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EDUCACIÓN MENCIÓN INGLÉS**

RESEARCH PROJECT:

**Listening and Speaking activities to help tenth grade students at
“Unidad Educativa San Jose la Salle” to develop more effective
communication skills in order to interact with native speakers
confidently.**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

**LICENCIADO EN LENGUA INGLESA ESPECIALIZACION
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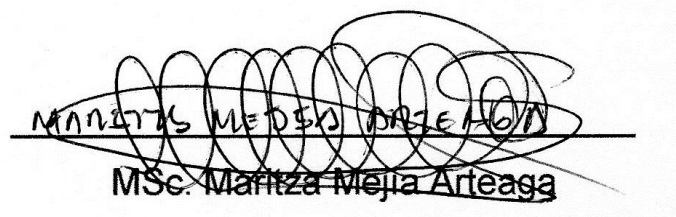
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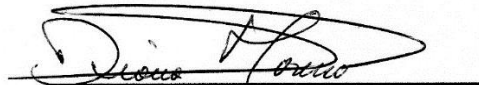
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A handwritten signature in black ink, appearing to read 'Diana Moreno Cadena', written over a horizontal line.

Diana Pilar Moreno Cadena

ACKNOWLEDGEMENT

I will like to give my most profound gratitude to God due to the imperative fact that nothing can be done without him or his guidance. To my parents for being such beams of support and encouragement. To my family and siblings for not giving up on me and to all my teachers that have led me through this thing called teaching. It is one of the most honorable professions because of the distinguished people that carry it out and I am so proud of being one of them. My most sincere gratitude to all of you.

DEDICATION

I dedicate this project to my dear mother for always being there for me through the good times and especially through the most difficult times as well. She has been the backbone of every decision I have made in my life and this is a small token of my gratitude for all that you have done.

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ABSTRACT

Motivating classes consist of teachers being dynamic too. It is difficult and complexed to make classes as easy as possible due to the types of personalities found in a classroom. Listening and Speaking and the rest of the other skills are effected due to this diversity of students, personalities and attitudes that a teacher must deal with in the typical classroom. However, taking advantage of such diversity can also give us significant meaning when learning takes place. These situations allow the class to have relating understanding when exercises are put into action in the class. The activities done properly can be vital for the way students learning take place and the outcome they provide. Classes with the dynamic tone can be unreplaceable and have a gracious effect on students' lives. The activities involve real life like situations with an amped set of vocabulary and which provides students word retention, meaning, inference and other skills that improve listening and speaking. The wide variety of activities that are engaged in this realm also provides work related experiences that are becoming more suitable for the economic situation of the nation. Employment is leaning a lot more to the foreign affair concept and the English language is at the apex of the spectrum.

Therefore, students must be exposed to this type of methods and preserved in this type of means that are adequate for their learning to adapt to the new affirmations of the language being used. Students must have language assimilation to participate at the right level with foreigners and be competitive in the world. It is imperative for the design of the right teaching material for students of the 10th grade at Unidad Educativa San Jose La Salle could upgrade their speaking and listening skills.

KEY WORDS: knowledge, activities, competence, retention, didactic, Inference, speaking, developing.

INTRODUCTION

The encouragement motivates students to have a different approach with this communication problem they are facing these days. The relationship students have had with the language, the parameters of its understanding and the basis of communication have all been part of the situation at hand in which students are in need to improve their language skills, especially in communication which involves listening and speaking. This investigation sets the standards for which listening and speaking should be based upon, having students reach such standards, relating their effort to language understanding as a whole, breaking down the barriers that makes it difficult for students to reach those objectives and providing positive results. This project is also based on speaking and listening strategies that gives students the opportunity to have enough practice to reach meaningful experiences while learning the language.

Other aspects can provide students the ability of speaking in English in the classroom and to reach the adequate types of conversations with native speakers of the language. Chapter one of the investigation consist of the problem that is at hand with the students of the tenth grade of Unidad Educativa San Jose La Salle. In chapter two, the adequate methods, norms and techniques are applied to fix the problem. In chapter three, the mathematical events and status will show and back up the results of the surveys and the conclusions. The fourth chapter is about the proposal and how it will have students engaged in the speaking and listening learning process, making them independent learners and helping them acquire English as their second language.

CHAPTER I

1. STUDY APPROACH

1.1 Background of the problem

The reasons why students of Tenth grade are not able to communicate and decode ideas accurately in spontaneous everyday conversations vary in different types of way because of the way most students expose themselves in real conversations. Students can barely develop skills in speaking and listening that could be effective in keeping a conversation going with foreigners. Most of the students tend to get stuck or unable to convey ideas broadly and coherently due to the lack of opportunities to develop their skills. Students need to learn not only textual English, but authentic English as well; so, this lack of communication among them and native speakers does not continue to show whenever students try to have a conversation with a person that speaks English as mother tongue.

The statement of the problem has been clearly identified based on the necessity of most of the students improve their auditory and verbal abilities to communicate. Students find difficult to keep a conversation. While trying to get deeper into a spontaneous dialogue, students cannot seem to argument their reasons with enough details.

Teacher feedback is poor or never provided. A lot of students carry out bad pronunciation of really meaningful words. These mispronunciations obscure communication. The cause is the disregard from some teachers to enhance the clarity of the students' pronunciation, a problem that has existed in the institution for many years.

1.2 Statement of the problem

Table 1 Statement of the problem

Causes	Consequences
<ul style="list-style-type: none">• There is no adequate material	<ul style="list-style-type: none">• Classes are not motivating.
<ul style="list-style-type: none">• There is no use of speaking or listening strategies at all being used.	<ul style="list-style-type: none">• There is no comprehension and learning is not taking place.
<ul style="list-style-type: none">• Students have no practice with the material they have been issued.	<ul style="list-style-type: none">• Students have poor scores in evaluation and other class performances.
<ul style="list-style-type: none">• Not enough listening and speaking activities are to the access of the students.	<ul style="list-style-type: none">• Lack of the proper pronunciation of the language is evident.
<ul style="list-style-type: none">• The students have no type of enthusiasm in learning the English class.	<ul style="list-style-type: none">• Teachers have a bad rapport from students.
<ul style="list-style-type: none">• There is no production in the language	<ul style="list-style-type: none">• Students are not reaching complete understanding in class.

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What is the exit profile of students from tenth grade should achieve before getting to the next level of learning at La Salle School?

With this study, the education system could focus its pedagogy, methods, approaches and techniques on what is really effective and precise when it is time to deal with reaching objectives in which learning can take place; that is the most important thing about such question and its answer.

Students having reached such exit profile that is required from them according to the Ministerio de Educacion still need to achieve the language proficiency in the authentic spectrum of the language. Students are only taught and exposed to textual English. However, students have difficulty to understand when they are exposed to native speaker conversations. The slang words and meaning, idiomatic expressions, colloquial aspect of the language, regional vocabulary and the vocabulary that is only used in certain categories whether by the military, the police force, doctors, firefighters, etc. are other terms that students need to be exposed to, so they could engage in conversations with native speakers.

1.3. Objectives: Broad and Specific

1.3.1 Broad Objective

To furnish the weaknesses in listening perception and oral production in tenth grade students at “Unidad Educativa San Jose la Salle”

1.3.2. Specific Objectives:

- To identify students' needs regarding in listening and speaking skills
- To find out students' interests concerning listening and speaking skills.
- To pilot authentic and didactic materials based on student's interests for listening and speaking skills

1.4 Significance or justification of the study

The topic has been chosen in this study based on the important goal of listening and speaking activities to help develop students' communication skills. Getting students engaged to the everyday practice of the language is the way people reach native like language acquisition. With much practice and a clear conceptual methodology, students will eventually be able to have constant speaking activities in the classroom, active class participations, keep longer dialogues among themselves, and perform other activities besides speaking like reading aloud in class. Vocabulary is also learned with the culture in the English speaking countries and the way words come about or are formed. This guide will have speaking activities in order to maximize the students' skills, and also bring the most out of students in the classroom and outside of it too. (Herrera, 2015)

The study is adequate and effective because it will provide substantial evidence that demonstrates that with this SPEAKING TASKS booklet students will be able to improve their speaking performance in the English language.

Students will also be engaged in activities that comply with the rules and regulations provided by the Common European Framework Report which considers student to reach the A2.1 level as they complete the 10th grade. The purpose of this booklet is directed to some of those issues helping both, teacher and student, reach the proper level and performance of English communication skill to have a satisfactory interaction with native speakers.

1.5 Scope and delimitation of the study

This project will take place at San Jose La Salle High School which is located in Guayaquil, on Tomas Martinez and Baquerizo Moreno street. This High School is in the downtown area of the city and there is another location at the North. La Salle High School is well known by its history of excellence where many well-known Guayaquileans like Ab. Alvaro Noboa, Ec. Rafael Correa, among others, can endorse its exquisite and remarkable methods of teaching. The investigation will be conducted with students of the tenth grade which is a total of 42 students. The investigator will show how listening and speaking activities will facilitate communication between native speakers of the English language and the students of the High School.

1.6 Hypothesis or research questions

The hypothesis is if tenth grade students are exposed to more listening and speaking tasks they will be able to keep a conversation with native speakers.

There might be three possibilities or results:

- The first scenario will be that the hypothesis proves it is true. That means the study is successful and students achieve the expected results.
- The second scenario will be that there is a neutral response. In other words, even with the application of this innovation students keep the same performance as before.
- The third scenario will be that instead of students improving they get lower grades or their performance decrease.
- The analysis of the results and delimitations of the study will be wholly described in order to see if the hypothesis was valid and reliable.

