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**RESEARCH PROJECT:**  
**COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES FOR THE**  
**DEVELOPMENT OF ENGLISH SPEAKING SKILLS**  
**IN 6TH AND 7TH GRADE STUDENTS**  
**AT ESCUELA PARTICULAR “EL CRISOL”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:**  
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En mi calidad de Tutor del Proyecto de Investigación “COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES FOR THE DEVELOPMENT THE SPEAKING SKILLS IN 6TH AND 7TH GRADE STUDENTS AT ESCUELA PARTICULAR ‘EL CRISOL’”, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Este proyecto se ha ejecutado con el propósito de estudiar **“COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES FOR THE DEVELOPMENT THE SPEAKING SKILLS IN 6TH AND 7TH GRADE STUDENTS AT ESCUELA PARTICULAR ‘EL CRISOL’”**

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## **Dedication**

This thesis is dedicated to God, my parents, my family, my grandfather, my two grandmothers and my friends E.R, H.S., I.O., and A.P. They helped and supported me all the time to finish this project. That it became a goal in my professional life. For these reasons, they are my inspiration to grow like a professional. I want to thank my family to support me unconditionally during my studies at the university.

Gladys Denisse Morales Cerezo

## **Dedication**

I dedicate this Research Project to God, who guides, protects my path, and gives me strength when I sick. To my family, especially to my parents, Ángela and Richard, who have always supported and helped me emotionally and economically during my career. To my brother and my sister, Andrés, and Adriana, they are my motivation and inspiration to continue with my professional life. To my darling boyfriend, Irving, who always supports me in my all projects, goals, decisions, and give me his unconditional love. To my pet, Lucas, who is my companion dog and loyal friend.

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## **ABSTRACT**

The oral production of English in students is the main problem for educators. Due to many of them present difficulties to express any idea. Researchers found a solution for decreasing the possible factors that interfere in the development of speaking skills in students. The goal of this research project was to determine if the CLT activities are able to help deficiency on the development of English speaking. In this investigation, it was applied a field research. It consisted on detecting what the main problem or difficulty that students present in communication. To validate this research project some methods were adopted regarding the collection of data; an observation sheet was applied to teachers, a survey was conducted to students, a pre-test was used to evaluate the English speaking. The following step was the implementation of “CLT” Communication Language Teaching Activities through the “PPP” (Presentation – Practice – Production) model as a possible solution to improve the oral proficiency of pupils. Finally, in this investigation, a post-test was applied to participants and the result was positive for increasing the performance of the student. In this test, it was demonstrated that communicative activities help students to improve the oral production. Therefore, CLT activities provide a significative teaching and learning in the development of English speaking skills.

**Keywords:** CLT Activities, speaking, PPP model, oral proficiency, and communication

## INTRODUCTION

In our country, people learn English as a foreign language since the first years of school. This fact could be convenient to the appropriate development of the mastery of the new language. However, the fact of being immersed in the second language does not guarantee the ability to speak the target language, especially when learners are requested to participate in communicative activities. Many of them experience low self-esteem, nervous, lack of confidence, and fear when they want to share their ideas, opinions, feelings in the new language. As a result, people do not develop their speaking skills adequately during foreign language classes. For that, some researchers consider that these problems present in learners are due to the lack of knowledge in the teaching and learning of the English language and its respective language skills.

The main objective of this investigation project is focused on the development of speaking skills to enhance performance in the English classes through Communicative Language Teaching Activities (CLT) in 6th and 7th grade students at Escuela Particular “El Crisol”. This trouble is affecting in the learning of a second language to students. As a consequence, this limits the development of speaking skill.

Therefore, the purpose is to improve the development of the English speaking skill, providing helpful resources to achieve successful learning for that students can communicate in a second language – English. This project has as benefit implemented activities based on Communicative Language Teaching. It helps students obtaining high performance scholar, high self-esteem, confidence, and interest in the English subject.

Chapter one studies the background of the problems, which describes how the problems were found at the institution. It was realized through of observations in the school, the statement of the problem, the purpose of the study, broad and specific objectives, the significance or justification of the study, the scope and delimitation of the study, the hypothesis, and the variables and indicators.

Chapter two consists in the theoretical framework of this project. In this treats with literature review contains the theory with the method and activities proposed that will be adapted meantime is developing the investigation, the theoretical review mentions independent and dependent variables, and the conceptual framework involves definitions of the terms that present the key definition of term to clear up this study.

Chapter three specifies the method and technique to be performed in the part of the investigation, it was confronted with the problems, the research population and sample, at the same time, information about students, the research instruments applied to English classes for example, observations, pre – test and post – test, also the results/findings and analysis, and last resources, timeline, and budget.

Finally, chapter four explains the conclusions of the project, which are achieved in the institution with the 6<sup>th</sup> and 7<sup>th</sup> grade, the problems, and limitations that the students confronted during the development of this investigation, and the possible recommendations that can be obtained into considerations in future works according to this research.

# 1. STUDY APPROACH

## 1.1. Background of the Problem

The school is the second home of all of the students, where they go to acquire the needed knowledge for an effective development of their skills. The teachers and parents are the support and improve the training of the students. The Unidad Educativa Particular “El Crisol” was the institution where this project took place. It is a private school located at Sauces IV, in the north of Guayaquil city. It was developed during English classes and the participants were 25 students among 10 to 12 years in the 6<sup>th</sup> and 7<sup>th</sup> grade of basic education.

Today, teaching and learning English have been of great importance for students. Due to this language is one of the most spoken languages around the world. Therefore, in the observations applied to the students in classes with their teachers was discovered that students had difficulties in the oral production of English. Students were nervous and presented less fluency to express ideas. For this reason, they do not take so much importance to learning of English because they cannot master speaking.

The factor that always affects students is poor fluency on oral production. This does not permit his develop easily in the classroom. For this reason, this aspect has caused some problems as lack of interest in learning, lack of motivation, and lack of confidence. As a result, these factors have generated low self-esteem and low school performance in the institution.

The problem detected in the students is that they have not had an adequate background in the second language because the teacher has not applied the necessary resources in the English classroom. The applying of CLT method allowed to advance to an appropriate level for students in education. This research is able to promote the development of English speaking.

In the class observations, the investigation was associated with the development of speaking. The problem was encountered in the school because an oral test was performed by investigators. Development of English speaking skills must be involved in a successful process of teaching at the institution. In particular, learning a foreign language – English is necessary that students develop basic knowledge about the English language and produce speaking.

This test affirmed that there is a deficit, for this reason Communicative Language Teaching activities were proposed as a solution for the improvement of English speaking skills taught in the model, PPP (Presentation – Practice – Production) for students to improve oral skills acquired in the classrooms.

## **1.2. Statement of the problem**

In what way do Communicative Language Teaching activities influence on the development of English speaking skills of students in the 6<sup>th</sup> and 7<sup>th</sup> grade of basic education at Escuela Particular “El Crisol”?

## **1.3. Systematization of the problem**

- What difficulties do students present when developing the English speaking skill?
- Why do students present difficulties when developing the English speaking skill?
- How can speaking skills in the English language be improved in students?
- How introduce communicative language teaching activities to students?

- What are characteristics that determine the communicative language teaching?
- How do communicative language teaching activities improve the oral production in students?
- How is related communicative language teaching activities in the learning of students at Escuela Particular “El Crisol”?

#### **1.4. Broad Objective**

- To determine how Communicative Language Teaching activities help in the development of English speaking skills in 6<sup>th</sup> and 7<sup>th</sup>-grade students at Escuela Particular “El Crisol” during the school year 2017

#### **1.5. Specific Objectives**

- To identify the background and theoretical references that maintain in Communicative Language Teaching Activities and the development of English speaking skills.
- To design activities to improve speaking skills.
- To diagnose the initial situation that presents speaking skills in the communication of the students in the 6<sup>th</sup> and 7<sup>th</sup> grade of basic education.
- To determine the positive effects of teaching speaking skills with Communicative Language Teaching Activities.



- To propose as solution Communicative Language Teaching Activities to improve the difficulties in the teaching and learning of the development of English speaking skills.

### **1.6. Significance or Justification of the Study**

During the class observation and the test with the deficit obtained through English speaking as a foreign language, the investigators evidenced and came to deduce that in the 6<sup>th</sup> and 7<sup>th</sup> grade of basic education there is a problem tied to learning in English. Students also had problems as self-esteem and low performance.

Students were observed during English classes. They manifested a lack of interest and low school performance in the spoken communication. For this motive, this project was developed with the purpose to help students. So, the teacher has this material to find and provide beneficial information to students. And it is necessary for teachers to put in practice this investigation with their students. In this project, authors find communicative activities that may favor learning of speaking abilities.

This research project has been important for the benefit of students. It focuses on the teaching and the learning of the development of English speaking skills as a foreign language. "One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence." (Brown, Personality Factors, 2007, p. 14). This helped in the learning and at the same time, they learned to talk in a fluent and correct way developing the capacity of understanding meanwhile they can maintain a conversation.

However, it is essential to recognize and assimilate the importance of learning. For this reason, it is valuable to offer to students the formation with quality and truly positive activities for the students' development. This project of the development of English speaking skills gave students the opportunity to learn another language through the Communicative Language Teaching activities. It is important to consider that speaking is the fundamental part to acquire the other language skills and thus achieve all the processes on the communicative part to speak.

The learning and teaching depend on the teacher. The role of the teacher is to continue feeding the development of the skills of the students. The students think that learning a foreign language is boring, but this is due to the lack of creativity, interest, and the impulse that teachers must provide their students. Therefore, in the classroom some interesting activities were applied to enrich the development of English speaking.

In the 21st century, learning a second language is fundamental and necessary for every human. This reality presents challenges in students. Acquire a foreign language – English helps to increase confidence, to relate with new people, and the brain is in continuing performance. The main objective of this investigation is that students could develop and speak in English. The benefit obtained by developing this skill was improving an extensive vocabulary in verbal communication.

This investigation project had as the finality to improve the development of English speaking skill of the students in the 6<sup>th</sup> and 7<sup>th</sup> grade of basic education. Students obtained school performance, high self-esteem, confidence, and interest in the English subject. Obtaining those aspects, students increased the capacity of speaking skills in a second language through speech. Therefore, the purpose was to provide interesting, educational resources to achieve successful learning so that students can communicate in the English language.

The impact that this work presents is the performance that students presented in English classes. Communicative activities helped in the development of speaking skills. Those activities were built on communicative language teaching method. "CLT is based on beliefs that learners will learn best if they participate in the meaningful communication." (Scrivener, 2011, pp. 31-32). This provides an excellent knowledge to students. CLT Method allowed the development of English speaking skills in students. In this way, they will learn to use the spoken language of the correct form in the communication.

This research project proposed to help students in 6th and 7th grades of basic education between ages from 10 to 12 years at Escuela Particular "El Crisol". For the students develop English speaking skills because they presented some problems in spoken communication. During this process, students put the method into practice each of teaching techniques. This influenced the motivation, the encouragement, and the formation of character in students in a fun way. During the investigation were provided fundamental activities for better learning of skills.

## **1.7. Scope and Delimitation of the Study**

### **Content Delimitation**

**Field:** Educational

**Area:** Speak (Skill)

**Appearance:** Communicative Language Teaching Activities

### **Delimitation Spatial and Temporary**

This project of research was developed in a class of 25 students with ages among 10 to 12 years in the 6<sup>th</sup> and 7<sup>th</sup> grade of basic education at Escuela Particular "El Crisol" located in Sauces IV - Parroquia Tarqui, Ciudad de Guayaquil – Provincia del Guayas. This work of research performed during the period school 2017 where was applied the theory to solve and to improve difficulties in the teaching and learning observed in the institution.

## **1.8. Hypothetical Approach**

### **Hypothesis**

Communicative Language Teaching activities favor the development of English speaking skills of 25 students with ages 10 to 12 years in 6<sup>th</sup> and 7<sup>th</sup>-grade students.

## **1.9. Identification of Variables**

### **Independent Variable**

Communicative Language Teaching Activities

### **Dependent Variable**

Development of the English Speaking Skills

### 1.10. Operationalization of Variables

Independent Variable		Communicative Language Teaching Activities		
Conceptual Definition	Operational Definition	Dimensions	Indicators	Instruments
CLT is a <u>method</u> based the <u>development of English speaking skills</u> through <u>communicative activities</u> .	CLT activities consist of a procedure for the teaching of learning skills develop at a high level a foreign language.	Student's factors	The reaction of students when the teacher use and apply CLT method.	Observation Interview (Teachers)
	Students of "Crisol" acquire knowledge and use as a measurement instrument to learn.	Teacher's factors	Analyze the influence of CLT method for improving their learning skills.  Class performance  Curricular knowledge  Experience  Academic preparation	Class observation

**Table 1. Independent Variable (CLT)**

*Note:* this table includes the conceptual/operational definition, dimensions, indicators teacher/students, and instruments of the independent variable.

Elaborated by: Researchers

Table 2. Dependent Variable

Dependent Variable		Development of the English Speaking Skills		
Definition	Operational Definition	Dimensions	Indicators	Instruments
<p><u>Development:</u> It is the process of something to perform.</p> <p><u>Speaking Skill:</u> It is the ability which has the human being to communicate, express and receive knowledge, thoughts, or ideas.</p>	<p>Development of the English Speaking Skills in the way in which students 6<sup>th</sup> and 7<sup>th</sup> grade evolution with methods to improve in learning of the second language.</p>	<p>Education</p>	<p>Academic performance</p> <p>Evaluate the influence of the CLT method while teaching speaking skill</p>	<p>Observation Spoken Test</p>

*Note:* this table includes the conceptual/operational definition, dimensions, indicators, and instruments of the dependent variable.

Elaborated by: Researchers

## **2. RESEARCH THEORETICAL FOUNDATIONS**

### **2.1. Theoretical Review**

The purpose of this investigation is to show as a general objective how Communicative Language Teaching Activities contribute to the increase of English Speaking Skills. The specific objectives are to apply communicative activities, to help the students to develop the fluency of the level L2. This study shows that the application of these activities will favor the results of the students.

This research is related to the teaching of CLT, through necessary activities and with the PPP model. With clear, precise, and necessary learning objectives with detailed descriptions for the students that will be applied at Escuela Particular "El Crisol" located in Guayaquil – Ecuador. This project focuses on the theoretical basis, the concepts that are acquired as CLT Activities are discussed as the independent variable and the development of the English-Speaking Skills as the dependent variable.

It is proposed to present this research project and deducts as antecedents at Universidad de las Fuerzas Armadas ESPE located in Sangolquí –Ecuador, the work corresponding to Tania Marilis Sangoquiza Castro (2014). Who performed the proposal of “Use of Communicative Language Teaching Methodology and its Influence in Developing Listening –Speaking Skills in students 6<sup>th</sup> and 7<sup>th</sup> Basic Grade Education at Jahibe Elementary School during September – 2012” This investigation was done using CLT theory to groups of students of basic education that they worked focused on the development of speech and listening skills. This research showed that the results were significative due to the speaking and listening skills had increased during the process of the application of the communicative language teaching activities.

