



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

**TOPIC:**

**“INTERACTIVE COMMUNICATION TO IMPROVE THE  
SPEAKING SKILL IN STUDENTS OF EIGHTH BASIC GRADE  
AT ESCUELA DE EDUCACIÓN BÁSICA JOSE PEDRO  
VARELA, LA LIBERTAD PROVINCE OF SANTA ELENA.  
SCHOOL YEAR 2018-2019”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR:**

SUAREZ GURUMENDI RONALD NORBERTO

**ADVISER:**

MSC. VERA CRUZATTI ROSSANA NARCISA

LA LIBERTAD – ECUADOR

2018

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## STATEMENT OF AUTHORSHIP

I, SUAREZ GURUMENDI RONALD NORBERTO, with ID number. 0925457244, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "Interactive Communication to Improve the Speaking Skill in Students of Eighth Basic Grade at Escuela de Educación Básica Jose Pedro Varela, La Libertad Province of Santa Elena School Year 2018-2019". Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



SUAREZ GURUMENDI RONALD NORBERTO  
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## ADVISER'S APPROVAL

In my role as adviser of the research paper under the title “interactive communication to improve the speaking skill in students of eighth basic grade at escuela de educación básica Jose Pedro Varela, La Libertad Province of Santa Elena School Year 2018-2019”. Prepared by SUAREZ GURUMENDI RONALD NORBERTO undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after have oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its evaluation of the board of examiners.

**Sincerely**



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## **DEDICATION**

I dedicate this research paper to God, to my family, to my parents, especially to my father Ing. Francisco Suarez Alvario (+) who is not here since he passed away some years ago. Due to he was a fundamental person in my life to reach my goals.

To my mother Lcda. Emperatriz Gurumendi Camba who has been in the most difficult moments to help to motivate myself and in that way achieve my goals. Moreover, to my brothers who are the support that I need to carry on this research work.

To my professors who help me with their professionally guidance to finish this investigation.

**RONALD**

## **ACKNOWLEDGMENT**

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**RONALD**

## DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.



RONALD NORBERTO SUAREZ GURUMENDI

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RONALD NORBERTO SUAREZ GURUMENDI

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**AUTHOR:** RONALD NORBERTO SUAREZ GURUMENDI  
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**ABSTRACT**

This research studies the different difficulties that learners face in class that do not allow them to increase the English proficiency level, the strategies which can be applied to improve those difficulties and the importance of the implementation of communication activities as a pedagogical tool in class. Thus the purpose of this research were: to improve the speaking skills in students of eighth basic grade using the communicative approach and to study if the students really can learn the English language using communicative activities. The sample group consisted of 38 students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela”. In this research was implemented the qualitative method in which were applied the following instruments: interviews, focus group and observation; in order to obtain relevant information which contributed to solve the difficulties in the speaking skills students had. The implementation of the proposal implied the application of 10 interactive communication activities which were taking from the English book provided by the Ministry of Education, the activities were based on the units students had already learned in class so it helps to work, focus on the previous knowledge student acquire joining the new ones. Moreover, before starting with the interactive communication activities was necessary took a post-test (qualitative and quantitative) which aid to measure the level of speaking in them, then at the end of the proposal in the same way a pre-test (qualitative and quantitative) was taking in order to analyze the percentage of improvement (36%) they reached with the implementation of the proposal. The research finding was that students get a significant improvement in their speaking skills. Therefore, professors, English teachers and teachers in general ought to implement these strategies in class because of the good results, these teaching strategies can cause in the teaching learning process.

**Key words:** *Communicative approach, speaking skills, communicative activities, teaching strategy, English proficiency, interactive communication.*

## INTRODUCTION

Nowadays, people conclude that learning a foreign language specially English is relevant to become successful in this globalized world. Therefore, lately people have become to start learning this language for different purposes such a to get a job, travel, study, and others. In the field of education, the government of Ecuador has been implemented new changes in order to improve the teaching setting. Those new changes involved the application of new techniques and methods for making students learn in an easy and fun way a subject.

On the other hand, in area of teaching English there are a vast of strategies that could be implemented in order to teach the four language skills (listening, reading, writing and speaking), that is why, this research introduce the application of communicative activities to encourage the interaction among students and even the teacher.

Communicative activities could promote that students learn differently from traditional method of teaching, avoiding students continue learning in a monotonous way focus on repetition and lack of interaction in class, that is bored for them according to the students' opinion. That is the reason that the researcher use this currently ways of teaching focused on interaction in which students carried out communicative activities (interviews, role-plays, games and others) that aid students to improve their oral skill. Thus the activities were used as a feedback from the topic that they already had learned from the English book that is provided for

the government, and in that way, creating a teaching learning environment appropriated in order to make students to become in an active agent of knowledge.

Moreover, Interactive communicative activities implied students left their comfort zone that is the chair and start taking a participative role in class, work with their classmates; involving them in activities to practice their speaking skill, achieving students could boost their fluency, vocabulary, pronunciation, and at the same promoting the interaction in class in order to become the class easy and fun.

For instance, the teacher should not to focus on teach something just on the blackboard, instead, he or she ought to apply different ways of teaching a topic, making student participate in their own knowledge acquisition just through the interaction among students using communicative activities, thus it seems to be a perfect strategy to avoid boring English class and increase the English level in the students focus on their speaking skill. Moreover, this research work is divided in four chapters and its description is detailed next:

**Chapter 1:** On this part is focused the problem in which the researcher describe the possible solutions. Beside it includes the main difficulties that affect the deficiency of the speaking skill, illustrated in a problem tree.

**Chapter 2:** This part involves the theoretical framework in which there are relevant theories from different authors (Piaget, Hammer, Richards, Rodgers and others) based on the appropriate development of the speaking skill focus in the communicative approach.

**Chapter 3:** This part contains the methodology, the methods and instruments applied in this research work in order to collect relevant information from the participants who are the principal, specialists, English teachers and students to solve the currently problem focus on the deficiency of the speaking skill.

**Chapter 4:** It includes the proposal, the interactive communications activities which were implemented in the students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela” to boost the speaking skill and the final results that they achieve with it.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. PROBLEM STATEMENT**

Speaking the English language is essential to spread the communication around the globe. It is the language of education, science, business, economy, commerce, politics and others. Learning English language is not a detail just to be familiar with the culture of England or United States otherwise it has become in a needed to keep in touch in this globalized world. Therefore, English is indispensable in people's life since it works as a universal tool which is applied in different ranges of knowledge.

On the other hand, a global view focuses on the level of English proficiency in the world, carried out by (EF EPI, 2017) which is in charge of measure the English level in each country around the world every year, detailed that countries of northern Europe have the highest level of proficiency in the domain of English as a foreign language. Moreover, among the countries with the lowest level of competition include several located in the Latin American region, although the average level of competition has improved in those countries compared to previous editions, for instance, Argentina ranked 25th in the world and first from Latin America with a moderate average of English, meanwhile, Ecuador appears in 55th place with a low average with regard to the aforementioned language.

Thus, Ecuador demands that people be aware of the significant of learning and speaking a foreign language since it can improve the quality of life in them and at the same time give more opportunities to become successful in this changing world that require more competitive professionals every day, who aid to transform this country with the end goal that is to make them adopt the English language as second one and they can be able to master the speaking skill.

Therefore, Speaking is a skill which deserves attention as much as the literary skills in both native and foreign language. English foreign language (EFL) educators must give the appropriate confidence that English Language Learners (ELLs) need to acquire in the development of the speaking skills, if EFL students are not secure of their own knowledge, they cannot be able to express their ideas in a correct manner. Thus they need effectively interaction and oral communication. Then, EFL students ought to be aware about the use of proper grammar, accurate pronunciation and sufficient vocabulary so as to accomplish what is required in speaking skills. For instance, communicative activities can compromise a wide range of learning and give to the students an interactive and fun learning environment to practice their speaking skill in class.

The application of communicative activities has been a fundamental strategy that is worth applying through communicative activities can be an effective way of engaging learners and helping them to develop their language skills in a natural context. It encourages learners to improve their language in a personalized way and help them to communicate in English, in real circumstances instead of simply learning English language structure rules (grammar) and word lists. (Thornbury,

2007) argues that this is achieved in interaction in “real operating conditions”, or those in which the natural spontaneity and unpredictability of communication occur.

Interactive communication activities as a teaching strategy can be applied in the teaching-learning process. Nevertheless, most of the teachers just teach in a traditional way especially in speaking, they only make students repeat the same pattern in every class and it makes the lessons become more repetitive and boring. Thus, there are currently language strategies that can improve environment of the lessons, indeed communicative activities, which have role-plays, dialogues, interviews and others will support educators during the teaching and learning process, this teaching strategy offers to improve the speaking skills through interactive communicative activities in which the students and teachers can interact among them in real time, share personal information, introduce themselves into the amusing situation.

## **1.2 CONTEXT OF THE PROBLEM**

The Educational System in Ecuador focuses on giving a quality of education has implemented lately several changes in all levels of education, it includes the kinder gardens, schools, high schools and universities; the ministry of education of Ecuador, asserts to the application of standards of educative quality, a new curricular adjustment implemented from 2012 to General Basic Education and Bachelor which show off that students will develop knowledge, abilities and attitudes in concrete situations, in different contexts to the resolution of problems.

Furthermore, the university establishes that learners who end their bachelor level will be ready to develop the competences which are required in that educative level and then for their professional life.

English language is a priority for people who can not speak a second language and in education is a requirement to enhance the proficiency level of oral production in the student, even though, it is not enough to boost the English domain since most educative institutions in Ecuador apply different communicative methods inside the teaching learning process in the acquisition of a second language, teaching in dissimilar ways this relevant subject and not all of them reach the same English proficiency.

For instance, there are some private educative institutions which can teach the English language deficiently, meanwhile public educative Institutions in some cases can teach efficiently, these are the reasons, learners can not develop the four language skills properly and even avoid them can be exposed in real situations which imply to use the English language to improve the level of life in them. As a result, learners do not achieve the objectives of the exit profile established in the new standards of education which have as an objective to support, monitor and guide the actions from the actors who are involved in the educational system, taking them towards their continuous improvement.

In addition, the standards of education offer instruments to make decisions of the central government, in order to improve the quality in the educational system. (Ministerio de Educación del Ecuador, 2012). Even though, these standards of



education were already implemented, so far it does not exist a reliable application and evaluation which shows that these standards are improving the education in our country and of course, demonstrate that students can be able to domain the four language skills, and they can be able to apply the English in different areas when necessary.

Despite of the problem that affects our educational system, there are plenty of didactic resources, methods and techniques that allow to make outstanding researches to find out what the possible solutions are in front of different kind of problems that every year most of the educative institutions has according to our needs. Sure enough, is the application of speaking activities for improving the oral production, and the objective is to engage learners and the opportunity to take advantage of this for some scholar investigations, and at the same time through this amazing learning strategy, which is interactive communication activities, give them interesting activities in their academic task and develop the speaking skills by using the interaction among teacher and students, offering learners relaxing moments while they are learning.

For instance, in Santa Elena province there is an institution which is located in La Libertad city its name is “Escuela de Educación Básica Jose Pedro Varela” was founded on October 31, 1975, at present there are 900 students in Educación General Básica and 418 students in Bachillerato. The English teaching staff is formed by 2 teachers.

The students of eighth grade do not have developed the four language skills as well, particularly the speaking skill which is considered the most important of them. The difficulties of the speaking skill make EFL learners are not confident with themselves and of course the communication would not be efficiently delivered neither received. For instance, the didactic resources which are given to the students are not appropriate to improve the speaking, thus when the learners have to carry out activities that implies to use the speaking skills, the ELLs would not be capable to get around the activity successfully since of its complexity of the task which is not suitable to their abilities, and as a result, they are not able to accomplish what is required based on their levels.

They do not practice oral activities that is why, it is too difficult to follow basic conversation. One principle aspect of learning a foreign language is to get EFL learners accustomed to the workable system which involves a high quality of repetition practice in order to get the suitable domain in English language. This is a fundamental reason why the application of interactive communication activities as a teaching strategy will allow student to improve their speaking skill and they can be able to use the English language as a tool to communication in different context of their life.

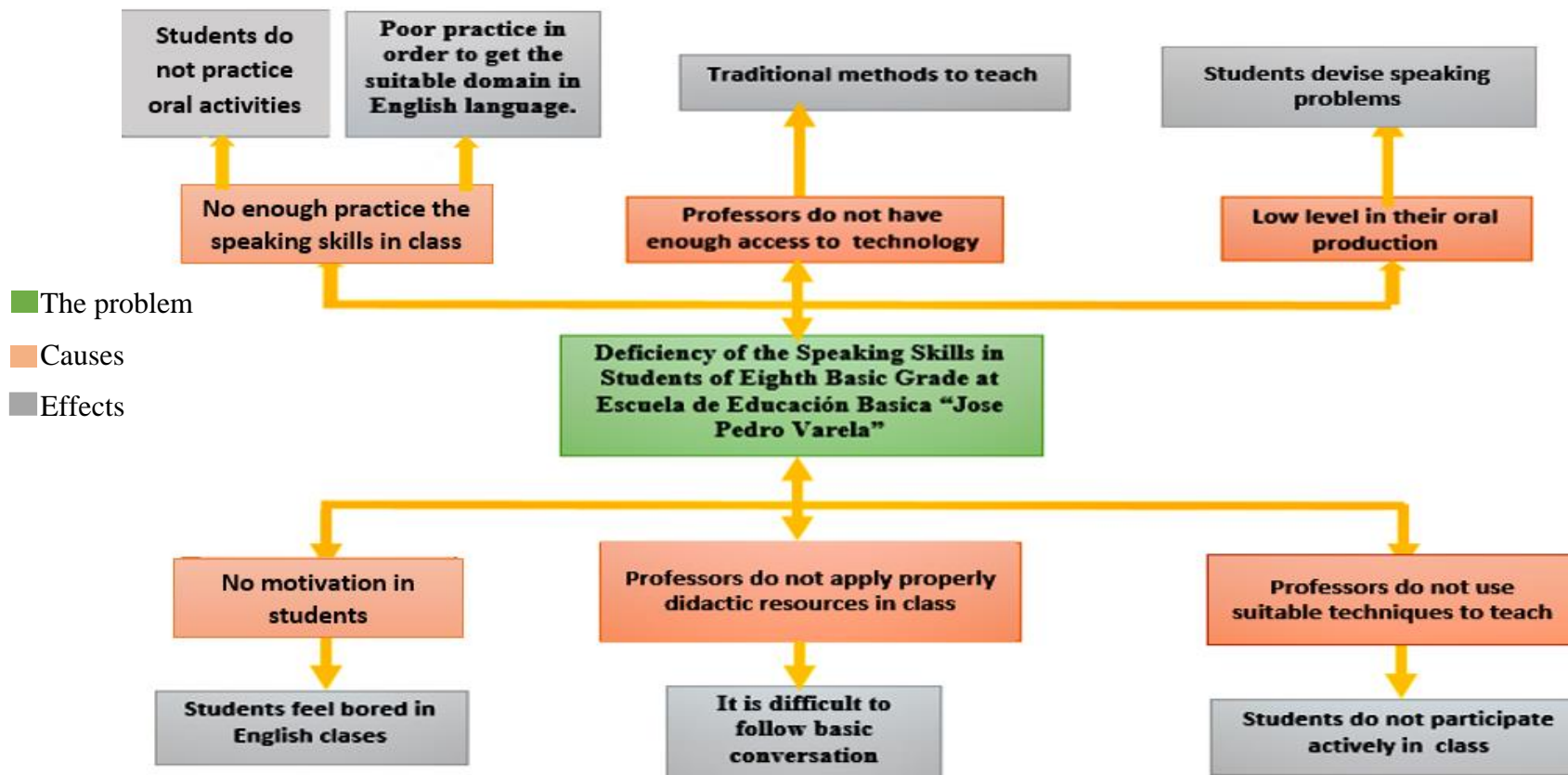
Moreover, at Escuela de Educación Básica Jose Pedro Varela English teachers face numerous challenges in teaching speaking in their students; and unfortunately they cannot fulfill the requirements of our education asks for. That is why it is necessary that teachers use new ways of teaching by applying communicative activities for examples role-play, interviews, presentation, games which promote the interaction

in class as a teaching strategy in order to improve the speaking skill in the students of eighth basic grade with the aim to make them can have an elemental and basic support which help them to enhance their proficiency English level, and they can be able to stablish basic conversation in English, and even apply this knowledge in real situation with people who speak English, specially visitors from others countries who come to our province.