1.7 Variables and indicators

Table 2 Statement of the problem

OPERATIONALIZATION OF THE VARIABLES		
VARIABLES	DIMENSION	INDICATOR
listening and speaking activities	The influence of listening and speaking activities applied to students	<ul style="list-style-type: none"> • Introduction of listening activities in class • The development of techniques that influence listening and speaking progress • Tips for teachers and students in order to improve the English learning process.
	The application of listening speaking activities in class	<ul style="list-style-type: none"> • Theories and effective exercises that improve students listening and speaking skills: • Scaffolding • Constructivism • Task Based Learning with authentic listening and speaking activities • Total Physical Response • The Natural Approach

Dependent: Communication skills in order to interact with native speakers confidently	Main deficiencies present in a class and how to confront and improve them.	<ul style="list-style-type: none"> • Problems and complications with pronunciation, intonation and word stress in speaking patterns. • Students' performance dialogues and other communicative activities. • Causes and consequences for lacking sound discrimination and diction.
	Effective means of listening and speaking competences to improve communicatio n skills	<ul style="list-style-type: none"> • Strategy applied in order to develop listening and speaking skills in the classroom. • Class performance and praising of students for proper task engagement also. • Class management and learning in process.

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It can be concluded that the indicators show how well students may perform with listening-speaking skills practice in order for such learner of the language could acquire the ability to improve their abilities to communicate effectively with natives.

The constant practice of listening-speaking activities is one of the sources that can alleviate the burden students confront with listening exercises and the difficulties in dominating the skill.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Literature Review

The following research work will focus on the great trouble in communication that English speakers usually meet when dealing with native speaking due to the lack of opportunities provided when learning a language such as the use of genuine material and practical vocabulary. Another aim is to encourage English teachers and learners to know how to learn the language and take advantage of everyday situations to reflect and create new English speaking environments.

Nowadays a great deal of teachers and integrated course books skip carelessly from an interesting listening activity to the grammar and structural form of the language decreasing the opportunities for students to be exposed and get involved in more real oral production where they can certainly experience, learn, and use the language more vividly, meaningfully and confidently. However, there are some skill-specific books that help students develop speaking and listening skills more practically and meaningfully.

2.2. Theoretical Foundations

Language is acquired adequately when it is learned naturally. The same way people learn their native language, which is the same way that students or language learners should be exposed to the language that is being learned, the natural way. The different forms of speech can relate and get students accustomed and exposed to the naturalistic way that language is acquired by communication and meaningful experiences.

Brinton, Celce-Murcia and Snow (2014) mention that listening is a demanding skill not only for students but also for teachers who find it challenging to deliver. The main challenges found are lack of understanding

of what listening involves as well as how comprehension is achieved. They also add that when students listen they need to apply the following types of knowledge of the language, discourse and language use. Students in San Jose also experienced such phenomena because they found it difficult to deliver speech, also because of the hardship situations listening comprehension sets in the classroom to students with weak listening skills and to the speaking, the majority of the class could not perform among themselves when they practice or role play conversations.

Lisa Flannigan, in her book *Listening and Speaking Classes for Second Language Learners*, gives the factual information that “a teacher can help his/her students with the pronunciation although that teacher may speak the Queen’s English he/ she has the natural stress and intonation students seek”. (Flannigan, 2015). San Jose La Salle students’ pronunciation can be classified as muttered due to the lack of proper intonation, word stress, sentence stress, accent and diction, (Hsiang-Pao Lin, 2012)

For these authors the following skills should be aimed at:

- Listening for details or specific information that is important to the specific goals of this skill.
- Listening selectively, every time pay attention to a particular section.
- Listening for global understanding.
- Listening for main ideas.
- Listening and inferring.

Hunsaker (1990) found that more than three quarters of what children learn in school happens through listening in the classroom. Closely aligned with this, is the study conducted by Gilbert (2005), which demonstrated the prominence of listening in schools. The researcher found that K-12 participants spend between 65% and 90% of their school time in learning, which is achieved, in fact, through listening trajectory.” (Bozorgian, 2012).

That is why researchers are considering the importance of this skill to include more activities, test techniques to apply tasks and exercises to help students optimize it and take advantage of it in order to improve students' speaking skills and thus can communicate with others fluently and accurately that is the objective of this study. With these processes in mind, students from La Salle need to be exposed to the listening and speaking skills as much as possible. By doing such, they will be able to eventually reach the listening level needed for them to acquire the language and the adequate proficiency in speaking, (Hossein, 2012).

“As individuals grow to school age, the dominance of this skill appears noticeable.” (Bozorgian, 2012). On a study focused on preschoolers and their phonological development, he cites that “listening had a positive effect on students' phonological awareness”. This can be applied to the students that are involved in this project due to the fact that they need to develop listening skill and phonics can help them with their pronunciation, pitch and stress in order for native-like speaking can be produced by the students. He also includes two other studies carried out by Badian and Bergman in 1999. Those studies revealed that listening instruction helped in developing students' reading comprehension. If the effectiveness of listening in improving students' phonological and reading comprehension as well as application, there might be a possible correlation between listening and speaking in a way that favor students, (Butler Shari, 2010)

Regarding speaking, Hsu (2012) conducted a study about speaking. This author indicates that “Global challenges in terms of producing more globally competitive graduates have given grounds to the need of students to enhance their English proficiencies. Although most Taiwanese students have studied English starting from their elementary education up to their senior high school years, however, research have shown that there is still a need to improve on the students' English speech proficiency.” (Hsu, A study on the EFL students' speech related anxiety in Taiwan, 2012). These

studies demonstrate that the problem of lack of confidence, vocabulary, fluency, accuracy or anxiety of students when speaking is not only an Ecuadorian problem but that this inconvenience exists around the world. Thornbury (2006) also report the same inconvenience on students saying that they studied for several years but are unable to speak as expected. It is imperative that these type of deficiency in language learning are found worldwide and that there is almost no exception on the way students learn a language and the challenges they face in the classroom, including students in La Salle School. The students fluency and accuracy is in a combined mode in the classroom due to the grouping that takes place when students are in one classroom with many different English levels, (Hsu, A study on the EFL students' speech related anxiety in Taiwan, 2012)

When speaking a fear most students might display is anxiety as defined by Spielberger , “a state of conceptual or central nervous system characterized by activity of the behavioral inhibition system.” , (Hsu, A study on the EFL students' speech related anxiety in Taiwan, 2012) This problem can cause students not being willing to participate orally within the lessons since they might experience this feeling of anxiety. Moreover, Paalhar indicates that “even individuals who are very experienced at public speaking might feel anxiety, (Hsu, A study on the EFL students' speech related anxiety in Taiwan, 2012) . Most of the students from La Salle School experience this type of anxiety, due to their own culture and others classmates pressure who have a better language management leading it to the academic “bullying” causing a negative attitude toward the sense of language learning. Students also block themselves from class participation because they fear what other students may think about their English pronunciation, giving them the fear of failure and not participate at all in presentations or any other type of activity in class. Therefore, it does not matter how academic or older you are this situation might exist along your life. There are studies done in the context of Spain that show that students' main fear is not on speaking in a foreign language yet it is the actual action of speaking in front of the

class what concerns them. Young, (Hsu, A study on the EFL students' speech related anxiety in Taiwan, 2012). Horwitz (Cui, 2011) describes anxiety as "a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system." Teachers should be aware of this situation in order to understand students when they seem not to be willing to participate in either lesson.

Nevertheless, Bygate (1987) points out that the skill of speaking in front of an audience may help students develop different successful life strategies like retention and learning motivation. Furthermore, Young (Cui, 2011) reports that "there are six potential causes of language anxiety which include personal and interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests." (Ohata, 2005).

Yet, Horwitz and Cope, (Cui, 2011) identified three causes that add to the list for language anxiety which are communication apprehension, test exposure, and fear to negative feedback or test results.

All in all, students do not have many opportunities to speak or practice outside classes, as indicated by Zhang (Boonkit, 2010). Especially in a Spanish speaking country which is the case of Ecuadorian students. This demands teachers to plan several activities where students are able to carry out tasks in a safe yet inviting environment.

2.3. Conceptual Framework

(Thornbury, 2006) highlights that "speaking is the most important of the language skills because it is thought to demonstrate proficiency". For this author, the main problem is that speaking is spontaneous and happens in real time whereas in class teachers include pre, while and post activities

which might affect accuracy or fluency if more attention is given to either. One strategy to include in lessons is to work on automaticity in both stages of planning and production.

Teachers can ask students to memorize routines, like formulaic language, meaning that the teacher routinely asks students and in an orchestrated manner repeatedly use words that can become eventually boring to them. Drilling such wording in order to use them to connect with native speakers can have a negative effect on the communication that is trying to be established between native speakers and language students. He adds "The situation is complicated by the fact that most speaking is interactive. Speakers jointly have to manage the flow of talking.

The management of interaction involves turn-taking skills, such as knowing how and when to take, keep, and relinquish speaker turns and also knowing how to repair misunderstandings." Thus he suggests working on basic knowledge of grammar and vocabulary. Regarding grammar this author indicates that it is easier than the one used in writing. As of vocabulary, students do not need to know a lot of words if they have developed communication strategies.

The differences and even advantages that the regular language learner can take care of due to the exposure of the language is what plays in this situation. However, students that do not receive such exposure of the language cannot determine nor have such privilege to experience such differences.

Writing is a bit more difficult due to the objectives that grammar cover in writing. Thus, in speaking such difficulties are not present because speaking has many advantages over writing. For example, asking a question or even using intonation when addressing a topic or issue among himself or herself or in the class can make it noticeable and understandable.

This author recommends students should apply about 1000 high-frequency words and expressions when speaking.

(Boonkit, 2012) implies that there are several factors to consider when speaking fluently and accurately. Those factors include pronunciation, vocabulary, and collocations. Confidence and competence in speaking can be achieved by designing appropriate syllabus, updating the teaching practices, as well as providing with sufficient tasks and resources which were the problems identified by students in Thailand. (Boonkit, 2012). Stage fright is another issue that has to be addressed in the classroom of not only La Salle School, but in all the classroom nationwide.

