interview can be effective technique in obtaining information, to motivate the students to speak, it can make the students confident to express their ideas in English, given the opportunity to the students to demonstrate that they communicate freely in English.

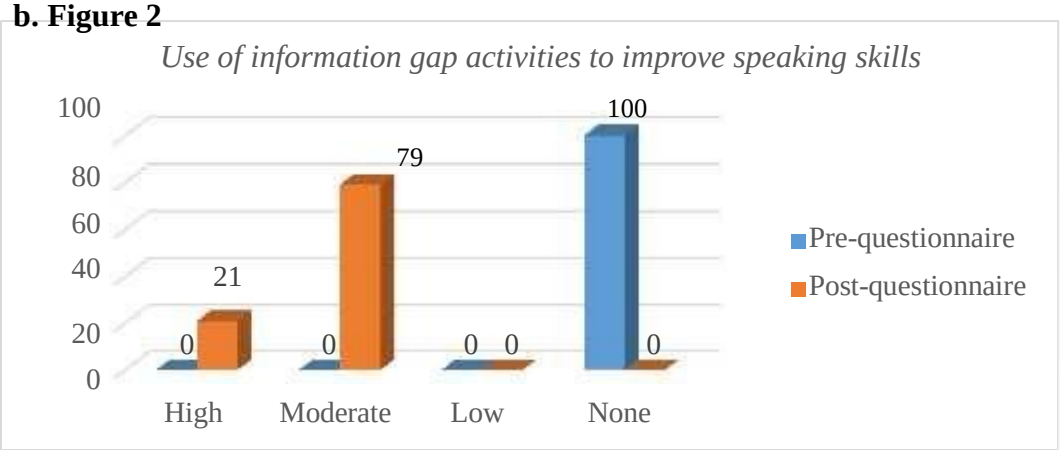
Question 2: In what extend do you consider that your English instructor employs information gap activities to improve your speaking abilities?

a. Table 3

Use of Information Gap Activities to Improve Speaking Skills

Options	**Pre-questionnaire**		**Post- questionnaire**	
	f	%	f	%
High	0	0	4	21
Moderate	0	0	15	79
Low	0	0	0	0
None	19	100	0	0
Total	**19**	**100**	**19**	**100**

b. Figure 2



c. Interpretation and Analysis

The Table 3 shows that all the students (100%) affirmed that the use of information gap activities were not used to improve their speaking skills. The interpretation is that students found many difficulties in sharing different information from their gaps through spoken form. Nevertheless, after the intervention plan, many students (79%) expressed that information gap activities were used in class in a high level to improve their speaking skills. Their attitude in front of this activity was positive, it means that they enjoyed to exchange and obtaining different information by looking at a picture. In terms

of Richards (2007), “Information-gap is where two speakers have different bits of information and they can only complete the whole picture by sharing that information because they have different content, there is a gap between them”.

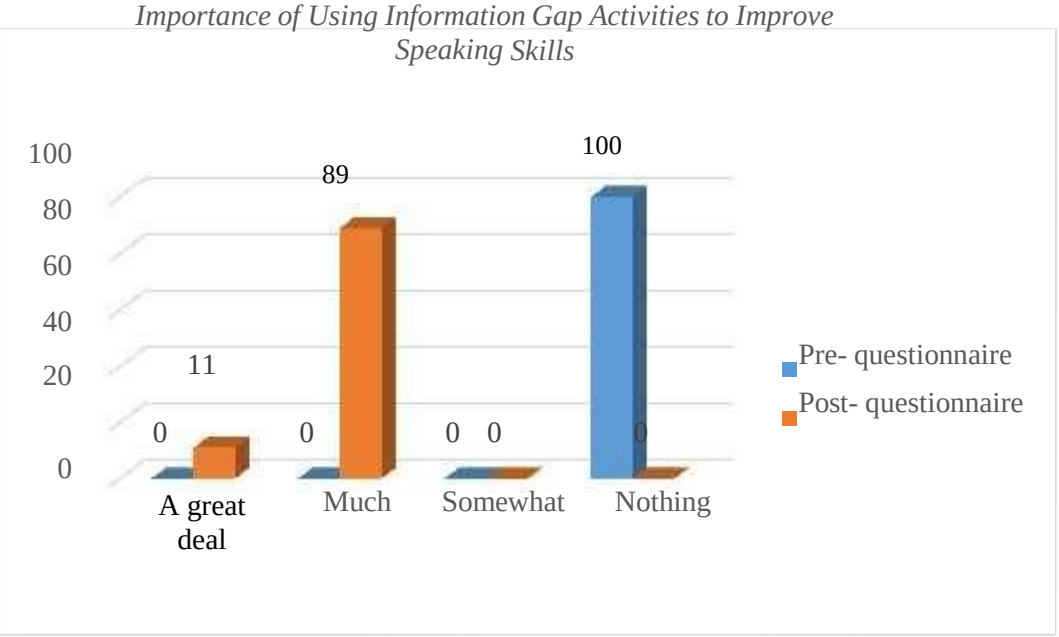
Question 3: How much do you learn when information gap activities are used in the class?

a. Table 4

Importance of Using Information Gap Activities to Improve Speaking Skills

Options	**Pre-questionnaire**		**Post- questionnaire**	
	f	%	f	%
A great deal	0	0	2	11
Much	0	0	17	89
Somewhat	0	0	0	0
Nothing	19	100	0	0
Total	**19**	**100**	**19**	**100**

b. Figure 3



c. Interpretation and Analysis

The results illustrated in Table 4 show that 100% of students answered that the use of information gap activities are not important to improve speaking

skills. It is evident, that all the students were not conscious about the use of this activity in the process of their learning and in the improvement of their speaking skills. They had never heard about this activity and how it works, before the application of the intervention plan. However, after the implementation of information gap activities, 89% of students changed their point of view and answered positively. They agreed that information gap activities encouraged them to talk to others through real communication where they communicated in order to get information that they did not possess. The interaction in the groups allowed them to feel more comfortable to change different information and gave them the security to talk to each other. In terms of Richards (2007), "Information-gap is where two speakers have different bits of information and they can only complete the whole picture by sharing that information because they have different information, there is a gap between them".

Question 4: How important is for you to practice speaking with role play activities?

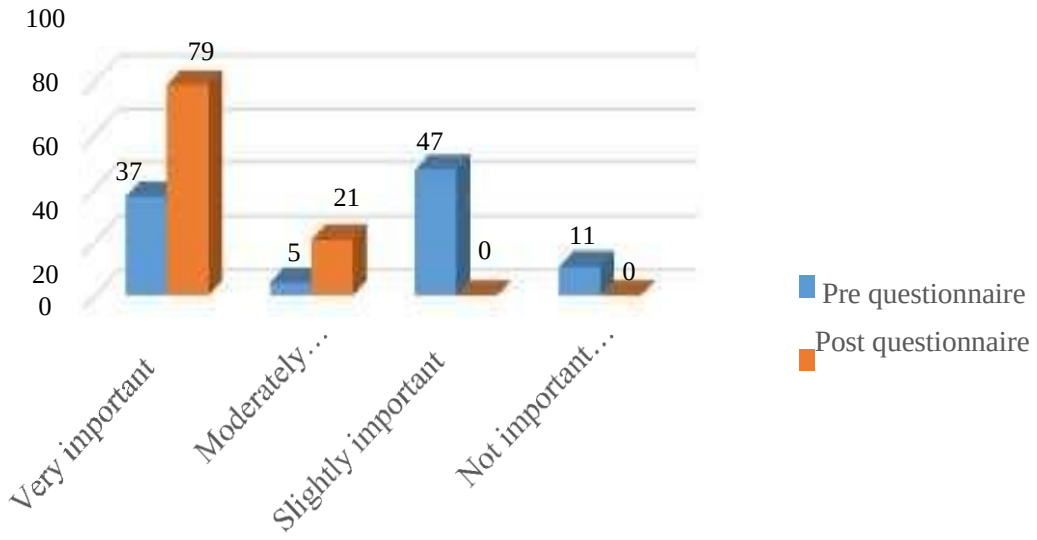
a. Table 5

Importance of Role Play Activities to Improve Speaking Skills

Options	**Pre-questionnaire**		**Post- questionnaire**	
	f	%	f	%
Very important	7	37	15	79
Moderately important	1	5	4	21
Slightly important	9	47	0	0
Not important at all	2	11	0	0
Total	**19**	**100**	**19**	**100**

b. Figure 4

Importance of Using Role Play Activities to Improve Speaking Skills



a. Interpretation and Analysis

Based on the results in Table 5, several students (47%) affirmed that role play activities are slightly important to improve speaking skills. It demonstrates that this activity was not useful for their learning, before the application of the intervention plan. After the application of role play activities, the findings showed that 79% of students thought that role play activities helped them to improve their English speaking skills in a real context. They said that this activity encouraged them to increase their talking time and the freedom to produce the language. Dangerfield (1985) refers to role-play as a large variety of classroom activities, from controlled information-gap activities to complex simulations. Although, role play is considered in the sense of an activity for which the context and the roles of the students are determined by the teacher, but in which students have freedom to produce language.