## 1.2.1 Problem Tree

### Illustration 2

Problem Tree



**Note:** Deficiency of the speaking skill in the students of eighth basic grade.

### **1.3. RESEARCH QUESTIONS**

What are interactive communication activities?

How viable is the use of interactive communication activities to improve the speaking skill in the students of eighth basic grade?

What kind of interactive communication activities does the English teacher apply to improve the speaking skill in the students?

Why is important the interactive communication activities inside the teaching learning process?

When interactive communication activities should be applied to teach oral production?

Why English teachers ought to apply interactive communication activities in class?

### **1.4. RATIONALE**

Communication play such a major impact in the life. It is difficult to think about a solitary action that engage students in that doesn't include communication somehow. In the reality, people now and again overlook exactly how critical communications are to their prosperity, relationship, and, at last, happiness in life. But, in real communication assumes a remarkable job in accomplishing the majority of the objectives. Therefore, the application of communication in class based on oral activities which promotes the improvement of the speaking skill in learners is the aim of this research work.

In this way communicative activities refer to the classroom activities that offer a genuine information gap and make it workable for language learners to speak with target language in Communicative Language Teaching Approaches (Liao, 2000). In other words, communicative activities that give learners both a craving to impart and a reason which include them in a varied use of language. They have genuine purposes: to discover data, to separate limitations, to discuss oneself, and to find out about the way of life. Nevertheless when an exercise is centered on developing reading or writing skills, communicative activities ought to be coordinated into the lesson. Moreover, inquire about on second language acquisition (SLA) recommends that additionally learning process could be better when learners are exposed in properly communicative activities inside an interactive or dynamic learning environment instead of in traditional-led classes (Moss and Ross-Feldman, 2003).

Ngan, C, (2013). Stated that communicative activities are essential in teaching and learning English since they have the ability to draw students' participation, help students improve their speaking skills and train them for real-life situations. Interactive communicative activities are composed by some speaking activities which allow ESL students be more motivated and engaged in the classroom.

Through the interaction, learners feel confidence to interact with the teachers, growing interest in practice oral activities thus communication activities could be a good strategy to learn English and also for improving their speaking skill". From that point of view, it is pointed out the idea of using interactive communication activities as a teaching strategy to improve the speaking skills. The benefits of

utilizing communicative activities are, active participation, interaction among students and the English teacher, oral communication, and the most important in education which is feedback.

All the benefits mentioned before go around the same objective of this project which is the improvement the speaking skills. Obviously, the rehearsal of the speaking skills should be by oral presentation, this case it will set out by means of interactive communication activities. EFL students are more encouraged to use this teaching strategy.

This teaching strategy can improve the interaction among students and the English teacher; and also open a wide range of communication that is the purpose of this research, in that, EFL students along with the teachers are able to have access to a continuous communication that permit to the learners build their unique self-esteem. Thus, trusting in themselves makes everything possible, once someone knows that can do it, there are more possibilities to acquire to the expected level.

There are a lot of things that could be done through communicative activities. So children have to be expose to instance of speaking, so the question is why teachers do not contribute what makes them happy and comfortable. This research paper wants EFL educators reflect on the use of communicative activities, EFL teacher should ponder themselves, if they do not make use of this teaching strategy, they can not develop the properly communicative competence in the students.

Therefore, role-play, conversations, dialogues are those strategies which imply learners keep to improve their oral production and even use this learning in the real life to communicate in English with people who speak the English language is the main objective of this research work so, that is why it is utterly necessary to apply interactive communication activities to improve the speaking skill in students of eighth grade at Escuela de Educación Básica Jose Pedro Varela, which aid to increase their oral production as well as their vocabulary to apply the properly words needed in a conversation.

### **1.5. RESEARCH OBJECTIVE**

To analyze the importance of the implementation of interactive communication activities by using speaking activities in order to improve the speaking skill in the students

### **1.6 IDEA TO DEFEND**

Interactive communication activities as a teaching strategy to improve the Speaking skills in students

### **1.8 SCIENTIFIC TASKS**

1. To identify the current methodological process focused on improve the speaking skills.
2. To establish the theoretical framework to take it as guide to use interactive communication activities as a strategy to improve the oral production in students.



3. To implement interactive communication activities to improve the speaking skills in students.

## CHAPTER II

### THEORETICAL BASIS

#### 2.1 PHILOSOPHICAL BASIS

##### 2.1.1 Communicative approach

Communicative language teaching is that which is marked as the objective of the development of communicative competence. The essence of this approach is the enrichment of the oral production in learners.

The concept of communicative competence has been reworked since its first formulation (Hymes, 1971) with the contributions of various researchers to become a complex network of sub competences. In one of the most widespread models that (Michael Canale and Merrill Swain, 1980), later expanded by (Canale, 1983), the following are described:

**The grammatical competence:** supposes the mastery of the linguistic code of the grammar part in the English language.

**Discursive competence:** refers to the knowledge of the relationships between the different elements of a message and the mastery of the rules of combination of these elements according to the different types of texts.

**Strategic competence:** refers to the mastery of verbal and non-verbal communication strategies to control communication, to strengthen the effectiveness of it or to compensate for the insufficient mastery of other skills.

The communicative approach subordinates the study of the formal aspects of languages to the use of these for communicative purposes. The emphasis, therefore, lies on the processes involved in the use of language, that is, on the study of meanings, their expression, understanding and negotiation during interactions.

This conception of what a language is and how it is learned can not do without the approach to the culture in which the language acts as a communication vehicle. In recent years, the importance of the cultural component in communication processes and the need to incorporate it into language programs to facilitate intercultural understanding and understanding has been pointed out.

In the communicative approach, a type of teaching centered on the student is promulgated, on both communicative and learning needs. The purpose of teaching, is to achieve the results with a specific objective, each class according to the syllabus thus in that way, students will get autonomy. Therefore, it is a make decisions on this. The analysis of the needs and the negotiation with the students are constituted, thus, in the orientation on which the action of the teachers and students are articulated.

On the other hand, the communicative approach is presented more attractive and innovative approach in English language teaching since it focuses not only on the structure of the language but also on the communicative function it exercises. It is a way of conceiving the learning of any language. Therefore, according to (Richards, 2006) the main objective of communicative approach or Communicative

Language **Teaching is to develop the communicative competence of the student in the target** language.

**Communicative competence embraces the accompanying characteristics of language learning:**

1. Recognizing how to use language for a scope of various purposes and functions.
2. Recognizing how to differ our application of language as per the setting and the learners (e.g., knowing when to use formal and informal speech or when use language appropriately for written as opposed to spoken communication)
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations, little stories, role-plays, recordings, videos)
4. Recognizing how to keep up communication although having impediments in a single's language knowledge (e.g., through using different kinds of communication strategies) (Richards, 2006,)

This communicative competence is summarized, according to Harmer (2001), in getting students to use the linguistic forms in an appropriate way, in different contexts and for a variety of purposes. (Larsen, D and Anderson, M ,2011) point out that in the communicative approach, it is essential that:

- Communicative interaction in the classroom.
- Meaningful language practice.
- The active participation of the student.
- Positive reinforcement by the teacher.

- The choice of suitable materials.
- Changes in rhythm and activity.
- Ensure that the teaching process is pleasant.
- That the teaching of English be carried out in English.
- Accept that mistakes are natural and that even beginners can understand when they are taught in the target language.

## **2.2 PEDAGOGICAL BASIS**

### **2.2.1 Literature Review**

This literature review is integrated all the contents that are relevant to highly support the purpose of this research work. It contains the concepts, definition, and the information that illustrate the outcomes of the problem. This project has a theoretical framework which are the references of this proposal. Moreover, this will aid: those who are instructors in schools or high schools; those who look for possible solution to the main problem of this research; those who need to be guided of how to solve the problem based on everyone's interpretation.

Learning English is becoming in a crucial fact for all the countries around the world. Therefore, people lately have been adopting this language because of the importance that it represents in this globalized world. For that reason, several studies around the globe shows how communicative activities can be an essential teaching strategy in order to improve the oral production to the people.

## **Researches around the World**

There are studies in Thailand, Indonesia, Colombia and Ecuador about how to develop the speaking skills through communicative activities.

The purpose of this study was to investigate the effect of communicative activities to develop the speaking skills in learners. The students were selected randomly. The researcher and the students applied this proposal seven week in which the students develop communicative activities such as describing and drawing pictures, opening information, mapping dialogues, playing puzzles and spotting the differences. The main findings of this study shows how the students could increase their level of confidence and get more chance to practice the speaking skills in class. Thus the learners were more vocal and more active to learn. (Pranee, N, 2102).

The points of the investigation are to know whether open games affect showing speaking skills and portray how communicative games give an impact on speaking of understudies at middle schools in Jakarta, Indonesia. The after effect of the examination demonstrated the mean score's pretest come to of 60.42 to 69.02 and post test score came to up to 78.77. It is critical to depict that there is a noteworthy enhancement of 13.9% to 41.7% in post test 1 and 83.33% in post test 2. Accordingly, the criteria of accomplishment had been resolved. It is essential to take note of that informative recreations have contributed a positive effect on showing learning process. This likewise suggests the open recreations anticipated that would upgrade understudies' energy and inspiration. Plainly, it gives positive enhancement for understudies' dynamic interest, certainty and their familiarity with

talking expertise. In short it very well may be showed that the procedure of educating and learning makes great, agreeable conditions and decreases the weariness and worry of learning process. (Ratna Sari Dewi, Umami Kultsum and Ari Armadi, 2017)

The examination uncovered that uses communication games as methods for guidance enhanced the understudies' accomplishment and consequences of speaking skills. Understudies making the most of their exercise and got more inspiration, premium and certainty through their learning. In this manner, communicative games ought to be connected as structured exercises in showing oral ability. It is suggested that the investigation ought to be protected and stretched out to other dialect abilities.

This article describes an examination project carried on with a gathering of ninth grade understudies in Bogotá. The beginning stage was a necessities examination which uncovered the absence of work on with respect to speaking skills. Three intuitive undertakings, a free conversational action, and essential oral protections were structured and actualized. In this manner students were placed in contact with a few examples of the foreign language which gave models and, in the meantime, offering relaxing moments in class.

This examination tried to reveal insight into the connection between open exercises and their effect on understudies' inspiration to learn English as a Foreign Language. Results demonstrated that understudies and instructors trust that open exercises are rousing. Besides, understudies feel exceptionally energetic while taking an interest

in communicative activities on the grounds that these improve their familiarity, elocution, and execution in the utilization of English in a sensible and agreeable route since understudies are certain when they help each other amid collaboration in exercises.

The discoveries of this investigation exhibit that learners and teachers trust that communicative activities, as a rule terms, are urging. learners feel certain when they help each other among the association in exercises, for example, class talks, games, combine work, bunch work, pretends, and gathering oral introductions. (Ochoa, C., Cabrera, P., Quiñónez, A., Castillo, L. and González, P, 2016).

### **2.2.2 English teaching**

The reformation of the education has been progressive in these last decades. However, the needs are still the same, there are four things that ESL students need to have in mind. First, to be exposed to the new language; then, to understand its meaning; after that, to understand its form (how is constructed); and finally, practice the new language (Harmer, 1998). Therefore, the acquisition of new language based on Harmer has four things that are sequential, which means, they are linked together to get a progressive learning of the language.

### **2.2.3 Importance of English teaching**

English teaching as well as English learning have been a challenge since, English became a lingua franca. This worldwide language brings about a good prospective of life. A normal person who speaks his/her native language (Spanish), despite of



possessing any degree, they will not have the same opportunity as those who speak their own language and a foreign language (English). Some researchers dissent such as Gan et al. (2004) state “L2 students with limited language competence or learning tools are less successful in utilizing their second language in many different situations”

For instance, Finland is ranked at 8 place so it is one of the best country where people have a high level of English because of the education that is implemented which seek the active participation of the learners thus the teachers are considered as a resource students have to build their knowledge another important fact inside of Finland is that teachers have a high level of training, therefore, people are confident of the work that carry on the teachers (Segarra, R, 2014).

On the other hand, “There are more than 300 million leaners in china” (Liu, 2010). The native language of china is Chinese and in this country the acquisition of English language is more than any other countries. According to Statista, it is affirmed that there are 1.500 million of people who speak English.

Sorting out exercises to work on communicating in English can be a major test for the two instructors and understudies (Baker and Westrup, 2003). At that time was tough to apply activities as to foster the speaking skill. For this reason, “Contemporary second language (L2) pedagogy has attached great importance to communicative interaction in class with a view to developing learners’ communicative competence” (Peng and Woodrow, 2010). Educators came up with looking for the manageable and workable methodology that fits in students’ needs

of their countries. And therefore, some of them have chosen the communicative interaction to widely open their communicative competence.

#### **2.2.4 English teaching at general basic education in Ecuador**

Up to now, the English language is widely recognized to be a lingua franca. All the technological devices, scientific allegation, academic advances and social information are all related to English language as a whole. This foreign language is crucial to learn and speak to attain a great interaction and communication in this globalized world. Hence, the challenges that students' are facing, is making the things work in the development of their skills; for those reasons the ministry of education has acknowledged this concerns. First of all, the importance of English language that allows people go farther linguistically and geographically. Secondly, the arrangement of the standards which are focused on the Common European Framework of Reference (CEFR). And thirdly, the teaching and learning along with the communicative approach is nowadays reckoned by the principles of the nature of language.

The present curriculum objectives are designed to develop communicative language skills (Richards and Rodgers, 2001). The next principles are taken into consideration through Richards and Rodgers agreement. (1) Language is a framework for the speech and transference of meaning, (2) the primary function which has to do with the interaction and communication, and (3) the structure of language which is based on the functional and communicative uses. Thus, the English curriculum guidelines are under the philosophy of the CEFR which looks

for the accurate expression that should be understood and communicated effectively. (National curriculum guidelines EFL Min.Edu, 2014, p.5)

### **2.2.5 English teaching at general basic education in the Province of Santa Elena**

The education system lately has changed the way teacher in general impart their classes. The teaching English in our province is needed since in this part of Ecuador the tourism is present every day focus on this issue born the idea to learn English because in that way people would have more chance to communicate in English with people who speak this language. Most of the educative institutions should be conscious of this fact and develop in the students the abilities that are relevant to establish a conversation that is the speaking skills but it is a problem since students do not reach a good level at the end of the high school and it causes they do not reach the exit profile require or establish in the national curriculum guidelines (2014). Therefore, some researcher has implemented innovative studies focus on learn English applying different strategies and techniques which aid to contribute to enhance the teaching learning process in this province and student would be able to domain the speaking skills.

### **2.2.6 What is the CEFR**

It is a guide book that was made to support teachers, examiners, textbook writers, teacher trainers, and educational administration. This guidance is essential in language and education policy due to the description; for instance, what the ESL understudies ought to almost certainly perform at various phases of the learning

procedure, and what they require to create to communicate adequately based on knowledge and skills.

