



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING
SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE
EDUCACIÓN BÁSICA “ALFA Y OMEGA”, LA LIBERTAD, SANTA
ELENA PROVINCE, SCHOOL YEAR 2015-2016**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR:

EVELYN DAMARIS FAUBLA ALOMOTO

ADVISOR:

MSc. GABRIELA MUÑOZ

LA LIBERTAD – ECUADOR

2015



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

TEMA

**COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING
SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE
EDUCACIÓN BÁSICA “ALFA Y OMEGA”, LA LIBERTAD, SANTA
ELENA PROVINCE, SCHOOL YEAR 2015-2016**

**TRABAJO DE TITULACIÓN
PARA OBTENER EL GRADO ACADÉMICO DE
LICENCIADA EN INGLÉS.**

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La Libertad, February 23, 2016

ADVISOR'S APPROVAL

In my role of Advisor of the research paper under the title " COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA", LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2015-2016" prepared by Evelyn Damaris Faubla Alomoto undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and it is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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MSc. Gabriela Muñoz

La Libertad, February 23, 2016

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DEDICATION

This research is dedicated to my son, Andy Josué Silva Faubla, who has been a constant source of inspiration and encouragement during the challenges of undergraduate studies and life. I am truly thankful for having him in my life. This work is also devoted to my parents, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

Evelyn Damaris

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I express special thanks to my father, my mother and my family for their patience and great encouragement.

Evelyn Damaris

DECLARATORIA

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena”.

DECLARATION

“The content of the following Graduation Work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University”.

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FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING
SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE
EDUCACIÓN BÁSICA “ALFA Y OMEGA”, LA LIBERTAD, SANTA
ELENA PROVINCE, SCHOOL YEAR 2015-2016**

AUTHOR: EVELYN DAMARIS FAUBLA ALOMOTO

ADVISOR: MSc. GABRIELA MUÑOZ

ABSTRACT

The objective of the present study consists of finding suitable strategies to develop the speaking skills while learning English as a foreign language through communicative activities in the classroom based on the Communicative Approach. Oral communication is of great importance in the process of learning English. In order to achieve the objective set in the present study, the interaction between the main participants will be presented: the students and the teacher. The Communicative Approach together with other updated methods for the teaching of English contributes to the students' development of the speaking skills, and not the traditional grammar methods centered on accuracy of structures; it helps students to communicate easily if the content is closely related to real life and to the students' needs and interests, being the main problem detected in this investigation. The type of investigation is the descriptive one. Different theoretical, empirical and statistical methods of investigation such as analysis, synthesis, induction, deduction, hypothetical, interviews, surveys, pedagogical tests and scientific observation were used in the different stages of this work to determine the theoretical bases that support the development of speaking skills of eighth graders at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA”, La Libertad, Santa Elena Province, academic year 2015-2016 in order to improve the learning of a foreign language at this level. The present research paper will also be useful to identify the existing difficulties regarding the development of the speaking skills and sub-skills in the foreign language and to confirm the effectiveness of the implementation of the communicative activities designed. The results obtained are the improvement of the speaking skills of eighth-grade students, who were the direct beneficiaries.

Keywords: communicative activities; improvement; oral production; speaking skill.

INTRODUCTION

English as a foreign language is a subject where many aspects need to be taken into account. Oral production, for example, is one of the most difficult aspects to consider. Specifically, in the development of speaking skills some sub-skills are to be given special attention. Also, the process of communication itself, the quantity of speakers, the interaction models, an amount of information, the intended message, the time length, the people taking part in the oral interaction, and the conditions under which all these elements are reciprocally interrelated. All these factors are important to get an effective communication in English.

Concerning the development of students' speaking skills an effective organization of activities and the development of the sub-skills are crucial. To mention some of them, they are pronunciation, stress, rhythm and intonation, accuracy in grammar, word order, the use of appropriate vocabulary, a suitable language register and discourse. These sub-skills determine the achievement of the main goal of teaching speaking, which is to communicate and to be understood.

According to the diagnostic test applied to the eighth grade students at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA", La Libertad, Santa Elena Province in the school year 2015-2016, some of them presented difficulties while trying to express a complete idea in English. Some instruments were applied such as pedagogical tests, surveys, interviews and class observations in order to contrast the information obtained. The results showed a low level in the improvements of the speaking skills. That is why the purpose of the present investigation is to improve the speaking skills throughout the design of some communicative activities.

The theoretical foundations of the speaking skills are wide and necessary to understand how this process occurs. Specially, the communicative competence and the way to achieve it through communicative activities and their relation to real life is a must. The organization of the activities taking into consideration the

different existing typology, the organizational forms and the students' needs and interests is also significant.

There are some stages to be followed in order to acquire competence when planning communicative activities; they go from presentation and guided practice to spontaneous production. Therefore, teachers should take into account this theoretical part together with the principles of the communicative approach and put them into practice.

The present research paper is structured in the following way:

The first chapter comprises the approach and formulation of the problem of investigation, its delimitation, the objectives and the significance of the present investigation.

The second chapter considers the theoretical, philosophical, legal, pedagogical and psychological foundations, the hypothesis and variables of the investigation.

The third chapter contains the approach, modality and the level of the investigation, its population and sample, the operationalization of the variables, the techniques and instruments for data collection, the techniques for the processing, analysis and Analysis of the results, with the respective conclusions and recommendations as the parameters for the elaboration of the proposal to solve the problem stated in the present investigation.

Chapter four deals with the administrative framework, which provides details of the resources to be used, the operative budget and the timetable established.

Chapter five consists of the proposal, its justification, plan and the corresponding actions as well as the design of the communicative activities to improve the speaking skills at the high school level.

CHAPTER I

THE PROBLEM

1.1 Title

COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA”, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2015-2016

1.2 Statement of the problem

The English language is one of the most used worldwide, so its teaching should be promoted in the national education system. This language constitutes a fundamental subject for the training and the development of skills, abilities and competences to study create and work in order to obtain individual and social benefit.

As a strategy to improve the quality of education, the Ministry of Education proposes standards of educational quality that will help guide, support and monitor the management of participants in the education system towards its continuous improvement.

Learning standards describe the accomplishments to be achieved by students at the end of each of the five levels established. Accordingly, if the national curriculum is applied properly, students will achieve the learning standards. Particularly, for the subject of English, there are also standards established to be developed not only for students but also for teachers. These standards have been designed per skills, that is, for listening, speaking, reading and writing. In the case of speaking they are subdivided in production and interaction according to the Common European Framework from level A1 until level B1.

ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA” is a private school, which has a total population of approximately 300 students, including eighth graders who are the largest groups. The sample and population used for the present study is the unique eighth grade group with twenty-five students enrolled in it.

Eighth graders are initiating the upper basic education level, previously known as high school, so it is a change for students to adapt to, due to the transition from one level of education to another.

English is one of the changes to be considered. Within the curriculum for this grade, there are five hours of English taught per week. Eighth grade students should develop the standards per English language skills established by the ministry of education.

Although the school is a private institution, it has certain limitations related to economic resources; this affects the equipment capacity and didactic and technological resources available for the institution.

It has been observed that due to a lack of resources, the institution provides to English teachers, English classes have been affected and students have not been able to develop the speaking skills. Therefore, the students' academic results in the oral skills have decreased considerably according to the pedagogical tests and other instruments applied in the present research. This is a problem in the teaching and learning of English. The pedagogical and methodological aspects that may be causing this problem need to be investigated to identify in which ways they have an impact on developing speaking skills of eighth graders at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA”.

The effective communication in a foreign language rises from listening, understanding and responding correctly to effective communication. Therefore, it is needed to provide and encourage regular and intensive practice to develop the English speaking skills in the classroom. A recurring question in regard to the use

of foreign language in the classroom is how much English should be taught in class.

Regardless of the characteristics of the course group, the answer is that the use of the English language should be as close to 100% as possible. While it is true that 100% is very difficult to achieve in beginning levels, the teachers' ongoing efforts should be concentrated on developing most of our classes in English.

The reason for this is simple: the amount of English that teachers speak in class and students produce in interactions with peers is directly related to the amount of practice provided to develop listening skills.

1.2.1 Contextualization

The students at the eighth grade of basic education need to develop the English speaking skills which usually start with short dialogues and other activities related to communication; such activities become more demanding as the students reach a higher English level. It could be observed that eighth graders at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" in the city of Libertad have difficulty in developing the speaking skills. For example, students produced little spoken English, pronounced words incorrectly or with incorrect intonation. These pronunciation problems can produce a breakdown in communication.

1.2.2 Critical Analysis

The problem mentioned in the present research regarding the inefficiency in the development of speaking skills in eighth-grade students from ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" in La Libertad, Santa Elena Province is hard to solve.

It is clear that English as a foreign language needs to be spoken and used in the right way. So, it is important that everyone involved in the teaching of English is aware of the present unsatisfactory situation and focus on the way this language is being taught and learned. Nowadays, adequate techniques for teaching and learning English are available for teachers; however, in the Ecuadorian school settings, most teachers do not apply these techniques to improve the learning of English. Teaching students to memorize everything in English is one of the poor techniques; asking the students to look for the meaning of a word in the dictionary instead of pushing them to understand the context, in which the word is used, is ineffective way of teaching English. In order to avoid these inadequate techniques of the teaching-learning process, teachers must force the students to be critical in all situations. These techniques are for example to give the meaning of words with gestures or mimicry, the use of minimal pairs for pronunciation and the use of blending for fluency, among others.

Moreover, it is necessary to improve the speaking skills by introducing some activities which involve communication. These activities could be applied in order to get students overcome their fear of speaking behind. Communicative activities can be developed through music. Students can express what kind of music they like or a conversation or interaction about a topic that learners of the same age are interested in.

Another aspect to take into account is the development of the different sub-skills within the speaking skill in the English Language. According to ICAL TEFL Courses & Resources there are some sub-skills in the speaking ability that must be taken into consideration depending on the students' level:

- pronunciation
- stress, rhythm and intonation
- correct forms of words
- word order
- appropriate vocabulary

- proper language register
- building an argument

The sub-skills mentioned above help in the achievement of the main goal of teaching speaking: to acquire the communicative competence according to the level required at each stage of learning.

1.2.3 Formulation of the problem

How to improve the development of the speaking skills in the English language using communicative activities in the classrooms for students of eighth grade at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA” in the academic year 2015-2016?

1.2.4 Guideline questions

- a) What do communicative activities involve?
- b) What are the causes of deficient speaking skills of students?
- c) What are the problems the students have regarding the development of the speaking skills that hinder significant learning?
- d) Is the pronunciation an important factor to have an adequate ability to speak?
- e) Is the design of communicative activities a proper solution to the problem stated?

1.2.5 Delimitation of Research Object

The present research paper will help students to develop their speaking skills, thereby achieving better results in the teaching-learning process of English as a foreign language, reinforcing those skills in other subjects, being communication an important component for success.

Field: Education

Area: English

Aspect: Communicative activities to develop the speaking skills

Title: COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING SKILLS OF EIGHTH-GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA”, LA LIBERTAD, SANTA ELENA PROVINCE, ACADEMIC YEAR 2015-2016

Problem: How to improve the development of the speaking skills in the English language using communicative activities in the classrooms for students of eighth grade at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA” in the academic year 2015-2016?

Time Limitation: The research will be held during the academic year 2015-2016

Population Limitation: eighth grade students at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA” in La Libertad, Santa Elena Province.

Space Limitation: La Libertad, Santa Elena Province.

Context Limitation: This research will be focused on the development of the speaking skills to improve the learning of English as a foreign language of eighth-grade students at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA” in La Libertad, Santa Elena Province.

1.3 Significance

There are some reasons why this research paper is of significance in the teaching of English as a foreign language. In Ecuador there is a great demand in this particular field at present due to the new requirements of the government and the growing development of the country.

Most eighth-grade students are unprepared or reluctant to speak. The reasons for their unwillingness to speak are varied. For a great number of these learners the factor limiting their oral performance in the English language is their previous learning experience. They were possibly not stimulated to speak English in their classes. Speaking is considered to be one of the most difficult skills to be developed and adolescents are afraid of making mistakes in front of their partners. A number of learners are rather introverted as a normal characteristic at this stage; they are not used to expressing themselves in front of others. That is why speaking may be a problem for them. Another possible reason affecting the development of this skill is that in their lessons the emphasis is placed on accuracy of grammar. Their idea of a language lesson is therefore restricted to reading and doing written exercises rather than listening and/or speaking. Another reason is that the classes these students go to are very large and thus, their chances to speak are very limited. Many more reasons for learners' reluctance to speak can be numbered, but it has seemed more reasonable to categorize them as Burns and Joyce did. They identified three groups of factors that are likely to cause English learners' reluctance to speak in English. These encompass cultural, linguistic, and affective factors (Burns and Joyce, 1997, p.134).

Cultural factors follow from students' prior learning experiences, as mentioned above and consequently from the expectations that are formed on their basis. Examples of linguistic factors limiting speaking may be, according to Burns and Joyce (1997), the problems in the phonetics and phonology of the foreign language, poor grammatical knowledge or low consciousness of cultural background and social particularities necessary for handling with meaning in the foreign language. Some possible affective elements could be low motivation, shyness or nervousness, negative social experiences, and culture differences.

In discussing the methodology of speaking, Ur (1997) is also preoccupied with learners' problems with speaking activities.

Some of the problems encountered coincide with eighth grade learners' and they are listed below:

- Students' anxiety and panic for making mistakes in front of their partners.
- Students' low judgment of their own possibilities while developing the speaking skills.
- Their opposition to take risks, which is an essential precondition of speaking.
- Students' few opportunities to speak.
- Irregular participation: Not all students participate in class in the same way, instead high proficient students are the ones preferred by teachers.
- Unclear explanations: The teacher talk and explanations were in many cases considered too difficult and often confusing.
- Wrong methodology: Teachers choose traditional methods for the teaching of English, instead of practicing the communicative approach or others that may stimulate speaking.

The present study offers a possible solution to the problem presented by these students: a proposal of communicative activities to develop the speaking skills taking also into account the speaking sub-skills, and this aspect is directly related

to the significance and contribution of this research paper. It is of crucial significance to develop these sub-skills in order to make possible that students are able to communicate in English, taking into account the Common European Framework of Reference and reach at least the B1 level at the end of their studies in high schools.

Finally, the viability of this project can be showed in the ability of the researcher to be focused on the solution of the problem stated in the present research with the minimal of resources to be wasted. In any case, some specialists will be consulted to take into account their opinions in the design of the proposal referred to the communicative activities to develop the speaking skills.

1.4 Objectives of the research

1.4.1 General

To develop the speaking skills of the English language through communicative activities, for students of eighth grade at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA”, La Libertad - Santa Elena Province in the academic year 2015-2016.

1.4.2 Specific

- To identify the factors that affect the proper development of the ability to speak during the teaching and learning process of English language during class by direct observation.
- Compare methodological strategies used by the teacher and technological resources provided by the institution for the optimum development of the ability to speak the English language of students through analysis of updated bibliography.
- To design communicative activities for the development of the speaking skills in the English language that integrates strategies and resources to contribute to the achievement of the standards of the English area established by the ministry of education for upper basic education level.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research

2.1.1 Communicative language teaching

The Communicative Language Teaching (CLT) initiated in the 1960s and it is closely related with the Situational Language Teaching. It is also considered to be the main British approach for the teaching English as a foreign language. This method was thought by using meaningful situational-based activities. After a while, linguists began to put in evidence some theoretical assumptions against the method (Richards & Rodgers, 1986, p.87).

By the end of the sixties it was clear that the situational approach had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them (Richards & Rodgers, p. 64).

According to the American linguist Noam Chomsky (1986), the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language – the creativity and uniqueness of individual sentences. Some specialized linguists highlighted an extra essential dimension of language teaching at that moment – the functional and communicative potential of

language. “They saw the need to focus in language teaching on communicative proficiency, rather than on mere mastery of structures” (p. 64)

Afterwards, a huge change happened in the European educational context. The need to articulate and develop alternative methods of language teaching was considered a high priority. With this in mind, a British Linguist D.A Wilkins (1972) proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language. He described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints) (p. 64).

Consistent with Richards and Rodgers' opinion some British academics also contributed with the theory improvement that caused quick approval to what is known today as the Communicative Approach.

2.1.2 The Theory of Communicative Approach

The so called Communicative approach in language teaching derives from a linguistic concept known as communication. The main goal of language teaching is to achieve communicative competence (Richard and Rodger, 1999, p.69). Communicative Language Teaching is regarded as a set of principles and notions related with the different features of language to teach and a special distinction in the way to teach. This aspect highlighted the importance of language functions

rather than elements related to grammar and/or vocabulary. A managing principle was to teach students to use these language forms appropriately in a range of contexts and purposes. This means that language learning needs lots of exposure to language and plenty of opportunities to use it, which is vitally important for students' development of skills (Harmer, 1998, p.84).

This approach aims at making communicative competence the goal of language teaching and to develop procedures for teaching language skills based on interdependent aspects of language and the improvement of effective communication. Communicative competence comprises linguistic, sociolinguistic, discursive and strategic competences. Communicative language skills include knowledge and expertise in the application of these competencies in the communicative use of the language.

2.1.3 The principles of the Communicative Approach

The Communicative Approach is based on the principle that learning a language effectively comprises communication rather than just remembering a set of rules and instructions. Teachers should try to train students on meaningful communication, rather than on accuracy of grammatical structures and correcting mistakes all time.

According to Piepho (1981) there are levels pertaining to the communicative approach:

1. An integrative and content level (language as a mean of expression);
2. A linguistic and instrumental level (language as semiotic system and an objective of learning);
3. Widdowson, Candlin, Christopher Brumfit, and Keith Johnson were some examples of British scholars who advocate the Communicative Language Teaching;

4. An effective level of interpersonal relationships and conduct (language as a means of expression values and judgments about oneself and others);
5. A level of individual learning needs (remedial learning based on error analysis);
6. A general educational level of extra-linguistic goals (language learning within the second curriculum) (p. 73).

Canale and Swain (1980) gave another concept of Communicative Competence divided in four dimensions. The Grammatical competence deals with the structure and the vocabulary of the language, while the Sociolinguistic competence represents the understanding of the social context where communication takes place. The Discourse competence has to do with the distinct elements of the language and the way they can be pronounced or written together. Finally, the Strategic competence states the strategies that communicators use to initiate, finish, continue, restore, and redirect communication.

The teacher's responsibilities are not only explaining the content and transmitting the knowledge but also motivating students to develop language, providing feedback and satisfying the students' needs and interests.

The principal way that teachers can influence learners' motivation is by making the classroom a supportive environment in which students are stimulated, engaged in activities that are appropriate to their age, interests, and cultural backgrounds, and most importantly, where students can experience success (Canale and Swain, p. 185).

There are some guidelines and techniques that teachers can use to help the students' develop their development of the oral skills, to reduce students' nervousness and to make their progress as efficient and practical as possible.

Another way to assist students in the achievement of their goals is creating authentic material as similar to real-life as possible to promote spoken language in the classroom. Teachers should find topics that students feel familiar with, such as family, sports, music and their own interests; they should also give support and

allow students to use the range of language and responses they are familiar with, and finally correct mistakes depending on the students' level.

According to Harmer (1998), some research was made with European teachers and methodologists. Its purpose was to know what they thought a good teacher should be. Among the responses, they mentioned: a good teacher should make the lessons interesting and motivating; they should master the content; they should not shout at their students, but try to keep a quiet atmosphere, and lastly they should know their students' interests and love the profession.

The teacher has two main roles: the first role is to facilitate the communication process between all the participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities ... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities (Harmer, p. 77).

How to teach speaking

According to Harmer's viewpoint (1998) there are some kinds of communicative activities to teach speaking that somehow follow the same pattern: He calls it the Engage-Study-Activate (ESA). Following this pattern, the students feel more involved in the subject.

Engage: At this stage, students may appear to be bored and tired. In this part the teacher's main purpose is to stimulate students' interest. The activities at this stage are games, music, debates, describing pictures, funny stories, among others.

Study: In this section the students are asked to focus on language and the way it is formed (Harmer, 1998, p. 25). They try to look for and understand the grammatical structures given according to the unit of study. The study is practiced in different ways, the teacher can explain the content or the students try to get it with the help of the teacher; they may work in groups, in pairs or individually.

Activate: In this segment students put in practice what they have learned. Usually, teachers propose different tasks to use the language spontaneously. The most common activities are: role-plays, acting outs, discussions, drawings, dialogues, among others.

2.1.4 Teaching and Learning Activities in Communicative Language Teaching

In the teaching-learning process of English as a foreign language following the Communicative Approach the students are supposed to communicate orally and follow the components of communicative competence, where the teacher is a facilitator when the students are trying to cope with the language (Harmer, 1998, p.35).

In CLT teachers should focus the students' attention on real oral communication with the appropriate range of vocabulary, with a variety of activities and topics without concentrating only on grammatical structures during the learning process of English (Harmer, 1998, p.36).

2.1.5 Kinds of English Learning Activities

Efrizal (2012) proposes some kinds of activities that are worth mentioning for the purpose of the present research paper.

a) Morning Vocabulary

English vocabulary is given to students each morning, with regard to the necessity of students in teaching and learning process in the classroom and in daily conversation.

b) Language Movement

Language movement that changed once in each two weeks carried out by a team of language (court of language), and students become the object for the purpose of control and guidance of daily language trips.

c) Morning Conversation

Morning Conversation held once in a week instead of vocabulary in the morning, with the aim to train and familiarize students in English usage.

d) Self Development

Self-development is given to students with the aim to train them to be competent, creative, hero mentality and broad-minded, and be able to compete with students outside the school. Kinds of self-development are discussing club, speech club, storytelling club and news reading club.

e) Memorizing Vocabulary

Memorizing vocabulary is carried out by the students either from a book that has been decided or from the educational work of students, and guided directly by class supervisor or court of language.

f) Deepening Language

Deepening language guided by class supervisors and the court of language, where both of them play an active role to help the students in constructing coherent sentences for daily conversation.

g) Language repairing

Repairing language is conducted by a team of language (court of language), so the students do not constantly use wrong language that is not in accordance with language guidelines and the language that used in daily conversation can be understood by others especially by native speakers

h) Speech Training

The purpose speech training activities held in English language is to encourage students to improve the quality of language learning, motivate students to master English, and improve self-confidence, competitive attitude, discipline, and hard work of students in the learning process in the classroom, so students can speak English language well in public.

i) Bilingual Contest

Bilingual Contest is English and Spanish competition that consists of debate, speech, storytelling and reading news that followed by all students in accordance with the personal development that they have chosen and followed.

j) Bilingual fun

Bilingual Fun is one of the activities in which games using Spanish and English that can be entertaining and exciting to eliminate fatigue and students' boredom,

but not out of existing education norms. So that the desired target is reached and the students can acquire what the teacher has taught to them.

k) Procurement Amplifiers Instrument

The amplifiers instrument is used for announcements, calling students who interrupt the language and listening time for teaching and learning process as well as other language development program. Through this instrument the student will hear good and systematic language that delivered by broadcaster and they could imitate and practice it in daily conversation.

l) Awards

This award aims to give students motivation in carrying out language disciplinary. The award is given to students who have never violated the language at all. Through this awarding, the students compete to be better than the others.

These activities promote a communicative environment in the classrooms, thus providing the adequate development of the speaking skills.

2.2 Foundations

2.2.1 Philosophical Foundations

The present investigation is placed in the critical and assertive approach; critical due to the fact that it is embodied in a given educational reality; and assertive because it stands for the exposition of an alternative to give solution to the problem stated in the present research: inefficient development of the speaking skills of eighth grade students at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA. The philosophical foundations are based on the dialectical materialism, and particularly on its theory of knowledge.

According to Piaget, language is built up as long as the child is developing intellectually. Language depends on the child's cognitive development and it is

founded while the child is developing intelligently; that is, that thought and language are developed separately, and that language is related to cognitive development.

Vygotsky agreed with Piaget in that a child's initial thought is called pre-linguistics, and that the early language reflects what the child already knows. Nevertheless, he stated that thought and language conclude in a fusion, and that much of the non-social expressions Piaget classified as egocentric reflect in fact the transition from pre-linguistic reasoning to the verbal one. These theories consider that thought and language can be closely related, and are really important because thanks to them the creativity of the human being could be noticed in its effectiveness, motivation, in his mind and his personality as well as his environment.

2.2.2 Psychopedagogical foundations

The Psychopedagogical foundations are oriented under Bruner y Vygotsky's perspective: The Constructivist pedagogy. It is mainly fomented in the building of knowledge by the individual, through the interaction with his environment. There is not a predetermined method in the Constructivist approach, for there are many ways to construct knowledge. Nevertheless, it is recommended to take into consideration the following principles in the knowledge building process.