Another research that can be deduced as antecedents at Universidad Laica Vicente Rocafuerte de Guayaquil located in Guayaquil - Ecuador, the work corresponding to Andrea Plúas Saico & Yinsheng Zhou (2013-2014), with the theme of “Communicative Language Teaching (CLT) Activities to Foster an Improvement in the Oral Expression of Students 1<sup>st</sup> course section A- F at Eloy Alfaro Bachillerato Academic Year (2013-2014)” The purpose of this project was to develop Communicative Language Teaching activities to improve the students’ oral expression and develop social interactions in the learning process. The results of this project showed that those students had a significant improvement in listening comprehension and oral production during the application of the CLT activities.

This next research that can be deduced as antecedents at Península of Santa Elena State University located in Salinas-Ecuador, the work corresponding to Edith De Las Nieves Borbor Arreaga (2015). Who performed the proposal of “Didactic Activities for the Development of English Speaking Skills in Students of Seventh Grade EGB at Ciudad de Salinas School, Santa Rosa, Salinas, Province of Santa Elena. School Year 2014- 2015” This research work has the aim to develop the skills of speech to seventh-grade students of Ciudad de Salinas School through entertaining didactic activities. This project had as objective teaching to students some communicative activities. The results of this study demonstrated that the use of didactic activities increased the speaking in English in the students and teacher through communicative activities.

Another research that can be deduced as antecedents at Peninsula of Santa Elena State University located in La Libertad-Ecuador, the work corresponding to Evelyn Damaris Faubla Alomoto (2015), with the theme of “Communicative Activities to Develop the Speaking Skills to Students of Eighth Grade at Escuela de Educación Básica ‘Alfa y Omega’, La Libertad, Santa Elena Province, School Year 2015-2016” The objective of the present study consists of finding suitable strategies to develop the speaking skills. The results of this research project were positives to students and teacher, due to that the development of the speaking skills has improved during the application of the communicative activities implemented.



This another research that can be deduced as antecedents at University Srinakharinwirot located in Bangkok, Thailand. The work corresponding to Pranee Nanthaboot (2012). Who performed the proposal of “Using Communicative Activities to Develop English Speaking Ability of Matthayomsukca three students” The goal of this research project was to apply communicative activities. The results of this project indicated that communicative activities had benefits to learners. It demonstrated that students' English speaking ability increased satisfactorily after the use of communicative activities.

This chapter distinguishes the basis of this research, which is generally two sections the first on the theoretical basis and the second the conceptual framework. The theoretical basis of the investigation consists of four parts. The first part is about the relevant theories of learning, such as constructivism, behaviorism, cognitivism, input and interpretation of how the student learns and how it contributes to different types of approaches, techniques, methods applied in learning and second language instruction.

The second part deals the history, definitions, characteristics, advantages, and disadvantages of the independent variable as well as activities. The third part shows the studies, definitions, concepts, and elements associated with the dependent variable. This gives the possibility to know how the dependent variable impedes to students in the speaking of the second language. The fourth part of the theoretical foundations deals with the studies elaborated about the communicative activities of the teaching of English.

Finally, this chapter provides concepts related to the independent and dependent variables, meanings of words, abbreviations, and thus avoid doubts and mistakes about this research.

## **2.2. Theoretical Framework**

### **2.2.1. Theories of Learning**

One of the important themes in education for investigators is to develop some theories about how individuals acquire knowledge in different contents. The theories of philosophers and psychologists are elaborated to understand how a student can learn from another teacher during the process of learning and teaching. Some theories mention the development of learning. This research included the practice of some theories to get to the analysis of this learning process. This research will apply appropriate in the process of learning: behaviorism, constructivism, and cognitivism, in order to relate the learning and how theories have contributed to this research.

#### **Behaviorism**

Behaviorism began in the late nineteenth and early twentieth centuries. John B. Watson was the first American that introduces the psychology of behaviorism theory. "Behaviorism is a theory of animal and human learning that focuses on the behavior of the learner and the change in behavior that occurs when learning takes place" (Woollard, 2010, p. 1). This theory was developed through observation and measurement of the behavior of a human being. The theory focuses on the central notion of the stimulus reaction of animals and humans. The stimulus and the answers are realized for the demonstration of the learning by means of the behaviorism theory.

Learning in the context of behaviorism can be defined as the acquisition of a new behavior or the modification of behavior as a result of teaching, training or tutoring. Learning is demonstrated by the behavior of the learner in their actions or reactions to further stimulus (Woollard, 2010, p. 1). According to this concept, the learning depends on the student when behavior influences through the motivation. Learning is the acquirement of the behavior that occurs through the environment.

This theory disapproves mental activities because those activities cannot be seen as observable behaviors (Rosero & Elau, 2016). According to Pritchard (2009) "Behaviorism is the theory of learning focusing on observable behaviors and discounting any mental activity. Learning is defined simply as the acquisition of new behavior" (p.6). This method of learning behaviors is called conditioning.

There are two types of conditioning such as classical and operant conditioning. Classical conditioning is the reinforcement of a natural behavior which occurs as a response to a stimulus, for example, when the dog salivates at the sound of a bell because it thinks it will be reward with food. Operant conditioning is to reinforce a behavior by rewarding it, for example, when the student is rewarded for good behavior or for doing something well.

According to Harmer (2007) "Conditioning is the result of a three-stage procedure: stimulus, response and reinforcement" (p. 51). Conditioning demonstrates how animals and humans can be taught to do things during the process of learning. Thorndike is who affirmed, that will appear a response to a stimulus reinforced followed the positive rewarding effect, and response to a stimulus to become stronger with exercise and repetition. (Unesco, Most influential theories of learning "Behaviourism", 2017).

The behaviorism in students is a follow-up of an example that received through of the adults. Pritchard (2009) mentioned: "Modelling is showing the learner what to do, and they learn by copying or imitation" (p. 6). Behaviorism is a learning theory, it is a change in behavior and that changes in behavior occur as a response to a stimulus of one kind or another. "Then the response leads to a consequence, and when it is pleasant and positive, the behavior change is reinforced by consistent reinforcement, and the behavior pattern becomes conditioned" (Pritchard, Ways of Learning - Learning Theories and Learning Styles in the Classroom, 2009, p. 11).

Woollard (2010) demonstrated that "People acquire behaviors through the observation of others, and they then imitate what they observe" (p. 51). The student acquires a behavior through the observation that makes another person.

The learning obtained has a result reinforcement forms of behavior. "People learn through observing others' behavior, attitudes and the outcomes of those attitudes." (Woollard, 2010, p. 51).

### **Constructivism**

Constructivism appeared in the seventeenth and eighteenth by the psychologists know as Jean Piaget, Jerome Bruner, and Lev Vygotsky whose proposed different types of the constructivist models of teaching. They were able to discover how people construct their own knowledge. (Fry, Ketteridge, & Marshall, 2009).

Bruning (2004) mentioned that "Constructivism is a psychological and philosophical perspective that states that individuals form or construct much of what they learn and understand" (cited in Schunk, 2012, p.229). Constructivism refers that students can construct and develop new knowledge through of interaction between teacher, classmates, and another person.

Most contemporary psychologists use constructivist theories of one type or another to explain how human beings learn. The idea rests on the notion of continuous building and amending of previous structures, or schemata, as a new experience, actions and knowledge are assimilated and accommodated. (Fry, Ketteridge, & Marshall, 2003, p. 10)

According to this information, Constructivism leads in the learning, building, and exchange of thoughts or ideas the students acquire knowledge. Thus, continuous building and amending structures in the mind that 'hold' knowledge, these structures are known as schemata. As the new ideas, experiences, etc. are assimilated and accommodated the schemata change. (Fry, Ketteridge, & Marshall, 2009).

Pritchard (2009) defined that Constructivists view learning as the result of mental construction. That is, learning takes place when new information is built into and added on to an individual's current structure of knowledge, understanding,

and skills. We learn best when we actively construct our own understanding. (p. 17). The student creates, organizes, and constructs new ideas or knowledge to interact with the environment to make learning easier as an example the psychologist Jean Piaget.

“Jean Piaget, who is considered as one of the most influential early proponents of a constructivist approach to understanding learning, is one of the best-known psychologists in the field of child development and learning” (Pritchard, *Ways of Learning - Learning Theories and Learning Styles in the Classroom*, 2009, p. 18). Piaget is who discovered and proposed how the infant develops the new information during different levels of the learning process in the environment. Pritchard (2009) assumed that “Piaget’s work is concerned with the growth of knowledge and understanding, and the ways in which new information is dealt with by young learners” (p. 19).

### **Cognitivism**

“The cognitive approach began to revolutionize psychology in the late 1950’s and early 1960’s, to become the dominant approach (i.e. perspective) in psychology by the late 1970s” (McLeod, *Cognitive Psychology*, 2015). Psychologists determined in this theory that learners do not produce a response to a stimulus as behaviorism theory. On the other hand, people can think, absorb, and process the information.

Snelbecker (1983) “The cognitivism theory began in the late 1950s. Psychologist and educators began looking at ‘complex, cognitive processes such as thinking, problem-solving, language, concept formation and information processing.’” (cited in Allen, 2014). The cognitive approach permits students to process the information and acquire other knowledge, but they cannot produce a new knowledge.

In general terms, cognitivism studies, the psychology is based on mental processes, and how students perceive the information, think, try to remember, learn, solve problems. Cognitivism focuses on the mind, and more specifically,

mental processes such as thinking, knowing, memory, and problem-solving, with the goal of opening the “black box” of the human mind, the process of which is deemed valuable and necessary for learning to occur. Knowledge approached as schema constructions, and learning is view as a change in the learner's schemata or the redefining of prior knowledge. (Flippen, 2012)

### **2.2.2. Communicative Language Teaching**

#### **Background**

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned since it was argued that language ability involved much more than grammatical competence. (Richards J. , 2006, p. 8). According to this information, the changes in the Situational Language Teaching in the United Kingdom and Audio-lingualism in North America to the late 1960s. To sum-up, those theories were the most common methods used for the teaching of the structures foreign language in English before the 1970s.

Wilkins proposed a communicative definition of language about of an analysis of the communicative meanings that a language learner needs to understand and express (Richards & Rodgers, 1986). Applying the theoretical perspective of the Communicative Approach, Communicative Language Teaching (CLT) aims broadly to make communicative competence the goal of language teaching. What this looks like in the classroom may depend on, how the principles are interpreted and applied. (Anderson & Larsen-Freeman, 2011, p. 9). According to these words, communicative competence is the knowledge acquired to produce sentences and have the capacity to understand in a second language.

Individuals could not produce correctly the language using grammatical patterns. Therefore, Richards (2006) assumed that language learning meant building up a large repertoire of grammatical sentence patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic

command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading, and writing. (p. 6)

### **Definition**

CLT is best understood as an approach, not a method (Brown, 2000). Communicative language teaching (CLT) is an approach to the teaching of second or foreign languages. It emphasizes that a language is a tool of communication and it is learned or acquired in the process of communication (Sarma, 20015). “The real problem when attempting to define CLT is that it means different things to different people” (Harmer, 2007, p. 69). According to these statements, it refers that CLT has not a concrete definition because it has different definitions, but the principal goal of CLT is to enhance the oral production when learners learn a foreign language.

Richards & Rodgers (2001) argued that “Communicative Language Teaching (CLT) is an approach to language teaching” (pp. 90-99). In other words, CTL is the teaching of communicative competence. It is the ability to interpret something in a specific foreign language. The human being has knowledge to produce the language forming sentences with the respective grammatical structures. Such as patterns, phrases, punctuations, articles, correct conjugation of verbs, etc.

Due to the fact that CLT does not have a specific definition, it was evident that the researcher Richards has provided a concept for having a clear meaning about this approach:

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in this classroom (Richards J. , 2006, p. 2). According to this information, the principal goal of CLT is that the students develop the oral production in the communicative environment.

The CLT approach the verbal fluency of the learner. Stress on rules of grammar or syntax are less important. Stress or syntax are less important on rules of grammar (Uttham, Priya, & Kalaiselvi, 2013). For that reason, it is important that students develop communicative competence through activities expose in the class during the practices.

### **Characteristics and principals**

Brown (2007) offers a definition of CLT as “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. 378).

There are some characteristics about CLT that Brown (2007) suggested:

- Classroom goals are focused on all of the components of CC and not restricted to grammatical or linguistic competence.

The purpose of this characteristic is to make the class most active and so will be improved the domain of the foreign language to develop oral production.

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

These techniques helped to development of speaking skills in the students. They used oral production and comprehension the learning activities such as role plays and games, etc. Students were encouraged to learn the English language.

- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.



Both of fluency and accuracy are important in the developing oral production. It is necessary that students maintain the spontaneity of fluency, and oral production should not be interrupted because it allows to the student checks their mistakes and be able to self-correct using feedback.

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

The language can be used in different situations such as context, games, etc. Students try to understand and produce the language. Thus, they maintain the communication with the knowledge of the foreign language. (p. 241)

### **Other Characteristics**

Yi-chun (2013) mentioned some characteristics of CLT:

- **CLT emphasizes functional uses of language in different social settings.** CLT helps to students to use the target language in different contexts during the interaction. Therefore, the student needs to know the linguistic forms, meaning, and functions to achieve oral production.
- **CLT advocates the use of authentic, real-world materials.**  
The classes of the students must be focused and at the same time provided with a real object so that they have a better development in real life. Using activities such as dramas, presentations, role plays, etc. These activities help to use language with development.
- **CLT focuses on fluency.**  
They have a main favor the use of English in a relevant and spontaneous way in the communicative classes.

- **CLT creates a secure and non-threatening learning environment.**

It promotes confidence and self-esteem in students giving positive reinforcement, so they feel safe and well at the time of developing the foreign language. The teacher will create small groups of jobs that will help in the development and the environment of the students.

- **In CLT, the teacher is a facilitator and guide, and students are active participants in their own learning processes.** (cited in Brown, 2007, p.41).

### **The Teacher Roles**

The teachers have to be a facilitator, guide, and model for the observation of students. The teacher has to know how to give motivation and how to help to students with better knowledge.

### **The Students Roles**

They fulfill the function with the participation in activities of the classes that cooperate e individual, group, or in pairs and thus try not to always depend on the help of the teacher or model to follow. Students must fulfill their responsibilities for their own learning.

### **Types of Classroom Activities**

At the beginning of CLT activities, some teachers and writers began to develop materials for help to students can produce fluently English language. CLT influences on the development of classroom activities. According to Richards (1986) "Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing" (p. 76).

The responsibility of the teachers is to generate a variety of activities that promote the use of communication in the second language. CLT activities fulfill with competitive characteristics in the communication thus the development in students.

### **Fluency activities**

The goals of CLT are to develop fluency in the natural use of the language and obtain a comprehensible communication in students. According to Richards (2006) "Activities focusing on fluency: Reflect natural use of language, Focus on achieving communication, Require meaningful use of language, Require the use of communication strategies, Produce language that may not be predictable and Seek to link language use to context" (p. 14).

### **Mechanical, Meaningful, and Communicative Practice**

Mechanical practice is a controlled activity. In this, the students do not need to understand the language that they are using in that moment, but they can be useful to carry out the activities. This type of activities can be done through several exercises that are repetitive and substitution to strengthen the practices.

