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**APPLICATION OF COMMUNICATIVE APPROACH TECHNIQUES TO
DEVELOP SPEAKING SKILLS IN STUDENTS OF HIGH SCHOOL
DURING THE SCHOOL YEAR 2018-2019**

TUTOR

MSC. MÉLIDA ROCÍO CAMPOVERDE MÉNDEZ

AUTHOR:

WILMER ADOLFO CHUYA CHUYA

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AUTOR/ES:

WILMER ADOLFO CHUYA CHUYA

REVISORES O TUTORES

MSc. MÉLIDA ROCÍO CAMPOVERDE

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RESUMEN:

The communicative approach is a strategy that has a direct impact on the learning of a new language since it seeks, through linguistic activities developed in real situations, to increase the ability to speak and listen in a communicative process during any position of dialogue in the field Social. The educational establishments that offer bilingual education usually focus on teaching the language only in the memorization of vocabularies and basic rules of grammar which does not provide an opportunity for those involved to learn and improve the indispensable bases to develop the four basic dimensions (speaking, writing, understanding and listening) in the learning of a non-maternal language. The following study was carried out at Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama" in the city of Guayaquil, with tenth grade students. A total of 65 students. The theoretical and practical development of this quantitative research has the purpose of verifying the incidence of the communicative approach strategy

in the oral skills of the English language, which was positively verified. It was based on class observations, pre and posttest and teacher interview in charge. It was deduced that to develop diverse linguistic activities in a real context, affects the phonetic abilities of the language in question, therefore, it is recommended that the teachers annul repetition and memorization and encourage communicative interaction inside and outside the classroom through the use of didactic guidance as to make students speak and improve their academic performance.

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CONTACTO CON AUTORES/ES: WILMER ADOLFO CHUYA CHUYA		Teléfono: Wilmer Adolfo Chuya (0982781830)	E-mail: Wilmer Adolfo Chuya (wily-7301@hotmail.com)
CONTACTO EN LA INSTITUCIÓN:		MSc. Georgina Hinojosa Dazza, DECANA Teléfono: 2596500 EXT. 221 DECANATO E-mail: ghinojozad@ulvr.edu.ec MTEFL Janeth Leticia Mora Zapater Teléfono: 2596500 EXT. 292 Correo electrónico: jmoraz@ulvr.edu.ec	

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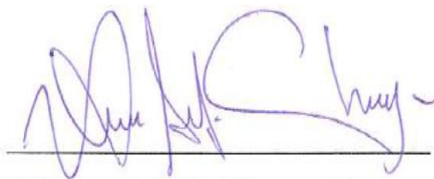
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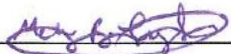
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Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: APPLICATION OF COMMUNICATIVE APPROACH TECHNIQUES TO DEVELOP SPEAKING SKILLS IN STUDENTS OF HIGH SCHOOL DURING THE SCHOOL YEAR 2018-2019, presentado por el estudiante **WILMER ADOLFO CHUYA CHUYA**, como requisito previo a la aprobación de la investigación para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación



Msc. Mélida Rocío Campoverde Méndez

C.I. 0922846662

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DEDICATION

This research project is dedicated to my family, who has showed me that I can reach my dreams if I fight for them, and my friends who have supported me those days throughout the process. I will always appreciate all they have done for me.

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ABSTRACT

The communicative approach is a strategy that has a direct impact on the learning of a new language since it seeks, through linguistic activities developed in real situations, to increase the ability to speak and listen in a communicative process during any position of dialogue in the field Social. The educational establishments that offer bilingual education usually focus on teaching the language only in the memorization of vocabularies and basic rules of grammar which does not provide an opportunity for those involved to learn and improve the indispensable bases to develop the four basic dimensions (speaking, writing, understanding and listening) in the learning of a non-maternal language. The following study was carried out at Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama" in the city of Guayaquil, with tenth grade students. A total of 65 students. The theoretical and practical development of this quantitative research has the purpose of verifying the incidence of the communicative approach strategy in the oral skills of the English language, which was positively verified. It was based on class observations, pre and posttest and teacher interview in charge. It was deduced that to develop diverse linguistic activities in a real context, affects the phonetic abilities of the language in question, therefore, it is recommended that the teachers annul repetition and memorization and encourage communicative interaction inside and outside the classroom through the use of didactic guidance as to make students speak and improve their academic performance.