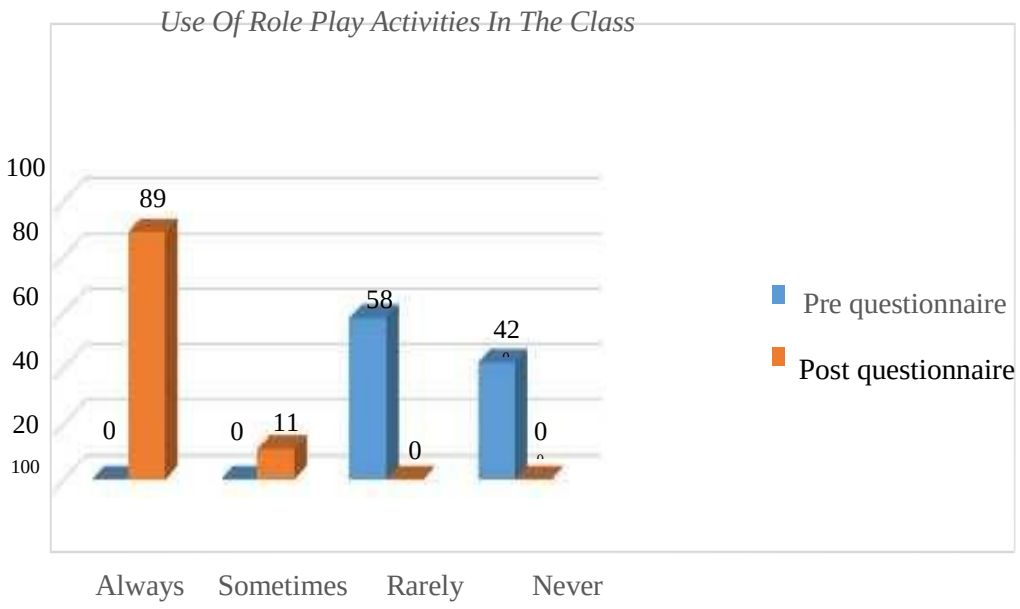
Question 5: How often does your teacher use role play activities to improve speaking in the class?

a. Tabla 6

The Use of Role Play Activities in the Class

Options	Pre-questionnaire		Post- questionnaire	
	F	%	f	%
Always	0	0	17	89
Sometimes	0	0	2	11
Rarely	11	58	0	0
Never	8	42	0	0
Total	**19**	**100**	**19**	**100**

b. Figure 5



c. Interpretation and Analysis

Taking into account the results in Table 6, more than half of students (58%) affirmed that role play activities were rarely used in the class to improve speaking skills. Even though the students said that role play activities are slightly important to improve their speaking skills, they lost concentration being able to take different roles in order to communicate ideas and thoughts freely.

However, after the intervention plan, 89% of students answered that role play activites were always used in the class.

Students improved their ability to speak in English and communicate ideas and opinions more effectively in different circumstances. In addition, they felt more comfortable in producing the language in the situation where they were assigned. Larsen freeman (2006) explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social context and different social roles.

Post Test Results

Objective five: To validate the obtained outcomes after the application of Communicative Language Teaching activities to improve English Speaking Skills among students of tenth year "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

a. Table 7

Post-test Scores of the Tenth Year Students in English Speaking Skills.

Student's code	V/2	P/3	C/2	A/3	TOTAL/10
UEDMACL 001	1.5	3.0	1.66	3.0	9.16
UEDMACL 002	2.0	3.0	1.66	1.5	8.16
UEDMACL 003	2.0	3.0	1.66	3.0	9.66
UEDMACL 004	2.0	2.0	1.33	3.0	8.83
UEDMACL 005	2.0	3.0	1.33	2.0	8.33
UEDMACL 006	1.5	2.0	1.0	2.5	7.00
UEDMACL 007	2.0	3.0	1.33	2.0	8.33
UEDMACL 008	2.0	2.0	1.66	2.0	7.66
UEDMACL 009	2.0	3.0	2.0	2.0	9.0
UEDMACL 010	2.0	3.0	1.66	0.5	7.16
UEDMACL 011	2.0	3.0	1.66	1.0	7..66
UEDMACL 012	2.0	3.0	2.0	1.5	8.5
UEDMACL 013	2.0	3.0	1.66	1.0	7.66
UEDMACL 014	2.0	3.0	2.0	1.0	8.0
UEDMACL 015	1.25	3.0	1.33	2.0	7.58
UEDMACL 016	1.75	3.0	1.66	1.5	7.41
UEDMACL 017	1.5	3.0	1.66	2.0	8.16
UEDMACL 018	2.0	3.0	1.66	0.5	7.16
UEDMACL 019	2.0	2.0	2.0	2.5	8.5
Mean	1.9	2.9	1.6	1.8	8.1

Note. **UEDMACL**= Unidad Educativa Dr. Manuel Agustín Cabrera Lozano; **V**= Vocabulary; **P**=Pronunciation; **C**= Coherence; **A** = Accuracy.

b. Interpretation and Analysis

As it is shown in Table 7 there is an improvement in students' English-speaking skills demonstrated with the mean score of 8.1/10 which corresponds to a good qualitative score range detailed in the grading scales. The interpretation is that they could improve their speaking skills by using communicative language teaching activities. The highest mean score that the students got was 2.9/3 in pronunciation. After the implementation of the intervention plan, students showed an improvement in this component. They were able to speak more fluently, pronounce phonemes correctly, use appropriate stress and intonation patterns, speak in connected speech and

articulate words successfully. Nevertheless, the lowest mean score that students got was 1.6/2 in coherence. This points out that students still have little problems using the correct sentence structures based on the context where they are involved. Communicative language teaching activities has a good improvement of students English speaking skills. They were able to produce the language more effectively using a great set of vocabulary, pronouncing the words and sentences clearly and communicating ideas accurately. Cameron (2001) affirms that "speaking is the active use of language to express a meaning. It means that speaking consists of producing verbal utterances to convey meaning which make other people know what someone is talking about clearly."

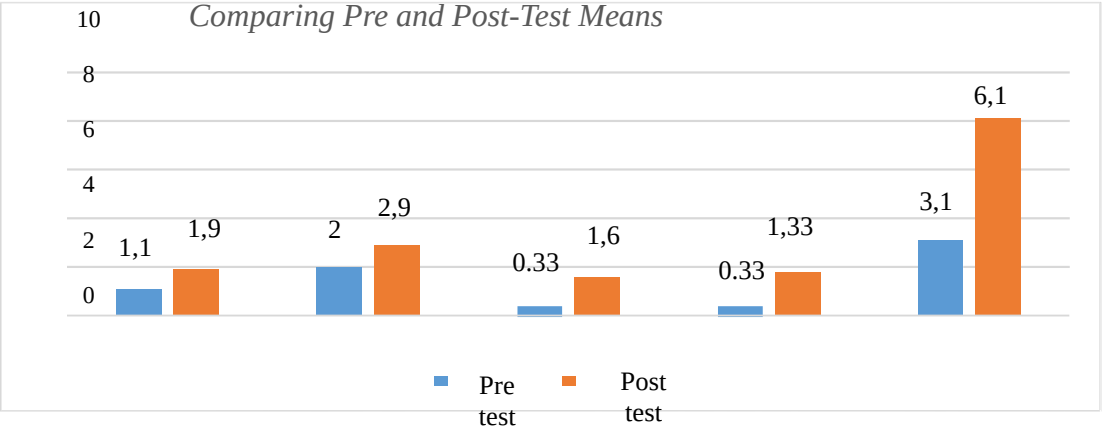
Comparison of Pre and Post-Test Means

a. Table 8

Comparison of the Pre and Post-Test Results

Options	**Pre-Test**	**Post-Test**
Vocabulary	1.1	1.9
Pronunciation	2.0	2.9
Coherence	0.33	1.6
Accuracy	0.33	1.8
Mean	**3.9**	**8.1**

b. Figure 6



c. Interpretation and analysis

The data gathered in Table 8 shows the difficulties that tenth year students at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano faced before that the intervention plan was implemented. At the beginning, students obtained the total mean score of 3.9/10, gotten in each component: in vocabulary 1.1/2, pronunciation 2.0/3, coherence 0.33/2, accuracy 0.33/3. Nevertheless, after the application of the intervention plan; students achieved an improvement in their speaking skills as it is shown in the total mean score of 8.1/10 which corresponds to a good qualitative score range detailed in the grading scales. The interpretation is that the implementation of communicative language teaching activities in class was successful since it helped students get over their problems in speaking skills.

g. DISCUSSION

This research work was carried out among students of tenth year "A" of Basic Education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. The application of communicative language teaching activities was the pursue of this research work, which results indicated the meaningful impact they had on improving students´ speaking skills. The findings gathered in the pre-test, demonstrated that students had serious problems on speaking English in class. Nevertheless, after the intervention plan the post-test results showed that students obtained a good improvement in their speaking skills. To illustrate in the pre-test, the mean score that students got was 3,9/10 meanwhile in the post-test results they got 8,1/10. Therefore, the results gathered in the post-test were superior to the results obtained in the pre-test. Students had a good improvement in each component of speaking, their ability to produce the language and the attitude to interact one another were better than the first results. In words of Thornburry (2005, p. 8), "speaking is a speech production that forms part of the daily activities. Most of speaking activities are in the form of face-to-face dialogues; therefore, speaking involves interaction".