Meaningful practice refers to the activity where students must take control of the meaningful choices in the language to achieve within each activity. For example, in the use of prepositions students have to locate the objects which are in the supermarket using pictures and a list of prepositions. Then, the students will answer the questions depending on the exact location thus it will have a significant practice because it will respond according to the location of the object.

Communicative practices refer to an activity that students realize in the practice of using real information. For example, the students exchange real information in a debate.

### **Information – Gap Activities**

Information – gap activities refer to communicative real activities. For example, the students have a conversation to exchange information. Therefore, the students will learn new vocabulary, phrases, and correct grammar in the communication.

### **Other Activity Types in CLT**

**Task-completion activities:** map-reading, puzzles, games and other kinds of classroom tasks.

**Information-gathering activities:** The student-conducted surveys, interviews, and searches.

### **Advantages and disadvantages**

#### **Advantages**

The implementation of CLT has many advantages for teaching English in Foreign Language or Second Language.

According to Thamarana (2014) The implementation of CLT has brought a lot of advantages for Teaching English as a foreign/second language. Unlike audio-lingual and grammar-translation methods, Communicative teaching emphasis on “task-oriented, student-centred” language teaching practice and it provides students with the comprehensive use of English language, for communication of opportunities. (cited in Richards J. , 2006) Other scholars which also suggested some of the major advantages of CLT as follow:

- a) It motivates students to improve their ability to use English by themselves since it emphasizes on fluency in the target language. Meaning that it provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express. This enables the learners to be more confident when interacting with other people and they also enjoy talking more (Brown, 2001).
  
- b) CLT focuses on and aims at communicative competence. Thus, enabling the learners to use the language in a communicative situation to satisfy their needs in real-life communication is a priority in CLT (Richards J. , 2006). In other words, it brings the real life situation of the native English into classroom activities such as role-play and simulation (Harmer, 2007).

- c) The major portion of the learning process is not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness. In other words, much more time is used by the learner that the role of the teacher is just to facilitate the learning process. Thus, the learner should exercise and communicate enough in the CLT class to achieve communicative competence (Brown, 2001).

### **Disadvantages**

According to Thamara (2014) There have been various criticisms on the principles of the communicative approach to teaching and learning the language.

There have been various criticisms on the principles of the communicative approach to teaching and learning language:

- a) The approach gives priority to meanings and rules of use rather than to grammar and rules of structure. In other words, it is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because of too much focus on meaning at the expense of form. It is believed that with CLT, there is a danger of focusing too much on oral skills and less emphasis is given to reading and writing skills, (Al-Humaidi, n.d. as cited in Keithley, Kumm (2013), (Burnaby and Sun, 1989).
- b) The CLT approach focuses on fluency but not accuracy in grammar and pronunciation. According to Hughes (1983) communicative language teaching leads to the production of "fluent but inaccurate" learners. What is predicted to happen here is the danger of giving priority to fluency over accuracy in CLT classes.
- c) The CLT approach is great for intermediate student and advanced students, but for beginners, some controlled practice is needed Students with low levels of proficiency in the target language may find it difficult to participate in oral communicative activities and, if the exams used by an institution are grammar based, communicative fluency may not be appropriate.

- d) The monitoring ability of the teacher must be very good. Despite teachers' best efforts, classroom activities are not actually real-life, and it can be difficult to reproduce truly authentic language use and to facilitate genuine interaction. Moreover, a major principle underlying this approach is its emphasis on learners' needs and interests. This implies that much more effort is expected that every teacher should modify the syllabus to correspond with the needs of the learners.
- e) CLT is sometimes difficult to be implemented in an EFL. Classroom due to the lack of sources and equipment like authentic materials and native speaker teachers as well as the large size of the classes. In addition, suitable classrooms are not available that can allow for group work activities and for teaching aids and materials (Burnaby and Sun, 1989).

### **2.2.3. Development of the English Speaking Skills**

#### **Background**

Speaking skill is the capacity which has the human being to communicate, express and receive knowledge, thoughts, and ideas through non-verbal codes (sounds) produced by this same. According to Alsagheer (2014) "The speaking skill is concerned with all these purposes such as expressing feelings, sensations, ideas, and beliefs" (p. 251). The individual produces sounds using expressions, body (movements), and gestures in the face as for so to transmit the message to the receiver.

To learn a second foreign language correctly is important to develop the language as the main part to be able to handle the other skills as listen, read and write. "To be a fluent speaker of a language is often lay person's goal" (Hughes, 2011, p. 15). The most important part is to master with success this skill to enjoy the learning of this second language through communicative activities.

## **The Importance of Speaking a Second Language**

The importance of speaking a second language has as a principal objective to maintain a conversation or dialogue between two or more individuals in the English language. Teachers have as priority taught to the students to use the language correctly for communicative purposes. "All humans develop the capacity for speech, and it is only later in literate societies (in the history of humankind) the skill of writing develops" (Hughes, 2011, p. 14). Speaking English is related to the other skills as listening, reading, and writing. One of the main benefits of this is the opportunity that may give the students the opportunity to communicate with other people in English.

Acquiring another language helps the communication between people, it also helps to express ideas. According to Richards & Rodgers (2014) "Whereas today English is the world's most widely studied foreign or second language, 500 years ago, it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world" (p. 04).

### **Components of Speaking**

- **Grammar**

Grammar is the set of words that is related to it transmitting some meaning that express ideas, thoughts that fulfill patterns in the sentences.

- **Vocabulary**

Vocabulary is the group of words and phrases that are taught in one or more languages.

- **Pronunciation**

Pronunciation is the action that is performed to produce sounds; using stress, intonation, rhythm, tone of voice, gestures, and expressions.

## **What makes Speaking difficult?**

Speaking is difficult to acquire the second language in some aspect. It occurs when students begin to practice the language.

- **Clustering**

It is when a person speaks fluently in phrasal form, not word by word.

- **Redundancy**

Students can clarify concepts by using redundancy.

- **Reduce Forms**

It is a reduction of words (contractions). It can be difficult for students because in some cases reduction is phonological.

- **Performance Variable**

It is when the students begin to think in some corrections, pauses.

- **Colloquial Language**

Students should know well the words, the sentences, as this makes it difficult and complicated to understand a native person during a conversation.

- **Stress, Rhythm, and Intonation**

It is important that stress, rhythm, and intonation be used correctly to capture the message.

- **Interaction**

In this part is important that students and teachers engage in the moment of speaking. They should be in constant interaction during the classes.



## **What do we mean by Speaking Skill?**

Fluency and Accuracy

- **Fluency**

“Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.” (Nunan, n.d). Fluency is the capacity that students have to produce the foreign language of the easy way and fluid without pauses. The students should know well the words, the phrases, so they can understand a native person native during a conversation.

- **Accuracy**

According to Bayetto (2013) “Accuracy is the ability to effortlessly name words or to draw on a mediated process when unfamiliar words cannot be automatically recognized” (cited in Evanchan, 2010). Accuracy is when someone speaks in form correctly with grammatical rules using the rhythm, stress, and intonation to be able to pick up the message.

### **Concept of Teaching**

Teaching is the interaction and exchange of knowledge between the teacher and the student in teaching and learning process. The person who shares knowledge is known as the teacher, and who receives is the student. The goal that has the teachers is to help the students to develop the capacity of producing their own thoughts through sentences grammatically structured.

### **Concept of Teaching Speaking**

Teaching Speaking is when teachers teach students to use well the words and sentences correctly by producing sounds with or without the stress of each of the words in English. To teach students to express thoughts by a fluid way respecting the intonations, rhythms, and patterns.

### **Communicative Competence - dimensions:**

- **Grammatical Competence**

It is the knowledge of grammar rules and vocabulary.

- **Sociolinguistic Competence**

It is the ability to an understanding of the social context in a certain social situation.

- **Discourse Competence**

It is the ability to interpret elements of the message. Students can start, contribute to, and finish a dialogue consistent and coherent manner.

- **Strategic competence**

It is the ability that has the human being to communicate and repair problems brought about by communication.

### **Skills to be demonstrated in the Communicative Language Teaching**

- **Listening Skill**

It is the ability to receive and interpret any message in the communication.

- **Speaking Skill**

It is the ability to talk, express feelings, thoughts, or ideas.

- **Reading Skill**

It is the ability to read something, process it, and interpret its meaning.

- **Writing Skill**

It is the ability to express thoughts or ideas using symbols written in one or more paragraph.

## **Procedures of Presentation, Practice, and Production Model**

Theoretically, The PPP model is informed by information processing and skills acquisition models of learning, claiming that language learning is a cognitive skill similar to other kinds of learning. In this view, language is learned by processing information available through input and then accessed for subsequent comprehension and production. (Nassaji & Fotos, 2011, p. 04)

The method of PPP is a model used for teaching a second language. This model is structured in three stages:

- **Presentation**

The presentation is the first stage. It was done in class and showed interest in the students causing that they caught the information. Oral production is effective when information and materials are showing in different ways to students.

- **Practice**

After presentation comes practice stage. It helps to students to develop the oral production. The investigators maintained the control of the activities during the practice. Students caught the necessary information through activities. The practice facilitates the learning to students.

- **Production**

Production is the last stage. In this stage, the students had the opportunity to interact with the environment using the English language. The courses had the facility to communicate with classmates in pairs and groups.

The students performed activities developing dialogues, stories, and games with answers. If students have more opportunities to practice most effective is the learning stage. It is primordial that teachers help students to practice the oral production. During these three stages was facilitated the development of speaking skill. In this occasion, it was useful to use the PPP model in the students. It is helped to increase the low performance scholar.

According to Davies & Pearse (2000) “Presentation-Practice-Production’ (usually shortened to PPP). This model is a useful and widely-recognized model of language teaching” (p. 10). For this reason, it is considered that this model was beneficial to apply it to students. It was useful, successful, and easy for the students. The groups of students had the opportunity to make the practice activities with play games vocabulary also to produce it. This model helped in the productivity of the development of speaking skills.

The PPP model is a method of the teaching offers a learning as it consists of three stages. In these stages, the teacher presents the teaching in the L2, and the students have the possibility to practice through of controlled activities. And in the last stage, the students put in practice the language learning in different activities.

The important thing is to motivate students to learn the English language through fun, excitement, and easy. Allowing them to satisfy their curiosities in the learning and how that experience can bring the satisfaction of discovering and receiving knowledge. Prepare resources and didactic materials related to the contents that help to facilitate the activities of teaching, learning, and applying the strategies for the students.

Learning in education is the responsibility of all the educators. They have the duty of teaching a methodology that is suited to students by using resources to innovative the service in education. The participation of all students in the classroom makes that it possible to become into an excellent classroom environment.

When students have an interaction with the social environment, the communication becomes successful. At the same time, the students develop fluency and an accurate way to speak, understand, and maintain a conversation in English. Speech is the main skill to acquire others, so that to achieve all the processes in communication.

“The P-P-P lesson structure has been widely used in language teaching materials and continues in modified form to be used today” (Richards J. , 2006, p. 8). For that reason, it is vital in teaching and learning to implement the educational activities. The practices in the students with the foreign language become fun and display changes much faster using The PPP model (Presentation - Practice - Production).

### **Presentation, Practice, and Production Model**

- **Presentation**

“Presentation is followed by the maximum possible amount of practice by learners.” (Cajkler & Addelman, Teaching and Learning in the Foreign Language Classroom, 2012, pp. 34-35). The presentation is when the teacher introduces a new material in context to their students, using objects, structures grammatical, and flashcards, etc.

- **Practice**

Practice is the part when students begin to practice the language using activities during class. “The focus is on accuracy” (Maxom, TEFL Lesson Plans for Dummies a Wiley Brand, 2014, p. 58). Practice is the part when students begin to practice the language in individual or group way through games, activities, repetitions during class.

- **Production**

“The focus is on fluency and communication” (Maxom, TEFL Lesson Plans for Dummies a Wiley Brand, 2014, p. 58). Production is when the student uses the language in context, begin to produce, and create ideas, conclusions to through role-play, debates, discussions, etc.

#### **2.2.4. Communicative Language Teaching activities as a possible solution of the Development of English Speaking Skills**

Formerly it has been demonstrated that there is a connection with communicative language teaching activities and development of English speaking skills. Some elements provoke low-performance in students, they have been exhibited in this research project to discover a possible solution and to reduce these problems.

One of the main solutions the inconvenience in the school is to ensure the progress of the students. This follow-up is carried out with the finality to get better the learning oral production. Some authors found a possible solution such as Larsen who proposes that communicative activities should be about the level of the students, so that they can solve problems in communication.

According to Larsen is that when students learn to communicate they will be more motivated and feel useful to study a foreign language. The teachers give students the opportunity to express their individuality sharing ideas, and opinions on a regular basis. Finally, student security is enhanced by many opportunities for cooperative interactions with classmates and the teacher (Larsen, 2000, p. 130). For this reason, students will have the satisfaction to achieve the speech in English with practice without any difficulty as the mentioned ones that delimited their development in speech.

According to Brown (2007) "Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition" The low self-esteem is an affective factor that causes changes in the personality of the students. This causes that the students cannot play this role during the learning in the English language.

The relation with self-esteem and development speaking in the second language have caught the attention of students during the classes. Saraswathi (2016) mentioned: teachers should pay attention to this problem and try to help learners build their sense of self-esteem by motivating them through the use of a

variety of activities that attract their interest and relax them, for example, ask them to express their feelings and speak about their dreams. (p. 217)

Through these supposed fundamentals presented in the teaching, it can be said that the learning of communicative language teaching activities can give the students the chance to achieve the goals and focus on the second language during the learning process. The teacher should encourage students to feel confident, using appropriate phase in their language performance.

### **2.3. Legal Framework**

This legal framework has as legal bases the Ley Orgánica de Educación Intercultural (LOEI) and the Proyecto de Ley Orgánica Reformatoria a La Ley Orgánica de Educación Intercultural, used in this investigation are found in the Law of the Constitución de la República del Ecuador, from where some articles are extracted that establish that:

#### **Principios Fundamentales**

**Art. 27.** La Constitución de la República establece que la educación debe estar centrada en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional. (Asamblea Nacional, 2015, p. 04)

To assure the compliance of the article cited, inside the institution is important to do follow-ups. It is necessary to check that students acquire knowledge. It is primordial to ensure the development of the competencies, capacities, and skills.

**Art. 2. Principios. - f. Desarrollo de procesos.** Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República. (Asamblea Nacional, 2011)

**w. Calidad y Calidez.** Garantiza el derecho de las personas a una educación de calidad y calidez, pertinente, adecuada, contextualizada, actualizada y articulada en todo el proceso educativo, en sus sistemas, niveles, subniveles o modalidades; y que incluya evaluaciones permanentes. Así mismo, garantiza la concepción del educando como el centro del proceso educativo, con una flexibilidad y propiedad de contenidos, procesos y metodologías que se adapte a sus necesidades y realidades fundamentales. Promueve condiciones adecuadas de respeto, tolerancia y afecto, que generen un clima escolar propicio en el proceso de aprendizajes. (Asamblea Nacional, 2011)

**Art. 7. Derechos de los Estudiantes. - f.** “Recibir apoyo pedagógico y tutorías académicas de acuerdo con sus necesidades” (Asamblea Nacional, 2011).

