

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

CARRERA MENCIÓN INGLÉS

RESEARCH PROJECT:

“THE EFFECTS OF APPLYING COMMUNICATIVE LANGUAGE TEACHING METHOD ON 10TH EGB STUDENTS AT UNIDAD EDUCATIVA MONSEÑOR ROBERTO MARIA DEL POZO HIGH SCHOOL DURING THE SCHOOL YEAR 2017-2018 TO OVERCOME SPEAKING ANXIETY ISSUES ”

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADAS EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA

Y

ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

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GUAYAQUIL-ECUADOR

2018


CERTIFICACION DE ACEPTACION DEL TUTOR

En mi calidad de Tutora del Proyecto de Investigación, nombrada por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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Yo, **MSc. JANETH LETICIA MORA ZAPATER**, certifico que el Proyecto de Investigación con el tema: **“THE EFFECTS OF APPLYING COMMUNICATIVE LANGUAGE TEACHING METHOD ON 10TH EGB STUDENTS AT UNIDAD EDUCATIVA MONSEÑOR ROBERTO MARIA DEL POZO HIGH SCHOOL DURING THE SCHOOL YEAR 2017-2018 TO OVERCOME SPEAKING ANXIETY ISSUES ”**, ha sido elaborado por la Señorita **ANDREA STEFANIA CUSME CAMPOS**, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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MSc. Janeth Mora Zapater

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Sheela Gabriela Valle Espinoza
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DEDICATION

I want to dedicate this Project to my mother who told me the importance to study a University career and gave me the strength to continue with my dreams and wishes. My father who always told me that we can do everything, in the last year of my studies he gave me his support to continue with my classes.

My boyfriend who help me in many situations related to the university and was with me in bad and good moments of my classes and courses.

My aunt and uncle who gave me the opportunity to study and job at the same time in order to pay my studies. They believed in me and my dream to become an English teacher.

My dear students who inspire me to do the project and be part of it, and my boss for gave me the chance to develop my project in her institution and get amazing results with my students of 10th grade.

ANDREA STEFANÍA CUSME CAMPOS

DEDICATION

To my parents, for their unconditional support, love, wisdom and dedication to me; allowing me to reach this new goal as person and professional.

To my beloved sister Sharon, for her support and encouragement when it was necessary.

SHEELA GABRIELA VALLE ESPINOZA

ACKNOWLEDGMENT

This work was create by the amazing supervision of our tutor MSc. Janeth Mora Zapater. She was our support not only in this project, but also in all the university period. She was who guide us to be better in all the aspects.

To my dear project partner Sheela Valle Espinoza who was from the first year of classes my partner and best friend. One day, we dreamed to do the thesis together and I don't believe that I am writing this acknowledgment in this moment, because this show that when someone have clear goals could become real.

To God to give me strength and support in all my life, studying and working at the same time were not easy, many days I wanted to give up, but with each prayers he gave me breath to continue with my dreams.

ANDREA STEFANÍA CUSME CAMPOS

ACKNOWLEDGMENT

Once again I thank God for always being with me and for the blessings that will come as a reward for so much effort.

To my tutor MSc. Janeth Mora Zapater whom I greatly admire as a teacher, I thank you for all the support provided for the development of this research project.

To my professors for their support given throughout this career, their friendship and motivation to reach life goals.

To my friends for all the moments we shared and enjoyed in classes, they silently taught me to fight for my dreams even if the world falls apart.

One last thing to say that the older I get, the more I realized that there are certain times in your life that you really need a friend... but sometimes you get someone better... you get an Andrea. If that happens, grab ahold and do not let go. I never did! Cousin our greatest adventures are yet to come.

SHEELA GABRIELA VALLE ESPINOZA

Table of Content

| | |
|---|----|
| INTRODUCTION | 1 |
| CHAPTER I..... | 3 |
| 1. THE RESEARCH PROBLEM..... | 3 |
| 1.1 Background of the Problem | 3 |
| 1.2 Statement of the Problem..... | 5 |
| 1.3 Systematization of the Problem | 5 |
| 1.4 Broad Objective | 6 |
| 1.5 Specific Objectives | 6 |
| 1.6 Significance of the Study..... | 6 |
| 1.7 Scope and Delimitations of the Study..... | 8 |
| 1.8 Hypothesis | 8 |
| 1.9 Identification of Variables | 8 |
| 1.10 Operationalization of Variables | 9 |
| CHAPTER II | 11 |
| 2. RESEARCH THEORETICAL FOUNDATIONS | 11 |
| 2.1 Literature Review | 11 |
| 2.1.1 Communicative Language Teaching..... | 11 |
| 2.1.2 Speaking Anxiety | 15 |
| 2.2 Theoretical Framework..... | 18 |
| 2.2.1 Communicative Language Teaching (CLT) | 18 |
| 2.2.2 Speaking Anxiety | 26 |

| | |
|--|----|
| 2.3 Legal Framework | 30 |
| 2.4 Conceptual Framework..... | 33 |
| CHAPTER III..... | 35 |
| 3. RESEARCH METHODOLOGY | 35 |
| 3.1 Type of Research Description..... | 35 |
| 3.2 Methods, Techniques and Research Instruments..... | 35 |
| 3.3 Research Population and Sample..... | 36 |
| 3.4 Sources, Resources and Timeline | 36 |
| 3.5 Processing, Presentation and Analysis of Results | 39 |
| 3.5.1 Class Observation Guide..... | 39 |
| 3.5.2 Students’ Survey | 42 |
| 3.5.3 Teacher’s Interview..... | 55 |
| 3.6 Preliminary Conclusions..... | 57 |
| CHAPTER IV..... | 59 |
| 4. PROPOSED PROJECT PLAN | 59 |
| 4.1 Title..... | 59 |
| 4.2 Justification..... | 60 |
| 4.3 General Objective | 61 |
| 4.4 Specific Objectives | 61 |
| 4.5 Content Framework of the Proposed Project Plan..... | 61 |
| 4.6 “Take a Risk” Proposed Project Plan..... | 62 |
| 4.6.1 Countries Presentations | 62 |

| | |
|---|----|
| 4.6.2 Mini City | 64 |
| 4.6.3 Fashion Runway Show | 66 |
| 4.6.4 Comic Con..... | 68 |
| 4.6.5 Ecuadorian Gastronomic Fair..... | 69 |
| 4.6.6 Post Test | 71 |
| 4.7 Validation of the Proposed Project Plan | 77 |
| 4.8 Impact/ Benefits of the Proposed Project Plan | 81 |
| CONCLUSIONS | 83 |
| RECOMMENDATIONS | 86 |
| REFERENCE LIST | 88 |
| ANNEXES | 92 |

LIST OF TABLES

| | |
|--|----|
| Table 1 Variables and Indicators | 9 |
| Table 2 Sources for the Research Project | 36 |
| Table 3 Resources for the Research Project | 37 |
| Table 4 Timeline of the Research Project | 38 |
| Table 5 Class Observation Guide | 40 |
| Table 6 Students Survey Results | 42 |
| Table 7 Practice Oral Communication | 45 |
| Table 8 Speaking Production..... | 46 |
| Table 9 Teachers' Personality | 47 |
| Table 10 Clear Pronunciation and Tone of Voice | 48 |
| Table 11 Body Language..... | 49 |
| Table 12 Correct Pronunciation..... | 50 |
| Table 13 The Importance of Fluency | 51 |
| Table 14 English inside the Classroom | 52 |
| Table 15 Understanding your English Teachers..... | 53 |
| Table 16 Challenging Skill | 54 |
| Table 17 Countries Presentations | 71 |
| Table 18 Mini City | 72 |
| Table 19 Fashion Runway Show | 73 |
| Table 20 Comic Con..... | 74 |
| Table 21 Ecuadorian Gastronomic Fair..... | 75 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1 The Skeleton of a Conversation | 24 |
| Figure 2 Rescher's two-cycle model | 25 |
| Figure 3 English as a Foreign Language Curricular Threads | 31 |
| Figure 4 Students Survey Results | 44 |
| Figure 5 Practice Oral Communication Results | 45 |
| Figure 6 Speaking Production Results..... | 46 |
| Figure 7 Teachers' Personality Results | 47 |
| Figure 8 Clear Pronunciation and Tone of Voice Results | 48 |
| Figure 9 Body Language Results | 49 |
| Figure 10 Correct Pronunciation Results | 50 |
| Figure 11 The Importance of Fluency Results | 51 |
| Figure 12 English inside the Classroom Results | 52 |
| Figure 13 Understanding your English Teachers Results | 53 |
| Figure 14 Challenging Skill Results | 54 |
| Figure 15 Proposed Project Plan Logo | 59 |
| Figure 16 Post Test Analysis Results | 76 |
| Figure 17 Validation 1 | 78 |
| Figure 18 Validation 2..... | 79 |
| Figure 19 Validation 3..... | 80 |

ABSTRACT

When talking about communication it is impossible not to mention language, taking into consideration that communication methods are very important at the time of acquiring a foreign language. Learning English is considered by some students, a difficult process that takes years of study. Thus, practicing the speaking skill could be known as the hardest part of language acquisition; not having anything to say, the misunderstanding of a phrase or even the lack of motivation are some reasons why they form speaking anxiety on their own. Consequently, “Take a Risk” Proposed Plan was created for students who do not how to practice and produce English as a Foreign Language. The main purpose of this research is focused on describing the effects that could make students overcome speaking anxiety through the application of Communicative Language Teaching Method on 10th EGB students at Monseñor Roberto Maria del Pozo School. Some of the research objectives are to enable students to communicative in the target language and to provide students different types of creative and entertaining oral activities to encourage their learning process. As a way to obtain guidance and results, research instruments were used as surveys to students of 10th EGB in order to collect data and to know what they think about learning English (focused on the Speaking Skill), deep class observation to evaluate teacher way of giving a class and manage a group of students ,and interviews to teachers. After applying the Proposed Plan, students were confident enough to express their opinions, give their points of view, also as starting, keeping and ending a conversation in the target language. Speaking anxiety decreased in a notorious way; teachers, authorities and students were benefited throughout the application of the activities. English teachers need to be updated to the different kinds of problems students are facing such as fear of making mistakes, not knowing what to say or how to express their feelings. Teachers should adequate and create a good environment for improving students desire to learn. Speaking should be a natural process students enjoy, with the early detection of speaking anxiety in students, the appropriate environment, and the usage of the Community Language Learning Method will prepare them to produce English in an excellent way.

Key words: Communicative Language Teaching, anxiety, encourage

INTRODUCTION

One important factor in the acquisition of a new language is to know the difference between traditional teaching methods and the current ones. Every person is a unique world and teachers need to be aware of the newest techniques to adapt in the classrooms. Facilitators of English should focus on meaning and communication in order to develop the communicative competence in the students through meaningful interaction. Focusing on the Communicative Approach is about exchanging information that is integral and relevant to events and experiences in students' daily lives.

It is necessary to be attentive that English has been taught to people and not machines, so memorizing should not be the best option in order to acquire a different language. Students can be prepared and relaxed when facing an opportunity to produce English, forgetting about Speaking Anxiety.

Many of the students are afraid of speaking in English because they suppose that others would criticize them or judge the way of communicating. Parents' role is a very important factor in the teaching of a new language. They should prepare their kids in advance, talking about some of the benefits that English provides. If parents do not have enough information about the topic the second in charge is the school, by explaining through a workshop some details about English benefits for their life.

Students at Monseñor Roberto Maria del Pozo School have failures in the speaking skill because of the limited time to practice the language inside the classroom and lack of motivation from the school, parents and students themselves. That is why students at school should be involved in meaningful uses of English by taking advantages in the activities that the teacher offers them. One of the causes they do not like to speak in English is because the typical "situations" that a textbook provide that is so far from the reality.

Also, learners need to face their reality and in those cases there is not going to be an exit door for abandoning the situation because of fear, and they have to communicate in the target language. Teachers have used many methods such as grammar-translation, audio-lingual, suggestopedia in order to convey the language but they were not successfully caught. Thus, teaching only grammar is not the overall objective teachers should cover with their students; speaking in English is a synthesis of many factors such as previously said grammar, vocabulary, pronunciation. Teachers should pay attention to students' attitude towards learning a new language.

To conclude, this research project is about the effects of applying Communicative Language Teaching Method (CLT) to overcome Speaking Anxiety on young learners. Activities proposed were created according to students' age, culture, interests and their English level.

CHAPTER I

1. THE RESEARCH PROBLEM

“The Effects of Applying Communicative Language Teaching Method on 10th EGB Students at Unidad Educativa Monseñor Roberto Maria del Pozo High School During the School Year 2017-2018 to Overcome Speaking Anxiety Issues ”

1.1 Background of the Problem

Unidad Educativa Monseñor Roberto Maria del Pozo High School is a private institution located in Guasmo Sur –Cooperativa Union de Bananeros, next to La Dolorosa Church, in front of Comisariato El Constructor. It has seven hundred students, thirty-five teachers and only two of them are English teachers for the entire high school. Thus, there is no an English Department. It is administered by Paulina Pucha and directed by Edinson Anzules.

A first observation process was made with regards to getting familiar with the teacher procedures. During the class, many aspects were avoiding the normal course of English as a la foreign language. Students talked in Spanish all the time, they did not pay attention to the teacher who was trying to explain the instructions, and they were sitting in the traditional way (rows/columns). *See Annex D*

In addition to the lack of motivation for learning the language, students avoided any kind of oral participation, when the teacher provided the opportunity to respond a question they changed their body position, they shook their hands, were anxious and had a lower tone of voice, had a nervous laugh, and others had the willing to answer but they were shy. Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students (Aida, 1994) (MacIntyre & Gardner, 1991).

A second class observation demonstrated that students’ books do not have meaningful, interesting oral activities that could be practiced inside the classroom to train learners into the speaking skill. It is important to consider that students have limited time to learn English in class; and despite of it, they still do not have enough practice.

Afterwards the observations, it was noticed that the teacher was enthusiastic about the classes but she did not know how to get students' attention. Teachers and students know that dealing with anxiety can be a challenge during the acquisition process of a new language, students are exposed to a different environment where it has to be discovered step by step.

The creation of the Proposed Plan is to find a way to support students in their learning process making it interesting and different to produce the language. Thus, the main objective of the research project is to describe the effects that could make students overcome Speaking Anxiety through the application of Communicative Language Teaching Method. It is important to understand that mistakes are seen as a natural outcome, so an accurate advice for the teacher is to write students' mistakes and give feedback to them at the end of the conversation or activity.

The first cause why students have developed Speaking Anxiety Issues is that the environment does not support the students to speak English fluently, spontaneously without pressure. According to Kitano (2001),

In relation to learners' perception of low ability, teachers should make interventions in the classroom environment and practices and create a "sense of community in the classroom", so that students do not perceive it a competitive, while pair and group work can be incorporated (Kitano, 2001).

The environment has to be comfortable in order to increase the self-confidence in students, so they do not feel rejected by people around them. Frustration appears when trying to produce orally the language and do not success while trying. Some students tend to get confused in English grammar, they feel insecure and in most of the cases embarrassed when they want to produce the second language orally. It is considered necessary for teachers to force students only to speak in English during the class because they are able to listen the correct pronunciation, tone of voice and be familiarized with the different types of intonations.

The main goal inside an English classroom is that students feel relaxed, comfortable, motivated and willing to speak in English, to lose the fear and anxiety of learning a language; as a result, students will be trained for real-life situations. For that reason, the best method to use is the Communicate Language Teaching in order to overcome Speaking Anxiety Issues in teenagers.

1.2 Statement of the Problem

The majority of the students want to translate all the words in Spanish and if they could not find the exact word they get frustrated and block themselves. Grammar is the join of those ideas that come to mind, and they believe that if they do not know everything about grammar they are lost.

To introduce the Communicative Language Teaching method is the best remedy of this problem, and as teachers, it is very important to think as teenagers and remember the type of difficulties we had at that time.

For that reason, the Statement of the Problem is:

What are the effects of applying communicative language teaching method on 10th EGB students at Unidad Educativa Monseñor Roberto Maria del Pozo High School during the school year 2017-2018 to overcome Speaking Anxiety issues?

1.3 Systematization of the Problem

1. What kind of environment does Communicative Language Teaching Method create in the classroom?
2. How does Communicative Language Teaching Method change the way teachers give their class?
3. What kind of results are assumed to receive teachers when adapting a different teaching method?
4. In what way does Speaking Anxiety can affect the learning of a foreign language?
5. How can teachers help students in order to overcome the Speaking Anxiety inside and outside the classroom?
6. Why do some students have the fear of expressing orally when providing all the necessary tools to produce English?

1.4 Broad Objective

To describe the effects of applying Communicative Language Teaching Method on 10th EGB students at Unidad Educativa Monseñor Roberto Maria del Pozo high school during the school year 2017-2018 to overcome Speaking Anxiety Issues

1.5 Specific Objectives

- ✓ To compare traditional methods results with Communicative Language Teaching method
- ✓ To describe the significance of achieving the goal established for Subnivel Superior A2.1 Education Ministry
- ✓ To identify and handle with Speaking Anxiety symptoms in oral performances
- ✓ To describe teachers and students roles inside the classroom to overcome speaking difficulties
- ✓ To analyze the importance of creating a dynamic, entertaining classroom environment
- ✓ To increase students learning process with relevant topics of their interest

1.6 Significance of the Study

The results for the teacher class observations, a survey taken to students at the beginning of the proposed project and oral activities performed by students led the authors to create a Speaking Project Plan in order to help students as well as English teachers in the learning process. The research will be significant for authorities, teachers and learners.

The research project will be an important guide for teachers because of the great change they will give to the teaching process system, taking from the traditional of developing a class in to a flexible and creative one. Learners will have plenty of opportunities to produce the language inside the classroom and outside as well, due to the Communicative

Language Teaching Method and the application of creative and thought-provoking oral activities.

One important aspect of the research project lies in applying real-life topic situations in which teenagers will be exposed to different kind of dialogues, phrases, and moods letting them analyze and handle the problem using previous knowledge learnt in class with the entire class.