- Start from the students' prior knowledge.
- Provoke a cognitive conflict (conceptual starting point).
- Respect the student's development of the operating aspects (NDO).
- Achieve a progress on the zone of proximal development (ZDP).
- Develop the comprehensive memory.
- Help in the development of a positive attitude towards the new learning.
- Take into account that the student only learns on the basis of his own building knowledge activity.

2.2.3 Sociological Foundations

The society is not only a body of men, but also the fastening of those men to a common norm, to traditions and mutual ideals, those norms must be transmitted from one generation to the other.

It is significant to point out that knowledge building and its functionality are simplified when there is more similarity to real life situations and to school life, because it is obvious that all academic learning comes from human relations among teachers and students and their relations with the environment.

The circumstances, in which the teacher is developed, for his cultural, economic and social reality, determine that he has to teach in more than one educational institution; therefore, he needs more time for daily planning. It is thought that it is a positive alternative to design communicative activities to develop speaking skills for the effective development of the English language learning.

2.2.4 Legal Foundations

The present research paper is founded in the Title II, Second Chapter, Fifth Section, article 27 from The Constitution of the Republic of Ecuador, Title I, Unique Chapter, article 2, "literal b" from The Organic Law on Education.

2.2.4.1 The Constitution of the Republic of Ecuador

Title II. Rights

Second Chapter. Rights of Good Living

Fifth Section. Education

Art. 27. Education will be centered in the human being and will guarantee his integral development, in the frame of respect of human rights, a sustainable

environment and democracy; it will be participatory, compulsory, intercultural, democratic, encompassing and diverse, with quality and warmth; it will boost gender equity, justice, solidarity and peace; it will stimulate critical thinking, art and sports, as well as the individual and community initiative, and the development competences and capabilities to work and create. Education is essential for knowledge, for the exercise of human rights and the construction of a sovereign country, and it constitutes the strategic axis for the national development.

2.2.4.2 The Organic Law of Education

Title I. General Principles.

Unique Chapter, Scope, Principles and Purposes

Art. 2 Principles

b.-Education for the change. - The education constitutes the instrument for the transformation of society; it contributes to the transformation of the country, of life projects and of the freedom of inhabitants, nations and nationalities; it recognizes human beings, especially girls, boys and adolescents, as the center of the learning process and as individuals of right; and it is organized upon the bases of constitutional principles.

2.3 Fundamental Categories

2.3.1 Language learning

According to Bloomfield (1983):

"...language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems

consisting of rules that relate particular signs to particular meanings"
(p.14).

Many linguists have given some definitions of language in different ways. For example, E. Sapir (1933) stated that "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p.89). Bloch (1942) wrote: "A language is a system of arbitrary vocal symbols by means of which a social group cooperates" (p.79).

Hall (1968) argues that that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols"(p.56).

According to Chomsky (1956) a language is "a set of sentences, each finite in length and constructed out of a finite set of elements" (p.59).

A more convincing definition of language, according to Bashir (2011) could possibly be: "Language is a system of arbitrary symbols for human beings' communication in speech and writing, which is used by the people of a particular community" (p.38).

Another simpler definition given by Bashir (2011) states: "Language is a system of arbitrary symbols which help the people of a particular community to communicate and to interact" (p.39).

Here it can be found that every language has its own system, its own uniformed system of symbols and that communication involves interaction too.

2.3.2 The speaking skill

The skill of speaking is considered one of the most difficult skills to acquire since it is a productive skill. Ur (2012) stated that speaking seems the most important one when compared with listening, reading and writing. This author also stated that most language learners are mainly interested in learning how to speak

correctly. Nunan (1988) stated that the ability to control a foreign language can be actually associated to the ability to speak that language. Hedge (2010) gives the indication that speaking has recently gained the attention it deserves:

“Learners need to develop at the same time knowledge of grammar, vocabulary, functional language and communicative skills. Attention to the systems of language is crucial, but the development of fluency and contextual appropriateness are equally important goals.” (p. 67)

According to Hedge (2010) the reasons for learning to speak competently are the following: learners may need the skill to establish and uphold relationships, to negotiate, to influence people, and it is the skill by which learners are assessed when the first impression is formed.

There have been many methods that have tried to develop the speaking skills but with a different viewpoint, for example the grammar-translation or audio-lingual method. In these approaches the skill of speaking was not in connection with the ability to use a language in real-life situations and to communicate. They put emphasis on accuracy. That can be seen in the following quotation by McKay, S.L. (2002):

“Oral expression involves not only [...] the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning”.
(p.89)

The previous quotation reflects the conception of speaking at that time, which placed emphasis on the formal part of the language. The most common activities used in teaching speaking were oral drills, model dialogues, practice and mechanical repetitions. The result was that learners were not able to use the language and the structures studied to communicate.

The complexity of learning to communicate in a foreign language is shown in the graph proposed by Rivers and Temperley (1978).

Graph # 1 Rivers and Temperly Framework

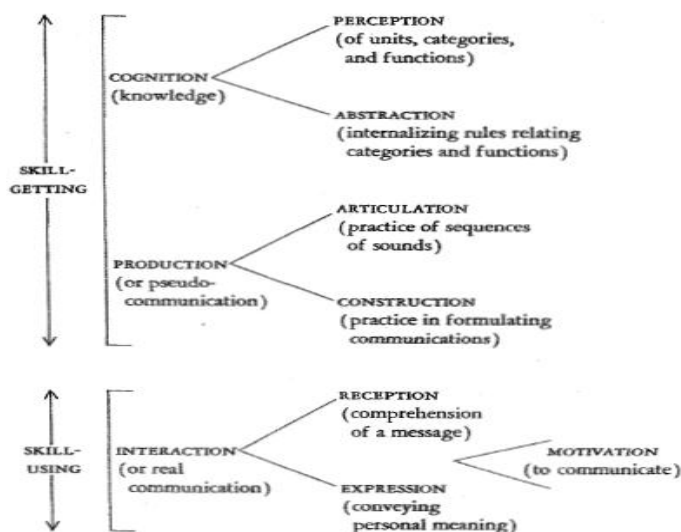


Figure 2.1 Rivers and Temperley framework (1978, p.4)

Source: <http://pedianow.com/2013/3-breakdown-discussion-theoretical-framework-rivers-temperley-part-1/>

Elaborated by: Damaris Faubla.

According to the authors “There is a genuine interaction from the beginning, with students exploring the full scope of what is being learned” (Rivers and Temperley: 2011, p.32). The difference they make between getting the knowledge of the language and using the skill is really important in teaching a foreign language. The knowledge of grammatical structures and vocabulary are also needed for speaking.

It is evident from the previous graph that in order to achieve communication successfully both knowledge and skills have to be practiced. However, there is still another step to be taken in the long and effortful process of learning to speak a foreign language. This step means securing the transition of the skills from controlled classroom environment to real-life use. This very step was highlighted by Wilkins as early as in 1972:

“As with everything else he [the learner] will only learn what falls within his experience. If all his language production is controlled from outside, he will hardly be competent to control his own language production. He will not be able to transfer his knowledge from a language-learning situation to a language-using situation”. (p.123)

Interaction skills may be also described as the skills of monitoring one’s own speech production and making decisions in communication. The decisions in communication include (Wilkins, 1972) “what to say, how to say it, whether to develop it, in accordance with one’s intentions, while maintaining the desired relations with others”. (p.12)

2.3.3 Reasons to teach Speaking Skills

According to Hakan Aydoğan (2014), speaking is an oral productive skill. It is more complicated than the other skills and involves more than just pronouncing words.

Graph # 2 Language Skills

The diagram shows a 2x2 grid of language skills. The top row is labeled 'Oral' and the bottom row is labeled 'Written'. The left column is labeled 'Receptive' and the right column is labeled 'Productive'. The cells contain: Oral/Receptive: Listening; Oral/Productive: Speaking; Written/Receptive: Reading; Written/Productive: Writing.

	Receptive	Productive
Oral	Listening	Speaking
Written	Reading	Writing

Source: http://images.slideplayer.com/15/4547980/slides/slide_2.jpg

Elaborated by: Damaris Faubla.

The same author has stated that there are some sub-skills involved in the speaking skill that need to be taken into account, these are:

- The pronunciation of the distinctive sounds of a language.
- The use of stress and intonation patterns.
- The use of the correct structure of words.
- The position of words.
- The use vocabulary appropriately.
- The use of the register or language variety.
- To make the main ideas stand out from supporting ideas.
- Fluids discourse so that people can understand what the others mean.

So, teachers should take into account, study and practice the above-mentioned sub-skills because they comprise the speaking skill and as components of a system they must be understood and practiced.

2.3.4 Speaking in Relation to Communicative Competence

Noam Chomsky (1956) made a distinction between competence - 'a speaker's intuitive knowledge of the rules of his native language', and performance - 'what he actually produces by applying these rules', the theory of communicative competence has gone through a serious development so far (Chomsky, 1956, p.4).

Brown (2000) refers to several theories of communicative competence as they developed through periods of time, of which the most outstanding ones include the studies by Hymes (2003), Savignon (1983), Cummins (1979, 1980), or Canale and Swain (1980). Nevertheless, as Brown suggests, the newest views are probably best captured by Lyle F. Bachman (1990) in his schematization of what Bachman calls 'language competence'. (Brown, 1994, p. 227-229)

According to Bachman (1990, p.84), communicative competence comprises two basic features – firstly, knowledge, competence in the language, and, secondly,

the capacity for implementing or using the competence. Bachman proposes three components, they are: language competence, strategic competence, and psychological mechanisms.

While language competence is a set of specific knowledge components that are utilized in communication via language, strategic competence is the term that Bachman uses to characterize the mental capacity for implementing the components of language competence in contextualized communicative language use; the third component, psychophysiological mechanisms present the neurological and psychological processes involved in the actual execution of language as a physical phenomenon. (Bachman 1990, p.84) Bachman divides language competence into two categories: organizational and pragmatic competence.

Organizational competence, further splitting into grammatical and textual competence, presents those abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts. (Bachman, 1990, p.87)

Grammatical competence includes the knowledge of vocabulary, morphology, syntax, and phonology and graphology all of which govern, according to Bachman, the choice of words to express specific significations, their forms, arrangements in utterance, to express propositions, and their physical realization. Textual competence, on the other hand, includes the knowledge of the conventions for joining utterances together to form a text structured according to rules of cohesion and rhetorical organization, Bachman says. (Bachman, 1990, p.87-88)

According to Brown (2000, p. 229), what Bachman proposes here is a group of rules and systems that 'dictate' what a communication can do with the forms of language, whether they are sentence-level rules (grammar) or rules which control how, for example, spoken 'string' of sentences together (discourse).

Both competences, in relation to oral production, provide devices for creating cohesive relationships in oral discourse and organizing such discourse in ways that are ‘maximally efficient in achieving the communicative goals of the interlocutors’ (p.89).

The second category of language competence that Bachman distinguishes, pragmatic competence, also splits into two further competences – pragmatic competence, and sociolinguistic competence. Both competences deal with ‘the relationship between utterances and the acts of functions that speakers try to perform through these utterances’ (p.89).

While pragmatic competence deals with the knowledge of pragmatic conventions for performing acceptable language functions (ideational, heuristic, manipulative, imaginative), sociolinguistic competence refers to the knowledge of the sociolinguistic conventions for performing these language functions in a given context with regard to the sensitivity to dialect or variety, register, naturalness, and cultural references and figures of speech. (Bachman, 1990, p. 92-98)

2.3.5 Communicative Language Teaching and Speaking Activities

As Brown (2000) describes, it has been the philosophy of communicative language teaching (CLT) for many years to teach foreign languages through communicative approach which focuses ‘on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts’ (p.226).

The most important features of CLT, as defined by Brown, have four characteristics:

- 1) Classroom goals are focused on all of the components of 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 learners to accomplish those purposes.

3) Fluency and accuracy are seen as complementary 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 context. (Brown, 2000, 245)

In addition, Harmer (2001, p. 84-85) when suggesting features of CLT implies that ‘the language learning will take care of itself’ and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task.

In relation to communicative language teaching, Revell (1991) refers that ‘theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate’ and suggests that it is necessary to make a link between ‘linguistic competence’ and ‘communicative competence’ (p.5).

At this point, William Littlewood (1990, p.8) proposes a solution for bridging the gap that Revell demands by categorizing activities into two groups: pre-communicative activities, and communicative activities.

The aim of the pre-communicative activities is, apart from producing certain language forms in an acceptable way, as Littlewood (1991) suggests, to ‘help the learners to develop links with meanings that will later enable them to use this language for communicative purposes’ (p.8).

The second category forms a group of ‘communicative activities’, which Littlewood divides into two further categories: ‘functional activities’, and ‘social

interaction activities'. The aim of communication activities is to practice students' ability to get meaning across as effectively as possible.

When classifying activities focusing on the development of speaking skills, Byrne (1990) besides taking into consideration organizational forms to be involved in the activities and their focus either on accuracy or fluency of the language, also considers their teacher or learner centeredness.

Teacher controlled whole-class activities that focus on the accuracy of language involve making drills and controlled conversations, while fluency activities give space for conversations, discussions or story-telling. On the other hand, learner directed pair work, or group work activities that focus on accuracy involve role-plays, controlled conversations or working with questionnaires, while fluency activities make use of project work, various games, and also discussions carried out within groups or pairs. (Byrne, 1990, p.10-12)

As regards speaking, providing students with as many opportunities to practice the language orally as possible is an essential aspect of teaching of this productive skill. It is also important to avoid purely grammatical lessons and follow the principles that communicative language teaching offers, with the primary focus on activities that aim at overcoming an information gap and developing the social meanings of the language. All of these will lead to a better communication of students' 'thoughts and feelings as well as being confident in their own ability to verbally tackle new situations and challenges', as Fontana (2003, p.90-91) suggests.

Both kinds of activities that aim at either communicative or partially communicative purpose will inevitably be connected with the use of different organizational forms. There are primarily three organizational forms that methodologists describe – group work, pair work, and whole-class teaching.

2.4 Organizational forms

The development of speaking requires the use of activities that have been classified by some linguists as pre-communicative and communicative, which should have certain organizational forms. The four most frequently used organizational forms are: whole-class, group work, pair work and individual work. These forms have their specifications, advantages and/or disadvantages.

2.4.1 Whole-class teaching

According to Richards and Lockhart (1999), whole-class teaching most usually includes ‘frontal teaching method’. Richards and Lockhart define whole-class teaching as follows: The teacher leads the whole class through a learning task. For example, the teacher conducts a class discussion of an article from a newspaper, asking questions about it and eliciting comments around the class. (Richards and Lockhart 1999, p.146-147)

Among the major advantages of whole-class teaching, Harmer includes the concentration of all learners who can hear what is being said by the teacher. A teacher conducting whole class teaching is a good language model and choral repetition takes place. (Harmer 1991, p.243)

Richards and Lockhart (1999, p.148) say that whole-class teaching assumes that all students can proceed at the same pace, but, slower students are likely to be lost, and brighter students may be held back.

On one hand, fast learners may get bored when the teacher’s speed is insufficient; on the other hand, slower learners may be discouraged by too fast activities, Harmer claims (1991, 243). In addition, Harmer confirms how stressful whole-class teaching can be for some learners: Shy and nervous students also find group work extremely bad for the nerves since they are likely to be exposed in front of the whole class. (Harmer 1991, p.243)

Finally, it is necessary to mention that teachers working with the whole class are likely to interact with only a small number of learners and talking in front of the classroom may be very stressful for some students; and, finally, most teaching specialists agree that there is little opportunity for practice of language by students connected with student talking time that is rather oppressed.

2.4.2 Group work

To begin with, Adrian Doff (1991) describes group work as follows: In group work, the teacher divides the class into small groups to work together (usually four or five students in each group). As in pair work, all the groups work at the same time. (Doff 1991, p.138)

Richards, Lockhart (1999), and Nunan, Lamb (1996) agree that group work together with pair work change the interactional dynamics of the classroom. Nevertheless, Harmer (1991) proposes that group work is even more dynamic than pair work: There are more people to react with and against in a group and, there is a greater possibility of discussion. There is a greater chance that at least one member of the group will be able to solve a problem when it arises, and working in groups is potentially more relaxing than working in pairs, for the latter puts a greater demand on the student's ability to co-operate closely. (Harmer, 1991, p.245-246)

Another point taken by methodologists concerns the amount of learners' participation and mutual cooperation among learners during activities carried out in groups. Richards and Lockhart (1999, p.153) say that group work is likely to increase the amount of student participation in the class and promote collaboration among learners; furthermore, learners are given a more active role in learning, teacher's dominance over the class decreases, while the opportunities for individual student practice of new features of the target language increase.

2.4.3 Pair work

In pair work, the teacher divides the whole class into pairs. Every student works with his or her partner, and all the pairs work at the same time. (Doff, 1991, p.137)

Similarly, as with group work, Harmer (1991, p.224) claims that pair work increases the amount of learners' practice, encourages cooperation, which is important for the atmosphere of the class and for the motivation it gives to learning with others, and enables learners to help each other to use and learn the language. In addition, the teacher is able to act as an assessor, prompter or resource, Harmer believes.

Byrne (1990) adds that pair work facilitates learners' independence; and, moreover, sees pair work as an interaction similar to real-life language use: they can face and talk directly to one another, so it is much closer to the way people use language outside the classroom. (Byrne, 1990, p.31)

The problem concerning noise and indiscipline during pair work depends, according to Harmer, on the task set by the teacher and teacher's attitude during the activity. (Harmer, 1991, p.244) However, Ur (1991) strongly disagrees with the claim that the choice of activity influences the discipline and noise in the classroom and shifts the problem onto the teacher's personality: As regards discipline: this basically depends on the personality of the teacher, the class, and the relationship between them, not on the type of activity. (Ur 1991, p.8)

Another frequently discussed problem concerns the use of learners' mother tongue. While conducting communicative activities, Byrne (1991) believes that learners' use of mother tongue is a natural factor of group and pair work activities: 'Of course the students will sometimes start to use their mother tongue to express an idea - especially if they get excited' (p.34). Teachers should try to avoid its use and support the use of the target language.

2.5 Organizing Activities

Several methodologists and teaching specialists suggest and describe the organization of activities focused on the development of speaking skills with different names and numbers of stages.

The aim of the third part of the theoretical section is to provide a unifying framework, and thus suggest the principal aspects – key principles – that should be taken into consideration when organizing activities focused on the development of speaking skills.

Penny Ur (1991, p.18-24) discusses four different stages for organizing speaking activities in groups, pairs or whole-class – presentation, process, ending, and feedback. Harmer (2001, p.122-124), when considering organizing group work and pair work in relation to various communicative and pre-communicative speaking activities, proposes three stages – before, during, and after.

For the purpose of this thesis, a framework consisting of three stages is suggested: pre-activity stage, during-activity stage, and conclusion stage. Primarily, the framework will be based on Harmer's (2001) theoretical inputs related to organizing pair work and group work, which originally, as suggested above, also includes three parts: before, during, and after.

Each stage includes certain areas of focus, for which didactic principles have been collected as a synthesis of several sources. The theoretical sources used for the thesis mention a large number of areas that could be studied and explored; however, it is beyond the scope of this paper to include all of them. For that reason, a more selective approach has been accepted, covering only a limited number of focus areas, which I consider as the most important and from my own experience as worth analyzing in more details. Therefore, the first stage, pre-activity stage, includes two focus areas - 'engage-instruct-initiate sequence', of which the name has been borrowed from Harmer (2001, p.58-59), and 'grouping students', it means dealing with the ways that can be initiated in order to divide

learners into groups or pairs in case of including group work and pair work activities.

During-activity stage focuses on ‘the roles of the teacher’ that he or she can take on during activities, and, what can be suggested concerning the roles of the teacher. Another focus area concentrates on ‘providing feedback during activities’; and, finally, ‘the mother tongue use’, which discusses attitudes towards mother tongue use in the classroom, and actions that can be taken to promote the use of English will be included in this stage.

Conclusion stage includes the areas which focus on the process of ‘stopping the activity’, it means the appropriate time and method selection; and, ‘providing feedback’ after the activity.

2.6 Hypothesis

The design of communicative activities for the English subject will develop the speaking skills of eighth-grade students at “ESCUELA DE EDUCACIÓN BÁSICA ALFA Y OMEGA” in La Libertad, Santa Elena Province.

2.7 Variables of study

2.7.1 Dependent variable.

- Speaking skills

2.7.2 Independent variable.

Communicative Activities

CHAPTER III

METHODOLOGY

3.1. Research Approach

The research approach is within the investigation itself, which faces the subject and the object in a direct, concrete and particular way, eliminating the barriers that hinder the relation between these elements. The dynamic character allows to consider the community not only as the thing being studied, but also as the actor that studies and transforms.

The design of this investigation has a quantitative and qualitative methodology; these methods will permit to attain specific outcomes about the improvement of the speaking skills on eighth-grade students at Escuela de Educación Básica "Alfa y Omega".

3.1.1. Quantitative Method

In the present research all the data regarding the development of the speaking skills will be collected through the use of the quantitative method by eighth-grade students at "Alfa y Omega" High School. This will be done through the use of tables and graphs.

3.1.2. Qualitative Method

The qualitative method will be used in the present investigation in order to gather information regarding the development of the speaking skills by eighth-grade students at Escuela de Educación Básica "Alfa y Omega". Some surveys, interviews and class observations were applied to know the professionals' and the students' opinions about the problem analyzed in the present research, and to see

through some class observation how this problem is dealt by the English teachers in the classrooms.

3.1.3. Inductive-deductive Method

In the present research both the inductive and deductive methods are used since it is necessary to contrast the information obtained by the empirical methods applied such as the surveys and the interviews. With the use of these methods some general information is found and then the researchers come with specific conclusions (deductive), while with class observations some specific remarks can be done to be able to come to wider generalizations concerning the development of the speaking skills by eighth-grade students at Escuela de Educación Básica "Alfa y Omega" and the way this object of study is addressed in the classrooms.

3.1.4. Scientific Method

As the scientific method is extensively used on the educational and academic field in general, the present research is not the exception and has applied the scientific methods and techniques in order to contrast and find the most updated and accurate information about the development of the speaking skills by eighth-grade students at Escuela de Educación Básica "Alfa y Omega", in order to solve the existing problem in this school, and more specifically, group of students.

3.1.5. Observation Method

Some class observations were useful in order to find causes and effects and to contrast the information gathered in the surveys and interviews and confirm the data collected for misunderstanding or false information that might have been provided by students or teachers. By this method all the sample used for the present study can be studied in its original scenario using all the available tools to achieve the purpose stated in the present research: the development of the speaking skills by eighth grade students at Escuela de Educación Básica "Alfa y Omega".

The instrument used for the observation was the observation sheet (see Appendix 5) and the results are explained in details in section 3.8.6 Results of the observation. Overall, the most significant results were that the type of activities used in the English classes were mainly drills, the whole-class method was the most used organizational form, the language most used for instruction was the mother tongue (Spanish), the length of instructions was mainly long, the most used forms of support were the paralinguistic forms and the teachers did not always demonstrate instructions including students.

3.2. Level or type of research

Field Research

The use of the field research is necessary to identify the students' needs in a direct way, in which the researcher will be really and totally involved with the proposal. This action will allow moving towards the research goals and generating possible alternatives to the problems found in the teaching – learning process of English. The present study seeks to get updated information on the current state of eighth grade students at Escuela de Educación Básica "Alfa y Omega" regarding the development of the speaking skills.

Bibliographic research

Bibliographic research allows to get deeper in the scientific contents of the different existing theories, with updated criteria from different authors. In this case, some primary and secondary sources were consulted in order to study the theoretical foundations of the development of the speaking skills through communicative activities for eighth-grade students at Escuela de Educación Básica "Alfa y Omega".

Correlational Research

This method is important to quantify the relationship between the stated problem (eighth grade students at Escuela de Educación Básica "Alfa y Omega") and the proposal (the development of the speaking skills through communicative activities). It also measures the variables of study: the communicative activities and the speaking skills.

Applied Research

This type of research will allow the development of the speaking skills through communicative activities in order to improve the eighth-grade students' learning of the English language in this area of knowledge at Escuela de Educación Básica "Alfa y Omega".

3.3 Population and sample

3.3.1 Population

The sample and population used for the present study is the unique eighth grade group with twenty-five students enrolled in it.