**Art. 11. Obligaciones de las y los Docentes. - i.** “Dar apoyo y seguimiento pedagógico a las y los estudiantes, para superar el rezago y dificultades en los aprendizajes y en el desarrollo de competencias, capacidades, habilidades y destrezas” (Asamblea Nacional, 2011).

La Constitución de la República del Ecuador establishes that Ley Orgánica de Educación Intercultural guarantees that all Ecuadorians have the right to study, acquire knowledge, participate, develop their skills and abilities. According to the aforementioned articles, the Unidad Educativa Particular “El Crisol” achieves the majority of the parameters established according to the Law of the Constitución de la República del Ecuador. For this reason, it is of the utmost importance that students receive a quality and warmth education. Teachers and authorities of the school must provide pedagogical support, tutorships to help students overcome possible difficulties that arise inside of the development of the skills.



Therefore, Ecuadorian Law ensures that the educational process is developed using the methodological process that adapts to the fundamental needs and realities of students. Only in this way will be guaranteed a successful learning process for students. Thus, students will feel confident with themselves.

#### **2.4. Conceptual Framework (Glossary of terms)**

In this section of this project, the authors provide definitions to clarify terms used in this investigation.

**Accuracy:** the ability to do something without making mistakes.

**Activity:** an educational task that involves direct experience and participation of the student. The work of a group or organisation to achieve an aim.

**Affective:** the definition of affective is something that evokes feelings or emotional actions, or actions driven by feelings.

**Art.:** Article

**Behavior:** the actions or reactions of a person or animal in response to external or internal stimuli.

**CC:** Communicative Competence

**CLT:** Communicative Language Teaching

**English as a Foreign Language (EFL):** English as taught to people whose main language is not English and who live in a country where English is not the official or main language.

**Factor:** a circumstance, fact, or influence that contributes to a result.

**L2:** Second language

**LOEI:** Ley Orgánica de Educación Intercultural

**Language learning/acquisition:** the cognitive process of acquiring skill or knowledge; "the child's acquisition of language".

**Fluency:** the quality of state being fluent.

**Interaction:** the activity of being with and talking to other people, and the way that people react to each other.

**Motivation:** a reason or reasons for acting or behaving in a particular way.

**Self-esteem:** the feeling that you are as important as other people and that you deserve to be treated well low/high self-esteem.

**Performance:** an individual's use of a language, i.e. what a speaker actually says, including hesitations, false starts, and errors. Often contrasted with competence.

The concepts and definitions of these terms have been searched in the following online dictionaries: Cambridge Dictionary, The Free Dictionary, English Oxford Living Dictionaries, Merriam-Webster, Macmillan Dictionary.com

### 3. RESEARCH METHODOLOGY

This research aims to propose Communicative Language Teaching activities favor the development of English speaking skills of 25 students with ages 10 to 12 years in 6<sup>th</sup> and 7<sup>th</sup> grade students.

#### 3.1. Type of Research Description

The type of study of this project is descriptive because there is a relationship between the variables. And it is correlational because is related to the two variables. It is focused on "Communicative Language Teaching activities for the development of English speaking skills". Due to the lack of interest in learning, lack of motivation and lack of confidence of students in 6th and 7th grade of basic education between the ages of 10 to 12 years at Escuela Particular "El Crisol".

Focused on the main goal of this research, this study is:

**Applied:** Researchers proved the efficacy of the application of Communicative Language Teaching activities to develop the English speaking skills. Estimating the deficiency on the development of English speaking as a problem. For this reason, the authors recommended the application of CLT activities as an adequate solution to oral production for increasing the developing levels in the students 6<sup>th</sup> and 7<sup>th</sup> grade of basic education between the ages of 10 to 12 years at Escuela Particular "El Crisol".

Focused on objectives and variables of the investigation, this study is:

**Descriptive:** it provided descriptions for example, of the perception, situations, customs, and attitudes which happened with the individuals inside the classrooms.

**Correlational:** It found a manner of establishing the relation between dependent variable Development of the English Speaking Skills and independent variable Communicative Language Teaching Activities.

**Exploratory:** It analyzed the inconvenience associated with the development of English speaking.

**Explanatory:** It explained and demonstrated the communicative language teaching (CLT) activities can increase the levels in the development of English speaking.

Focused on the inquiry mode, this study is:

**Quantitative:** The data collection in this investigation contributed to the use of resources, pre-test, and post-test to analyze results and obtained the solution in an objective manner.

**Qualitative:** In this investigation, class observation was applied to find out and determine the possible causes of the decrease in oral production, as well as school performance.

### **3.2. Methods, Techniques and Research Instruments**

#### **Methodology**

#### **Research Design**

In this study, the research was applied and experimented in the courses of students of the primary. The methodology approved in this study is simple method due collecting quantitative data with techniques to obtain the accurate information to realize the investigation. This approach was chosen in this research to assurance and acquire the favorable results.

## **Techniques of Study**

Focused on the methodology approved in this investigation, the techniques used the following:

- **Observation Sheet** .- Researchers observed how the teacher exposed the English class to two groups of students selected of different classrooms of basic education. This study helps to clarify some causes that decrease the oral production due to generates low self-esteem and low performance scholar.
- **Survey** .- At beginning of this project, investigators surveyed students. It was necessary to apply a survey to determine the attitude to CLT activities which were going to be applied during the investigation.
- **Pre – Test** .- Investigators made an oral test for to evaluate the level of English speaking in the students for viewing the capacity language proficiency and apply appropriate activities according to the competence of students.
- **Post – Test** .- Researchers took an oral test with the similar information of the pre-test to discover if the enforcement of CLT activities in the pupils accomplished an increment positive in the oral production without the decrease in the development of English speaking.

## **Research Instruments**

The instruments applied in this research project are:

- ✓ Class observation checklist
- ✓ Survey to students
- ✓ Pre – test and Post – test

### **Class Observation Checklist**

Class observation checklist took place in two courses elaborated by investigators. The objective of this class observation applied to students was to diagnose the methodology used by the teachers to students and to identify the relationships that these elements have and to deduce why students present decrease oral production. So, researchers can find out how to provide the best method to students to increase the oral production.

The observation sheet consists into know if the teacher is prepared to share information, to know how teacher dominates the class, what of techniques the teacher provides to the students. It is important that teachers have the control of the class. They should manage the atmosphere and the behavior of the students. (See Appendix A)

### **Survey**

Authors elaborated a survey for students. The survey elaborated contains 10 questions. These items demonstrate how students produce the English language during and out of the classroom. The reason for this survey was elaborated to evaluate to students have the interest to learn English using as a possible solution CLT activities with PPP model for to increase the development of English Speaking Skills. (See Appendix B)

### **Pre – Test and Post – Test**

The test applied to students consists of evaluating the oral production of the students, which was applied to the start and another to the end during the investigation. And so, determine the possible pedagogical problems. The pre-test and the post-test of oral production were employed to 25 students. These tests were performed with the same content of the activities. They should contain clear, and simple instructions. (See Appendix C)

### 3.3. Research Population and Samples

#### Population

This research project was conducted at Escuela Particular "El Crisol" located in Sauces IV - Parroquia Tarqui, Ciudad de Guayaquil – Provincia del Guayas. This institution has 151 students. Researchers visited it and dialogued with the director of the school. Researchers asked to Lcda. Kuffo García Bella Leonor for the permission of this institution for elaborate the investigation project. This project of research was developed in two courses of 25 students with ages among 10 to 12 years in the 6<sup>th</sup> and 7<sup>th</sup> grade of basic education.

Table 3. School Population

School Population			
Course	Description	Quantity	Percentage
6 <sup>th</sup>	Students	13	100%
7 <sup>th</sup>	Students	12	100%
<b>Total</b>		<b>25</b>	<b>100%</b>

*Note:* this table represents the course population.  
Elaborated by: Researchers

#### Samples

This project was worked with the population complete. Therefore, the sample did not perform by researchers.

### 3.4. Sources, Resources, and Timeline

Different types of resources were used to develop this investigation. One of the resources used was the presence of researchers for the development of this investigation project. The following resources used were: technology that is indispensable for the development of this research such as a laptop, projector (for the application of P.P.P model), and printer (to facilitate copies for example observation sheets, checklists, and CLT activities); and the last resource used was the book "Manantial-My New English Book" which is usually applied to students.

**Table 4. Technological Materials**

<b>Technological Materials</b>		
Laptop	Songs & Videos	Worksheets
Camera	Observation sheet	Flashcards
Pen drive	Survey	Book
Projector	Pre – Test and Post – Test	Transports

*Note:* this table just includes technological materials and mobilization resources.  
Elaborated by: Researchers

**Table 5. Timeline**

<b>Time</b>	<b>Activity Performed</b>	<b>Description</b>
November	Class observation	Class Observation Checklist
November	Pre – Test to students	Pre – Test
December	Survey to students	Survey
December / January / February	Application of CLT activities using the PPP model	Worksheets
February	Post – Test to students	Post – Test

*Note:* this table details the activities and researchers applied during the time of this study.  
Elaborated by: Researchers

### **3.5. Processing, Presentation and Analysis of Results**

The information was obtained from the pupils through the survey applied to the students and the analysis sample taken by the population. Statistics are shown in numbers and percentage in the following spreadsheets. Excel and Word Documents were used for the preparation of statistics such as the sample and the survey. There were elaborated in graphs and tables.



The classroom observation and the survey were helpful to researchers because they help to determine how students can improve the oral production using the proposed project plan.

The classroom observation contains 5 sections, in this classroom observation checklist, it determines if the teachers know how to apply the methodology in the English classes and determine if the teachers fulfill with all the parameters of each one of the five sections.

This survey contains 10 questions, and the ranges applied in this survey was (yes – sometimes – no). This range was used in an easy way for students to understand. Finally, the data collection was done to obtain results that will support the proposal.

## Classroom Observation Checklist

Table 6. Classroom Observation

<b>Institution: Escuela Particular "EL CRISOL"</b>				
<b>Grade: 6<sup>th</sup></b>	<b>Subject: English</b>	<b>Period/time: 40 min.</b>		
<b>Topic: Hobbies and Interests</b>				
<b>Teacher: Prof.</b>		<b>Observer: Gladys Morales and Miriam Vélez</b>		
<b>6<sup>th</sup> Course</b>	<b>7<sup>th</sup> Course</b>	<b>NO = Neither of two courses</b>		
	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>NO</b>	<b>Points</b>
<b>1. Context/Goal Setting</b>		<b>1.5</b>		
Objectives are communicated clearly at the start of the lesson.	X	X		0.05
The material was explained in an understandable way.	X	X		0.05
The lesson is reviewed at the end.	X	X		0.05
<b>2. Preparation/Instruction</b>		<b>1.5</b>		
Teacher dominates the subject content covered in the lesson.	X	X		0.05
The teacher was well-prepared and organized	X	X		0.05
Knowledge is relevant and interesting for learners.	X	X		0.05
<b>3. Methods/Techniques/Implementation</b>		<b>2.5</b>		
The ideas and experiences of the students are shared.	X	X		0.05
Instructions and explanations are clear and specific.	X	X		0.05
Instructional aids or resource materials were used effectively.			X	0.05
The teacher involves all the students, listens to them and responds appropriately.	X	X		0.05
Instructional materials used to capture the interest of the students.			X	0.05
<b>4. Classroom Environment</b>		<b>2</b>		
Students are praised regularly for their effort and achievement.			X	0.05
Prompt action is taken to address bad behavior.	X	X		0.05
All students are treated fairly.	X	X		0.05
The teacher moved around the class, provides feedback, shows enthusiasm, encourages participation, interacts, and made eye contact with students.			X	0.05
<b>5. Student Assessment</b>		<b>2.5</b>		
Clarity, tone, and audibility of voice.			X	0.05
Understanding of learners is assessed throughout the lesson by the use of questions.	X	X		0.05
Pronunciation, intonation, fluency, as well as appropriate and acceptable use of language.			X	0.05
Oral performance of learners is assessed in terms of accuracy and fluency.			X	1

*Note:* Source gathered at Escuela Particular "EL CRISOL".

Elaborated by: Researchers

## Results and Analysis of the Classroom Observation

### Classroom Observation

Table 7. Results according to the Class Observation

Classroom Observation	6th Course	7th Course	Neither of two courses	Points
Context/Goal Setting	1.5	1.5	0	1.5
Preparation/Instruction	1.5	1.5	0	1.5
Methods/Techniques/Implementation	1.5	1.5	1	2.5
Classroom Environment	1	1	1	2
Student Assessment	1	1	1.5	2.5
<b>TOTAL</b>	<b>6.5</b>	<b>6.5</b>	<b>-3.5</b>	<b>10</b>

Note: this table details: context, preparation, techniques, classroom environment and student assessment.  
Elaborated by: Researchers

According to the classroom observation, it was evaluated about the 10 points. It contains 5 divisions. Divisions 1 and 2 are about 1.5 points. Division 4 is about 2 points. Divisions 3 and 4 are about 2.5 points. On the other hand, the results show both of the courses have problems in the learning process. These graphics demonstrate that courses obtained the low performance during classroom observation.

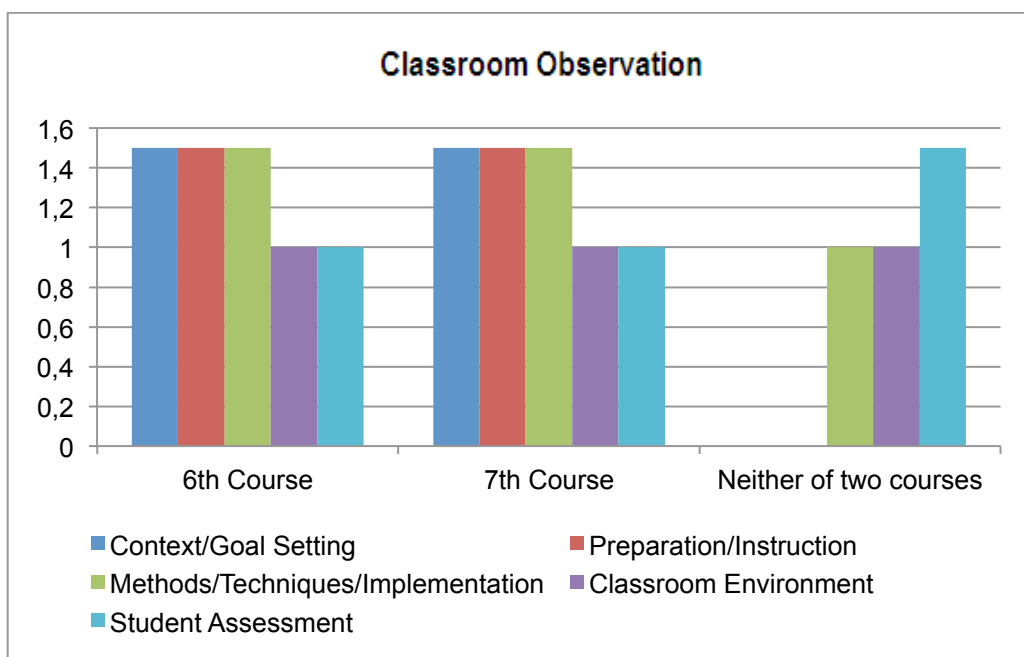


Figure 1. Class Observation. Results

Note: Source gathered at Escuela Particular "EL CRISOL"  
Elaborated by: Researchers

## Survey to Students

Table 8. Survey to Students

QUESTIONS	YES	Sometimes	NO	TOTAL
Do you like to study English?	8	11	6	25
Do you like your English class?	6	11	8	25
Would you like to speak English fluently in the classroom?	9	13	3	25
Do you like to participate in the English classes?	6	15	4	25
Would you like to use resources such as games, real materials, etc. in your English classes?	16	7	2	25
Do you consider important that teachers use innovated activities to teach speaking such as songs, games, videos, and flashcards?	8	14	3	25
Do you think teachers must present the classes with fun activities before teaching the new topic or unit?	6	13	6	25
Do you practice English at home?	3	6	16	25
Do you think English is easy or difficult?	14	7	4	25
Do you think to study English is important for you?	7	11	7	25

*Note:* this table details the questions of the survey applied to the students from 6<sup>th</sup> and 7<sup>th</sup> grade.  
Elaborated by: Researchers

## Results and Analysis of the Survey to Students

### Question N° 1

Table 9. Do you practice English at home?