By introducing meaningful, organized and modern activities, teachers can help students to overcome their detected issue which in this case is speaking anxiety. According to Gaibani & Elmenfi (2016) speaking anxiety is defined as “a type of shyness characterized by fear about communicating with people”. L2 learners deal with many problems such as examination system, students’ weak position and foundation in English, large classes, passive learning, uninteresting, lengthy, difficult literature based syllabi, the poor performance of the English teachers and old methodologies (Malik, 1996). Thus, all this factors are considered to be obstacles at time of learning English.

According to Richards and Renandya (2002) “A large percentage of the worlds’ language learners study English in order to develop proficiency in speaking”. The speaking skill is important inside classes because it helps people to develop and reinforce relations with the rest of the world. Providing entertaining activities, relevant topics, according to students’ age, culture and preferences will help with the improvement of the skill.

Consequently, the first beneficiaries of the Proposed Plan are students. The major problem of learners is that they attend to classes because it is on the schedule and they need to pass the grade. Students are not interested enough to learn a new language because of the lack of encouragement, motivation and also information. Teenagers are sitting in the same positions every class, they get bored easily because of the activities that the book provides do not satisfy their needs. In addition, students are not relaxed during the class, they are afraid, nervous and not confident to answer or provide an argument related to the topic.

The next group of beneficiaries is the teachers who will receive activities and topics to update and create a positive environment for the class and to improve students’ learning process. Teachers will change their traditional way of correcting oral mistakes during the performance and that action frustrates students and block their mind. As facilitators, teachers have the opportunity to make more productive class and will be able to have extra activities apart from the book ones which sometimes result boring and lack of interest.

Finally, the last beneficiary is the high school because students will be able to reach the Standard English proficiency level A2.1 according to the Common European Framework Reference (English as a Foreign Language for Subnivel Superior, 2016). Original ideas and procedures are going to be mirrors for other institutions so people would compare English area with other private and also public high schools.

1.7 Scope and Delimitations of the Study

Unidad Educativa Monseñor Roberto Maria del Pozo High School was the institution where the proposed plan was applied, located at Guasmo Sur -Coop. Unión de Bananeros – Next to la Dolorosa Church, in front of Comisariato El Constructor, Guayas-Guayaquil.

The institution only counts with two English teachers, then it does not have an English Department where teachers can meet and share students' needs and differences in order to use new methods to deal with them. Teachers were not trained or prepared enough to handle with all the grades (8th grade to III bachillerato).

The research project took place during August 2017 to January 2018, and the activities were applied and evaluated on thirty five students at 10th EGB to analyze and demonstrate the effect of Communicative Language Teaching method.

1.8 Hypothesis

The application of Communicative Language Teaching reduces 10th EGB students' level of speaking anxiety.

1.9 Identification of Variables

Independent Variable: Speaking Anxiety

Dependent Variable: Communicative Language Teaching Method

1.10 Operationalization of Variables

Table 1 Variables and Indicators

| Variables | Definition | Dimensions | Indicators | Instruments |
|-----------------------------------|--|------------------------------|---|---------------------|
| Speaking Anxiety (Independent) | Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. | Feeling of tension | Physical Characteristics | Class Observation |
| | It is a precise anxiety that affects in the foreign learning acquisition process among pupils. | Apprehension | The confidence when students talk in public | Teacher's Interview |
| | | Foreign learning acquisition | Quizzes Exams | Students' Survey |

| | | | | |
|---|--|--|---|---|
| <p style="text-align: center;">Communicative Language Teaching Method (Dependent)</p> | <p>Communicative Language Teaching is an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes.</p> | <p>Student-centered learning</p> <p>Task-based activities</p> <p>Meaningful Purpose Activities</p> | <p>Teaching Background</p> <p>English Competence</p> <p>Real world situations</p> | <p>Teachers' Interview</p> <p>Class Observation</p> |
|---|--|--|---|---|

Resource: (Brown, 2007) ; (Humphries, 2011)

Elaborated by authors

CHAPTER II

2. RESEARCH THEORETICAL FOUNDATIONS

2.1 Literature Review

Through the time, researchers have investigated about Communicative Language Teaching in many parts of the World, providing results in order to analyze the different kinds of obstacles and situations that could appear if applying the method.

On the other hand, Speaking Anxiety is a new term that only few researchers have look for results in difference with the general Foreign Language Anxiety. Learning is a complicated process and if adding a foreign language could make things more difficult, for that reason teachers should be aware of the new methods that teaching a language involves, also as the difficulties their students could be facing as Speaking Anxiety Issues.

2.1.1 Communicative Language Teaching

*According to Mirsane and Khabiri in their research study: The Effect of Teaching Communicative Strategy on EFL Learners' Willingness to Communicate (2016) Willingness to Communicate (WTC) is referred as an old term when talking about L1 (Language 1 or mother tongue), but with many studies about Communicative Language Teaching this term has obtained more respect. The main objective was to investigate if teaching communicative strategies to learners affects on their WTC. In this study, sixty students were selected from an international exam called P.E.T (Preliminary English Test) to be sure that they have the same proficiency level. The learners were divided into two groups, the control group and the experimental group in which nine communicative strategies were taught to them to improve their speaking skills in different kind of situations (circumlocution, appeal for help, approximation, time-stalling devices, message abandonment, confirmation check, clarification request and all- purpose word) from Dörnyei and Scott's taxonomy (Dörnyei & Scott, Communication strategies in second language: Definitions and taxonomies , 1997) to encourage language learning and increase risk-taking during oral performances.

How they worked with students, gives the lead to apply the same method towards 10th grade students at Monseñor Roberto Maria del Pozo High School in Ecuador, each grade will be given 3 or 4 strategies per year in order to alleviate their speaking anxiety. The

teacher plays an important role inside the classroom, he or she must create a good learning environment without forgetting the communicate strategies that will help English as a Foreign Language (EFL) learners in their way of acquiring the new language.

Results of the study totally prove that students feel less anxious, and more confident at the moment of rising their hand to give an oral answer, they learned how to deal with difficult questions, how to evade whenever they cannot communicate. They start to feel like if they were practicing in real life situations because as they are teenagers, the teacher should adapt entertaining questions and scenarios for them to practice and produce the language.

The research study *Communicative Language Teaching in an EFL Context: Learners' Attitudes and Perceived Implementation* (Assassfeh, Khwaileh, Al-Shaboul, & Alshboul, 2012) aimed to collect information about learners' attitudes towards the implementation of Traditional form-focused instruction and Communicative meaning-oriented instruction of English. Asian learners reflected that their highest preferences were totally associated with having a good learning atmosphere prepared by their teacher, motivating them to use English at the moment of class.

Communication-based English teaching and having grammar lessons were something they kept in mind, they knew that having the knowledge is important as well as the desire to practice it orally. The results also shows that female are more likely to enjoy Communicative Meaning-Oriented Instruction (MOI) rather than males whose results show that they are more interest in the grammar part. Having those research studies from the other parts of the world where English is teaching as a foreign language gives the motivation to apply those methods at Monseñor Roberto Maria del Pozo students in Ecuador, creating a non-stressful environment where teenagers want to practice the target language in a real, natural way will definitely show future positive results.

* According with Ibrahima Diallo in her study "English in education policy shift in Senegal: From traditional pedagogies to communicative language teaching" (Diallo, 2014) shows how Senegal has a particular interest in English as an innovation in their education system. In addition, English has been given an important place in the curriculum of Senegalese schools from secondary. To improve English in education teaching and address the perceived underperformance of Senegalese students in English, the Centre de Linguistique Appliquée de Dakar (CLAD) or Center for applied linguistics of Dakar) teaching methods used in Senegalese schools were phased out and substituted with

Communicative Language Teaching. To summarize the shift in pedagogy in Senegal from traditional teaching methods (Audio-lingual methods and grammar translation methods) to communicative language teaching and the ways in which adopted pedagogy is faced with local challenges at the implementation level.

Diallo argued about three challenges in order to implement CTL (Communicative Language Teaching); the first is related to teaching materials, namely the availability. Ease of access and the use of relevant English language communicative teaching materials. The second challenge is to provide and maintain a regular supply of English teachers well-trained in CLT, third and the last is about localized cultural constraints to implementing communicative teaching (Diallo, 2014). Similarly, at Monseñor Roberto Maria Del Pozo teachers need training in order to know how they can convey information and teach the language to their students in 10th grade, because they enter to baccalaureate, they need to develop their oral communication skills. All the changes are difficult at the beginning, but teachers and students have to work together in order to overcome this anxiety for speaking in classes.

*The Communicative Language Teaching Method, in terms of language teaching is considered the most recent and the most popular of all teaching methods. This method can be understood as a set of principles about the goals of language teaching, how learners learn a second language, the kinds of methods and activities in classes that facilitate learning, and roles of teachers and learners inside the classroom. Mulaudzi (2016) in his recent study of University of Venda South Africa argued that, “among problems that students in the first year of high school confronted with is the inability to comprehend English as it is used in text and also to express themselves clearly in English”. Communicative language emphasizes on the development of the main goal of language learning which communicative competence is. It is defined as the ability to use the language correctly and appropriately to accomplish communication goals.

First year students in high school exhibit difficulties in constructing correct, complete and meaningful sentences. This is manifested in their written and spoken language. Students are taught English by the communicative approach. This can also be observed in Monseñor Roberto Maria Del Pozo in 10th grade learners who do not know how to write grammar structures, and without it they will not form correctly and appropriately sentences in order to speak in an accurate way. English language teaching requires that teachers be well versed

in both disciplinary knowledge (LMP Mulaudzi, 2016). It means that knowledge will also enable teachers to design learning tasks with clear objectives and learning tasks or materials that will benefit students' learning acquisition. It is important that English teachers can evaluate their common way of handling a class; training them and listening to their difficulties will be one of many ways teachers can be updated and ready to encourage their students to increase the learning production in class.

*Another research is about the study of foreign language that demonstrated the second language anxiety and learner beliefs. It also analyzes some pedagogical strategies avoiding incorrect beliefs about language learning. This study was conducted on Spanish and Arab students who evade structures in English language. This situation was made to investigate language learners who tend to compare themselves with other students that have a high level in the second language, and they become victims of lower self-esteem.

Foreign Language Anxiety and Learners Beliefs in Second Language study explains about a speaking anxiety scale which consisted of three main components communication anxiety, test anxiety and fear of negative evaluation (Bux, Ali, Aijaz, & Faiz, 2016). In this research students who have a low level in English were more interested in activities where they have to work in groups feeling less anxious while learning. The teacher involves in classroom as a facilitator, this was positively reported to be a lower anxiety factor. For that reason, students of 10th grade at Monseñor Roberto Maria Del Pozo prefer working in groups when they have to expose in front of the class or share ideas/ comments. They say that when the teachers talk about the group's mistakes they feel less ashamed than when teachers talk about individual ones. Teachers need to understand and listen to students' problems associated with their learning development in order to help them. Students' beliefs have an important role, because teachers must break their myths that block them to understand or learn something new. In the study was reported that learners were stuck with the idea that pronunciation is the most important factor to learn in second language. As they already know structure and vocabulary, they do not want to speak because they do not know how to pronounce the words in English.

In conclusion, second language research has mostly focused on learners' proficiency level and it has ignored the issues such lack of motivation and anxiety in accordance to classroom teaching. Teachers need to create a good atmosphere for their students to motivate to learn.

2.1.2 Speaking Anxiety

*According to the research study (2015): Indonesian EFL students' anxiety in speech production by Christina Lhaksmita there is an issue that teachers have forgotten in the area of oral production and that is Foreign Language Anxiety. The study was applied on students who were majoring in English Language Education who felt that their written tasks were so different in quality than oral presentations even performing in front of their classmates.

Based on the results of the method they used, they concluded that self-reflection activities can help students to overcome Foreign Language Anxiety because they are able to see their own performances calmly and give their points of view in real time. The method was used in Indonesia but can be used for Ecuadorian students who may be facing the same difficulties as a non-speaking English country. As a matter of fact, teenagers also believe that they are not well prepared or capable to speak English in front of their own classmates due to the critics they can receive.

A good way to help them to overcome Speaking Anxiety could be if the teacher, the only person authorized to have a camera, records the role play, round-table participation or spontaneous dialogues and then students can watch the video, noticing how the message was conveyed, the pronunciation of the words, tone of voice and even gestures. After watching the video, a list of their strengths and weaknesses can be written in order to find out a solution for the next presentations.

*Following the same line of study researches, goods results came from the deep analysis from Omid Sanaei (Investigating Anxiety Symptoms and Reactions within EFL Learners' Oral Narrative: The Case of Intermediate Level Students, 2016). They choose eleven students in order to investigate anxiety symptoms and reactions in EFL learners' oral narratives. In order to collect information, they provided students picture stories (no longer than nine) for narrative tasks. The results given show that anxiety symptoms and reactions appear in those anxious students.

There are always negative thoughts on students' mind before oral presentations, and a precise solution is that English teachers can identify the symptoms on each student in order to provide with strategies to fight with the issue. Three reactions were found on the Iranian EFL learners: Cognitive Reactions (worry), Physiological and Behavioral Reactions (emotionality). Cognitive and Behavioral reactions appear in all students, but Physiological

reactions (blushing, perspiration and palpitations) were found in slightly anxious learners during their oral participation.

The own author of this research gives the idea to further the investigation to test foreign language anxiety symptoms and reactions with a larger sample, so in this case with Ecuadorian English Foreign Language learners a good resource could be video-recording the oral performances such as debates, role plays, dialogues and teachers are able to investigate and analyze in depth their own students' anxiety symptoms for solutions to their reactions.

*According to Masoud Mahmoodzadeh in his research (Investigating Foreign Language Speaking Anxiety within the EFL Learners' Interlanguage System: The Case of Iranian Learners, 2012), there are three interlanguage constituents (phonology, grammar and meaning system) that may cause anxiety among EFL learners, so one objective was to determine the most influential constituent at the moment of speaking in English inside the classroom; another goal was to indicate the predominant gender to failed at the moment of speaking. Seventy-four Iranian students were evaluated (thirty one males and forty three females) also results demonstrated that students tend to attribute their Foreign Language Anxiety to their interlanguage meaning system rather than phonology or grammar.

The gender who suffer the most speaking anxiety issues is females but on the other hand, males are less efficient in grammar and phonology than females. The level of English is an important factor in Speaking Anxiety because researches has determined that the more level a person has, the more anxious he or she will be because of the advanced structures and rules he or she know. This research made in Iran can be applied in Ecuador to discover the constituents that affect oral productions inside the classroom. Teachers can adopt the advice in the study which says that English teachers need to indicate to their students that they are understanding what they are explaining, because learners are doing the best effort to convey the message in a clearly and non-boring way. To support students for the improvement of their performances is indicated to correct their mistakes at the end of the class, giving also positive feedback at the beginning of the commentary.

*In current research in English as a Foreign Language, The Effects of Foreign Language Anxiety and Oral Test Anxiety (Salehi & Marefat, 2014) aimed the effects of foreign language anxiety and oral test anxiety in young learners. The results of this study

was measured with Anxiety Scale and Oral Test Scale. This research investigated the relationship between test anxiety and foreign language test performance in general.

In conclusion with the results of this study, English teachers should try to decrease anxiety inside the classroom by creating a welcome, friendly atmosphere, encouraging students' in oral activities. Considering the difficulties role of language anxiety and test anxiety in language classes, teachers should take measures to reduce both types of anxiety.

Students in 10th grade at Monseñor Roberto Maria del Pozo High School with low grades in other skills such as: grammar, listening and writing generally have troubles in speaking, because they consider that if they do not manage all the skills, they will not be good English speakers. Teachers should enhance self-confidence by encouraging students' classroom activities and creating a comfortable environment. Using pair work, small group work, games, role-plays may improve the class atmosphere, because learners feel more comfortable about speaking with a small number of people than confronting the whole class (Salehi & Marefat, 2014)

To sum up, the study showed that both language anxiety and oral test anxiety were negatively to foreign language performances. Familiarized activities tend to create less anxiety in students because they provide opportunities to practice English in a spontaneous way, learner will increase confidence to reduce anxiety.

*Marius Narcis in his study said that: "Language teaching was a deep analysis of the communicative meaning that a language learner needs to understand and express" (Narcis, 2012).

The study encourages students' interests, preferences, needs and goals which should be reflected in the design of teacher's classes. Teachers' role is essential inside the classroom because students are exposed to a different and challenged process which is learning English. Using mimics and gestures they can understand their teachers' explanations, it could be difficult at the beginning, but it is not impossible. On the other hand, in 10th grade at Monseñor Roberto María del Pozo, some students can understand teachers' instructions, but the rest of them need extra help, so the teacher translate the sentences in their mother tongue.

Communicative Language Teaching means using procedures where learners work in pairs or groups making use of the available language resources in problem-solving activities. Inside the classroom, each learner is a unique world. Nowadays, teachers have students with

learning disabilities and they have to find the way that they learn as the rest of their classmates. In conclusion, teachers have a huge responsibility with their students' learning process. The need to be aware of the difficulties and how to solve them could be a stressful feeling when teaching.

2.2 Theoretical Framework

2.2.1 Communicative Language Teaching (CLT)

2.2.1.1 Definition of Communicative Language Teaching (CLT)

According to Brown (2007) Communicative Language Teaching is “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes”. It is important that English teachers take into consideration those aspects in order to provide a complete and relevant class environment to their students.

There are many definitions for this variable because not all the researchers have come to an equal agreement through the years. Ying (2010) argues that CLT “is an approach to the teaching of second languages that emphasizes interaction as both the means and the ultimate goal of learning a language”. How students use the new language is related on the opportunities that the teacher creates for them to practice.

The major goal of CLT is to focus on communication rather than rules, structures or patterns to memorize and follow without making any mistakes; also to practice with meaningful tasks where learners find them entertaining and interesting. In addition, using Communicative Language Teaching is to develop a stronger communicative competence among students who are learning English a foreign language.

English learners can get grammatical rules by the time they use them in social contexts. Students could learn a new language without the pressure of teachers, peers, and also parents. The more natural, the faster they will acquired structures and experience important for the development of the learning process.

One of the main objectives within the classroom is that students get the ability to talk in English with the teacher and classmates based on real-life situations; real topics, interests and meaningful ideas. The emphasis is on communication rather than on the correction of

forms or structures, because with practice learners will be able to correct their mistakes and give constructive criticisms to their classmates.