Students have the natural, introverted syndrome of being afraid when it comes to public exposure of a speech or any type of presentation in front of an audience. The type of training recommended for such phobia is to have students practice as much as possible, making sure everyone pays attention to the speaker and most important nobody making jokes or any type of misbehaviour when someone is presenting. Class control is another issue that teachers need to control and this will allow for the stage fright to eventually disappear from the classroom.

This author also cites Shumin to relate the usefulness of developing listening skills in order to promote fluent, accurate and competent speakers. Even though, they also mention sociocultural factors, affective factors, and other linguistic competences that might include grammar structures, discourse analysis, sociolinguistic knowledge, and strategic communication competence.

Mendelsohn (Pourhossein & Reza, 2011) state that "Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%." Pourhossein & Reza indicate that listening

although labeled as a passive skill is the main focus of current research regarding EFL (English as a Foreign Language) and SLA (Second Language Acquisition). This also correlates with the figures provided by Gilbert (as cited Bozorgian, 2012) state that K-12 students learn through listening between 65% and 90% of their school time.

Moreover, (Wilson, 2008) explains that in the Natural approach students are exposed to a wide quantity of listening input before they are asked to produce the language and that they do so when they feel confident and can retrieve vocabulary words that they have stored and understood its use.

Therefore, that positive correlation and incident of listening to improve comprehension to other skills is what we want to demonstrate with that study to help tenth graders to interact in a conversation with others especially with native speakers if they have the opportunity to do so.

Pedagogical- Communication is the output or externalization of the classes given or the structures practiced. The most updated pedagogical techniques will be used in this theory to help promote students' **listening** because students will not only need to memorize words and other abilities, but used them accordingly the very moment they are presented in the **speaking** activities to communicate among native speakers.

Such techniques are paying attention, giving the speaker the undivided attention he or she deserves, and acknowledge the message. Showing that you're listening, using your own body language and gestures to convey your attention, provide feedback, defer Judgment and respond appropriately.

Linguistic- The investigation is based on the parameters that have been adapted by the Ministerio de Educacion which are based on the Common European Framework of Reference and are according to the proficiency level of the students, reaching all the linguistic standards that are assigned,

making a case for a pedagogy of rigor and hope, scaffolding emphasizes the interactive social nature of learning and the contingent, collaborative nature of support and development. Drawing on Sociocultural Theory, as well as a large body of empirical research on effective practices with La Salle School learners, the author examines the use of specific types of scaffolding to promote linguistic and academic development in the **listening** and **speaking** realism.

The model, developed in this project, conceives of scaffolding as both structure and process, weaving together several levels of pedagogical support, from macro-level planning of curricula over time to micro-level moment-to-moment scaffolding and the contingent variation of support responsive to interactions as they unfold, (Walqui, 2005)

Didactic- This investigation is also didactic because the methods provide students with the required theoretical knowledge. The effective methods used in this investigation teach learners how to organize their work and depend on the teachers for instructions and to engage on their own. It is also used to teach basic skills in the other abilities students may encounter along the way.

It is generally felt that authentic text materials, and particularly authentic sound materials, are not suited for beginning levels of foreign language study. One of the reasons why such material should be considered is because of its difficulty. It differs from carefully and slowly pronounced text in tempo, phonetic variability, register etc., and however carefully one searches it is hard to find authentic samples which fit into grammatical and lexical grading of beginning levels.

Hence listening practice is usually done on specially composed text material, mainly in order to develop hearing and speaking skills, ie identification and aural memory of phonetic groups and sounds, as well as

linguistic competence as a whole, with the hope of one day achieving the skill of understanding the content of spoken text at an advanced stage of learning or outside of class. Thus, transfer of knowledge from pedagogical to authentic material is excluded from the educational process at the beginning stage of auditory work, (Council, 1981)

Legal- The Secretary of Education has recognized that English is a fundamental and necessary mean of communication worldwide and it is also a general tool of education and to access up-to-date scientific and technological information. That is why it has to be taught from the early stages of education in schools and this is supported with Objective 4 and Article 26 of the LOES that is included in this investigation.

In addition to what is guaranteed on the Educational law and specified in the current Ecuadorian constitution and defined by the LOEI (intercultural organic education law), teachers need to observe the following information in order to design their Annual plans, as described at the Ministry of

Education webpage:

- The new English National Curriculum Guidelines.
- New Curriculum Specifications.
- Ecuadorian Republic constitution. Article 26 states that the education is a right of the people throughout life and an inescapable and inexcusable duty of the state.
- The Intercultural education is supported by the article 243 of the LOEI
- PNBV- The Good Living Act
- Regulations, General law, section 26 (2011)
- A second run of new textbooks for 10th grade, in this case study.
- Suggestions for designing their annual, unit and lesson plans.
- Suggestions for classroom assessment within the Communicative Approach.

The present Ecuadorian constitution, chapter 2, the right to the Good Living Act, section fifth, recognizes the right of Education as an unalienated right to its citizens, Article 26. Children have the right to education, the right to equal opportunity, no discrimination and immune from any other deficiencies, guaranteeing quality and the best type of welfare.

The legal foundation is also backed up by PNBV (National Plan for Good Living) offering a better way of life to the Ecuadorian citizen, with the equal right to the proper education, without any constrictions, obstacles, or conditions to the right of bearing such privileges and entitlements.

The Ecuadorian government supports this act to the utmost respect of the law and in it lies all the responsibilities for all citizens to be guaranteed the right to pursuit equality and sovereign as a whole.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. Type of Research Description

Quantitative and qualitative data analyses were used. Following a quasi-experimental design for not having random sampling.

This investigation is objective because it covers all the variables; there are other ways that the objectives depend on the criteria that are being analyzed in this investigation. These objectives are either of quality or quantitative types. They make the investigation a historical aspect referring to its background, if any, or the previous conclusions that have been taken into consideration at other projects and other previous events like such. It keeps a record of previous investigations on the same topic and gives feedback on the results of other studies.

This investigation is precise because it defines the description of all the methods involved and the way the system estimates measurement of performance and learning process in each activity that is performed by students whether by pair work, so students could improve their speaking skills with the use of teachers' materials.

This investigation is also verifiable because of the intense process of the investigation in the listening and speaking activities to improve communication skills, allowing students to have the opportunity to present, practice and produce in a learning environment.

Concise explanations- The investigation is straight to the matter and gives clear instructions and directions to every exercise addressed, permitting students to fully understand the manner in order to complete the task and the information at hand could be part of the essential.

This is the research question for the quantitative part of the work:

1. Are the learners who do the listening and speaking activities more effective when speaking to a native speaker than those who do the same tasks differently?

For the qualitative part of the study, the following is the research question:

2. What are the possible reasons behind the teachers' attitudes toward using the listening and speaking activities in their classes?

3.2. Methods and Techniques

This type of research is based on a survey taken by students and teachers of 10th grade about the listening and speaking activities to help students develop more effective communication skills in order to interact with native speakers confidently, as (Bailey, 2007) defines.

This project has been designed in the modality of field, at Unidad Educativa San Jose La Salle because by the observation through the examination in this place, it was realized a poor interest for English learning.

The investigator attempts to solve the problem by training students and the English teachers in the use of developing effective communication skills for students could interact confidently with native speakers of the English language.

This project is implemented with ideas and relevant strategies to the investigation and will be backed up accordingly with all the standard evidence of such survey results that were taken by the students, teacher of the tenth grade and the Director of the Unidad Educativa San Jose La Salle.

Deductive: This is part of a particular case study that is investigated in the institution, so it could receive all its general knowledge. It supports a process, which is synthetic-analytic with many concepts also, definitions with laws or regulations, of which particular consequences or conclusions

that can also be based on general declarations that were extracted and demonstrated accordingly to the issue at hand and the investigation.

The deductive method is based on the following steps:

- Application
- Understanding
- Demonstration

Historic-logic: This allows the historic background of the investigation topic to have some of the causes, reasons of the present problem; how long this problem has been presented in the English language education, what other indicators can contribute to such historic timeline and what have been the best solutions to solve the problems at hand.

Systematic-structural-functional: the design of a manual with listening and speaking activities focused on communication skills is brought forth. All the mentioned activities consist of exercises in listening and speaking that are related to students' daily life with the involvement that takes place in their communication skills to make it meaningful to them.

3.3 Research Instruments

Grove gives the definition of exploratory research as “research conducted to gain new insights, discover new ideas and/or increase knowledge of a phenomenon” (Grove, 2012). Exploratory means “to investigate systematically or to search for the purpose of discovery. Serving or intended to explore; searching; examining; explorative” (Grove, 2012). This project, and its approach to the level of investigation, is possible to develop at Unidad Educativa San Jose La Salle because the directives of the institution agreed with the investigation and the necessary resources to make it possible to help with the needs of the students.

Descriptive Research refers to research studies that have as their main objective the accurate portrayal of the characteristics of people, situations or groups.

This approach is used to describe variables rather than to test a predicted relationship between variables, (Hungler, 2001). In this study, “descriptive” refers to the descriptive aspect of phenomenology described in section.

According to Brown & Suter (Suter, 2011) “the descriptive research is relevant because it follows different and very important steps by describing the characteristics of certain groups, determining the proportion of people who behave in a certain way, making specific predictions, determining relationships between variables” (p.33).

This Project is descriptive due to the fact that it tries to obtain information about the actual status of the problem and its precise nature of the situation at the moment of the study. It is important to describe the circumstances with the respective variations or conditions.

It is necessary to prove the hypothesis; it is important to research information that help us to make a decision.

Explanatory. - In all kind of research the explanation of a phenomenon is needed. As reported, “Explanatory research tries to identify causes and effects of educational phenomena, to predict how one phenomenon will change or vary in response to variation in some other phenomenon.” (p.11)

The research instruments that were used in this project were:

- Students’ surveys, teachers’ interviews
- Class observation
- Methodological strategies
- Rubrics

The surveys were applied to the students based on questions about the quality of classes that are given to them, the type of activities performed in the classroom and the type of external instruments like English media laboratory are used or not.