Alternatives	Frequency	Percentage
YES	3	6%
SOMETIMES	6	24%
NO	16	70%
TOTAL	25	100%

Elaborated by: Researchers

According to the first question, the pupils do not practice at home. Due to the little interest that the students present. It is clear they do not receive motivation; the teacher should motivate pupils for that they can achieve to be successful.

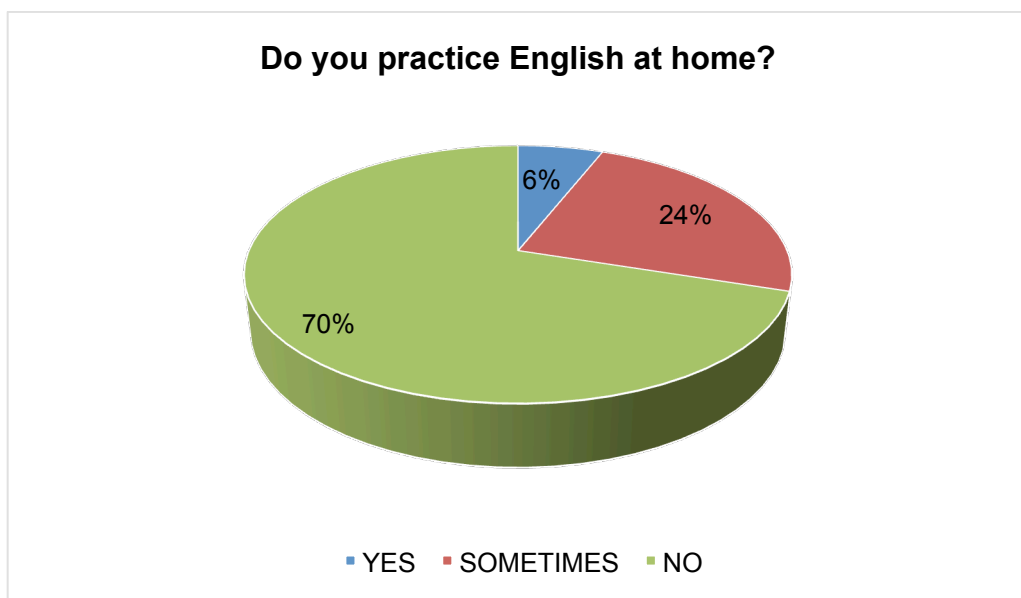


Figure 2. Survey to Students. Question 1. Results

Elaborated by: Researchers

## Question N° 2

Table 10. Do you think English is difficult?

Alternatives	Frequency	Percentage
YES	14	57%
SOMETIMES	7	28%
NO	4	15%
TOTAL	25	100%

Elaborated by: Researchers

These graphics show that many of the students think to study English is difficult. It necessary that English classes should be interesting, funny, and interactive to catch the attention of the students. The teacher must support to students to improve the English language.

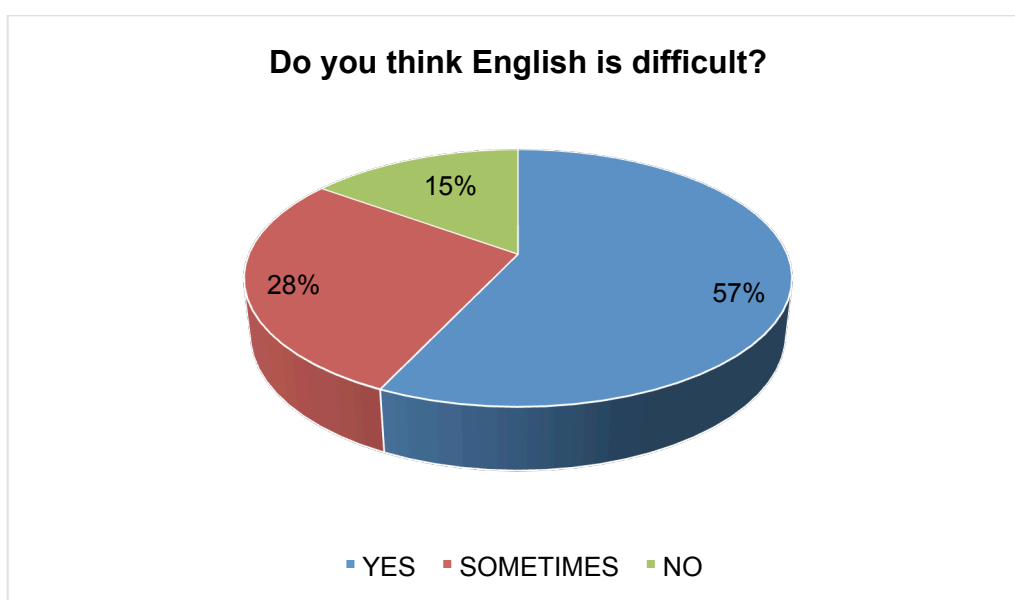


Figure 3. Survey to Students. Question 2. Results  
Elaborated by: Researchers

### Question N° 3

Table 11. Do you think to study English is important for you?

Alternatives	Frequency	Percentage
YES	7	24%
SOMETIMES	11	51%
NO	7	25%
TOTAL	25	100%

Elaborated by: Researchers

According to the third question, the pupils think to study English is important for them. They know that to learn another language as English because it will be useful in their life. For this reason, they know is necessary to study hard to improve the oral production.

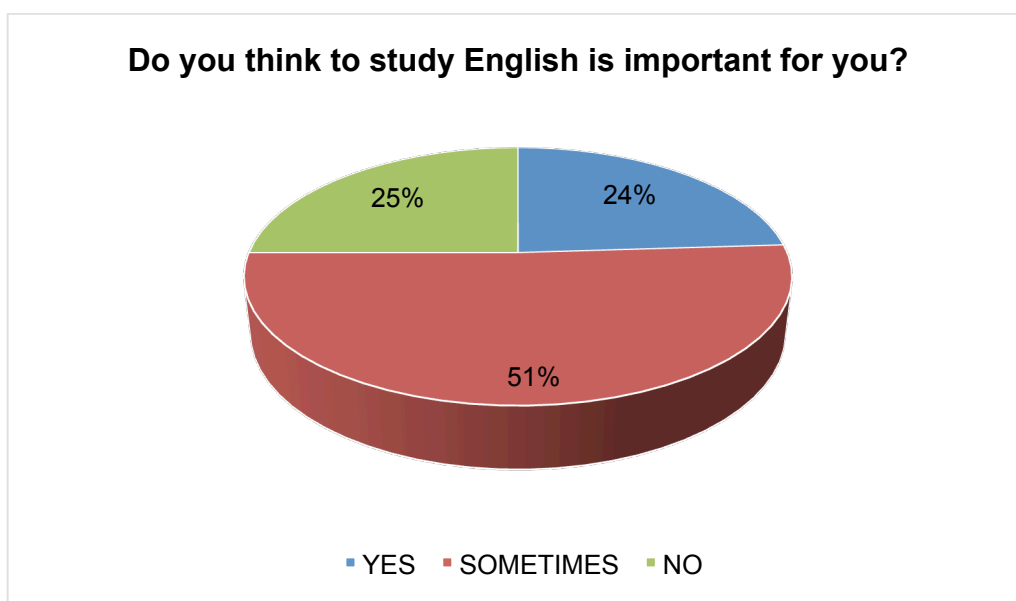


Figure 4. Survey to Students. Question 3. Results

Elaborated by: Researchers

#### Question N° 4

Table 12. Do you like to study English?

Alternatives	Frequency	Percentage
YES	8	37%
SOMETIMES	11	41%
NO	6	22%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>

Elaborated by: Researchers

According to this question, results state that the majority of students like to study English. Students show to have a positive attitude to improve the English learning. It is important to mention that few of the students are not sure to learn the subject.



Figure 5. Survey to Students. Question 4. Results  
Elaborated by: Researchers



## Question N° 5

Table 13. Do you like your English class?

Alternatives	Frequency	Percentage
YES	6	22%
SOMETIMES	11	41%
NO	8	37%
TOTAL	25	100%

Elaborated by: Researchers

These graphs indicate that many of students like the English subject. It is necessary that students demonstrate the interest to learn. On the other hand, some students do not like English because they do not feel sure in the way of the teacher teach it.

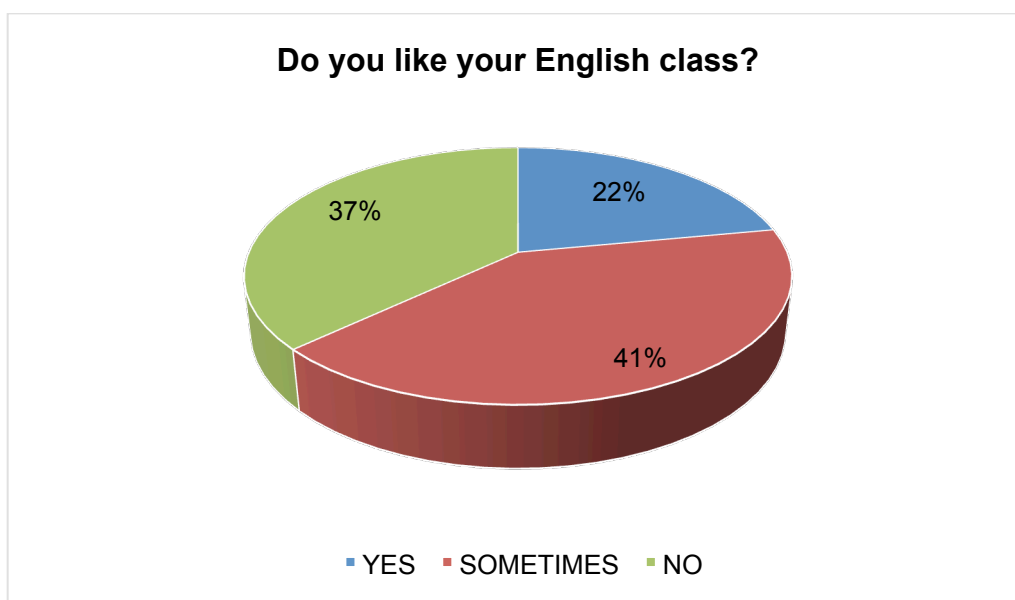


Figure 6. Survey to Students. Question 5. Results

Elaborated by: Researchers

## Question N° 6

Table 14. Would you like to speak English fluently in the classroom?

Alternatives	Frequency	Percentage
YES	9	40%
SOMETIMES	13	52%
NO	3	8%
TOTAL	25	100%

Elaborated by: Researchers

According to this question, students would like to speak fluently in class. Students think fluency is important to the development of oral production. For this reason, many of the pupils want to improve the speaking skills to a high performance scholar.

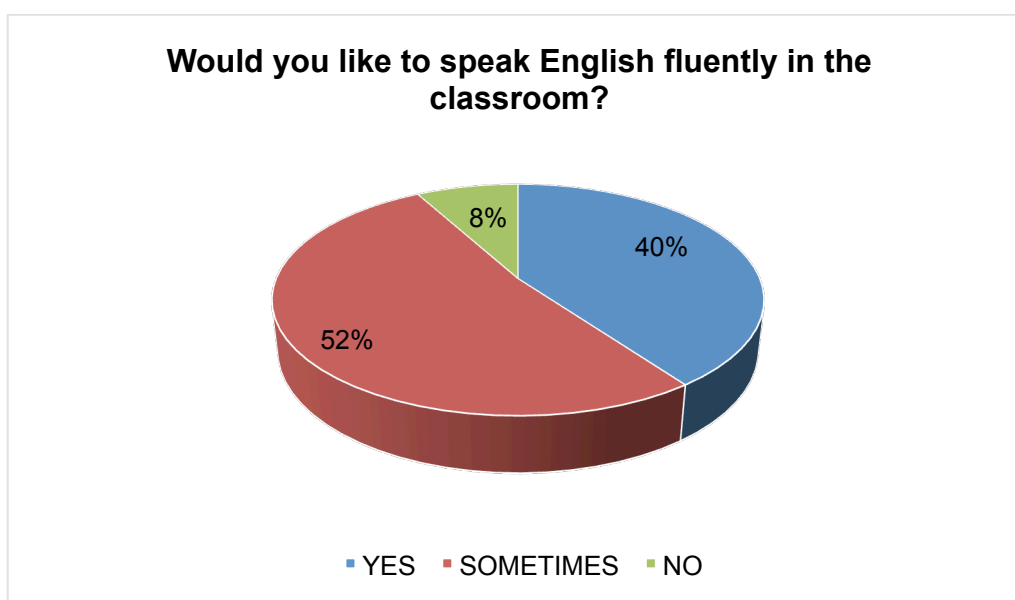


Figure 7. Survey to Students. Question 6. Results  
Elaborated by: Researchers

## Question N° 7

Table 15. Do you like to participate in the English classes?

Alternatives	Frequency	Percentage
YES	6	22%
SOMETIMES	15	65%
NO	4	13%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>

Elaborated by: Researchers

These charts represent that the majority of the students like to participate in the English classes. It is significant that students have the enthusiasm to learn another language. This means that teacher must motivate students to produce and improve the language.

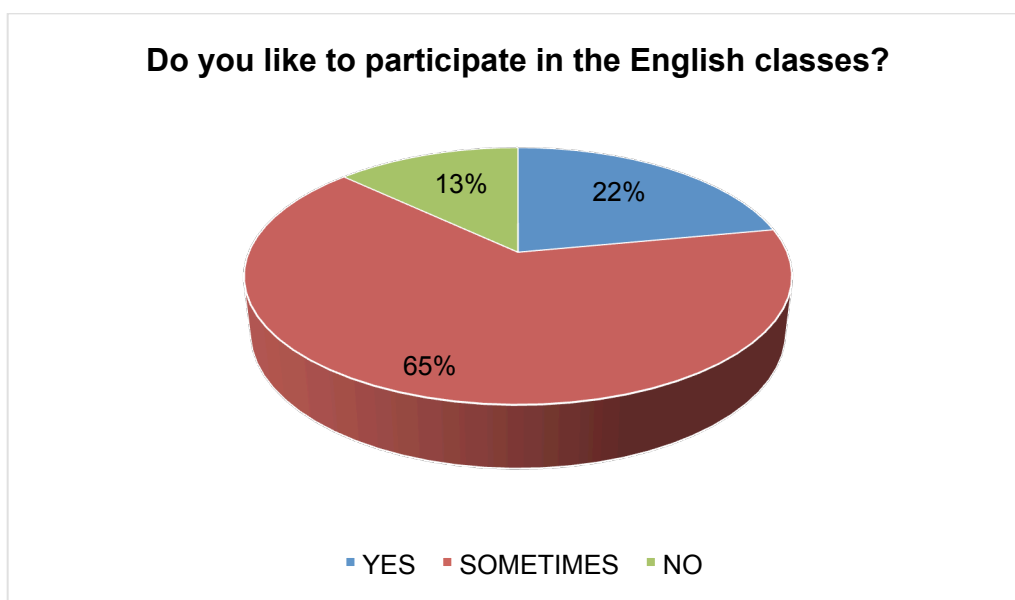


Figure 8. Survey to Students. Question 7. Results

Elaborated by: Researchers

## Question N° 8

Table 16. Would you like to use resources such as games, real materials, etc. in your English classes?