There are six stages that are from A1 which are for those who are at the beginning stage, to C2 are those who are at high levels. These levels are emphasized on the comprehension and interpretation in their learning process to differentiate the language qualification and requirement who are in the circle of learning. In fact, this CEFR facilitates to compare the scores in international exams so as to finally provide the assessment indicators in reading, writing, listening and speaking (National Curriculum Guidelines. EFL. Min.Edu, 2014)

### **2.2.7 Common European Framework Reference: Levels**

The Ministry of education along with the government are eager to obtain the following required levels. Level A1 is achieved when ESL students can apply regular articulations which essentially satisfy their requirements, for example, presenting themselves as well as other people, encouraging personal information and having a place the extent that the speakers convey the information positively and gradually, level A2 is achieved when ESL students can able to frequently understand phrases in which they are familiar with, in the same way as giving personal and family's basic information, everything that is related to simple tasks and daily routines or habitual activities, and B1 is reached when ESL learners are capable to understand the main points of readings, ESL students should be acquainted with the readings due to their information that talk about work,

individual life, and free time activities. (National Curriculum Guidelines. EFL. Min.Edu, 2014)

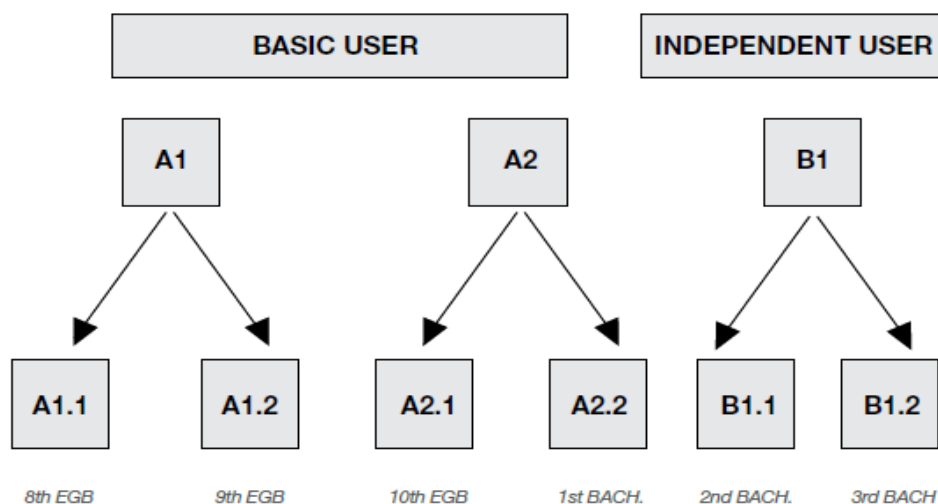
### 2.2.8 Common European framework Reference Levels in the Ecuadorian Educational System

The establishment of CEFR is punctual in Ecuador, in that, it comprises to the necessity that Ecuadorian students need to follow in the common system which is to accomplish the proficiency levels in public educational system

#### Levels of Proficiency: branching approach

##### Illustration 2

Levels of proficiency and their application per school year



(National curriculum guidelines EFL Min.Edu, 2014)

### 2.2.9 English in high school education

#### 2.2.10 Explicit goals per school year

To show pronunciation and progress, the explicit goals for listening and speaking have been detailed by taking into account the three primary domain of importance

for the objective gathering (for example individual, instructive, and public) (Trim, 2009).

For educational purposes, the initial two (individual and instructive) are inclined to in level A1.1 in light of the fact that they comprise the students' prompt environment. On the other hand, the third one (public) inclined to in level A1.2 as it establish the student' broadened encompassing which come a short time later. Additionally, goals and assessment indicators for speaking production and speaking interaction have been set up.

Regarding reading and writing, on the other hand, not only are the explicit goals set up for understudies to confront diverse content sorts they may experience when they read English (Brown, 2007), but the texts are also progressively more complex to follow basic pedagogical principles in education. (National Curriculum Guidelines. EFL. Min.Edu, 2014)

### **2.2.11 The competences in the Common European Framework of Reference**

The CEFR has the inherent competences of the user or student, whether general or more specific communicative competence, when users of a language or students have a communicative intention put at stake all the skills, they have to achieve their goal. However, we will discuss in more detail the sub competences that define communicative competence: communicative linguistic competence and its components; Sociolinguistics and pragmatic competence.

One of the first points that draws attention in linguistic competence is the fact that, in the middle of the 20th century, a universal model of consensual description for

all languages still does not exist. Therefore, the CEFR specifies that the main components of linguistic competence defined as "knowledge of formal resources and the ability to use them" have been taken into account. From these components, well-formed and meaningful messages can be articulated and formulated "(2002: 120). Following this line, the document distinguishes the following linguistic competences or sub competences:

- The lexical competence
- The grammatical competence
- Semantic competence
- Phonological competence
- Spelling competence

The dimension of the social use of language is defined within the sociolinguistic competence, given that language is a sociocultural phenomenon. The aspects that the CEFR takes into account are the following: linguistic markers of social relations, politeness norms, expressions of popular wisdom, register differences and dialect and accent.

Finally, the pragmatic competence, which includes the discursive and strategic competence of (Canale, 1983), details the aspects that the user must take into account on the way in which messages are organized, structured and ordered, as well as on their use for the realization of communicative functions and sequencing according to interactive and transactional schemes.

The Common European Framework of reference has set six levels which are the following. Basic users of the language are those who answer according to A1-A2, independent users of the language are those who answer according to B1-B2, and proficient users of the language are those who answer according to C1-C2. Yet, the level of proficient that ESL learners have to reach at the end of Baccalaureate is B1 that allows them to comprehend and understand as an independent user of English.

### **2.2.12 What is the speaking Skills**

According to Chaney (1998) defines that speaking is "the way toward building and sharing significance using verbal and non-verbal symbols, in a variety of context". This process is also defined as processing, producing, and receiving information. Besides, this interactive process depends on the context, the participants, and the purpose of the speaking (Burn and Joyce, 1997; and (Luoma, 2004).

The speaking skill is fully essential in the teaching and learning process when learning a foreign language. These interactional skills embroil to make decision about communication which is regarded as "a top-down view of speaking" (Bygate, 1998). On the other hand, speaking skills is also considered to be Bottom-up which means that ESL learners should begin acquiring knowledge for the smallest units, sounds of a sentence or discourse (Cornbleet and Carter, 2001).

Developing the speaking skills is of imperative significance in EFL/ESL programs. (Nunan, 1999) and (Burkart and Sheppard, 2004) contend that achievement in speaking in a language is estimated regarding the capacity to complete a conversation in the target language. In this way, speaking is likely a need for most



students of English (Florez, 1999). Speaking guidance is imperative since it enables learners to converse spontaneously and naturally with native speakers. Moreover, if the correct speaking exercises are instructed in the classroom, speaking can raise general students' inspiration and make the English language classroom a fun and dynamic place to be (Nunan, 1999 and Celce-Murcia, 2001). Along these lines Speaking among the other foreign language skills (listening, reading and writing) appears to be instinctively the most essential one. As the way toward learning and applying the abilities of oral English are so firmly related, classroom ought to be where the utilization of spoken language is delicately bolstered since it empowers learners to make associations between what they know and what they are realizing, and it is the one through which they will be judged while the early introductions are being framed, that is the reason as indicated by (Ur, 1981)

Bygate (1987) points out that customarily the spotlight in speaking was on engine-kept abilities. Inside this specific situation, speaking is characterized as the generation of sound-related signs intended to create differential verbal reactions in an audience. It is considered as joining sounds methodically, as indicated by language explicit standards to shape important articulations. A contention that bolsters this view is found in (Bygate, 1987), who expresses: "Our students regularly should have the capacity to talk with trust so as to do a significant number of their most fundamental exchanges. It is the expertise by which they are most much of the time judged, and through which they make or lose companions."

On the other hand, according to Gutiérrez. D (2005) contended that students of remote language in our setting for the most part don't prefer to talk the L2 and more

often than not they show a latent mentality in class. Preparing in oral abilities which let them convey and cooperate in a significant and productive frame, that is, trading data, arranging importance, supporting thoughts, confronting oral safeguards, is an approach to rouse learners to see the foreign language as a vehicle for social communication. People are social creatures who are in persistent interaction and communication with one another. Hence, it is imperative to cultivate circumstances in which students can confront genuine communication in a remote language.

In this way, "in understudies communication can utilize all they have of the language, all they have learned or calmly ingested, all things considered, trades" (Rivers, 1987 referred to in Brown, 1994). This statement tends to the significance of genuine collaboration which offers the students the chance to exhibit what they can do in the foreign language. Connection is the premise of human communication and all components of communicative and interactive capability (language structure, talk, sociolinguistics, and pragmatics) are associated with human communication. They should cooperate for fruitful communication to occur.

### **2.2.13 Parts of Speaking:**

The parts of the speaking skills should be nearly investigated and put into thought. These viewpoints represent a few difficulties and recognize a few rules for understanding this skills and subsequently plan instructional exercises to get ready students to convey successfully, in real life circumstances.

- a. **Speaking is face to face:** Most discussions happen eye to eye which enables speakers to get prompt input, i.e. "Do audience members get it? Is it accurate

to say that they are in assention? Do they identify (Cornbleet & Carter, 2001). Consequently correspondence through speaking has numerous benefits, for example, outward appearances, motions and even body developments. Speaking additionally happens, more often than not, in circumstances where members or questioners are available. Such factors encourage communication (Widdowson, 1998 and Burns, 1998).

- b. **Speaking is interactive:** Whether we are speaking face-to-face or via phone, to one individual or a little gathering, the wheels of discussion more often than not turn easily, with members offering commitments at suitable minutes, with no undue holes or everybody speaks over one another (Bygate, 1998 and Cornbleet, 2001) Turn taking, a primary element in communication, is an oblivious piece of ordinary discussion. Turn takings are dealt with and flagged diversely crosswise over various societies, in this manner causing conceivable communication challenges in discussion between individuals of various societies and languages (Mc Donough and Mackey, 2000).
- c. **Speaking occurs progressively:** During discussions, reactions are impromptu and unconstrained and the speakers think and react quickly, producing language which mirrors this (Foster et al., 2000). These time requirements influence the speaker's capacity to design, to compose the message, and to control the language being utilized. This infers the generation of discourse continuously forces weights, yet in addition permits opportunities as far as making up for these troubles. The utilization of

equation based articulations, delay gadgets, self-correction, rethinking and reiteration can enable speakers to end up increasingly familiar and adapt to ongoing requests (Bygate, 1987; Foster et al., 2000 and Hughes, 2002).

#### **2.2.14 The teaching of the speaking skills**

The English as a second language has a privilege of mastering the speaking skills whether would be effectively or successfully. Methodological debate is an approach that has been utilized in the teaching of oral skills. However, there are a variety of approaches that can be applied in order to obtain oral interactions by means of books or teachers; and finally establish conditions for group work, task works and other strategies (Richards, 1990).

Jones (2001) comments that speaking and listening “tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together”. The speaking is being expressed at the moment, a person thinks about any idea and then the idea is exposed to the world.

Luoma (2004) cites some other features of spoken discourse:

- Composed of idea units (conjoined short phrases and clause)
- May be planned (e.g. a lecture) or unplanned (e.g. a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers and hesitation makers
- Contains slips and errors reflecting on-line processing
- Involved reciprocity (i.e. interactions are jointly constructed)

- Shows variation (e.g. between formal and casual speech), reflecting speaker roles, speaking purpose, and the context.

### **2.2.15 Speaking-teaching principles**

There are key principles that may be applied when teaching speaking skills. The first principle is to make sure that students are totally encouraged in the teaching (Ur, 1981). The motivation can also be defined as a desire to reach the level of the speaking skills toward learning the language (Numan, 1999). And the second principle is when ESL students are finally encouraged to take part of the lessons, as the same way of having several opportunities to find the target of the language that is required in the acquisition more than grammatical explanation or linguistic analysis (Numan, 1999)

### **2.2.16 Strengths and weaknesses of speaking for EFL speakers**

In English, there are some aspects that are regarded to be effective in the English speaking performance. In order to have a solid fluency, it is necessary to highlight some of their aspects that make them prominent which are the pronunciation, vocabulary, and collocation. The speaking tasks is considered as a frequent situation to enhance the fluency of ESL learners (Tam, 1997).

According to Patil (2008) affirmed “building up students’ confidence eliminates fear of making errors”. Thus, the confidence makes ESL learners not be afraid of making mistakes, because they know what they are announcing is accurate, the competence goes along with the confidence to fortify the strengths in ESL learners. However, in order to gain the confidence and competence in ESL students, it should

be applied in syllabus with methods, task, and materials (Bailey, 2005; Songsiri, 2007) which means if they are utilized in a proper manner, the learning will be worthless and that will become a weakness. The grammatical awareness, the understanding of words and sentences, the variety of sounds, and stressed sentences permit the development of the speaking skills.

### **2.2.17 Parts of Speech**

The parts of speech clarify how a word is used in a sentence. Thus they are sentence elements that work together to make up a sentence. The basic parts of speech include: Noun, Pronoun, Verb, Adjective, Adverb, Preposition, conjunctions and Article. Most parts of speech can be divided into sub-classes. Prepositions can be divided into prepositions of time, prepositions of place etc. Nouns can be divided into proper nouns, common nouns, concrete nouns etc.

The ninth parts of speech in English are:

**Noun** - Naming word

A noun is the name of a person, place, thing or idea.

Examples of nouns: Luis, London, table, dog, teacher, pen, city, happiness, hope

**Pronoun** - Substitutes a Noun

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns: I, you, we, they, he, she, it, me, us, them, him, her, this, those

**Adjective** - Describing word

An adjective describes, modifies or gives more information about a noun or pronoun.

Examples: big, happy, green, young, fun, crazy, three

**Verb** - Action Word

A verb shows an action or state of being. A verb shows what someone or something is doing. Examples: go, speak, run, eat, play, live, walk, have, like, are, is

**Adverb** - Describes a verb

An adverb describes/modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent. Many adverbs end in -LY

Examples: slowly, quietly, very, always, never, too, well, tomorrow, here

**Preposition** - Shows relationship

A preposition shows the relationship of a noun or pronoun to another word. They can indicate time, place, or relationship.

Examples: at, on, in, from, with, near, between, about, under

**Conjunction** - Joining word

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Examples: and, or, but, because, so, yet, unless, since, if.

Examples: Ouch! Wow! Great! Help! Oh! Hey! Hi!

**Determiners-** to make clear which noun is referred to or to give information about quantity

Examples: my, the, this, both

**Exclamations-** to show a (strong) feeling-especially in informal spoken language.

Examples: er, ow

According to Harmer (1998) states that some language features for spoken production are the following:

**Connected speech:** ESL students need to be able to produce more than individual phonemes. The connected speech are modified sounds (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).

**Lexis and grammar:** certain language functions have spontaneous speech and teachers should utilize a variety of phrases such as agreement or disagreement, expressing surprise, shock or approval.

**Negotiation language:** it seeks clarification and shows the structure of what they are saying

Harmer (1998) states “teaching speaking based on the communicative approach involves speaking activities that tend to follow the same basic pattern: Engage-study-activate (ESA)”. This approach enhances students to be part of the activity,



this activities are developed based on their environment and the problems that surround them. These are the following pattern

Spoken interaction can be done either with the first language of the second language. According to Luoma (2004) mentions the spoken discourse features:

- a. Composed of idea units (conjoined short phrases and clauses)
- b. May be planned (lecture) or unplanned (conversation)
- c. Employs more vague or generic words than written language
- d. Employs fixed phrases, fillers, and hesitation markers
- e. Contains slips and errors reflecting online processing
- f. Involves reciprocity (interactions are jointly constructed)
- g. Shows variation (between formal and casual speech), reflecting speaker roles, speaking purpose, and the context

(Teaching listening and speaking from theory to practice, Richards, 2008, p. 19)

“Talk as interaction suggests to what we regularly mean by 'discussion' and shows interaction that serves a primarily social function” (Richards, 2008). When someone turns into to have a short conversation at random, she/he often starts with the basic phrases in greetings such as hello, how are you, nice to see you, and so forth, talk about experiences, catch up with relevant information. The emphasis is on the speakers how they deliver the information whether would be casual or formal.

According to Bailey (2005) points out about the English teaching language which is focused on developments in linguistics and pedagogy. The development of the

linguistic competence of the English language teaching is provided by phonemes, morphemes, words, and grammar patterns. These components are put altogether by ESL students to communicate effectively; that means, being competent is the application of the abilities to fully interact with other speakers.

#### **2.2.18 Skills integration**

#### **2.2.19 Integrated skills approach**

Chen (2007) thinks about that amid "the language learning process, listening, speaking, reading, and writing ought to be treated as incorporated, associated, and indistinguishable components of language."