The teacher was interviewed with questions referring to the type of classes that he gives, the methodology he uses, the type of materials he would like to have in the classroom and how he sees his students' progress in English classes.

Class observations were done in high consideration of the timing involved to get students prepared with material and other things like conduct and such. The students' seating arrangement and class management were also evaluated in the observations.

The methodological strategies that were observed were the grammar content exercise and constructivism as well. The teacher used the first language to the minimum, concentrating and encouraging students to use English most of the time. The activities also kept students engaged in and on task.

Bibliographical sources were also used to back up the observations through field research. The scientific sources were also supported through the substantial and relevant critiques of pedagogic value and investigators that have also done such research and complied with their theories at hand.

The Likers chart was applied to the students' survey in order to give them the options of totally agreeing, agreeing, feeling indifferent, disagreeing or totally disagreeing on every question that they had to answer. It makes the survey a lot more specific and descriptive to the task.

APPLICATION OF THE INVESTIGATION INSTRUMENTS SURVEY TO THE STUDENTS

Specific instruction:

Place a “check mark” on the answer you consider the most appropriate on each one of the questions.

1. Totally Disagree 2. Disagree 3. Indifferent
4. Agree 5. Totally Agree

	1	2	3	4	5
1. Do you agree considering the use of listening and speaking skills in the English classroom in your school?					
2. How would it be if you had classes in an English laboratory with modern technology to practice listening and speaking?					
3. How do you consider learning vocabulary and other modern resources in an English class to improve listening and speaking?					
4. How is it for you to use internet in order for you to practice English vocabulary, listening, etc.?					
5. How would it be if you use programs to study your English lessons, vocabulary and listening practice?					
6. How satisfactory and interesting would it be if you practice listening activities in English classroom using websites from the internet?					
7. Would you like to use modern learning techniques to enhance your listening abilities?					
8. Would you consider the use of real life situations to practice listening and speaking to learn more English?					
9. Would you like to practice listening and speaking in the classroom?					
10. Would you like to have music to practice listening skills?					

INTERVIEW TO THE DIRECTOR

Specific instruction:

Have the questions answered and filed

1. How do you consider the English learning-teaching process in your school?
2. How would it be if students receive English listening and speaking classes using updated techniques?
3. How do you consider listening and speaking resources in English classes?
4. How could it be for students to use listening and speaking resources to learn English?
5. How would it be if students receive classes in an English classroom with music activities twice a week?
6. How well would you find the advantage of modern technology for listening and speaking practice?
7. How would it be for students to have listening and speaking activities to improve English as a whole?
8. How would it be for students to take advantage of modern listening skills to do their English homework?
9. How well can it be to develop listening skills in students if they use modern learning techniques and methods to improve in English classes?
10. How would it be to develop listening skills in students if they use modern technology and internet in English classes?

INTERVIEW TO THE ENGLISH TEACHER

Specific instruction:

Have the questions answered and filed

1. How is English learning and the teaching process in your class and the whole school?
2. How would it be for you if you had a classroom with modern, updated technology equipment to teach listening and speaking in English?
3. How well do you consider to have listening resources in your English classes?
4. How satisfactory could it be for you if students increase their English knowledge with listening and speaking exercises?
5. How would it be for you if students receive constant listening and speaking practice classes in an English classroom?
6. Do you take advantage of modern technology to practice listening about any topic in English?
7. How would it be for you if you have a well-resourced classroom to teach English using listening and speaking activities?
8. How would it be for you if students develop their listening skills using also modern technology and internet in English classes?
9. How would it be for you if students develop their listening skills using modern methods in English classes?
10. How would it be for you if students develop their listening skills if they use websites in the internet?

CLASS OBSERVATION

Classroom Observation Report

Instructor evaluated _____ Course _____

Number of students present _____ Date _____

Evaluator(s) _____

Highest	Satisfactory	Lowest	Not Applicable
3	2	1	n/a

- _____ 1. Defines objectives for the class presentation.
- _____ 2. Effectively organizes learning situations to meet the objectives of the class presentation.
- _____ 3. Uses instructional methods encouraging relevant student participation in the learning process.
- _____ 4. Uses class time effectively.
- _____ 5. Demonstrates enthusiasm for the subject matter.
- _____ 6. Communicates clearly and effectively to the level of the students.
- _____ 7. Explains important ideas simply and clearly.
- _____ 8. Demonstrates command of subject matter.
- _____ 9. Responds appropriately to student questions and comments.
- _____ 10. Encourages critical thinking and analysis.

3.4 Research population and sample

The population includes all elements that meet certain criteria for inclusion in a study (Burns and Grove 2003:43).

The population was the 27 students of the 10th grade, one director and one English teacher. The 27 students also volunteered for the survey in the sample part. The investigation was taken upon the concern and fact that regardless of the number of students interviewed for the sample or the population statistics there wouldn't be much of a difference to reach the same calculations and expectations with the ratio given for the present status.

SAMPLE

The sample is chosen from the study population that is commonly referred to as the 'target population or accessible population' (Grove, 2012)

The sample used in this demographic was the total of the 27 students due to the fact that specific details about the sample were needed. The fact that students were surveyed all at once made it possible for the statistics of such information be complete and as a whole, including the population on task.

STRATUM

Table 3 Stratum

SUBJECT	POPULATION	SAMPLE
DIRECTOR	1	1
STUDENTS	27	27
TEACHERS	1	1
TOTAL	29	29

Author: Diana Moreno Cadena

3.5 Sources, resources, and timeline

Sources

Table 4 Sources

SOURCES	REQUIREMENTS
Humanistic Sources	To manage research about different related personnel in relation to the research project.
Bibliographic Sources	To develop all the information and chapters for the project.

Author: Diana Moreno Cadena

Resources

Table 5 Resources

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	60	\$1,00	\$60,00
Copies	150	\$0,02	\$3,00
Printing Black and White Paper	60	\$0,10	\$6,00
Printing Color Paper	20	\$0,50	\$10,00
CD's	3	\$1,00	\$3,00
Transport	10	\$0,25	\$2,50

Author: Diana Moreno Cadena

Table 6 Timeline

ACTIVITY LIST	MONTHS																			
	FEBRUARY				MARCH				APRIL				MAY				JUNE			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Schedule of Activities		x											x	x			x	x		
Literature Review			x	x	x	x				x	x									
Web Pages Revision		x	x				x				x									
Problem Statement				x	x															
Justification Problem						x														
Objectives and Hypotheses							x	x									x			
Questions Project									x									x		
Theoretical Foundations										x	x								x	
Theoretical Framework									x	x	x	x	x	x					x	
Conceptual Framework					x	x	x		x	x			x				x			
Application Tools								x	x	x	x									

Author: Diana Moreno Cadena

3.6 DATA ANALYSIS METHODS

With data gathered from the students' survey results, this project has a feasible motive which complies with the best needs in listening and speaking skills and language development to have total understanding in communication and participation with native speakers. The students in majority agree on listening and speaking activities being helpful in the developing of effective communication skill for them to interact with native speakers confidentially.

Regarding to the Director's interview, he considers that the English learning-teaching in his school is very slow, and if students use technology and updated teaching techniques more frequently it would motivate them to practice English, because teenagers love spending time with technology devices; so, teachers must take advantage of it to elicit them to do homework and study English in a funny and enjoyable way.

After the interview to the Listening and Speaking teacher we knew that the learning and teaching process in the school is slow because they do not have enough updated resources nor technology access inside the classroom to make students practice more frequently Listening and Speaking skills in order to develop their understanding and fluency.

During the Listening and Speaking class observation I noticed that the teaching methods used did not enable all the students to learn; furthermore, the materials used never captured the students' interest, and their classroom work was not assessed through the lesson by teacher's questions.

3.7 RESULTS/FINDINGS: PRESENTATION AND ANALYSIS

From 27 students, 90% disagrees about being able to practice English on their free time and another 10% agrees about being able to practice. The graphics below show the students' answer results according to the questions about both variables that are present in this investigation.

Students Survey

Sample: 27 students

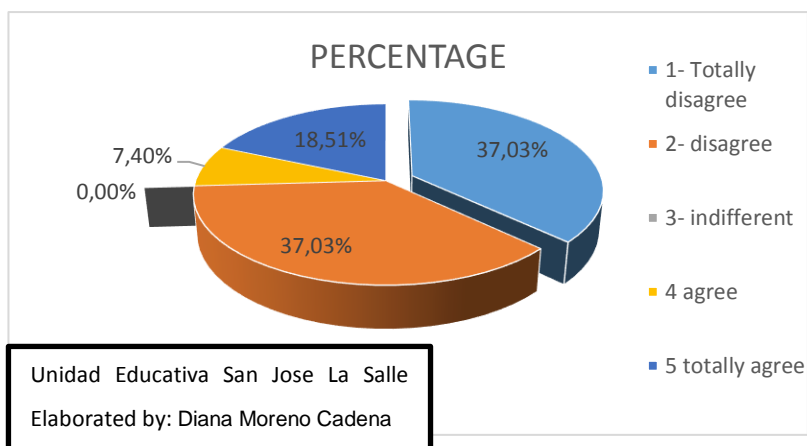
Course: 10th Course

Question 1: Do you agree considering the use of listening and speaking skills in the English classroom in your school?