Alternatives	Frequency	Percentage
YES	16	70%
SOMETIMES	7	24%
NO	2	6%
TOTAL	25	100%

Elaborated by: Researchers

According to the eighth question, the students agree that teacher to use resources such as games, real materials, etc. They believe the implementation of new resources helps to improve the language. The use of resources supplies an excellent learning to pupils.

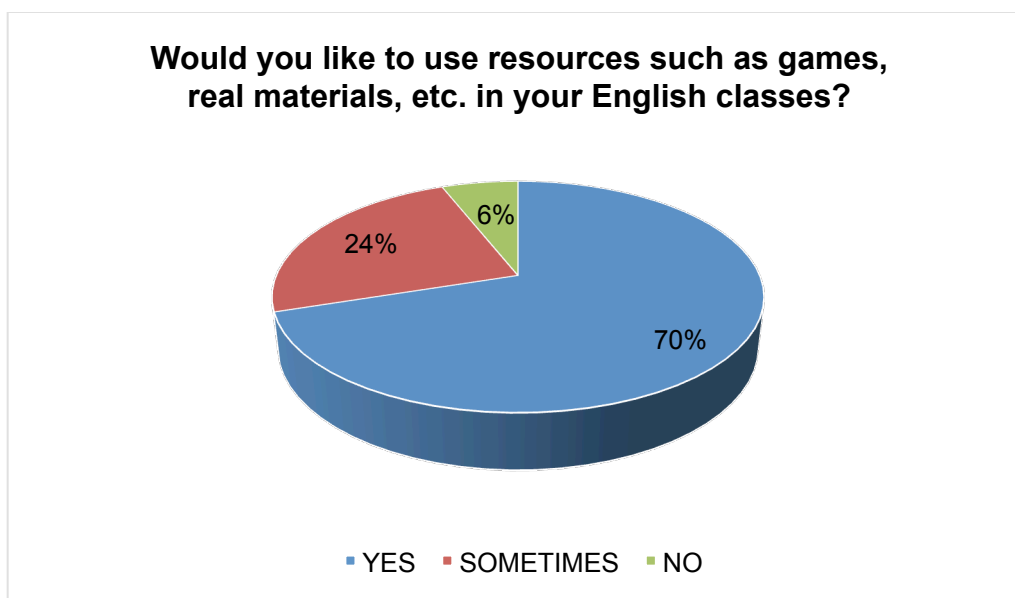


Figure 9. Survey to Students. Question 8. Results  
Elaborated by: Researchers

### Question N° 9

Table 17. Do you consider important that teachers use innovated activities to teach speaking such as songs, games, videos, and flashcards?

Alternatives	Frequency	Percentage
YES	8	37%
SOMETIMES	14	55%
NO	3	8%
TOTAL	25	100%

Elaborated by: Researchers

These graphics show that the majority of the students agree that teachers use innovated activities to teach the English subject. They think that it brings security to the hours to learn. Resources as flashcards, games, etc. help to acquire new vocabulary and have interactive activities.

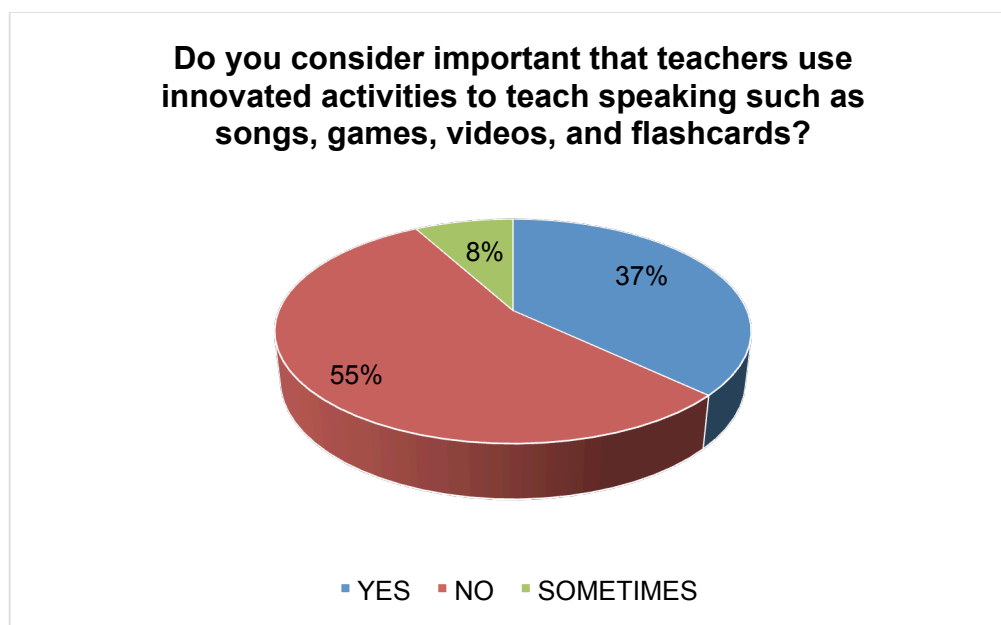


Figure 10. Survey to Students. Question 9. Results

Elaborated by: Researchers

## Question N° 10

Table 18. Do you think teachers must present the classes with fun activities before teaching the new topic or unit?

Alternatives	Frequency	Percentage
YES	6	24%
SOMETIMES	13	52%
NO	6	24%
TOTAL	25	100%

Elaborated by: Researchers

According to this last question, it was found the students prefer the topic is taught of manner interactive and motivating. The classes should be funny because it helps to students interact with other classmate and catch the new information.

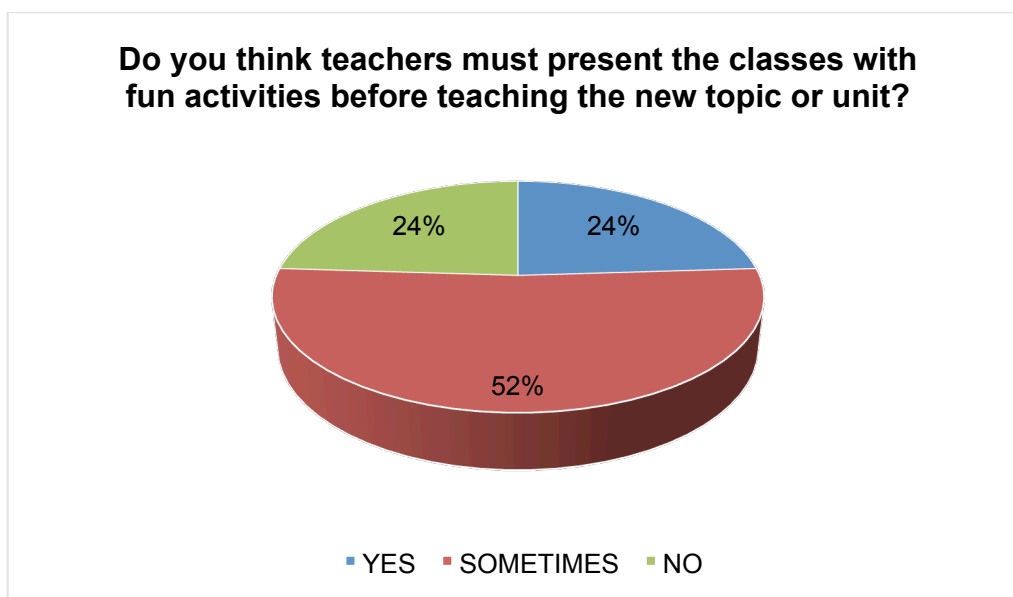


Figure 11. Survey to Students. Question 10. Results  
Elaborated by: Researchers

**SPEAKING TEST**  
**PRE – TEST & POST – TEST**

**Table 19. Speaking Test (Pre – Test and Post – Test)**

<b>Category</b>	<b>0.5</b>	<b>1</b>	<b>1.5</b>	<b>2</b>	<b>Points</b>
Comprehension (ability to understand questions and respond appropriately)	Does not understand questions	Sometimes understands questions and respond	Most of the time understands questions and respond	Always understands questions and respond	<b>2</b>
Interaction (ability to listen to and interact with a partner)	Does not interact with a partner	Sometimes interacts with a partner during the presentation	Most of the time interacts with a partner during the presentation	Always interacts with a partner during the presentation	<b>2</b>
Accuracy (grammar, syntax, and general structures)	Does not appear to have prepared for the presentation	Sometimes prepared and organized during the presentation	Most of the time prepared and organized during the presentation	Always prepared and organized during the presentation	<b>2</b>
Fluency (vocabulary, pronunciation, stress, rhythm)	Does not speak clearly Difficult for the audience to understand	Sometimes speaks clearly Sometimes easy for the audience to understand	Most of the time speaks clearly  Easy for the audience to understand	Speaks very clearly  Very easy for the audience to understand	<b>2</b>
Eye Contact (eye contact with audience)	Does not have eye contact with the audience	Sometimes has eye contact with the audience	Most of the time has eye contact with the audience	Always has eye contact with audience	<b>2</b>
Name:				Total: <b>10</b> / 10	
Comments and suggestions: .....					

<b>Quantitatively</b>	<b>Qualitatively</b>
9 – 10	Excellent
6 – 8	Good
4 – 5	Fair
1 – 3	Poor

Elaborated by: Researchers

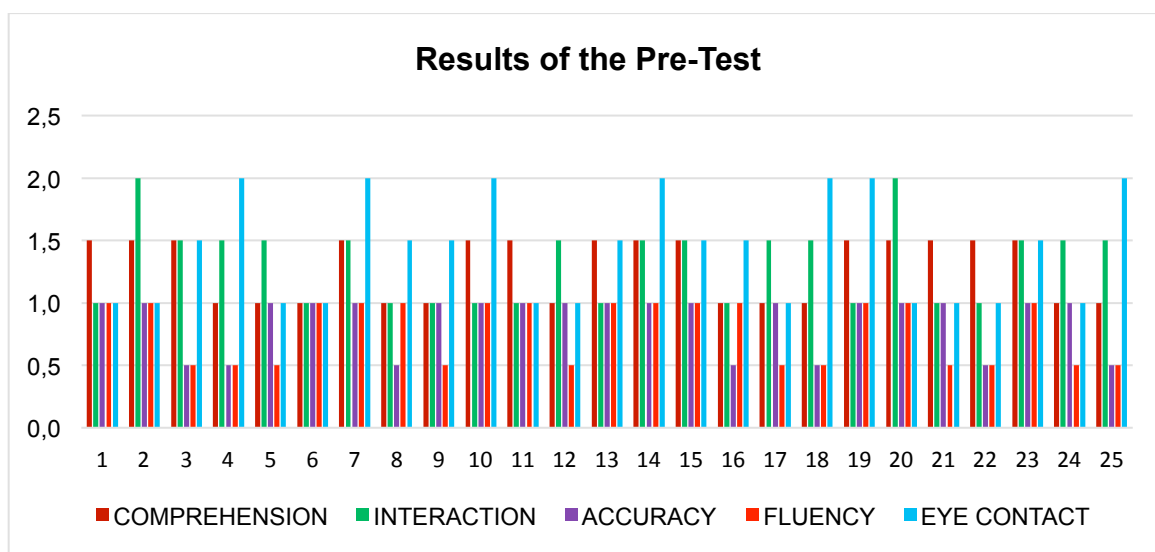
## Results and Analysis of the Pre – Test and Post – Test

**Table 20. Results and Analysis of Pre-Test**

Students	Comprehension 2	Interaction 2	Accuracy 2	Fluency 2	Eye Contact 2	Total
1	1,5	1,0	1,0	1,0	1,0	5,5
2	1,5	2,0	1,0	1,0	1,0	6,5
3	1,5	1,5	0,5	0,5	1,5	5,5
4	1,0	1,5	0,5	0,5	2,0	5,5
5	1,0	1,5	1,0	0,5	1,0	5,0
6	1,0	1,0	1,0	1,0	1,0	5,0
7	1,5	1,5	1,0	1,0	2,0	7,0
8	1,0	1,0	0,5	1,0	1,5	5,0
9	1,0	1,0	1,0	0,5	1,5	5,0
10	1,5	1,0	1,0	1,0	2,0	6,5
11	1,5	1,0	1,0	1,0	1,0	5,5
12	1,0	1,5	1,0	0,5	1,0	5,0
13	1,5	1,0	1,0	1,0	1,5	6,0
14	1,5	1,5	1,0	1,0	2,0	7,0
15	1,5	1,5	1,0	1,0	1,5	6,5
16	1,0	1,0	0,5	1,0	1,5	5,0
17	1,0	1,5	1,0	0,5	1,0	5,0
18	1,0	1,5	0,5	0,5	2,0	5,5
19	1,5	1,0	1,0	1,0	2,0	6,5
20	1,5	2,0	1,0	1,0	1,0	6,5
21	1,5	1,0	1,0	0,5	1,0	5,0
22	1,5	1,0	0,5	0,5	1,0	4,5
23	1,5	1,5	1,0	1,0	1,5	6,5
24	1,0	1,5	1,0	0,5	1,0	5,0
25	1,0	1,5	0,5	0,5	2,0	5,5

Elaborated by: Researchers

These graphs indicate that the majority of the students obtained low performance scholar on the pre-test. They do not understand the English language. Many learners do not interact with teachers and do not maintain a dialogue. For this reason, researchers think students do not receive motivation in the classroom.