As indicated by Brown (2001, cited in (Hungyo and Kijai, 2009), the Integrated Skill Approach is an entire language approach where on the off chance that a course achieves reading skill, it will similarly achieve listening, speaking, and writing skill." This approach is considered as one in which the English language is instructed for scholastic as well as for correspondence reason. At the end of the day, it considers the communicational objective that each dialect course ought to accomplish by uncovering students "to the extravagance and unpredictability of the dialect, referred to in (Hungyo and Kijai, 2009), the importance of applying this Approach lies on the way that, while standing up to a veritable instructive situation, "more than one capacity is connected to confer and coordinated expertise approach gives chances to build up these aptitudes in the meantime.

Hungyo and Kijai (2009) express that the "exercises utilized by instructors in the incorporated methodology are genuine exercises and circumstances and along these

lines make an intelligent learning condition." at the end of the day, when using the Integrated-ability Approach, educators confront their understudies with educational circumstances that need to be as genuine as could reasonably be expected so understudies understand the significance of speaking in the remote language.

Likewise, Harmer (2007) expressed that integration is a fundamental thought in exercise arranging. Weaving series of different aptitudes and subjects is a critical claim to subject of teachers who plan for a progression of activities. Skills integration similarly happens when understudies are related with task work, which may well include looking into (through listening or reading), speaking (e. g .in talks or when giving a presentation) and writing (e.g. introducing a report).

### **2.2.20 Critical Thinking**

#### **2.2.21 What is critical thinking**

As indicated by the Open University (2008) to think fundamentally is to look at thoughts, assess them against what you definitely know and settle on choices about their legitimacy. The point of basic reasoning is to endeavor to keep up a 'goal' position. When you think fundamentally, you weigh up all sides of a contention and assess its qualities and shortcomings.

Lai, E (2011) Critical thinking incorporates the expertise segments of examining contentions, making derivations utilizing inductive or deductive thinking, judging or assessing, and settling on choices or taking care of issues. Educators are encouraged to give express guidance in basic reasoning, to instruct how to exchange to new settings, and to utilize helpful or community oriented learning techniques

and constructivist approaches that put understudies at the focal point of the learning procedure.

### **2.2.22 Critical Thinking in Children**

Lai, E (2011). Early research in the Piagetian custom would in general view the psychological procedures of youthful kids as being lacking in connection to those of more seasoned people. Many after this convention translate Piaget's phases of advancement to imply that youthful kids are unequipped for formal tasks (conceptual thinking), which are required for basic idea (e.g., see rundown in Kennedy et al., 1991). Be that as it may, later research has discovered that youthful kids participate in a significant number of the equivalent subjective procedures that grown-ups do, inferring that there is a place for basic reasoning in the lower rudimentary educational modules (see, e.g., Gelman and Markman, 1986). Silva (2008) contends that there is no single age when youngsters are formatively prepared to take in more mind boggling mindsets. Moreover, Willingham (2007) demonstrates that extremely youthful youngsters have been watched thinking basically, while prepared researchers infrequently fall prey to mistakes in thinking. (Kennedy, et al, 1991) reviewed the exploration writing and presumed that, albeit basic reasoning capacity seems to enhance with age, even youthful kids can profit by basic reasoning guidance. The creators hypothesize that a large number of the prior melancholy ends, the constrained basic reasoning aptitudes of youthful youngsters, were misleading—because of an absence of significant foundation or substance information expected to participate in an undertaking. Bailin et al. (1999)

contend that basic reasoning guidance at the essential review levels can incorporate instructing understudies to

1. Value reason and truth;
2. Respect others amid dialog;
3. Be receptive;
4. Be willing to see things from another's point of view;
5. Perceive the contrast among definitions and observational proclamations;
6. Use intellectual systems, for example, requesting models when something is hazy; and
7. Use standards of basic reasoning, for example, thinking about options previously settling on a choice.

### **2.2.23 Motivation**

Piaget. J. (1981), a psychologist known for his contributions to the study of childhood and cognitive development, defines motivation as the will to learn, understood as an interest of the child to absorb and learn everything related to their environment. Thus as Proaño, M (2017). Asserted that Learners are accomplished to develop their own knowledge dependent on their practices. Along these lines learners in the classroom can find out about everything that they find in this unique circumstance, any signal, outward appearance or development by the educator impacts individual as entire in the 13 language learning contemporary setting or by their own non-verbal communication. Kids are in some cases inherently roused to

become familiar with constantly yet educators need to fortify this motivation into the classroom the occasions that are required.

Piaget indicates that an individual learns by his own will related to his environment.

Motivation is the process that provokes certain behavior, maintains the activity or modifies it, motivating is predisposing the student towards what he wants to teach, is taking him to participate actively in school work. Thus, to motivate is to lead the student to strive to learn, whether by trial, by mistake, by imitation or by reflection. (Nereci, I, 1991).

#### **2.2.24 Types of Motivation**

According to Deci and Ryan (1985), motivation is classified as intrinsic motivation and intrinsic motivation.

- **Intrinsic motivation:** is the performance of a task for their own good. Values awards acquired through the process of completion of the task, regardless of external rewards.

- **Extrinsic motivation:** the search for a reward external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation, people often lose their intrinsic interest in a task if the task is seen as a means as an end.

Deci and Ryan mention that intrinsic motivation is an activity of the human being who does something without receiving anything in return only for his own satisfaction while the extrinsic motivation is an activity of the individual who does something in order to receive something in return (reward).

## **2.3 LEGAL BASIS**

The legal basis of this project is concentrated on the Constitution of Ecuador (2008), The Law of Intercultural Education and Childhood and Adolescent code.

### **2.3.1 Constitution of Ecuador**

**Art. 26.-** The government constitutes an education investment which warranty to possess a long life formation along with equality and social inclusion that the good living requires. All the Ecuadorians are allowed to take part of the educational process.

**Art. 27.-** The education will be characterized to have a holistic development in the human beings, by taking into the consideration the human rights, the environment, the diversity, the democracy, the gender equality, the justice, the solidarity, and arts that permit to be competent and able to create and work.

**Art. 28.-** The education will be interested in having individual formation as well as group formation from initial level to bachellor.

**Art. 343.-** The goal of the educational system is to develop students abilities that foster the learning, the knowledge development, techniques, and so on. This system will integrate an intercultural vision based on the respect of the culture, language, rights at any place.

**Art. 347 N° 8.-** The government has the responsibility to include information and communication technology (ICT) during the procedure of the classes in order to link social or productive activities in the teaching process.

### **2.3.2 The Law of Intercultural Education**

**Art. 6.-** underlines the significance that has the education inside Ecuador. In this article, is mentioned the crucial issue in the advancement of the teaching process through transversal vision focus on rights; in addition, this article constitutes the improvement of the nature of instruction in every single instructive establishment in the Ecuadorian context.

It also points out the relevant participation of the central government in the accomplishment of the enhancement in education in terms of organization, planning, and application of action in order to make all the things mentioned before occur or happen.

### **2.3.3 Childhood and adolescent code**

**Art 37.- Right to Education.-** the quality of education is required to be accessible to children and adolescent. This oblige that the educational system:

**Literal 1.-** warranties the access and be permanent in basic education (children) and finishes bachellor (adolescent).

**Literal 2.-** warranties to count on didactic resources, labs, technological resources, and teachers for the betterment of the learning.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH DESIGN**

The following research is focused on qualitative methodology, since it seeks to describe the phenomenon or situation focus on the problem, consequently it explores with accuracy to arrive at reality. It means to reach the real situation, establishing the causes and effects, as well as possible solutions. Therefore, the application of this methodology in this project define the result of the application of interactive communication activities for the improvement of the speaking skills in students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela” through the implementation of speaking activities with the aim to help students to increase their oral proficiency in class.

##### **3.1.1 Research Questions**

What are interactive communicative activities?

How viable is the use of interactive communicative activities to improve the speaking skill in the students of eighth basic grade?

What kind of interactive communicative activities does the English teacher apply to improve the speaking skill in the students?

Why is important the interactive communicative activities inside the teaching learning process?

When interactive communicative activities should be applied to teach oral production?

Why English teachers ought to apply interactive communicative activities in class?

### **3.1.2 METHODS**

This research applied the following methods: Qualitative, inductive, scientific and observational with the techniques of data collection such as direct observation, interviews and focus group. This research work allowed the researcher to identify the problems related to the speaking skills; oral pronunciation, difficulties to establish a short conversation and the level of the speaking that students had.

### **3.1.3 Qualitative Method**

This method allowed to interview professionals who gave advises to the researcher to apply correctly interactive communicative activities in the classroom and how to the English teachers should teach English in a way students can assimilate the topics of the learning, and the pedagogical material that should be used in class. On the other hand, the principal, English teachers and students of escuela de educación básica “José Pedro Varela”, collaborated giving to the researcher possible solutions focus on their answer, in order to improve the deficiency of the speaking in the student of eighth basic grade. The qualitative method, help to collect information based on advises, point of views, recommendations, and multiple answers which aim to apply correctly interactive communicative activities to improve the speaking skills.

### **3.1.4 Inductive Method**

In this method was applied the focus group, the researcher create a questionnaires with 11 question all of them focus on improving the deficiency of the speaking skills in the students, those question were answered for the students. This method allowed to the researcher, analyze each students answer with the aim to discover what are the problems that do not permit to the students develop their speaking skills in class, and the possible solutions that students give to the researcher in order to improve the acquisition of the English language.

### **3.1.5 Scientific Method**

This method was used in order to improve the deficiency of the speaking skills in the students of eighth basic grade. To carried on this method, was necessary to take 18 students, those students at the beginning took a diagnostic speaking test, the results of that test showed the English level students had, that was low, after that the researcher implemented the proposal (10 interactive communicative activities), then students took a new speaking test focus on the topic the researcher taught to them in which some of the students showed little improvements. The final results showed that the implementation of interactive communicative activities in the class could help to the students to improve their speaking skills in a 36 %.

### **3.1.6 Observational Method**

This method allowed to observe the English teacher, the students and the environment where take place the teaching learning process. It permitted to see if all pedagogical materials that the English teacher applies to teach English, are really

improving the English level of the students, if the content is assimilated for them and if the environment is properly to carry on a English class so in order to do that the researcher applied an observation guide. It assisted to discover meticulous information about causes and effects of the problem students had in class and also it helped to work, focus on those problem in order to solve them through the implementation of interactive communicative activities to improve the speaking skill in students of eighth basic grade at “Escuela de Educación Básica Jose Pedro Varela”. School year 2017- 2018.

### **3.1.7 LEVEL OR TYPE OF RESEARCH**

**3.1.8 Field Research .-** It was necessary to acquire information about the oral proficiency of the students of eighth basic grade in order to establish the level of speaking they had and also to take evidence of the current methodology, strategies, techniques and resources that the teachers applied in class.

**3.1.9 Bibliographic Research.-** It was used to examine and choice the most up-to-date theoretical information focuses on books, journals, websites to get the information related to the improvement of the speaking skills through interactive communicative activities in learners.

**3.1.10 Applied Research.-** To implement interactive communicative activities with different oral accomplishments in order to improve the speaking skill in the students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela”. Thus, applying these oral strategies students had the opportunity to increase their confident in class.

## 3.2 POPULATION

### Population

The population of this research was composed by 1 eighth grade classrooms (A).

Additionally, the principal (1), English teacher (1) and the English Language experts were taken into account for this research.

### Chart 1

#### Population

N°	DESCRIPTION	QUANTITY	%
01	Principal of Escuela de Educación Básica “ José Pedro Varela ”	1	2
02	Specialists	2	5
03	English Teachers of Escuela de Educación Básica “ Jose Pedro Varela ”	1	2
04	Students of fourth basic grade of Escuela de Educación Básica “Jose Pedro Varela”	38	90
<b>TOTAL</b>		<b>42</b>	<b>100%</b>

**Note:** Population who were taking into account in the investigation

## 3.3 DATA COLLECTION

### 3.3.1 TECHNIQUES

The techniques which were applied to collect data information in this project are:

interview, focus group and observation.

### **3.3.2 Interview**

This technique of data collection was applied to the specialists, to principal of Escuela de Educación Básica “Jose Pedro Varela”, to the English teacher. The participants of the interviews provided significant information focused on advises and opinions with the aim to apply the properly methodology, techniques and strategies to improve the speaking skills in students.

### **3.3.3 Focus Group**

This technique allowed the generation of ideas from the participant in this case the students of eighth basic grade at Escuela de Educacion Basica “Jose Pedro Varela”. It was useful since the researcher could collect individual opinions from the students. Also this technique allowed to establish and identified the problems, causes and solutions focus on the improvement of the speaking skill.

### **3.3.4 Observation**

This technique allowed to do a meticulous observation of the phenomena. Furthermore, it permitted to appreciate the real level of oral proficiency students of eighth basic grade had since at the beginning they were not able to carry on the speaking activities. The observation also indorsed to recognize the methodology, techniques and strategies which the teacher applied to teach and practice the speaking and also to determine if the students are really learning within that learning environment.

### **3.3.5 INSTRUMENTS.**

The instruments which were applied in this project to support this study were useful since these instruments facilitated to collect evidence data of the implementation of interactive communicative activities in the students of eighth basic grade.

### **3.3.6 Questionnaire**

This instrument was applied in the interviews to the specialists, principal, English teachers and students, each question was linked to the solution of the problem focus on the speaking skill through the implementation of interactive communicative activities.

### **3.3.7 Observation Guide**

It was designed and implemented in this research work with the aim to assess the English class through observe directly to the teacher in order to determine the methods, techniques and strategies, the teacher apply in class to practice the speaking skill.

### 3.3.8 DATA COLLECTION PLAN

**Chart 2**

Data Collection Plan

BASIC QUESTION	EXPLANATION
1. What for?	To improve the speaking skills in students
2. From which people or objects?	Students of fourth basic grade of Escuela de Educación Básica “ José Pedro Varela ”
3. About what aspects?	Interactive communicative activities
4. Who?	Ronald Norberto Suarez Gurumendi
To whom?	Specialists, principal, English teachers and students of Escuela de Educación Básica “ Jose Pedro Varela ”
6. When?	2018-2019
7. Where?	At Escuela de Educación Básica “José Pedro Varela”
8. How many times?	Three time per week during three month, school year 2018-2019
9. How?	Individually, in pairs and by group
10. What data collection technique?	Focus group, observation and interviews
11. Assessment	Questionnaires, observation guide, camera, activities.

**Note:** Description of the data collection plan.



### 3.3.9 DATA PROCESSING PLAN

**Chart 3**

Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTION
<p>Through interviews, focus group and observation were recognized the deficit of the speaking in students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela”. Utilizing interactive communicative activities learners will improve the speaking skill</p>	<p>Once the problem was established the researcher initiated searching for related data in: books, articles, on line resources, the UPSE library and others</p>	<p>Using interviews, focus group and observation, the deficiency of speaking problem was identified in students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela”. Therefore all the information collected was taking into account in order to develop the proposal to contribute to the solve the current problem focus on speaking</p>	<p>Utilizing every one of information gathered that proposed the deficiency of the speaking in students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela” It was important to consider the principal and the teacher of Escuela de Educación Básica “Jose Pedro Varela”; and the specialists in the approaching procedure to improve the speaking skill in learners</p>	<p>Implementing interactive communicative activities in students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela” will improve the speaking skills.</p>

**Note:** Description of the data processing plan

### 3.3.10 DATA ANALYSIS

#### 3.3.11 Interview to the specialists

##### **Specialist 1**

**Name:** Lcda. Emperatriz Gurumendi Camba.

**Position:** English Teacher of Unidad Educativa “Eugenio Espejo”. Salinas

##### **Specialist 2**

**Name:** Lcda. Mercedes Tumbaco Tomala

**Position:** English Teacher of Centro Educativo “EDUCA”. Salinas

**Objective of the Interview:** To analyze how to apply interactive communicative activities correctly to improve the speaking skills in students of eighth basic grade.

#### **1. Do you consider relevant the acquisition of a second language?**

##### **Responses**

**Specialist 1:** I consider that is relevant to learn a second language like English because people can be more competitive in the professional context.