Chart 1 Population

Details of the population		
Category	Frequency	Percentage
Authorities and teachers	10	28.57%
Students	25	71.42%
Total	35	100%

Source: Escuela de Educación Básica “ Alfa y Omega”

Author: Damaris Faubla Alomoto

3.3.2 Sample

Since there is only one eighth-group at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA", the 100 % of the population will be studied. It means that no sample size formula will be applied.

3.4 Variables operationalization

3.4.1 Independent Variable: communicative activities

Chart 2 Independent variable: communicative activities

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>These activities use real life situations to generate communication. They encourage and require a learner to communicate with and listen to other learners. Communicative activities have real purposes such as finding and exchanging information, breaking down barriers, talking about one, and learning about culture. (Rhalmi, 2010, p.1)</p>	Content	<ul style="list-style-type: none"> -Context or situation. -Diagnosis -Type 	<p>Are activities contextualized? What are the students' weaknesses and strengths? Do the activities aim at fluency or at accuracy?</p>	<ul style="list-style-type: none"> Observation Interview Survey Pedagogical tests
	Purpose	<ul style="list-style-type: none"> -Clear objective. -Student interest. -Student preparation. 	<p>Do the activities imply a clear objective? Are the students interested in developing the speaking skills? Are students prepared to do the communicative activities to improve their speaking skills?</p>	<ul style="list-style-type: none"> Observation Interview Survey Pedagogical tests
	Exchange of information	<ul style="list-style-type: none"> -Information gap. -Appropriate student groupings. -teachers' preparation 	<p>Do activities involve information gap? Do activities allow different group organization? Are teachers prepared to implement these activities?</p>	<ul style="list-style-type: none"> Observation Interview Survey Pedagogical tests

Source: The research

Author: Damaris Faubla Alomoto

3.4.2 Dependent Variable: Speaking skills

Chart 3 Dependent variable: Speaking skills

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS	
It is an interactive process of constructing meaning that involves producing, receiving and processing information. (Cunningham, 1999, p. 1)	Interaction.	-Context.	Are students ready to interact in different contexts?	Observation	
		-Participants.		Interview	
		-Content	Do they interact with each other's?	Survey	
				Is the content suitable for the students' level?	Pedagogical tests
	Meaning.	-Language functions.	Are students developing accuracy?		Observation
		-Discourse situations.	Are students developing fluency?		Interview
		-vocabulary	Do they develop vocabulary and grammar while speaking?		Survey
					Pedagogical tests
	Producing and receiving information.	-Message.	Are students producing and receiving a clear message?		Observation
-Speaker.				Interview	
-Listener.		Is the speaker ready to pronounce understandable sounds and statements?		Survey	
			Does the listener understand what is being said?	Pedagogical tests	

Source: The research

Author: Damaris Faubla Alomoto

3.5 Techniques and instruments for data collection

3.5.1 Techniques

The following techniques will be applied during this research: observation, survey, interview and pedagogical test.

3.5.1.1 Observation

It allows familiarizing with the problem dealt with in the present research in such a way that the contents taught by the teacher and the way they are acquired by the students can be interpreted through the different techniques. The instruments used in this case are the notebook and the observation sheet which allow taking notes and the particularities of the real context. It will be applied directly to the eighth group at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA"; this technique will permit the observation of the methodologies and strategies applied on the development of speaking skills in English.

3.5.1.2 Survey

A survey allows the collection of the precise information through questions directly related with the objectives, students and teachers. The instrument to be used in this case is the questionnaire, which will be applied to students and teachers in order to gather the required data for the research process and to get the results which can be highly important in the implementation of the communicative activities designed to develop the speaking skills for eighth grade students.

3.5.1.3 Interview

The interview will be used to obtain direct information from the main authorities at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" and the specialists in the teaching of English as a foreign language. It will also be useful to know their opinion about the topic as well as possible suggestions for the design of the proposal to improve the speaking skills at this level.

3.5.1.4 Pedagogical test

This instrument is useful to assess the students in the speaking skills both at the beginning and at the end of the investigation, to contrast the results of the tests applied and to observe if the students are improving or not in the development of this skill and the corresponding sub-skills. A criterion for assessing the speaking skill is used in accordance with the European Common Reference Framework.

3.5.2 Instruments

3.5.2.1 Camera, video - camera

This instrument will be used to capture images, recordings and videos in order to reproduce them later and have an evidence of the implementation of the communicative activities designed to develop the speaking skills for eighth grade students at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA".

3.5.2.2 Notebook and observation sheet

These instruments will be used to take notes about the different activities and specific details (closely related to the variables of study) marked on the observation sheet developed throughout this research.

3.5.2.3 Questionnaire

The questionnaire is a document with several questions which was elaborated to get information about the stated problem.

3.6 Data collection plan

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

Chart 4 Data Collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the development of speaking skills of students.
2. From which people or objects?	Eighth-grade students at Escuela De Educación Básica “Alfa y Omega”
3. About what aspects?	Communicative activities to develop speaking skills.
4. Who?	The researcher: Damaris Faubla Alomoto.
5. To Whom?	Students, professors and English experts.
6. When?	2015 - 2016.
7. Where?	At Escuela De Educación Básica “Alfa y Omega”
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, pedagogical tests and surveys
11. With what?	Questionnaires and cameras.

Source: The research

Author: Damaris Faubla Alomoto

3.7 Data processing plan

Chart 5 Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The poor development of the speaking skills in the English subject and the limited use of communicative tasks for oral production at eighth grade students were determined through different techniques and instruments applied to students and professors at Escuela de Educación Básica “ALFA Y OMEGA”.	The researcher started to search for information related to the subject of study using different sources: Books, articles, internet, among others. Additionally, information from teachers and experts was collected.	When the problem was confirmed pedagogical tests, surveys, interviews were made. The data gathered were analyzed aiming at the designing of a proposal to solve the stated problem.	Using all the collected data it was important to involve the English teachers and English experts in the succeeding process in order to contribute to the development of speaking skills in each student.	The implementation of communicative activities in eighth grade at Escuela de Educación Básica “ALFA Y OMEGA”. will support the development of their speaking skills in the English subject.

Source: The research
Author: Damaris Faubla Alomoto

3.8 Analysis of results

3.8.1 Interview directed to ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" authorities

Question 1: What are the benefits of improving the development of speaking skills in English in eighth-grade students?

Analysis: All authorities said the development of speaking skills is an essential skill in the teaching of English as a foreign language. They argued that all institutions should improve the oral skills since it is advantageous for English language learners to develop this skill at a beginning level, since learning isn't only written but mostly spoken and students at this stage have all the physical and psychological conditions to acquire them easier.

Question 2: What kind of communicative activities does ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" use in the teaching-learning process of English?

Analysis: The Principal of ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" and the English coordinator stated that although the use of communicative activities is a must in the English curriculum, right now classes are very large and teachers are not prepared enough to develop this kind of activities. Besides, they stated that the examinations were mainly written, and then oral activities were not a priority. The Principal added that ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" is working on the training of teachers to get a B2 level in English, according to the CEFR, and he emphasized that as a goal the students should be graduated with a B1 level. Therefore, English teachers must be prepared to get those goals.

Question 3: Do you consider the improvement of speaking skills in the English subject a priority to master this language these days?

Analysis: The principal said that this is undoubtedly a priority in order to satisfy the educational standards for the Ministry of Education in the English subject at this level.

Question 4: Do you consider that ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" is ready to achieve the goal of the acquisition of the B1 level by all the students?

Analysis: These two authorities agreed that this goal is still ambitious because teachers at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" lack training on the English skills and adequate methodology to implement communicative activities in the classrooms, but they will do all their best to put into practice any practical suggestion to solve this problem in the English subject.

Question 5: Will you support the implementation of communicative activities to improve the development of the speaking skills of eighth-grade students at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA"?

Analysis: The Principal showed his support to the implementation of communicative activities to improve the development of the speaking skills of eighth-grade students at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA", in addition he stated that any scheme that generates improvement should be used and implemented in the school.

3.8.1 Interview directed to the specialists in the English subject

Question 1: What are the advantages of using communicative activities to improve speaking skills?

Analysis: All specialists agreed that the use of communicative activities are a great way to improve the speaking skills, also that communicative teaching is more updated and student-centered than traditional methods. Finally, they stated that this ability is really hard to improve at this level and communicative activities that promote oral production will be very helpful for students and for teachers.

Question 2: Do you consider the improvement of speaking skills and the corresponding sub-skills in the English subject a priority to master this language these days?

Analysis: One specialist stated that it is in fact a priority, because of its advantages which allow the academic improvement of the one who teaches as the one who learns, particularly with young English learners. The second specialist mentioned that a research containing communicative activities to improve the speaking skills and sub-skills will serve as a source of reference and that teachers and students can use that content at any time. Finally the third specialist said that speaking a foreign language like English requires time, patience and devotion, mainly because not all the students at this level have realized the importance of developing the speaking skills.

Question 3: What kind of communicative activities do you know in order to improve the development of the students' speaking skills?

Analysis: All the specialists agreed with each other that there are many kinds of communicative activities like (games, interviews, and role-plays), but these activities are really hard to be implemented because classes are very large and it is

very difficult to control discipline with pair or group-work, and because students are not used to talking in English in class since they know the oral skill in the English language is not assessed, therefore teaching sub-skills such as simulated pronunciation, phonetic symbols, intonation or rhythm is unnecessary.

Question 4: Do you agree that the implementation of communicative activities will help students improve their speaking skills?

Analysis: All of them agreed that the implementation of communicative activities will help eighth-grade students improve their speaking skills in English, but if the researcher shows a proper methodology to use them in large classes considering the problems that might arise regarding discipline or limited exposure to communicative oral activities.

Question 5: Do you consider the use of communicative activities and the way to implement them to be the best option in order to improve the students' development of the speaking skills?

Analysis: The specialists mentioned that they really believe that communicative activities and the way to implement them to improve the speaking skills in English is the best option due to the benefits in real practice, structure and significant learning environment. They also stated that there is a lot of bibliographical sources that refer to this particular topic but they have never seen its implementation in real English classrooms, and definitely it would be really helpful.

Question 6: What benefits are there for students with the implementation of the communicative activities?

Analysis: They all agreed that a wide variety of benefits are available for students such as collaborative work, also communicative activities create a friendly atmosphere where everybody is learning to speak the foreign language in an spontaneous way, with the specific stages and the detailed learning cycle from presentation to free production of the different exercises. They will also have the opportunity to show what they have learned and prove themselves that they can talk in English according to the communicative functions studied up to that moment.

Question 7: What advice will you give to students that are going to experience the communicative activities suggested in this research?

Analysis: Students should be motivated and interested in this new proposal; in addition, students from ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" should open their minds and take the risks to speak without fear of making mistakes since they are going to learn and definitely master this difficult ability.

Question 8: What advice will you give to professors that are going to implement the proposal suggested in this research?

Analysis: All English teachers must be updated and familiar with communicative activities, communicative methodology for the benefits this can bring to the classroom. The more they know about speaking skills, their corresponding sub-skills and the best way to teach them the better the students will perform.

3.8.3 Survey directed to students

Question 1: Why are you learning English? Give your reasons, please.

Objective: To determine the students' opinion about the reasons why they are studying English.

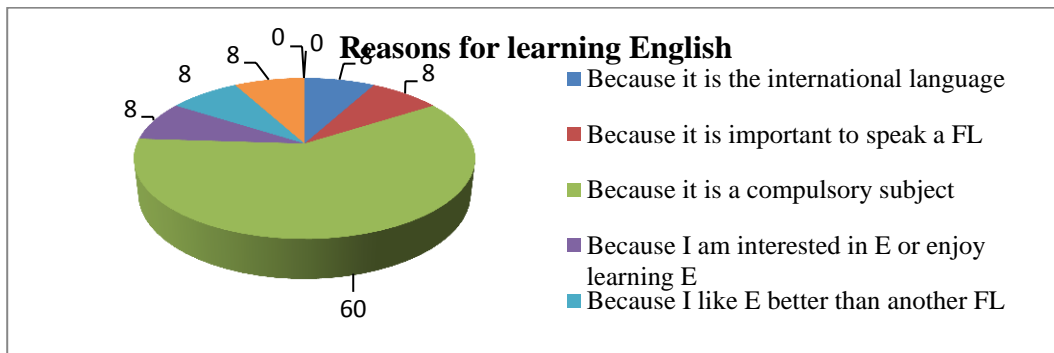
Chart 6 Students' reasons for learning English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Because it is the international language	2	8.0%
Because it is important to speak a FL	2	8.0 %
Because it is a compulsory subject	15	60.0%
Because I am interested in E or enjoy learning E	2	8.0%
Because I like E better than another FL	2	8.0%
Because it gives me future opportunities	2	8.0%
Because I need it for current work or study	0	0.0%
Others. Explain	0	0.0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 3 Students' reasons for learning English



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Most of students (60.0%) said that they study English because it is a compulsory subject, while the 8.0% of them in each of the other options stated, because it is an international language, because they enjoy learning English, because it is better than any other language or because it gives them future opportunities. None of the students stated that they needed English for current work or study or for other reasons.

Question 2: Do you seek opportunities to use English?

Objective: To determine if students look for opportunities to speak.

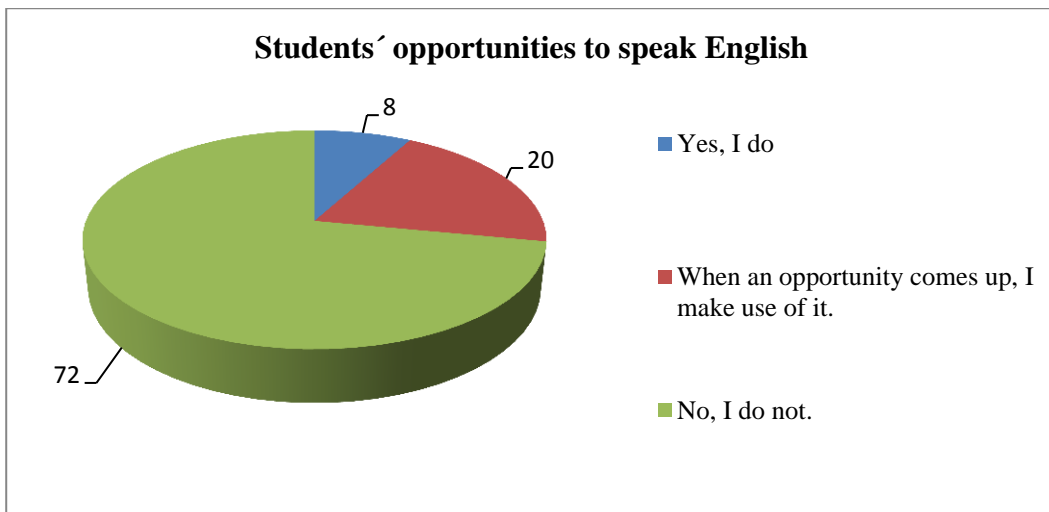
Chart 7 Students' opportunities to speak English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes, I do.	2	8,0%
When an opportunity comes up, I make use of it.	5	20,0%
No, I do not	18	72,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 4 Students' opportunities to speak English



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: It can be observed through the students' answers that a high percentage of them (72%) do not look for opportunities to speak, while the 20% of respondents said that if the occasion comes, they take advantage of it. Only the 8% of the students answered that they seek for opportunities to speak.

Question 3: What is your attitude towards speaking in English?

Objective: To determine the students' attitude towards speaking in English.

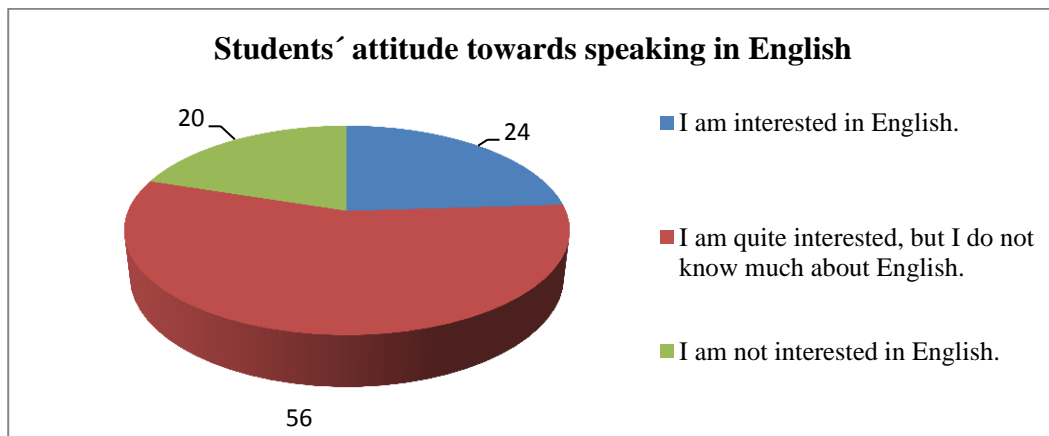
Chart 8 Students' attitude towards speaking in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
I am interested in English.	6	24,0%
I am quite interested, but I do not know much about English.	14	56,0%
I am not interested in English.	5	20,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 5 Students' attitude towards speaking in English



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: It can be concluded that more than a half of the respondents (56%) are interested in English, but that they do not know much about the subject. Regarding the students' interest in English the answers were nearly the same amount between positive and negative answers. (20% and 24% respectively)

Question 4: How important is, in your opinion, speaking in learning English in comparison to other skills (listening, reading or writing)?

Objective: To know how important speaking in learning English is in comparison to other skills (listening, reading or writing) is according to the students' opinion.

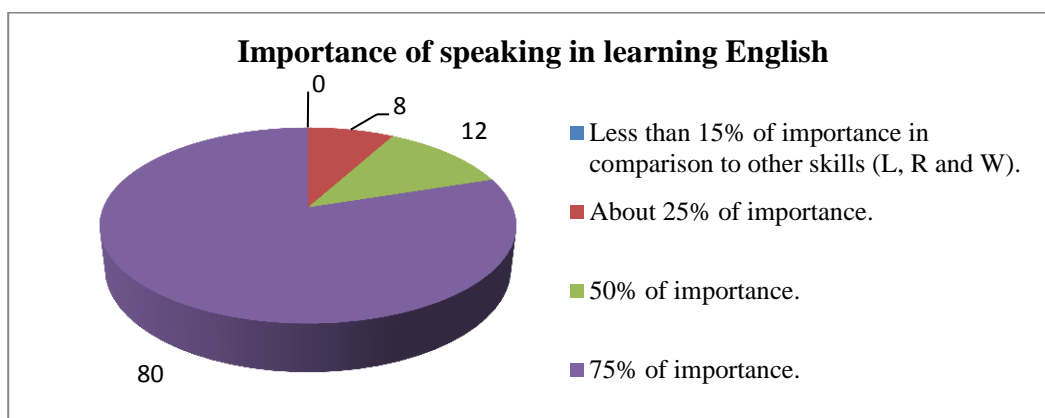
Chart 9 Importance of speaking in learning English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Less than 15% of importance in comparison to other skills (L, R and W).	0	0,0%
About 25% of importance.	2	8,0%
50% of importance.	3	12,0%
75% of importance.	20	80,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 6 Importance of speaking in learning English



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Concerning the importance attributed to the speaking skill in the learning of English as a foreign language, the majority of the students (80,0%) think it is very important, while the 12% of the students gave to the speaking skill a 50% of importance and 8,0% gave it a 25% of relevance among the rest of the skills. None of the students said that speaking was not important.

Question 5: How much time is devoted to practice speaking in your English lessons?

Objective: To determine how much time the students devote to practice speaking in their English lessons.

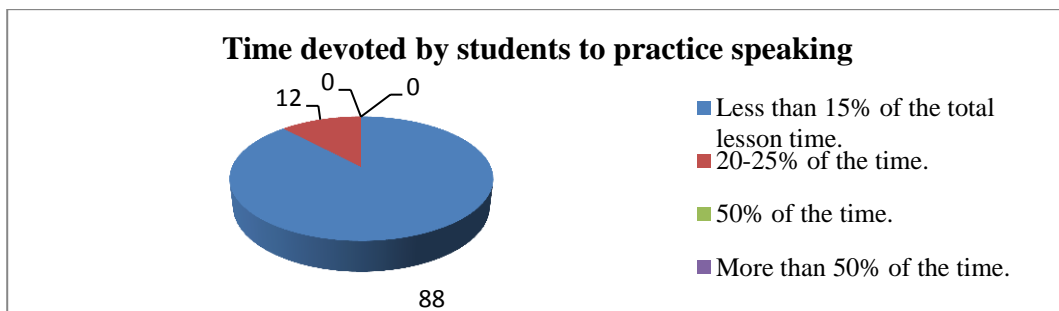
Chart 10 Time devoted by students to practice speaking

ALTERNATIVES	FREQUENCY	PERCENTAGE
Less than 15% of the total lesson time.	22	88,0%
20-25% of the time.	3	12,0%
50% of the time.	0	0,0%
More than 50% of the time.	0	0,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 7 Time devoted by students to practice speaking



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Regarding the time devoted to practice speaking in the English lessons, the majority of the students (88,0%) claimed that they spent less than 15% of the total lesson time practicing the speaking skill in their lessons, whereas the 12% of them said that they devoted from 20 to 25% of the total lesson time to practice this skill. None of them said that they spent more than the 50% of the time talking in English or practicing the speaking skill in their lessons.

Question 6: Do you think the amount of time devoted to speaking is sufficient?

Objective: To know if the students think that the amount of time devoted to speaking is sufficient or not.

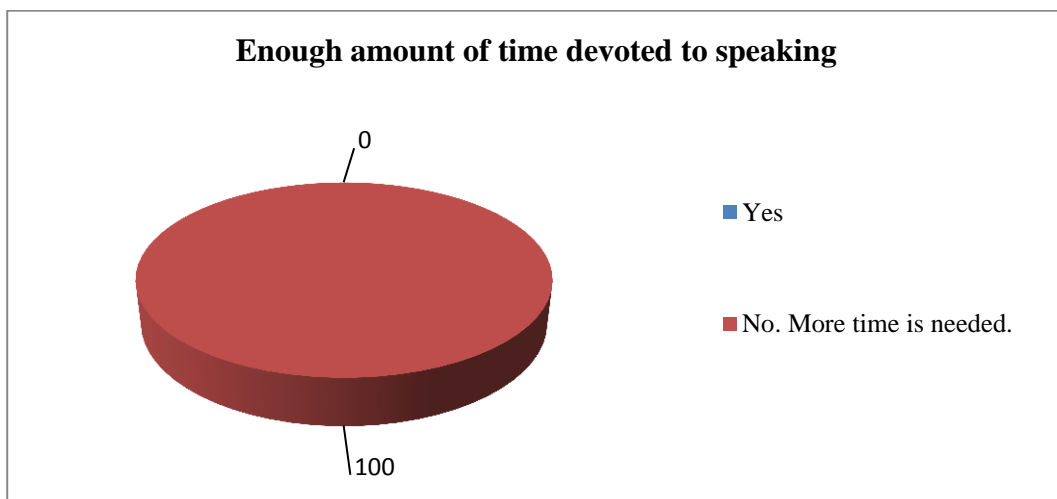
Chart 11 Enough amount of time devoted to speaking

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes.	0	0,0%
No. More time is needed.	25	100,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 8 Enough amount of time devoted to speaking



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: It is clearly observed that students need more time to practice the speaking skill in English since all of them think that the time devoted to practice English in class was not enough and that they needed more time for developing this skill.

Question 7: Which type of activities are used in your English lessons more often – accuracy or fluency practice?

Objective: to determine whether accuracy or fluency practice was more commonly employed by teachers in the classrooms.

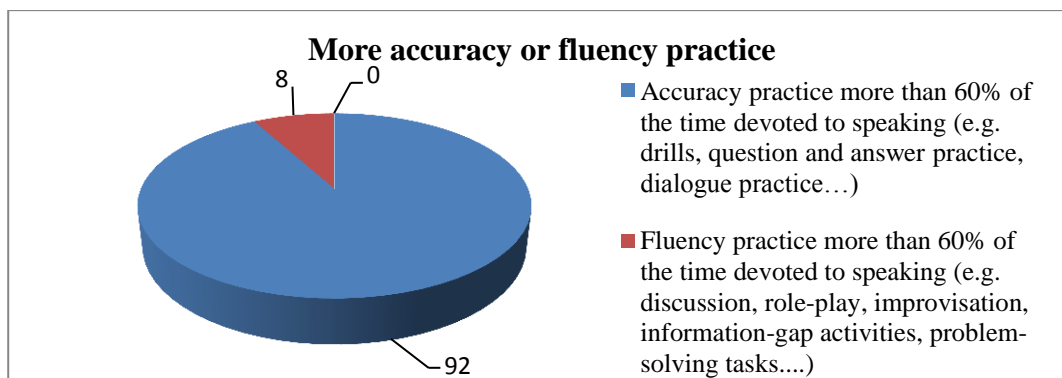
Chart 12 More accuracy or fluency practice

ALTERNATIVES	FREQUENCY	PERCENTAGE
Accuracy practice more than 60% of the time devoted to speaking (e.g. drills, question and answer practice, dialogue practice...)	23	92,0%
Fluency practice more than 60% of the time devoted to speaking (e.g. discussion, role-play, improvisation, information-gap activities, problem-solving tasks....)	2	8,0%
Accuracy and fluency practice in about the same proportion.	0	0,0
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 9 More accuracy or fluency practice



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: On this question 92% of the students said that accuracy practice activities were more used in their English lessons, while 8% of them stated that it was fluency practice the most used. No one marked the option in which both accuracy and fluency activities were practiced in the same proportion.