**Figure 12. Speaking Test. Pre – Test. Results**

Elaborated by: Researchers

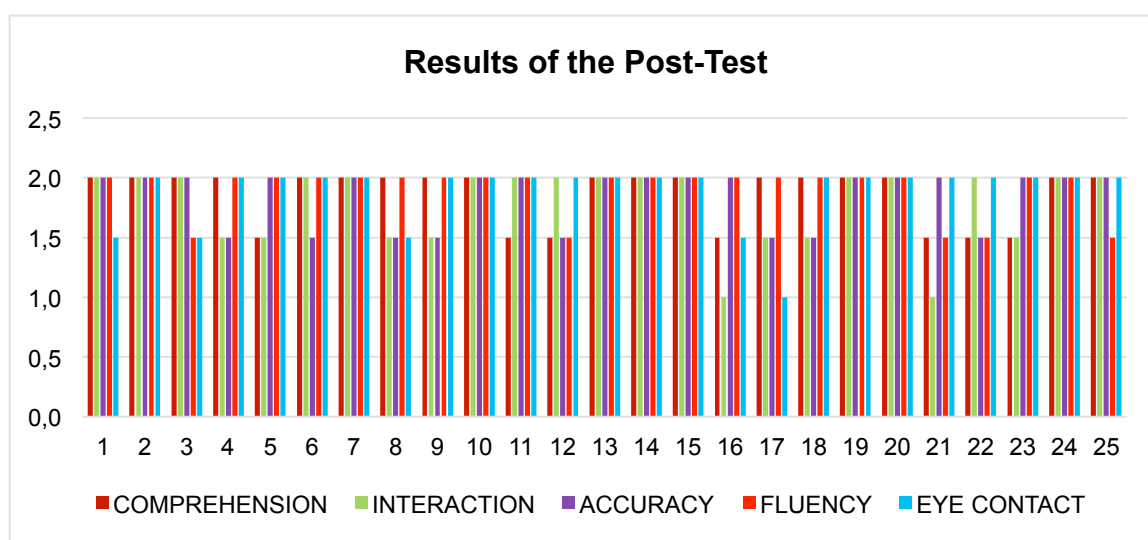


**Table 21. Results and Analysis of the Post – Test**

Students	Comprehension 2	Interaction 2	Accuracy 2	Fluency 2	Eye Contact 2	Total
1	2,0	2,0	2,0	2,0	1,5	9,5
2	2,0	2,0	2,0	2,0	2,0	10,0
3	2,0	2,0	2,0	1,5	1,5	9,0
4	2,0	1,5	1,5	2,0	2,0	9,0
5	1,5	1,5	2,0	2,0	2,0	9,0
6	2,0	2,0	1,5	2,0	2,0	9,5
7	2,0	2,0	2,0	2,0	2,0	10,0
8	2,0	1,5	1,5	2,0	1,5	8,5
9	2,0	1,5	1,5	2,0	2,0	9,0
10	2,0	2,0	2,0	2,0	2,0	10,0
11	1,5	2,0	2,0	2,0	2,0	9,5
12	1,5	2,0	1,5	1,5	2,0	8,5
13	2,0	2,0	2,0	2,0	2,0	10,0
14	2,0	2,0	2,0	2,0	2,0	10,0
15	2,0	2,0	2,0	2,0	2,0	10,0
16	1,5	1,0	2,0	2,0	1,5	8,0
17	2,0	1,5	1,5	2,0	1,0	8,0
18	2,0	1,5	1,5	2,0	2,0	9,0
19	2,0	2,0	2,0	2,0	2,0	10,0
20	2,0	2,0	2,0	2,0	2,0	10,0
21	1,5	1,0	2,0	1,5	2,0	8,0
22	1,5	2,0	1,5	1,5	2,0	8,5
23	1,5	1,5	2,0	2,0	2,0	9,0
24	2,0	2,0	2,0	2,0	2,0	10,0
25	2,0	2,0	2,0	1,5	2,0	9,5

Elaborated by: Researchers

These charts represent that many of the students obtained high performance scholar on the post-test. Due to CLT activities were implemented, students maintain a conversation with other people. According to the post-test, the results were successful and positive to students and teachers.



**Figure 13. Speaking Test. Post – Test. Results**

Elaborated by: Researchers

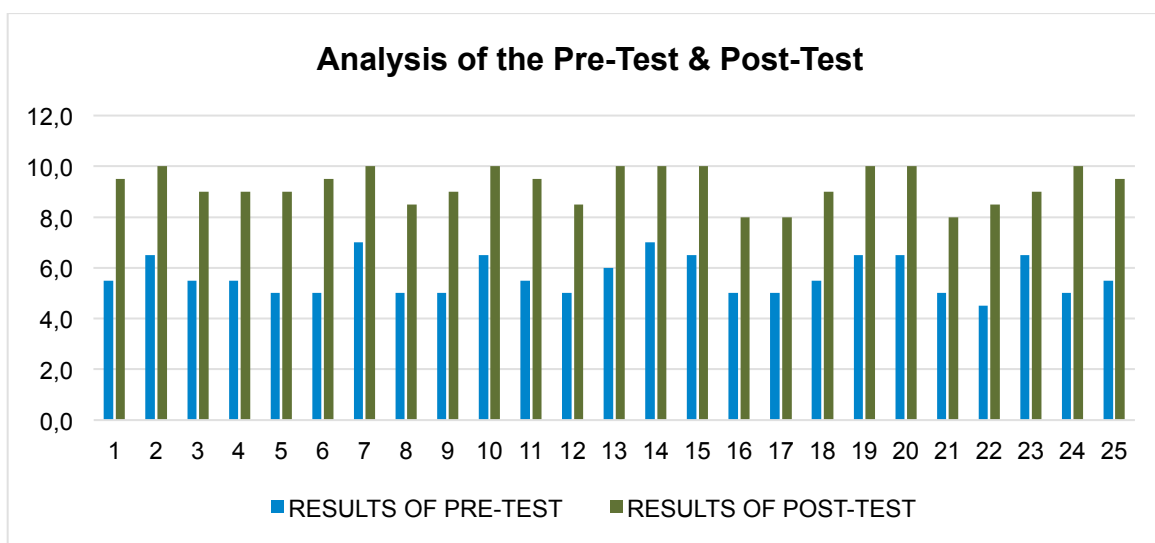
## Analysis of the Pre – Test and Post – Test

**Table 22. Results and Analysis of the Pre – Test and Post – Test**

Students	Pre – Test		Post – Test	
	Quantitatively	Qualitatively	Quantitatively	Qualitatively
1	5,5	Fair	9,5	Excellent
2	6,5	Good	10,0	Excellent
3	5,5	Fair	9,0	Excellent
4	5,5	Fair	9,0	Excellent
5	5,0	Fair	9,0	Excellent
6	5,0	Fair	9,5	Excellent
7	7,0	Good	10,0	Excellent
8	5,0	Fair	8,5	Good
9	5,0	Fair	9,0	Excellent
10	6,5	Good	10,0	Excellent
11	5,5	Fair	9,5	Excellent
12	5,0	Fair	8,5	Good
13	6,0	Good	10,0	Excellent
14	7,0	Good	10,0	Excellent
15	6,5	Good	10,0	Excellent
16	5,0	Fair	8,0	Good
17	5,0	Fair	8,0	Good
18	5,5	Fair	9,0	Excellent
19	6,5	Good	10,0	Excellent
20	6,5	Good	10,0	Excellent
21	5,0	Fair	8,0	Good
22	4,5	Fair	8,5	Good
23	6,5	Good	9,0	Excellent
24	5,0	Fair	10,0	Excellent
25	5,5	Fair	9,5	Excellent

Elaborated by: Researchers

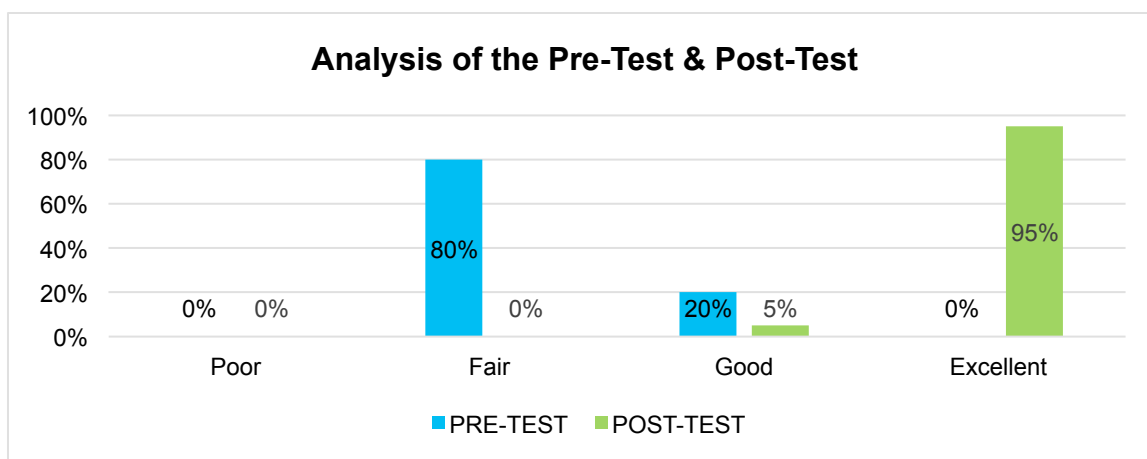
These graphics show that the results of the pre-test were unsatisfactory. For this reason, researchers implemented some activities. On the other hand, the results of the post-test were satisfactory. Researchers assumed that students do not receive resources necessary to develop the English language.



**Figure 14. Speaking Test. Pre – Test and Post – Test. Results and Analysis**

Elaborated by: Researchers

According to this graphic of analysis of the pre – test and post – test, students achieved to obtain high performance scholar. Researchers assume that the application of communication activities helped students the oral proficiency. The implementation of CLT activities motivated to students to improve the English language.



**Figure 15. Speaking Test. Pre – Test and Post – Test. Results and Analysis. Percentage**  
Elaborated by: Researchers

### 3.6. Preliminary Conclusions

According to the class observation, pre – test / post – test, and survey results, the results show that teacher does not motivate to students to participate in the activities. It is necessary to mention that teacher is not well prepared to introduce the class. The teachers provide the instructions and explanations are clear and specific, but sometimes they do not know to do it to get to students. For this reason, most of the percentage of the students do not practice the English subject.

The results show that, the researchers find out that teachers must help students to improve the language. Many of the pupils think that the classes are bored, so they lost interest in learning. So, it is necessary to solve the difficulties that students present in the production of the language. The students must receive motivation because they will want to participate in the classes. The classes presented must contain funny activities. For these reasons, investigators implemented a proposed project plan.

## **4. PROPOSED PROJECT PLAN**

### **4.1. Title**

The implementation of communicative language teaching activities using P.P.P. Model to improve the oral production in the students.

### **4.2. Justification**

This project was determined, through information such as conclusions and results obtained in the development of the research. Therefore, it is taken into consideration the difficulties that students present at the moment of speaking the English language.

According to researchers, students presented difficulties in the oral production in the English subject. So that, it was carried out the implementation of communicative activities to improve the oral proficiency of the students.

The implementation of communicative activities will bring a positive reward to students in the development of the English language. Researchers assumed this research is productive because students and teachers will benefit all the time during the educational process. Teachers can apply the methodology to help students to improve the oral production.

The students will achieve the oral production using activities. These resources enable the development of the communication through strategies and techniques.

According to the post-test, was demonstrated the achievement of students in speaking. Oral production was carried out using communicative activities. However, researchers believe that this approach can contribute more to the educative process. Therefore, students increase speaking and decrease difficulties.

### **4.3. Objectives (Broad and Specific)**

#### **Broad**

- The implementation of communicative language teaching activities using P.P.P. Model to improve the oral production of the students.

#### **Specific**

- To implement activities to apply for the increased development of speaking skills in students.
- To develop activities according to the knowledge of students.
- To enhance the communicative approach to apply to the students and reduce the low performance with activities and strategies in the classroom to promote fluency in English Speaking Skills

### **4.4. Content Framework of the Proposed Project Plan**

Now, this project is about the implementation of CLT activities with the introduction of PPP. This investigation carries out with clear, and accurate information. For this reason, students will be the beneficiaries of obtaining a result favorable and positive according to this application. It proves that the use of communicative activities permit that the students have more interaction in classes and acquire knowledge. In other words, students can acquire new things such as vocabularies, expressions, dynamics, and motivation. Knowing new things help students to develop in the scholar environment. It is necessary that the students are in a comfortable environment and so motivated, able to express and share opinions even thoughts. The application of communicative activities helps to students to acquire, develop, and produce oral production.

#### **4.5. The Proposed Project Plan**

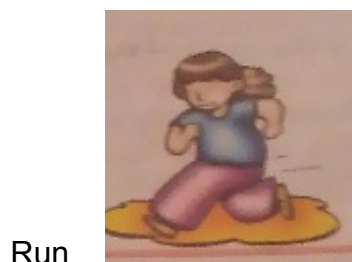
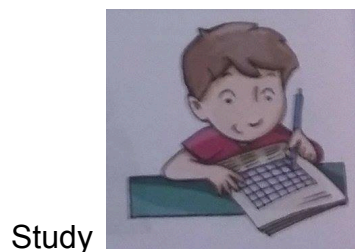
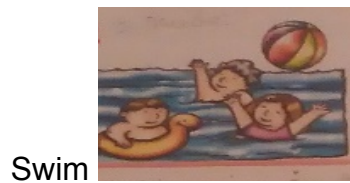
The proposal was designed for propose of students to use CLT activities to allow the developing of speaking skill. CLT reinforces the oral production to students, and they will obtain a high performance. The proposal was designed for the propose of students to use CLT activities to allow the developing of speaking skill. The CLT activities were implemented for students 6<sup>th</sup> and 7<sup>th</sup> grade at school “El Crisol” during the school year 2016 – 2017. CLT reinforces to students in the oral production, and they will obtain a high performance. These communicative activities include real materials, flashcards, role-playing, games, information gaps, etc. Therefore, in this section are shown some activities that are applied in practices to students during this research process. However, researchers selected 5 activities.

Name:	Course:	Date:
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### Activity No 1

#### My First Day of Class

Look at the pictures and create a paragraph about “My First Day of Class” and share with your partners. Speak clearly in front of the class.



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<b>Name:</b>	<b>Course:</b>	<b>Date:</b>
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## Activity No 2

### Talking About Your Country

Look at the pictures and create a short dialogue about “My Country” and share with your partners. Speak clearly in front of the class.

#### Groups of 3 participants

- ✓ Place of tourists
- ✓ Beaches, Regions, Galapagos Island.
- ✓ Cultures
- ✓ Clothing, food, religion
- ✓ Holidays
- ✓ Custom and Tradition



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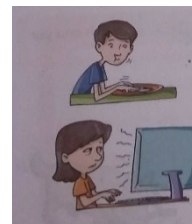


Name:	Course:	Date:
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### Activity No 3

### My Daily Routine

Make two short paragraphs about "My Daily Routine". (10 sentences)



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Name:	Course:	Date:
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### Activity No 4

### My Last Vacation

In your experiences. Write about “My Last Vacation”. (10 sentences)




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<b>Name:</b>	<b>Course:</b>	<b>Date:</b>
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### Activity No 5

### Going Shopping

In pairs, make a conversation about going to the supermarket and practice.  
**Example: using these pictures.**

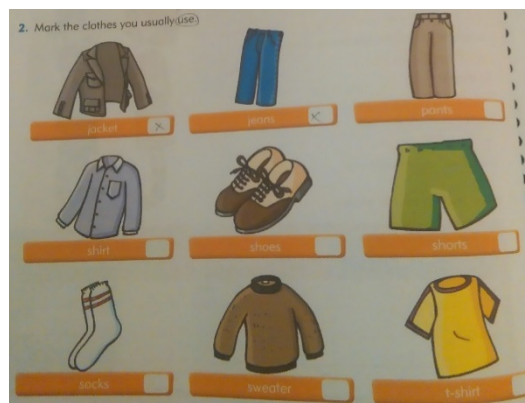
**Mrs Perez:** John, I'm going to the shops. Is there anything you want?