**Specialist 2:** It is so important to learn this language as second one then people can study at universities around the world and in that way to get more opportunities to become successful in their life.

#### **2. Do you consider that communicative English activities could improve the English language?**

##### **Responses:**

**Specialist 1:** Of course, applying this activities, the class becomes interactive because most students participate actively

**Specialist 2:** Of course, because the class becomes comfortable with these activities. Moreover, there are a lot of communication among the teacher and students and in that way share your knowledge to the students

**3. According to your point of view what are the advantages in the acquisition of the English language?**

**Responses**

**Specialist 1:** At the moment you can learn this language, and people get more advantages for instance in the professional area, thus if you can speak English is easier to get a job.

**Specialist 2:** One of the best advantages of learning English is to be competitive in the professional context since it can open door in this globalized world.

**4. Do you apply teaching strategies in English class? If you say yes explain why.**

**Responses**

**Specialist 1:** One of the strategies that I apply to improve the speaking skill in class in the students is to switch information about their life for instance to talk about their favorite singer, music and the fact which are relevant for them.

**Specialist 2:** Of course, in my case I teach English to children, I love applying role-plays and songs because the children can learn how to pronounce well the English language and in that way improve the speaking skills.

## **5. Do you implement methodological strategies in English classes?**

### **Responses**

**Specialist 1:** In this case the best method to improve the speaking skill is the communicative approach because I can use a number of speaking activities to implement in class such as interviews, dialogues, role-plays and conversations.

**Specialist 2:** It is the communicative approach this method imply children can improve the speaking skill because of the real interaction using the English language in class, involve them in real speaking activities.

## **6. Do you use didactic resources to improve the speaking skills in students?**

### **Responses**

**Specialist 1:** The main didactic resource that I apply in class, are videos because students can pronounce in a better way the English language.

**Specialist 2:** I like to apply songs in class, taking into account that I can work with children and they can learn new vocabulary to identify and pronounce a lot of words in a song verse.

## **7. What relevant pedagogical models do you apply to improve the teaching learning process?**

**Responses Specialist 1:** The constructivism is the pedagogical model applied with students through the active use of vocabulary and building up colloquial and spoken vocabulary.

**Specialist 2:** It is the cognitivism because I try to interact with the students, involve them in real speaking activities in order to make students can develop the English language.

**8. Do you agree that English teachers should train students to apply the English language in real life?**

**Responses**

**Specialist 1:** I completely agree, because in that way students can be able to apply the English language in different context of their daily life.

**Specialist 2:** Of course, teaching them the properly vocabulary which they can apply to communicate with people who speak English.

**3.3.12 Interview to the principal from Escuela de Educación Básica “Jose Pedro Varela”**

**Name:** Angela Reyes Quimis, Msc

**Position:** Principal E.E.B “Jose Pedro Varela”

**Objective of the Interview:** To analyze the importance of the implementation of interactive communicative activities in students of eighth basic grade

**1. What is your criteria about the current educational system in Ecuador related to the English as a subject?**

**Response:** in my point of view is relevant that the Ministry of Education have increased the English hours as a subject in education.

**2. Why do you consider that teaching and learning English as a second language is relevant in today's education?**

**Response:** of course, it is import if students want to travel to another country. Furthermore, they should reach a properly English level since it is a requirement to go away.

**3. Do you consider that applying methodological strategies could enhance the second language acquisition?**

**Response:** The teachers always are updating in the field of education in order to implement new strategies and methodology to the benefits of the students.

**4. Why do you consider that interactive communication are important in Education?**

**Response:** through the interaction students can express the ideas, thoughts and feelings. And also the teachers can aid to improve the difficulties they have in class.

**5. Why do you consider that interactive communication should be included in the English classes?**

**Response:** of course, to use these strategies can able to interact students with the teachers and in that way become the class comfortable and participation in class.

**6. Could the interactive communicative activities be a good strategy in teaching English as a second language?**

**Response:** I am completely agree since with this activities students could share their daily life and at the same time the teacher can know more about them.

**7. Why do you consider that interactive communication could be a good resource to enhance the speaking skills in students of eighth basic grade in your institution?**

**Response:** it could be positive but we have to be conscious that students do not achieve properly English level from the school and in that way with the aid of these strategies students could improve considerably their English level.

**8. Would you support the application of interactive communication to improve the speaking skills in students of eighth basic grade in your institution?**

**Response:** Yes, I realized that applying these strategies in class students begin to pronounce phrases and words in English, the students and the teacher can project themselves into the interactive class.

### **3.3.13 Interview to English teacher from E.E.B “Jose Pedro Varela”**

**Name:** Lcda. Letty Echeverria

**Position:** English Teacher E.E.B “Jose Pedro Varela”

**Objective of the Interview:** To define how to improve the speaking skills in students of eighth basic grade.

**1. Why do you consider that teaching and learning English as a second language is relevant in today’s education?**

**Response:** Of course, currently it is relevant students can learn a second language at early ages because students could get opportunities to study in the best universities all around the world.

**2. What pedagogical strategies do you apply to strength the speaking skills?**

**Response:** sincerely, students do not like speak in English in class, because they feel fear to make a mistake and scoffing for their classmate. Therefore, I make practice over and over a topic with me.

**3. What kind of didactic resources do you apply to practice the speaking skills in class?**

**Response:** I give didactic resources based on pictures to the students, also they can pronounce according to the picture, also I choose students participate in pairs.

**4. Do you consider that communication are important in the Teaching-Learning process?**

**Response:** Of course, students can interact among themselves because many students learn easier than other in that way they can help to others classmate who have a low level in class.

**5. Do you consider that the use of innovative methodologies in the English classes could improve the speaking skills?**

**Response:** Of course, the English teacher is the main mediator that needs to be training in English educational seminaries to learn new teaching methodologies and to offer a better teaching to the students



**6. Have you applied teaching strategies such as interactive communication that contribute to enhance the speaking skills? If you say yes explain why.**

**Response:** I use strategies for instance I like applying games in which students feel relaxing moments because in that way they can learn better.

**7. Would you support the application of interactive communication to improve the speaking skills in students of eighth basic grade in your institution? If you say yes explain why.**

**Response:** I completely agree because I see how these activities are applying in class obtaining good results in order to achieve students to improve the speaking skills.

**3.3.14 Focus Group to the students of eighth basic grade at E.E.B “Jose Pedro Varela”**

**Activity:** Focus Group

**Mediator:** Ronald Suarez Gurumendi

**Objective of the Focus Group:** To get students’ opinion about the implementation of interactive communicative activities to improve the speaking skills.

**Participants:**

N°	STUDENTS OF EIGHTH BASIC GRADE AT E.E.B “JOSE PEDRO VARELA”
1	Arana Tigrero Amanda
2	Carrera Batallas Adriana
3	Chiquito Gonzalez Evelin
4	Clemente del Pezo Ivette
5	Cruz Santistevan Wilmer
6	De la Cruz Tomala Darling
7	De la Rosa Suarez Kiara
8	Erazo Alejandro Zharick
9	Figueroa Chele Nataly
10	Gonzalez Mero Monica
11	Lopez Rodriguez Slather
12	Malave Malave Joao
13	Malave Sanchez Juan
14	Mendez Gonzabay Juleidy
15	Ortega Del Pezo Nixon
16	Pozo Gonzalez Cindy
17	Pozo Ricardo Dalinda
18	Reyes Jose Malena

<b>Mediator</b>	<b>Do you consider that the English language is important in class?</b>
Chiquito Gonzalez Evelin	Yes. Because we can communicate with other people who speak English
Carrera Batallas Adriana	It is important to know another cultures
Arana Tigrero Amanda	Because it is a requirement to be a professional.
<b>Mediator</b>	<b>What is the most difficult part in English language?</b>
Pozo Gonzalez Cindy	The pronunciation
Figuroa Chele Nataly	The English words are different from Spanish words
Malave Sanchez Juan	Certain words are pronounced different from as people write it
<b>Mediator</b>	<b>The English language contains four important skills (writing listening, reading and speaking). Which ones of them is the most difficult, to learn for you?</b>
Lopez Rodriguez Slather	Speaking skills
De la Rosa Suarez Kiara	Speaking skills
Chiquito Gonzalez Evelin	Speaking skills
Clemente del Pezo Ivette	Writing skills
<b>Mediator</b>	<b>Which ones of the four language skills, Do you like the most?</b>
Figuroa Chele Nataly	Listening skill
Pozo Ricardo Dalinda	Listening skill
Ortega Del Pezo Nixon	Speaking skill
Pozo Gonzalez Cindy	Speaking skill

<b>Mediator</b>	<b>What is the skill? Would you like to improve in class?</b>
Mendez Gonzabay Juleidy	The speaking skills
Malave Sanchez Juan	The speaking skills
Malave Malave Joao	The speaking skills
De la Rosa Suarez Kiara	The speaking skills
<b>Mediator</b>	<b>What kind of didactic resources are applying in English class?</b>
De la Cruz Tomala Darling	The English book, markers, pictures, wall papers
Cruz Santistevan Wilmer	The English book, markers, pictures, wall papers
<b>Mediator</b>	<b>Does the English teacher apply extra material to strength the knowledge acquired?</b>
Arana Tigrero Amanda	Yes, she does
Figuroa Chele Nataly	Yes, she does
Reyes Jose Malena	Yes, she does
<b>Mediator</b>	<b>Do you think that the English teacher uses the correct didactic resources in class?</b>
Chiquito Gonzalez Evelin	Yes, because she helps to us in class
Mendez Gonzabay Juleidy	Yes, she apply games in class
Clemente del Pezo Ivette	Yes, she interact with us
<b>Mediator</b>	<b>Do you know, what are interactive communicative activities?</b>
<b>Clemente del Pezo Ivette</b>	The teacher apply them in English class.

<b>Figueroa Chele Nataly</b>	Students practices activities
<b>Mediator</b>	<b>Do you believe that interactive communication might be useful to develop the speaking in English?</b>
Cruz Santistevan Wilmer	Of course, we share a lot information in class.
Erazo Alejandro Zharick	Yes, we can interact among us
Gonzalez Mero Monica	Yes, it could help to improve the pronunciation.
Reyes Jose Malena	Yes, we can speak in class.
<b>Mediator</b>	<b>What do you think about the implementation of interactive communication to improve the speaking skills?</b>
Cruz Santistevan Wilmer	It is going to help to improve our oral production
Erazo Alejandro Zharick	It can increase our English level
Reyes Jose Malena	We can speak with our classmate and teacher without fear

**Note:** Focus group to the students of eighth basic grade to obtain opinions about the research work.

### 3.3.15 Daily Observation Sheet

#### Chart 5

#### Daily Observation Sheet

<b>Teacher name :</b> Lcda. Letty Echeverria	<b>Date:</b>
<b>Topic of the class:</b> Prepositions	<b>Grade:</b> 8 <sup>th</sup> grade
<b>School name:</b> U.E “Jose Pedro Varela”	

1. Regular	2. Good	3. Very good	4. Excellent				
<b>Characteristics to assess in the observation of the teacher</b>				<b>Assessment</b>			
				1	2	3	4
She demonstrates mastery of the subject						X	
She shows creativity in the development of the class					X		
She transmits enthusiasm and interest						X	
She prepares material							X
She uses resource or didactic materials						X	
She promotes the participation of students and verifies their understanding						X	
She uses properly the board, presentations, guides, etc.						X	
She explains the topics using examples, exercises, cases, etc.							X
She synthesizes and emphasize when necessary.							X
She explains the issues clearly, following a logical and articulated sequence.						X	
Her tone of voice and pronunciation are adequate.							X
Her posture and displacement reflect space management.							X
She proposes suitable activities for each of the phases of the class.							X
She manages and maintains order and discipline.							X
She is respectful with students.							X
<b>Characteristics to assess in the observation of students.</b>							
They carry on the activities.						X	
Ask for clarification about activities.							X
They ask for information.							X
Interact with their peers (they work in groups).							X
They seek information from sources other than those provided.						X	
Respect the teacher.							X
They respect each other.						X	
<b>Characteristics to assess in the observation of the classroom in general.</b>							
Classroom order							X
General impression.						X	
It works in an environment of respect.						X	
Furniture are properly and comfortable for the students							X

**Note:** Observation guide to assess the English class.

### **3.4 RESULTS AND DISCUSSIONS**

#### **3.4.1 RESULTS**

- The students of eighth basic grade do not have a properly vocabulary which difficult to stablish short basic conversation.
- The uses of communicative activities in the classroom can support to the English teacher to improve the oral production in the students.
- The use of interactive communication activities could bed an essential strategy for improving the speaking skill, since students are involved in real interaction.

#### **3.4.2 DISCUSSIONS**

- It is recommended that the teachers apply oral strategies which help students to increase their vocabulary in order to use it in speaking activities.
- It is suggested that the students be involved in communication activities which help to students use the English language in real life situations.
- It is recommended to implement interactive communication activities that promote the real interaction among the students in order to improve their oral communication.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1 NAME OF THE PROPOSAL**

IMPLEMENTATION OF INTERACTIVE COMMUNICATION ACTIVITIES TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF EIGHTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JOSE PEDRO VARELA. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019.

#### **4.2 DESCRIPTION OF THE PROPOSAL**

The accomplishment of this study includes interactive communication for the improvement of the speaking skills. It was executed at Escuela de Educación Básica “Jose Pedro Varela” La Libertad, Province of Santa Elena, in students of eighth basic grade.

Moreover, the application of this speaking strategy can generate a communicative setting where learners are exposed in real speaking situations in which they can practice among them oral activities with the end goal that is, students boost their English proficiency level and they can be able to master the English language and apply it as tool to become successful in this globalized world.

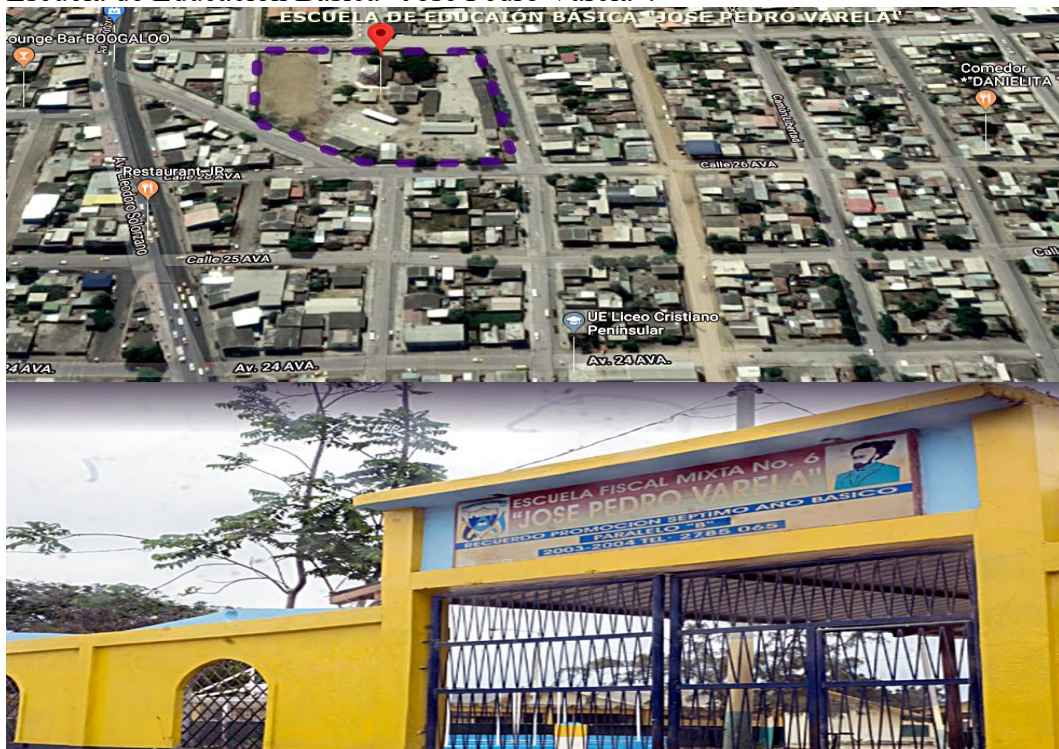


#### 4.2.1 Information and Location

**School:** Escuela de Educación Básica “José Pedro Varela”. It is located in La Libertad-6 de Diciembre neighborhood, Province of Santa Elena.