Question 8: Which do you prefer – accuracy practice or fluency practice?

Objective: to know the students’ preference in regard to accuracy or fluency practice.

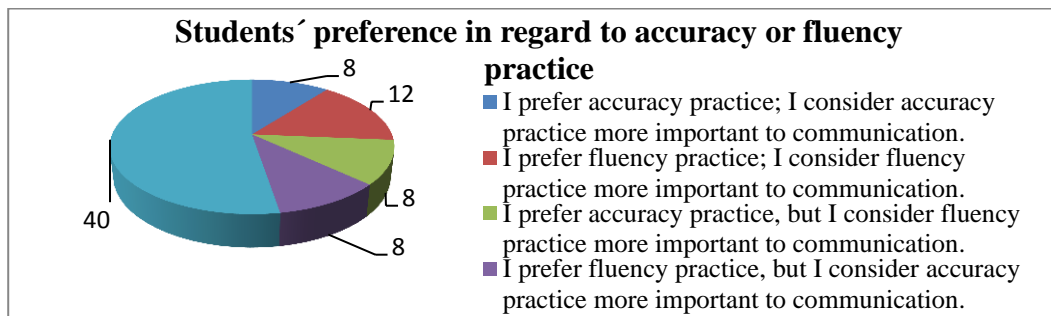
Chart 13 Students’ preference in regard to accuracy or fluency practice

ALTERNATIVES	FREQUENCY	PERCENTAGE
I prefer accuracy practice.	8	8,0%
I prefer fluency practice.	3	12,0%
I prefer accuracy practice.	2	8,0%
I prefer fluency practice.	2	8,0%
Both have the same range of preference and importance to me for communication.	10	40,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 10 Students’ preference in regard to accuracy or fluency practice



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: When asking the students’ preferences and range of importance concerning accuracy and fluency practice the answers were divided somehow proportionally. Although the 40% of the students said that both types of activities should receive the same range of preference and importance to communication, the 8% of the students stated that accuracy or fluency practice were preferred indistinctively. The students stated a certain type of contradiction here because they said that they liked one type of activity but that they considered the other activity more important.

Question 9: What is your attitude towards speaking activities? Do you feel confident when practicing speaking?

Objective: to determine the students' attitude towards speaking activities and whether they feel confident when practicing speaking.

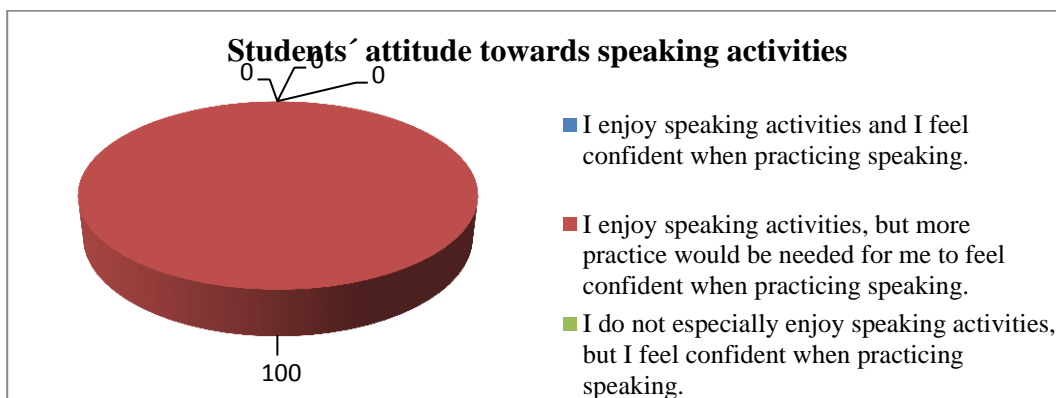
Chart 14 Students' attitude towards speaking activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
I enjoy speaking activities.	0	0,0%
I enjoy speaking activities, but more practice would be needed.	25	100,0%
I do not especially enjoy speaking activities, but I feel confident.	0	0,0%
I do not especially enjoy speaking activities and I do not feel confident.	0	0,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 11 students' attitude towards speaking activities



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Concerning the students' attitude towards speaking activities and whether they feel confident when practicing them, all of them showed that they enjoy speaking activities, but that they would need more practice to feel confident when practicing speaking.

Question 10: When (in what situation) are you most willing to speak?

Objective: to know the students' preferences regarding working in groups, in pairs or individually.

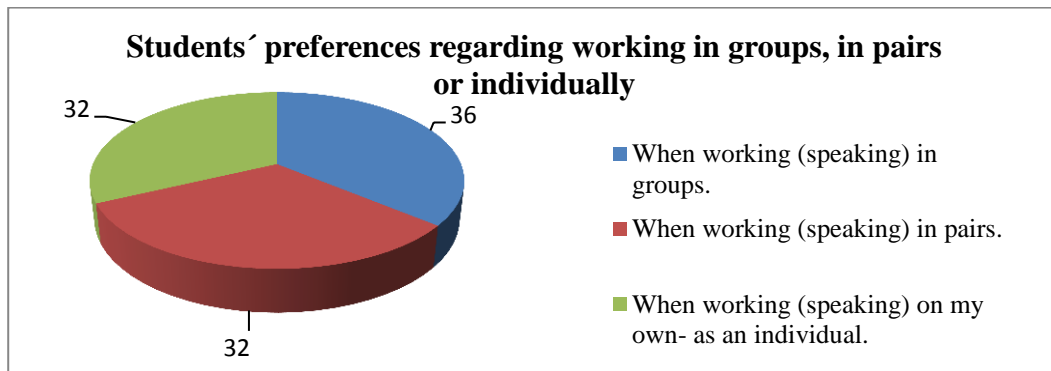
Chart 15 Students' preferences regarding working in groups, in pairs or individually

ALTERNATIVES	FREQUENCY	PERCENTAGE
When working (speaking) in groups.	9	36,0%
When working (speaking) in pairs.	8	32,0%
When working (speaking) on my own- as an individual.	8	32,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 12 Students' preferences regarding working in groups, in pairs or individually



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: In this question the students were asked about their preferences or under what circumstances they worked best: in groups, in pairs or individually. The opinions in this case were more uniformly divided as the 36% preferred groups and the 32% preferred in pairs or individually.

Question 11: How do you feel about your speaking skill?

Objective: To determine how the students feel concerning their speaking skills and if they are able to communicate in different situations.

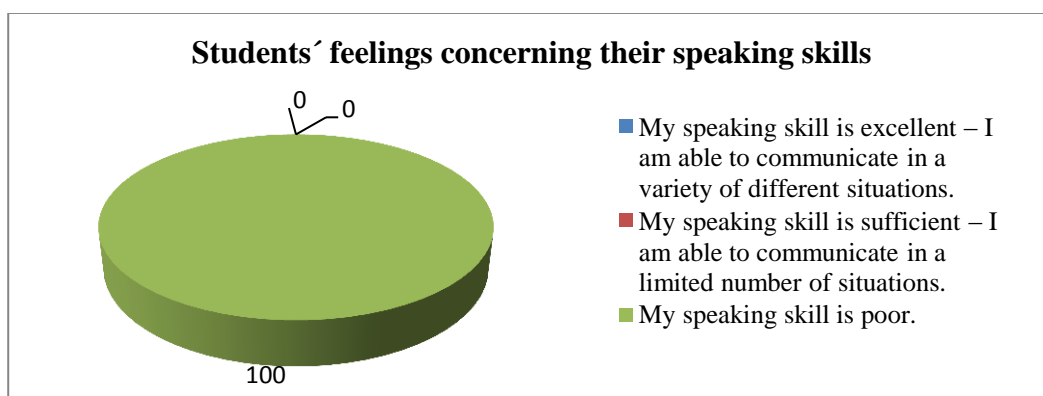
Chart 16 Students' feelings concerning their speaking skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
My speaking skill is excellent – I am able to communicate in a variety of different situations.	0	0,0%
My speaking skill is sufficient – I am able to communicate in a limited number of situations.	0	0,0%
My speaking skill is poor.	25	100,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 13 Students' feelings concerning their speaking skills



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: This question aims at finding out the way the students feel about their speaking skills and if they are able to communicate in different situations. Regarding this topic, the students answered in a 100% that their speaking skills were poor and thus they are not able to communicate in different situations.

Question 12: Do you develop your speaking skill outside the classroom?

Objective: To know if students develop their speaking skills outside the classroom.

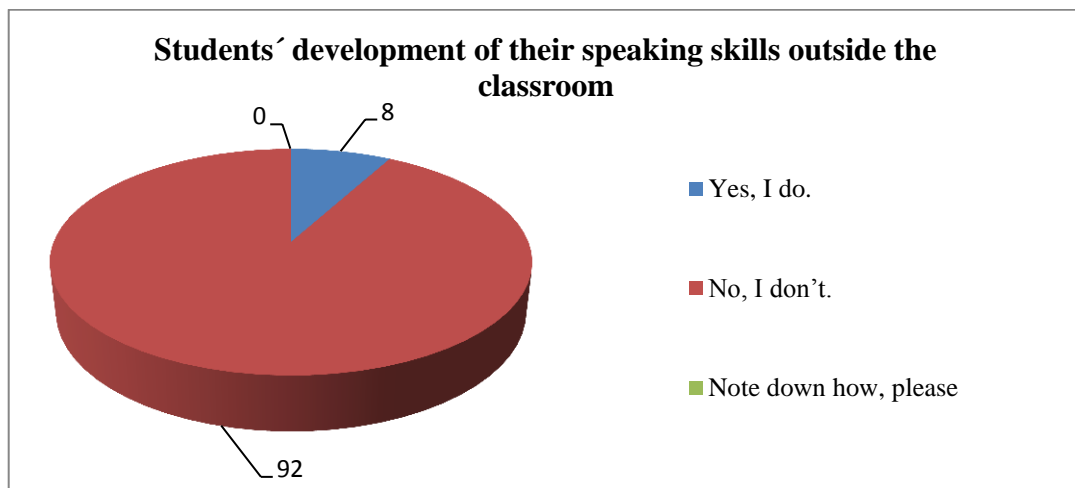
Chart 17 Students' development of their speaking skills outside the classroom

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes, I do.	2	8,0%
No, I don't.	23	92,0%
Note down how, please	0	0,0%
Total	25	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 14 Students' development of their speaking skills outside the classroom



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: An 8% of students responded that they developed their speaking skills outside the classroom, but they did not write down in any of the cases how they did this. Opposed to this figure, a 92,0% of the students responded that they did not practice the speaking skills outside the classroom.

3.8.4 Survey directed to English teachers

Question 1: How important is, in your opinion, speaking in teaching English in comparison to other skills (listening, reading and writing)?

Objective: To determine how important speaking in teaching English is in comparison to other skills (listening, reading and writing) according to the teachers' opinion.

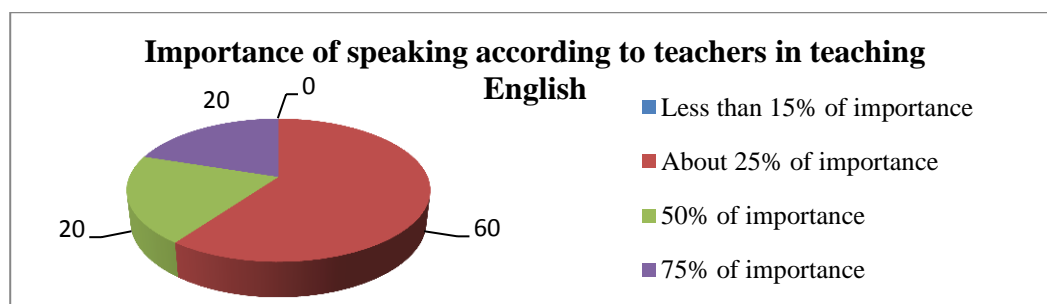
Chart 18 Importance of speaking according to teachers in teaching English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Less than 15% of importance	0	0,0%
About 25% of importance	6	60,0%
50% of importance	2	20,0%
75% of importance	2	20,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 15 Importance of speaking according to teachers in teaching English



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Concerning the amount of importance given by teachers to the speaking skill in comparison to other skills (listening, reading and writing), 60% of the teachers gave a 25% of importance to speaking. A 20% of them agreed in a 50 or 75% of importance, and none of them wrote that the speaking skill had less than 15% of importance.

Question 2: How much time do you devote to practice speaking in your English lessons of the academic year?

Objective: to determine how much time teachers devote to practice speaking in their English lessons of the academic year.

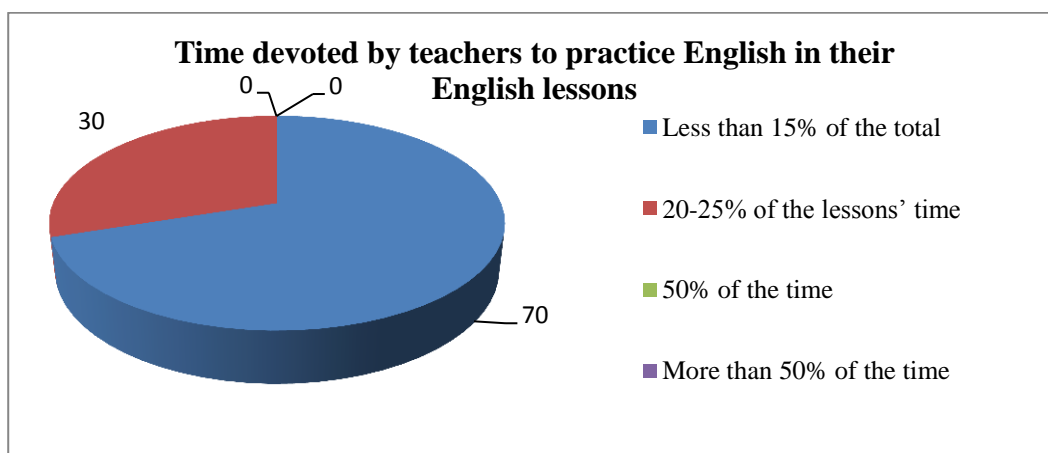
Chart 19 Time devoted by teachers to practice speaking in their English lessons

ALTERNATIVES	FREQUENCY	PERCENTAGE
Less than 15% of the total	7	70,0%
20-25% of the lessons' time	3	30,0%
50% of the time	0	0,0%
More than 50% of the time	0	0,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 16 Time devoted by teachers to practice speaking in their English lessons



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: The majority of the teachers (70,0%) said that they devote less than 15% of the total lessons' time practicing speaking in their English lessons of the academic year, and the 30% of them stated that they spend between 20 to 25% of the lessons' time practicing the speaking skills with the students. None of them said they spend more than that on this activity.

Question 3: Do you think the amount of time devoted to speaking in your lessons is sufficient for your students?

Objective: To determine if the amount of time devoted by teachers to speaking in the English lessons is sufficient for their students.

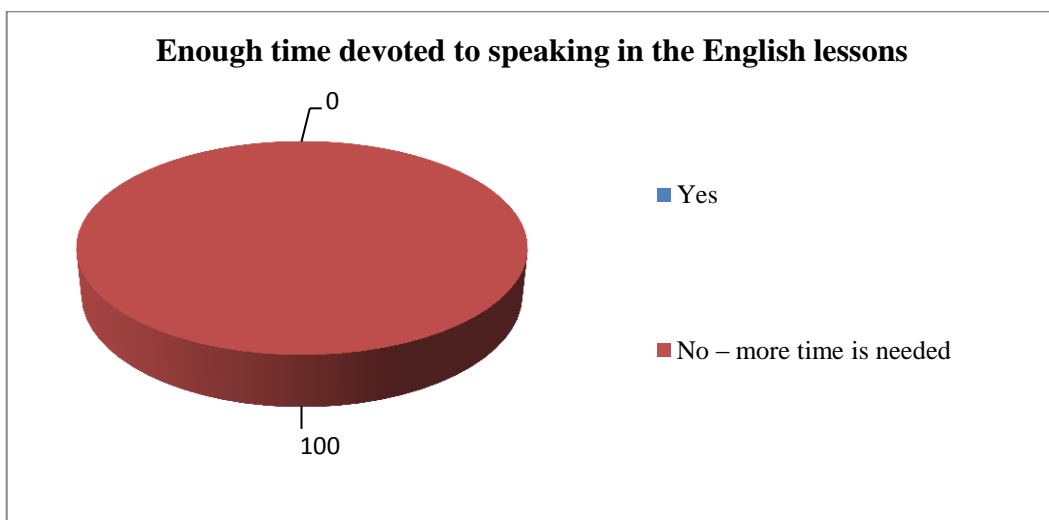
Chart 20 Enough time devoted to speaking in the English lessons

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	0	0,0%
No – more time is needed	10	100,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 17 Enough time devoted to speaking in the English lessons



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: All teachers agreed that the amount of time devoted by teachers to speaking in the English lessons is not enough for their students; that they need more time to practice.

Question 4: When practicing speaking with your students – which do you use more often -accuracy practice or fluency practice?

Objective: To determine the teachers’ preferences concerning the type of activity used to practice speaking- accuracy practice or fluency practice.

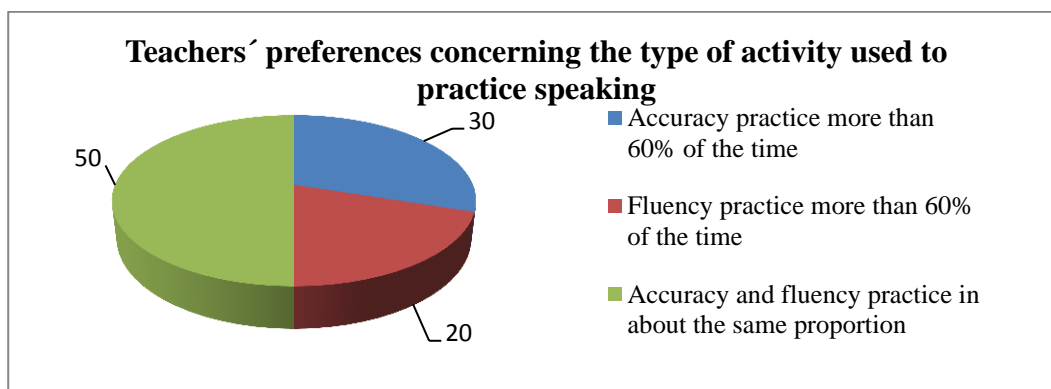
Chart 21 Teachers’ preferences concerning the type of activity used to practice speaking

ALTERNATIVES	FREQUENCY	PERCENTAGE
Accuracy practice more than 60% of the time	3	30,0%
Fluency practice more than 60% of the time	2	20,0%
Accuracy and fluency practice in about the same proportion	5	50,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 18 Teachers’ preferences concerning the type of activity used to practice speaking



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Half of the teachers surveyed prefer accuracy and fluency practice in about the same proportion. The 30% of them responded that they would rather implement accuracy practice more than 60% of the time and the 20% prefers fluency practice more than 60% of the time.

Question 5: What activities do you use more often in accuracy practice?

Objective: to know what activities teachers use more often in accuracy practice.

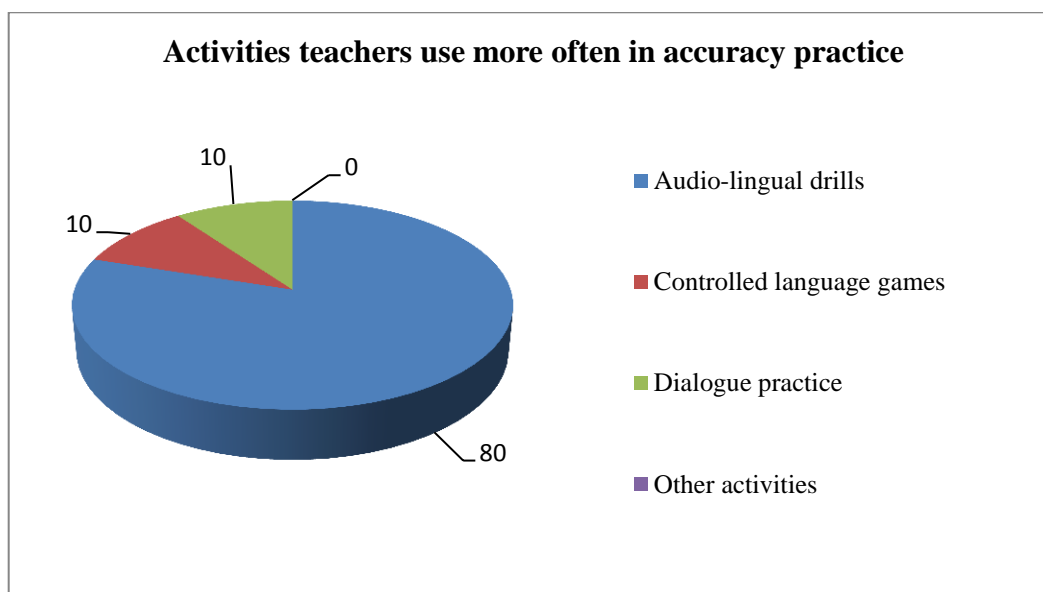
Chart 22 Activities teachers use more often in accuracy practice

ALTERNATIVES	FREQUENCY	PERCENTAGE
Audio-lingual drills	8	80,0%
Controlled language games	1	10,0%
Dialogue practice	1	10,0%
Other activities	0	0,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 19 Activities teachers use more often in accuracy practice



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: The majority of the teachers (80,0%) are in favor of audio-lingual drills. A 10% prefers dialogue practice as a form of accuracy based activities and another 10% stated the use of controlled dialogue practice. None of the teachers mentioned using any other type of accuracy activities in teaching speaking.

Question 6: What activities do you prefer in fluency practice?

Objective: To know what activities teachers use most often in fluency practice.

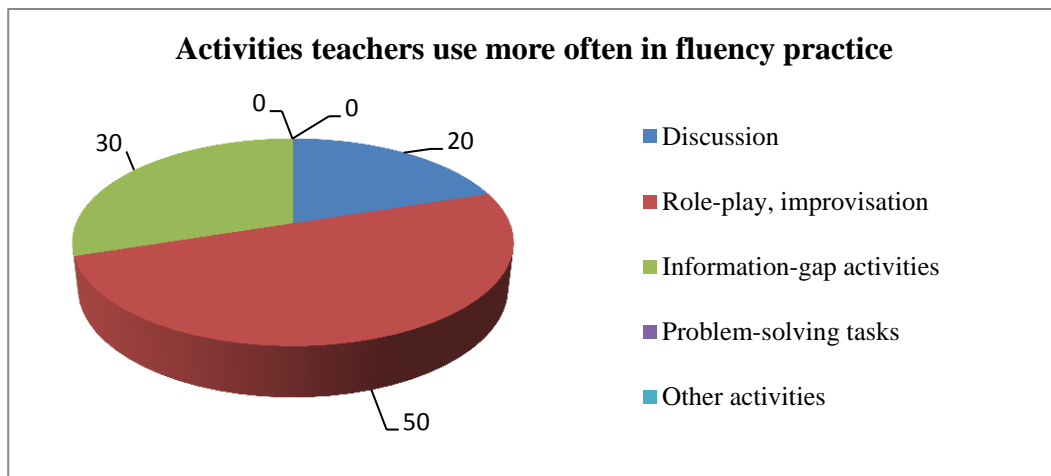
Chart 23 Activities teachers use more often in fluency practice

ALTERNATIVES	FREQUENCY	PERCENTAGE
Discussion	2	20,0%
Role-play, improvisation	5	50,0%
Information-gap activities	3	30,0%
Problem-solving tasks	0	0,0%
Other activities	0	0,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 20 Activities teachers use more often in fluency practice



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: 50% of the teachers use role plays or improvisations to foster the speaking skill. 20% supported discussion activities. 30% of them chose information gap tasks. Again, none of them referred to any other type of fluency exercise or selected problem-solving activities as a way to practice speaking.