**John:** Yes, please! Can you pick up my magazine from the new agents?

**Mrs Perez:** Of course! Do you want to come with me?

**John:** No way, I'm going round to Mike's house, sorry.

**Mrs Perez:** O.K. I'll see you later



#### 4.6. Validation of the Proposed Project Plan



UNIVERSIDAD LAICA VICENTE ROCAFUERTE  
SCHOOL YEAR 2017

#### VALIDATION OF THE PROPOSED PROJECT PLAN

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES FOR THE  
DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN 6<sup>TH</sup> AND 7<sup>TH</sup> GRADE  
STUDENTS AT ESCUELA PARTICULAR "EL CRISOL"

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#### Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Introduction	X				
Objectives	X				
Sequence	X				
Relevance	X				
Presentation	X				
Depth of Study	X				
Language	X				
Comprehension	X				
Creativity	X				
Impact	X				

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
*Lida Leonor Kuffo Garcia*  
*Directora*





UNIVERSIDAD LAICA VICENTE ROCAFUERTE  
SCHOOL YEAR 2017

VALIDATION OF THE PROPOSED PROJECT PLAN

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES FOR THE  
DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN 6<sup>TH</sup> AND 7<sup>TH</sup> GRADE  
STUDENTS AT ESCUELA PARTICULAR "EL CRISOL"

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Address: *Sauces y Mz. 1841.*  
Phone number: *0992969501*

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Introduction	✓				
Objectives	✓				
Sequence	✓				
Relevance	✓				
Presentation	✓				
Depth of Study	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				
Impact	✓				

Comments:

\_\_\_\_\_

\_\_\_\_\_

*Verónica Merchán*





UNIVERSIDAD LAICA VICENTE ROCAFUERTE  
SCHOOL YEAR 2017

VALIDATION OF THE PROPOSED PROJECT PLAN

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES FOR THE  
DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN 6<sup>TH</sup> AND 7<sup>TH</sup> GRADE  
STUDENTS AT ESCUELA PARTICULAR "EL CRISOL"

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 Profession: *Licenciatura en Ciencias de la Educación*  
 Occupation: *Docente.*  
 Address: *Sauces IV*  
 Phone number: *0993479930.*

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Introduction	<i>x</i>				
Objectives	<i>x</i>				
Sequence	<i>x</i>				
Relevance	<i>x</i>				
Presentation	<i>x</i>				
Depth of Study	<i>x</i>				
Language	<i>x</i>				
Comprehension	<i>x</i>				
Creativity	<i>x</i>				
Impact	<i>x</i>				

Comments:

\_\_\_\_\_

\_\_\_\_\_



#### **4.7. Impact/Benefits of the Proposed Project Plan**

These communicative activities were increased for the English teachers of the school “El Crisol” apply to their students for their development communicative competence with the purpose of helping in the fluency.

The most appropriate and interesting in the implementation of the communicative activities is that the students get involved in the communicative environment. This CLT applies to achieve oral communication and create a positive impact on the students. Students will build their own thoughts, opinions, and ideas through activities to increase the level of English speaking.

The proposed project plan demonstrated a great positive impact on the students of the “El Criso” school. The students were motivated and happy to have achieved high score during the development of the CTL activities. They felt confidence and interest in speaking at the moment of the interaction with other students and the researchers. The teachers of this private school are grateful to the researchers for the excellent results shown in the students. The educators said that the students develop each of the activities with ease thanks to the skills that were applied to this research process since it guarantees an excellent learning.

This research will benefit the institution thanks to the implementation of communicative activities. This purpose is significative for the students since it guarantees an excellent learning.

## CONCLUSIONS

The objective of this project was to solve the difficulties that students present in the learning. The researchers observed that the teachers do not use the necessary materials in the classes to achieve teaching and learning in the students.

During the investigation process, researchers observed inconvenient presented in the classrooms. The English classes were taught in Spanish, so that it incites to students do not produce the language. For that reason, it is evident that teachers do not have a good level of English. In other words, researchers assumed that students demonstrated little interest or pleasure in doing English activities with the teacher because pupils and educators do not produce the English language.

For this, investigators noticed that the students presented difficulties in speaking and low level of the students were taken into account. So, the researchers looked for activities to help the students to improve the oral production. These difficulties were due to the teachers do not motivate their students to practice the language.

For this reason, the research proposes CLT activities with PPP Model in the teaching of the foreign language. It was necessary to implement some resources to facilitate the learning. CLT activities were proposed to improve the capacity to speak and motivate to use a second language in the classroom.

Nevertheless, in the last tests, it was shown that the students improved their oral production. Teachers and students are enthusiastic with researchers for the help provided. Students achieved to develop the English speaking using communicative activities. So, it was necessary to implement some resources to facilitate the learning. As a result of this investigation was evidenced that students obtained high academic performance and they achieved to develop the English language using communicative activities.



## **RECOMMENDATIONS**

This research can put into practice in other educational institutions. In the case, students present the same difficulties in oral production in other schools. This work plan helps to pupils improve the speaking and develop the other skills in the English language.

Thus, it is necessary that the teacher motivates the students. They have the desire to learn the language English in a pleasant environment. On the other hand, teachers must be in constant training for that they can help themselves and offer their students an excellent education.

For this reason, researchers recommend that teachers must observe the learning process. The teacher must monitor his students to see if they are learning with the applied methodology. If students have problems in learning is advisable to change the way of teaching using new strategies, resources, and materials to improve students' oral production in English.

As a final recommendation, all institutions and teachers can support the use of technology in English classes. Technological resources are motivational strategies in the classroom. In some occasions, the technology motivates to students to learn and practice the English language.

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# **ANNEXES**

## APPENDIX A

### Classroom Observation Checklist

<b>Institution: Escuela Particular "EL CRISOL"</b>		
<b>Grade: 6<sup>th</sup></b>	<b>Subject: English</b>	<b>Period/time: 40 min.</b>
<b>Topic: Hobbies and Interests</b>		
<b>Teacher: Prof.</b>		<b>Observer: Gladys Morales and Miriam Vélez</b>

6<sup>th</sup> Course

7<sup>th</sup> Course

NO = Neither of two courses

	6 <sup>th</sup>	7 <sup>th</sup>	NO
<b>1. Context/Goal Setting</b> <span style="float: right;"><b>1.5</b></span>			
Objectives are communicated clearly at the start of the lesson.			
The material was explained in an understandable way.			
The lesson is reviewed at the end.			
<b>2. Preparation/Instruction</b> <span style="float: right;"><b>1.5</b></span>			
Teacher dominates the subject content covered in the lesson.			
The teacher was well-prepared and organized			
Knowledge is relevant and interesting for learners.			
<b>3. Methods/Techniques/Implementation</b> <span style="float: right;"><b>2.5</b></span>			
The ideas and experiences of the students are shared.			
Instructions and explanations are clear and specific.			
Instructional aids or resource materials were used effectively.			
The teacher involves all the students, listens to them and responds appropriately.			
Instructional materials used to capture the interest of the students.			
<b>4. Classroom Environment</b> <span style="float: right;"><b>2</b></span>			
Students are praised regularly for their effort and achievement.			
Prompt action is taken to address bad behavior.			
All students are treated fairly.			
The teacher moved around the class, provides feedback, shows enthusiasm, encourages participation, interacts, and made eye contact with students.			
<b>5. Student Assessment</b> <span style="float: right;"><b>2.5</b></span>			
Clarity, tone, and audibility of voice.			
Understanding of learners is assessed throughout the lesson by the use of questions.			
Pronunciation, intonation, fluency, as well as appropriate and acceptable use of language.			
Oral performance of learners is assessed in terms of accuracy and fluency.			

Elaborated by: Researchers

**APPENDIX B**  
**SURVEY TO STUDENTS**

Write a cross (X) in the box that you consider the most appropriate.

QUESTIONS	YES	Sometimes	NO
Do you like to study English?			
Do you like your English class?			
Would you like to speak English fluently in the classroom?			
Do you like to participate in the English classes?			
Would you like to use resources such as games, real materials, etc. in your English classes?			
Do you consider important that teachers use innovated activities to teach speaking such as songs, games, videos, and flashcards?			
Do you think teachers must present the classes with fun activities before teaching the new topic or unit?			
Do you practice English at home?			
Do you think English is difficult?			
Do you think to study English is important for you?			

Elaborated by: Researchers

## APPENDIX C

### PRE/POST-TEST – TEST FORMAT

**The purpose of this test is to measure student's speaking skill and identify the main difficulties he/she presents.**

**Hello, good morning...**

- How are you, today?
- What is your name?
  
- How old are you?
- What is your favorite color?
  
- Do you have any brothers and sisters? How many?
- Do you have many friends?                      Who is your best friend?
  
- Do you have any pets?    Is it a dog or a cat? What is its name?
- What is your favorite toy?
  
- What is your favorite food?
- Do you like to study English?
  
- What do you want to be when you grow up?

**PRE/POST-TEST – TEST FORMAT**  
**SPEAKING TEST RUBRIC**

<b>Category</b>	<b>0.5</b>	<b>1</b>	<b>1.5</b>	<b>2</b>	<b>Points</b>
Comprehension (ability to understand questions and respond appropriately)	Does not understand questions	Sometimes understands questions and respond	Most of the time understands questions and respond	Always understands questions and respond	
Interaction (ability to listen to and interact with a partner)	Does not interact with a partner	Sometimes interacts with a partner during the presentation	Most of the time interacts with a partner during the presentation	Always interacts with a partner during the presentation	
Accuracy (grammar, syntax, and general structures)	Does not appear to have prepared for the presentation	Sometimes prepared and organized during the presentation	Most of the time prepared and organized during the presentation	Always prepared and organized during the presentation	
Fluency (vocabulary, pronunciation, stress, rhythm)	Does not speak clearly Difficult for the audience to understand	Sometimes speaks clearly Sometimes easy for the audience to understand	Most of the time speaks clearly Easy for the audience to understand	Speaks very clearly Very easy for the audience to understand	
Eye Contact (eye contact with audience)	Does not have eye contact with the audience	Sometimes has eye contact with the audience	Most of the time has eye contact with the audience	Always has eye contact with audience	
Name:				Total:	/ 10
Comments and suggestions: .....					

<b>Quantitatively</b>	<b>Qualitatively</b>
9 – 10	Excellent
6 – 8	Good
4 – 5	Fair
1 – 3	Poor

Elaborated by: Researchers

## VALIDATION OF THE PROPOSED PROJECT PLAN

**COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN 6<sup>TH</sup> AND 7<sup>TH</sup> GRADE STUDENTS AT ESCUELA PARTICULAR "EL CRISOL"**

### SUPERVISOR INFORMATION

**Name:**

**Profession:**

**Occupation:**

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**Phone number:**

**Rating Scale**

<b>Alternatives</b>	<b>Very significant</b>	<b>Significant</b>	<b>Somehow significant</b>	<b>Not that significant</b>	<b>Not significant</b>
Introduction					
Objectives					
Sequence					
Relevance					
Presentation					
Depth of Study					
Language					
Comprehension					
Creativity					
Impact					

**Comments:**

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Figure 17. Presentation of the Project

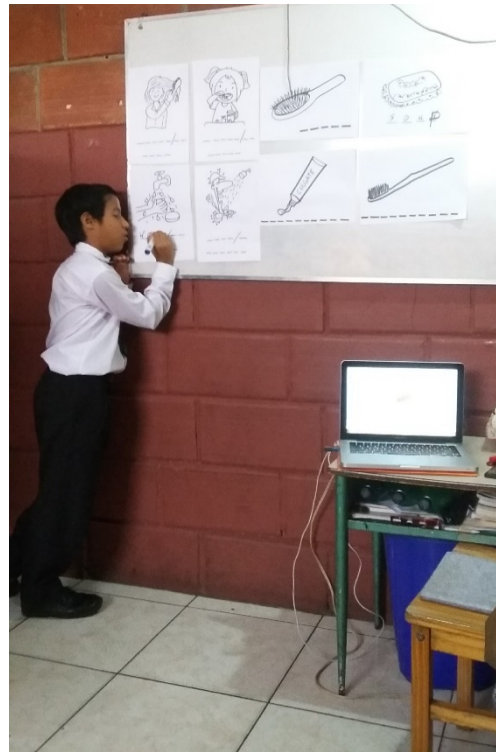


Figure 16. Developing activities. Game



Figure 18. Developing activities. Role-play



Figure 19. Application of the Post-test



## Urkund Analysis Result

Analysed Document: GLADYS MORALES-MIRIAM VELEZ TESIS.docx (D36426740)  
Submitted: 3/12/2018 11:56:00 PM  
Submitted By: fvalenciac@ulvr.edu.ec  
Significance: 6 %

### Sources included in the report:

<https://www.eajournals.org/wp-content/uploads/Communicative-Activities-Issues-On-Pre-During-and-Post-Challenges-In-South-Koreas-English-Education1.pdf>  
<http://euacademic.org/UploadArticle/3271.pdf>  
<http://repositorio.ulvr.edu.ec/bitstream/44000/1241/1/T-ULVR-0408.pdf>  
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[https://www.researchgate.net/profile/Jack\\_Richards4/publication/242720833\\_Communicative\\_Language\\_Teaching\\_Today/links/5580c02808aea3d7096e4ddb.pdf](https://www.researchgate.net/profile/Jack_Richards4/publication/242720833_Communicative_Language_Teaching_Today/links/5580c02808aea3d7096e4ddb.pdf)  
[https://www.researchgate.net/profile/Simhachalam\\_Thamarana/publication/284347432\\_An\\_Overview\\_of\\_Communicative\\_Language\\_Teaching/links/5793a96e08ae33e89f891892.pdf](https://www.researchgate.net/profile/Simhachalam_Thamarana/publication/284347432_An_Overview_of_Communicative_Language_Teaching/links/5793a96e08ae33e89f891892.pdf)

### Instances where selected sources appear:

19



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Tutor

**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

**FICHA DE REGISTRO DE TESIS**

TÍTULO Y SUBTÍTULO:

COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN 6TH AND 7TH GRADE STUDENTS AT ESCUELA PARTICULAR "EL CRISOL"

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HUMANIDADES

PALABRAS CLAVE:

Speaking, oral proficiency, communication

RESUMEN:

The oral production of English in students is the main problem for educators. Due to many of them present difficulties to express any idea. Researchers found a solution for decreasing the possible factors that interfere in the development of speaking skills in students. The goal of this research project was to determine if the CLT activities are able to help deficiency on the development of English speaking. In this investigation, it was applied a field research. It consisted on detecting what the main problem or difficulty that students present in communication. To validate this research project some methods were adopted regarding the

collection of data; an observation sheet was applied to teachers, a survey was conducted to students, a pre-test was used to evaluate the English speaking. The following step was the implementation of “CLT” Communication Language Teaching Activities through the “PPP” (Presentation – Practice – Production) model as a possible solution to improve the oral proficiency of pupils.

Finally, in this investigation, a post-test was applied to participants and the result was positive for increasing the performance of the student. In this test, it was demonstrated that communicative activities help students to improve the oral production. Therefore, CLT activities provide a significant teaching and learning in the development of English speaking skills.

No. DE REGISTRO (en base de datos):

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