#### Illustration 2

Escuela de Educación Básica “José Pedro Varela”.



#### Beneficiaries:

#### Chart 6

Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
Escuela de Educación Básica “José Pedro Varela”	Eighth Basic Grade Students	38
	English Teachers	1
	Principal	1
Total		40

#### TECHNICAL TEAM RESPONSIBLE

**Author:** Ronald Norberto Suarez Gurumendi.

**Tutor:** MSc. Rossana Vera Cruzatti

#### **4.2.2 General Objective**

To improve the speaking skills through the implementation of interactive communication activities in students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela”, La Libertad Province of Santa Elena. School Year 2018-2019.

#### **4.2.3 Specific Objectives**

- To analyze different communicative activities focus on speaking, which help to improve the oral production in the students.
- To choice the best communicative strategies which allow to engage to the students through the interaction in class and at the same time offer them relaxing moment while they speak in English.
- To implement interactive communication activities to improve the speaking skills in students of eighth basic grade at Escuela de Educación Básica “Jose Pedro Varela”.

#### 4.2.4 Design and development of the proposal

#### 4.2.5 Interactive communicative activities

##### Illustration 2

Interactive communicative activities



Note: Presentation of the interactive communicative activities

#### 4.2.6 What is interaction

Interaction is an elicitation of willing learner support and activity which requires a high level of interpersonal communication skills (Rivers, 1987). It allows to the exchange of information between the educator and the students or among the students. It has for quite some time been viewed as significant in language learning.

Interaction and its significance in language teaching circumstances Brown (1994) demonstrates that interactive classes have the accompanying beneficial highlights:

- There is a lot of quantity of pair and group work

- Students connect with themselves in natural and genuine conversations.
- Students work for genuine groups of audiences and purposes, not artificial ones
- The task-based accomplishments get ready students for the real world outside of the classroom

Moreover, through interaction, learners can build their language range as they listening to or read legitimate linguistic material, or even the production of their fellow learners in discourses, drama, critical thinking assignments or conversations. At the stage of interaction, learners can apply all they have learned of the language or have informally absorbed, in real life communication where communicating their genuine significance is relevant to them. In this way, they will have involvement in making messages from what they hear or read, since understanding is a procedure of creation (Rivers, 1981, pp. 160-2). It is likewise underscored by Richards (2001) that second language learning is encouraged when students are engaged in interaction and significant communication.

#### **4.2.7 Pedagogical characteristic considered while applying interactive activities.**

The pedagogical highlights that were considered are the following:

- Authentic material
- Selected points should coordinate students' dimension of comprehension, learning of the world, and benefits while supporting progressively productive interaction.
- The prerequisite for students to discuss as opposed to read their presentation

- Ample open doors for the students to enhance their proficiency in English language by interacting either with the instructor or among group work.
- Comprehension of thoughts and fluency are seen as more critical than accuracy among learners so as to build their dimension of inclusion and interaction. In any case, the significance of accuracy was likewise progressively stressed to improve their proficiency.
- Teacher as facilitators observing the procedure of the action by giving learners the fundamental framework. This idea depended on the standards and presumptions of Communicative Language Teaching.
- Students treated with due regard which made them express their desires and opinions on how they had adapted to specific challenges.

#### **4.2.8 What are communicative activities**

(Mohammed, 2010). Indicated that communicative language teaching was created by instructors and connected language specialists as a reaction to the inadequacies of the audiolingual and grammar translation method. One of the particular purposes of communicative language teaching is the emphasis on communicative activities that encourage the language learning. These exercises apply genuine circumstances to trigger communication. They energize and require a student to speak with and listen to different students. Communicative activities have genuine purposes, for example, finding and exchanging information, breaking down barriers, talking about oneself, and finding out about culture. (Bilash, 2009). Established that communicative activities incorporate any exercises that motivate and require a

student to talk with and listen to different students, just as with individuals in the program and community. Nevertheless when an exercise is centered on developing reading or writing skills, communicative activities ought to be incorporated into the lesson.

Moreover, look into on second language acquisition (SLA) recommends that additionally learning happens when understudies are engaged in pertinent tasks inside a dynamic learning condition instead of in conventional teacher-led classes (Moss and Ross-Feldman, 2003).

#### **4.2.9 Characteristic of the communicative activities.**

- The achievement of a communicative activity can be controlled teacher. Assignments ought to be devised in a way that students gain self-sufficiency and freedom while learning.
- The role of the instructors is to give clear and to the point directions and give the proper environment to students to interact and exchange information.
- Communicative activities are interesting. Students ought to be calm and have a relaxing moment during the communicative tasks.
- Communicative undertakings are sensible. Genuine communicative circumstances ought to be the concentration rather than separated structures with no real-life reference.
- While in instructor drove classrooms students were relied upon to be peaceful and listen to the educator and after that, when asked, to react to the educator as one with the one right answer, open undertakings expect students to take

activities and give their reactions ( rather than a reaction) to add to the accomplishment of learning.

- Communicative activities are significant: they are done to satisfy explicit purposes, for example, booking a plane, hotel ticket, welcoming someone to a party, noting a welcome letter, shopping, etc.
- Performance in communicative tests mirrors a hidden skill that is phonetic, sociolinguistic, pragmatic, etc. Communicative exercises ought to consider this multi-dimensional nature of language.

#### **4.2.10 Advantages of the communicative activities**

- Learning is expanded when understudies are occupied with significant assignments inside a dynamic learning condition rather than conventional teacher-centered classes.
- Real life communication is the objective. Students are prepared not exclusively to be linguistically skilled but also communicatively and sociolinguistically competent.
- Communicative activities are motivating. Learning is accomplished while students are having relaxing moments.

#### **4.2.11 What are the benefits of using communicative activities**

- More presentation to Target Language
- More genuine chances to apply the language
- Fun and motivating for students



- Provides chance to use genuine materials

#### 4.2.12 What are the challenges of using communicative activities

- Teachers need to realize how to offer help and what bolster should be advertised. This can mean additional time is required for arranging preparation of activities.
- Communicative activities can present difficulties in assessment.
- Learners can be engaged if they are familiarized with teacher-methodology.

#### 4.2.13 Description of the interactive communication activities

##### Illustration 3

##### Interactive communicative activities



**Note:** Description of the activities implemented to the students of eighth basic grade.

The following activities were adapted from the English book level A.1- eighth basic grade-GBE, provided for the central government. The activities were carried on as



a feedback from the units the students have already been learned, joining their previous knowledge with the new ones. The chart below shows the topic and the units which were implemented in the proposal as a feedback to the students.

#### 4.2.14 Topics, Units and activities to interactive communication

**Chart 7**

Units of the speaking activities

Units	Topics	Interactive communicative strategies
1 People Around Us	Personal Information	The Name game
	Countries and Nationalities	Dialogues
2 People I love	Family Members	Oral presentations
	Parts of the Body	Draw and describing your face
3 Leisure Activities	Cultural events	Role play
4 Street Life	Clothes	Remembering
5 Amazing Places	Places in the City	Vocabulary Flip Chart
	Tourist Places	Giving directions
6 Daily Routines	Routines	Interviews
	Lifestyles	Whisper in my ear

**Note:** Units and strategies which were applied in this project work to improve the speaking skills

### Activity 1: Unit 1 “People around us”

**Grammar focus:** Verb To Be

**Topic:** Personal Information

**General objective:** To use the simple present tense with the verb to be.

**Methodology:** Communicative Approach( The Name Game)

**Vocabulary:** Personal Information (Name-Age- Nationality-Hobby-Telephone number) I-You-It-She-He-We-They



#### Activity #1

**Students name:** I am Amanda Tigero

**Age:** I am 12

**Nationality:** I am ecuadorian

**Hobby:** Play soccer

**Family name:** Tigero

**Telephone number:** 0984637378

#### Development:

**The Name Game** – this is a circle memory game that starts with one person and gets longer and longer as it goes, the first student says her/his personal information (name, age and nationality) then the next students have to be able to remember the information of the first, second, third, fourth and fifth students and say it.

**Activity 2: Unit 1 “People around us”**

**Grammar focus:** Simple present of the verb To Be

**Topic:** Countries and Nationalities

**General objective:** To ask to get personal information using the verb to be.

**Methodology:** Communicative Approach(Dialogues)

**Vocabulary:** Suffixes (-an-ian-ish-ese) Continents-Cities-Countries and Nationalities



**Activity #2**

**Personal information about students A:**

Name	Continent	Country	Nationality	City of the origin
Juan	South America	Ecuador	Ecuadorian	La Libertad

**Exchange information among Student A and B**

He is Juan. He is from South America. He lives in Ecuador. He is Ecuadorian.

**Development:**

**Dialogue** - have students get in pairs, all of the students who participate in this activity have to choose a different country, continent and nationality then have a little conversation in which they share complete information about their nationality and city of origin.

### Activity 3: Unit 2 “People I love”

**Grammar focus:** Possessive Adjectives

**Topic:** Family Members

**General objective:** To use possessive adjectives to describe members of the family.

**Methodology:** Communicative Approach(Oral presentations)

**Vocabulary:** Possessive Adjectives (my-your-his-her-its-our-their) Family Members (Mon-Dad-Sister-Brother-Aunt-Uncle-Grandma-Grandpa)



#### Activity #3

This is a photo of my family. This is my mom. Her name is Maria. Her dad is my grandpa, José. He is 70 years old. My grandma is Sophia. She is short and thin and her hair is gray. This is my dad, Paul. His is tall and handsome. They are my siblings. Their names are Carlos and Samy. My name is Daniel. I am 12 years old. We are a very happy family.



#### Development:

**Oral presentations** –Students prepare a presentation using a real picture of their family about the physical characteristic of each member then to be given in front of the class.

#### Activity 4: Unit 2 “People I love”

**Grammar focus:** Nouns

**Topic:** Parts of the face

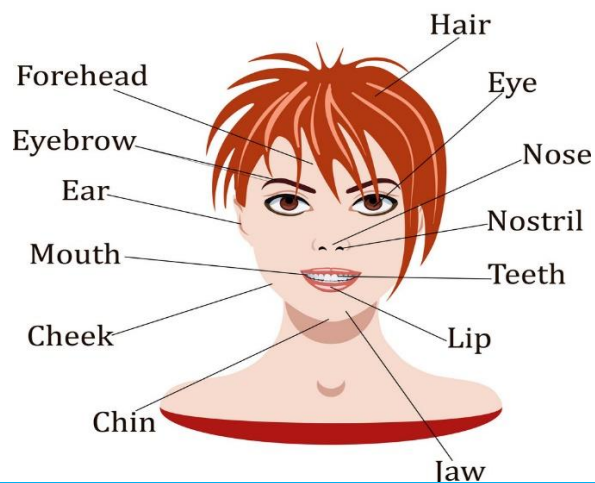
**General objective:** To recognize part of the face using pictures.

**Methodology:** Communicative Approach(Draw and describing your face)

**Vocabulary:** hair- (big,small eyes)-mouth-ears-nose-teeth-face



### *Parts of Face*



#### **Development:**

**Draw and describe your face** – Students have to work in pairs. Students A have to point out each part of the face of the student B and say it also students can use the possessive adjective, too for instance: “*This is his mouth. This is her face*”.



### Activity 5: Unit 3 “Leisure Activities”

**Grammar focus:** Prepositions of time

**Topic:** Cultural events

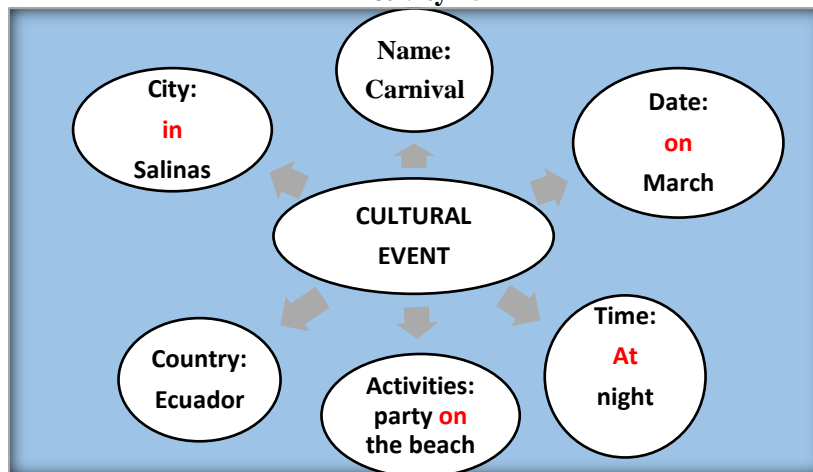
**General objective:** To talk about cultural events through a role play to improve the speaking skills

**Methodology:** Communicative Approach(Role play)

**Vocabulary:** months of the year; (**on-in-at**)



#### Activity #5



#### Development:

**Role play** – To do this activity is necessary to divide the whole class in two group, group A talks about the cultural events, meanwhile group B take notes then students practice interviewing them by using at, on, in, applying wh- questions then switch roles

### Activity 6: Unit 4 “Street Life”

**Grammar focus:** Demonstrative Pronouns

**Topic:** Clothes

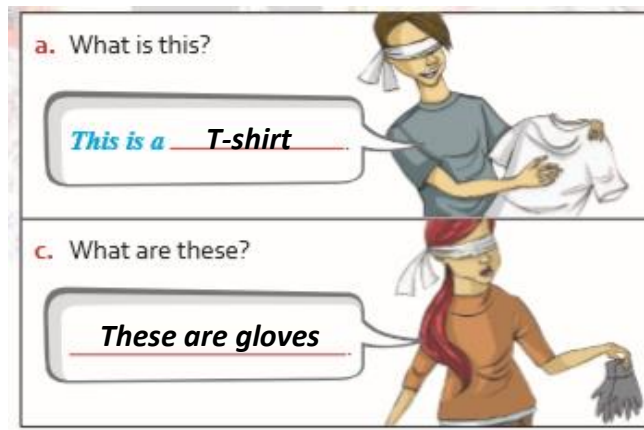
**General objective:** To describe what people are wearing

**Methodology:** Communicative Approach (Remembering)

**Vocabulary:** Clothes; this-that; these –those



#### Activity #6



#### Development:

**Remembering-** This activity implies to work in pairs. The students stand in front of each other for a minute. They should try to remember exactly what they are wearing. Give them 1 minute more to memorize the details then they turn around each other and they have to say what their classmate is wearing

**Activity 7: Unit 5 “Amazing Places”**

**Grammar focus:** preposition of place

**Topic:** Exploring in the City

**General objective:** To ask for and give information about location.

**Methodology:** Communicative Approach(Vocabulary Flip Chart)

**Vocabulary:** words relate to places in a city



**Activity #7**



**Word Bank**

- a. church
- b. movie theater
- c. bank
- d. library
- e. city hall
- f. museum
- g. art gallery
- h. mall
- i. drugstore
- j. grocery store
- k. zoo
- l. gas station
- m. parking lot
- n. police station

**Development:**

**Game conversation-** This activity could be play in pairs. Students A is the resident of the city, student B is a strange ask for a specific direction of the city.