Question 7: What is the most efficient technique in making your students speak?

Objective: To determine what the most efficient technique in making the students speak is.

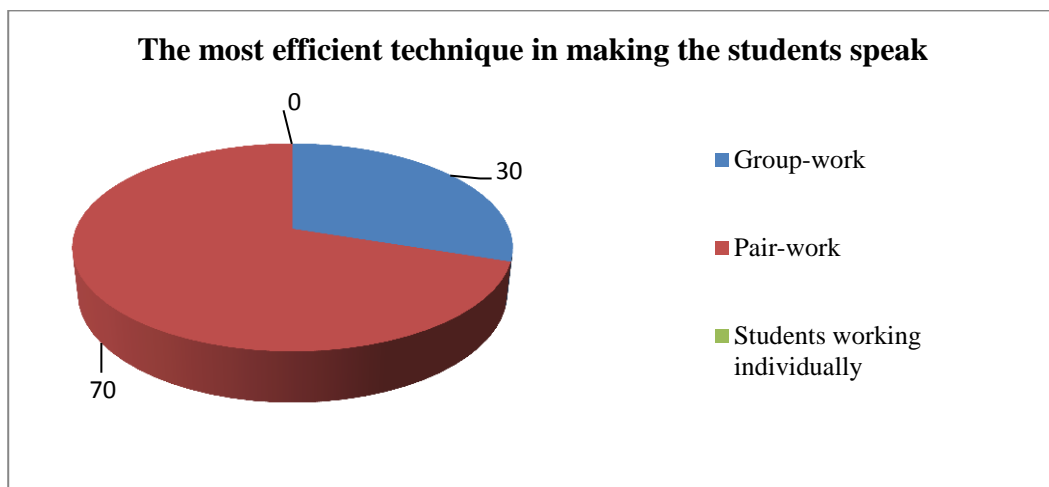
Chart 24 The most efficient technique in making the students speak

ALTERNATIVES	FREQUENCY	PERCENTAGE
Group-work	3	30,0%
Pair-work	7	70,0%
Students working individually	0	0,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 21 The most efficient technique in making the students speak



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: There is general agreement among the teachers in the question of the most efficient technique for making their students speak, since 70% of them confirmed the position of pair-work as the most successful one. 30% favored group-work, and none of them believed that students are most willing to speak when they work individually.

Question 8: Do you speak only English in your lessons?

Objective: To determine if teachers speak only English in their lessons.

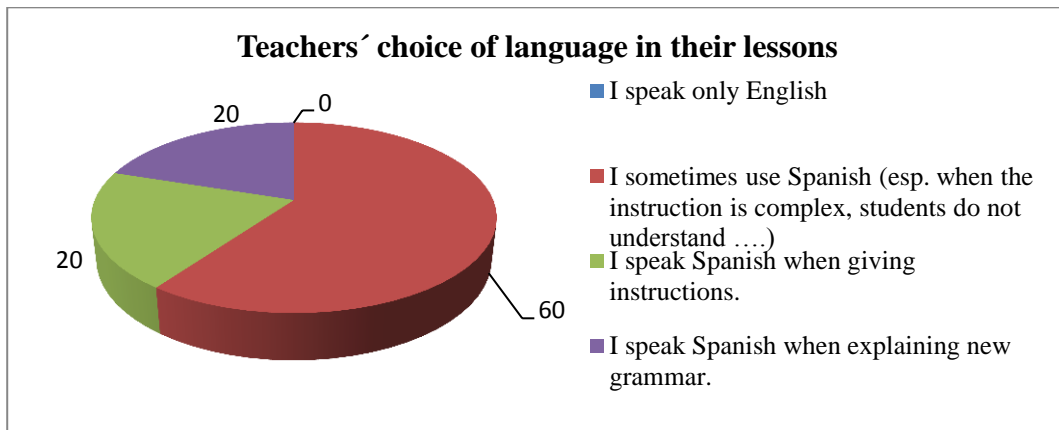
Chart 25 Teachers' choice of language in their lessons

ALTERNATIVES	FREQUENCY	PERCENTAGE
I speak only English	0	0,0%
I sometimes use Spanish (esp. when the instruction is complex, students do not understand)	6	60,0%
I speak Spanish when giving instructions.	2	20,0%
I speak Spanish when explaining new grammar.	2	20,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 22 Teachers' choice of language in their lessons



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Exactly two thirds of the teachers (60%) used the mother tongue when the instructions are complex and/or students do not understand. 20% used Spanish when giving instructions or explaining new grammar. None of them opted for a strict use of English in all cases.

Question 9: What is your students' attitude towards speaking? How do they react during speaking activities?

Objective: To determine the students' attitude and reaction towards speaking activities.

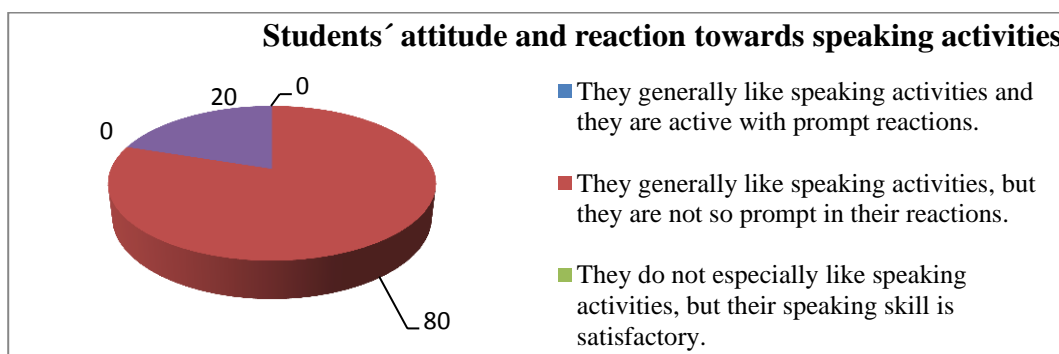
Chart 26 Students' attitude and reaction towards speaking activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
They generally like speaking activities and they are active.	0	0,0%
They generally like speaking activities, but they are not so prompt in their reactions.	8	80,0%
They do not especially like speaking activities, but their speaking skill is satisfactory.	0	0,0%
They do not especially like speaking activities and their speaking skill is poor.	2	20,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 23 Students' attitude and reaction towards speaking activities



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: The majority of the teachers (80%) assumed that their students, though not too prompt in their reactions, generally like speaking activities. 20% of the teachers evaluated their students' attitude to speaking as less favorable, and students' oral skills as poor.

Question 10: How secure or self-confident do you feel about speaking? Are you able to cope orally with different situations?

Objective: To determine the teachers' feeling of security and self-confidence about speaking and if they are able to manage orally with different situations.

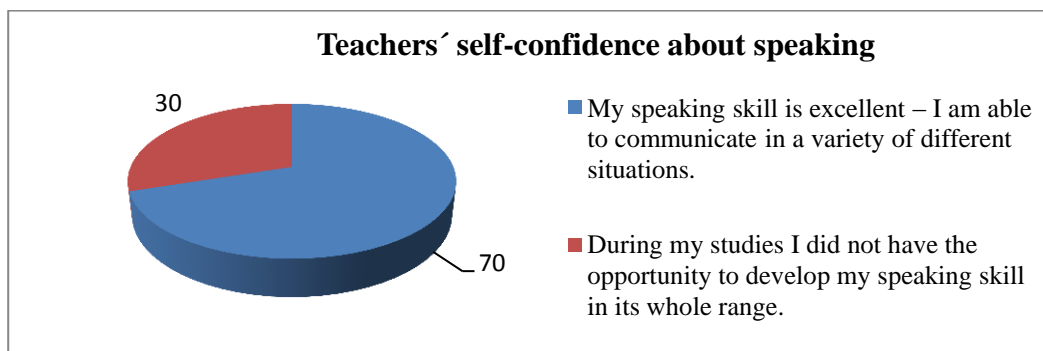
Chart 27 Teachers' self-confidence about speaking

ALTERNATIVES	FREQUENCY	PERCENTAGE
My speaking skill is excellent – I am able to communicate in a variety of different situations.	7	70,0%
During my studies I did not have the opportunity to develop my speaking skill in its whole range.	3	30,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 24 Teachers' self-confidence about speaking



Source: Survey

Author: Damaris Faubla Alomoto

Analysis:

The majority of the teachers (70%) assessed their speaking skill as excellent. Only 20% of teachers acknowledged that they had not had the opportunity to develop their oral skills in their whole range.

Question 11: Do you develop further your speaking skill? If so, note down how, please.

Objective: To determine the teachers' further development of their speaking skill.

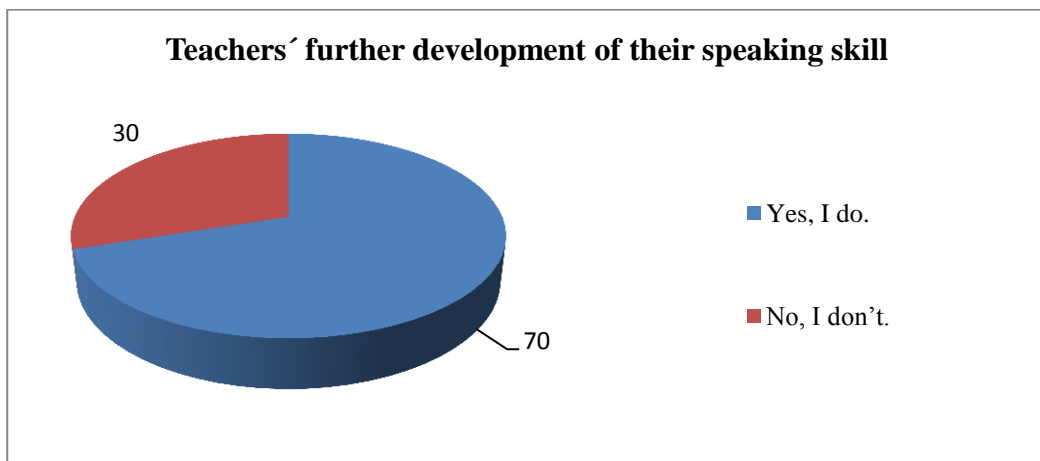
Chart 28 Teachers' further development of their speaking skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes, I do.	7	70,0%
No, I don't.	3	30,0%
Note down how, please.	(see chart 29 bellow)	
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 25 Teachers' further development of their speaking skill



Source: Survey

Author: Damaris Faubla Alomoto

Analysis:

70% of the teachers reported that they developed their oral skills in other ways outside the classroom. However, 30% admitted that they did not foster their speaking skill any further. The ways in which the former group develops their skills are presented in the chart No.29 below.

Chart 29 Teachers' ways to develop their speaking skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
Communicating with foreigners in English.	2	28,57%
Communicating with other teachers of English.	2	28,57%
Communicating with students in English.	1	14,28%
Reading texts in English.	0	0,0%
Listening to English TV and radio broadcasting	0	0,0%
Listening to English music.	2	28,57%
Others	0	0,0%
Total	7	100%

Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Out of the total number of 10 teachers, 7 of them said they further develop their speaking skill. Some of them noted down more than one way in which they develop or promote their speaking skill. However, some of the teachers who circled the positive answer did not write how they develop their speaking skill.

Question 12: Are you familiar with some new developments or trends in teaching speaking? If so, note your source of information down, please.

Objective: To determine if teachers are familiar with some new developments or trends in teaching speaking.

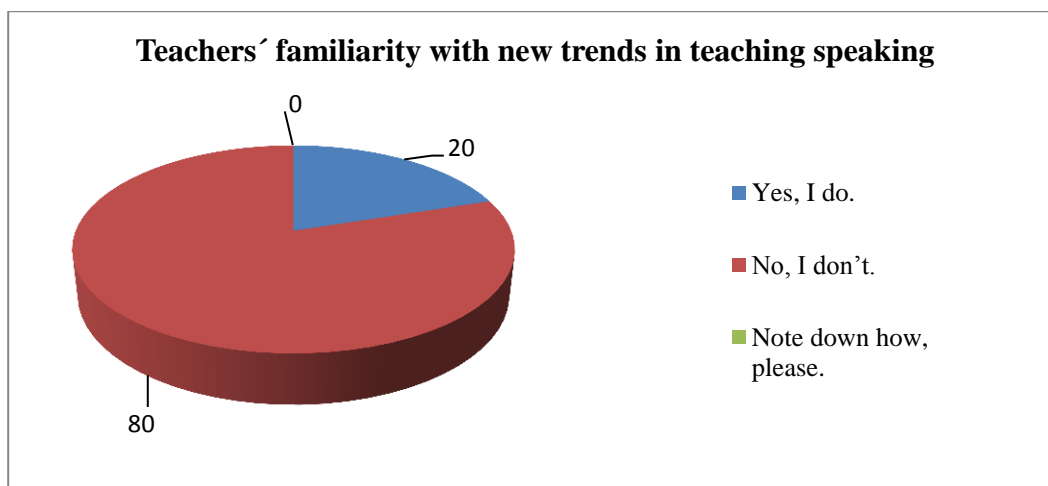
Chart 30 Teachers' familiarity with new trends in teaching speaking

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes, I do.	2	20,0%
No, I don't.	8	80,0%
Note down how, please.	0	0,0%
Total	10	100%

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 26 Teachers' familiarity with new trends in teaching speaking



Source: Survey

Author: Damaris Faubla Alomoto

Analysis: Out of the total number of 10 teachers only 2 of them filled in affirmatively the answer for the question 12, but they did not write down any source of information or updated trend in developing the speaking skill. 80% of teachers are not familiar with the new trends for developing the speaking skill.

3.8.5 Pedagogical test

The following chart and graph correspond to the initial oral test applied to eighth-grade students and the corresponding results. The analysis and Analysis are described below.

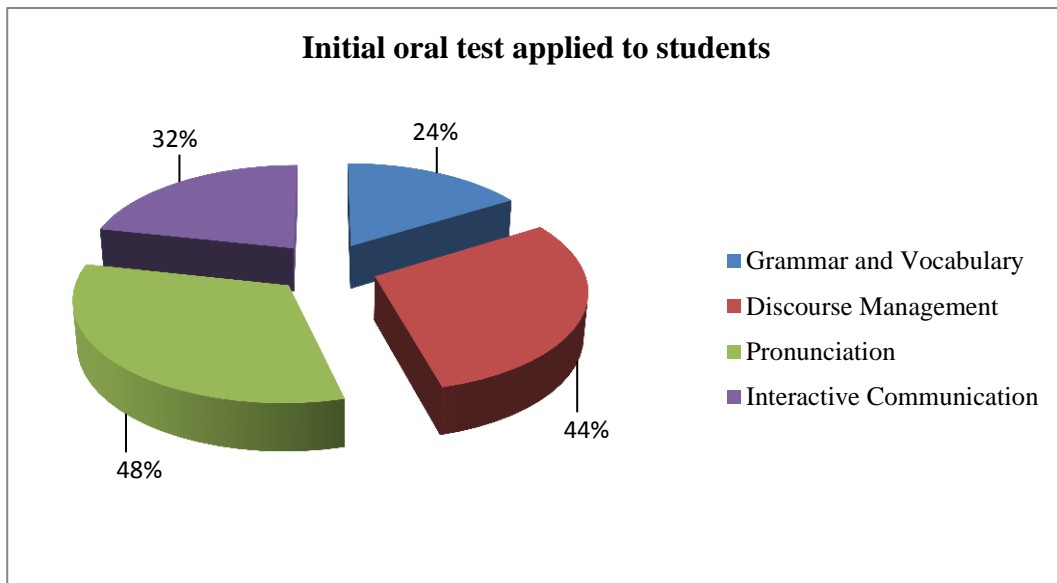
Chart 31 General results of the initial oral test

Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Score
1 ALOMOTO FIGUEROA DANIELA XIMENA		x	x	x	3
2 BASURTO JAPA JEAN PIERRE	x	x			5
3 BELTRAN SUAREZ CRISTINA MARITZA	x				7
4 CONCHA VILLAVICENCIO ISAAC ESAU				x	7
5 CORDOVA VILLAGOMEZ FRANK URIEL			x		8
6 CRUZ ANDRADE CAMILA REBECA	x				7
7 DELGADO GONZALEZ ASHLEY LISSETTE		x	x		6
8 DELGADO RAMIREZ JULION ADRIAN					9
9 DOMINGUEZ ORRALA JAVIER PETER			x		8
10 GRANJA MACIAS DAYANARA INES			x		8
11 HENRIQUEZ LAINEZ ANGELICA DANIELA		x		x	7
12 IÑIGUEZ RAMIREZ JOSE ADRIAN			x	x	6
13 JARA GUILLEN VLADIMIR VALENTIN				x	8
14 LAINEZ PITA KEVIN LEONIDAS	x	x			7
15 LIRIANO QUEVEDO SOFIT JAMILET			x	x	6
16 MEJIA ASECIO GEORGE DYLLAN			x		8
17 MUÑOZ GONZALES BYRON BRYAN		x			8
18 SANCHEZ LUCAS JOAN BENJAMIN			x		7
19 SANCHEZ LUCAS JOEL ELKIN		x		x	5
20 SORIA QUIJIA DIANA ELISA	x				8
21 TACO FLORES DANIELA SOLANGE			x		8
22 VALDIVIESO PEZO NATANAEL JOSUE		x	x		6
23 VALVERDE QUIZPE LORENA MARIA		x			7
24 VERA VERGARA CAMILA VICTORIA		x	x		5
25 ZAMBRANO SAONA EDISON CARLOS	x	x		x	4
Total 25	6 (24%)	11(44%)	12(48%)	8(32%)	

Source: Oral test

Author: Damaris Faubla Alomoto

Graph # 27 Initial oral test applied to students



Source: Oral Test

Elaborated by: Damaris Faubla Alomoto

The results obtained in the oral test applied to eighth-grade students can be explained regarding the criteria selected for the present investigation, which is related to the development of speaking skills and the best way to achieve good results on students' learning English as a foreign language taking into account the CEFR. Regarding grammar and vocabulary the percentage of students that made mistakes in this field is 44%, which is considerable low if compared to pronunciation that was around 22% of the students making mistakes. Concerning fluency, the percentage is 44%. These results show that teachers might pay more attention to grammar and vocabulary than to fluency and pronunciation. Anyway, these techniques are going to be repeated at the end of the application of the proposal to validate its results.

3.8.6 Results of the observation

The observation was applied in the diagnostic stage of the present investigation (See Appendix No. 5) and 30 lessons were observed to contrast the information taken from the other instruments applied and to see how teachers dealt with the development of the speaking skill in the English lessons. The analysis is presented after the charts and the graphs of each aspect observed.

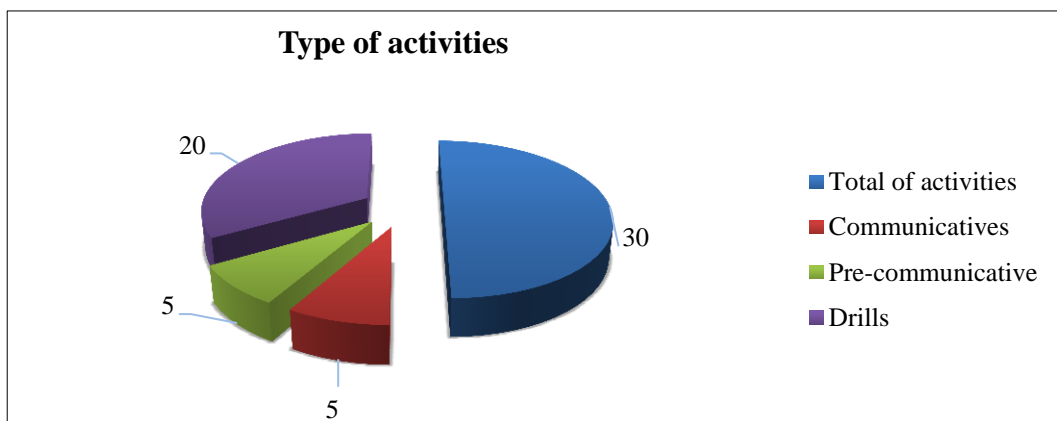
Chart 32 Type of activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
Communicative activities	5	16.6%
Pre-communicative activities	5	16.6%
Drills	20	66.6%
Total	30	100%

Source: Observation

Author: Damaris Faubla Alomoto

Graph # 28 Type of activities



Source: Observation

Author: Damaris Faubla Alomoto

Analysis:

Overall, 30 communicative, drills and pre-communicative activities were observed. Out of 30 activities, 5 activities were classified as pre-communicative activities, 5 activities as communicative activities and 20 as drills. So, more mechanical and repetitive activities were done in class.

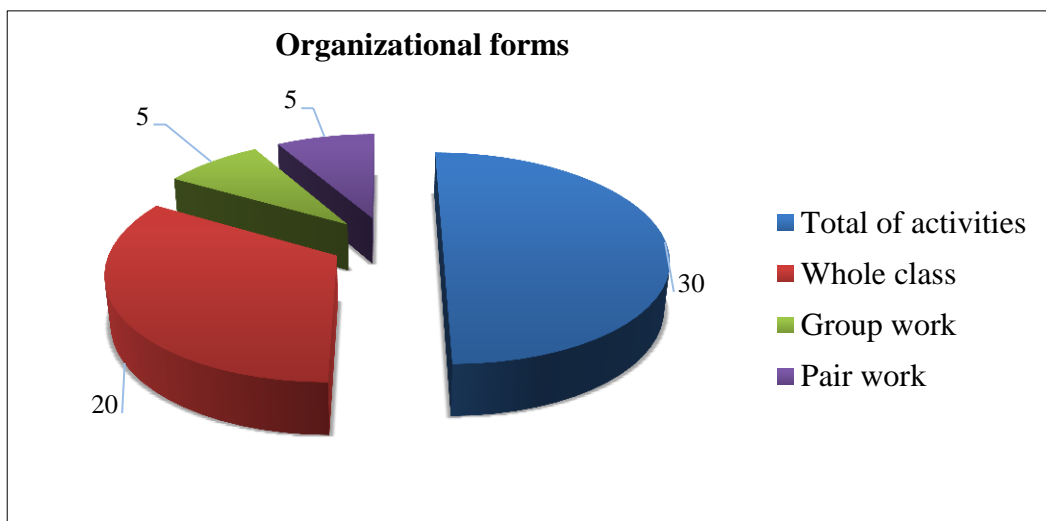
Chart 33 Organizational forms

ALTERNATIVES	FREQUENCY	PERCENTAGE
Communicative activities	5	16.6%
Pre-communicative activities	5	16.6%
Drills	20	66.6%
Total	30	100%

Source: Observation

Author: Damaris Faubla Alomoto

Graph # 29 Organizational forms



Source: Observation

Author: Damaris Faubla Alomoto

Analysis:

Concerning the organizational forms used during the 30 speaking activities observed, it could be shown that different organizational forms were used. There were 20 cases in which the method of whole-class teaching was used, in 5 cases students were organized into groups, and in 5 cases pair-work organization was used. Then, it can be inferred that the teacher worked more with the whole class method.

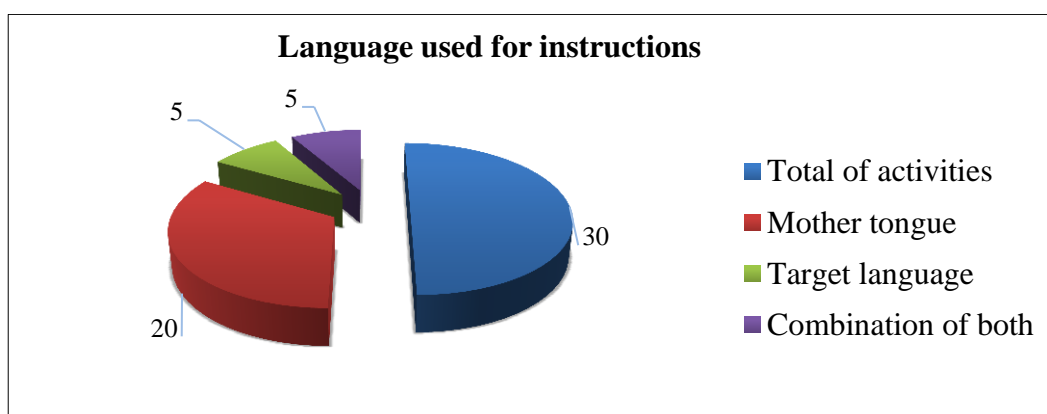
Chart 34 Language used for instructions

ALTERNATIVES	FREQUENCY	PERCENTAGE
Mother tongue	20	66.6%
Target language	5	16.6%
Combination of both	5	16.6%
Total	30	100%

Source: Observation

Author: Damaris Faubla Alomoto

Graph # 30 Language used for instructions



Source: Observation

Author: Damaris Faubla Alomoto

Analysis:

Three different forms of language use were analyzed - mother tongue (Spanish), target language (English), and the combination of mother tongue and target language. Out of the 30 activities observed, the mother tongue was used for giving instructions in 20 speaking activities, for 5 activities the instructions were given in the target language, and the combination of mother tongue and target language for giving instructions was used in 5 activities. If teachers abuse of the use of the mother tongue, then students will not be exposed to the target language to be able to communicate.