The components of speaking evaluated were vocabulary, pronunciation, accuracy and coherence. Before the application of the intervention plan in

vocabulary, students had problems telling words related to career choices, unusual occupations or just simple words that are used in everyday activities.

Moreover, they did not have enough knowledge of words, their meanings and the use of those words in language. Likewise, in pronunciation students were not able to pronounce words or sentence using the correct intonation, word stress and sentence stress. In coherence, students could not use the correct grammar of the language according to the context, which words could change their forms and could be combined into sentences in that language. Finally, in accuracy students were not able to communicate ideas effectively, they could not produce continuous speech without causing comprehension difficulties or breakdowns of communication. After the intervention plan, the problems previously mentioned were overcome successfully. Students produced the language based on the context, pronounced words and sentences appropriately using the correct intonation, word stress and sentence stress easily, they could talk about a topic using the correct grammar and communicating ideas and thoughts without difficulties.

At the beginning of the intervention plan, students did not like to work with communicative language teaching activities because they were not accustomed to use them in the class and did not know how these worked. However, during the development of the intervention plan students started to feel more enthusiastic to improve their speaking skills. They found the activities interesting to practice the language orally and they supported each one in order to improve their ability to speak English. After the intervention plan their

attitude changed and the perception toward the implementation of communicative language teaching activities in the class were positive.

Related to the problems that they faced at the beginning, all of them were solved. At the end, students felt confident, secure, and free to speak in front of others as well as they developed the communicative language teaching activities effectively.

Among the strengths and weaknesses that the researcher could find when the intervention plan was applied, were the environment of the classroom, the number of the students and the use of the book. The classroom was comfortable and well organized to develop the activities as well as the number of the students was appropriate. The book had a relevant importance in the development of the activities planned by the researcher because it was a useful tool that provided meaningful information to students. On the other hand, the limitations were the time periods of classes which were too short for students. The lack of technology and the absence of practicing speaking skills.

The use of communicative language teaching activities contributed to fulfill the objective of the researcher, which was to improve speaking skills through communicative language teaching activities. After the intervention plan, it is clear that students got a good attitude towards these activities. They had a positive change because communicative language teaching activities helped them to be more participative by their own, work cooperatively by supporting each other in the different situations where they were involved and interact one another in order to put into practice their speaking skills.

h. CONCLUSIONS

The findings observed in the students of tenth year at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano lead to the following conclusions:

Students faced many difficulties in vocabulary, pronunciation, accuracy and coherence at the moment to produce the language. Due to, they were not involved in communicative language teaching activities or teachers used a few strategies to better their speaking performance.

The application of communicative language teaching activities contributed to improve students speaking skills as well as to get enough knowledge about the English language. The different activities like role-plays, interviews and information-gap were crucial in their ability to use the target language authentically, practice it for real life communication, have different dialogues considered as their primary learning, obtain information and express their ideas freely using the correct pronunciation, vocabulary and grammar.

There is no doubt that the use of communicative language teaching activities had a high level of effectiveness in the improvement of students´ speaking skills. Furthermore, they produced the language using a great set of vocabulary, pronouncing words and sentences clearly and communicated their ideas accurately. As a result, students´ attitude changed positively and they became more participative, cooperative, supportive and interactive.

h. RECOMMENDATIONS

Teachers should diagnose students speaking skills through the use of a rubric which allows them identify the students´ weaknesses and strengths in order to select the best activities to overcome the students´ difficulties at the time to produce the language. Additionally, teachers should make students practice communicative language teaching activities to better their vocabulary, pronunciation, accuracy and coherence.

Teachers should implement communicative language teaching activities in their classes in order to help students improve their speaking skills, use the target language for real life communication and engage them to become more participative, supportive and collaborative.

Teachers should be aware of the effectiveness that communicative language teaching activities have in the improvement of the speaking skills. Furthermore, they should also ensure to provide comprehensible instructions during the development of these activities to avoid frustration along the teaching learning process.

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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 TENTH GRADE "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, 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

SARA HELEN MONCADA MONCADA

LOJA –ECUADOR
2019

a. THEME

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO IMPROVE SPEAKING SKILLS AMONG STUDENTS OF TENTH GRADE "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b.PROBLEM STATEMENT

Background

The present action research work will be carried out at Unidad Educativa Dr, Manuel Agustin Cabrera Lozano High School during the academic year 2018-2019. This prestigious and important High school was founded on September 28, 1971. At the beginning, this institution had as a purpose to create spaces for future educators where they could be immersed in the process of making teaching practice. Years later, this institution created the Jardin de Infantes "Jose Alejo Palacio", "Pedro Victor Falconi" school and Colegio Experimental Universitario "Manuel Cabrera Lozano". Finally, on July 20th, 2011, through resolution N° 002-20-07-11, this institution founded the Unidad Educativa Anexa to the Universidad Nacional de Loja and works at High school building. Currently, the main authority of this institution is Lic. Angel Hurtado. There are 41 teachers covering different subjects, and 880 students including the morning and afternoon sessions. It is located at Pablo Palacio and JF. Kennedy/Santa Teresita streets.

The vision at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano is to be an Educational Institution with a high prestige, social, educational and humanistic purpose, where it develops the democracy and respect to the cultural identities, with a specialized training, giving to the society creative women and men, who face with courage the challenges of the society in which they live.

The mission at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano is to educate infants, children and teenagers with an integral focus, intercultural as well, through a scientific, social and humanistic formation of quality and cordiality, promoting the development of capacities and potentialities which allow to perform in the knowledge society.

Current situation of the research problem.

Today, everyone recognizes the importance of learning English language. The ability to learn English allows people to advance and improve in the professional world. English has become a need along the time in the field of education. In many countries, children are taught and encouraged to learn English as a second language. Likewise, it is the dominant language in the sciences, business and technology. Therefore, at the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students.

In Ecuador, English is a requirement course in primary school, high school and at university because government is worried for making the students competent in this era of globalization. Moreover, it will certainly help to bridge the communication gap between people of various other countries. The objective to start learning English at early age is that students will reach A-level proficiency in English and be able to communicate and understand basic topics by the time they are 11 years old.

The next challenge is continuing English courses for students through junior (12-14 years old) and high schools (14-17 years old). It well help students to grow up as professional people when they are adults. English provides equal opportunities in terms of access to education or get better jobs

Learning English in Loja city is essential for most people. Along the time, they have seen the importance to learn and speak English. Apart from the mother tongue that each person has, speaking a second language is just not a way of entertainment, it has become in a necessity to achieve some objectives that people have. Observing these aspects, many parents are keen on making their children bilingual in order to help them to become successful people in the educational and personal area. Loja counts with many institutions, and certified teachers focus on teaching English language that have helped many people to be better in the Educational field.

On the other hand, the main problem that the students from Unidad Educativa Dr. Manuel Agustin Cabrera Lozano High School have in the English classes is the lack of participators in speaking activities. In other words, students are not accustomed to speak the language at all. A clear example of this is that students do not like to talk in front of their classmates because of their shyness to make mistakes and being the mockery of them. As a result of it, students prefer talking in their native language rather that in the target language. However, the teacher is the only person who is responsible to develop an appropriate environment

and use the correct activities in order to get the attention and interest of the students to speak the language.

Due to the fact that students do not speak English in the class, communicative language teaching activities are necessary in the teaching-learning process of English language, since they allow students develop speaking skill and get involved in an interactive and real communication that the new world demands.