Table 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- totally disagree	10	37,03 %
B- Disagree	10	37,03 %
C- Indifferent	0	0 %
D- Agree	2	7.40%
E- totally agree	5	18.51%
Total	27	100 %

Graphic 1



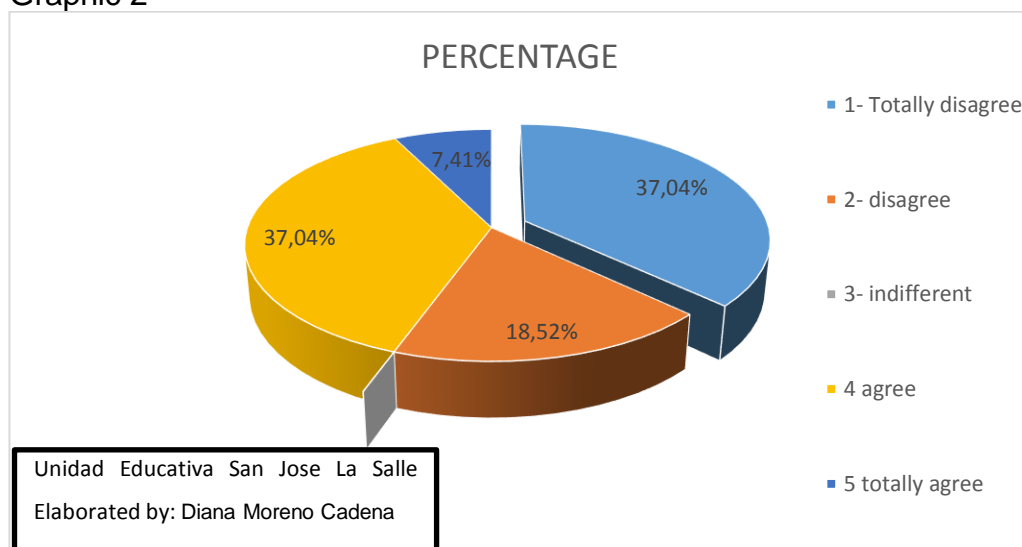
Analysis: 18.51% of the students totally agrees in using listening and speaking skills their classes because these 5 students must know the importance of what learning English is. Therefore, they may be the only few that might be well informed about the whole situation.

Question 2: How would it be if you had classes in an English laboratory with modern technology to practice listening and speaking?

Table 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
1- totally disagree	10	37.04%
2- disagree	5	18.52%
3- Indifferent	0	0 %
4- agree	10	37.04 %
5- totally agree	2	7.41 %
Total	27	100 %

Graphic 2



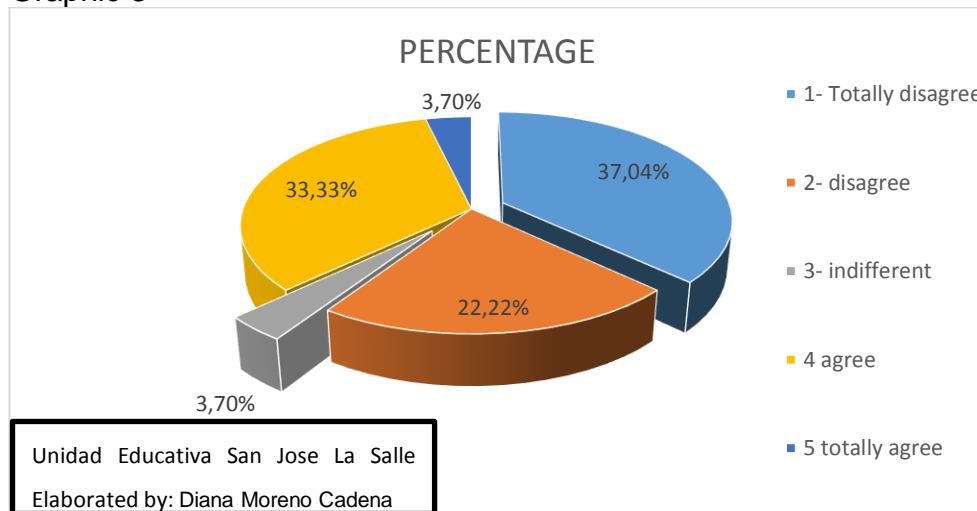
Analysis: The majority of students do not agree with the fact of having classes in an English laboratory, proving that most students are not taking change as an option due to the fact that this type of practice may be new to them and they probably are not apt to it.

Question 3: How do you consider learning vocabulary and other modern resources in an English class to improve listening and speaking?

Table 9

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	10	37.04%
2. disagree	6	22.22%
3. Indifferent	1	3.70%
4. Agree	9	33.33%
5. totally agree	1	3.70%
Total	27	100%

Graphic 3



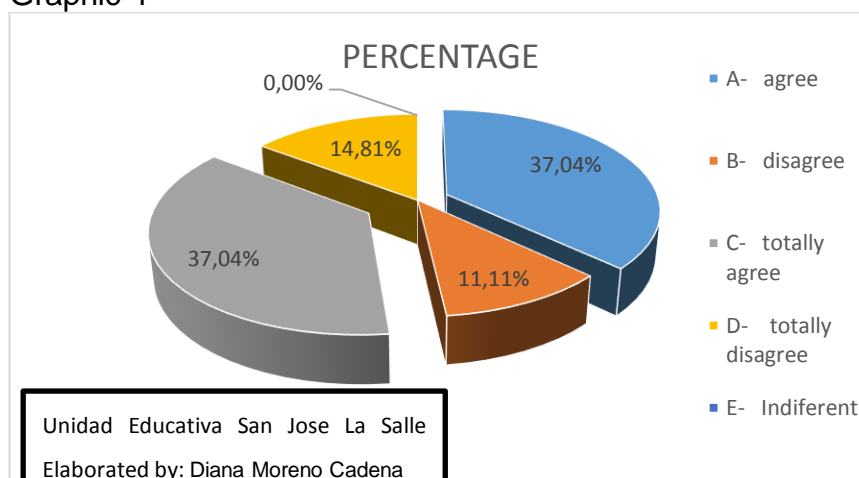
Analysis: it is a close tie between the students that would like to learn vocabulary with the use of modern resources in their English classes to improve listening and speaking skills.

Question 4: How is it for you to use internet in order for you to practice English vocabulary, listening, etc.?

Table 10

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	4	14.81
2. disagree	3	11.11
3. Indifferent	0	0%
4. Agree	10	37.04%
5. totally agree	10	37.04%
Total	27	100%

Graphic 4



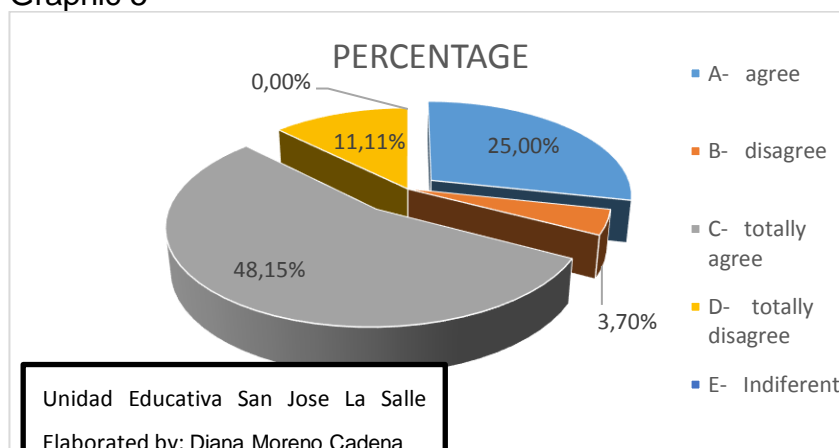
Analysis: The majority of students agree in using the internet to practice English learning abilities. The minority probably has no use of it because all they probably use the internet for entertainment or such.

Question 5: How would it be if you use programs to study your English lessons, vocabulary and listening practice?

Table 11

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Totally disagree	3	11.11%
2. Disagree	1	3.70%
3. Indifferent	0	0%
4. Agree	10	25.00%
5. totally agree	13	48.15%
Total		27
		100%

Graphic 5



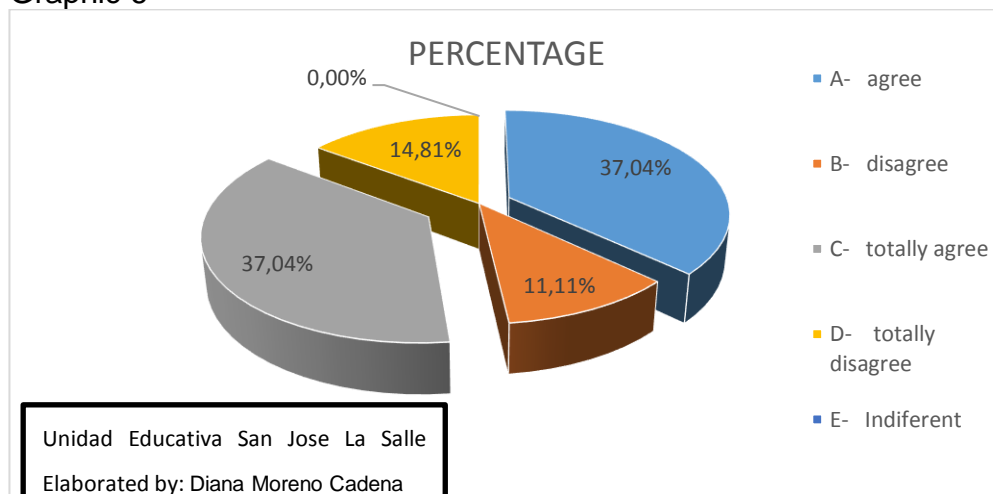
Analysis: More than 50% agrees in using programs to study English lessons and other English learning skills so they could improve their language abilities to the maximum with audio visuals and other multi-media.

Question 6: How satisfactory and interesting would it be if you practice listening activities in English classroom using websites from the internet?