### Activity 8: Unit 5 “Amazing Places”

**Grammar focus:** Imperatives

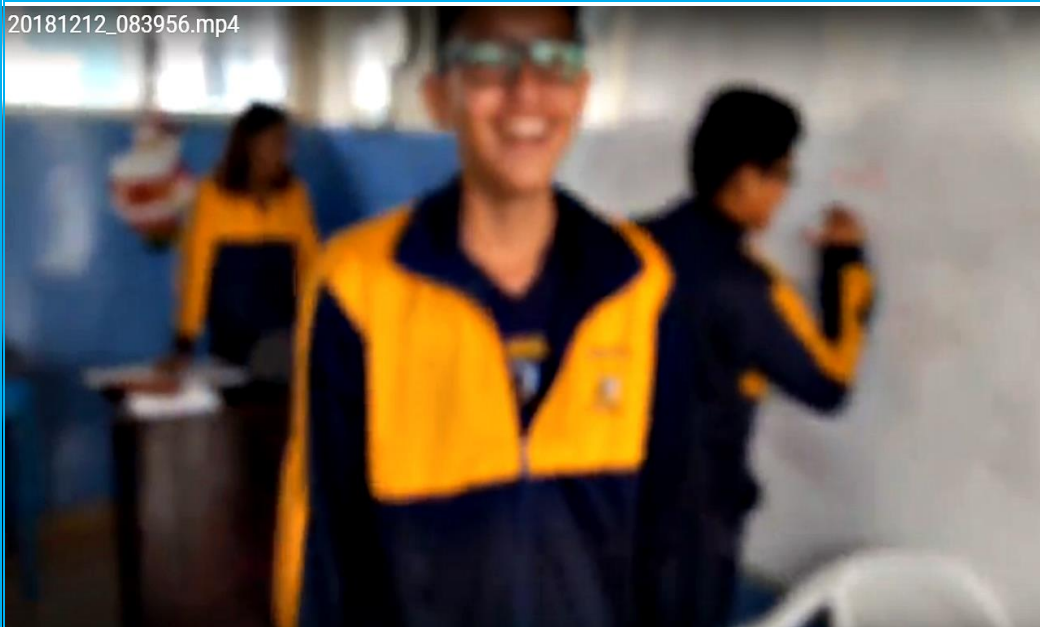
**Topic:** Tourist Places

**General objective:** To give and follow instructions to get a place.

**Methodology:** Communicative Approach(Giving directions)

**Vocabulary:** • turn right • don't go straight • turn left • go straight • walk • don't turn left • don't turn right.

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#### Activity #8

**Student A:** Excuse me, officer. I'm new in town. How can I get to the stadium?

**Student B:** Go straight walk one block and turn left. Walk on Second Avenue two blocks and turn right. Go straight one block, turn left and walk one block. It's on the corner of Main Street and First Avenue.

**Student A:** Thanks for your help.

#### Development:

**Giving directions-** This activity implies students work in groups practice giving each other directions, one student have to cover his eyes with the hands while his classmate give him instruction to get to the determine place.

### Activity 9: Unit 6 “Daily Routines”

**Grammar focus:** Simple present tense to talk about routines.

**Topic:** Routines

**General objective:** To talk about daily routines.

**Methodology:** Communicative Approach(Interviews)

**Vocabulary:** words relate to lifestyles



#### Activity #9

Hi, I'm Juan and I live in Santa Elena. I start school at 7:30 AM so I don't get up early. I usually get up at 6:45 AM and take a shower. I have bolon for breakfast at 7:00 and go to school at 7:15 AM. I don't have lunch at home; I eat at school. I finish classes at 1:30 PM and go home.

#### Development:

**Interviews-** Students practice interviewing each other to discover their lifestyle by using wh-questions then they prepare an oral presentation to present in front of their classmate.

### Activity 10: Unit 6 “Daily Routines”

**Grammar focus:** Simple present tense to talk about regular activities

**Topic:** Lifestyles

**General objective:** To talk about lifestyle.

**Methodology:** Communicative Approach(Whisper in my ear)

**Vocabulary:** • go to bed • take a shower • have breakfast • get home • do homework • get up



#### Activity #10

In the morning, Juan de la Cruz does many activities. First, he gets up. Then, he takes a shower. After that, he has a breakfast finally, he does homework.

#### Development:

**Whisper in my ear** -This activities implies students can whisper someone specific words or phrases. In order to start the activity, it is recommended to the teachers make two rows of six students, then whisper a determine word to the first students, after that the students share the information with the next one, and the last students from row pronounce the word correctly and write down on the board.

### 4.3 ACHIEVEMENT AND EXPECTED RESULTS

#### 4.3.1 ACHIEVEMENTS

The students of eighth basic grade who were taking into account during this Research work get in a pre- test the following score (quantitative and qualitative ) in which is detailed the deficiency of the speaking skill reach at the beginning of the investigation.

#### 4.3.2 Pre-Test Results

**Chart 8**

Pre-Test Results

N°	STUDENTS	QUANTITATIVE	QUALITATIVE			
			N.I.	S.	G.	E.
1	Arana Tigrero Amanda	4		X		
2	Carrera Batallas Adriana	3	X			
3	Chiquito Gonzalez Evelin	4		X		
4	Clemente del Pezo Ivette	7			X	
5	Cruz Santistevan Wilmer	5		X		
6	De la Cruz Tomala Darling	3	X			
7	De la Rosa Suarez Kiara	6		X		
8	Erazo Alejandro Zharick	4		X		
9	Figueroa Chele Nataly	6		X		
10	Gonzalez Mero Monica	3	X			
11	Lopez Rodriguez Slather	3	X			
12	Malave Malave Joao	5		X		
13	Malave Sanchez Juan	7			X	
14	Mendez Gonzabay Juleidy	3	X			
15	Ortega Del Pezo Nixon	4		X		
16	Pozo Gonzalez Cindy	6		X		
17	Pozo Ricardo Dalinda	4		X		
18	Reyes José Malena	5		X		

**N I:** Need Improvement (1-3); **S:** Satisfactory (4-6); **G:** Good (7-9); **E:** Excellent (10)

**Note:** Quantitative and qualitative pre-test results of the students of eighth basic grade

The following chart establishes the final result (quantitative and qualitative). At the moment the students carried on the activities, start improving their oral production. Therefore, the implementation of the proposal shows the importance of the interactive communication activities in order to facilitate the learning of a second language and the benefits of them.

### 4.3.3 Post Test Results

**Chart 9**

Post Test Results

N°	STUDENTS	QUANTITATIVE	QUALITATIVE			
			N.I	S.	G.	E.
1	Arana Tigrero Amanda	6		X		
2	Carrera Batallas Adriana	6		X		
3	Chiquito Gonzalez Evelin	7			X	
4	Clemente del Pezo Ivette	9			X	
5	Cruz Santistevan Wilmer	6		X		
6	De la Cruz Tomala Darling	8			X	
7	De la Rosa Suarez Kiara	8			X	
8	Erazo Alejandro Zharick	7			X	
9	Figueroa Chele Nataly	8			X	
10	Gonzalez Mero Monica	7			X	
11	Lopez Rodriguez Slather	6		X		
12	Malave Malave Joao	7			X	
13	Malave Sanchez Juan	8			X	
14	Mendez Gonzabay Juleidy	6		X		
15	Ortega Del Pezo Nixon	8			X	
16	Pozo Gonzalez Cindy	9			X	
17	Pozo Ricardo Dalinda	7			X	
18	Reyes José Malena	7		X		

**N I:** Need Improvement (1-3); **S:** Satisfactory (4-6); **G:** Good (7-9); **E:** Excellent (10)

**Note:** Quantitative and qualitative post-test results of the students of eighth basic grade

#### 4.3.4 Analysis of the Final Results: Before and After.

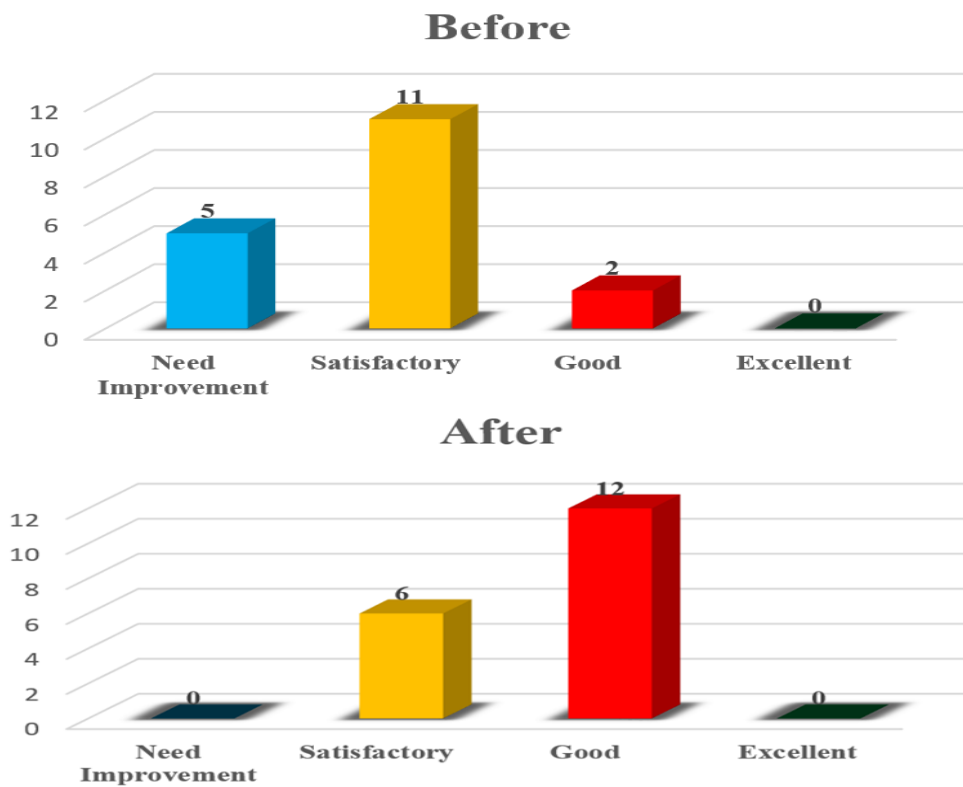
At the beginning the students could not pronounce basic words or phrases then with the implementation of interactive communication activities which were 10 activities, the students were improving progressively their oral production. It shows that this teaching strategy could be a good pedagogical resource to learn a second language. The students improved their speaking skills and increase their level of English proficiency.

#### Chart 10

Analysis of the Final Quantitative Results: Before and After

N°	STUDENTS	PRE-TEST	POST-TEST
1	Arana Tigrero Amanda	4	6
2	Carrera Batallas Adriana	3	6
3	Chiquito Gonzalez Evelin	4	4
4	Clemente del Pezo Ivette	7	9
5	Cruz Santistevan Wilmer	5	6
6	De la Cruz Tomala Darling	3	8
7	De la Rosa Suarez Kiara	6	8
8	Erazo Alejandro Zharick	4	7
9	Figueroa Chele Nataly	6	8
10	Gonzalez Mero Monica	3	7
11	Lopez Rodriguez Slather	3	6
12	Malave Malave Joao	5	7
13	Malave Sanchez Juan	7	8
14	Mendez Gonzabay Juleidy	3	6
15	Ortega Del Pezo Nixon	4	8
16	Pozo Gonzalez Cindy	6	9
17	Pozo Ricardo Dalinda	4	7
18	Reyes José Malena	5	7
	<b>TOTAL</b>	5	7

**Note:** Analysis of the final results before and after of the students of eighth basic grade.



**Graph 1:** Analysis of the Final Qualitative Results: Before and After

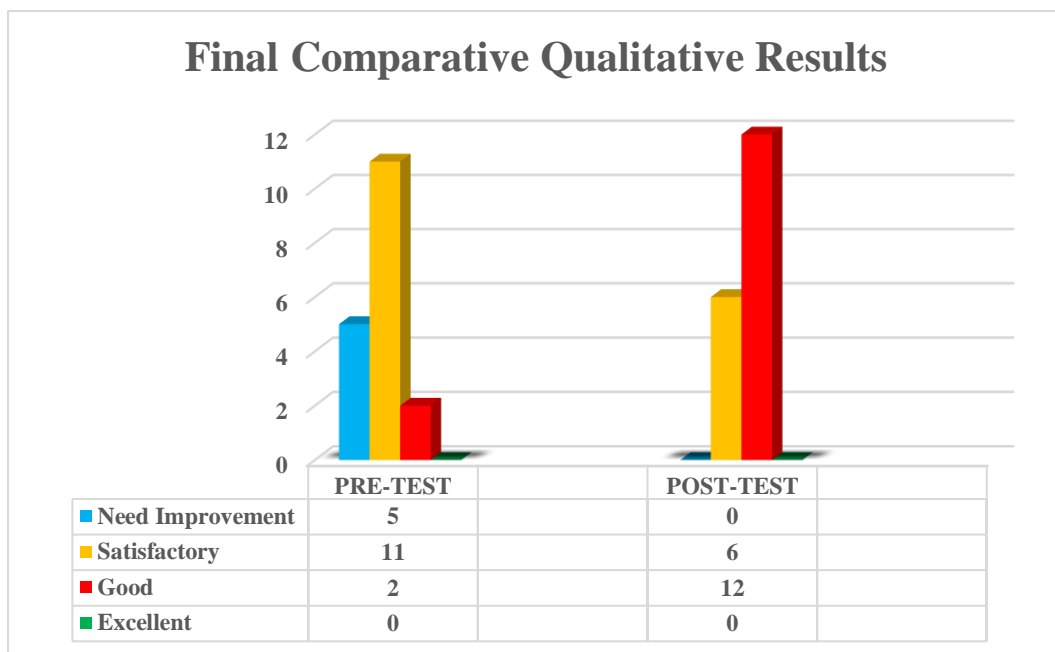
#### 4.3.5 Comparison among Pre-Test and Post Test

**Chart 11**

Comparison among Pre-Test and Post Test

SCORE	PRE-TEST		POST-TEST	
	QUANTITY	%	QUANTITY	%
<b>Need Improvement</b>	5	28%	0	0%
<b>Satisfactory</b>	11	61%	6	33%
<b>Good</b>	2	11%	12	67%
<b>Excellent</b>	0	0%	0	0%
<b>TOTAL</b>	<b>18</b>	<b>100%</b>	<b>18</b>	<b>100%</b>

**Note:** Comparative Qualitative Analysis of the Pre-Test and Post Test



**Graph 2:** Comparison Qualitative Analysis of Pre-test and Post test

#### 4.3.6 EXPECTED RESULTS

It is important to mention that the students always work in pairs or in group and also the interaction among the teacher and the students, too. Moreover, the didactic resources are another important choice since the teacher can interact using real facts. The students of eighth grade increase their oral production when they did the activities and also they acquire different vocabulary focus on the book they have.

Furthermore, the students were able to recognize commands and carry on basic conversation in a relaxing fun environment.

In addition, implementing this teaching strategies, students can get good result in class and in that way the learners improve their speaking skill.



### 4.3.7 Percentage of Improvement of the Students of Eighth Basic Grade

The chart below demonstrates the percentage of improvement the students achieve using the interactive communication activities. In other words, the increase of the average to carry on this learning strategies.