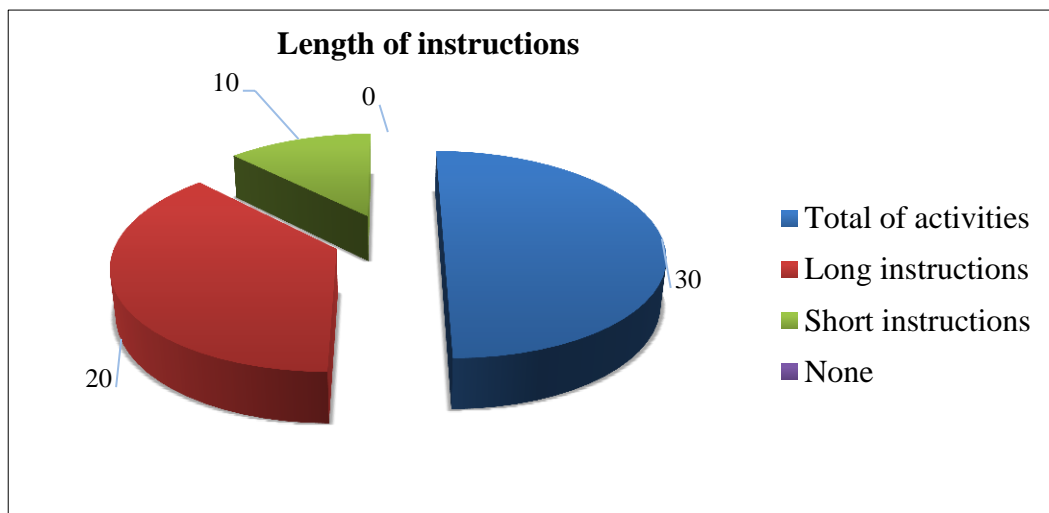
Chart 35 Length of the instructions

ALTERNATIVES	FREQUENCY	PERCENTAGE
Long instructions	20	66.6%
Short instructions	10	33.3%
None	0	0.0%
Total	30	100%

Source: Observation

Author: Damaris Faubla Alomoto

Graph # 31 Length of the instructions



Source: Observation

Author: Damaris Faubla Alomoto

Analysis:

The length of the instructions was mostly short. The proportion of the use of short and long instructions in all 40 speaking activities. The short instructions were used in 30 cases compared with 10 cases, in which long instructions were used. There was always an instruction in each activity. The teacher should be clear while giving instructions.

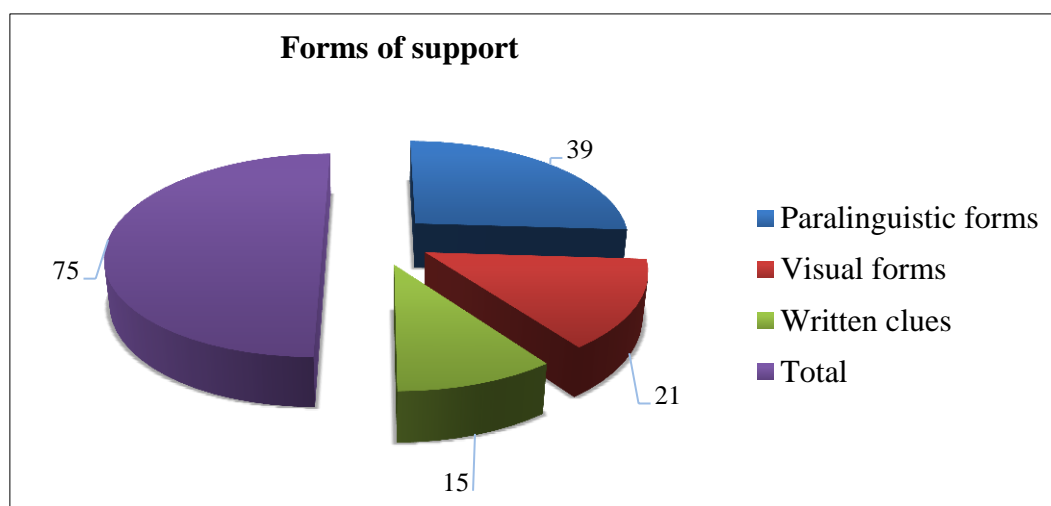
Chart 36 Forms of support

ALTERNATIVES	FREQUENCY	PERCENTAGE
Paralinguistic forms	39	52.0%
Visual forms	21	28.0%
Written clues	15	20.0%
Total	75	100%

Source: Observation

Author: Damaris Faubla Alomoto

Graph # 32 Forms of support



Source: Observation

Author: Damaris Faubla Alomoto

Analysis:

There were 75 different forms of support found in the total of 30 communicative and pre-communicative activities. In 5 communicative activities, there were 10 different forms of support, in drills there were 35 forms of support, and in 5 pre-communicative activities, there were 20 different forms of support. Out of 75 different forms of support, there were 39 paralinguistic forms, 21 visual forms of support, and the written clues as a support for instructions occurred 15 times.

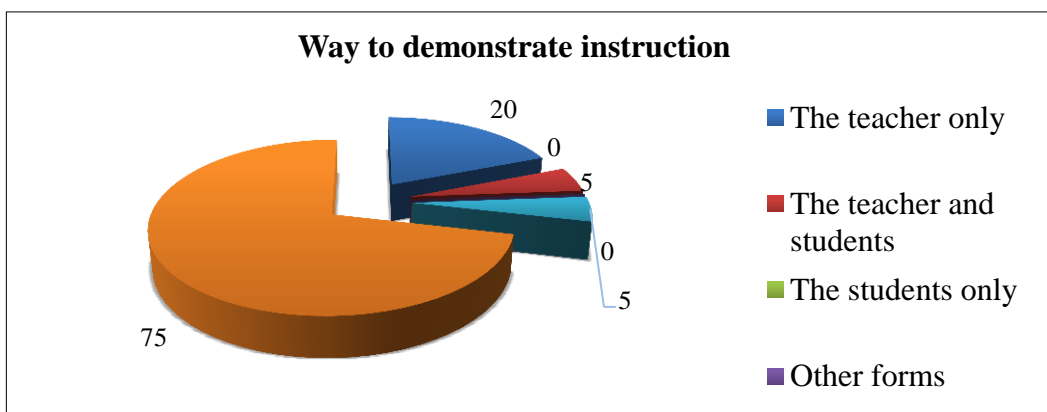
Chart 37 Way to demonstrate instructions

ALTERNATIVES	FREQUENCY	PERCENTAGE
The teacher only	20	66.6%
The teacher and students	5	16.6%
The students only	0	0.0%
Other forms	0	0.0%
No comprehension check	5	16.6%
Total	30	100%

Source: Observation

Author: Damaris Faubla Alomoto

Graph # 33 Way to demonstrate instructions



Source: Observation

Author: Damaris Faubla Alomoto

Analysis:

When the teacher had to demonstrate instructions, most of the times it occurred with the teacher only. Out of 30 lessons observed, in 20 the teacher demonstrated the activity writing an example on the board, the teacher used one or two students to demonstrate the activities only in 5 cases, in the rest of the classes there was no comprehension check, and this never happened between students or using other forms.

3.8.7 Results chart- students

Chart 38 Result chart-students

N°	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	Q	%
1	Why are you learning English? Give your reasons, please.	10	40	15	60	25	100
2	Do you seek opportunities to use English?	7	28	18	72	25	100
3	What is your attitude towards English speaking?	20	80	5	20	25	100
4	How important is, in your opinion, speaking in learning English in comparison to other skills (listening, reading or writing)?	25	100	0	0	25	100
5	How much time is devoted to practice speaking in your English lessons?	3	12	22	88	25	100
6	Do you think the amount of time devoted to speaking is sufficient?	0	0	25	100	25	100
7	Which type of activities is used in your English lessons more often – accuracy or fluency practice?	2	8	23	92	25	100
8	Which do you prefer – accuracy practice or fluency practice? Which of the two is, in your opinion, more important to communication?	10	40	15	60	25	100
9	What is your attitude towards speaking activities? Do you feel secure and self-confident when practicing speaking?	25	100	0	0	25	100
10	When (in what situation) are you most willing to speak?	17	68	8	32	25	100
11	How do you feel about your speaking skill? Are you able to communicate in different situations?	0	0	25	100	25	100
12	Do you develop your speaking skill outside the classroom as well? How?	2	8	23	92	25	100

Source: Survey

Author: Damaris Faubla Alomoto

3.8.7.1 Analysis of results - students

The results generally show that eighth-grade students study English mainly because it is a compulsory subject, but there is a small group that sees a bit beyond and can see the demand of English as a study or job opportunity. Students at this level, maybe influenced by their parents or the media, are making efforts to study abroad where English is a must. However, there is a significantly great percent of students who do not seek opportunities to develop the speaking skills outside the classroom, maybe because they are afraid of making mistakes or because they prefer to spend free time with friends. Concerning the time devoted in the classrooms to speak it could be observed that it is few, and they think that this time is not enough.

Concerning the accuracy or the fluency activities developed in class, students prefer fluency practice tasks but they said in the majority of the cases that they have to do accuracy practice exercises. Besides, they do not feel secure or self-confident when speaking English. They prefer to work in groups. However, most of them work individually and they are not able to communicate in a variety of situations.

To conclude, it can be inferred that eighth-grade students are not practicing the speaking skill in or out of classes with the updated trends presented by the communicative approach, where they have to be exposed to the language as much as they can and practice accuracy and fluency exercises according to the content and communicative functions thought in class. The exercises they are doing at the moment are mainly drills or mechanical ones, situation that does not favor the development of the speaking skills at all.

3.8.8 Oral test after applying the proposal.

After the implementation of the communicative activities a final oral test was applied to the sample to contrast the results with the initial oral test applied at the beginning of the present investigation. The criteria of evaluation and the format of the tests are similar, but the content changed, taking into consideration the level of the students. The following chart and graph correspond to the final oral test applied to the students and the corresponding results. The analysis and interpretation are described below.

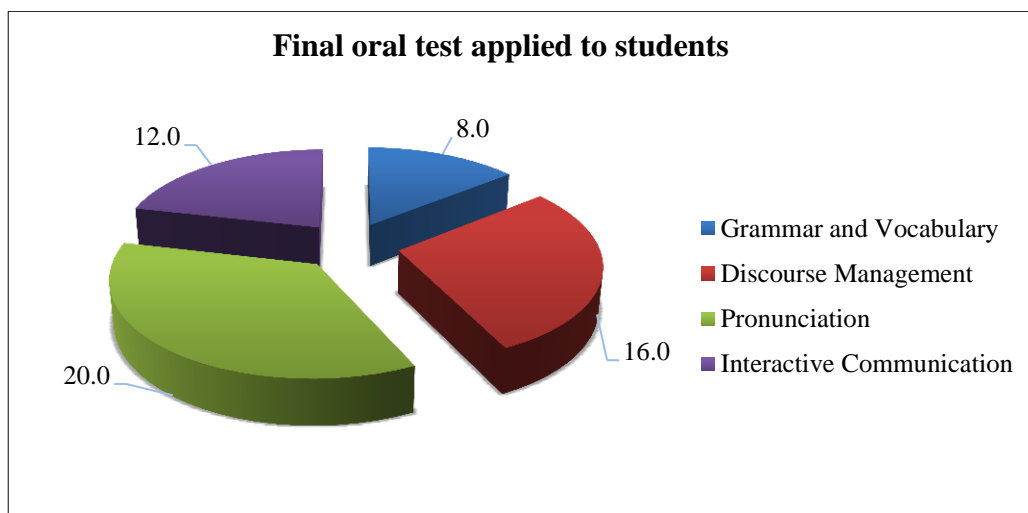
Chart 39 General results of the final oral test applied.

Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Score
1 ALOMOTO FIGUEROA DANIELA XIMENA				X	7
2 BASURTO JAPA JEAN PIERRE		x			8
3 BELTRAN SUAREZ CRISTINA MARITZA			x		8
4 CONCHA VILLAVICENCIO ISAAC ESAU					9
5 CORDOVA VILLAGOMEZ FRANK URIEL					8
6 CRUZ ANDRADE CAMILA REBECA					9
7 DELGADO GONZALEZ ASHLEY LISSETTE					9
8 DELGADO RAMIREZ JULION ADRIAN				x	8
9 DOMINGUEZ ORRALA JAVIER PETER	x				8
10 GRANJA MACIAS DAYANARA INES					10
11 HENRIQUEZ LAINEZ ANGELICA DANIELA					10
12 IÑIGUEZ RAMIREZ JOSE ADRIAN					9
13 JARA GUILLEN VLADIMIR VALENTIN			x		9
14 LAINEZ PITA KEVIN LEONIDAS					8
15 LIRIANO QUEVEDO SOFIT JAMILET					8
16 MEJIA ASECIO GEORGE DYLLAN					9
17 MUÑOZ GONZALES BYRON BRYAN		x			9
18 SANCHEZ LUCAS JOAN BENJAMIN			x		8
19 SANCHEZ LUCAS JOEL ELKIN				x	7
20 SORIA QUIJIA DIANA ELISA					9
21 TACO FLORES DANIELA SOLANGE					9
22 VALDIVIESO PEZO NATANAEL JOSUE		x	x		7
23 VALVERDE QUIZPE LORENA MARIA					9
24 VERA VERGARA CAMILA VICTORIA			x		7
25 ZAMBRANO SAONA EDISON CARLOS	x	x			7
Total 25	2 (8%)	4 (16%)	5 (20%)	3 (12%)	

Source: Survey

Author: Damaris Faubla Alomoto

Graph # 34 General results of the final oral tests applied to eighth-grade students.



Source: Survey

Author: Damaris Faubla Alomoto

The results obtained in the final oral test applied to eighth-grade students can be compared to the one applied in the diagnosis stage, which is related to the development of the speaking skills and the best way to achieve good results on students' learning English as a foreign language at this level. Regarding grammar and vocabulary, the percentage of students that made mistakes in this field is the 8.0%, which is considerable better if compared to the results of the first exam, where 6 students reported mistakes, for a 24.0%. Concerning fluency, the percentage is the 16.0%, and regarding pronunciation and interactive communication the results were 20.0% and 12.0% respectively. The results show that the quality of the development of the speaking skills has improved after the application of the communicative activities implemented.

3.8.9 Analysis of results chart- professors

Chart 40 Results chart-professors

N°	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	Q	%
1	How important is, in your opinion, speaking in teaching English in comparison to other skills (listening, reading, writing)?	10	100	0	0	10	100
2	How much time do you devote to practice speaking in your English lessons?	3	30	7	70	10	100
3	Do you think the amount of time devoted to speaking in your lessons is sufficient for your students?	0	0	10	100	10	100
4	When practicing speaking with your students – which do you prefer (or use more often) -accuracy practice or fluency practice?	5	50	5	50	10	100
5	What activities do you use most often in accuracy practice?	2	20	8	80	10	100
6	What activities do you prefer in fluency practice?	3	30	7	70	10	100
7	What is the most efficient technique in making your students speak?	7	70	3	30	10	100
8	Do you speak only English in your lessons?	0	0	10	100	10	100
9	What is your students' attitude towards speaking? How do they react during speaking activities?	2	20	8	80	10	100
10	How secure or self-confident do you feel about speaking? Are you able to cope orally with different situations?	7	70	3	30	10	100
11	Do you develop further your speaking skill? If so, note down how, please.	7	70	3	30	10	100
12	Are you familiar with some new developments or trends in teaching speaking? If so, note your source of information down, please.	2	20	8	80	10	100

Source: Survey

Author: Damaris Faubla Alomoto

3.8.9.1 Analysis of results professors

The teachers consider speaking a very important skill that must be practiced in class, but due to the length of the classrooms and the difficulty that it represents when working with these large classes and coping with discipline. The demands of the syllabuses are other significant points to consider and a lot of paper work they have to face. For teachers a good speaking skill may represent a final stage in the thorough language practice involving grammar practice, learning of vocabulary and features of pronunciation. They probably perceive speaking in the context of other classroom types.

Teachers believe their level of speaking is excellent, however they do not speak only in English in the classroom or outside it, and they prefer accuracy practice rather than fluency tasks referring that they are easier to practice in this type of students and at this level. Finally, they are not familiar with some new developments or trends in teaching speaking.

To sum up, it is understood that teachers need some methodological training and some examples of communicative activities to practice with eighth-grade students, showing that speaking skills can be taught at any level and they are really important to acquire a foreign language.

3.10 CONCLUSIONS AND RECOMMENDATIONS

3.10.1 CONCLUSIONS

Nowadays, the ability to speak a foreign language signifies a requirement. And English in its position as an international language could be a reason why students need to learn this language particularly. However, learning English as a foreign language is a process with many implicating factors, such as the development of the four skills in an integrated way and with a communicative approach.

Speaking, being one of those four skills is one of the most difficult ones to be acquired for its complexity and the one the learners appreciate the most. According to the current trends language should be taught as communication. Therefore, it would be prudent to analyze critically the value and characteristics of oral skills and the best methodology to develop this ability in the English teaching practice. The theory analyzed in the present research takes into consideration the current approaches on teaching speaking.

Some instruments were applied to students and teachers to determine their opinions on the stated problem concerning accuracy and fluency activities and the development of the speaking skill. It has been agreed by the majority of students that accuracy practice takes up most of the time in the English classrooms and students demand more activities developing oral fluency and more time for speaking practice. In addition, an oral test was applied to eighth-grade students and the results confirmed that undoubtedly they need careful attention to develop the speaking skills.

Some communicative activities were implemented to solve the problem presented at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA". They require the combination of both fluency and accuracy exercises being organized in the whole class, groups or pairs, and respecting the different stages through which the learning of English should pass through and the communicative approach.

3.10.2 RECOMMENDATIONS

- It is recommended to implement strategies to improve eighth-grade students' speaking skills at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" since this skill are essential to acquire communicative competence in the acquisition of a foreign language.
- As an option to develop the speaking skills the communicative activities including fluency and accuracy practice are suggested as well as the proper methodology to be implemented.
- It is recommended to implement methodological section to train teachers in the most updated methods to teach the speaking skills at this level.

CHAPTER IV

THE PROPOSAL

4.1 Informative data

Title of proposal

Communicative activities to develop the speaking skills to students of eighth grade at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA”, La Libertad, Santa Elena province, school year 2015-2016.

Executing Institution

ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA"

Beneficiaries

Eighth grade students at ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA” in La Libertad, Santa Elena province

Location

Barrio Quito, La Libertad, Santa Elena Province.

Estimated time for execution

6 Months

Responsible

Author: Evelyn Damaris Faubla Alomoto

Advisor: MSc. Gabriela Muñoz

Budget

\$ 1.000.00 (American dollars)

4.2 Proposal Background

It is considered that a proposal about developing the speaking skills for eighth students at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" was necessary for these students in order to help them acquire the knowledge to develop the oral skills in the English language; in addition, this project will help them to develop other skills and the fear to speak in public. Finally, the proposal has an effective application for students due to its design and structure. The development of the proposal will be described in detail in this chapter.

4.3 Significance

This Proposal is of great significance in the field of education and the teaching of English. The communicative activities involved accuracy with fluency types of exercises providing knowledge, abilities and self-confidence to students while practicing the language. In addition, they are designed according to the students' needs and interests. In this proposal the direct beneficiaries will be the eighth-grade students at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA".

This proposal contributes to the development of the speaking skills because it helps guide them during their acquisition of the oral code, which is extremely important for the learning of English, in accordance with today's demands of society, preparing them to learn and work in any kind of place. The feasibility of this proposal can be executed due to the expertise and knowledge of the researchers in education and English.

4.4 Objectives

General Objective:

To design, implement and evaluate a set of communicative activities in order to develop eighth grade students' speaking at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" in Santa Elena Province.

Specific Objectives:

- To design the communicative activities according to the current situation of The English Language Teaching at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA".
- To offer the mix of accuracy and fluency exercises together with the stages to develop the speaking skills.
- To evaluate the learning results of the eighth-grade students.

4.5 Design and development of the proposal

The use of communicative activities is essential in the development of speaking skills in the process of learning English as a foreign language, particularly for eighth-grade students at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" in Santa Elena province, in the academic year 2015-2016. The implementation of this proposal will help students improve their speaking skills in English and thus increase the reinforcement in the other skills of the language.

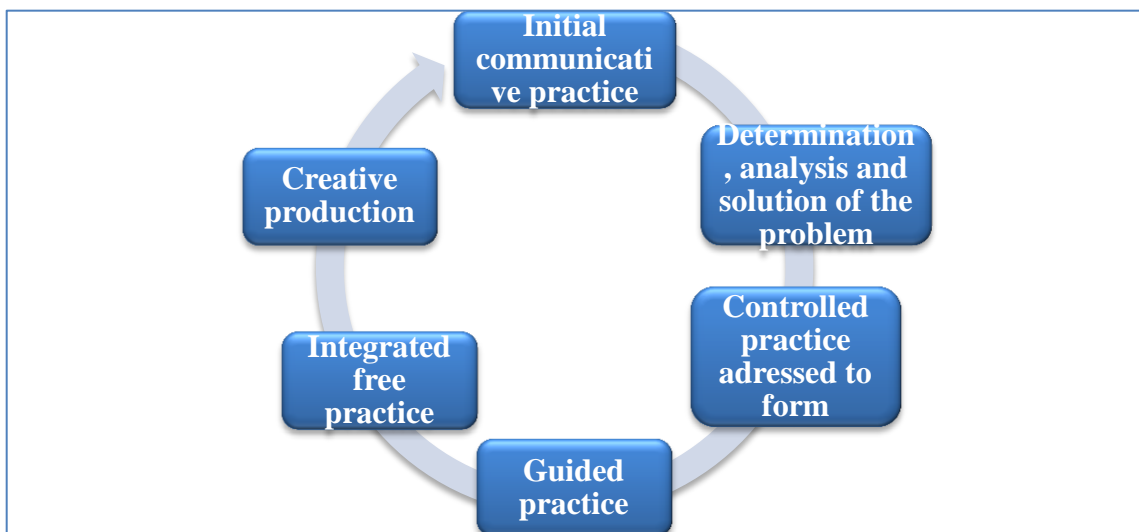
4.5.1 The stages of communicative activities

According to Shen (2013) the Communicative approach gives significance to both accuracy and fluency activities since they are equally necessary to express people's ideas in a foreign language, and the speaking skill is measured in international examinations as well. So, learners who want to become communicative competent need to practice language accuracy as well as fluency. (Shen, 2013, p.218)

In its cognitive activity, the individual goes during the learning process through different stages in a planned way. This principle is supported by the theory of stage formation of mental actions stated by Vygotsky.

The present research follows a linguistic-communicative cycle proposed by Dr. Font Milian. (2010) The cycle proposed in the present study has six systemically interrelated stages, as shown in the graph bellow.

Graph # 35 Linguistic-communicative cycle



Source: The research

Author: Damaris Faubla Alomoto

1. Initial communicative practice: If one of the principles of the particular didactics for languages is analyzed: the determining role of the need for communication in a specific and concrete context, it is understood then that it is impossible to begin from something that is not communication itself. The process begins with the need for communication with a situation intentionally provided by the teacher. At this stage, students use the communicative resources they have to interact and talk about a topic that will gradually guide them to need new linguistic elements to be able to express their ideas. This stimulation is an additional motivational element that allows the students to learn better because the new elements become necessary and significant. The students face a polemic-communicative situation that they cannot handle by themselves with the knowledge and abilities they have acquired. This practice is said to be communicative because the teachers permits the use of the linguistic resources by the students in a free way; he does not impose anything; he does not demand a given structure or the other, but he will be guiding the students through the need of the new knowledge. In this moment the students immerse themselves in a communicative activity from which some contradictions occur in one or more components of the communicative competence, as well as in one or more components of communication (sender, receiver, message or way of expression).

2. Determination, analysis and solution of the problem: This moment of the process propitiates the immersion of the students in a situation in which they should solve a problem. The new linguistic-communicative content can provoke contradictions with what has been previously learned. The contradiction is assimilated by the students, who make it in a polemic situation in their minds. The polemic situation is the unknown, what they cannot solve only from their experience. When the students understand what they should look for, then they have defined the problem. Then, the teacher isolates the example on the board and adds more similar examples. Usually, the teacher tries to write the examples from the communicative situation itself and not from the textbook. The students discover

the rule, from the different polemic methods, which are mainly partial search (guided discovery) and heuristic conversation.