Teachers use communicative language teaching activities to help learners to communicate effectively in the target language. Therefore, communicative language teaching activities give students the opportunity to interact one another and express ideas and thoughts through a meaningful and real communication.

Based on the before mentioned problem is convenient to state the following research problem:

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 TENTH GRADE "A" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA DR. MANUEL AGUSTÍN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research

Timing

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

Location

The present research project will be carried out at Dr. Manuel Agustín Cabrera Lozano, which is a public school located in the city of Loja at Pablo Palacio and JF. Kennedy/Santa Teresita streets at "La Tebaida" Neighbourhood.

Participants

The participants of this research project will be the students of tenth-grade "A" of basic education at "Dr. Manuel Agustin Cabrera Lozano" High School

afternoon session, who are all among fourteen to fifteen years old. There are nineteen students,seven girls and twelve boys. In addition, the teacher candidate of this study who is going to take part in the intervention plan.

Sub problems

What kind of theoretical and methodological references about communicative language teaching activities are adequate to improve speaking skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

What are the issues that limit the improvement of English speaking skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

What are the important phases of the intervention plan that contribute with the improvement of English Speaking Skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

Which Communicative Language Teaching activities are suitable to improve English Speaking Skills among students of tenth grade "A" of basic

education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

How effective was the use of Communicative Language Teaching activities in the improvement of Speaking Skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

c. JUSTIFICATION

The present project has been developed about the research theme of Communicative Language teaching activities to improve speaking skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year. The beneficiaries are the students of tenth grade "A" and the teachers since this research aims to promote both the English teaching and learning process.

It is justified because it is detected that most students do not speak in the target language in the English class at all. This is particularly because students do not feel comfortable to speak in English. There are some reasons why students do not use English in the class; firstly, they cannot explain any of the things they want to say; secondly, they want to know how to say something in English but they cannot ask by using it; thirdly, they feel like a child when they speak their low level English for too long.

The main focus of using Communicative Language Teaching activities is to improve speaking skills with the students. Interviews, role plays and information gap are activities focusing on developing speaking skills. It also is justified because these activities help students to improve their vocabulary, pronunciation, coherence and accuracy.

Finally, it is also an important project because it is a previous requirement for the author to develop the research in order to get her English teacher's degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

To improve English Speaking Skills through the use of communicative language teaching activities among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, 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 English speaking skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

To diagnose the issues that limit the improvement of English speaking skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

To design an intervention plan focused on improving Speaking Skills among students of tenth grade "A" of basic education, afternoon session at

Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

To apply adequate and appropriate Communicative Language Teaching activities to improve English Speaking Skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

To validate the obtained outcomes after the application of Communicative Language Teaching activities to improve English Speaking Skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

Communicative Language Teaching

To introduce the Communicative Language Teaching is important to have a brief idea about the language teaching. It was typically divided into four skill categories, including the active skills of speaking and writing, as well as the passive skills of listening and reading (Savignon, 1991). However, Richards (2006) express that because the focus of learning was primarily confined to accuracy of production, rather than meaningful interaction, people taught according to this approach frequently experienced difficulty in real-life communicative encounters.

Communicative Language Teaching covers several approaches that focus on helping learners to communicate effectively in the target language. The origin of Communicative Language Teaching began in Britain in 1960s as a replacement to the earlier Structural Method, called Situational Language Teaching. The structural and functional aspects of language are characteristic of Communicative Language Teaching.

According to Jack C. Richards (2006) Communicative language teaching is a set of principles about the goals of language teaching, how learners learn a language, the types of classroom activities that facilitate learning, and the roles of teachers and learners in the classroom.

Savignon,(1972) showed that students who had some regular amount of Communicative Language Teaching in addition to Audio-lingual teaching learned better than students who had just Audio-lingual teaching. The audio-lingual method consists on that students learn from repetition and habit formation, but it includes very little opportunities to practice the language for real communication.

In words of Brown (2007), Communicative Language Teaching as "an approach to language teaching methodology that emphasizes authenticity, interaction, student- centered learning, task based activities, and communication for the real world and meaningful purposes".

"Communicative language teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures" (Jack C, Richards & Theodore S, 2001, p. 172.)

These principles include:

Learners learn a language through using it to communicate.

Authentic and meaningful communication should be the goal of classroom activities.

Communication involves the integration of different language skills. Learning

is a process of creative construction and involves trial and error.

Importance of communicative language teaching in educational field

In the educational field, the importance of Communicative Language Teaching focus on the ability of the students to create and to construct utterances such as spoken and written. However, Communicative language teaching starts with the theory to promote communication in a real context among students. The relevant goal of language teaching is to develop "communication" where the students feel comfortable to speak another language as well as to be achieved when using these skills being able to understand and being understood at the time. (Richards 2006).

Characteristics of communicative language teaching

Brown (2007) gives his four characteristics of Communicative Language Teaching:

1. Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more

importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

Principles of communicative language teaching

Communicative Language Teaching does not constitute a method in itself. rather, itis a set of principles which may be carried out according to a variety of different methods such as Content-Based Instruction and Task-Based Instruction. These principles have been summarized by Berns (1990) as follows:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

2. Diversity is recognized and accepted as part of language development.

3. A learner's competence is considered in relative, not in absolute, terms.

4. More than one variety of a language is recognized as a viable model for learning and teaching.

5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

Role of the teacher

In the past, traditional language classrooms, the teacher was generally the dominant figure. Students had the passive role, received instructions and all the attention was on this dominant figure as the main and active role. In comparison with the Communicative classrooms the focus on interaction between students.

Richards & Rodgers (2001, p.167) emphasize the teacher's role in this setting as that of a "needs analyst" who is responsible for "determining and responding to learner language needs" within a specific learning context.

In this case, the teacher serves as a facilitator, designing activities that are geared toward communication and monitoring students' progress, as well as stepping in as necessary to resolve breakdowns in communication. Therefore, the teacher can take the role of a participant in a given exercise or ac as a co-learner. (Nunan, 1989, p.
89).

Role of the students

It is well known that the most effective way to learn a language is to use it in a real context. (Richards, 2006). Students are encouraged to work together to negotiate meaning in order to accomplish a given communicative task; thus, learning activities are highly interactive and may take place in smaller groups or with an entire class. In this context, learners are responsible for choosing which

forms of the language they use to convey their messages, rather than following a prescribed lexis (Belchamber,2007, p. 191).

Activities related to communicative language teaching

The range of activities compatible with a communicative approach is unlimited, provided that such activities enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction (Jack C, Richards & Theodore S, 2001, p. 165.).

Learning activities in a communicative context are the relevant input in order to develop competencies such as ability in real-life settings, skills building, pronunciation, vocabulary, coherence, fluency and accuracy in communication (Nunan, 1989, p. 59)., Özsevik (2010) & Richards (2006) suggest "the use of information-gap, dialogs, role play, debates, oral presentations, and other activities which prompt learners to make communicative use of the target language; in doing so, they develop the skills that they will need to use the language in real life situations". The following activities are examples that teachers can use to apply communicative language teaching.

Information-Gap Activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally

communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task. (Richards & Rodgers, 2001).

"Information gap activities are designed to take the students one stage further towards being able to handle more realistic information. The students cannot be expected to do this type of activity successfully without very careful preparatory work". (Matthews & Read, 1985, p.24).

According to Matthews & Read (1985) there are some important points to bear in mind which are deeply detailed in the following chart.

Pre-teaching of vocabulary	The vocabulary needs to be taught beforehand.
Clear instructions	Instructions need to be crystal clear to ensure that all the students know what to do.
Demonstrations	Teacher must demonstrate the activity which will provide a clear model

	the other students before they set to work in their closed pairs.
Mixed ability	Teacher needs to be sensitive to the students´ wishes and not dictatorially impose unpopular pairings which will be counter-
Use of the mother tongue	It is helpful if the teacher gently insists over a period of time on only English being used; also, a silent extension activity.
The teacher´s role	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

Example

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 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. (Matthews & Read,1985).

Role-play

Dangerfield (1985, p. 34) refers role-play to a large variety of classroom activities, from controlled information-gap activities to complex simulations. Although, role play is considered in the sense of an activity for which the context and the roles of the students are determined by the teacher, but in which students have freedom to produce language which they feel comfortable and appropriate to that context and to their assigned roles. This freedom gives the teacher a useful and meaningful opportunity to deal with individuals and to monitor their performance.