Keywords: Communicative approach, teaching methodology, oral skills, didactic guidance.

INTRODUCTION

In these last decades, it has emerged in the educational environment school the figure of the teacher tutor, an educator who stays close to the students in their daily teaching-learning processes, intervening also in other areas that are not indifferent in the life of the person, such as affective containment in certain cases, the detection of problems in the relational dimension of the members of the group, pointing out possible directions in a process of vocational guidance, without neglecting the indispensable testimony in order to form values.

This educational project has the title “application of communicative approach techniques to develop speaking skills in students of high school during the school year 2018-2019”

The objective of this research is to provide some innovative teaching techniques to encourage students to speak in the classroom and increase their English level and academic performance by communicative approach teaching techniques. Bibliographical, statistical and field studies have been applied in order to design a didactic guide addressed to students and teachers.

Study English is important to put it into practice at the time of communication, through oral expression. This helps the development of students so that they achieve an excellent level of oral expression. Do it in workshops or groups of students is a great way. The teaching of the language requires requirement a lot of practice, through this the students achieved the learning of the language, the vocabulary strategic and to develop of the oral expression. This is with the lessons learned put it into practice in a dynamic way, objective and easy to make students lose their fear to speak the language through communicative approach techniques.

CHAPTER I That presents the problem, in which the background of the investigation is detailed, the problem is presented; conflict situation, in which problems arise; know the causes and consequences of family stimulation at the level of reading comprehension, delimitation of the problem, formulation of the problem, objectives, justification, and importance.

CHAPTER II: A theoretical framework is used that strengthens the methodology as the didactic one for the knowledge and to reinforce the different theories and paradigms, we will base the investigation within the theoretical knowledge, and relevant terms.

CHAPTER III Methodology, methodological design, scientific method and observation, measurement method, method of experimentation, theoretical methods, statistical methods, types of research, investigation Ex post facto on old facts, types of qualitative research, population and sample, analytic method and synthetic, descriptive method, method inferential Stratum, interviewing students, Likert scale, operationalization of Variables, analysis of the results, table of frequencies, graphics, comments, conclusions and recommendations.

CHAPTER IV. Proposal for a design of a didactic guide with an inverted classroom approach, feasibility of its application, description, validation of its objectives, research results and finally the bibliographic references that corroborate the study; also has the annexes that complement the investigation.

CHAPTER I

1.1. Theme

Application of communicative approach techniques to develop speaking skills in students of high school during the school year 2018-2019

1.2. Background of the problem

Nowadays English instruction has been a part of one of the most important disciplines in the national educational system. In many countries, children are encouraged to learn English as a second language. A great majority of schools have the subject of English among their curricular spaces. This language is still usually taught from the first year of classes to ease students' learning and integrate it through the social environment from an early age.

People currently live in a globalized world, where technology and access to information have spread and now it reaches in almost everyone. Globalization is not only about the economic or political aspects, but also about the socio-cultural aspects. So, nowadays it is easier to interact with people around the world and learn from different cultures. English is the most spoken language in the world and its learning has helped many people to have a better way of communication with foreigners and in their professional field.

Despite the huge advances in science and technology and the importance of using this language as to communicate, its role has changed as to be the leading role, and in most of the time, it is imposing to an accessible role which has the purpose of guiding and improving the teaching process learning the English language, using it for countless strategies aimed at developing the communicative part in students.

Behaviorist methods are applied to diffuse the knowledge as to learn the English language and develop speaking skills in students such as repetition drills and memorization, creating a monotonous teaching and learning process and students' disinterest in order to acquire it.

English Language can be difficult to speak and when speaking English, teachers must consider some motivational strategies to make students speak and focus not only the pronunciation of the individual words, but also the connection between the words in the sentence.

Communicative approach technique is based on the use of language in a contextualized way, focused on the communicative function where it is adapted to the student's context in real situations as to interpret, analyze and discriminate through communicative activities. The communicative approach techniques have the objective of promoting the English language learning through the main students' active participation as a leading role, not for acting as a mere recipient of the knowledge but also actively participating in their teaching and learning process such as giving opinions, performing collaborative learning and practicing English constantly.

These techniques enhance students to strengthen speaking skills and linguistic aspects. On the other hand, teachers must be updated according to the new era as to adequate active and fun methods as to foster communicative skill performance. To facilitate the learning in the classrooms it is necessary to create an environment that is rich in stimuli and social interactions that develop the oral skill production.