The traditional teacher-centered approach is being replaced by most of the English teachers due to the lack of participation and production from the students inside the classroom. Communicative Language Teaching pretends that learners feel more relaxed and opened to participate inside the class when the teacher establishes an activity. Social relationships would be handled in a natural way in order to adapt children in a real-life learning environment.

According to Brown (2007) this learner-centered approach gives students a greater sense of “ownership” of their learning and enhances their motivation to learn English. The way teachers convey the language should be without poses that children could feel weird or wonder how they will use the grammar taught in classes. That sense of property will empower them to go beyond their boundaries and to push harder in the knowledge area.

There are four interconnected features that Brown (2007) offers:

1. Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts (pag. 241).

Establishing goals for an Speaking Activity have to be done by considering the level students have, their preferences, how they will use phrases, words outside the classroom. Learning a foreign language has to be different from the regular subjects students attend at high school regularly. The teacher is the main creator of an attractive, entertaining environment for students.

A learner-centered attitude is a special feature that teachers should possess or acquire. It means that the teacher regards students as partners. The teacher's role changes during the class.

When teachers use Communicative Language Teaching in their classroom, they are helping their students' development of oral communication skills. While learners practice, they start to lose speaking anxiety and fear of communicating in English. Students' confidence, self-esteem and security will be increasing every day inside the class; for that reason, encouraging students to speak freely and to become part of the activities prepared in advanced by the teacher will cause positive and good results for their English learning process within the Speaking skill.

Communicative Learning Teaching proposes that students should be negotiators, communicators, discoverers, and contributors of knowledge and information (Nunan, 1991). Teachers do not have to be the main characters inside the class, they do not have to be the center of the classroom environment.

The role that teachers have in classes is as communicator, facilitator of the language, organizer of resources, someone ready to help students at give them feedback for further activities. Teachers can also learn from students because modern kids have useful devices as smartphones, iPads, tablets and they are updated in the technological field.

A very important CLT principle is that what is to be taught by teachers and learnt by students do not have to be structural, the rhythm has to flow without obstacles; for that reason, teachers should look for extra activities to increase students learning process.

According to Skehan (1998) maximizing opportunities for negotiation and interaction between teacher and students, and among students themselves are believed to be vital processes in the acquisition of a target language. CLT also try to establish a link between classroom activities and real-world tasks, contending that the learning and use of language should be contextualized and utilize authentic materials, situations, activities, and tasks so that students can be better prepared to function in real-world communicative events.

It is vital that teachers implement entertaining activities, such as various language games, with a view to make learning a pleasant experience where studying is fun and beneficial.

2.2.1.2 Communicative Strategies (CS)

Every method comes with techniques that teachers can use to apply inside the classroom and help learners to achieve class objectives. Communicative Strategies are a useful and necessary way to overcome communication difficulties in the learning process as well as speaking anxiety.

As Cohen says that “a major trait of successful speakers is that they use strategies to keep the conversation going” (Cohen, 1990). Teachers should know that strategies can make learning funnier and more entertaining; providing the tools to fill second language gaps while they are talking and sharing their thoughts.

According to the Oxford Dictionary (English Oxford Living Dictionaries), Strategy means: A plan of action designed to achieve a long-term or overall aim. Basically, Communicative Strategies are plans, ways of sharing information to achieve a particular social, political, psychological, or linguistic purpose. Those strategies will help and encourage students to keep practicing and learning from previous mistakes how to communicate in English naturally. According to Dörnyei (1995), he establishes that

Teaching Communicative Strategies increase learners’ motivation to initiate conversation, gives them a sense of security, and helps them stay in conversation. Based on his suggestion, communicative strategy instruction should follow the following steps:

1. Raising learner awareness about the nature and communicative potential of CSs by making learners conscious of strategies already in their repertoire, sensitizing them to the appropriate situations where these could be useful, and making them realize that these strategies could actually work.
2. Encouraging students to be willing to take risks and use CSs.
3. Providing L2 models of the use of certain CSs through demonstrations, listening materials and videos, and getting learners to identify, categorize, and evaluate strategies used by native speakers or other L2 speakers.
4. Highlighting cross-cultural differences in CS use might involve various degrees of stylistic appropriateness associated with CSs (e.g., in some languages particular CSs may be seen as indications of bad style).

5. Teaching CSs directly by presenting linguistic devices to verbalize CSs which have a finite range of surface structure realizations.

6. Providing opportunities for practice in strategy use appears to be necessary because CSs can only fulfill their function as immediate first aid devices if their use has reached an automatic stage (pag. 62-64)

Using Communication Strategies will be a good option to help students who have Speaking Anxiety Issues. Talking in a new language is going to be difficult and different at the beginning and in most of the times unsuccessful. Pronunciation, vocabulary and grammar are causes of misunderstandings as well as anxiety. Thus, the pressure learners have limit them to produce the target language in a natural way.

In a CLT classroom, students strive to get their meaning across and in order to perform this task CSs are a useful way to overcome communication difficulties. CSs supply students with the tools necessary to fill L2 gaps while they are communicating with partners, either native speakers or non-native speakers and allow them to continue speaking (Wood, 2011).

2.2.1.3 Stephen Krashen's Theory of Second Language Acquisition

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill" Stephen Krashen

Krashen's theory of second language acquisition consists of five main hypotheses:

- The Acquisition-Learning hypothesis
- The Monitor hypothesis
- The Input hypothesis
- The Natural Order hypothesis
- The Affective Filter hypothesis

Krashen's hypothesis made a huge change inside EFL classrooms, a sense of community and sharing was now there; that gives the students the opportunity to share the same experience of learning a language.

Input Hypothesis

This hypothesis created by Krashen was an attempt to explain how learners acquire a second Language. Students are trying to acquire a Language and not really learn it and for that situation some challenging input activities should be given to them so that learners can solve those task by the context or situation of the practice.

According to this hypothesis, foreign language learners improve and progress when they are exposed to second language 'input' that is one step beyond their current competence. That situation gives them the opportunity to use their previous knowledge and try to do their best.

It is vital that the teacher knows the level of their students, some will have a higher level than others so the teacher should plan and arrange the class by giving all the opportunity to talk and at the same time they will be encouraged to talk in English without pressure.

The Affective Filter

In this part the hypothesis deals with the fact that affective variables play an important role in second language acquisition. The variables are: motivation, anxiety and self-confidence. Stephen Krashen says that learners with high rates on these variables are better for acquiring a second language. For example, students who have their motivation high, a good self-image and on the other hand a low level of anxiety are the variables that a students should have.

If learners have high affective filter, they will be block in an interior way; for that reason, students are not going to receive the information in an adequate form. Positive affect is necessary for the good development inside the classroom but as all things in life, everything has to be balanced.

2.2.1.4 Gordon Pask's Conversation Theory of Second Language Acquisition

The Conversation Theory was originated with Gordon Pask in 1970. Terms like negotiation and scaffolding are part of it. The first term (negotiation) refers that both students have to participate and give the best they have. All their abilities and skills should put in practice. One important point is that students need to understand what they are talking about so they will continue with the conversation.

The other term which is scaffolding refers that one of the two learners helps the other with the conversation. In this case one student is going to have higher level of English in order to help with the growth of the dialogue. They must work together and do not permit that the flow of the conversation dies. The student with higher proficiency in English can ask questions and the other person answers.

How to teach a language have changed lately because language plays a major role in social systems where interpretation of another's behavior influences responses and where a conversation enables the creation of meaning.

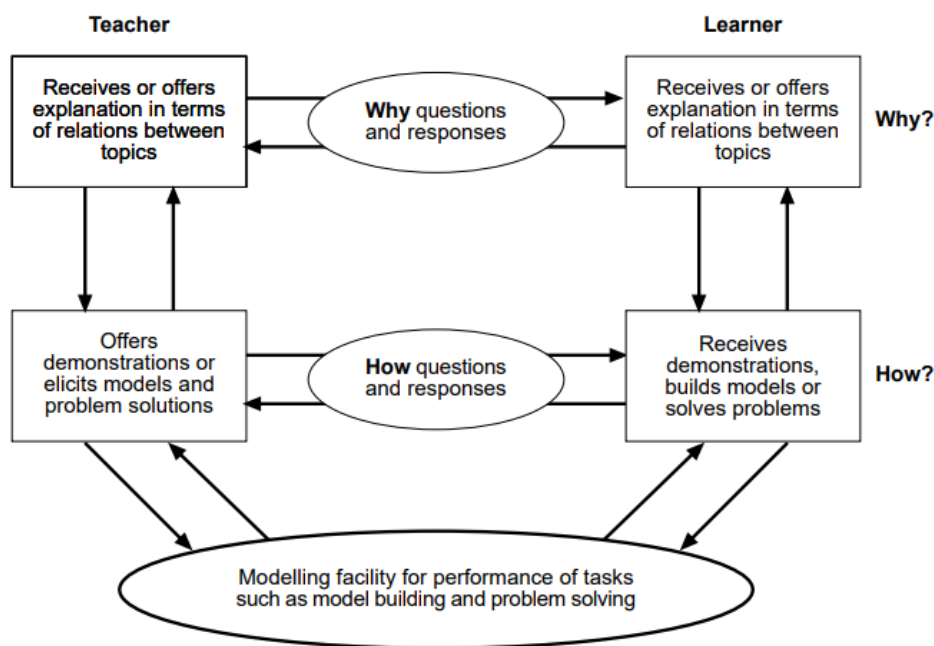


Figure 1 The Skeleton of a Conversation
Source: Pask (1976)

In the figure above Pask refers to the model as the “skeleton of a conversation”. It shows a “snapshot” view of two participants in conversation about a topic.

The horizontal connections represent the verbal exchanges. Pask argues that all such exchanges have, as a minimum, two logical levels. In the figure these are shown as the two levels: “how” and “why”.

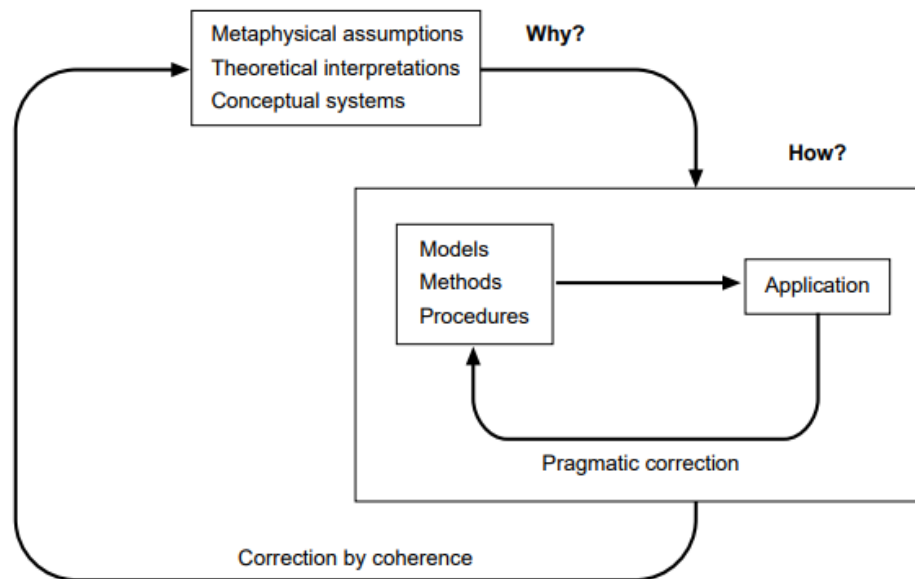


Figure 2 Rescher's two-cycle model
Source: Rescher (1973)

As in Rescher's model, the “how” level is concerned with how to “do” a topic: how to recognize it, construct it, maintain it and so on; the “why” level is concerned with explaining or justifying what a topic means in terms of other topics.

The vertical connections represent causal connections with feedback, an hierarchy of processes that control or produce other processes. At the lowest level in the control hierarchy there is a canonical world, a “universe of discourse” or “modelling facility” where the teacher may instantiate or exemplify the topic by giving non-verbal demonstrations. Typically, such demonstrations are accompanied by verbal commentary about “how” and “why”. In turn the learner may use the modelling facility to solve problems and carry out tasks set. He or she may also provide verbal commentary about “how” and “why”.

Pask refers to learning about “why” as comprehension learning and learning about “how” as operation learning and conceives them both as being complementary aspects of effective learning. These distinctions allow Pask to give a formal definition of what it means to understand a topic. For Pask, understanding a topic means that the learner can “teachback” the topic by providing both non-verbal demonstrations and verbal explanations of “how” and “why”. (Scott, 2001)

2.2.2 Speaking Anxiety

2.2.2.1 Definition of Speaking Anxiety inside the Classroom

There are many issues around learning a foreign language, such as age, aptitude, attitude or affective factors. This study is about forming confidence that helps to alleviate some of the stress experienced by second language students outside the language classroom, because while having a good relationship between teachers and students, the fear of negative evaluation is reduced and the level of reliance increased.

“Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Humphries, 2011). Language anxiety is the feeling of the tension and apprehension especially connected with second language context, including learning, speaking and listening. In all the educational institutions, anxiety performance exists between teachers and students. The majority of the situations teachers cannot worry for all their students’ cases or personal problems.

Teenagers have many conflicts in their houses or with their friends. The good relationships in those ages are difficult with their parents or adults. They need attention and understanding for their teachers too. The foreign language is a trouble for them, as a result the most difficult skills is speaking. To talk in front of the class is a challenge; the fear of a negative evaluation greatly contributes to the worry students experience when trying to communicate in the target language.

Self-confidence plays a key role in student’s approaches to learning and use of second language. It is extremely important if they are to be expected to initiate conversation, practicing and improving the second language. An examination of literature on speaking anxiety says that the majority of the learners have been classroom-based, focusing on the relationship between speaking anxiety and interaction between the students and the teacher. (Humphries, 2011). The students’ anxiety for speaking in the inside the classroom is reduced for teachers that have a better correlation with them, they can learn more effectively.

Observations to a group of students that have a less intimidating instructor, friendly and encouraging gets better result of the students rather than an authority figure. The instructor’s responsibility to lower learners’ speaking anxiety is considering that the teacher plays a central role in the environment and role activities in the classroom. The source of English as a second language in foreign students is only in their English classes, but it could

be outside the classroom too. When the students arrive to High School, take a break or return to their houses, they have contact with English language through short conversations, greetings or brief summaries of the last class, this could be essential to lose the fear for speaking English, without rubrics or embarrassing evaluations.

2.2.2.2 Overcoming Speaking Anxiety in English through Meaningful activities

Teachers find that speaking is one of the most desirable skills that English students want to get. However, they cannot see English as a necessary subject until a teacher starts to persuade them. According with the study that focused in public school students, they never received English in primary, but now they are teenagers in high school, they feel insecure and nervous about speaking English. The key aspects in this theory was to change the methodology, and interest in promoting oral communication, the use of the games and enjoyable activities to create a relaxed environment that helps the learners overcome their fears and nervousness in speaking skill (Buitrago & Ayala, 2008).

Engage learners through role-plays, presentations, expositions and debates contribute in English teachers' classes for increasing interest in the students. They are useful tools for students participate actively and let them work cooperatively.

2.2.2.3 Cooperative Learning

Cooperative learning is a situation where students work together to accomplish shared objectives. They can foster learner growth in terms of both academic achievement, personal growth and the development, personal growth and the development of social and learning skill (Buitrago & Ayala, 2008). Considering some factors for working in a better way in groups:

They must be the same goal.

They must feel committed to the work.

Contact, face to face, and interaction for explain, argue, elaborate and link current materials.

Teaching of appropriate leadership, communication, trust and conflict resolution skills so that the group can work effectively.

Using games could be a good option to create the right environment to talk. Promoting spontaneous communication, students forget the pressure to think in grammar or syntax. When they have fun, they ignore the fear, and can notice that they can make a good performance while they are not thinking in the fear of failure. Learners can discover, interact, and promote new ideas games, such as increase motivation and break the monotony in the classroom.

2.2.2.4 Methodological Strategies

Increasing confidence and self-esteem are good strategies for overcoming speaking anxiety, because students' attitude is the principal problem. During the classes, activities practice pronunciation to become less timid students, and as they know, how pronoun words they feel secure to speak. Make more interesting homework to motivate students or participate in active projects. To take information from the web, update the teachers' knowledge for inspire in the classes' lesson plans in order to improve the learners' points of view of English classes.

Organize in English open houses or fairs to encourage to low-performing students to participate for increasing their self-confidence and show them that they can do a good job as the rest of the students. Learners devoted hours repeating, reading aloud and asking for confirmation of pronunciation. The frequency of the presentations was a positive influence in reducing their nervousness (Buitrago & Ayala, 2008).

2.2.2.5 Helping Students Overcome Foreign Language Anxiety in the English Classroom.

Students with speaking anxiety show less willing to participate in learning activities, and have lower performance. Foreign language is a challenge, because students are required to communicate using a language, which they have not mastered perfectly. (Tsiplakides, 2009). Students with bad experience in evaluations do not consider that errors are part of the learning process. Many studies are about the relationship between speaking anxiety and motivation. Teachers must find ways to support their learners with fear of negative evaluation, motivate them with positive reinforcement, such an encourage comments. In classes, do not create an environment of competitive, while pair and group work can be incorporated.

The aim of the research study is the motivation to learn, increase English language acquisition and struggle speaking anxiety with everyday classroom practice. The participants of this study were students around 13-14 years old, as learners in Monseñor Roberto Maria Del Pozo in 10th grade. They argued that do not want to participate in speaking activities, because consider that they are not good speakers in English. Consequently, they feared that their fellow students would evaluate them negatively. One of them said: “I like English, but don’t take part in speaking, because I’m so bad at speaking, and my friends will laugh at me” (Tsiplakides, 2009).

Recognizing the origin of their fear at the moment to speak, the following classrooms interventions were implemented in order to help them overcome it:

Projects Work: To involve students in interesting topics, students can have active role and responsibilities, their confidence increases and reduce the effects of perceptions of low ability in the second language.

Teacher-students relations: A set of classroom rules can be negotiated with the students for collaborative atmosphere. Students were encouraged to ask for help without running the risk of embarrassment.

Providing indirect, rather than direct correction: To provide scaffolding so that learners had an opportunity to continue speaking despite making mistake. Include a model, which explain the steps necessary for task completion.