**Chart 12**  
Percentage of Improvement

N°	STUDENTS	QUANTITATIVE PRE-TEST	QUANTITATIVE POST-TEST	IMPROVEMENT
1	Arana Tigrero Amanda	4	6	33%
2	Carrera Batallas Adriana	3	6	45%
3	Gonzalez Evelin	4	7	43%
4	Clemente del Pezo Ivette	7	9	22%
5	Cruz Santistevan Wilmer	5	6	17%
6	De la Cruz Darling	3	8	60%
7	De la Rosa Suarez Kiara	6	8	25%
8	Erazo Alejandro Zharick	4	7	43%
9	Figueroa Chele Nataly	6	8	25%
10	Gonzalez Mero Monica	3	7	57%
11	Lopez Rodriguez Slather	3	6	50%
12	Malave Malave Joao	5	7	29%
13	Malave Sanchez Juan	7	8	13%
14	Mendez Juleidy	3	6	50%
15	Ortega Del Pezo Nixon	4	8	50%
16	Pozo Gonzalez Cindy	6	9	33%
17	Pozo Ricardo Dalinda	4	7	43%
18	Reyes José Malena	5	7	29%
<b>TOTAL</b>		<b>5</b>	<b>7</b>	<b>36%</b>

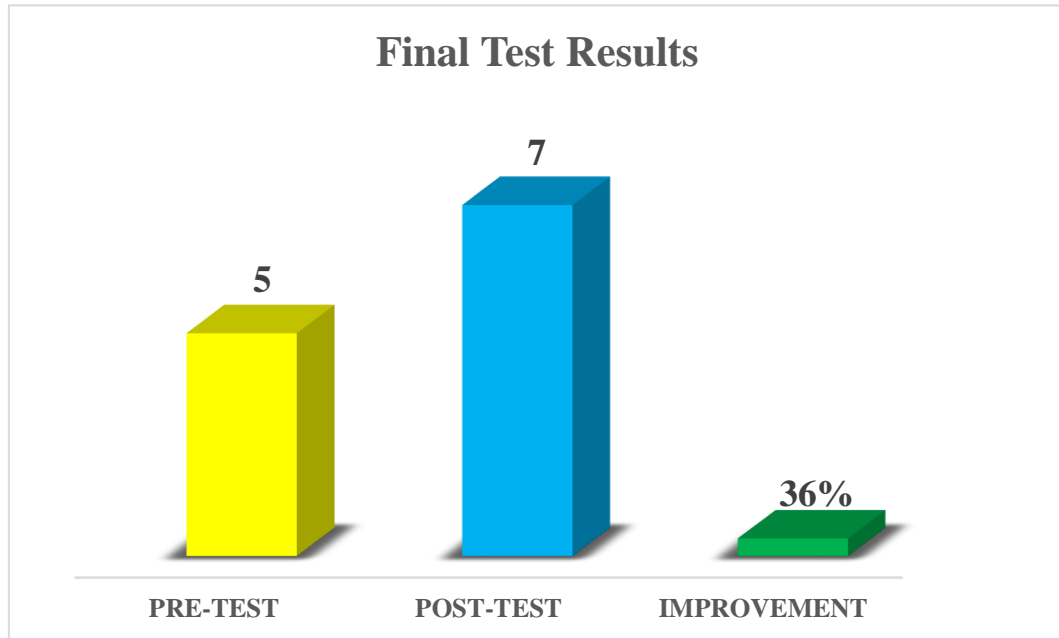
**Note:** Percentage of Improvement students of eighth basic grade reach at the end of the interactive communicative activities

**Chart 13**

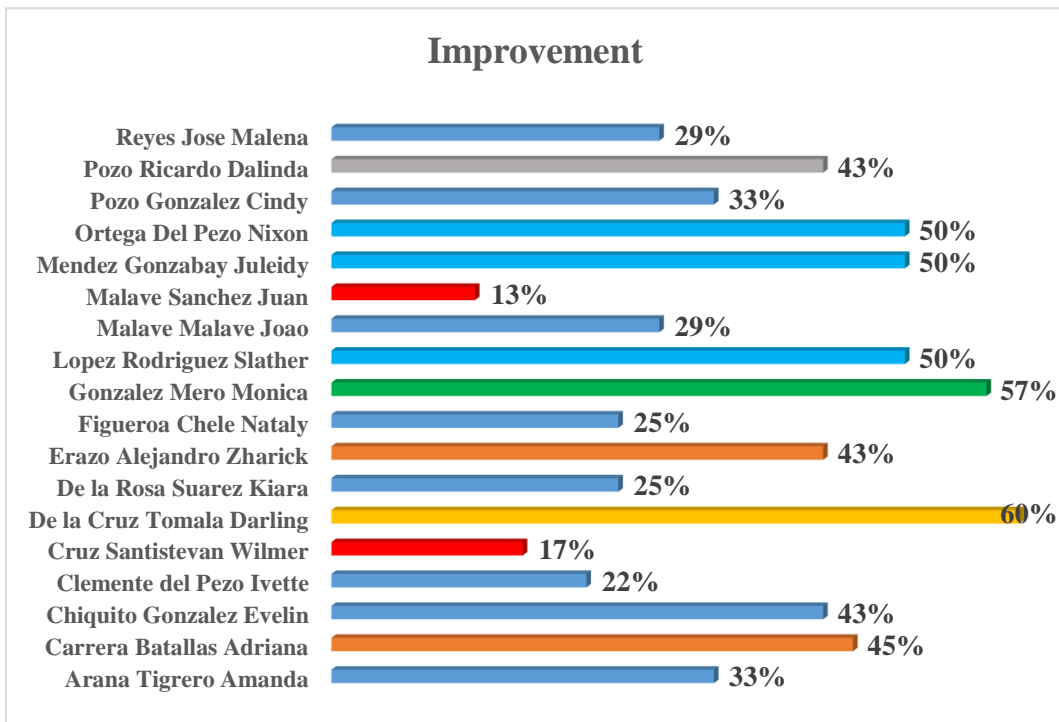
General Table

GENERAL TABLE		
PRE-TEST	POST-TEST	IMPROVEMENT
5	7	36%

**Note:** the average of score reaching for the students and the percentage of improvement



**Graph 3:** Final Test Results



**Graph 4:** Statistical Analysis of Percentage of Improvement

### 4.3.8 Strategies of Improvement

**Chart 14**

Strategies of Improvement: Before and after the proposal

Before the Proposal	After the Proposal
<ul style="list-style-type: none"><li>• Not interaction among teacher and students</li><li>• Not didactic resources.</li><li>• Not interactive speaking activities</li><li>• Not speaking in class</li></ul>	<ul style="list-style-type: none"><li>• Interaction among teacher and students</li><li>• The teacher carries didactic resources according the topic of the book.</li><li>• More interaction when students speak.</li><li>• Students pronounce different words and phrase in class.</li></ul>

**Note:** Strategies of improvement which were implemented in the proposal

## 4.4 CONCLUSIONS AND RECOMMENDATIONS

### 4.4.1 CONCLUSIONS

1. The students of eighth basic grade at Escuela de Educación Básica "Jose Pedro Varela" had a low level of speaking to communicate in English since the English teacher did not speak in English to make students practice the English language in class where students should practice it regularly.

2. The deficiency of applying new strategies (interactive communication) was the reason of traditional classes as a result students felt unenthusiastic to learn English.
3. The results of this investigation shows that the usage of interactive communication activities improve the speaking skill in a significant way in the students of eighth basic grade when they start applying the interactive communication activities in class.

#### **4.4.2 RECOMMENDATIONS**

1. It is recommended that students practice speaking regularly inside and outside the class since in that way they can be able to apply the English language precisely in the real life situations.
2. It recommended the application of new learning strategies (interactive communication) since it can improve student's interaction and motivation, become the teaching learning process in a fun environment.
3. It recommended to apply interactive communication activities since they can be an important learning strategy to teach speaking in class and an useful pedagogical tool to improve the acquisition of a second language.

## 4.5 TIMETABLE

**Chart 15**  
Timetable

N°	ACTIVITIES	2018-2019																																							
		June				July				August				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	2	3	4	1	2	3	4				
1	Topic Approval	X	X																																						
2	Meeting tutors			X	X																																				
3	Elaboration Chapter I.					X	X																																		
4	Chapter I Progress.							X	X																																
5	Elaboration Chapter II.									X	X																														
6	Chapter II Progress.											X	X																												
7	Elaboration Chapter III.													X	X	X	X	X	X																						
8	Chapter III Progress.																	X	X	X																					
9	Elaboration Chapter IV.																			X	X	X																			
10	Chapter IV Progress.																					X	X	X	X																
11	Review of Thesis draft.																									X	X	X	X												
12	Delivery of final work																													X											
13	Pre defense of thesis																																	X							
14	Defense of thesis																																				X				
15	Graduation day																																				X				

**Note:** Months which were taking into account during the research project.

## 4.6 RESOURCES

### Material Resources

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Pack of Sheets	2	\$ 6	\$ 12
Printings	400	\$ 0.10	\$ 40
<b>TOTAL</b>			<b>\$ 52</b>

### Technological Resources

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Pen Drive	1	\$ 5	\$10
Laptop	1	\$ 500	\$ 500
Speakers	1	\$ 15	\$ 20
<b>TOTAL</b>			<b>\$ 530</b>

### Financial Resources

DESCRIPTION	UNIT PRICE	TOTAL
Internet service (month)	\$ 30	\$ 30
Transport (month)	\$ 10.00	\$ 300
Others	\$ 10.00	\$ 200
<b>TOTAL</b>		<b>\$ 530</b>

<b>TOTAL OF MATERIAL RESOURCES</b>	<b>\$ 52</b>
<b>TOTAL OF TECHNOLOGICAL RESOURCES</b>	<b>\$ 530</b>
<b>TOTAL OF FINANCIAL RESOURCES</b>	<b>\$ 530</b>
<b>TOTAL EXPENSES</b>	<b>\$ 1.112</b>

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**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
INTERVIEW DIRECTED TO THE PRINCIPAL OF UNIDAD  
EDUCATIVA “JOSE PEDRO VARELA”.**

**Dear principal, the following interview will provide important data for the research paper titled “INTERACTIVE COMMUNICATION TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF EIGHTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JOSE PEDRO VARELA. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018”. Please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.**

1. What is your criteria about the current educational system in Ecuador related to the English as a subject?
2. Why do you consider that teaching and learning English as a second language is relevant in today’s education?
3. Do you consider that applying methodological strategies could enhance the second language acquisition?
4. Why do you consider that interactive communication are important in Education?
5. Why do you consider that interactive communication should be included in the English classes?
6. Could the interactive communication be a good strategy in teaching English as a second language?
7. Why do you consider that interactive communication could be a good resource to enhance the speaking skills in students of eighth basic grade in your institution?
8. Would you support the application of interactive communication to improve the speaking skills in students of eighth basic grade in your institution?

**Thank you for your collaboration**



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

**Dear specialist, the following interview will provide important data for the research paper titled “INTERACTIVE COMMUNICATION TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF EIGHTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JOSE PEDRO VARELA. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018”. Please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.**

1. Why do you consider learning English as a second language is relevant in today's education?
2. Do you consider that communicative English activities could improve the English language?
3. According to your point of view what are the advantages in the acquisition of the English language?
4. Do you apply teaching strategies in English class? If you say yes explain why.
5. Do you implement methodological strategies in English classes?
6. Do you use didactic resources to improve the speaking skills in students?
7. What relevant pedagogical models do you apply to improve the teaching learning process?
8. Do you agree that English teachers should train students to apply the English language in real life?

**Thank you for your collaboration**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
INTERVIEW DIRECTED TO ENGLISH TEACHER.**

**Dear English teacher, the following interview will provide important data for the research paper titled “INTERACTIVE COMMUNICATION TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF EIGHTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JOSE PEDRO VARELA. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018”. Please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.**

1. Why do you consider that teaching and learning English as a second language is relevant in today's education?
2. What pedagogical strategies do you apply to strength the speaking skills?
3. What kind of didactic resources do you apply to practice the speaking skills in class?
4. Do you consider that interactive communications are important in the Teaching-Learning process?
5. Do consider that the use of innovative methodologies in the English classes could improve the speaking skills?
6. Have you applied teaching strategies such as interactive communication that contribute to engage the speaking skills? If you say yes explain why.
7. Would you support the application of interactive communicative activities to improve the speaking skills in students of eighth basic grade in your institution? If you say yes explain why.

**Thank you for your collaboration**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
FOCUS GROUP DIRECTED TO STUDENTS OF EIGHTH BASIC  
GRADE AT ESCUELA THE EDUCACION BASICA “JOSE PEDRO  
VARELA”.**

**Dear students, the following focus group will provide important data for the research paper titled “INTERACTIVE COMMUNICATION TO IMPROVE THE SPEAKING SKILL IN STUDENTS OF EIGHTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JOSE PEDRO VARELA. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018”. Please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.**

**FOCUS GROUP**

1. Do you consider that the English language is important in class?
2. What is the most difficult part in English language?
3. The English language contains four important skills (writing, listening, reading and speaking). Which ones of them is the most difficult to learn for you?
4. Which ones of the four language skills, Do you like the most?
5. What is the skill? Would you like to improve in class?
6. What kind of didactic resources are applying in English class?
7. Does the English teacher apply extra material to strength the knowledge acquired?
8. Do you think that the teacher uses the correct didactic resources in English classes?
9. Do you know, what are interactive communication activities?
10. Do you believe that interactive communication might be useful to develop the speaking in English?
11. What do you think about the implementation of interactive communication to improve the speaking skills?

**Thank you for your collaboration**



### Observation Guide

<b>Teacher' name :</b>	<b>Date:</b>
<b>Topic of the class:</b>	<b>Grade:</b>
<b>School' name:</b>	

1. Regular	2. Good	3. Very good	4. Excellent				
<b>Characteristics to assess in the observation of the teacher</b>				<b>Assessment</b>			
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
She demonstrates mastery of the subject							
She shows creativity in the development of the class							
She transmits enthusiasm and interest							
She prepares material							
She uses resource or didactic materials							
She promotes the participation of students and verifies their understanding							
She uses properly the board, presentations, guides, etc.							
She explains the topics using examples, exercises, cases, etc.							
She synthesizes and emphasize when necessary.							
She explains the issues clearly, following a logical and articulated sequence.							
Her tone of voice and pronunciation are adequate.							
Her posture and displacement reflect space management.							
She proposes suitable activities for each of the phases of the class.							
She manages and maintains order and discipline.							
She is respectful with students.							
<b>Characteristics to assess in the observation of students.</b>							
They carry on the activities.							
Ask for clarification about activities.							
They ask for information.							
Interact with their peers (they work in groups).							
They seek information from sources other than those provided.							
Respect the teacher.							
They respect each other.							
<b>Characteristics to assess in the observation of the classroom in general.</b>							
Classroom order							
General impression.							
It works in an environment of respect.							
Furniture are properly and comfortable for the students							

## PHOTOS



**Picture 1:** The researcher interviewed the Specialist Lcda. Emperatriz Gurumendi



**Picture 2:** The researcher interviewed the Specialist Lcda. Mercedes Tumbaco



**Picture 3:** The researcher interviewed the Principal MSc. Angela Reyes



**Picture 4:** The researcher interviewed the Specialist Lcda, Letty Echeverria



**Picture 5:** Focus Group to the Students of eighth basic grade



**Picture 6:** Students doing an activity using interactive communication.





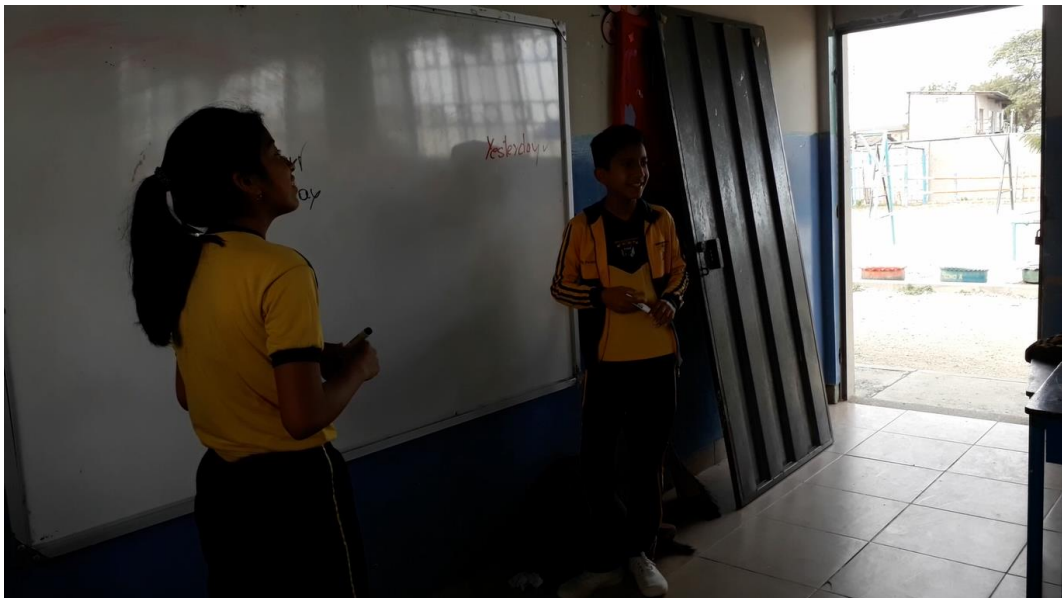
**Picture 7:** Students pay attention to the instructions before start the activity.



**Picture 8:** Students carry on the interactive communication activity.



**Picture 9:** Students carry on the interactive communication activity.



**Picture 10:** Students carry on the interactive communication activity.