Despite having described the role both the teacher and the student plays in the process of teaching-learning the English language, these two components must carry out a total and correct harmony, they must always work in total respect and with a high degree of responsibility. With only the correct combination of these two main elements will give significant achievement results in the development of the English communicative competence.

Learning the English language requires teachers fully trained in the English teaching methodology in order to develop a correct process of teaching language and are able to recognize the different types of students, their ways of learning, their problems in learning, etc. This present research seeks to apply some didactic strategies to improve oral production by using

communicative approach techniques in tenth-grade students at Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama".

1.3. Statement of the problem.

How does the application of communicative approach techniques influence in the development of speaking skills in tenth grade students?

1.4. Systematization of the Problem

How do teachers apply innovative teaching English method to foster speaking skills?

What are the communicative approach techniques to apply to promote the development of students speaking skills in English?

Did the students' English language level improve in relation to the previous period through the application of communicative approach techniques?

1.5. Broad Objective

To evaluate the influence of communicative approach techniques in the development of speaking skills in high school students at Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama" through field study and theoretical foundations.

1.6. Specific objectives

To establish the most relevant aspect in this research as to promote the English Language acquisition for communicative purpose through didactic strategies with fun speaking activities

To diagnose the process of teaching and learning process to develop communicative skills through research tools, pretest and posttest activities, and statistical analysis.

To determine the effective use of communicative approach techniques and their influence in student academic performance to enhance speaking skills through scientific literature review, statistics, surveys and interviews applied in teachers, and authorities

1.7. Significance or justification of the study

It is necessary to apply new Communicative Approach Techniques in order to promote interaction among students in another language, this will facilitate the learning of a foreign language, specifically in the development of oral production in English, as well as creating a top of mind in the target market obtaining a greater participation in the market.

It takes the same guidelines established in the National Plan for Good Living 2017-2021 in its objective No. 1 which indicates "Guarantee a dignified life with equal opportunities for all people" and its policy 1.2 which establishes "Generate capacities and promote opportunities in conditions of equity, for all people throughout the life cycle ", because the State must facilitate the updating of educators in new teaching practices and methodologies to educate Ecuadorian students, equipping them with This way of new knowledge to take advantage of the job opportunities that come their way.

This research project is based on the research guidelines held at Laica Vicente Rocafuerte University of Guayaquil which establishes the management of knowledge and institutions. New strategies and techniques for communicative approaches will be proposed to develop oral production in English language acquisition.

Different activities will be carried out to develop communication skills in students beginning with the use of real-life situations which encourage them to use the foreign language. These techniques will create a situation in which students are likely to be in real life, with activities of phrases and words that facilitate their practice of correct pronunciation, the association of words

with objects will avoid translation into the mother tongue, which will make The student begins to think in English.

This work is feasible since the teacher will act as coordinator and guide in class, that action must be optimized through the use of oral communication exercises in a foreign language that promotes interaction among students. The teacher will teach the grammar, reading or vocabulary that he wants to transmit and then he will practice it, not only in writing, but he will also pose a challenge that will give the student the opportunity to apply what he learned through different activities, such as dialogues, discussions, debates, surveys, all this will lead to a real communication and effective adaptation of what has been learned to experiences that occur on a daily basis.

From the academic point of view, it is desired to apply all the knowledge acquired throughout the career, executing them in the problematic that is possessed in the teaching of a new language, as well as the social impacts that this could cause, most capable young people, with greater skill in the English language, better grades and parents more proud of their children.

1.8. Scope and delimitations of the study

The study focuses on developing English speaking skills through the application of communicative approach techniques in tenth grade students between the ages of 13 and 15 years. A total of 65 students. The fieldwork will be carried out during the first study. It will be held in the city of Guayaquil, at the Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama" located at Av. Base Naval del Norte. Pedro Menéndez Gilbert Avenue, Guayaquil 090513.

1.9. Ideas to defend

If techniques of communicative approach are applied to the tenth-grade students of the Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama" then they will significantly improve their speaking skills for the English language.

1.10. Line of research

The line of this research is Teacher performance and professionalization and the sub line is centered in Communicative skills in teachers and students.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Literature review

Reviewing the repository from Laica Vicente Rocafuerte University there are sorts of academic information related to strategies as to foster communicative skills. However, there is not any information who supports the theory about communicative approach and the influence in the development of speaking skills. Some research projects have been taken in order to find different kinds of theoretical foundation which will be able to strengthen this present thesis.