Teachers must not permit students with lack of motivation or poor attitude. Educators need to assume the role of the researchers in their own classroom. Implement strategies to help students overcome foreign language speaking anxiety, foster motivation and increase foreign language performance.

2.3 Legal Framework

According to Ministerio de Educacion (2014) **No. MINEDUC-SFE-2014-0034-M:**

La Lengua Extranjera se estudie únicamente en la básica superior y no desde los primeros grados de la Educación General Básica. En función de los actuales demandas de la Sociedad del conocimiento, el manejo del idioma inglés es fundamental y necesario como herramienta general de comunicación y de acceso a la información científica y tecnológica actualizada; en esa medida, es imprescindible el abordaje de la enseñanza de este idioma desde edades tempranas, razón por la cual se requiere una carga horaria de Inglés a partir del Segundo año de EGB (p. 2)

According to La Constitución de la República del Ecuador (2008) Capítulo Segundo, Derechos del buen vivir, Sección quinta, Educación:

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

English as a Foreign Language is not only a subject, it is a necessity for students' future. Trying to connect students with real-life situations activities is sometimes a difficult goal for English teachers, as they have to analyze the level of language, multiple intelligences each student has; also culture, age and interest can be factors that contribute to the way of teaching. Teachers should be aware that in Ecuador the educational field is not restricted, teacher acts as facilitators of the language. They need to expand learners' knowledge by practicing daily life expressions, phrases and even some dialogues they might use when talking to someone in English.

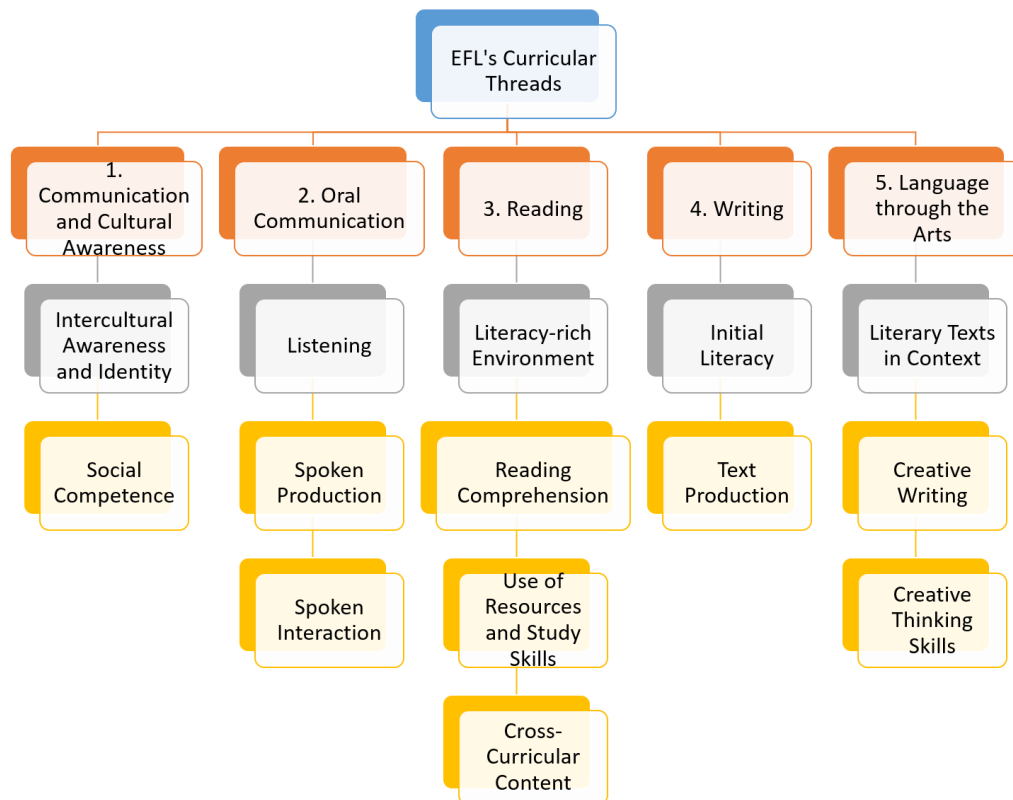


Figure 3 English as a Foreign Language Curricular Threads
Source: Ministerio de Educacion (2016)

In 2016, Dr. Miguel Herrera and MAT. Alexandra Perez established a new form to classify and order how English teachers plan and work inside the classroom with their students. The first English as a Foreign Language (EFL) Curriculum was created to get the right balance between:

- Ambition vs. Realism
- International models v. Local conditions

There are three main goals of the EFL Curriculum (2016):

- To develop learners' understanding of the world –of other cultures and their own– and to communicate their understanding and views to others through English
- To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English.

- To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and beyond.

Ecuador has linked the English level each grade has to achieve to the Common European Framework Reference (CEFR). For this case, the EFL curriculum for EGB Superior has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, so they are able to pass from level A1.1 to A2.1 of the CEFR. (English as a Foreign Language for Subnivel Superior, 2016)

This research study focuses on those objectives to create an entertaining, motivational way to engage students to practice and produce English. For that reason, English teachers need to be updated and informed about new methods and techniques to teach different kind of students' personalities.

The thread chosen according to the variables is:

2. Oral Communication

2.4 Conceptual Framework

Foreign Language: A language that is not native, or do not come from the origin country of someone.

Second Language Acquisition: To learn a different language that is not a native language of someone.

EGB: Educacion General Basica.

BGU: Bachiller General Unificado.

Motivation: To animate, cheer up someone with something.

Attitude: Disposition of someone to do something, it could be positive or negative.

Self-esteem: To believe oneself, the confidence in their abilities.

Self-Confidence: Do not have doubts about oneself, to trust in oneself.

Approach: A specific focus, attention to something.

Interaction: To communicate with someone.

Fear: A worried or dangerous feeling.

Speaking Anxiety: Fear to talk in front of groups or public in a foreign language.

Learning Strategies: Different kind of ways to learn specific things.

Overcoming Fear: To handle or deal positively in front of an uncertain feeling.

Cooperative Learning: To work together with the same aim in order to learn a specific information.

Oral Interaction: To contact with someone by using the speaking skill.

Availability: Good disposition to do something.

Regard: To have an opinion about something.

Linguistic: Connected with language or the study of language.

Encourage: To motivate to do something with an aim.

Methodology: a generalized set of classroom specifications, steps, procedures arranged for accomplishing the class objectives plan by the teacher.

Techniques: specific activities developed in the classroom that worked together with the methodology for the good acquisition of the language.

Learning: knowledge acquired by conscious study. To be able to use the language in real conversations without the pressure.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1 Type of Research Description

Based on the main goal of the research project the types of research were: Exploratory and Descriptive.

The former is based on a first analysis observed among students during an oral explanation. They did not have the correct attitude for speaking in front of an audience. The information given was not accurate for their age or English level. They seemed to be worried about the final score, and looked really nervous.

The latter type is based on a common English class during the week. Students did not pay attention during the class so they did not understand instructions for that reason the communication was broken. The activities that the book provided were not meaningful for them, they were afraid of speaking in the foreign language.

3.2 Methods, Techniques and Research Instruments

The research project was based on two methods: Inductive and deductive. The inductive one has a qualitative approach where based on observation and interviews, authors obtained data. Observation inside the classroom allowed researches to collect information about the way students behave when working in pairs or team work.

The deductive method has a quantitative approach and were based on students' survey. The results showed that they did not count with materials, electronic devices and specific techniques to teach English as a foreign language on 10th grade EGB students.

The techniques used were surveys and interviews. The survey was taken to students in order to collect information and have a foundation about speaking anxiety issue. The different kind of answers where compared and researchers analyzed the results among students. The survey was taken on a classroom with fifteen students first and then the other half.

The interview was taken to two teachers were they explained how they felt at the moment of giving a class, the problems they dealt inside the classroom and some suggestions for the institution.

The Research Instruments applied in the project were a questionnaire and instruction's guide. A questionnaire had ten questions and it was given to students in order to collect information about the two variables in a very informal way, using simple words, and the Instruction's Guide had five questions where teachers had to answer freely and give their points of view.

3.3 Research Population and Sample

The total population was 100 people divided in the following way: 95 students, five teachers. The sample is composed by 35 students and the 2 English teachers of the school from 10th basic grade at Monseñor Roberto Maria Del Pozo School.

This group was selected because is the last grade the high school offers and need to be prepared for further courses.

3.4 Sources, Resources and Timeline

Table 2 Sources for the Research Project

| Item | Cost |
|--------------------|-------------|
| Transport | \$35 |
| Printing | \$5 |
| Nourishment | \$42 |
| Copies | \$5 |
| Pens | \$2,00 |
| TOTAL | \$89 |

Elaborated by authors

The principal resource was the classroom, where students express everyday their feelings only with actions when they have do speaking activities. The technological resource included computers, laptops, worksheets, videos, internet and specific web sites where teacher can find speaking activities about many topics. *Everything 2* was their books where students practiced speaking activities according with the grammar topics of partials.

Table 3 Resources for the Research Project

| Type of Resource | Resource |
|------------------|--------------------------------------|
| Human | 2 Researchers |
| Technological | Computers |
| | Laptops |
| | Worksheets |
| | Web Sites |
| Bibliographic | Everything 2 (Richmond) |
| | List of students at Monseñor Roberto |
| | Maria del Pozo High School |

Elaborated by authors

Table 4 Timeline of the Research Project

| | Activity Performed | Date | Duration |
|-----------|--|------------------------------|-----------------|
| 1 | Students' Oral Presentations | July 17 th , 2017 | 1 day |
| 2 | Creation of the Classroom Observation Guide | July 19 th , 2017 | 1 day |
| 3 | Creation of the Survey Format | July 19 th , 2017 | 1 day |
| 4 | Creation of the questionnaire | July 19 th , 2017 | 1 day |
| 5 | Printing the surveys | July 20 th , 2017 | 1 day |
| 6 | Class observation | July 21 st , 2017 | 1 day |
| 7 | Survey to students | July 21 st , 2017 | 1 day |
| 8 | Teachers' interview | July 24 th , 2017 | 1 day |
| 9 | Obtaining survey results | July 22 nd , 2017 | 1 day |
| 10 | Analysis of the classroom observation | July 22 nd , 2017 | 1 day |
| 11 | Analysis of interview results | July 24 th , 2017 | 1 day |
| 12 | Analysis of information | July 25 th , 2017 | 1 day |
| 13 | Application of the Proposed Project Plan and results | August - January | 6 months |

Elaborated by authors

3.5 Processing, Presentation and Analysis of Results

3.5.1 Class Observation Guide

In 10TH grade classroom, a class observation was elaborated and applied by a teacher and an observer. It had five sections. The procedure was made to the teacher and to the students to evaluate how they were dealing with the learning acquisition process. It was not to criticize but to find problems in order to give solutions.

The first section was a goal setting that is related with the teacher's lesson plan. The second part was about the preparation and instruction of a class. The third part was about methods or techniques. The fourth section consisted on the classroom environment and the students' behavior, and the last part of the observation guide was the checking understanding where mistakes or doubts were answered. The main purpose of this class observation was focus in speaking difficulties in all the aspects; teachers-students and methodologies-techniques. It was not for criticize teacher's ways of working; this was for finding the problems in speaking skill.

This section is related with the teacher's work inside the classroom and the students' reaction towards the teacher's techniques. The teacher started with a speaking activity, a prayer aprox 1 min at the beginning of the class (Our Father and Hail Mary). When the observer came into the classroom, all the students were quiet and nervous. The teacher started the class with a warm up according with the grammar topic of that day.

A video as example was projected. The teacher explained the class with power point presentations, and cue cards. The students sat in pairs and put their chairs in front of the other. In the grammar's section, they did not have problems. They problem was when they had to develop the speaking activities. At the beginning, some of students did not want to practice. Only good-grades students participated in the activities with success, the rest of them had problems in pronunciation and fluency. The teacher was always walking around and monitoring students; they used cue cards and a list of vocabulary words to continue with the activity.

The classroom environment was tense at the beginning, because the half of the class did not want to participate. The teacher advised them about jokes or bullying during the activity for bad pronunciation, it was the principal problem in speaking activities in that course. The observer did not notice the checking understand part of the class, because the

time was over. The teacher said that the pedagogical hour of 40 minutes a problem for speaking activities inside the class.

Table 5 Class Observation Guide

| Unidad Educativa Monseñor Roberto María del Pozo | | |
|---|--|------------------------------|
| Grade: 10th | Time: 40 minutes. | |
| Subject: English | Date: 04-05-2017 | Topic: Must – Mustn't |
| Teacher: Prof. Andrea Cusme Campos | Observer: Sheela Valle Espinoza | |

1 = STRONG

2 = SOME

3 = NONE

| | 1 | 2 | 3 |
|--|----------|----------|----------|
| GOAL SETTING | | | |
| Material of the class are ready. | X | | |
| Objectives of class | X | | |
| Warm up according with the topic of the class. | | X | |
| INSTRUCTIONS | | | |
| Teachers' development | X | | |
| Instructions of the class are clear for the students. | X | | |
| METHODS | | | |
| Asking previous knowledge according with the topic of the class. | | | X |
| Instructions are explained with clearness. | X | | |
| Teachers catch students' attention with interesting materials by using technology. | X | | |
| CLASSROOM ENVIRONMENT | | | |
| Good behavior by students | | X | |

| | | | |
|--|---|---|---|
| Students ready to listen to the teacher | X | | |
| Teacher treats students with interest. | | X | |
| CHECKING UNDERSTANDING | | | |
| Students' mistakes are corrected with clearness or another explanation. | | | X |
| The second explanation if only for a group of students or all the class. | | | X |

Elaborated by authors

The purpose of the class observation is to measure the speaking anxiety and identify the use speaking activities or oral participation of the students. This observation has the objective to acquire all the good things and problems of the class.

3.5.2 Students' Survey

Students of 10th grade were sincere with the observer when developing the survey. While the observer was explaining the survey, some of the students answered in a fast way what they had in mind. They understood each question because they were writing with a clear and easy vocabulary according to their English level. The major purpose of the survey was to collect data and analyze how students feel when learning English as a foreign language, how they feel when they have to practice English orally, if they think that talking in English during the whole class was something they enjoy or make them feel anxious or frustrated.

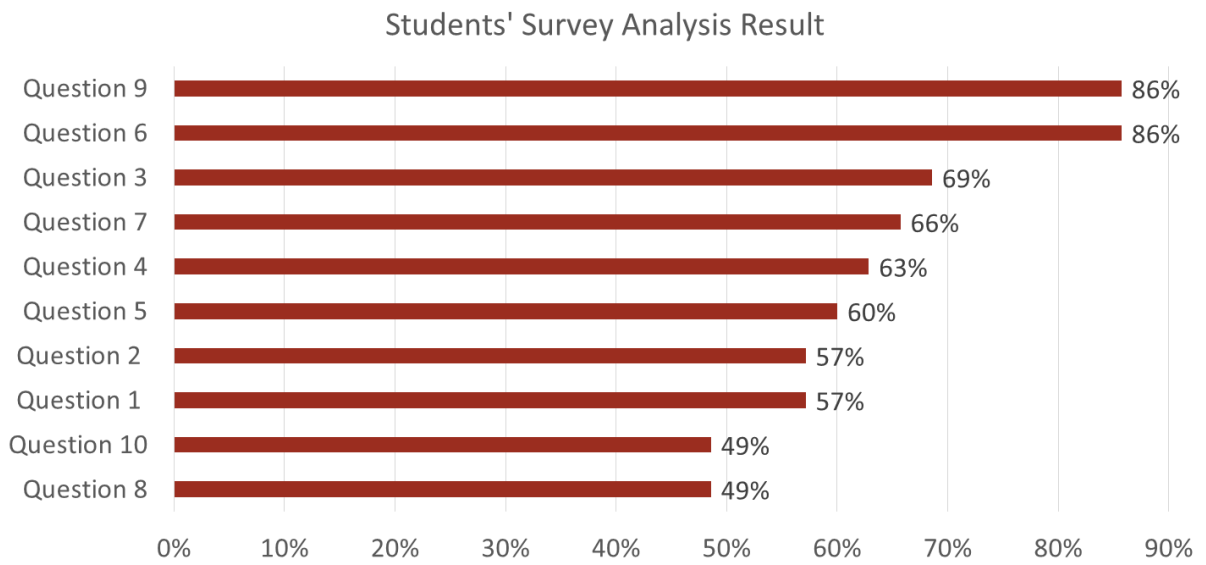
The survey was taken to 35 students inside a comfortable environment; one group of eighteen students and then seventeen, each group finished in thirty minutes.

Table 6 Students Survey Results

| N° | QUESTIONS | STRONGLY AGREE | AGREE | NEITHER | DISAGREE | STRONGLY DISAGREE |
|----|---|-------------------|-------|---------|----------|----------------------|
| 1 | Do you consider that talking about personal experiences and preferences is good way to practice the language? | 20 | 9 | 3 | 2 | 1 |
| 2 | Do you believe that your classmates affect your speaking production? | 20 | 9 | 3 | 2 | 1 |
| 3 | Do you think teachers' personality and the way of | 24 | 10 | 1 | 0 | 0 |

| | | | | | | |
|-----------|--|----|----|---|---|---|
| | teaching influence on the speaking skill? | | | | | |
| 4 | Do you consider having a clear pronunciation and good tone of voice? | 22 | 9 | 3 | 1 | 0 |
| 5 | Do you consider that body language help to communicate your message easily? | 21 | 11 | 3 | 0 | 0 |
| 6 | Do you consider that learning the correct pronunciation of the words is important? | 30 | 4 | 1 | 0 | 0 |
| 7 | Is it important to be fluent when speaking English? | 23 | 8 | 1 | 2 | 1 |
| 8 | Do you believe that you have to speak in English in the classroom? | 17 | 16 | 1 | 0 | 1 |
| 9 | Is it important to understand your teachers when explaining grammar structures? | 30 | 5 | 0 | 0 | 0 |
| 10 | Is speaking the most challenging skill? | 6 | 17 | 8 | 1 | 3 |

Elaborated by authors



Question 6 and 9 had the highest score of “Strongly Agree” decisions.