3. Controlled practice addressed to form: This stage is essential for the formation of linguistic habits after the comprehension of the phenomenon. Stage number two by itself does not lead to communication; neither does the combination of stage two and three. The most important thing at this stage is the form, the reproduction with accuracy of the different grammatical patterns, pronunciation, etc. It is also important that students know the meaning of what they are saying in each moment, and that the teacher is able to listen to one among the rest of the students, in order to make the necessary corrections. At this stage the teacher has to correct to guarantee a minimum of success in the subsequent stages in which the content is as important as its way of expression.

4. Guided practice: Unlike controlled practice, in this fourth stage the teacher propitiates the use of the linguistic-communicative content without making explicit her intention for the students to use it. Here, the students face exercises which claim for the use of the linguistic element, but not in a mechanical way, but almost in a communicative way. This type of practice has been also called pseudo-communicative exercises and it constitutes the so called, the missing link that existed when it was expected that the student could communicate fluently only from the repetition of mechanical exercises. This practice is developed in a very gradual way, that is, the previous exercise is more guided than the next one, up to approaching its free use automatically.

A very useful exercise within the guided practice is the role-play exercise. This exercise is eminently a communicative one, and therefore it is based on a gap of information, opinion or judgment. Nevertheless, the role-play exercise needs previous preparation, mainly for those students whose development of communicative skills is not so high and have poor knowledge of the vocabulary.

5. Integrated free practice: This practice differs from the initial one in that in this moment the students are ready to integrate themselves in a communicative activity of spontaneous and free expression, drawn from the communicative resources they have assimilated, in which they put into practice the skills developed in the new unit together with the previously ones acquired.

6. Creative production. This stage is mainly developed out of the classroom. The students apply their knowledge, skills and strategies acquired to solve communication problems independently in the social context they have prepared for. Learning does not end in the classroom. If the five previous stages are developed satisfactorily, in such a way that the students learn to learn, to solve problems without the permanent teachers' guide, then they will be able to face the sixth stage.

Each of these stages is assessed by the teacher during its development, and depending on its effectiveness the process will go on or go back. This constant feedback turns out to be of great importance to avoid walking on a surface without firm foundations. It is not about that each stage should be clearly delimited. It is possible and logical that they mix, because the teaching-learning process of a foreign language is characterized by being marked by transfers. That is, the jump from one stage to the other is not quantitative, but qualitative. Besides, a language class, though meticulous planned is susceptible to unexpected situations from the students' experiences. All the process is accompanied by feedback, correction and assessment.

4.5.2 Structure of communicative activities

The communicative activities presented in this research have somehow the same structure of the rest of activities, but they will be mainly focused on communication on the oral part, they could be productive or reproductive, addressed to accuracy or fluency.

The structure of the activities is the following: the name, the objectives, the grammar, the vocabulary, the organization, time, the functions, the procedures and the materials.

4.6 The proposal of communicative activities

Activity # 1

Name: My picture and my partner's.

Objective: To describe the pictures observed.

Structure/Vocabulary: There is/there are; the photo shows...; in this picture I can see; the woman/man/child is...; they are in...; they are wearing...

Organization: Pair exercises

Time: 5 minutes to prepare/ 5 minutes to speak.

Functions: Giving details of a picture in a simple way.

Materials: pictures, sheets of paper, pencils.

Procedures:

1. Give two pictures to each pair of students. Tell students they are going to observe one photograph and describe it to their partner. Explain any vocabulary or help with pronunciation.
2. Then, students are going to swap pictures and tell what they can see in the partner's picture, if there is any detail missing in their picture.

Graph # 36 Picture A



Source: <http://mistertrufa.net/linuxfacil/wp-content/uploads/2016/01/family.png>

Graph # 37 Picture B



Source: <http://www.washington.edu/dreamproject/files/2012/09/class.jpg>

Activity # 2

Name: Scrambled story.

Objective: to unscramble a story they have put together.

Structure/Vocabulary: Simple past tense. Once I...; played, observed, listened, and irregular verbs in the past form.

Organization: Group exercise.

Time: 10 minutes to prepare/ 5 minutes to speak.

Functions: Organizing pieces of information; Asking for and giving information about a story about their routines.

Materials: scrambled pieces of information, sheets of paper, pencils, and scissors.

Procedures:

1. Tell the students they are going to work in groups to put sentences from a story in the correct order.
2. Give each group of students a copy of the scrambled story and tell them to cut the strips.
3. Then, the student who has the sentence numbered 1 will begin by reading the sentence aloud. Then, the student who thinks he or she has the second sentence reads it aloud. Another student may disagree and read the sentence he or she thinks is correct. They will continue to look for sentence number 3, and so on.
4. The teacher will walk around to monitor groups' development of the activity and clear up any doubt if required.
5. Next, each group will read its story in the order they put it.
6. Finally, they will tell a story of 4 or 5 sentences in groups saying their routines last week.

Strips

1. I live and study in California. It is a big city, but my neighborhood is small and quiet.

On my way home from school, I stopped at the ATM outside the bank.

When I saw the bus coming, I thanked the waitress. I run to the bus stop across from the cafeteria.

I got home and opened the refrigerator. There is usually milk and butter in it. My mom usually buys them.

I get to the restaurant at 7:00 p.m. Usually; I order soup and a salad.

I chose a newspaper from the stand next to the bus stop. I read it on the way to school.

My dog likes to sit near me when I watch TV. He usually sits between me and a big pillow.

I go home after dinner. I sit in the living room in front of the TV.

All the shops in my neighborhood are near my house, between the bank and the bus stop.

I walk to the shops and the bus stop, even if the climate is cold.

For example, on Monday mornings, I walk to the cafeteria on Main Street for breakfast.

When the refrigerator is empty, I eat dinner at one of the restaurants near the bank.

Activity # 3

Name: the perfect DVD.

Objective: to make a decision together and give opinions.

Structure/Vocabulary: In my opinion..., I think...I believe...Picture one matches description B because..., Pictures one goes with description B because it talks about...

Organization: Group exercise (4 or 5 students).

Time: 10 minutes to prepare/ 5 minutes to speak.

Functions: Ordering a story in a logical sequence.

Materials: cards, pictures, pieces of paper and pencils.

Procedures:

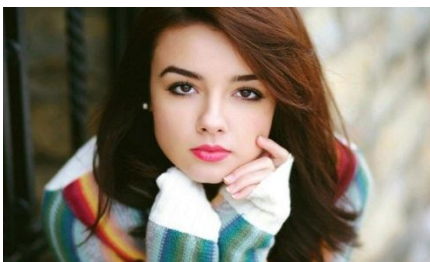
1. The teacher will give the pairs the following instructions: The people below all want to watch a DVD. Next to each picture, there is a description of eight DVDs. Decide which DVD would be the most suitable for the following people.
2. The students will read the people's descriptions and the DVDs's.
3. Next, they are going to match the pictures and descriptions with the films.
4. Finally, in groups, they are going to tell the group the reasons for their decisions.



Robert is looking for a cartoon film to watch with his young cousin, Albert. They enjoy films that make them laugh. It must last around an hour because Albert gets bored easily.



Eddy is interested in History and likes watching documentaries that show how people really lived in different parts of the world.



Rosy enjoys pop music and she wants to watch a DVD with her friends for her birthday. She is looking for a musical with long songs in it.



Aaron wants to watch an action film that has won a prize. It does not matter if it is new or old, but it must be a good and exciting story.



Anna wants a DVD to watch with her grandfather. He loves comedies with good actors in it.

Graph # 38 Description of the eight DVDs.

A	DVDs FOR YOU		E
<p>Two weeks and a day is a film about a group of students on holiday in South America. The students are a band called Sound Machine and the story is created using the lyrics of their recent hits. They perform them perfectly but they will never be famous for their acting.</p>	<p>Up and away was a popular film over fifty years ago and it won several prizes. The main actors were very well-known then and the film is still very entertaining. It appeals to all ages and will keep you laughing all the way through.</p>		
B	<p>The Last Chance is about a spy who gets discovered but manages to scape. It involves helicopters, speed boats and a fantastic car chase. Not everything goes as planned and the two hours will be over before you notice. It came first in the National Film Awards</p>		F
<p>In the clouds is a cartoon film about a car that goes on a journey without a driver. There is plenty of action as the car gets into some very difficult situations. It is exciting to watch at first but two hours is too long. There is some excellent music written specially for the film.</p>		<p>The musical The Secret made several songs famous when it became very popular over forty years ago. It follows a man who was looking for a job in Paris who spends his free time writing songs about the people he meets. It is based on a true story which is fascinating.</p>	
C	<p>On the road aims to show what it takes to become a famous band. It follows a band of unknown musicians as they try to get noticed by music producers. They play some very good music but it's very much a documentary as there is no real story.</p>		G
D	<p>By the ocean won a prize when it came out because it showed for the first time what it was like to live on an island in the middle of the Pacific Ocean in the first half of last century. Through interviews and film of daily life as it was then, we see people farming, fishing, cooking and enjoying themselves.</p>	<p>Rabbit run is another cartoon about a rabbit called Rob. The earlier ones were very short but this one lasts about 45 minutes. Rob has all kinds of adventures and there are many amusing moments. You will recognize some of the voices as they are read by some famous actors.</p>	
		<p>H</p>	

Source: Adapted from Louise Hashemi & Barbara Thomas. Objective Pet for Schools. Cambridge University Press, 2009.

Elaborated by: Damaris Faubla Alomoto

Activity # 4

Name: my favorite song.

Objective: to develop speaking and listening throughout a song.

Structure/Vocabulary: The title of the song talks about...; I like to be like...; In my opinion; I think...

Organization: Group exercise (4 or 5 students).

Time: 10 minutes to prepare/ 5 minutes to speak.

Functions: Identifying words from a recording; talk about the topic of a song.

Materials: video (<https://www.youtube.com/watch?v=ZSS5dEeMX64>), pieces of paper with the lyrics of the song, pencils.

Procedures:

1. The teacher will first show a picture to see if students recognize the song.
2. The teacher is going to provide copies of the song "I'll Make a Man Out of You", a Mulan soundtrack with some spaces in blank to complete.
3. Then, students will listen and watch the video and will complete the spaces in blank with the words they hear.
4. Later, the teacher will analyze the content of the song, the structure, vocabulary and pronunciation. The teacher will provide questions for the analysis.
5. Next, the students are going to sing the song.
6. Finally, they will tell what the song is about in groups.

Graph # 39 Mulán



Source: <http://www.sodahead.com/fun/what-is-your-favorite-disney-princess-theme-song/question>

“I’ll Make a Man Out of You”

Let’s get down to _____

To defeat the Huns.

Did they send me _____

When I asked for _____?

You’re the saddest bunch I ever met

But you can bet before we’re through

Mister, I’ll make a _____

Out of you.

Tranquil as a forest

But on fire within.

Once you find your center

You are sure to win.

You’re a spineless, pale pathetic lot

And you haven’t got a clue.

Somehow I’ll make a man

Out of you.

Chien-po: I’m never gonna catch my
breath

Yao: Say goodbye to those who
knew me

Ling: Boy, was I a fool in _____ for cutting gym

Mushu: This guy's got them scared to death

Mulan: Hope he doesn't see right through me

Chien-po: Now I really wish that I knew how to _____

[men] BE A MAN

We must be swift as a coursing _____

[men] BE A MAN

With all the force of a great typhoon

[men] BE A MAN

With all the strength of a raging fire

Mysterious as the dark side of the moon

Time is racing toward us

'til the Huns arrive.

Heed my every order

And you might survive.

You're unsuited for the rage of war

So pack up, go home you're through

How could I make a man

Out of you?

[men] BE A MAN

We must be swift as a coursing river

[men] BE A MAN

With all the force of a great typhoon

[men] BE A MAN

With all the strength of a raging fire

Mysterious as the dark side of the moon

[everyone]BE A MAN

We must be swift as a coursing river

BE A MAN

With all the force of a great typhoon

BE A MAN

With all the strength of a raging fire

_____ as the dark side of the moon

Hoo-ah!

Activity # 5

Name: Free time activities.

Objective: to develop decision-making by means of a situation and pictures.

Structure/Vocabulary: In my free/spare time I...; I usually/always/never...; I like...;

Organization: Group exercise (4 or 5 students).

Time: 10 minutes to prepare/ 5 minutes to speak.

Functions: Discussing alternatives; expressing opinions; making choices.

Materials:

Procedures:

1. The teacher is going to describe a situation to the students with a help of a picture to help them with ideas.
2. Students should discuss about the best option according to the situation.
3. Finally, they reach an agreement.

Situation A: A group of American schoolchildren are going to spend a week at a school in Ecuador. Talk together about the things they can do in their free time.

Graph # 40 Free Time Activities



Source: <http://kidspicturedictionary.com/english-through-pictures/people-english>
Elaborated by: Damaris Faubla Alomoto

Graph # 41 Free Time activities 2



SKI



DIVE



SKATE



RIDE A HORSE



RIDE MY BIKE



SKIP



SAIL



ROLLERBLADE



SURF



SURF THE NET



CLIMB



SWIM



PLAY THE GUITAR



PLAY THE VIOLIN



PLAY THE PIANO



SING A SONG



JUMP



PLAY TENNIS



PLAY FOOTBALL



PLAY BASKETBALL

Source: <http://homeschool-sweet-homeschol.blogspot.com/2015/07/free-time.html>

Elaborated by: Damaris Faubla Alomoto

Activity # 6

Name: likes and dislikes

Objective: to express preferences.

Structure/Vocabulary: I prefer...; I like/dislike...; I dislike; I love...

Organization: individual work.

Time: 5 minutes to prepare/ 5 minutes to speak.

Functions: expressing likes and dislikes.

Materials: pictures, sheets of paper, pencils.

Procedures:

1. The teacher will collect some pictures of objects, people, scenery, etc. as there are students.
2. Then, all pictures will be placed on the table and each student is going to choose two: one picture he/she likes and another he/she dislikes.
3. Next, they will return to their seats and will prepare for 5 minutes to explain why they like or dislike the pictures.

Graph # 42 Likes and dislikes

Example of pictures.



Source: <http://homeschool-sweet-homeschol.blogspot.com/2015/07/free-time.html>

Elaborated by: Damaris Faubla Alomoto

Activity # 7

Name: the desert island

Objective: giving reasons.

Structure/Vocabulary: I would use...; I think I'd use...because it is...

Organization: pairs.

Time: 10 minutes to prepare/ 5 minutes to speak.

Functions: giving reasons; agreeing and disagreeing.

Materials: pictures, sheets of paper, pencils.

Procedures:

1. The teacher sets an imaginary situation in class: "Imagine you are lost in a deserted island (you are only wearing a swimming suit and sandals), and you only have food and drink. Here there is a list of things you may find useful. Find the 5 most useful things you would need and rank them in order of importance".

- A box of matches
- A pair of glasses
- A bottle of whisky
- A radio
- A camera
- Pills
- Money
- A watch
- A laptop
- A towel
- A lighter
- A pencil and a paper
- A blanket
- A bed
- A chair
- A compass
- A knife
- A weapon
- Binoculars
- A boat

2. Then, explain one reason (s) for your selection.

Graph # 43 The desert island



Source: http://www.123rf.com/photo_1533547_lonely-the-man-living-on-a-small-desert-island.html

Elaborated by: Damaris Faubla Alomoto

Activity # 8

Name: My favorite color

Objective: contradicting and giving reasons.

Structure/Vocabulary: My favorite color is...because...; it represents...; it's my mother's/sister's/brother's favorite color; I associate it with...; it's the color of the...; it makes me feel...

Organization: groups (4 or 5 students).

Time: 15 minutes to prepare/ 5 minutes to speak.

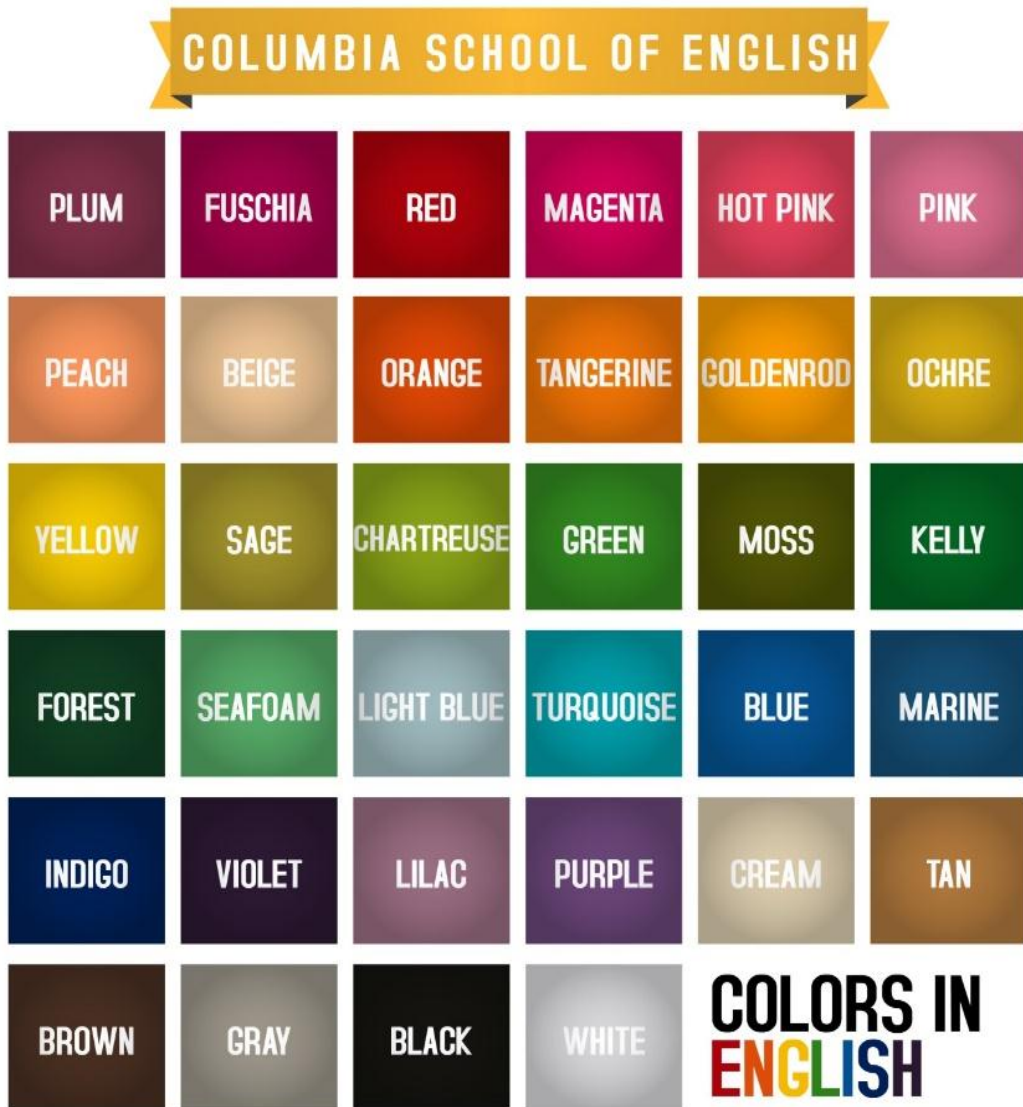
Functions: contradicting; giving reasons; talking about colors.

Materials: pictures, sheets of paper, pencils.

Procedures:

1. The teacher will show some of the most common colors to the students.
2. Then, they will choose the one they like the most.
3. All the students who like the same color will be in the same group.
4. At the end they will explain why the chosen color is the best in one or two sentences.

Graph # 44 My favorite color



Source: <https://conversationallyspeaking.wordpress.com/2014/02/28/colors-in-english/>

Elaborated by: Damaris Faubla Alomoto

Activity # 9

Name: My fictional friend.

Objective: describing a character and giving reasons.

Structure/Vocabulary: I am...; My name is...; I work as... This character is...

Organization: groups (4 or 5 students).

Time: 15 minutes to prepare/ 5 minutes to speak.

Functions: talking about a famous character and supporting your ideas.

Materials: pictures, sheets of paper, pencils.

Procedures:

1. Each group of students will create an imaginary character for themselves. It could be either from a movie or from their imagination.
2. Then, they will introduce themselves as if they were the character they created. (E.g. I am Julius Scott and I am the captain of a famous football team.)
3. They have to add at least three characteristics of that fictional character.
4. At the end each group has to vote secretly to determine which character was the best.

Graph # 45 My fictional friend



Source: <http://www.paperdroids.com/2015/06/08/10-fictional-best-friends-taught-us-friendship/>

Elaborated by: Damaris Faubla Alomoto

Activity # 10

Name: Find the difference

Objective: to develop speaking by means of pictures.

Structure/Vocabulary: The main differences are...; I see ___ differences, they are...

Organization: groups.

Time: 15 minutes to prepare/ 5 minutes to speak.

Functions: finding the differences.

Materials: pictures, sheets of paper, pencils.

Procedures:

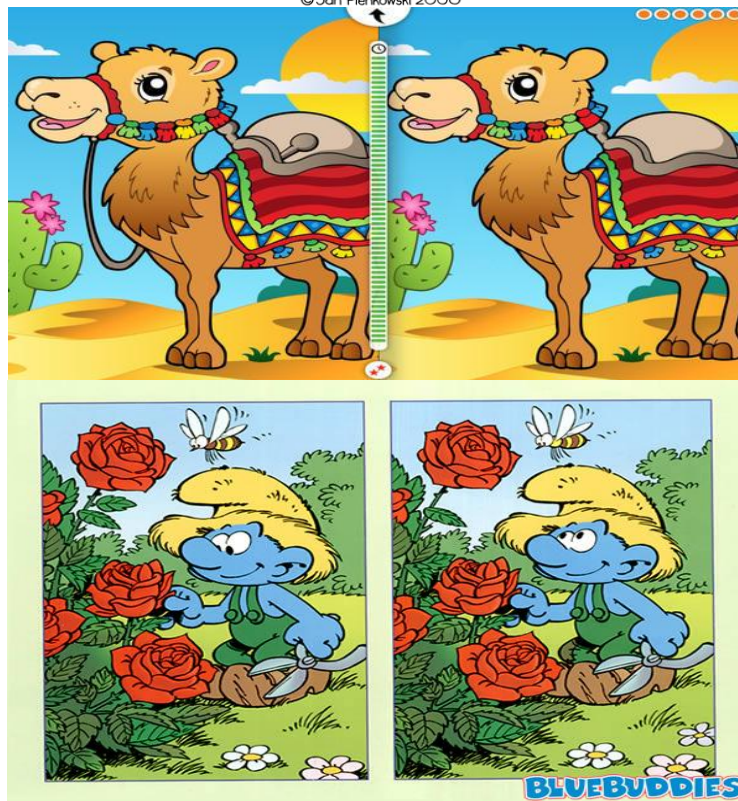
1. The teacher will divide the class in groups of 4 or 5 and will give them a card with two drawings.
2. The drawings contain some differences and the groups will have to find them.
3. Finally, the group will have to present the differences found to the class.
4. The rest of the groups will have to pay close attention because the students can miss some differences while describing the pictures.

Graph # 46 Find the difference



How many differences can you spot?

© Jan Pieńkowski 2000



Source: <https://play.google.com/store/apps/details?id=com.coragames.differences.africapirates>

Elaborated by: Damaris Faubla Alomoto

10.1 CONCLUSIONS AND RECOMMENDATIONS

10.1.2 CONCLUSIONS

- The Communicative activities used to develop the speaking skills are intended to be added to the current curriculum of English in High Schools oriented by the Ministry of Education, since the current textbooks lack these kind of activities.
- The Communicative activities improve the level of student's learning the foreign language and self-confidence, as they include both accuracy and fluency exercises and also, they are planned to be applied in groups, in pairs and individually. They are also based on the Communicative approach as they follow a communicative methodology following certain stages to get better results: initial communicative practice, determination, analysis and solution of the problem, controlled practice, guided practice, integrated free practice and creative production.
- For the present investigation some theoretical and empirical methods were applied such as the survey, the interview, the observation and oral tests in order to get information from students and teachers of the development of the speaking skills in the teaching-learning process of English as a foreign language.
- At the end of the implementation of the proposal a final oral test was applied and the students showed an improvement in the different areas assessed in the speaking skill: grammar and vocabulary, discourse management, pronunciation, and interactive communication; according to the criteria selected from the Common European Frame of Reference. This test was applied at the beginning and at the end of the investigation to contrast the results obtained and to validate the proposal designed for eighth-grade students. The students improved the speaking skill by a 16% in grammar and vocabulary, a 28% in discourse management, a 28% in pronunciation and, a 20% in interactive communication.