Ortega Reyes, J. C., & Villanueva Barahona, D. D (2015) have done a thesis titled “Motivational techniques to increase 6th-grade students’ oral proficiency at la Moderna School during the school year 2015-2016.” Their research was focused on the implementation of a set of motivational class activities to reinforce speaking skills. This project has been useful for its analysis based on field research and observation guidance. Its results detected the probably causes of students’ low oral proficiency and how did they support with their proposal.

On the other hand, Narvez Regalado, C. M., & Buestan Pita, K. C (2018), were really interesting in students’ speaking development and they state in their thesis published as *The importance of applying natural approach to improve the oral proficiency on 7th grade students at la tia Rosa school during the school year 2017-2018*, How students expand their cognitive learning by speaking practice; that means, the way how they express their feelings, thoughts, and ideas by using English which is not their mother language.

In their proposal, their authors propose the use of ludic activities as a didactic strategy to develop students’ oral production in students, so it allowed students to elaborate and improve language learning gradually with utter understanding and significance and teachers to apply their methodology appropriately in order to encourage students to speak in class and practice it constantly.

There is another thesis found in the ULVR repository titled “*Communicative activities to enhance oral performance in 8th c grade students at Unidad Educativa Cardenal Bernardino Echeverría Ruiz period 2013-2014*”, by the authors Montoya Panchana, E. K., & Rodríguez Triviño, L. C (2015). The authors explain the use of different teaching resources and methodological approaches in other to enhance students communicative skills by providing a booklet with sorts of activities.

The results obtained in this analysis were very important to develop this present research project; observation guidance, questionnaires and surveys were applied in other to find the school community’s needs and their interest or desires to increase students academic performance and the way of teaching in educators. Its theoretical foundation was based on different communicative activites; however, it does not mention deeply about the impact of communicative approach which is other feasible techniques useful to increase the students’ levels of English and speaking skill development.

Richards, (2014), in his book titled as “Communicative language teaching today”, suggests some methods to foster speaking skill by using communicative drills and how important is to add communicative methods in their teacher’s syllabus which must comprise activities that focus on the correct pronunciation, spelling convention and grammatical forms. He also mentions some traditional method which could be applicable in the teaching process, however, he also warns teacher to redefine the way of teaching grammar, teacher and student’s role and the use of teaching material as to develop a better English teaching class.

The authors (Dewi, Kultsum, & Armadi, 2017), published a book titled “Using Communicative Games in Improving Students' Speaking Skills.” Where they mention the use of practical and effective English teaching techniques to foster oral communication. His strong foundation has been a great impact on teaching grammar by using English as a second language and it helps students develop their knowledge and skills.

2.2. Theoretical foundation

2.1. Communicative approach

The communicative method is a language teaching technique that emphasizes interaction and communicative competence as the main bases for studying a language. With this method, students work in pairs or groups using the language to solve certain tasks. The communicative method usually consists of two parts involved in an interaction where the first one expresses an intention and the other reacts. Communicative approach is used by many professionals who interpret and implement it in the classroom in different ways. McDonough, S (2017) distinguishes between a "strong" and a "weak" version of the communicative method and he states:

The "strong" version holds that a language is acquired through communication, while the "weak" version (converted into standard practice nowadays) emphasizes the importance of using the language to learn within a broader program. In other words, while the "weak" version means "learning to use the language," the "strong" version implies "using the language to learn it (P.317)

The theory behind this approach is that "activities that involve communication favor learning." Therefore, those activities that favor language learning are selected in a meaningful way. This led to the creation of communicative agendas, which consist of combinations of structural and functional contents such as typical situations in which the language is used (eg travel, business) topics to talk about (p. Education, purchases), the functions that the language fulfills (eg describe something, ask for information), vocabulary and grammar.

The type of communicative activities is very broad, as long as they involve communication, exchange of information and interaction on the part of the student. Some examples are: fill in gaps, dialogues, interviews, debates or exchanges. propose three types of communicative materials; these are Texts, chores, and real material (Richards, J. C, 2017, p. 117)

Texts. Most current textbooks consist of a syllabus with structural and functional content that is carried out through units that contain a) real texts or adapted with comprehension questions b) communicative activities for work in pairs or groups c) grammatical explanations with exercises (eg fill in gaps).