*Figure 4 Students Survey Results
Elaborated by authors*

3.5.2.1 Survey Results

Table 7 Practice Oral Communication

| Do you consider that talking about personal experiences and preferences is a good way to practice the language? | | | |
|---|-------------------|-----------|-------------|
| QUESTION 1 | CATEGORY | FREQUENCY | PORCENTAGE |
| | Strongly Agree | 20 | 57% |
| | Agree | 9 | 26% |
| | Neither | 3 | 9% |
| | Disagree | 2 | 6% |
| | Strongly Disagree | 1 | 3% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

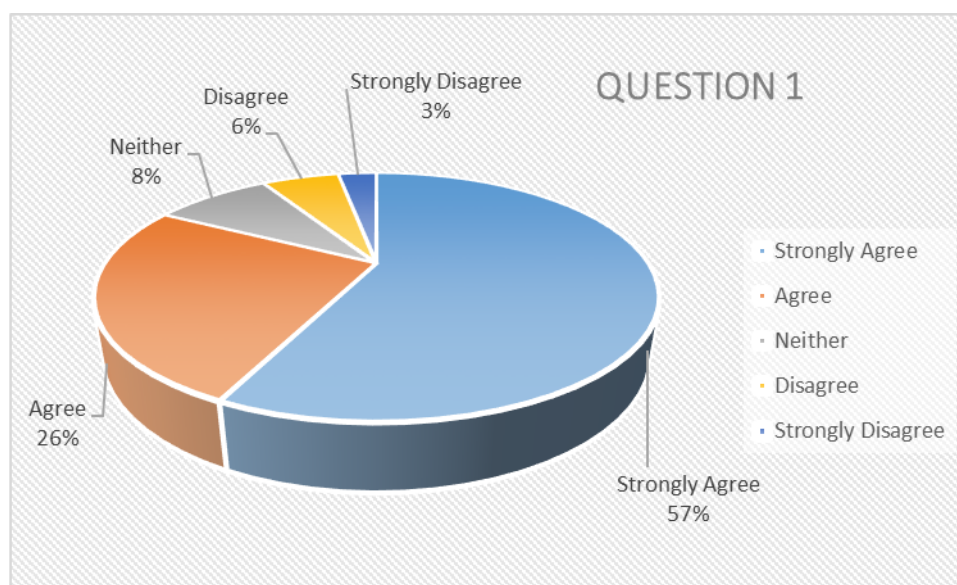


Figure 5 Practice Oral Communication Results

Source: Survey

Elaborated by authors

According to Figure 5, students think that talking about their experiences is a good way to begin a conversation with their partners as in Spanish. Creating a conformable environment where they can talk friendly and feel that commit mistakes is natural and they do not have to worry about it, the only point is practicing speaking. When they feel in confidence, they can try to produce the spoken language, according with their English teachers. The problem is that teachers do not practice with this skill, because students hate to practice that for lack of practice. The majority of them strongly agree, and only one them strongly disagree.

Table 8 Speaking Production

| Do you believe that your classmates affect your speaking production? | | | |
|--|-------------------|-----------|-------------|
| QUESTION 2 | CATEGORY | FREQUENCY | PORCENTAGE |
| | Strongly Agree | 20 | 57% |
| | Agree | 9 | 26% |
| | Neither | 3 | 9% |
| | Disagree | 2 | 6% |
| | Strongly Disagree | 1 | 3% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

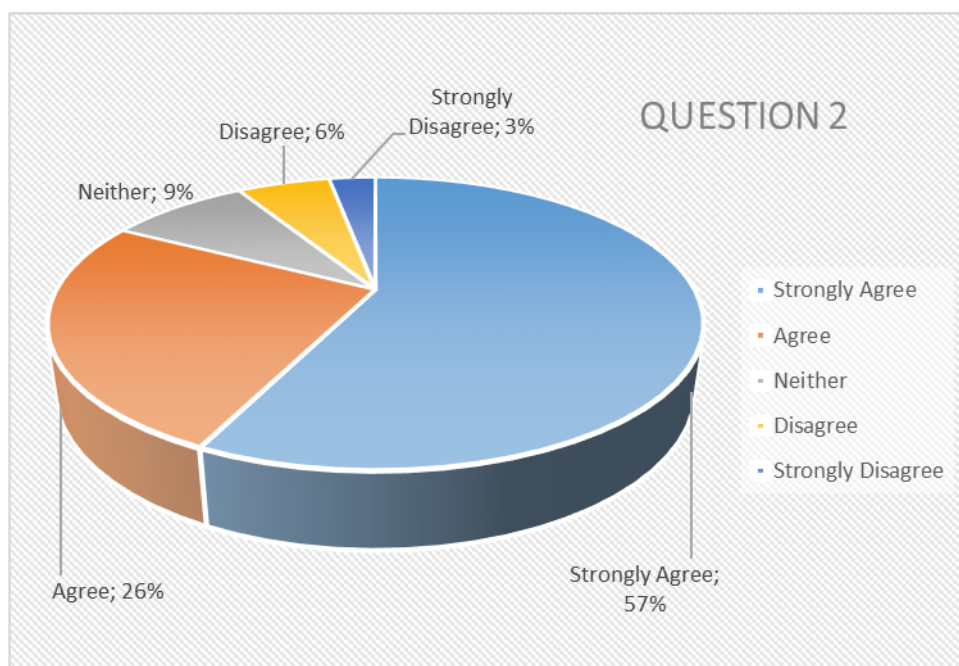


Figure 6 Speaking Production Results

Source: Survey

Elaborated by authors

According with Figure 6, students consider that their classmates affect their speaking production creating an embarrassing moment. Nowadays, everyone knows about bullying and teenagers are expose to this terrible situation. As teachers, handle that situation is difficult, but if professors plan more speaking activities and work it with the emotion part and fellowship of the students, they will feel that those activities are for their sake. As the first question 57% of students, match with the results.

Table 9 Teachers' Personality

| Do you think that teachers' personality and the way of teaching influent on the Speaking Skill? | | | |
|---|-------------------|-----------|-------------|
| QUESTION 3 | CATEGORY | FREQUENCY | PORCENTAGE |
| | Strongly Agree | 24 | 69% |
| | Agree | 10 | 29% |
| | Neither | 1 | 3% |
| | Disagree | 0 | 0% |
| | Strongly Disagree | 0 | 0% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

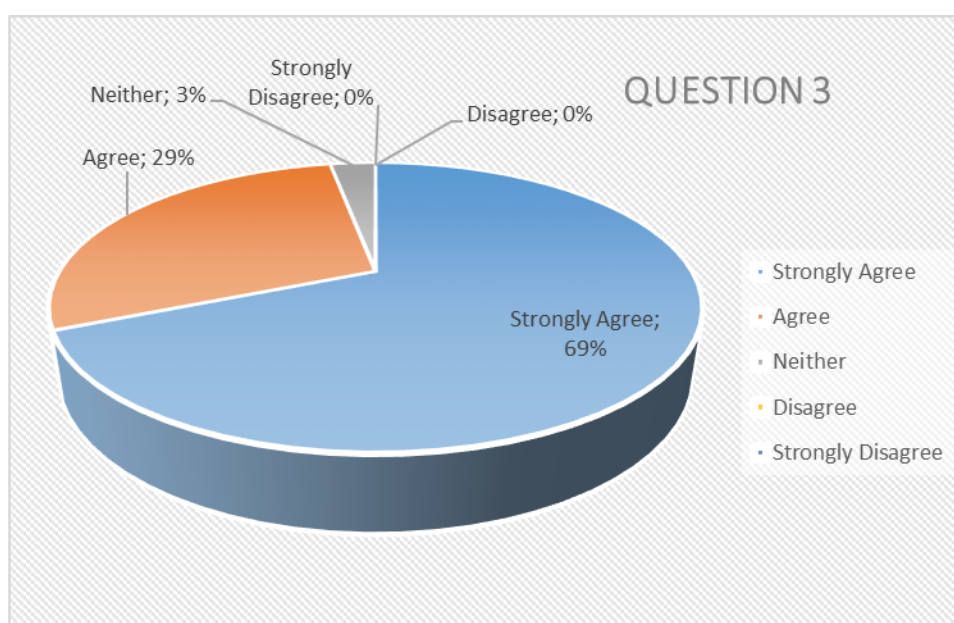


Figure 7 Teachers' Personality Results

Source: Survey

Elaborated by authors

According with Figure 7, students believe that their teachers' personality affect their development in their English classes. When they took the survey, the majority of them stated to talk about the question. Some of them, told that teachers make funny or boring classes according with their personality, but as English is grammar and vocabulary will be boring. Others said that some teachers find the way to make interesting classes, because English is a heavy subject that for result they have the responsibility to show different strategies.

Table 10 Clear Pronunciation and Tone of Voice

| Do you consider having a clear pronunciation and good tone of voice? | | | |
|--|-------------------|-----------|-------------|
| QUESTION 4 | CATEGORY | FREQUENCY | PORCENTAGE |
| | Strongly Agree | 22 | 63% |
| | Agree | 9 | 26% |
| | Neither | 3 | 9% |
| | Disagree | 1 | 3% |
| | Strongly Disagree | 0 | 0% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

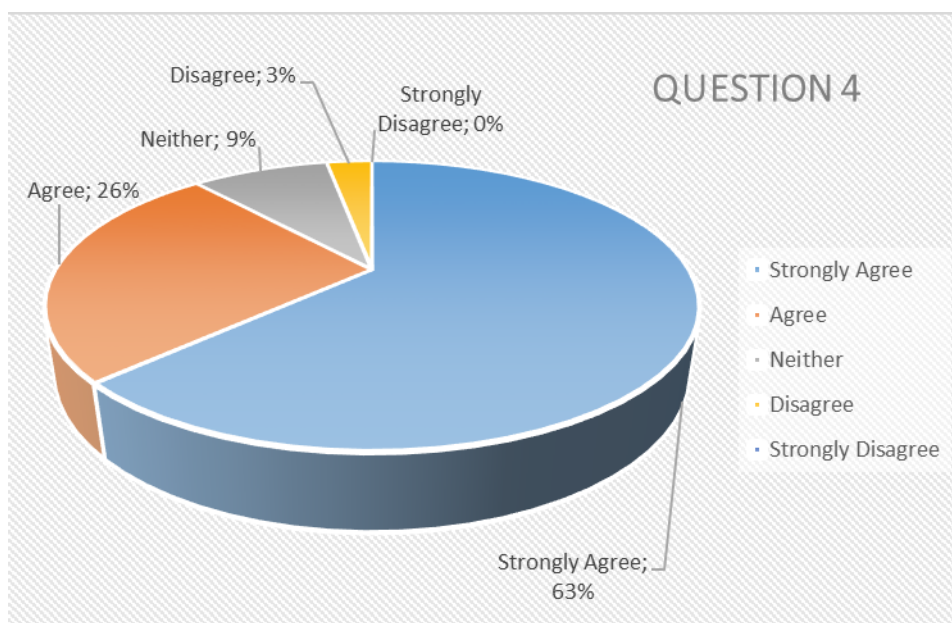


Figure 8 Clear Pronunciation and Tone of Voice Results

Source: Survey

Elaborated by authors

According with Figure 8, students think that having clear pronunciation and good tone of voice is essential in English learning. They consider with 63% in strongly agree and nobody chose strongly disagree. As in Spanish if someone do not talk correctly nobody can understand the message. The same happened in English, the clear pronunciation and intonation is important for foreign students and teachers.

Table 11 Body Language

| Do you consider that body language help to communicate easily your message? | | | |
|---|-------------------|-----------|-------------|
| QUESTION 5 | CATEGORY | FREQUENCY | PORCENTAGE |
| | Strongly Agree | 21 | 60% |
| | Agree | 11 | 31% |
| | Neither | 3 | 9% |
| | Disagree | 0 | 0% |
| | Strongly Disagree | 0 | 0% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

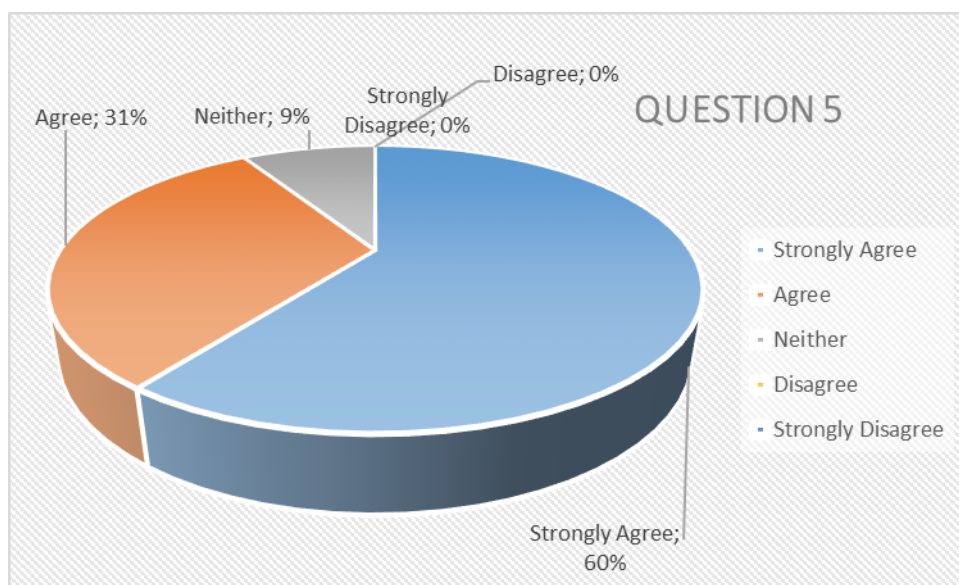


Figure 9 Body Language Results

Source: Survey

Elaborated by authors

According with Figure 9, student consider that body language help to communicate when they speak English. Especially when they are nervous, it helps to express better than they do not use this way of communication. To communicate is especial for living. The body language is natural and basic. To express messages with the body is necessary, because with it, people can express more than using words, and for foreign students the body language help to catch fast the idea of a class or conversation.

Table 12 Correct Pronunciation

| Do you consider that learning the correct pronunciation of words is important? | | | |
|--|-------------------|-----------|-------------|
| QUESTION 6 | Strongly Agree | 30 | 86% |
| | Agree | 4 | 11% |
| | Neither | 1 | 3% |
| | Disagree | 0 | 0% |
| | Strongly Disagree | 0 | 0% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

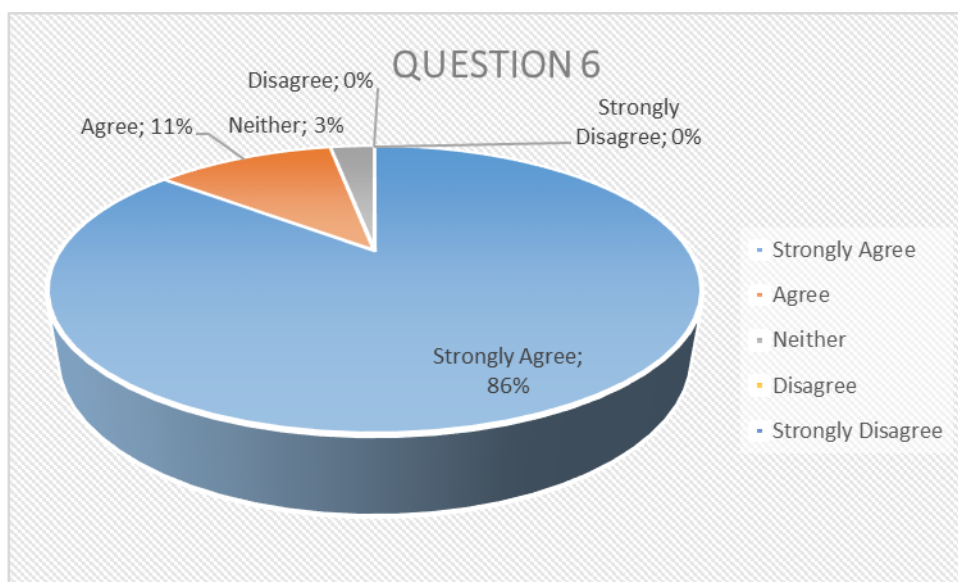


Figure 10 Correct Pronunciation Results

Source: Survey

Elaborated by authors

According to Figure 10, Students consider that in order to be good at classes, they should know the correct pronunciation of all the words. They do not want to speak because of the fear of being ashamed. As result if they do not investigate or practice the correct pronunciation, this question was the less important question for them. They do not like to practice pronouncing, for that reason, using songs or interesting videos are good ideas for practice pronunciation. Although, repetition is an old-fashioned technique, students like to repeat when they listen to their teacher of songs.

Table 13 The Importance of Fluency

| Is it important to be fluent when speaking English? | | | |
|---|-------------------|-----------|-------------|
| QUESTION 7 | Strongly Agree | 23 | 66% |
| | Agree | 8 | 23% |
| | Neither | 1 | 3% |
| | Disagree | 2 | 6% |
| | Strongly Disagree | 1 | 3% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

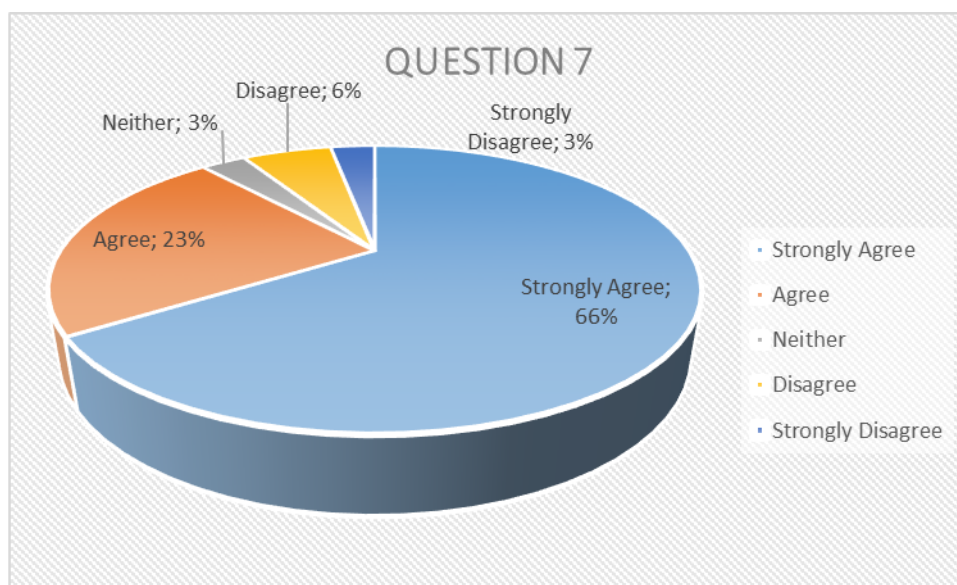


Figure 11 The Importance of Fluency Results

Source: Survey

Elaborated by authors

According to Figure 11, the majority of them think that fluency important but when they have to practice it they do not pay attention, because they say when they will learn more English they can speak with fluency. This is false, because fluency could have initial students with short sentences or paragraph. This aspect is so important inside the English class.