10.1.2 RECOMMENDATIONS

- The Communicative activities to develop the speaking skills should be used to improve the level of student's education and self-confidence.
- The Communicative activities designed to develop the students speaking skills should be implemented in other high schools with similar learning problems in the English subject, specifically in the speaking skill.
- A training concerning the structure, methodology and content of the present proposal should be given to the English teachers of High Schools in Santa Elena.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Institutional

DESCRIPTION	UNIT COST	TOTAL COST
'Alfa y Omega' High School. Santa Elena Province.	\$ 0.00	\$ 0.00
TOTAL		\$ 0.00

5.1.2 Human

DESCRIPTION	UNIT COST	TOTAL COST
10 Professors	\$ 7.00 / Hour	\$140.00 (20 hours)
Thesis' advisor	\$ 0.00	\$ 0.00 (4 months)
Typesetter	\$100.00	\$100.00 (1 month)
Photographer	\$ 50.00	\$ 50.00 (1 month)
Researcher	\$ 500.00	\$ 500.00
TOTAL		\$ 790.00

5.1.3 Material

DESCRIPTION	UNIT COST	TOTAL COST
Sheets	\$ 5.00	\$ 50.00
Prints	\$ 0.25	\$ 125.00
Copies	\$ 0.05	\$ 25.00
Ink	\$ 0.30	\$ 120.00
CD'S	\$ 1.00	\$ 3.00
Pens	\$ 0.50	\$ 2.50
Flash drive	\$15.00	\$ 30.00
TOTAL		\$ 355.50

5.1.4 Technology

DESCRIPTION	UNIT COST	TOTAL COST
Internet	\$ 30.00	\$ 120.00
Telephone and Communication	\$ 20.00	\$ 80.00
Camera	\$ 300.00	\$ 300.00
Mobilization	\$110.00	\$440.00

5.1.5 Economic

DESCRIPTION	UNIT COST	TOTAL COST
Lunch and snacks	\$ 250.00	\$ 250.00
Unanticipated expenses	\$ 200.00	\$ 200.00
TOTAL		\$ 450.00

TOTAL SUMATORY		\$ 2.035.50
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5.2 Source Materials

5.2.1 Timetable

N°	ACTIVITIES	2015-2016																											
		SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Socialization with thesis advisor.	X																											
2.	Thesis Designing.		X																										
3.	Elaboration Chapter I.			X																									
4.	Chapter I Progress.				X																								
5.	Elaboration Chapter II.					X	X	X																					
6.	Field Research at “Institution”.							X																					
7.	Survey Implementation.								X																				
8.	Analysis and interpretation of results									X																			
9.	Elaboration Chapter III.										X																		
10.	Chapter III Progress.											X	X	X															
11.	Elaboration Chapter IV and V.														X	X													
12.	Implementation of activities.														X	X	X	X	X	X									
13.	Review of Thesis draft.																									X			
14.	Delivery of final work																										X		
15.	Pre defense of Graduation Work.																											X	
16.	Defense of Graduation Work.																												

Elaborated by: Damaris Faubla Alomoto

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Appendixes

Appendix No. 1 Interview directed to ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" authorities

Objective: To know ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" authorities' opinions concerning the implementation of communicative activities to improve eighth-grade students' speaking skills.

Question 1: What are the benefits of improving the development of speaking skills in English in eighth-grade students?

Question 2: What kind of communicative exercises does ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" use in the teaching-learning process of English?

Question 3: Do you consider the improvement of speaking skills in the English subject a priority to master this language these days?

Question 4: Do you consider that ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA" is ready to achieve the goal of the acquisition of the B1 level by all the students?

Question 5: Will you support the implementation of communicative activities to improve the development of the speaking skills of eighth-grade students at ESCUELA DE EDUCACIÓN BÁSICA "ALFA Y OMEGA"?

Appendix No. 2 Interview directed specialists in the English subject

Objective: To know the opinions of the specialists in the English subject concerning the implementation of communicative activities to improve eighth-grade students' speaking skills.

Question 1: What are the advantages of using communicative activities to improve speaking skills?

Question 2: Do you consider the improvement of speaking skills and the corresponding sub-skills in the English subject a priority to master this language these days?

Question 3: What kind of communicative activities do you know in order to improve the development of the students' speaking skills?

Question 4: Do you agree that the implementation of communicative activities will help students improve their speaking skills?

Question 5: Do you consider the use of communicative activities and the way to implement them to be the best option in order to improve the students' development of the speaking skills?

Question 6: What benefits are there for students with the implementation of the communicative activities?

Question 7: What advice will you give to students that are going to experience the communicative activities suggested in this research?

Question 8: What advice will you give to professors that are going to implement the proposal suggested in this research?

Appendix No. 3 Questions for students

Objective: To know the students' real situation concerning the development of the speaking skills.

QUESTION 1: Why are you learning English? Give your reasons, please.

1. Because it is the international language.
2. Because it is important to speak a FL.
3. Because it is a compulsory subject.
4. Because I am interested in E or enjoy learning E.
5. Because I like E better than another FL.
6. Because it gives me future opportunities.
7. Because I need it for current work or study.
8. Others. Explain. _____

QUESTION 2: Do you seek opportunities to use English?

- a) Yes, I do. I actively seek opportunities to use English.
- b) When an opportunity comes up, I make use of it.
- c) No, I don't.

QUESTION 3: What is your attitude towards English speaking?

- a) I am interested in English.
- b) I am quite interested, but I do not know much about English.
- c) I am not interested in English.

QUESTION 4: How important is, in your opinion, speaking in learning English in comparison to other skills (listening, reading or writing)?

- a) Less than 15% of importance in comparison to other skills (L, R and W).
- b) About 25% of importance.
- c) 50% of importance.
- d) 75% of importance.

QUESTON 5: How much time is devoted to practice speaking in your English lessons?

- a) Less than 15% of the total lesson time.
- b) 20-25% of the time.
- c) 50% of the time.
- d) More than 50% of the time.

QUESTION 6: Do you think the amount of time devoted to speaking is sufficient?

- a) Yes.
- b) No. More time is needed.

QUESTION 7: Which type of activities is used in your English lessons more often – accuracy or fluency practice?

- a) Accuracy practice more than 60% of the time devoted to speaking (e.g. drills, question and answer practice, dialogue practice...)
- b) Fluency practice more than 60% of the time devoted to speaking (e.g. discussion, role-play, improvisation, information-gap activities, problem-solving tasks....)
- c) Accuracy and fluency practice in about the same proportion.

QUESTION 8: Which do you prefer – accuracy practice or fluency practice?
Which of the two is, in your opinion, more important to communication?

- a) I prefer accuracy practice; I consider accuracy practice more important to communication.
- b) I prefer fluency practice; I consider fluency practice more important to communication.
- c) I prefer accuracy practice, but I consider fluency practice more important to communication.
- d) I prefer fluency practice, but I consider accuracy practice more important to communication.
- e) Both have the same range of preference and importance for me to communication.

QUESTION 9: What is your attitude towards speaking activities? Do you feel secure and self-confident when practicing speaking?

- a) I enjoy speaking activities and I feel secure and self-confident when practicing speaking.
- b) I enjoy speaking activities, but more practice would be needed for me to feel secure and self-confident when practicing speaking.
- c) I do not especially enjoy speaking activities, but I feel secure and self-confident when practicing speaking.
- d) I do not especially enjoy speaking activities and I do not feel secure and self-confident when practicing speaking.

QUESTION 10: When (in what situation) are you most willing to speak?

- a) When working (speaking) in groups.
- b) When working (speaking) in pairs.
- c) When working (speaking) on my own- as an individual.

QUESTION 11: How do you feel about your speaking skill? Are you able to communicate in different situations?

- a) My speaking skill is excellent – I am able to communicate in a variety of different situations.
- b) My speaking skill is sufficient – I am able to communicate in a limited number of situations.
- c) My speaking skill is poor.

QUESTION 12: Do you develop your speaking skill outside the classroom as well? How?

- a) Yes, I do.
- b) No, I don't.

Note down how, please:

Appendix No. 4 Questions for teachers

Objective: To know the English teachers' real situation concerning the development of the speaking skills in the classrooms and to contrast it with the students'.

A research concerning the development of eighth-grade students' development of speaking skills in English is being done. For that reason, your honest cooperation is needed. Please, follow the instructions.

For each question, circle, please, only one answer that is true for your preferences or your teaching. (For a few questions you are asked to write your reasons or preferences down.)

Thank you very much in advance.

1. How important is, in your opinion, speaking in teaching English in comparison to other skills (listening, reading, writing)?

- a) Less than 15% of importance in
- b) About 25% of importance comparison to other skills (L, R and W)
- c) 50% of importance
- d) 75% of importance

2. How much time do you devote to practice speaking in your English lessons?

- a) Less than 15% of the total
- b) 20-25% of the time lessons' time
- c) 50% of the time
- d) More than 50% of the time

3. Do you think the amount of time devoted to speaking in your lessons is sufficient for your students?

a) Yes

b) No – more time is needed

4. When practicing speaking with your students – which do you prefer (or use more often) -accuracy practice or fluency practice?

a) Accuracy practice more than 60% of the time

b) Fluency practice more than 60% of the time devoted to speaking (e.g. drills, question and devoted to speaking (e.g. discussion, role-play, answer practice, dialogue practice...) improvisation, information-gap activities, -solving tasks...)

c) Accuracy and fluency practice in about the same proportion

5. What activities do you use most often in accuracy practice?

a) Audio-lingual drill (e.g. question and b) dialogue practice answer sequences, repetitions...)

c) Controlled language games

d) Other activities: (note down, please)

6. What activities do you prefer in fluency practice?

a) Discussion

b) Role-play, improvisation

c) information-gap activities, problem-solving tasks

d) Other activities: (note down, please)

7. What is the most efficient technique in making your students speak?

- a) group-work
- b) pair-work
- c) Students working as individuals

8. Do you speak only English in your lessons?

- a) I speak only English
- b) I sometimes use Spanish (esp. when the instruction is complex, students do not understand)
- c) I speak Spanish when giving instructions.
- d) I speak Spanish when explaining new grammar.

9. What is your students' attitude towards speaking? How do they react during speaking activities?

- a) They generally like speaking activities and they are active with prompt reactions
- b) They generally like speaking activities, but they are not so prompt in their reactions
- c) They do not especially like speaking activities, but their speaking skill is sufficient (satisfactory)
- d) They do not especially like speaking activities and their speaking skill is poor

10. How secure or self-confident do you feel about speaking? Are you able to cope orally with different situations?

a) My speaking skill is excellent – I am able to communicate in a variety of different situations

b) During my studies I did not have the opportunity to develop my speaking skill in its whole range

11. Do you develop further your speaking skill? If so, note down how, please.

a) Yes, I do.

b) No, I don't.

Note down how, please:

12. Are you familiar with some new developments or trends in teaching speaking? If so, note your source of information down, please.

Appendix No. 5 Observation Sheet

Objective: To observe if instructions for activities are focused on the development of Speaking Skills.

1. Type of Activity:
 - a) Pre-communicative activity
 - b) Communicative activity
2. Organizational form:
 - a) Whole-class teaching
 - b) Group work
 - c) Pair work
- 3) Instructions:
 - a) The use of language
 - _ English (target language)
 - _ Spanish (mother tongue)
 - _ Target language combined with the mother tongue and vice versa
 - b) Length of instructions
 - _ Short (one word, phrase, short sentences)
 - _ Long (sentence(s) including chit-chat, telling off, and joking, complicated polite language)
 - c) Support for instructions
 - _ Paralinguistic support
 - _ hand-gesture
 - _ eye-contact
 - _ body-movement
 - _ Facial expressions
 - d) Didactic materials
 - _ objects for the use in the activity (pictures, various objects, etc.)
 - _ Computer
 - _ Others _____

e) Written clues

- _ prepared beforehand (written on cards/pieces of paper, etc.)
- _ written on the blackboard
- _ Others _____

f) Oral instructions

- _ Repetition or paraphrasing instructions, restatement of the main points
- _ No support for instructions

g) Comprehension check

- _ General question(s) by the teacher in mother tongue or target language (for example, Ok?; Do you understand?; All right? etc.)
- _ Students are asked to repeat instructions
- _ Students are asked to paraphrase instructions
- _ Students are asked to summarize instructions

h) Demonstrating instructions:

- _ Teacher only
 - _ Teacher + student(s)
 - _ Student (s)
 - _ No comprehension check
 - _ other forms
-

Appendix No. 6 Initial oral test

Objective: To assess students in the speaking ability.

Student: _____ Tester: _____
Course: _____ Date: _____
Score: _____
Comments: _____

Chart 41 Oral Examination Evaluation Criteria

Criteria	5	4	3	2	1
Grammar and vocabulary					
Discourse Management					
Pronunciation					
Interactive communication					
Final Score	_____/20				

Source: <http://www.slideshare.net/eaquals/beata-schmid-alexandra-bianco-assessing-oral-communication-skills>

Elaborated by: Damaris Faubla Alomoto

Part 1 The teacher will ask some 'getting-to-know-you' questions to find out their interests, their family or studies etc.

Q: Where are you from?

Q: Tell me something about your family.

Q: What did you enjoy most when you were at primary school?

Q: Do you have any plans for a holiday this year?

Q: Do you play any musical instruments?

Part 2 In this part of the test the teacher is going to give each pair of students' two photographs and will have the students talk about the photographs for about 1 minute, and also answer a short question about his/her partner's photograph.

Q: (Student A), here are your photographs. They show people participating in sporting activities.

Q: I'd like you to compare the two photographs and say why sport is important to people.

Graph # 47 Practicing Sports (Volleyball)



Source: http://www.elginpk.com/worsley1112_4/howard/index.htm

Elaborated by: Damaris Faubla Alomoto

Graph # 48 Practicing Sports (Football)



Source: <http://resources.specialolympics.org/football.aspx?source=search>

Elaborated by: Damaris Faubla Alomoto

The teacher will then ask Student B a short question about these photographs.

Q: Thank you (Student A). (Student B) which sport would you most like to try?

Part 3 the teacher will join both students in a discussion about the general topic that appeared in Part 2.

Q: Which sports are popular with young people in your country?

Q: Some people say people don't participate in sport as much as they should. Do you think this is true?

Q: Do you think team sports are more fun than individual sports?

Appendix No. 7 ESCUELA DE EDUCACIÓN BÁSICA ALFA Y OMEGA



Outside view of Escuela de Educación Básica “Alfa y Omega”

Appendix No. 8 Teachers from the institution



School teachers and researcher

Appendix No. 9 Students



Students paying attention to their teacher

Appendix No. 10 Students



Eight grade students working on their English books.

Appendix No. 11 Students



Students doing some drills.

Appendix No. 12 Researcher and students



Appendix No. 13 Teacher and students



Observing an English lesson at “Alfa y Omega” school.

Appendix No. 14 Students



Students getting ready for a communicative activity.

Appendix No. 15 Students working as a whole class



Source: School.

Elaborated by: Damaris Faubla Alomoto

Appendix No. 16 Students working in groups



Source: School.

Elaborated by: Damaris Faubla Alomoto

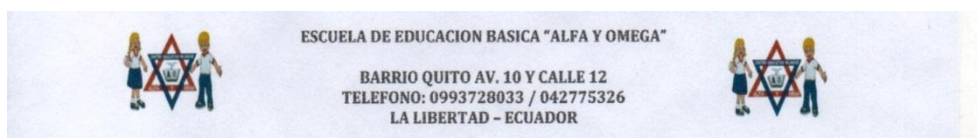
Appendix No. 17 Students working in pairs



Source: School.

Elaborated by: Damaris Faubla Alomoto

Appendix No. 18 List of eighth-grade students



1 ALOMOTO FIGUEROA DANIELA XIMENA

2 BASURTO JAPA JEAN PIERRE

3 BELTRÁN SUÁREZ CRISTINA MARITZA

4 CONCHA VILLAVICENCIO ISAAC ESAU

5 CÓRDOVA VILLAGOMEZ FRANK URIEL

6 CRUZ ANDRADE CAMILA REBECA

7 DELGADO GONZÁLEZ ASHLEY LISSETTE

8 DELGADO RAMÍREZ JULION ADRIÉÁN

9DOMÍNGUEZ ORRALA JAVIER PETER

10 GRANJA MACIAS DAYANARA INÉS

11 HENRÍQUEZ LAINEZ ANGELICA DANIELA

12 ÑIGUEZ RAMIREZ JOSE ADRIAN

13 JARA GUILLÉN VLADIMIR VALENTÍN

14 LAINEZ PITA KEVIN LEONIDAS

15 LIRIANO QUEVEDO SOFIT JAMILET

16 MEJÍA ASECIO GEORGE DYLLAN

17 MUÑOZ GONZÁLES BYRON BRYAN

18 SÁNCHEZ LUCAS JOAN BENJAMÍN

19 SÁNCHEZ LUCAS JOEL ELKIN

20 SORIA QUIJIA DIANA ELISA

21 TACO FLORES DANIELA SOLANGE

22 VALDIVIESO PEZO NATANAEL JOSUE

23 VALVERDE QUIZPE LORENA MARÍA

24 VERA VERGARA CAMILA VICTORIA

25 ZAMBRANO SAONA EDISON CARLOS

Appendix No. 19 Oral test applied after the implementation of the proposal

Objective: To assess students in the speaking ability and to contrast the results obtained after the application of the communicative activities.

Student: _____ Tester: _____
Course: _____ Date: _____
Score: _____
Comments: _____

Chart 42 Oral Examination Evaluation Criteria for the final oral test

Criteria	5	4	3	2	1
Grammar and vocabulary					
Discourse Management					
Pronunciation					
Interactive communication					
Final Score	_____/20				

Source: <http://www.slideshare.net/eaquals/beata-schmid-alexandra-bianco-assessing-oral-communication-skills>

Elaborated by: Damaris Faubla Alomoto

Part 1 The teacher will ask some 'getting-to-know-you' questions to find out their interests, their family or studies.

Q: Where are you from?

Q: Tell me something about your favorite kind of music.

Q: What is your favorite singer/band? Why do you like him/her/them?

Q: Do you usually go to concerts? Why/why not?

Q: Do you play any musical instrument? Which one?

Part 2 In this part of the test the teacher is going to give each pair of students two photographs and the students will have to talk about the photographs for about 1 minute, and also answer a short question about his/her partner's photograph.

Q: (Student A), here are your photographs. They show two musical genres.

Q: I'd like you to compare the two photographs and say why music is important to people.

Graph # 49 Picture A (Rock'n Roll)



Download from
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ID 19349254
© Oxlock | Dreamstime.com

Source: <http://umitw.tripod.com/rokrol.html>

Elaborated by: Damaris Faubla Alomoto

Graph # 50 Picture B (Hip Hop)



Source: <http://theodysseyonline.com/quinnipiac/hip-hop-affects-america/131870>

Elaborated by: Damaris Faubla Alomoto

The teacher will then ask Student B a short question about these photographs.

Q: Thank you (Student A). (Student B) what kind of music do you like the most?

Part 3: The teacher will join both students in a discussion about the general topic that appeared in Part 2.

Q: Which type of music is popular with young people in your country?

Q: Some people don't like all kinds of music as much as they should. Do you think this is true?

Q: Do you think that classical music is funnier than popular music?

Appendix No. 20 School Authorization

La Libertad 10 de Junio del 2015



ESCUELA DE EDUCACION BASICA "ALFA Y OMEGA"
BARRIO QUITO AV. 10 Y CALLE 12
TELEFONO: 0993728033 / 042775326
LA LIBERTAD - ECUADOR



LA RECTORA DEL CENTRO DE EDUCACIÓN BÁSICA

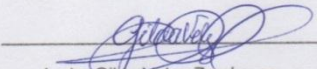
"ALFA Y OMEGA"

AUTORIZA

A la Srta. Evelyn Damaris Faubla Alomoto, portadora de la cédula de identidad N° 092766820-2 egresada de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de Titulación previo a la obtención del Título de Licenciatura Idioma Inglés detallando su tema "COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACION BÁSICA "ALFA Y OMEGA", LA LIBERTAD , SANTA ELENA PROVINCE, SCHOOL YEAR 2015-2016".

Es todo cuanto puedo certificar en honor a la verdad, la interesada puede hacer uso del documento cuando el caso amerite.

Atentamente


Lcda. Gilda Veloz Zambrano

SUBDIRECTORA



Appendix No. 21 School Certificate

La Libertad 22 de Diciembre del 201



ESCUELA DE EDUCACION BASICA "ALFA Y OMEGA"

BARRIO QUITO AV. 10 Y CALLE 12
TELEFONO: 0993728033 / 042775326
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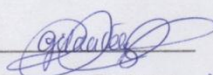
"ALFA Y OMEGA"

CERTIFICA

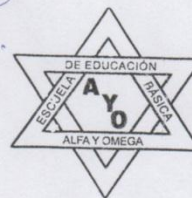
Que la Srta. Evelyn Damaris Faubla Alomoto, portadora de la cédula de identidad N° 092766820-2 culminó con éxitos el trabajo de Tesis "COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACION BÁSICA "ALFA Y OMEGA", LA LIBERTAD , SANTA ELENA PROVINCE, SCHOOL YEAR 2015-2016".

Es todo cuanto puedo certificar en honor a la verdad, la interesada puede hacer uso del documento cuando el caso amerite.

Atentamente


Lcda. Gilda Veloz Zambrano

SUBDIRECTORA



Appendix No. 22 Urkund Certificate

UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA



La Libertad, Enero 7 del 2016

CERTIFICADO ANTIPLAGIO

001-TUTOR AGMV-2016

En calidad de tutora del trabajo de titulación denominado "COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACION BÁSICA "ALFA Y OMEGA", LA LIBERTAD , SANTA ELENA PROVINCE, SCHOOL YEAR 2015-2016", elaborado por la estudiante Evelyn Damaris Faubla Alomoto, egresada de la Carrera de Licenciatura en Ingles, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Ingles, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 9% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Lic. Aura Gabriela Muñoz Veneras MSc.

C.I. 0913853180

DOCENTE TUTORA

UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA



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CHAPTER 1

THE PROBLEM 1.1 The 'COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING SKILLS OF EIGHTH-GRADE STUDENTS AT 'ALFA' (OMEGA HIGH SCHOOL)', LA LIBERTAD, SANTA ELENA PROVINCE, ACADEMIC YEAR 2019-2020' 1.1 Statement of the problem The English language is one of the most used worldwide, so its teaching should be promoted in the national education system. This language constitutes a fundamental subject for the training and the development of skills, abilities and competences to study create and work in order to obtain individual and social benefit. As a strategy to improve the quality of education, the Ministry of Education proposes standards of educational quality that will help guide, support and monitor the management of participants in the education system towards its continuous improvement. Learning standards describe the accomplishments to be achieved by students at the end of each of the five levels established. Accordingly, if the national curriculum is applied properly, students will achieve the learning standards. Particularly, for the subject of English, there are also standards established to be developed not only for students but also for teachers. These standards have been design per skills, that is, for listening, speaking, reading and writing. In the case of speaking they are subdivided in production and interaction according to the common European framework from level A1 until level B2. 'Alfa y Omega High School' is a private school, which has a total population of approximately 300 students, including eighth graders who are the largest groups. The sample and population used for the present study is the unique eighth grade group with twenty-five students enrolled in it. Eighth graders are initiating the upper basic education level, previously known as high school, so it's a change for students to adapt to, due to the transition from one level of education to another. English is one of the changes to be considered. Within the curriculum for this grade, there are five hours of English taught per week. Eighth-grade students should develop the standards per English language skills established by the ministry of education. Although the school is a private institution, it has certain limitations related to economic

Appendix No. 23 The Constitution of the Republic of Ecuador

TÍTULO II

DERECHOS

Capítulo segundo

Derechos del buen vivir

Sección quinta

Educación

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Appendix No. 24 The Organic Law of Education

La Ley Orgánica de Educación

Título I. Principios Generales.

Capítulo único, Ámbito, principios y propósitos

Art. 2 Principios

B. - La educación para el cambio. - La educación constituye el instrumento para la transformación de la sociedad; contribuye a la transformación del país , de proyectos de vida y de la libertad de habitantes , naciones y nacionalidades ; reconoce que los seres humanos , especialmente las niñas , niños y adolescentes , como el centro del proceso de aprendizaje y como individuos de la derecha ; y se organiza sobre la base de los principios constitucionales.