Table 12

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	4	14.81%
2. disagree	3	11.11%
3. Indifferent	0	0%
4. agree	10	37.04%
5. totally agree	10	37.04%
Total	27	100%

Graphic 6



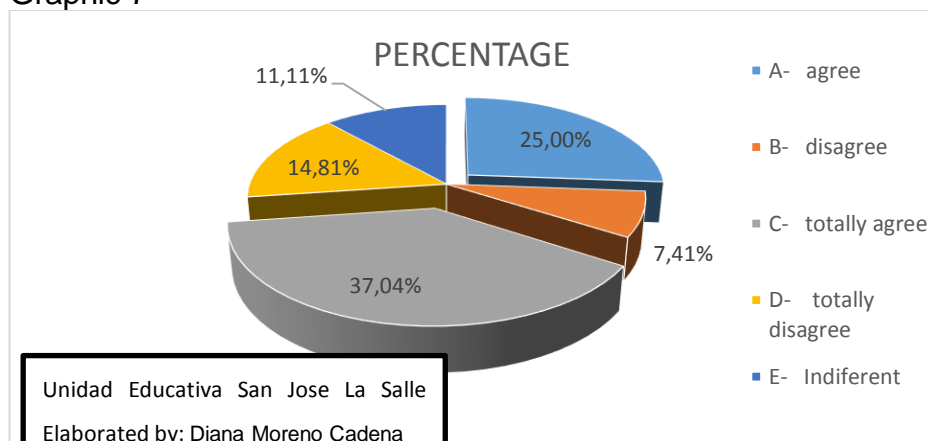
Analysis: It is obvious that students would like to practice listening activities using websites and other programs in order to improve their language skills.

Question 7. Would you like to use modern learning techniques to enhance your listening abilities?

Table 13

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	4	14.81%
2 disagree	2	7.41%
3. Indifferent	3	11.11%
4. Agree	8	25%
5. totally agree	10	37.04%
Total	27	100%

Graphic 7



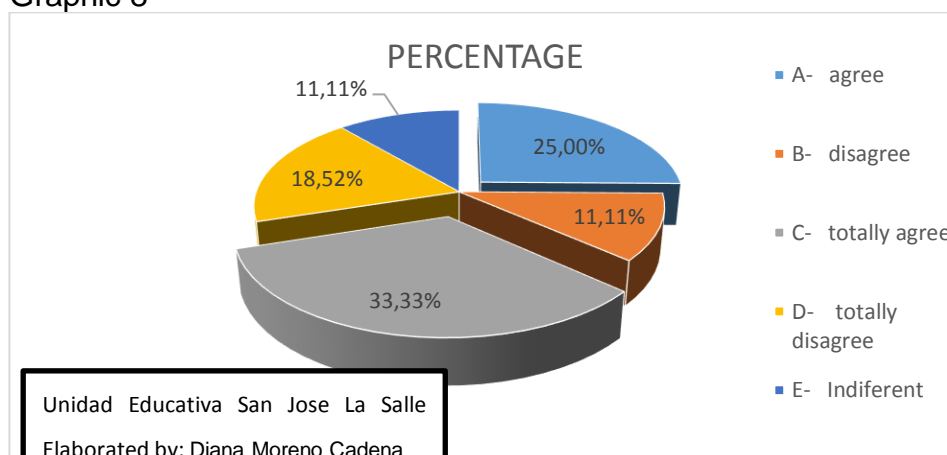
Analysis: The majority of students would love to use modern learning techniques to enhance their listening activities. There's still a significant percentage that doesn't agree in doing so and that is probably because the lack of practice or not positive results in using such equipment.

Question 8: Would you consider the use of real life situations to practice listening and speaking to learn more English?

Table 14

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	5	18.52%
2. disagree	3	11.11%
3. Indiferent	3	11.11%
4. agree	7	25%
5. totally agree	9	33.33%
Total	27	100

Graphic 8



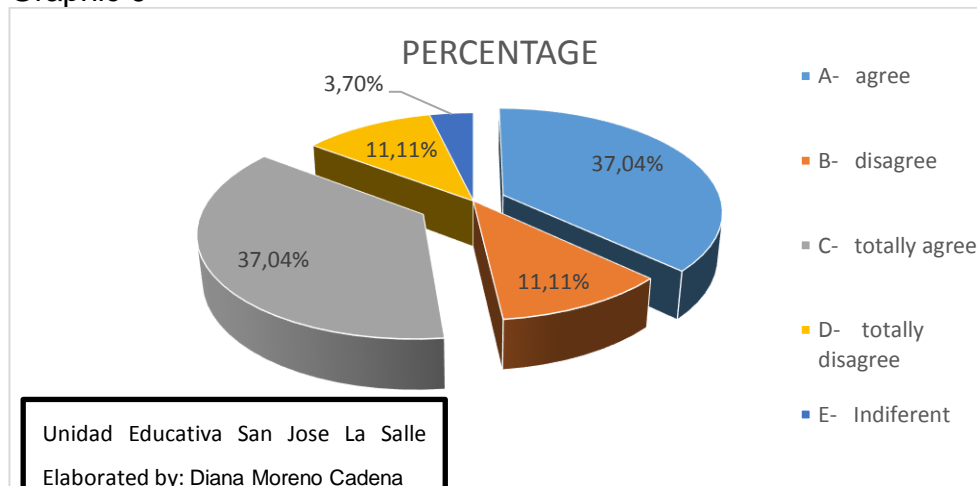
Analysis: Most students support the fact of using real life situations and role plays to reinforce the practice of English dialogues and listening activities. Hypothetical situations are some of the best types of motivating and encouraging activities that can involve every student into participation.

Question 9: Would you like to practice listening and speaking in the classroom?

Table 15

ALTERNATIVES	FREQUENCY	PERCENTAGE
D.- totally disagree	3	11.11%
B.-disagree	3	11.11%
E.- Indifferent	1	3.70%
A.-agree	10	37.04%
C.- Totally agree	10	37.04%
Total	27	100%

Graphic 9



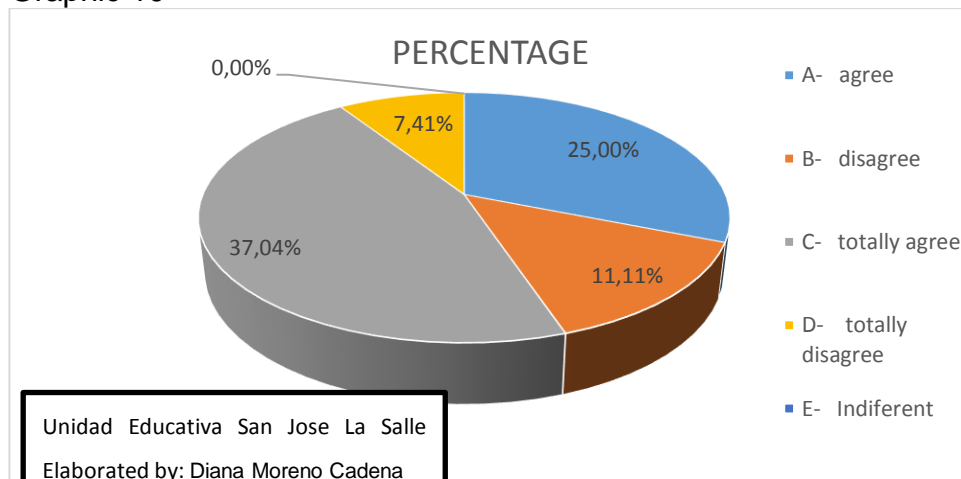
Analysis: The majority of students prefer to practice listening and speaking in the classroom. This type of skills are adaptable to any situation that can create and set the students to very realistic stages or made up sceneries where imagination about the conversations can be endless and practical.

Question 10: Would you like to have music to practice listening skills?

Table 16

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. totally disagree	2	7.41%
2. disagree	3	11.11%
3. Indifferent	0	0%
4. agree	12	25%
5. totally agree	10	37.04%
Total		

Graphic 10



Analysis: Most of students love the idea of using songs as practice to improve their listening skills. It gives student an opportunity to listen to their favorite artists and their favorite songs too. It creates motivation and volunteered class participation.

CHAPTER IV

4.1. TITTLE.

Listening and speaking activities to help tenth grade students at “Unidad Educativa San Jose la Salle” to develop more effective communication skills in order to interact with native speakers confidently.

4.2 Justification

This project will be applied to tenth grade students at Unidad Educativa San Jose La Salle where there is not an efficient and innovating system that English teachers can follow to improve the way the students learn the English language. There are many ways to have students acquire a language through listening and speaking skills, but when communication comes into play, it is a lot more interesting and dynamic. This creative speaking tasks guide has activities that help them to improve their listening and speaking skills. It is very important teachers know their students and adjust the activities accordingly and keeping their proficiency in mind. Every student is a different world. Thus, teaching and delivery must also be adaptable to students’ needs.

4.3 Objectives Broad and Specific

4.3.1 Broad

To help students’ interest in mastering communication abilities when speaking with native speakers.

4.3.2 Specific Objectives

To foster the usage of listening and speaking skills to enable communication skills in students.

To develop listening and speaking skills to reach adequate communication when speaking to native speakers of the English language.

To waken the interest of listening and speaking in students to communicate adequately.

4.4 Content Framework of the Proposed Project Plan

The students from tenth grade at Unidad Educativa San Jose La Salle have never been exposed to such type of learning and now they will have the opportunity to do it with this innovating and motivational speaking and listening guide activities. It is about conversations and even with games using students' abilities to develop communication skills and facilitate students' interaction with native speakers of the English language.

The guide will help students to get the required skills to have clear understanding while listening and speaking in a conversation with native speakers having little effort trying to understand the communication with native speakers of the English language. Students will enable the proper abilities to keep engaged in a conversation and not lose track of the dialogue as a whole. Students will be making the right predictions and being able to understand points of views.

4.5 The Proposed Project Plan

The guide is designed to bring out the most communication purposes from students and class participation with activities that are related to their association, giving significance learning because the activities will socialize their environment and place them in total concepts about their surroundings, familiarize backgrounds, family relationship and other aspects as well that are involved in their entourage. It is easy and comprehensible, based on daily English conversations which are useful to create a good environment

in the classroom and help them to feel comfortable and confident to use these dialogs with classmates and friends even outside the classroom.

The future application of the proposal consists of 4 phases:

PHASE I: Activate vocabulary comprehension and meaning for listening comprehension in total language recognition and performance.

PHASE II: engage students with previous vocabulary, active or inactive contents with innovating word contents through meaningful language learning and constructivism enforcing diction and pronunciation skills as well.

PHASE III: Practice of new methods to support student's language learning process and significant meaning.