Table 14 English inside the Classroom

| Do you believe that you have to speak in English in the classroom? | | | |
|--|-------------------|-----------|-------------|
| QUESTIONS 8 | Strongly Agree | 17 | 49% |
| | Agree | 16 | 46% |
| | Neither | 1 | 3% |
| | Disagree | 0 | 0% |
| | Strongly Disagree | 1 | 3% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

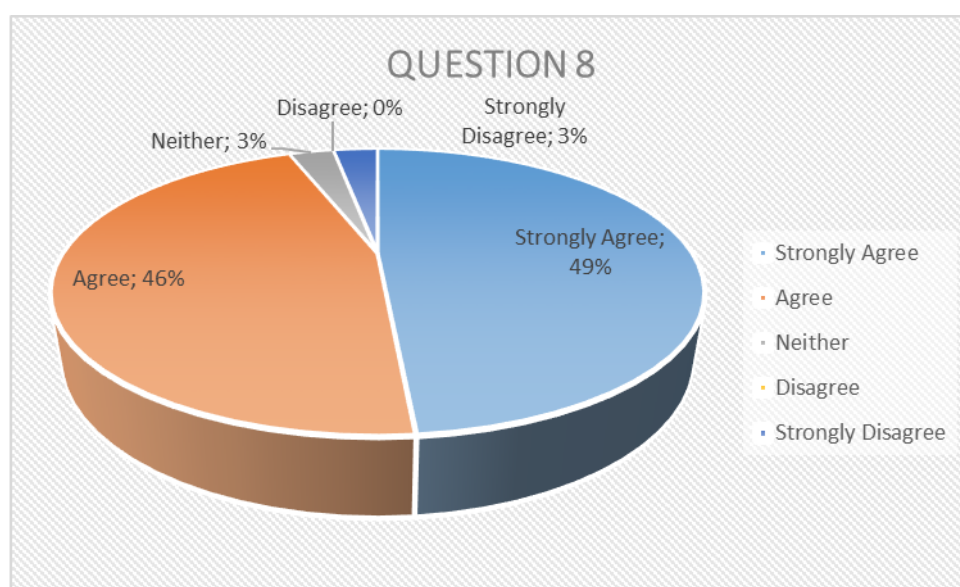


Figure 12 English inside the Classroom Results

Source: Survey

Elaborated by authors

Base on the percentages on Figure 12, almost none of the students believe that English should be an option inside the classroom, they must at least try to speak the foreign language in order to practice and learn more from their mistakes. This is at least difficult when students in high courses did not have good English teacher with good speaking methods, because they do not want to speak in English beyond the basics English questions such as: May I go to the restroom? or How can I say _____ in English?

Table 15 Understanding your English Teachers

| Is it important to understand your teachers when explaining grammar structures? | | | |
|---|-------------------|-----------|-------------|
| QUESTION 9 | Strongly Agree | 30 | 86% |
| | Agree | 5 | 14% |
| | Neither | 0 | 0% |
| | Disagree | 0 | 0% |
| | Strongly Disagree | 0 | 0% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

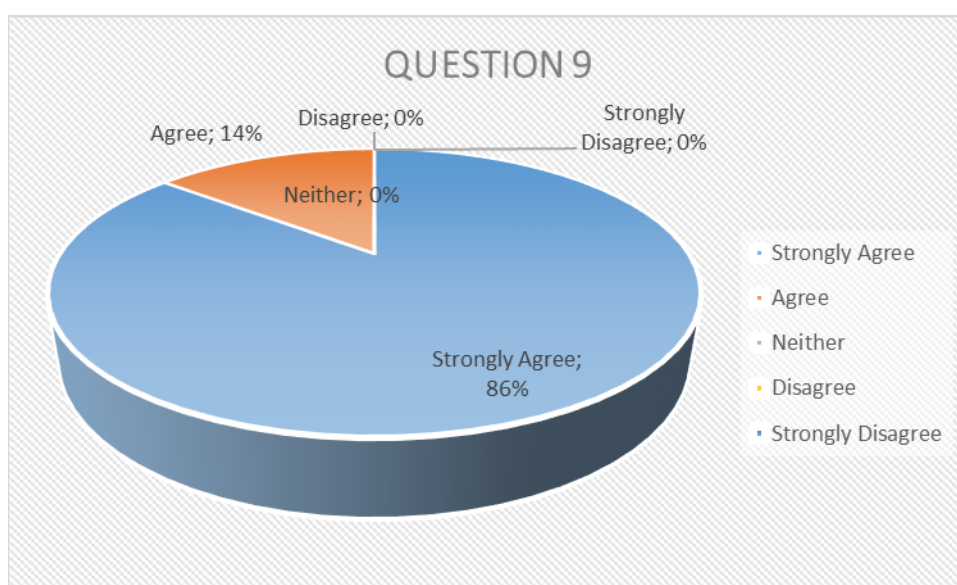


Figure 13 Understanding your English Teachers Results

Source: Survey

Elaborated by authors

According to Figure 13, Students truly consider that Grammar Structures are the most important factor when the teacher is explaining the class. Understanding how structures are formed are the major point when attending to classes. They majority of the English classes in high schools are grammar classes by result, if they do not understand grammar explanations, students will not know anything of the class. Grammar is basic and essential for foreign students.

Table 16 Challenging Skill

| Is speaking the most challenging skill? | | | |
|---|-------------------|-----------|-------------|
| QUESTION 10 | Strongly Agree | 6 | 17% |
| | Agree | 17 | 49% |
| | Neither | 8 | 23% |
| | Disagree | 1 | 3% |
| | Strongly Disagree | 3 | 9% |
| | | | |
| | Total | 35 | 100% |

Source: Survey taken to 10th grade students from Roberto Maria del Pozo High School.

Elaborated by authors

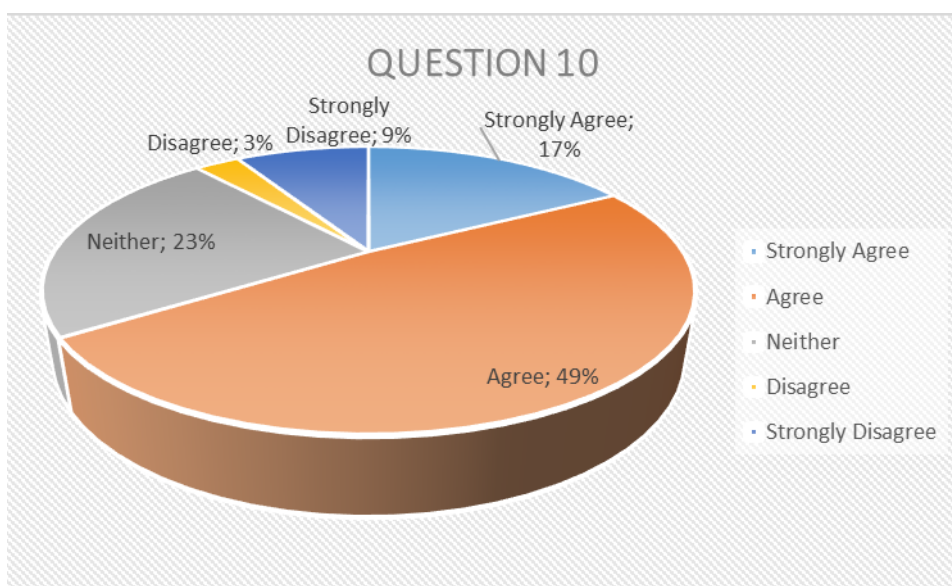


Figure 14 Challenging Skill Results

Source: Survey

Elaborated by authors

Based on Figure 14, Students believe that Speaking is at the top of the list of skills, they know the importance of practicing and producing the language in an oral way. Totally agree with this question, they say yes, the most difficult skill is definitely speaking thus listening too. Talking entails for foreign students think in Spanish and English, because they have to translate all the information in quickly way. Working in this problem is a challenge, but with a lot of practice, students will overcome this problem.

3.5.3 Teacher's Interview

Observers decided to have an interview with teachers of the institution for getting better results in the analysis of speaking anxiety at Monseñor Roberto Maria del Pozo High School.

Teachers were interviewed by the observer with the purpose of collecting information about speaking anxiety problems in 10th grade students from another point of view. One of the main problem is attending to a demo class or class observation. Teachers always try to do the best they can, but with an interview outside classes and without student's pressure the real communication is better, and teacher can explain what the common problems are when they teach by using English as a foreign language. The English's department is formed by two teachers, one of them work in elementary and basic school and the another teacher work in High School with 8th, 9th and 10th grade. Trying to find if the problem is the students, teachers, parents or the administration of the High School. Below what the teacher said:

A) What kind of oral activities do teachers use inside classes?

Teacher 1: She uses role-plays, and they are the oral activities that the students' book have. In the majority of the cases, students do not like to practice speaking or have conversation because they say, "I am not good in English or I do not like English". Expositions other good oral activity inside the class and short interview between students with a specific list of questions according with the grammar tense.

Teacher 2: She does not use speaking activities, because she works with children and kids. In addition, she said that children cannot practice oral activities for a lack of vocabulary and grammar, but she tried to use coral reading and short dramatization that the book contains.

B) What techniques, methods or theory do you use in your speaking activities?

Teacher 1: She mentioned that in their university, classes practiced CLT activities in a subject practice teaching, and it contains role-plays, discussions and interviews. She investigated more about those techniques and she put in practice in her student in high courses.

Teacher 2: Second teacher said that she prefers to work with constructivism. In low grades, children need to find their tools for construct their knowledge.

C) Front your point of view, what are the reasons why students do not want to speak in a foreign language?

Teacher 1: Teacher said that she believes students prefer do not speak in foreign language, for one reason: Bullying.

Teacher 2: In the other hand, the second teacher said that in their courses she does not have that problem, because children like to practice in some activities and does not matter what their classmates say, they like to be part of oral activities.

D) Do you believe that Speaking Anxiety is the main problem in the English language acquisition?

Teacher 1: Students believes that you only know English if someone speak it with a good pronunciation and have fluency. They do not see more the successful is practice and be motivated for learning a new language.

Teacher 2: Teacher said that for her the most difficult skills in English are grammar and vocabulary. When students have good bases of those sections they can start to practice oral activities.

E) Do you want to implement more oral activities inside your English classes without waiting for Open Houses and Fairs?

Teacher 1: Teacher said she would like to use more oral activities in her classes and look for interesting topics or students' preferences.

Teacher 2: Teacher said that she would like to use oral activities for motivate their students with different topics and make theater in English or musicals.

3.6 Preliminary Conclusions

Young learners are starting to develop their competences, they will be exposed to different kind of situations, so they need to overcome and keep the important and relevant information for their future. Based on the results, adolescents are excited for sharing their thoughts with others that is why teachers need to implement speaking activities for practicing fluency. As teenagers grow older, they need more complex meaning and making more practice in speaking skill as some of them think that speaking is the most difficult and challenged part.

Teenagers are better than children in speaking production as they have more sense of context and vocabulary for forming their ideas in sentences or paragraphs. Selecting speaking topics is a challenge, considering learner's interests and needs. One major problem that teachers face is that they do not have all the tools to give or provide a more dynamic class. Engaged students in classes promote taking risks in speaking activities, something good that has to be in every teacher's mind. Creating speaking activities, role-plays, dialogues about humor or strong feeling and act out are ways to promote the participation inside the class. It is important to look for typical conversations between teenagers that means to be realistic so they can create in a natural and spontaneous form.

Preparing interviews or talks are good activities that teachers can adapt in order to improve speaking skill. Preparing and designing specific list of questions, dialogues themes or structure speech for beginners are entertaining ideas for practicing a correct grammar

structure and learn how to express their feelings and thoughts. Thus, learner will be using the language for losing fear with face to face interaction.

It is very important that teachers look for specific topics, so students will express their points of view according to the topic, getting confidence and motivation to further conversations.

Students will be able to use their daily and natural words, to interact with the rest of the group with gestures, to practice their intonation, tone of voice and phrases learnt with anticipation with the teachers' guidance. By the time they start to lose that speaking anxiety, they will be confident enough to talk in front of an audience and create a relaxed environment where the words come naturally.

Problem-solving is a way that English learners can negotiate, listen to other opinions and collaborate to get into an agreement. Team work will help students to differentiate formal language and informal language. Learners will know when and why they should not talk to an authority the same way as when they are in class talking to a classmate.

Letting English Learners to form groups or work in pair will decrease speaking anxiety because they are conscious that their classmates are in their same level and without the authority to correct any mistake, they will feel that no pressure is over them.

It is very important that teachers give opportunities to their students to practice communication and through those activities students are able to lose speaking anxiety. Teachers should avoid taking the dominant role in the classroom, they have to provide more time to students to participate orally in class. Every activity should be initiating by the teachers because students' doubts will be clarify. For that reason, establishing a good relation among students will encourage questioning, asking for clarification, commenting and changing opinions in the classroom.

CHAPTER IV

4. PROPOSED PROJECT PLAN

4.1 Title



*Figure 15 Proposed Project Plan Logo
Elaborated by authors*

4.2 Justification

Implementing a fun and creative project for students at 10th grade was a challenge for the authors because dealing with teenagers and teaching them a foreign language is something that takes time, dedication and good attitude. They are in that specific age when they do not consider themselves as little kids, but also they are not big enough to being called and treated as adults. Based on the results of the survey where they expressed the importance of speaking in the target language, but not having a way to perform the target language, this project was elaborated.

Students believe that they have to handle every single tense in an accurate way in order to produce English sometimes when they want to produce the language, they remain blank. The lack of speaking activities inside the class, make students afraid of improvising a conversation. They get worried and anxious when an oral activity appears without prior notification, because they are not prepared to recognize tones of voice that difference one speaker's need from another. Students also confess that they like specific activities such as fairs, explanations and games where English is involved unconsciously.

They express need of more practice to perform activities in a better way. Learners want to lose the fear of talking on front of an audience but inside the class Programme they do not count with group activities where their parents and friends can come to the high school and share with them. Some students believe that they will forget how to pronounce a word or not being able to communicate what they think in their mother tongue.

Learners do not have many activities to practice and produce English, some teachers are just worried about lesson plans and achieving the objectives of every unit. Students should process all the information calmly, be exposed to real life situations where they can use speaking strategies.

Helping those students with all kind of issues was a goal, but the best prize is their advance in English practice and production. For those reasons, "Take a Risk" Plan was introduced and developed at 10th grade students at Monseñor Roberto Maria del Pozo High School.

4.3 General Objective

To develop creative and updated oral activities to overcome speaking anxiety Issues among students by using relevant topics according to their age, culture and interests in order to feel motivated and challenged to produce the language

4.4 Specific Objectives

- To create dynamic and meaningful oral activities to promote the improvement of speaking skill in second language learners
- To use specific phrases for starting, keeping or ending a conversation by using current vocabulary and slang expressions
- To improve the interaction between classmates and teachers in order to practice the language in every class without the pressure of making mistakes
- To decrease speaking anxiety in students in order to achieve A2.1 proficiency level according to the Common European Framework Reference

4.5 Content Framework of the Proposed Project Plan

- Countries Presentations
- Mini City
- Fashion Runway Show
- Comic Con
- Ecuadorian Gastronomic Fair

4.6 “Take a Risk” Proposed Project Plan

Learning English as a foreign language has to be taught by practicing and producing the four skills –reading, writing, listening and speaking, but a big problem inside the classroom is that teachers pay less attention to the speaking part production. The teacher-center system has been decreasing for the past years but students should be trained in a constant way where they feel as an active part of learning.

Taking the risk of participating, answering, asking and making a performance will increase students’ motivation and positively change how they think English will help them for the future, and for that reason Speaking Anxiety will be lower while practicing in classes. English teachers will have the opportunity to add five activities to their lesson plans, because of the lack of speaking activities that students have in the book, “Take a Risk” Project was elaborated.

The purpose of the Proposed Project Plan is to develop dynamic and interesting oral activities where students can practice English with real-life situations or scenarios.

The Project Plan was applied in 10th grade students at Monseñor Roberto Maria del Pozo High School during August 2017 to January 2018. Five activities were designed for young students according to their level of English, topics of interests and daily life situations. Thus, the project was implemented in order to help students in their learning process of a foreign language; as well as, helping the teacher to reach the objective of A2.1 proficiency level according to CEFR (2016).

4.6.1 Countries Presentations

Description of the Activity:

- The teacher has to divide the class in seven groups of five members each, it is important to mention that teachers are allowed to form the groups according to the level, needs or to combine and mix the students.
- Students are allowed to randomly choose the country they want to represent and talk about.
- Students are asked to search detailed and clear information they will cover during the performance.

- In class, the teacher will help students in the organization of the oral activity, as well as in pronunciation and ideas for the conversation.

Student 1: This student will be using a typical costume wore in the country, it can be make and design by themselves using their creativity. This student has to talk about the outfit she or he is wearing, describing the materials, the inspiration to make it, who wears it and when. This learner has to give his or her point of view of the costume.

Student 2: This student will be explaining about the typical dishes the country has. He or she has to talk about the ingredients, preparation, when and why they eat the famous dish. The group could bring real ingredients in order to make the explanation more interesting.

Student 3: This student will be in charge of talking about famous places the country possess. He or she has to print pictures to show to the public, in order to maintain the attention to the activity. Some ideas as where is located, when was discovered, who discovered the place can be mention as well.

Student 4: This student will be explaining about people who live in the country as well as tourists. He or she has to talk about professions, habits, routines the people have. Entertaining information as famous people, strange way of living could be explained.