Role play is one method of maximizing Students Talking Time, ensuring that students get an optimum level of practice during their limited class time. It also provides variety of activity and of interaction and takes the focus of the class away from the teacher. (Dangerfield,1985)

According to Dangerfield (1985, p. 35) the following steps attempt to suggest some broad guidelines to consider at the moment to carry out a role play activity:The language and context: It is necessary to decide in which context tis is likely to occur naturally, so that students will actually need to produce what they have learnt.

Roles: It is important to decide on the number of roles, which will be dictated by the situation.

Essential elements: The role play should involve decision-making in form or another.

Role information: Teacher needs to provide all role input through role cards.

Timing: It is important to strike a balance between the period of time in teaching terms, in relation to the time spent on setting it up.

Example

Teacher sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.) The teacher 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.) The students talk in pairs for a designated amount of time. In this activity students have the opportunity to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.

Interviews

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL

Example

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

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.

SPEAKING SKILLS

In this research has been considering some relevant definitions of speaking. Brown (1994), Burns and Joyce (1997) affirm that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking".

In words of Thornburry (2005, p. 8) says that "speaking is a speech production that forms part of the daily activities. Most of speaking activities are in the form of face-to-face dialogues; therefore, speaking involves interaction". On the other hand, (Cameron, 2001, p. 40) affirms that "speaking is the active use of language to express a meaning. It means that speaking consists of producing verbal utterances to convey meaning which make other people know what someone is talking about clearly.

According to Clark and Clark (1977:233) speaking a significant instrumental act. Widdowson (1984:58) shows speaking as the active or productive skill. Based on these two definitions, Speaking is an interaction between two people or more. A good speaking activity is when the people can understand each other.

An example of speaking activity is when there is an interaction between teacher and students. To have a good interaction, teacher should have a good speaking competence because his speech must be understandable.

In addition, Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two– way process including a true communication of opinions, information, or emotions.

Based on the above definition, the conclusion is that speaking is an ability to express or communicate opinions, thoughts, and ideas and can be gained with practice.

The importance of speaking skills

Speaking is significant to support the ability to apply the language. This skill has been very important to the success of human beings. The significance of Speaking skill is observed in the daily activities of people. It is an interactive activity and occurs under the real time constraints. That is, people can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

However, it is one of the most difficult skill that students face when they have to speak and produce in an oral way the target language that they are learning. In spite of this, it has traditionally been forced into the background while, English teachers have spent all the classroom time trying to teach students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition but they forget to include Speaking (Bueno, Madrid and Mclaren, 2006: 321).

Characteristics of speaking skill

In words of Mazouzi (2013), learners' activities should be design based on fluency and accuracy because both are important elements for Speaking. Classroom practice can help learners develop their communicative competence. So Fluency is the first characteristic of Speaking performance so that, it is the main aim for teachers in teaching Speaking skill. Hughes (2002), claims that fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest

Hedge (2000) expressed that fluency is the ability to answer coherently. In other words, learners can use the appropriate grammar and vocabulary according to the context by connecting the words and phrases effectively, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of Speaking performance is accuracy. (Mazouzi, 2013) claims that learners should be fluent in learning a foreign language and teachers should emphasize accuracy in their teaching process. Learners should

pay enough attention to the exactness and the completeness of language form when Speaking such as focusing on grammatical structures, vocabulary, and pronunciation. they should know how the language system works appropriately in a real context.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

Components of speaking

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency

Vocabulary

Vocabulary refers to the appropriate diction which is used in communication. Without having a wide extend of vocabulary, communicative learners will be unable to use the structure and function that they may have learnt for comprehensible.

One key of the success in communication is the power of words that each learner has to communicate effectively or express ideas appropriately. Having limited vocabulary is also a barrier that precludes learners from learning

a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on this explanation, a learner without sufficient vocabulary will not be able to speak English or write English properly.

Pronunciation

"In the past, pronunciation instruction usually focused on the articulation of consonants and vowels and the discrimination of minimal pairs. In recent years, the focus has shifted no include a broader emphasis on stress and intonation. Indeed, pronunciation instruction needs to be taught as communicative interaction along with other aspects discourse, such as pragmatic meaning and nonverbal communication." (Goodwin, 2001, p. 117)

Coherence

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 (Harmer,

2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Accuracy

Generally, accuracy refers to the ability to produce grammatically correct sentences meanwhile fluency refers to the quality or condition of being able to speak a language or perform an action smoothly, accurately and easily.

Accuracy includes the ability to produce written and spoken language with ease, the ability to speak with a good intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

f. METHODOLOGY

The bibliographic method will be used information and create the theoretical frame. The data collecting and conceptualization of the problem being studied would include literature review from books, research papers, institutional reports.

The analytic and descriptive methods are going to be used to describe, analyze and interpret the results of the surveys for teachers and students.

This action research has the aim of improving Speaking Skills through Communicative Language Teaching Activities together a systematic development of activities to reinforce the student's comprehension and solve the issues that are limiting the correct development of these skills.

Methods, techniques and instruments
Methods

To carry out this research work is important to consider the most appropriate methods, which will guide the researcher to use and apply them in different action research steps. They are the following:

The scientific method

According to Helmenstine (2018), The scientific method is a systematic way of learning about the world around us and answering questions. In this project it

will be useful to make observations, measurements, experiments, formulation of questions and acquiring knowledge. This method will help the researcher to have an idea about how to solve the research problem making predictions based on the obtained results.

The Descriptive Method

In words of Posinasetti, 2014. A descriptive method is a method that collect information without changing the environment. It will be useful to obtain information concerning the current status of the phenomena, to describe an existing thing with respect to variables in this research project based on observation, case study and questions. Therefore, this method will be useful to describe events and then organizes, tabulates, and describes the data collection using Communicative Language Teaching activities to improve Speaking skills such as information gap activities, scavenger hunt, run dictation, role plays and interviews.

The statistical method

Zulfiqar & Bhaskar (2016) affirm, Statistical methods carry out a study of planning, designing, collecting data, analyzing, drawing meaningful interpretation and reporting of the research findings. This Method will serve as a process of obtaining, representing, simplifying, analyzing, interpreting and projection of the characteristics, variables or numerical values of this research

project for a better understanding of reality and an optimization in decision making.

The analytic/synthetic method

The analytic-synthetic method is useful to analyze the empiric information from the applied instruments, and it will allow derive the respective conclusions according to the tendencies of the results in the field information. It will also be used to analyze the components of the macro and micro planning that the teachers develop in the researched institution. Khan (2014) affirms: This method includes breaking up the unknown problem into simpler parts which can be recombined to find solutions. The Analytic method will help the researcher to decompose the obtained information into its parts.

Techniques and instruments

Data collection:

Tests

The tests will refer a numerical score by which the researcher will calculate the mean to compare the pre and post-test results. These tests will be applied to tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano in the city of Loja during the 2018-2019 school year in order to collect the data needed for this research work. It will help the researcher verify or deny the hypotheses.

Pre – test / post-test:

They will be applied at the beginning and at the end of the intervention plan; at the beginning the pre-test will give information about the students' level in Speaking skills. At the end of the intervention plan, the same pre-test will be applied as a post- test to verify the improvement of Speaking skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the 2018-2019 school year.

Questionnaires

The questionnaire will be applied at the beginning of the intervention plan to get information from students about the use of Communicative Language Teaching activities. The same questionnaire will be applied as a post-questionnaire, which will be used to collect students' positive or negative changes after the application of the intervention plan.

Observation

The researcher will use an observation sheet in order to look at the students' performance along the classes. In addition, it will help to determine what has happened in the class and then analyze and reflect upon the findings when the plan ends.

Field Notes

Through field notes, the researcher will note what happened in each class. It will help to evidence the findings, record relevant and important events during the observation or a particular situation that happen while the intervention plan is developed.

Population

The participants of this research work will be the students of tenth-year at Unidad Educativa Dr.Manuel Agustin Cabrera Lozano High School afternoon session, who are all among fourteen to fifteen years old. There are nineteen students, seven girls and twelve boys. In addition, the teacher candidate of this study who is going to take part in the intervention plan. The students receive five hours of English class peer week with a certified teacher.

Intervention plan description

The intervention plan is a program that will be carried out from April 22nd, 2019 to June 14th, 2019 in order to prepare students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, to speak English fluently by the use of Communicative Language Teaching activities. The goal of this intervention plan is to make students to improve their speaking skills like vocabulary, pronunciation, coherence, and accuracy through the use of three activities: information gap activities, role plays, and interviews. The intervention plan will consist on three phases, which will be developed before (Activation), during (Connection) and after

(Affirmation). These lesson plans will cover 40 hours of instructions in 8 consecutive weeks of treatmen

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 1

INFORMATIVE DATA

Institution: Dr. Manuel Agustin Cabrera Lozano
Participants: 10th (A) BGU
Teacher: Lic. Yeny Viteri
School Year: 2018-2019
Teacher Candidate: Sara Helen Moncada Moncada
Topic: Unusual Occupations.