PHASE IV: Evaluation and assessment about students acquiring listening and speaking skills in the classroom to enhance and improve English language communication at a native level of proficiency.

4.6 Validation of the Proposed Project Plan

Constructivist teaching is based on constructivist learning theory. Constructivist teaching is based on the belief that learning occurs as learners are actively engaged in a process of meaning and knowledge construction as opposed to passively receiving information. There are varieties of methods that can be attached to constructivism. However, listening and speaking activities do not depend on any specific methodology as for other skills. Communication has many ways to be taught and learned. It never changes its structure nor manner of expressing itself. Listening and speaking are proof to such qualities possessed by communication. The same can be achieved with students that have a sense of what speaking and listening consist of and that is going to be used with the purpose to have utter communication, diction, coherence and syntax in order to reach full understanding and have the ability to engage with native speakers. Students are the main pioneers of speaking practice and communication

reliability. Constructivist teaches students how to get engaged into communication, creating independent students that are eager to learn any lesson at hand. This prior knowledge is called a schema, which is one way that constructivism is done and applied. Learning is filtered through pre-existing schemata, activating students' prior knowledge, participation and motivation, placing learning in a more effective manner when a student is engaged in the process of learning instead of trying to receive passive knowledge.

Students will be able to engage into conversations with native speakers after the practice of this booklet, reaching total confidence in speaking clearly and without a wide amount of errors when doing so.

4.7 Impact/benefits of the Proposed Project Plan

The social benefits reported were largely examined by studying the changes in society occurring as a result of participation in communication programs. The following areas were investigated: relationships between generations, health status, social cohesion, crime reduction and social integration. A common indicator for all aspects is social integration, which can be defined as the movement of disadvantaged groups of a society into its mainstream.

Social integration is seen as the main return on participation. Most students also show positive effects on the integration of disadvantaged/marginalized student groups which are excluded or face exclusion in the classroom or participation due to the lack of knowledge they have about the language.

They highlighted that specific social categories face exemption within a classroom. It also reported on a discrepancy between practical and theoretical training as theoretical knowledge is not so easily applicable in some students' activities. The following social returns can be highlighted: positive effects on inter social connections, create a safer environment

throughout communication among students. Research-based evidence indicates that a common language can create a stimulating environment for children if all participate in class. At the same time, engaging these activities support the prevention of healthy behavior, such as cooperation, class participation, and reduces the incidence of misbehaving in the classroom, **Fuente especificada no válida.**

In the institutional website of the Minister of Education of Ecuador, there is the English Language Learning Standards. These are results students expect to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show “what students must know and be able to do as they move toward full fluency in English”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s English Language Learning Standards are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General.
- Level A2: At the end of 1st year Bachillerato.
- Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

In this case, it will develop the project with students of tenth year basic education, so it corresponds to the A1.2 level.

Listening

A2 PROFICIENCY LEVEL: Recognize expressions, words, and sentences in simple spoken texts related to the learner's personal, educational, and social background. Follow speech which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.

Reading

A2 PROFICIENCY LEVEL: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from simple informational, transactional, and expository texts.

Speaking production

A2 PROFICIENCY LEVEL: Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)

Speaking interaction

A2 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners' personal, educational, and social background.

Writing

A2 PROFICIENCY LEVEL: Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure. As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing, (Educacion, 2013).

Lets Speak English

Play enjoy learn

**FUN ACTIVITIES
TO DEVELOP
SPEAKING SKILLS
FOR INTERACTION
WITH NATIVE SPEAKERS**

Created by:

DIANA PILAR MORENO CADENA

Type of exercise	:	Speaking activities
Name	:	Short Interesting Dialogues
Skills	:	Communication skills
Description	:	This is a set of dialogues focused on different types of idiomatic expressions that are explained with the instructions to follow in order to create their own conversation, practice the most common idioms to communicate properly. Teachers need to start these kinds of activities with simple explanation of the meaning of each idiomatic expression and a video example using it. The group or pair that best create and perform the dialogues is the winner when the tasks are turned into games.
Objective	:	To improve students daily English communication with native speakers.
Instructions	:	<ul style="list-style-type: none"> • Explain the activity (ies). • Break the class up in groups. • Give an example with a group of learners. • Rules of the game
Resources	:	Videos, markers, sheets, ss. etc.
Rules	:	<ul style="list-style-type: none"> • Learners have to listen carefully what the teacher says. • Learners are not allowed to speak in Spanish. • One student in the group has to raise his/her hand to ask for extra information about the task. • If one group doesn't perform the dialogue properly another group will have the chance to do it.

Exercise 1- IN A SNACK BAR (role play)	
Students: Groups	<ul style="list-style-type: none"> - Customers - A Waiter
Materials:	<ul style="list-style-type: none"> - money - Menu
Development:	
<ul style="list-style-type: none"> • Using vocabulary and dialogues related to food and prices, the customers have to ask for different snacks and beverages according to the Menu provided by the waiter. 	

Waiter: Can I help you?

Customer 1: Yes, can I have a pizza?

Waiter: Of course, which toppings would you like?

Customer 1: Mushrooms and onions, please!

Customer 2: I'd like an apple pie.


Waiter: Anything to drink?

Customer 1: No, thanks.

Customer 2: Yes, a coffee, please. How much is it?

Waiter: \$ 7.30 please.

Customer 2: Here you are.

<u>M E N U</u>	
	
<u>FRIES</u>	
French Fries.....	\$1.95
Cheese Fries.....	\$2.75
<u>SANDWICHES</u>	
Turkey.....	\$4.75
Ham.....	\$4.75
Chicken Breast.....	\$5.95
<u>PIZZA (slice)</u>	
Cheese.....	\$2.95
Toppings.....	\$1.00
(Mushrooms, Onions, Olives, Pepperoni, Extra Cheese)	
<u>SALADS</u>	
Caesar Salad.....	\$5.45
Garden Salad.....	\$4.50
Greek Salad.....	\$6.95
<u>BURGERS AND HOTDOGS</u>	
Hamburger.....	\$4.25
Cheeseburger.....	\$5.25
Hot Dog.....	\$3.00
Sausages.....	\$4.50
<u>DESSERTS</u>	
Ice-Cream.....	\$2.50
Muffin.....	\$1.50
Apple Pie.....	\$2.00
<u>BEVERAGES</u>	
Coffee.....	\$1.35
Tea.....	\$1.35
Hot Chocolate.....	\$1.50
Orange Juice.....	\$1.95
Cola.....	\$1.95
Soda.....	\$1.50
Lemonade.....	\$1.95

Exercise 2- EXCHANGE STUDENT (role play)	
Students: Pairs	- Foreign student - Tutor
Materials:	- Questions sheet - Country background
Development:	
<ul style="list-style-type: none"> • Ask for volunteers or select from the class two students to act as a curious young foreign exchange student, and the other to act as his or her tutor. • Provide them some useful supplementary vocabulary about the country: family background, popularity, reputation, record of formal schooling, qualifications, promise to undertake, and conditions. • The student saw some advertisements for the upcoming presidential campaign. In class, he/she is asking the tutor questions about the country. <ul style="list-style-type: none"> -How does your country elect a president? -Who is allowed to vote? -Can anyone run for election? 	

Foreign student: Mr. I have just seen an ad about the upcoming presidential campaign, and I'd like to know a little more about this country.

Tutor: Sure! What would you like to know?

Foreign student: For example, How does your country elect a president?

Tutor: Well, we elect our president by voting.

Foreign student: Oh! The same as in my country. And who is allowed to vote?

Tutor: All the citizens over 16 years old.

(and so on)

Exercise 3- CELEBRITY NAME (game)	
Students: Teams	- Guessers
Materials:	- Famous people names cards
<p>Development:</p> <ul style="list-style-type: none"> • Before class, prepare cards with easily recognizable names of well-known celebrities on them, one per student. • Review some useful supplementary vocabulary: bald, belly, blonde-haired, blue eyes, and wear glasses. • Split the class into two teams. • Call out each one of the team members and give him/her a card and ask them to describe the person on his/her card to the class. • They must add humor to their description by using the celebrity's mannerisms and tell the description in first person (I'm female I'm thin.....) • By turns each group will guess the person's identity, and keep the card name. • The winner is the team who got more card names. 	

CRISTIANO RONALDO

I'm male and over 180cm tall. I have brown hair and brown eyes. I'm a famous football player. I'm so handsome. I'm on my 30s. I'm not from Spain but I play in a Spanish football club. I come from a South American country. I have won Golden balloons and Golden boots awards. Who am I?

Exercise 4- HELPING PEOPLE (charity event)	
Students: Group	- Event Organizers
Materials:	- Worksheets
<p>Development:</p> <ul style="list-style-type: none"> • Provide students useful vocabulary and phrases to talk about event planning. • Split the class into groups. • Give each group a worksheet that contains four stories, together they decide which person they are going to help. • Decide how they would help them. Write a short paragraph explaining how they are going to help them. Make a detailed plan that contains the following information: <ul style="list-style-type: none"> - Who are you going to help and why? <ul style="list-style-type: none"> - What kind of event would you organize? (a school play, a football game, a concert, etc.) - Where and when is it going to take place? - How would you attract people? (Advertising your event, interesting activities, etc.) - Who would attend an event? (Students, their parents, teachers, anyone, etc.) - How would you earn profit? (Sell tickets, charitable donations, selling something etc.) • Report your charity event to your classmates. 	

Useful vocabulary and phrases

<u>Vocabulary</u>
<ul style="list-style-type: none"> • Attract people • Attend an event • Make costumes • Make profit • Cheap/expensive to organize • Buy/sell tickets • Advertising an event • Raise money • Set a goal • Put ideas into practice

<u>Phrases</u>
<ul style="list-style-type: none"> • I believe a good idea would be...because... • I think that would work well. • People are/aren't interested in... • I definitely think... • Organizing a ... would be more successful/a better idea. • In my opinion... • The main goal of...is to...