Student 5: This student will be talking about traditions or customs the country has. Special holidays, parades, festival could be shown to the audience by photos from the internet. What they do, how they celebrate birthdays, why they have a specific tradition should be explained.

Each student besides the explanation, has to give his or her points of view.

The activity starts with a greeting to the audience, presenting the country.

Preparing cue cards is the most important part of this activity, because they include specific phrases related with the topic each student has in the activity. For example: **student 1** could have phrases like:

The dress was elaborated by_____.

In my opinion, I could change _____.

The designer was _____ who lived in_____.

Student 3 phrases:

This city is best known for_____.

Unlike other cities, this has_____.

Students must feel calm and relaxed when explaining the topics, because before the oral activity they practiced inside the classroom with their classmates and teachers. Students can speak without problems if they are prepared in advance.

An important factor is that students have to explain the topics as in a conversation, they do not have a specific order to talk, for example: student 4 can start the oral activity and in the middle of the explanation, this student can ask a question about the topic of student 1.

Finally, the next day of the activity, the teacher has to give feedback to students because it is not appropriate to interrupt them while participating. This activity is useful for practicing speaking skill and self-confidence and teachers can evaluate their learners in other environment and circumstance.

4.6.2 Mini City

Description of the Activity:

- The teacher divides students in seven groups of five people, in this activity the teacher is the one who forms the groups and not students.
- After that, the teacher chooses the topic students have to prepare and explain in front of the high school.

Places to take in consideration: bank, pet shop, boutique, hospital, pharmacy, school and restaurant.

- Students get in groups and start to define every role each of them have to perform. For example, in the bank;
 - Student 1 is the security guard
 - Student 2 is the client
 - Student 3 is the cashier
 - Student 4 is the secretary
 - Student 5 is the administrator

Each of them has to think and prepare about the phrases every person says. The teacher is in charge of monitoring the possible options students have.

- If students do not know about what people do or say in those places, they have the opportunity to visit the locations and look for details and collect information about the behavior, expressions and gestures they do.
- Students have to decorate their place using realia, photos, charts and all the things they can get for presenting a hospitable and entertaining stand as in real-world.
- All the decorations will be prepared in advance within the English hours, fifteen minutes until the class is over can be given to learners.

Once the teacher explains the activity, students have 1 week to present the oral activity. In addition, students have to practice greeting phrases, expressions, grammatical connectors, check for information questions in order to improve the level of English. Students have to prepare a sketch in order to demonstrate the different kind of roles people have outside their classroom environment.

By creating an environment like a city, students will be able to explore and learn different expressions, conversation topics and opinions every person has about a situation. Students form little environments where English is spoken differently; for example, informal English can be use in a pharmacy or boutique, but you need to speak using a formal language when talking to a school director or people at the bank.

Learners will be aware that English has an important usage outside the classroom, because nowadays, it can be seen that posters, banners and invitations around the city are sometimes written in English. Role-play is important for their learning process as they use prior knowledge learnt inside the classroom or different kind of phrases in the outside, they need to feel that they are in a real city, for that reason the preparation before the activity is essential.

Students of other courses could visit the mini city in order to act as tourists. Thus, 10th grade students will receive them according to their characters, for example if there is a doctor, he or she should say: Hello, I want to know why you are always sleeping in classes, so I was wondering what you eat in a day. If a student is a cashier, someone has to act as a client.

4.6.3 Fashion Runway Show

Description of the activity:

- The teacher has to form five groups of seven students, in this activity the teacher or students can choose who they will work with
- A video about a runway should be shown to students in order to analyze and learn a little bit about how a runway is made and perform
- The teacher explains that in every group there must be three couples and one anchor.
- The teacher explains the following rules:

Students must model in pairs and while walking they have to describe his or her partners clothing, explaining colors, design, materials, in what season should it be worn, and if they like or not the outfit. Thus, in this part students will be giving their points of view and using phrases to describe clothing.

In the development of this activity, students will be able to choose the outfits according to the seasons. Every couple has to be prepared to describe materials, colors, design of the partners' clothes also as phrases for keeping or ending the conversation when needed.

For example:

When a group is ready to start, they have to be behind the curtain and the anchor gives a welcome to the audience.

Anchor: Ladies and Gentlemen, welcome to the first Fashion Runway Show presented here at Monseñor Roberto Maria del Pozo High School by 10th grade students.

Three different couples will show us different kind of outfits to wear inside or outside the country. Get your cameras prepared and be ready for the show! Let's begin!

The first couple enters and start a conversation.

Student 1: Hello, Mark. How are you?

Student 2: Hi, Steph. I am excellent thank you! I like your outfit so much. Please show them...

Student 2 models until the other student finishes the description

Student 1: Mark is wearing a comfortable outfit that can be worn at Quito, the capital of Ecuador. He is wearing a white t-shirt with a leather oversized jacket. As well as black pants and white Adidas shoes. I really like this outfit because guys are prepared for rainy days that Quito has, comfortable shoes for the long distance places.

Student 2 starts to describe the other student clothing

Student 2: Thank you Steph for the comments. You look stunning too, that floral dress with the paja toquilla hat looks perfect on you for a sunny day at Guayaquil or any Coast Beach. The brown sandals you are wearing are nice and seem to be comfortable as mine! My sister will love that outfit for the weekends.

Student 1 returns and both start a conversation with the anchor

Anchor: woow guys! You are such models, thank you for your participation on this Runway Show.

Student 1: you are welcome, thank you for the invitation

Student 2: thank you, but tell us about the outfit you are wearing

Anchor: of course! I am wearing a typical outfit from Mexico. This is a Mariachi custom, made by leather of different kind of color, short jackets popularized by rodeo riders, golden accessories are heavier than what they seem to be, long cavalry boots and a heavy hat or sombrero!

The next couple come to the runway and continue with the description of the clothes and giving their point of view.

4.6.4 Comic Con

Description of the Activity:

- Based on lately comic conventions this oral activity was adapted for 10th grade students where they will have the opportunity to explain about their favorite superhero or superheroine
- The teacher starts the activity by showing them famous superheroes seen on tv or movies.
- Students have to select in which group they prefer to be, common superheroes are from Marvel and DC comic, but students can choose to form a group of famous Cartoon or inventing a name for the rest of the characters
- Students have the opportunity to list their names and next to it, the name of the superhero/superheroine
- Each student has to look for information on the Web, in the next days the teacher has to check the information they have searched and start to guide them for the dialogue they have to prepare for the performance.

The topics students have to explain about are:

- Who they are (they have to explain the name of the superhero) for example: hello to everyone, I am batman!
- The character's background
- The powers they have
- Who they work with
- Description of the custom
- Comparison with other characters

Each student has to explain about why they like or choose the superhero/superheroine, describe the custom they wear and also say common phrases that will help the audience to understand better the characters. In every group, there should be a leader who will be in charge of organizing the order each student should talk. The leader has to talk to the teacher to communicate how they will do the oral activity also as reporting the duties each member of the group has.

In this Comic Con many people are allowed to come like authorities, parents, and other students. They have to recreate some episodes of the heroes and act as them. Tone of voice, fluency, pronunciation, oral techniques as phrases will be evaluated by the English teacher.

Thus, the teacher has to meet the authorities and other teachers to choose a winner, the grades are individuals and in groups. The group who wins will have the opportunity to get two extra points for the exam.

4.6.5 Ecuadorian Gastronomic Fair

- The teacher forms 8 groups (5 groups of 4 students and 3 groups of 5 students). There are two students with learning disabilities, so they are going to be part of the 5-student groups.
- A more complex, dynamic and delicious activity that 10th grade students will be able to develop is the Gastronomic Fair. In this activity, learners have to create a spot where typical gastronomy from our country (Ecuador) should be explained.

Every student has a role:

Student 1: This student has to number the ingredients and explain the preparation of the chosen meal. Flip charts will be posted behind them as help. This student should know: phrases for keeping a conversation, when to change the topic, how to encourage the other classmate, the correct tone of voice.

- What are your favorite dish in Ecuador?
- What is the preparation of one of them?
- Do you prefer Coast gastronomy or High Land gastronomy?

Student 2: This student with the previous one has to make a discussion/ dialogue about the topic. Student 2 should wear the typical custom from the place where the meal is eaten regularly. One student asks a question about their friend's topic.

- What is the taste of this typical dish?
- What are typical costumes of this province?
- What are some traditions in this province?

Student 3: This student has to explain about specific features about the city for example, population, flag, location, touristic places. This student is going to call people's attention, inviting them to their stand as a tourist guide. Some of the phrases this students should say are:

- Hello! Do you know the population in Guayaquil?
- Zamora Chinchipe is located in...
- The population of Ecuador is...
- The most visited places in Cuenca are....

Student 4: This student has to ask some questions about the preparation of the meal to one guest, if this guest answers correctly, he or she will receive a gift. This game will be done with a roulette where on each color an envelope has the question.

- What do you prefer to visit the beaches or the jungle?
- Do you know what pan I have to use?
- What are the ingredients for the preparation of this dish?

In this oral activity, students will be prepared enough to ask questions to the audience. Learners will search about their country and discover new information for further classes. Speaking Anxiety among students has to be eradicated and teachers are the principal motivators for that goal. Letting students to investigate, create and design their performances will give the chance to be the center of the class, evading the teacher talking time.

In each activity, teachers have to give a feedback after the performance. Students need to know the positive comments at first and then the things they need to improve for further activities. All the results, comments have to be saved so teachers can evaluate students' learning process.

4.6.6 Post Test

A rubric was used to validate students' performances after applying each activity in the project plan. The maximum score was 4 and the lowest 1. A different English teacher observed every group while validating the oral performances. At the end of the explanation or fair, the teacher returned the scores to the main English teacher and give a short feedback to every group for further improvements. *See Annex D*

Table 17 Countries Presentations

| GROUP | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------|----------|----------|----------|----------|----------|----------|----------|
| Eye Contact | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| Body | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| Language | | | | | | | |
| Poise | 2 | 2 | 2 | 3 | 3 | 3 | 2 |
| Enthusiasm | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Elocution | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Subject | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| Knowledge | | | | | | | |
| Organization | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| Mechanics | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 21 | 21 | 20 | 21 | 20 | 21 | 21 |

Note: Validation of each group during the first activity (Countries Presentations)

Table 18 Mini City

| GROUP | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------|----------|----------|----------|----------|----------|----------|----------|
| Eye Contact | 3 | 4 | 3 | 3 | 2 | 3 | 3 |
| Body | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| Language | | | | | | | |
| Poise | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Enthusiasm | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Elocution | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Subject | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| Knowledge | | | | | | | |
| Organization | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| Mechanics | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 22 | 23 | 20 | 20 | 19 | 22 | 21 |

Note: Validation of each group during the second activity (Mini City)

Table 19 Fashion Runway Show

| GROUP | 1 | 2 | 3 | 4 | 5 |
|---------------------|----------|----------|----------|----------|----------|
| Eye Contact | 3 | 4 | 3 | 3 | 3 |
| Body | 4 | 4 | 3 | 3 | 3 |
| Language | | | | | |
| Poise | 4 | 3 | 4 | 4 | 3 |
| Enthusiasm | 4 | 4 | 4 | 4 | 4 |
| Elocution | 3 | 3 | 3 | 3 | 3 |
| Subject | 2 | 2 | 2 | 2 | 2 |
| Knowledge | | | | | |
| Organization | 2 | 3 | 3 | 2 | 2 |
| Mechanics | 1 | 1 | 1 | 1 | 1 |
| Total | 23 | 24 | 23 | 22 | 21 |

Note: Validation of each group during the third activity (Runway Fashion Show)

Table 20 Comic Con

| GROUP | 1 | 2 | 3 | 4 |
|---------------------|----------|----------|----------|----------|
| Eye Contact | 3 | 2 | 2 | 3 |
| Body | 3 | 2 | 2 | 2 |
| Language | | | | |
| Poise | 3 | 3 | 3 | 2 |
| Enthusiasm | 4 | 4 | 4 | 4 |
| Elocution | 4 | 3 | 3 | 3 |
| Subject | 3 | 3 | 3 | 3 |
| Knowledge | | | | |
| Organization | 2 | 2 | 2 | 2 |
| Mechanics | 2 | 1 | 1 | 1 |
| Total | 24 | 20 | 20 | 20 |

Note: Validation of each group during the fourth activity (Comic Con)

Table 21 Ecuadorian Gastronomic Fair

| GROUP | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------------|----|----|----|----|----|----|----|----|
| Eye Contact | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| Body | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| Language | | | | | | | | |
| Poise | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Enthusiasm | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Elocution | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| Subject | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| Knowledge | | | | | | | | |
| Organization | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 |
| Mechanics | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | 22 | 21 | 21 | 19 | 20 | 22 | 23 | 22 |

Note: Validation of each group during the fifth activity (Ecuadorian Gastronomic Fair)

Based on the results, adolescents are excited for sharing their thoughts with others that is why teachers need to implement speaking activities for practicing fluency.

As teenagers grow older, they need complex, useful topics and more practice in speaking skill as some of them think that it is the most difficult and challenged part. The following chart represents the highest scores each activity obtained based on the rubric, the researchers used.

| TRAIT | Countries Presentations / 7 Groups | Mini City / 7 Groups | Fashion Runway Show / 5 Groups | Comic Con / 4 Groups | Ecuadorian Gastronomic Fair / 8 Groups |
|-------------------|------------------------------------|----------------------|--------------------------------|----------------------|--|
| Eye Contact | | ✗ | | | |
| Body Language | | | | | |
| Poise | | | ✗ | | ✗ |
| Enthusiasm | ✗ | ✗ | ✗ | ✗ | ✗ |
| Elocution | ✗ | | | | |
| Subject Knowledge | | | | ✗ | |
| Organization | | | | | |
| Mechanics | | | | | |

*Figure 16 Post Test Analysis Results
Elaborated by authors*

4.7 Validation of the Proposed Project Plan

The proposed project plan was given and explained to three professors at Laica University; they were chosen according to their experience in teaching English to young learners, their knowledge shown inside the classroom, how they manage students' behaviors inside a new challenging environment and their quality as teachers.

The Rating Scale started from very significant, significant, somehow significant, not that significant and not significant. They have nine aspects to rate and a few lines to write their opinions and possible modifications for the improvement of the proposed plan.

The majority of the results were very significant and significant which means that the activities were relevant and interesting for the students' ages. The aspects that needed to be modified were the scientific aspect and some comprehension at the time of explaining the process. For that reason, authors corrected and added the information to make the proposed plan more accurate and real for further applications in other institutions.

Teachers expect positive results as not to be afraid of classmates, teacher or audience. Learners should achieve the objective to talk and communicate no matter what the rest of the people say. They also need motivational phrases and congratulations for their effort during the performance, making it more enjoyable and fun. It is important to consider that students are giving the best they can, so teachers should notice that and analyze the mistakes in order to evade them the next time. Teachers also expect that learners use the tips, techniques given in classes to avoid awkward conversations, to make questions in order to keep the conversation going, how and when to end a conversation or change the topic. In addition, teacher wants their students to think quickly and to find solutions inside a dialogue in a natural way.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

"The Effects of Applying Communicative Language Teaching Method On 10th EGB Students At Monseñor Roberto Maria Del Pozo School During The School Year 2017-2018 To Overcome Speaking Anxiety Issues "

Rating scale

| Alternatives | Very significant | Significant | Somehow significant | Not that significant | Not significant |
|--|------------------|-------------|---------------------|----------------------|-----------------|
| Sequence of the study (Introduction, objectives, activities) | ✓ | | | | |
| Scientific aspect | | | | | |
| Social Impact | | | | | |
| Feasibility | ✓ | | | | |
| Relevance | ✓ | | | | |
| Originality | ✓ | | | | |
| Language | ✓ | | | | |
| Comprehension | ✓ | | | | |
| Creativity | ✓ | | | | |

Comments


| | | |
|--------------|--------------------|---|
| Name: | Miss Maritza Mejía |  Signature |
| Occupation: | Teacher | |
| Phone number | 0993154021 | |

Figure 17 Validation 1



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project Plan

Effectiveness of Reading Comprehension Activities to Develop
Communicative Skills in 8th Basic Year Students at
Unidad Educativa Lemas

Rating scale

| Alternatives | Very significant | Significant | Somehow significant | Not that significant | Not significant |
|--|------------------|-------------|---------------------|----------------------|-----------------|
| Sequence of the study (Introduction, objectives, activities) | X | | | | |
| Scientific aspect | | X | | | |
| Social impact | X | | | | |
| Feasibility | X | | | | |
| Relevance | X | | | | |
| Originality | X | | | | |
| Language | X | | | | |
| Comprehension | | X | | | |
| Creativity | X | | | | |

Comments: The activities are relevant to the students' age and interests; they will help teach the goals of the proposed project plan.

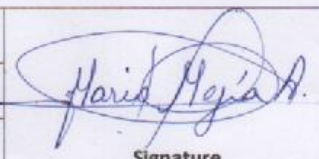
| | | |
|--------------|---|---|
| Name: | MISTER MARIO MEJIA |  Signature |
| Occupation: | PRINCIPAL AND ENGLISH TEACHING COORDINATOR. | |
| Phone number | 2189185 | |

Figure 18 Validation 2



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

“The Effects of Applying Communicative Language Teaching Method On 10th EGB Students At Monseñor Roberto Maria Del Pozo School During The School Year 2017-2018 To Overcome Speaking Anxiety Issues ”

Rating scale

| Alternatives | Very significant | Significant | Somehow significant | Not that significant | Not significant |
|--|------------------|-------------|---------------------|----------------------|-----------------|
| Sequence of the study (Introduction, objectives, activities) | ✓ | | | | |
| Scientific aspect | ✓ | | | | |
| Social impact | ✓ | | | | |
| Feasibility | ✓ | | | | |
| Relevance | ✓ | | | | |
| Originality | ✓ | | | | |
| Language | ✓ | | | | |
| Comprehension | ✓ | | | | |
| Creativity | ✓ | | | | |

Comments

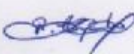
| | | |
|--------------|-------------|---|
| Name: | Miss Mérida |  Signature |
| Occupation: | Teacher | |
| Phone number | 0986103613 | |

Figure 19 Validation 3

4.8 Impact/ Benefits of the Proposed Project Plan

The environment that teachers create within their classrooms is one factor that helps students to produce and practice a new language. The proposed project plan was elaborated by thinking about how teachers can improve the way of teaching English orally and how students could lose Speaking Anxiety Issues at the moment of producing the language. The objective of the Proposed Project Plan is to develop creative and updated oral activities to overcome Speaking Anxiety Issues among students by using relevant topics according to their age, culture and interests in order to feel motivated and challenged to produce the language.