Chores. These can be games, role plays, chips, and in general material that favors communication. They usually come in the form of an activity pack, exercise books, or simply appear as an appendix at the end of the textbook.

Real material. Which may consist of magazines, newspapers, and other visual elements on which communication activities such as maps, images, symbols, graphics, etc. may be constructed.

The communicative method in its strictest version is very attractive because of the implication that learning by speaking means "not learning grammar." However, since a language consists of grammar, trying to learn it without grammar is like trying to learn mathematics without numbers. whenever you learn a language you are learning grammar, either deductively or inductively. Rojas, H., Shah, D. V., & Friedland, L. A, (2011), affirms "learning grammar in an inductive way (eg through context) does not mean not learning it. In fact, the more inductive the learning, the more you need to use to your analytical thinking" (p.283). In other words, the fewer students understand the more they have to try to find out what it means.

For this reason, communication is "the key" to learning a language. As Swan (1985), cited by David, M. K. (2017), pointed out, "grammar has not become easier since the communicative revolution" (P. 78). There is a difference between learning and practicing a language. Throwing balls over a net does not mean you're learning to play tennis. For this reason, it is important to combine communication with other types of activities of a more explicit nature in order to achieve step-wise learning.

2.1.1 An overview of communicative language approach

The communicative approach emerged in the 70s as a consequence of a change in the perspective of teaching second languages. The structuralist model was abandoned to focus on the idea that language is not only an object of knowledge but above all an instrument of communication knowing a language does not mean knowing the rules that manage the communicative process, but being able to use any resource or strategy which is useful to facilitate and construct the act of communication.

In this way, grammatical knowledge takes a second place and, on the contrary, the ability to use language is the main element of this new methodological approach. The emphasis is placed not only on the grammatical correctness but also on the adequacy of the statements to the situation and the communicative context because knowing how to speak a language is knowing what to say and how to say it in each context or situation.

Hall, G. (2017), in his article published as “Exploring English language teaching: Language in action” supports his theory about the consequences of teaching with traditional methodology and states that:

English language classes left doing ambiguous teaching process, such as repeating sentences and grammatical structures through exercises after receiving the explanation of corresponding rules. They began to set communicative spaces in which the important thing is not based on how much to say it, but how to communicate (p.85).

It does not mean to avoid the grammatical norms; the priority is not to write or say correct sentences, but know how to communicate, it does not matter if someone makes grammar mistakes. In this way, error is an inevitable stage which every student has to pass in order to learn how to communicate correctly.

Communicative situations have a meaning and student feels the need to use the language in order to achieve something. In this way, it is sought the communicative situations which they

work are close to the reality of the students and their needs. It is about teaching to communicate based on the needs raised by the students.

The communicative acts that occur in the classroom must be through a functional learning; that is, all activities that take place during the English language teaching process must start from a meaningful and constructive learning and integrating this verbal and linguistic learning in their socio-cultural learning environment (Foote, J. A., Trofimovich, P., Collins, L., & Urzúa, F. S, 2016, p. 185). In this way, it is possible to improve intercultural competence while working on the language. That is to say, the linguistic or grammatical competencies are not enough to express and understand a language if the user does not possess at the same time a pragmatic competence. Therefore, the language system or code acquisition will be as important as the use of that system in a given situation so that this use is appropriate to the communication situation.

2.1.2 Defining communicative competence

Communicative competence includes the set of knowledge and skills that allow the individual to produce and understand messages in a contextually appropriate manner. It implies the use of the language as a communicative tool in order to use in any oral or written situation. Normally, in real situations at least two of the four skills are given simultaneously, and sometimes all of them. In a class situation, for example, students listen to what the teacher or the other students say, they interpose by speaking, reading some text, and then start writing about the content of the text.

Several skills are also given in many situations in the real life at the same time (conversations, the writing of a text from reading or listening to people, etc.). Hence the importance of integrating the work of the four skills which has been often carried out in the teaching English of a second language separately. The communicative competence must be developed globally, integrating the four linguistic skills in real communication of interaction and situations.

According to the linguist Dell Hymes, in reaction to what was stated by Noam Chomsky, the knowledge of the linguistic system does not guarantee the success of a communicative act, but to be competent in this field, the student adds other resources, capacities and abilities in their strictly linguistic. Without them, communication would not succeed.