RESEARCH PROBLEM: How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", 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 focusing on the following aspects Vocabulary, pronunciation, coherence accuracy.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

To pronounce vocabulary about unusual occupations appropriately.
To describe people´s future plans using be going to.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Pre- questionnaire **Pre-test** **Vocabulary** Dog walker, snake milker, braille	**ACTIVATION** **Information gap activity:** Students are given a worksheet with a set of questions about personal information in order to get known each other. Together they can complete the text by asking	English Students book English Teacher book Pre- test Pre- questionnaire Handouts

translator, toy translator. **Structures** Future plans with "be going to" **Key Words** dog walker, snake milker, party planner, Braille translator, toy designer, movie director, computer programmer, ice-cream taster	each other questions. Then students share the information with the rest of the class. **CONNECTION** First, teacher explains the purpose, content and timing of the questionnaire. After that she provides the pre- questionnaire to students and explains each question carefully in order to make clear how to answer them. Second, teacher explains the purpose, content and timing of the test. After that she provides the pre-test to students and explains each question carefully in order to make clear how to answer them. Third, teacher introduces and explains the grammar structure related to future plans be going to. Teacher tells some examples of future plans for a better understanding of the topic using three pictures from different people such us movie director, computer programmer, architect. Teacher asks a volunteer to come in front of the class and gives a sheet with some questions. Then, teacher explains that they are going to have an interview. Teacher assigns student the role of the interviewer. Taking turns, student starts asking and teacher answers the question.	

	After that, students make *an interview* to another classmate. Teacher gives each student the same set of questions to ask a partner. Students take turns asking and answering the questions in pairs related to be going to grammar structure. Finally, students report their answers with the rest of the class. *Feedback:* Teacher makes a brief review about the grammar and asks some questions to students to notice if they understand the topic. **AFFIRMING** Students work individually on their pre-questionnaire. Students are called one by one and answer the questions from the test through a spoken form. Students play a *role play* where they have to talk about future plans using the grammar be going to	
MONITORING PLAN: Data Source 1: Pre- test/ Pre-questionnaire Data Source 2: Quiz		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: May 6th – May 10th , 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 2

INFORMATIVE DATA

Institution: Dr. Manuel Agustin Cabrera Lozano
Teacher: Lic. Yeny Viteri
Teacher Candidate: Sara Helen Moncada Moncada
Participants: 10th (A) BGU
School Year: 2018-2019
Topic: Career choices.

RESEARCH PROBLEM: How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", 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 focusing on the following aspects Vocabulary, pronunciation, coherence accuracy.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To talk about career choices using the future tenses with will and be going to. To describe future career choices.		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**
Vocabulary robotics engineer, medical researcher,	**ACTIVATION**	English Students book English Teacher book Worksheet

computer scientist, landscape architect, systems analyst **Structures** Future tenses: will and be going to. **Key words** To follow someone's lead: to imitate. To be a class act: to be successful.	**Interview:** students work in groups of three and interview one another in order to know their future plans after finishing the High school. **CONNECTION** Teacher asks students to look at the pictures from the book and asks students if they know these professions and what these professionals do. After that, students match the professions with the people in the pictures. Teacher asks them if they would be interested in doing the job. If they would, teacher asks them about the skills they would need to have to work in those professions. Next, students listen and complete the dialogue from the book with the correct grammar. When the teacher finishes checking the students´ answers, she asks a volunteer to come in front of the class and tells him/her that they are going to have *a role play* and explains students that it is like a conversation and an oral activity usually done in pairs. They follow the last dialogue to perform the role play in front of the class. Then, the teacher divides the class in pairs and sets the scene: where is the conversation taking place? (E.g., in a café, in a park, in the high school etc.). She defines the goal of the students' conversation. (E.g., the speaker is asking for the	Handouts Flashcards

	results of a career orientation tests, the speaker is talking about an orientation test he recently took, etc.) The students talk in pairs for a designated amount of time. Teacher monitors the pairs and corrects their pronunciation, vocabulary and grammar mistakes. *Feedback:* Briefly, teacher summarizes the grammar and reminds students the vocabulary with the corresponding pronunciation. First, teacher looks for a student who is going to help her to explain *the information gap activity* that students are going to develop. To introduce this activity, teacher calls a student in order to perform it. First, student is given some cards related to future career choices. The teacher and student sit back to back and teacher starts asking questions to try to find out what the student has in the card when she knows the answers the student gives the card to her and starts asking questions to the teacher as well. It is going to repeat until they guess all of the words for the cards. Students start working in pairs when the teacher gives them cards. They sit back to back without looking at each other's cards. Student must take turns to ask questions to determine what is on the card. Feedback: Teacher displays some pictures related to future career choices meanwhile students describe each one.	

	AFFIRMING Students are given an assessment worksheet with some pictures. Teacher gives students time to look at pictures and then they talk about them using the grammar, vocabulary and correct pronunciation. Students choose a future career choice in order to describe it appropriately.	
MONITORING PLAN: Data Source 1: English teacher book, student´s book. Data Source 2: assessment worksheet		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: May 13th – May 17th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 3

INFORMATIVE DATA

Institution: Dr. Manuel Agustin Cabrera Lozano
Teacher: Lic. Yeny Viteri
Teacher Candidate: Sara Helen Moncada Moncada
Participants: 10th (A) BGU
School Year: 2018-2019
Topic: The job market

RESEARCH PROBLEM: How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", 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 focusing on the following aspects Vocabulary, pronunciation, coherence accuracy.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

To name the words related to job family vocabulary correctly.
To pronounce words and phrases related to the job families and the market appropriately.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Vocabulary computer programmer, medical researcher,	**ACTIVATION** **Role play:** students work in pairs in order to talk about future career choices using some handouts Then, they present it in front of the class.	English Students book English Teacher book Handouts Poster Flashcards

movie director, landscape architect, robotics engineer **Structures** Expressions One/Two/Three out of... **Key words** Logical reasoning, Language skills, Social skills, Creative skills.	**CONNECTION** Teacher displays a poster with words related to the job family vocabulary and distributes some students the cards with definitions. Then, teacher asks them to come to the board and guess what is the definition for each word. Now, students name each picture using the corresponding job family vocabulary. To introduce *the information gap activity,* teacher calls a student in order to perform it. First, student is given some flashcards related to the vocabulary learned. The teacher and student sit back to back and teacher starts asking questions to try to find out what the student has in the flashcard when she knows the answers the student gives the card to her and starts asking questions to the teacher as well. It is going to repeat until they guess all of the words for the flashcards. Students start working in pairs when the teacher gives them flashcards. They sit back to back without looking at each other's cards. Student must take turns to ask questions to determine what is on the card. Feedback: Teacher displays the words and asks the definition for each one. Then, she and students name each one chorally. Teacher displays a family tree related to the Job family and pronounces each one twice in order to make students repeat after her individually and	Worksheets

	chorally. Then, teacher explains that they are going to have *an interview*. Teacher assigns student the role of the interviewer. Taking turns, student starts asking and teacher answers the questions. After that, teacher divides the class in pairs and they make *an interview* to another classmate. Teacher gives each student the same set of questions to ask a partner. Students take turns asking and answering the questions in pairs related to future tense. *Feedback:* teacher shows the pictures related family jobs again and students talk about them. **AFFIRMING** Teacher reads some definitions from the vocabulary job family and students name with their corresponding word. Teacher displays some job family cards and students take three randomly and pronounce them perfectly.	
MONITORING PLAN: Data Source 1: teacher´s book Data Source 2: worksheet		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: May 20th-May 24th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 4

INFORMATIVE DATA

Institution: Dr. Manuel Agustin Cabrera Lozano
Teacher: Lic. Yeny Viteri
Teacher Candidate: Sara Helen Moncada Moncada