There are five activities in the Plan and each of them will benefit students and teachers as well. Learners will practice the Speaking Skill in a natural and spontaneous way; they will enrich their knowledge about countries around the world while searching, explaining and learning about different cultures and traditions.

Students will be able to produce the target language with real situations that occurs around the world. The implementation of cue cards will provide learners to feel relaxed and confident at the beginning of the practice and with feedback, special tips from the teacher, students will start to love the language.

They will be able to relate with other people by using the English language and use short and useful dialogues with grammar structure according with their high school Programme. For example, in the activity called Little City, students will be able to think creatively in possible solutions for problems that happens in their daily life.

One of the impacts that the project will give is that students will enjoy learning and producing the language and lose the fear for expressing their thoughts in public. Thus, students will be exposed to a major audience so they are challenged to give their best no matter the people watching them. These types of activities that involves an audience will impact on learners as they are taking a step further to their learning process.

As well as students, teachers also benefit from this Proposed Project Plan as they are able to open up students' mind by letting them know that the book is only a guide and not the real world protocol. Teachers will be able to see and analyze their students' process of learning a new language by monitoring them around the classroom.

A positive impact for teachers is that they do not have to worry about mountains of paperwork waiting for them at home, they can prepare and plan their lesson class by using some of the activities to teach English. They can be sure that the activities are not a waste of time and students will learn and produce the language inside and outside of the class. They will have a more dynamic environment where students are not forced to learn for obligation. More relaxed students, more entertaining activities, more certain that students will take advantages for their future.

CONCLUSIONS

The results of the survey taken in May to 10th grade students at Monseñor Roberto Maria del Pozo High Schools showed that they presented Speaking Anxiety Issues in English Classes. As in the research elaborated by Omid Sanaei (Investigating Anxiety Symptoms and Reactions within EFL Learners' Oral Narrative: The Case of Intermediate Level Students, 2016) were three reactions were found on the Iranian EFL learners: Cognitive Reactions (worry), Physiological and Behavioral Reactions (emotionality). Students at 10th grade presented the Physiological reactions such as blushing, perspiration and palpitations during their oral participation.

Learners did not like the language and did not know the advantages for learning English that is why the majority of the students had a low level of proficiency and believe that learning a language is a nightmare throughout the day. As they did not have the tools for producing the language, a not well prepared classroom environment, they were not motivated to learn English and reach the goal of being able to pass from level A1.1 to A2.1 of the Common European Framework Reference proposed in the English Foreign Language Curriculum for EGB Superior in Ecuador (2016).

Some of the difficulties that students faced were that they did not want to speak in English in classes for feeling fear. They were not accustomed to use techniques such as role-play, discussions, debates or dialogues. Bullying for making mistakes is the principal problem in teenagers.

Students inside the classroom were like robots, they used to memorize or tried to memorize grammatical structures to pass a topic, following always the pattern of the book without analyzing if learners really understood the theme. Not all the students were extroverts like the majority of the class; in addition, they were afraid of rising their hand and asking for repetition or for a clear instruction to the teacher so they accumulated all those doubts.

For that reason, implementing Communicative Language Teaching (CLT) activities inside the acquisition of learning will make students find motivation, objectives for learning the second language, and keep studying English in an entertaining way.

Students were used to listen to the teacher and follow instructions without any comments, they did not want to participate actively in class because of fear and making

mistakes. By implementing Communicative activities, students will be part of the class and become the center of the classroom (student-centered). Teachers have opportunity to change their way to teach and surprise their learners.

Factors as age, interests, culture and book were taken into consideration for creating the activities, in order that students will practice the vocabulary learned before in class and feel relaxed at the time of performing the activities.

It is important that teachers begin to speak in English during and outside the classroom, but also giving their confidence to them to ask for help, guidance and words they do not understand. They will notice that English can also be use outside the class.

The Proposed Project Plan was applied to 10th grade students at Monseñor Roberto Maria del Pozo High School during August 2017 to January 2018 were the teacher adapted the classes according to the national curriculum.

At the beginning, students noticed that something weird was happening inside the classroom, the teacher gave more opportunities to talk and participate in classes. The teacher was allowed to speak in English 70% of the class and the 30% was used to speak in Spanish to clarify instructions when learners had difficulties in understanding the topic or to give the translation of their feedback.

During the months, the teachers and students create a more dynamic class, where students were able to ask without fear of failure. Learners also started to talk in pairs, group work and groups. All the activities were done as explained and students were more exciting about English classes because they feel different from others that they only copy something from the board and do the homework for the next day. The relationship between classmates got stronger that they also help others who were adapting the method.

At the end of the Proposed Project Plan, a huge difference was noticeable in students and the teacher. Learners were able to prepare an explanation, dialogue in front of their classmates, the entire high school, teachers and parents. They were not afraid of asking questions to the teacher inside the classroom. They gained more confidence for expressing their thoughts, preferences and any opinion they have in mind. Students are also able to use previous information for starting, keeping and ending an oral activity by using the Communicative Strategies Model (Nomination Communicative Strategy, Restriction Communicative Strategy, Turn-taking Communicative Strategy, Topic control

Communicative Strategy, Topic shifting Communicative Strategy, Repair Communicative Strategy and Termination Communicative Strategy)

Once finished the Plan with the group of students at Roberto Maria del Pozo High School, it could be said that the teacher who has students with Speaking Anxiety Issues can implement the activities of the Project in order to overcome fear, low English proficiency level and to give students a good environment and motivation to learn this World Wide language.

In conclusion, the effects of applying Communicative Language Teaching approach through entertaining activities to overcome Speaking Anxiety Issues were positive, satisfactory and challenging.

RECOMMENDATIONS

Based on the results of the activities in the proposal plan, there are some recommendations for implementing the activities and take advantages of each of them so teachers can see positive, encouraged and different results from their class.

Teachers are the best option inside the classroom as facilitators for English language acquisition. They should reflect to be confident, relaxed and able to help. Paying attention to their students' interests, needs in order to create a good learning environment for their students. Adapting the environment for entertaining and creative development is something teachers must do every day in a different way to avoid routines. Teacher should give true and real arguments why learning English is important not only for them but as a nation.

Also, teachers at the very beginning should be aware of the level of their students. They have to use techniques that encourage and improve learners' self-esteem. Teachers are motivators inside the classroom and not dictators of the language/subject.

Another recommendation is that teachers should pay attention to learners' hands movements, facial expressions, and how they could change their attitude when speaking in their mother tongue because they can be normally shy. Students at this age give signs of being upset, mad, worry or relax so teachers should be alert and help them without waiting that learners tell them to do.

Teachers are the owners of those hour of class so they are able to rearrange chairs/desks, to form groups, pair or even divide the class in two for debates. Teachers should provide of relevant and important topics that learners can talk about without fear. As facilitators they should be monitoring the class and be willing for helping students. Pair work is a very useful form to start the communicative approach so they can create and produce their own dialogues, giving them space, few minutes to develop their ideas and then teacher monitors the activity.

Speaking is all about interaction and they have to talk no matter the mistakes, teachers should be cautious at the time of feedback (giving feedback and speaking tips to their learners will help in the production of the language); always telling them the positives things at first. Teacher should analyze every day objectives if they are accomplished or need modifications. They can provide students cue card as a help to remember phrases or

expressions learnt in the book. Also, teachers must be aware of how students practice the language, be alert if cue cards are being manipulated by students and not the opposite.

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ANNEXES

Annex A

Class Observation Guide

| | | |
|---|--------------------------|---------------|
| Unidad Educativa Monseñor Roberto María del Pozo | | |
| Grade: 10th | Time: 40 minutes. | |
| Subject: English | Date: | Topic: |
| Teacher: | Observer: | |

1 = STRONG

2 = SOME

3 = NONE

| | 1 | 2 | 3 |
|--|---|---|---|
| GOAL SETTING | | | |
| Material of the class are ready. | | | |
| Objectives of class | | | |
| Warm up according with the topic of the class. | | | |
| INSTRUCTIONS | | | |
| Teachers' development | | | |
| Instructions of the class are clear for the students. | | | |
| METHODS | | | |
| Asking previous knowledge according with the topic of the class. | | | |
| Instructions are explained with clearness. | | | |
| Teachers catch students' attention with interesting materials by using technology. | | | |
| CLASSROOM ENVIRONMENT | | | |
| Good behavior by students | | | |

| | | | |
|--|--|--|--|
| Students ready to listen to the teacher | | | |
| Teacher treats students with interest. | | | |
| CHECKING UNDERSTANDING | | | |
| Students' mistakes are corrected with clearness or another explanation. | | | |
| The second explanation if only for a group of students or all the class. | | | |

Annex B
Students' Survey

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
CARRERA MENCIÓN INGLÉS



Please answer to each question as honestly as you can. There are no correct or incorrect answers on this survey.

| | Strongly Agree | Agree | Neither | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Do you consider that talking about personal experiences and preferences is a good way to practice the language? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you believe that your classmates affect your speaking production? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you think that teachers' personality and way of teaching influence on the speaking skill? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you consider having a clear pronunciation and good tone of voice? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you consider that body language helps you to communicate your message easily? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you consider to learn the correct pronunciation of the words is important? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Is it important to be fluent when speaking English? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you believe that you have to speak in English in the classroom? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is it important to understand your teachers when they are teaching grammar structures? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is speaking the most challenging skill? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Annex C

Teachers' Questionnaire

| TEACHERS' INTERVIEW | |
|---------------------------------------|--|
| N° | QUESTIONS |
| ORAL PRODUCTION | |
| 1 | What kind of oral activities do teachers use inside classes? |
| TECHNIQUES, METHODS AND THEORY | |
| 2 | What techniques, methods or theory do you use in your speaking activities? |
| STUDENTS' SPEAKING ANXIETY | |
| 3 | From your point of view, what are the reasons why students do not want to speak in a foreign language? |
| SPEAKING ANXIETY | |
| 4 | Do you believe that Speaking Anxiety is the main problem in the English language acquisition? |
| ORAL ACTIVITY | |
| 5 | Do you want to implement more oral activities inside your English classes without waiting for Open Houses and Fairs? |

Annex D

Oral Presentation Rubric

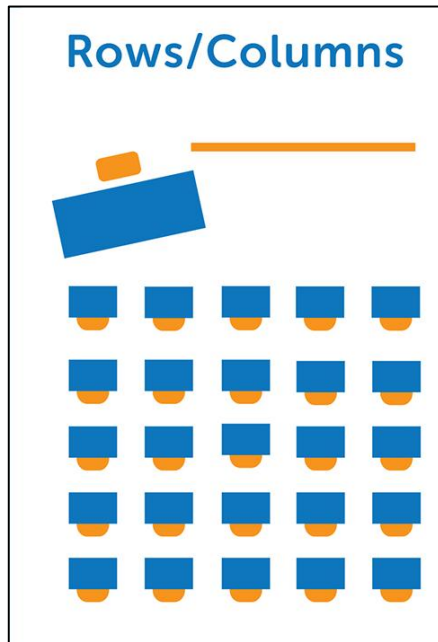
| TRAIT | 4 | 3 | 2 | 1 |
|-------------------------|---|--|---|---|
| NONVERBAL SKILLS | | | | |
| EYE CONTACT | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. | Consistent use of direct eye contact with audience, but still returns to notes. | Displayed minimal eye contact with audience, while reading mostly from the notes. | No eye contact with audience, as entire report is read from notes. |
| BODY LANGUAGE | Movements seem fluid and help the audience visualize. | Made movements or gestures that enhances articulation. | Very little movement or descriptive gestures. | No movement or descriptive gestures. |
| POISE | Student displays relaxed, self-confident nature about self, with no mistakes. | Makes minor mistakes, but quickly recovers from them; displays little or no tension. | Displays mild tension; has trouble recovering from mistakes. | Tension and nervousness is obvious; has trouble recovering from mistakes. |

| TRAIT | 4 | 3 | 2 | 1 |
|----------------------|--|---|--|---|
| VERBAL SKILLS | | | | |
| ENTHUSIASM | Demonstrates a strong, positive feeling about topic during entire presentation. | Occasionally shows positive feelings about topic. | Shows some negativity toward topic presented. | Shows absolutely no interest in topic presented. |
| ELOCUTION | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. |

| TRAIT | 4 | 3 | 2 | 1 |
|-------------------|---|---|---|--|
| CONTENT | | | | |
| SUBJECT KNOWLEDGE | Student demonstrates full knowledge by answering all class questions with explanations and elaboration. | Student is at ease with expected answers to all questions, without elaboration. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not have grasp of information; student cannot answer questions about subject. |
| ORGANIZATION | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is no sequence of information. |
| MECHANICS | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Student's presentation has four or more spelling and/or grammatical errors. |

Resource: (read.write.think, 2004)

Annex E



Traditional Way of Classroom Management

Annex F



Student Talks about Mexico in the Country Presentation



Students Talk about Different Countries in the Country Presentation



Student Talks about Italia in His Country Presentation

Annex G



Students Post for a Photograph in Their "Pharmacy" - Mini City Activity



Students Post for a Photograph in Their Roles at "The Bank" --Mini City Activity



Students Are In Their Roles, a Doctor and a Patient in the “Mini City Activity”



Student Poses for a Photograph in Her Role as a Doctor in the “Mini City Activity”

Annex H



Students Sing an English Song for the Opening at "The Fashion Runaway Show"

Annex I



STUDENTS TALK ABOUT THEIR CHARACTERS FROM "LA VECINDAD DEL CHAVO" IN THE COMIC CON



STUDENTS TALK ABOUT THEIR CHARACTERS FROM "THE SIMPSON" IN THE COMIC CON



Students Explain about Their Favorite Superheroes in the Comic Con



Student Talks about His Favorite Super Hero in the Classroom Activity "Comic Con"



Students Of 10th Grade With Their English Teacher At The End Of Their Classroom Activity



Posing For A Photograph, At The End Of The Classroom Activity "Comic Con"

Annex J



STUDENTS TALK ABOUT THEIR FAVORITE FOOD IN AMBATO PROVINCE "ECUADORIAN GASTRONOMY"



Student Talks about Her Favorite Food in Loja Province "Ecuadorian Gastronomy"



Students Talk about Their Favorite Food in El Oro Province “Ecuadorian Gastronomy”

Urkund Analysis Result

Analysed Document: Thesis jan 29-2018.docx (D35134041)
Submitted: 1/29/2018 11:36:00 PM
Submitted By: jmoraz@ulvr.edu.ec
Significance: 3 %

Sources included in the report:

<https://www.duo.uio.no/handle/10852/25584>
https://prezi.com/_gg9ia5gay78/helping-students-overcome-foreign-language-speaking-anxiety/
<http://ccsenet.org/journal/index.php/ies/article/viewFile/3887/3547>
https://www.griffith.edu.au/__data/assets/pdf_file/0004/384061/Humphries-language-anxiety.pdf
<https://en.oxforddictionaries.com/definition/strategy>
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<http://slideplayer.com/slide/6639039/>

Instances where selected sources appear:

23

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: THE EFFECTS OF APPLYING COMMUNICATIVE LANGUAGE TEACHING METHOD ON 10TH EGB STUDENTS AT UNIDAD EDUCATIVA MONSEÑOR ROBERTO MARIA DEL POZO HIGH SCHOOL DURING THE SCHOOL YEAR 2017-2018 TO OVERCOME SPEAKING ANXIETY ISSUES.

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Campos

TUTOR: Mg. Janeth Leticia Mora Zapater.

REVISORES:
MSc. Mario Mejía Alarcón.

INSTITUCIÓN:
Universidad Laica Vicente Rocafuerte de
Guayaquil

FACULTAD:
Facultad de Ciencias de la Educación mención Inglés

CARRERA: Licenciado en Lengua Inglesa Mención en Enseñanza y Administración de Sistemas Educativos en TEFL.

FECHA DE PUBLICACIÓN:
2018

No. DE PÁGS:
128

TÍTULO OBTENIDO:
LICENCIADA EN LENGUA INGLESA CON MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL.

ÁREAS TEMÁTICAS:
HUMANIDADES

PALABRAS CLAVE: Communicative Language Teaching, anxiety, encourage.

RESUMEN: When talking about communication it is impossible not to mention language, taking into consideration that communication methods are very important at the time of acquiring a foreign language. Learning English is considered by some students, a difficult process that takes years of study. Thus, practicing the speaking skill could be known as the hardest part of language acquisition; not having anything to say, the misunderstanding of a phrase or even the lack of motivation are some reasons why they form speaking anxiety on their own. Consequently, "Take a Risk" Proposed Plan was created for students who do not how to practice and produce English as a Foreign Language. The main purpose of this research is focused on describing the effects that could make students overcome speaking anxiety through the application of Communicative Language Teaching Method on 10th EGB students at Monseñor Roberto Maria del Pozo School. Some of the research objectives are to enable students to communicate in the target language and to provide students different types of creative and entertaining oral activities to encourage their learning process. As a way to obtain guidance and results, research instruments were used as surveys to students of 10th EGB in

order to collect data and to know what they think about learning English (focused on the Speaking Skill), deep class observation to evaluate teacher way of giving a class and manage a group of students ,and interviews to teachers. After applying the Proposed Plan, students were confident enough to express their opinions, give their points of view, also as starting, keeping and ending a conversation in the target language. Speaking anxiety decreased in a notorious way; teachers, authorities and students were benefited throughout the application of the activities. English teachers need to be updated to the different kinds of problems students are facing such as fear of making mistakes, not knowing what to say or how to express their feelings. Teachers should adequate and create a good environment for improving students desire to learn. Speaking should be a natural process students enjoy, with the early detection of speaking anxiety in students, the appropriate environment, and the usage of the Community Language Learning Method will prepare them to produce English in an excellent way.

| | | | |
|---|---|--|--|
| No. DE REGISTRO : | | No. DE CLASIFICACIÓN: | |
| DIRECCIÓN URL: (tesis en la web) | | | |
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