Michael Canale broke down communicative competence into four areas of knowledge and skill:

2.1.3. Grammatical competence

It is focused on the knowledge and skills required to understand and express properly the expressions' literal meaning: lexical, phonological, syntactic, and semantic skills. It is one of the fundamental challenges that English teachers find in their daily practice. In teaching and learning process of the communicative competence of English as a foreign language includes several subcompetences, Within them, grammatical or linguistic subcompetence receives a special highlight.

For a long time, the role of grammatical competence is fundamental for the development of communicative competence in a foreign language, it consists on the grammar that represents description and explanation of the elements and its functions (Matsuda, A., & Matsuda, P. K, 2017, p. 155). In the meantime, the issue becomes more complicated when students have grammar strategies they have already learned in his mother tongue and what he does is transferring many of these strategies learned in the mother tongue (L1) to the foreign language (L2).

Grammatical competence (also called linguistic competence) is the ability of a person to produce grammatical statements in a language, that is, statements that respect the rules of the grammar of that language at all levels (vocabulary, word and sentence formation, pronunciation and semantics). It is defined as the implicit knowledge that a speaker has about his own language, which allows him not only to encode messages that respect the rules of grammar but also to understand them and make judgments about their grammaticality.

2.1.4. Sociolinguistic competence

It takes into account the contextual factors in order to seek the suitability of a given meaning to its representation in a specific context. That is, it looks forward to finding the appropriate style for each environment and communicative context based on some factors such as registration, attitude, and particularly the interlocutor since the sociolinguistic adaptation projects in itself the relationship established between the interlocutors.

Sociolinguistics offers a framework for understanding the relationship between language, culture and society (Savignon, S. J, 2018, p. 5). Its basic premise is that language is not a uniform structure but heterogeneous which is characterized by sorts of use within a speech community. From a sociolinguistic perspective, the individual is not considered an ideal speaker-listener but a specific user of a language that has specific characteristics: sex, age, social class, roles, values, beliefs, etc, and belongs to a specific social and cultural group.

Social life develops from the communicative interactions between speakers of a language. In the interactions, the communicative competence of the speakers is tested; that is, their ability to behave appropriately and effectively in different contexts. The social context is one of the most influential factors in the process of English language acquisition. Hence the importance of considering language in its social context by incorporating the sociolinguistic component of communication in the learning process. Sociolinguistic competence includes the knowledge and skills necessary for the use of the language in different social contexts. In these contexts, the following variables are given:

- Linguistic markers of social relationships: greetings, forms of treatment, interjections.
- Courtesy rules: express interest, admiration, gratitude, regret, discourtesy (antipathy, complaining, impatience, etc.).
- Expressions of popular wisdom: sayings, idioms, stereotyped phrases, etc.
- Registration: solemn, formal, neutral, informal, family, intimate.
- Dialect and accent: varieties according to age, gender, social class, region, ethnic group, profession.

2.1.5. Discursive competence

It allows to give cohesion in the form and coherence in the meaning so that the texts are intelligible; that is, on the one hand, structural text union through, for example, links or discourse markers; and on the other, a logical relationship between phrases so that they have contents association.

Discursive competence is the ability to interact linguistically in the framework of an act of communication, capturing or producing texts with meaning, they are perceived as a whole coherent and adequate to the situation and theme. This implies that those texts:

- Respond to a given topic and develop one or more functions.
- With internal and logical semantic coherence: Continuity, unity and thematic coherence, Organization and structure.
- They must take into account the situational communication:
- Interlocutors: social position and relative situation, place, function, intention, tone, and gender.
- With external cohesion: anaphora and deixis, Connectors and indexes, time and appearance and Punctuation.

According to Erath, K., Prediger, S., Quasthoff, U., & Heller, V. (2018),

There is a large number of definitions of "discourse", one of it emphasizes the communicational and functional importance of the use of language, Discourse is considered as a social use of language by speakers in specific situations. Speech is also understood as the verbal interaction that users of the foreign language use to transmit their knowledge, ideas or beliefs (p.362).

Although speakers use the language as a tool to interact, it is necessary to select the lexical, phonic, graphics and morphosyntactic elements that are appropriate to produce statements in a specific situation (Ponomarenko, L. N., Zlobina, I. S., Galitskih, E. O., & Rublyova, O. S, 2017, p. 99). It is through discursive competence which consist on the ability of a speaker-listener in order to join formal knowledge of the language with content and adapt to a specific situation. Besides, discursive competence includes "(...) the ability to join ideas in both oral and written text, which means the recognition of the language which is above the level of a sentence, that is, the textual level" (Rebrina, L. N., Petrova, A. A., Shamne, N. L., Ladonina, E. Y., & Milovanova, M. V, 2015, p. 164).