Participants: 10th (A) BGU
School Year: 2018-2019
Topic: Jobs and Occupations

RESEARCH PROBLEM: How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", 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 focusing on the following aspects Vocabulary, pronunciation, coherence accuracy.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To describe career choices in the future. To talk about professions and occupations.		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**
Vocabulary robotics engineer, computer scientist,	**ACTIVATION** **Information gap activity:** student A has a set of pictures of job families with all the place names	English Students book English Teacher book Cards

systems analyst, medical researcher landscape architect **Structures** Future tenses: will and be going to **Key Words** Interesting, Hard, Like, Work, Become.	missing, whilst student B has the same set of pictures with all the places missing. Together they can complete the text by asking each other questions. **CONNECTION** Teacher explains that they are going to have *an interview*. Teacher divides the class in pairs and they make *an interview* to another classmate. Teacher gives each student the same set of questions to ask a partner. Students take turns asking and answering the questions in pairs related to future tense. Feedback: Teacher corrects students´ mistakes related to grammar future tense and clarifies some students 'doubts. Teacher assigns one student as a teacher who is going to teach the future tense and vocabulary related to professions and occupations and the rest of the volunteer as students including the teacher. Then, they take time to prepare the performance and present of the class. When they finish this activity, teacher divides the class into five groups and gives them ten minutes to prepare the role play. Teacher assigns a list of topics to each group. For instance, one group talk about professions and occupations, another	Worksheet Flashcards

	groups talk about future predictions regarding to career choices, etc. Finally, students form a circle and each group starts performing their role play. Feedback: teacher corrects students´ mistakes related to pronunciation, grammar and vocabulary. **AFFIRMING** Students are given a worksheet with a list of career choices, and key words to describe them using the future tense. Teacher displays a set of pictures and students talk about the profession or occupation that they would like to have in the future.	
MONITORING PLAN: Data Source 1: teacher´s book, student´s book Data Source 2: worksheet		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: May 27th – May 31st, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 5

INFORMATIVE DATA

Institution: Dr. Manuel Agustin Cabrera Lozano
Teacher: Lic. Yeny Viteri
Teacher Candidate: Sara Helen Moncada Moncada
Participants: 10th (A) BGU
School Year: 2018-2019
Topic: Creative Thinking

RESEARCH PROBLEM: How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", 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 focusing on the following aspects Vocabulary, pronunciation, coherence accuracy.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To name the colloquial expressions appropriately. To describe famous inventors		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**

Vocabulary and Structures to call it quits the cream of the crop to learn the ropes to think out of the box to be a number cruncher	**ACTIVATION** **Touch the bell:** Students work into four teams and run and touch the bell. The first student who does it answers the teacher´s question. If the answer is correct, teacher scores a point to the group. **CONNECTION** Teacher gives students names of some of the inventors in unit 1 and reviews what they remember about these famous inventors. Teacher directs students' attention to the idioms. Then according to those examples teacher gives some words in order to discover new idioms when they finish, teacher checks and introduces the new idioms through flashcards and asks students repeat after the teacher name each idiom.	English Students book English Teacher book Pictures Cards Worksheet Flashcards

	Next, teacher displays some pictures from creative thinkers or famous inventors and asks students to name using an idiom which fits better with each person. For a better understanding of the topic, teacher develops *the information gap activity*, Students start working in pairs when the teacher gives them cards. They sit back to back without looking at each other's cards. Student must take turns to ask questions to determine what is on the card. Teacher monitors the pairs and rewards students who have more cards. Feedback: Teacher displays the flashcards with the idioms and name them again while the students repeat after her. Students look at four pictures from the book related to famous inventors and read each description filling the blanks with the correct idiom. Students work in groups of three students interview one another and answer questions related to famous inventors	

	Feedback: Teacher displays some pictures about famous inventors. Students talk about these famous inventors effectively. **AFFIRMING** Students look at the definitions and name each phrase with the corresponding idiom. Students work in pairs and read carefully a text about famous inventors or creative thinkers and then students imagine they are famous inventors and play a role play talking about their important facts.	
MONITORING PLAN: Data Source 1: worksheet Data Source 2:		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: June 3rd – June 7th. 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 6

INFORMATIVE DATA

Institution: Dr. Manuel Agustin Cabrera Lozano
Teacher: Lic. Yeny Viteri
Teacher Candidate: Sara Helen Moncada Moncada
Participants: 10th (A) BGU
School Year: 2018-2019
Topic: Inspiring young people.

RESEARCH PROBLEM: How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", 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 focusing on the following aspects Vocabulary, pronunciation, coherence accuracy.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To pronounce words ending in a consonant with the next word begins with a vowel, effectively. To describe people´s achievement using present perfect correctly.		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**

Key words win a trophy win a medal win a tournament **Structures** Present Perfect tense with the auxiliary	**ACTIVATION** **Last letter- first letter:** Teacher says a word and points to a student. He/she must say a word that starts with the last letter of the word. **CONNECTION** Teacher writes some phrases in the board and explains the rules to pronounce correctly. Then students listen and repeat the phrases after the	English Students book English Teacher book Poster Worksheet Cards
	teacher plays an audio. After that, teacher gives students cards and where they have a role play asking and answering questions about the phrases they learnt previously. Feedback: teacher shows the poster related to Words again and pronounce each one twice. Students repeat after her. Teacher introduces and explains new grammar related to present perfect. After that, students make an interview to another classmate about a person who has inspired his life. **AFFIRMING** Students listen again the words end in a consonant with the next word begins with a vowel and pronounce them.	

	Students are given a set cards then they describe the picture from the card and the rest of the class guess them.	
MONITORING PLAN: Data Source 1: worksheet Data Source 2:		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: June 10th – June 14st, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational

Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 7

INFORMATIVE DATA

Institution: Dr. Manuel Agustin Cabrera Lozano
Teacher: Lic. Yeny Viteri
Teacher Candidate: Sara Helen Moncada Moncada
Participants: 10th (A) BGU
School Year: 2018-2019
Topic: Some countries and their records.

RESEARCH PROBLEM: How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", 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		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To talk about people´s achievements correctly To describe people´s achievements		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**

Structures Present Perfect tense with the auxiliary have/has +V (past participle) **Vocabulary** intelligent, sensitive, artistic,	**ACTIVATION** **Go-go-stop:** Students pass a ball while a song is playing. When the music stops, teacher shows a picture and student tells name the picture. **CONNECTION** Teacher displays some pictures with different people´s achievements and asks students talk about them using the present perfect. Teacher	English Students book English Teacher book Worksheet Flashcards Speaker
creative, win a medal/tournament/ tro phy, whiz-kid	*role play* where students need to have the characters of famous people, reporters, journalists. Then, they take time to prepare the performance and stablish the scene where the perform is going to be carry out. When they finish this activity, teacher divides the class into five groups and gives them ten minutes to prepare the role play. Finally, students form a circle and each group starts performing their role play. Feedback: teacher corrects students´ mistakes related to pronunciation, grammar and vocabulary. Students are given a set of questions about people´s achievements in order to interview another partner Feedback: Teacher asks students questions about people´s achievements in order to check their understanding about the topic.	

	AFFIRMING Students are given a sheet of paper with pictures from different people and they talk about them using the correct grammar, vocabulary and pronunciation. Students choose a card with a picture, take time to think in silence and then describe aloud it. The rest of the class guess the word.	
MONITORING PLAN: Data Source 1: worksheet Data Source 2:		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: June 17th – June 21st, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

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INTERVENTION AND OBSERVATION PLAN WEEK Nº 8

INFORMATIVE DATA

Institution: Dr. Manuel Agustin Cabrera Lozano
Teacher: Lic. Yeny Viteri
Teacher Candidate: Sara Helen Moncada Moncada
Participants: 10th (A) BGU
School Year: 2018-2019
Topic: Unusual Occupations

RESEARCH PROBLEM: How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", 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 focusing on the following aspects Vocabulary, pronunciation, coherence accuracy.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: To name vocabulary related to professions and occupations To pronounce the sentences and words very well.		
CONTENTS	**INSTRUCTIONAL FOCUS**	**RESOURCES AVAILABLE / NEEDED**

Structures **Vocabulary** Dog walker, snake milker, braille translator, toy translator. **Structures** Future plans with "be going to"	**ACTIVATION** **Information gap activity:** Each student has a card on their backs. Then, students have to move around the class trying to guess the word of the card meanwhile another student tells sentences that helps to discover the word**.** **CONNECTION** Teacher displays a poster with words related to the professions and occupations vocabulary and	English Students book English Teacher book Worksheet Flashcards
Key Words dog walker, snake milker,	distributes some students the cards with definitions. Then, teacher asks them to come to the board and guess what is the definition for each word. After that, teacher checks their answers and corrects them. Teacher names each picture and explains their definitions. Now, students name each picture using the corresponding occupation or profession vocabulary. To introduce *the information gap activity*, students start working in pairs when the teacher gives them cards. They sit back to back without looking at each other's cards.	