Exercise 5- PROVERBS (discussion,competition)

Students: Group

- Competitors

Materials:

- Slides with proverbs (PPP)

Development:

- Explains students what proverbs are and after that present 15 proverbs to check the meaning of new words in the proverbs.
- Split students in groups and present the first proverb slide, let them discuss the meaning and elicit responses.
- The group gets 1 point for each incorrect suggested meaning; 3 points for very creative but incorrect meaning and 5 points for a correct or possible meaning.
- The winner is the group who get the higher punctuation.

WHAT IS A PROVERB?

- There are many wise sayings in every culture that offer **advice** about life.
- These sayings are called "**proverbs**".

COMMON PROVERBS

Two wrongs don't make a
right



When someone has done something bad to you, trying to get revenge will only make things worse.

COMMON PROVERBS

Δ Picture



is worth

=

Creamy, delicious, yummy, fudge ice cream, smooth, chocolate-chip mini ice cream, strawberry ice cream with real chunks of strawberry, colored sugar sprinkles, waffle sugar cone, sweet, wonderful, tastes great, cold, nice to eat, dessert, good, yummy, toppings, chocolate sprinkles, comforting, good, fun, dipping, terrific.

Δ thousand words.

Pictures convey emotions and messages better than written or spoken explanations

Exercise 6- EXPRESSING OPINION (debate)

Students: Individual

Materials:

- Slides with statements (PPP)

Development:

- Place four signs around the classroom, "Strongly Agree," "Agree," "Disagree," "Strongly Disagree."
- Provide students a set of helpful expressions when expressing their opinion.
- Present the first side with a statement and read it aloud and have the students move based on their opinion.
- Then they must explain their choice to the class.

EXPRESSING YOUR OPINION	
Giving opinions	Giving the opposite opinion
<i>I have seen /noticed /observed that ...</i>	<i>Maybe, but it seems to me that ...</i>
<i>I just don't think it's right that ...</i>	<i>I partly agree, but I still believe that...</i>
<i>One argument in favour of ... is that ...</i>	<i>I don't agree. In my opinion, ...</i>
<i>I think people should (have the right to) ...</i>	<i>I completely disagree. To me, ...</i>
Clarifying your opinion	Giving yourself time to think
<i>No, that's not what I'm trying to say.</i>	<i>That's an interesting point.</i>
<i>What I mean is ...</i>	<i>I've never really thought about that.</i>
<i>No, that's not what I mean.</i>	<i>Um, let me think.</i>
<i>All I'm saying is that...</i>	<i>It's hard to say.</i>



Facebook should only be used by university students and adults.



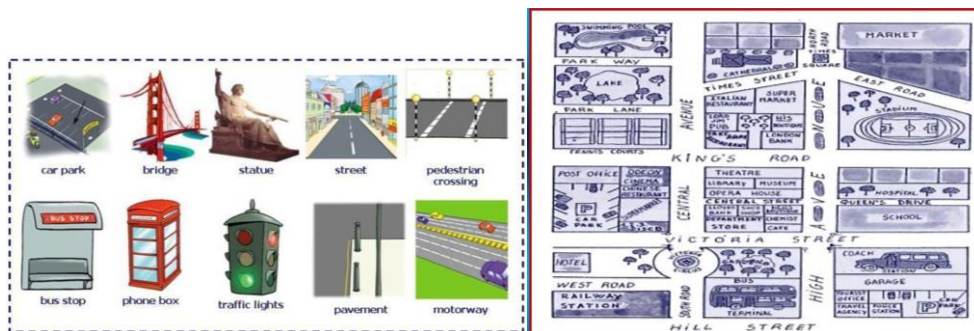
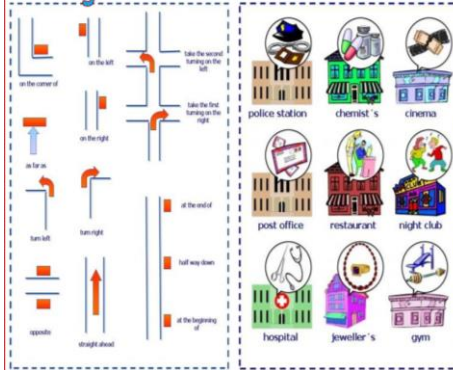
Sometimes violence is necessary.



Exercise 7- GIVING DIRECTIONS (dialog)

Students: Pairs	<ul style="list-style-type: none"> - Tourist, foreign friend - Tourist office assistant, resident friend
Materials:	<ul style="list-style-type: none"> - Worksheet - Map of the city
Development:	
<ul style="list-style-type: none"> • Provide students a map of the town and a worksheet to create two different dialogues: <ol style="list-style-type: none"> 1.The tourist is in the Tourist Office, in High Avenue and ask about facilities (post office, banks, etc.) in the town and also for directions to get those places; the tourist office assistant answers about facilities and gives the tourist the directions. 2.The resident friend lives in the corner of East Road and Times Square. His foreign friend is coming to visit him, so he writes him / her a short letter describing her / him how to get to his house from the railway station. Unfortunately, his friend hasn't got his letter so he/she is now ringing him up because he/she is at the railway station and doesn't have any idea about getting his/her friend home. • Students present the dialogues to their classmates. 	

Giving directions- Places in town



Exercise 8- TABOO SPEAKING (game)

Students: Groups

- Competitors

Materials:

- Slides with words (PPP)

Development:

- Divide the class into teams.
- Put a chair and a student from one of the teams is facing the classroom
- his classmates help him to guess the word they see in the slide, but they can not use the taboo words that are in the presentation.
- The team gets points for each correct guessing.
- Repeat the same process with each member of different teams.
- The winner is the team who gets more punctuation

Student

1. Us
2. We
3. School



1. Land
2. Small
3. Ocean

Island



HUNGRY

1. Breakfast
2. Meal
3. Food



Exercise 9- DAILY LIFE CONVERSATIONS (competition)

Students: Pairs	- Competitors
Materials:	- Video – idioms - https://www.youtube.com/watch?v=bwy0CAHTY7o - https://www.youtube.com/watch?v=SClhK_KnPws

Development:

- Divide the class into teams.
- Display a video about a series of conversations using idiomatic expressions and students understand the meaning and use of them.
- Each group prepares its own conversations and situations using each one of the idiomatic expressions learned.
- The winner is the group that more dialogues presents.



Lisa: I´ve been working so hard in the gym from the past 6 months.

How do I look?

Kelly: You look the same as 6 months ago.

Lisa: What?! But I´ve lost 10 kilos!

Kelly: Oh, come on! You look great! **I was just pulling your leg!**



Susy: Hey, This looks like a nice restaurant.

Shall we eat here?

Tom: Yeah, it looks great!

Let's go!

Waiter: Here's the bill, sir.

Tom: Thanks.

Susy: Hey, Let me pay for my share.

Tom: Oh no, it's ok! I got it!

Susy: Oh no, please. Really, let me pay as well! I insist. **Let's go Dutch!**

Exercise 10- THE IMPROVISATION (game)

Students: Group	- Competitors
Materials:	- A stop watch - A set of Topics
Development: <ul style="list-style-type: none">• Choose one student as the time keeper and score keeper.• Shuffle all the topic papers and put them in a stack face down.• A member of each group choose a piece of paper from the container, read the topic out loud and choose to either SKIP (allowed 3 skips) or PLAY.• Start speaking about the topic for 45 seconds to get 5 points; If they reach 30 seconds get 3 points.• The time keeper keeps the tally of scores on the board. The winner is the group with the most points at the end of all the rounds.	

Speech Topic:

You are a mad scientist. Tell us about your latest invention.

Speech Topic:

You are an ant. Convince an anteater to not eat you.

Speech Topic:

Is a glass half full or half empty? Explain your choice.

Speech Topic:

Convince us that homework is harmful to your health.

Speech Topic:

What is the biggest effect of the internet?

Speech Topic:

What television program should be banned and why?

Speech Topic:

How to best impress your parents/guardians.

Speech Topic:

Tell us about a nickname you have and how you got it.

Conclusions

- The simplicity that such project can offer communication at an adequate flow when it comes to learning, the impact that students have in developing their communication skills through listening and speaking abilities too, and what they have had with their personal experiences and what they have contributed to the proposal.
- This project will fulfill all the concepts that it offers through the everyday practice and the proper issues students must cover in order to adapt their old-fashioned style of learning to a more innovating type.
- The easiness teachers will have included in this guide are related to students' everyday activities and the syllabus and class preparation is another concept that has been concluded in the proposal of this project with such relationship.

Recommendations

It is extremely important to follow some recommendations which teachers need to take into consideration to make students reach complete and full understanding.

- ✓ Knowing the learners knowledge and vocabulary used in the dialogues.
- ✓ Motivating learners to do each active strategy in pairs or self-directed dialogues or in groups.
- ✓ Dividing the class into groups when it is necessary.
- ✓ Explaining learners what they are going to do.
- ✓ Provide them an example of the dialogue.
- ✓ Students can write one or two dialogues and read it at the beginning until they feel confidence with the activity and perform the other ones only by speaking.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

Listening and Speaking activities to help tenth grade students at "Unidad Educativa San Jose la Salle" to develop more effective communication skills in order to interact with native speakers confidently.

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FECHA DE PUBLICACIÓN:

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TÍTULO OBTENIDO:

LICENCIADO EN LENGUA INGLESA ESPECIALIZACION LINGÜÍSTICA Y LITERATURA

ÁREAS TEMÁTICAS: Educación

PALABRAS CLAVE: Native, Speaking, Guide, Conversations

RESUMEN:

This easy and comprehensible booklet guide will help teachers to engage students to the everyday practice of the language, acquiring native like language to improve their speaking performance, creating a good environment in the classroom while they perform dialogs and games based on daily English conversations helping them to feel comfortable and confident to use these dialogs with classmates and friends even outside the classroom.

No. DE REGISTRO (en base de datos):

No. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

ADJUNTO PDF:



SI



NO

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