	Feedback: Teacher displays the words and asks the definition for each one. Then, she and students name each one chorally. Teacher explains the purpose, content and timing of the questionnaire. After that she provides the post questionnaire to students and explains each question carefully in order to make clear how to answer them. Teacher provides the post- test to students and explains each question carefully in order to make clear how to answer them. Affirming Teacher displays pictures related to professions and occupations so students name and pronounce each one efficiently. Students work individually on their post- test. Students are called one by one and answer the questions from the questionnaire through a spoken form.	
MONITORING PLAN: Data Source 1: Post- test/ Post-questionnaire Data Source 2: Quiz		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: June 24th – June 28th, 2019		

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g. TIMELINE

| ACTIVITIES | 2019 | | |

h. BUDGET AND FINANCING

Budget

EXPENSES	COST
Internet connection	**$250**
Print of reports	**$50**
Print of the project	**$50**
Print of the final report and thesis	**$50**
Technical Advices	**$20**
Unexpected expenses	**$150**
Total	**$570**

Financing

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

Resources:

Human

The teacher candidate

The tenth year A of Basic Education afternoon session

The thesis advisor

Material

Flash cards

Book

Sheet of paper

Charts

Notebook

Posters

Technical

Computer

Printer

Internet

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ANNEXES

Annex 1: Observation sheet

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

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Sara Helen Moncada Moncada

OBSERVATION SHEET					
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Participants:** Students of tenth year "A" and The researcher				**Role of the researcher: Nonparticipant observer** **Duration of the observation:**
Things to be observed **(Indicators)**	**Levels of Acceptability**				**Remarks**
	Excellent (10 pts)	**Good (8- 9 pts)**	**Satisfactory (5-7 pts)**	**Needs improvement (1-4 pts)**	
Accurancy					
Vocabulary					
Pronunciation					
Coherence					

Annex 2: Field Notes

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

DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Sara Helen Moncada Moncada

FIELD NOTES		
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Class size:** **Participants:** Students of Tenth 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

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION

ENGLISH LANGUAGE DEPARTMENT

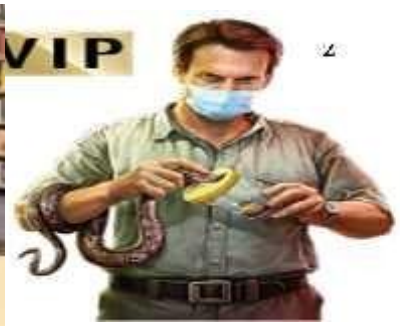
DATA COLLECTION SOURCE: PRE / POST TEST

Dear student, answer the following test with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code: …….

Date: ……

1. **Name the following pictures using the correct vocabulary related unusual occupations from unit 5. (vocabulary)**



2. **Tell four vocabulary words about career choices. (vocabulary)**
3. **Read the sentences aloud using the correct pronunciation. (pronunciation)**

   A snake milker milks to get their poison and make antidotes.
   A Braille translator translates symbols into the system for blind people to read them..
4. **Pronounce the following colloquial expressions correctly (pronunciation)**

   To be a number cruncher

   To be the cream of the crop

5. **Describe the following people using future plans with "be going to". (coherence)**

Affirmative	
Negative	
Question	

6. What kind of job or occupation would you like to have in the future? (coherence)

7. Look at the following people and talk about them. (accuracy)

8. What will you do after you finish High School? (accuracy)

9. Read and pronounce effectively the following text. (pronunciation)

He comes to her and asks her if she will marry him. Because he is NOT sure what she will respond he asks with WILL: "Will you marry me?"

10. Where will you move after you finish High School? (accuracy)

_____

Student
Signature

THANKS FOR YOUR COLLABORATION

Speaking Skills	Question	Score
Name the following pictures using the correct vocabulary related to jobs and occupations from unit 5.	First (two items)	0,5 each item (Total: 1 point)
Tell four vocabulary words about career choices.	Second (four items)	
Read the script aloud using the correct pronunciation.	Third (two items)	0,5 each item (Total: 1 point)
Pronounce the following colloquial expressions correctly	Fourth (two items)	0.5 each item (Total: 1 point)
Describe the following people using future plans with “be going to”.	Fifth (three items)	0,33 each item. (Total: 1 points)
What kind of job or occupation would you like to have in the future?	Sixth (1 item)	(Total: 1 point)
Look at the following people and talk about them.	Seventh (two items)	0,5 each literal. (Total: 1 points)
What will you do after you finish university?	Eight (1 item)	(Total: 1 point)
Read the following text and answers the questions.	Ninth (1 item)	(To
Where will you move after you finish university?	Tenth (1 item)	tal:
Total		10 Points

Annex 4 : Pre and Post Questionnaire

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student, answer the following test with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code: ……

Date: ……

1) How frequently does your teacher use interview activities to improve your speaking skills in the classroom?

Always	( )
Frequently	( )
Rarely	( )
Never	( )

2) In what extend do you consider that your English instructor employs information gap activities to improve your speaking abilities?

High	( )
Moderate	( )
Low	( )
None	( )

3) How much do you learn when information gap activities are used in the class?

A great deal	( )
Much	( )
Somewhat	( )
Nothing	( )

4) How important is for you to practice speaking with role play activities?

Very important	( )
Moderately important	( )
Slightly important	( )
Not important at all	( )

5) How often does your teacher use role play activities to improve speaking in the class?

Always	( )
Sometimes	( )
Rarely	( )
Never	( )

_____

Student
Signature

THANKS FOR YOUR COLLABORATION

Rubric Scoring Guide

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

Annex 5: Reseach Matrix

Communicative Language Teaching Activities to improve Speaking Skills among students of tenth grade "A" of basic education, afternoon session at Unidad Educativa Dr. Maniel Agusting Cabrera Lozano, in the city of Loja During the 2018-2019 school year.

PROBLEM	**OBJECTIVES**	**THEORETICAL FRAME**	**METHODOLOGICAL DESIGN (ACTION RESEARCH)**	**TECHNIQUES AND INSTRUMENTS**
GENERAL How Does The Use Of Communicative Language Teaching Activities Improve Speaking Skills Among Students Of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", In The City Of Loja During The 2018-2019 School Year? SPECIFIC What kind of theoretical and methodological references about	**GENERAL** To improve English speaking skill through the use of Communicative Language Teaching activities among students of Tenth Grade "A" Of Basic Education, Afternoon Session At Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", In The City Of Loja During The 2018-2019 School Year **SPECIFIC** To investigate theoretical and methodological references about	**INDEPENDENT VARIABLE** **Communicative Language Teaching** Importance Of Communicative Language Teaching In Educational Field Characteristics Of Communicative Language Teaching Principles of communicative language teaching. Role of the teacher Role of the student	**PRELIMINARY INVESTIGATION** 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	Observation sheet Pre and Post test Pre and Post questionnaire Field Notes

Communicative language teaching activities are adequate to improve speaking skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the 2018-2019 school year? What are the issues that limit the improvement of English speaking skills among students of tenth grade “A” of basic education, afternoon session	Communicative Language Teaching activities to improve English Speaking Skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the 2018-2019 school year. To diagnose the issues that limit the improvement of English Speaking Skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the	Activities Related To Communicative Language Teaching (Information gap activities, role plays, interviews.) **DEPENDENT VARIABLE** **Speaking Skill** Definition of Speaking Importance of Speaking Characteristics of Speaking Components of Speaking Skill (Vocabulary, Pronunciation, Coherence, Accuracy)	Creating a methodological framework for the research Designing an intervention plan **INTERVENTION AND OBSERVATION** Making and administering test and questionnaires Observing, monitoring and analyzing students’ performance according to the intervention plan Interpreting data	

at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the 2018-2019 school year? What are the important phases of the intervention plan that contribute with the improvement of English Speaking Skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the 2018-	2018-2019 school year. To design an intervention plan focused on improving Speaking Skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja To apply adequate and appropriate communicative language teaching activities to improve English Speaking Skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera		Presentation of the research findings Reflecting, analyzing and answering the proposed inquires Organizing the final report	

2019 school year? Which Communicative Language Teaching activities are suitable to improve English Speaking Skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the 2018-2019 school year? How effective was the use of Communicative Language Teaching activities in the	Lozano", in the city of Loja To validate the obtained outcomes after the application of communicative language teaching activities to improve English Speaking Skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja.			

improvement of Speaking Skills among students of tenth grade “A” of basic education, afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano", in the city of Loja during the 2018-2019 school year?				

Annex 6: Grading Scales

Speaking skills

Quantitative score range	Qualitative score range
10	Excellent
9	Good
7-8	Satisfactory
5-6	Below average
1-4	Failing

Communicative Language Teaching activities

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of Communicative Language
61-80	Expected level of effectiveness of Communicative
41-60	Moderate level of Communicative Language Teaching
21-40	Unexpected level of Communicative Language
01-20	Communicative Language Teaching activities

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