In summary, the production of a discourse deserves speaker-listener has developed and is able to use various skills, such as the ability to join an oral or written text, that is, it must have a discursive competence.

2.1.6. Strategic competence: It allows, through verbal and non-verbal resources, to make up for communication failures -both of comprehension and expression- caused by deficiencies produced in any of the above skills. Many researchers mention the need to teach learning strategies to foreign language students. For example, Kubota, R (2015), states that the explicit teaching of strategies, supported by an individual reflection on how we learn enhances the learning of foreign languages (p. 134).

Sweeney, A. L. (2017), insists on the importance of specifying, during strategic training, when and where the learned strategies should be used to help students develop their metacognitive skills. In fact, there are studies that affirm "students who use strategies consciously and are able to explain why they use them, are more efficient" (Canale, M, 2014, p. 64). In this way, an effective strategic training should help develop the strategic competence in students, but it should also encourage their metacognitive competence, that is, their ability to consciously control and direct their own learning.

2.1.7. Methodological principles for teaching English based on communicative approach

These are some of the methodological principles that should rule over the English language teaching process based on the communicative approach:

The texts and language samples that are going to be used must be authentic or, at least, adapted from a real text. The communication situations will be located in the school environment or close to it and they should be interesting to the student. Errors are part of the process and only through the students' interventions and their mistakes the lessons will be redirected. The procedural contents are greatly important since they will be the most useful when acquiring the necessary school habits.

The learning process progression: the communication situations that may arise and the texts used must be increasingly complex, so that the grammar used that appears in them is not artificial or limited, but it also allows to deepen linguistic learning. The most important thing is the process and not the result, especially at the beginning, since this will undoubtedly be satisfactory if the teaching-learning situations' planning has been made coherently, taking into account the activities' logical sequence that might enhance the students' capacities.

Prior knowledge will be intentionally activated to provide security and anchor the learning in a meaningful way. Interaction has to be present through groups or couple-work, as well as in the interventions between student-teacher-texts, student-teacher, and evaluation. Control over the professor's speech must be applied, this will have the function of modeling the programmed linguistic learning.

The different audiovisual resources (images, recordings, videos, diagrams, graphics ...), gestures, as well as the activities that work out well for achieving the total physical response (TPR) are essential when teaching a second language. The intercultural component and other values, such as coeducation, will be included in the different learning sequences as nuclear

elements or conductive threads. The four skills will be developed in an integrated way and dealing with real communication situations.

2.1.8. Communicative approach for teaching English as a foreign language

The didactic approach and the methodological orientation which is proposed to be carried out in the English as a Foreign Language class should be based on Communicative Method. This method has been used in English teaching methodology due to the optimal results obtained in the student's evolution in learning the English language acquisition. With the communicative approach, students tackle all kinds of ordinary and everyday communicative situations, including their processes such as: the distribution of information, the negotiation of meaning and the patterns of interaction.

These varied communicative situations reflect the students' needs in terms, involving in a balanced way both the functional skills and the communicative competencies as well as the linguistic skills and the grammatical contents. The main objective of this methodological orientation is to stimulate the use of communicative language based on activities that include real communication.

This didactic method includes linguistic structures, communicative functions, grammatical aspects and tasks that promote both functional and linguistic skills. The student is the center and objective of the communicative approach who gives and receives information. The role of the teacher also adopts a new approach to be:

A director or mentor who establishes the ideal conditions for learning, an organizer who plans the classroom management and elaborates activities. A guide who organizes the classwork and helps students solve problems, the main source of information for providing the necessary information as to carry out the activities, an evaluator as to analyzes the academic process of the

students and reflects on the own action and a researcher to seek information about the students' needs and analyzes the dynamic of teaching and learning process.

Finally, it indicates the most important features that characterize an English class as a foreign language from this communicative approach:

- It has clear and tangible objectives.
- It implies a high motivation in the students.
- It favors the freedom to express what the students want to say.
- Facilitate the chain reaction of responses.
- Arouses curiosity and interest among students.
- It attaches fundamental importance to the needs and interest of the students.
- Derive the didactic material used in class of authentic and real resources.
- Encourages students in problem-solving activities in which they must negotiate meanings. Incorporates tasks related to students' real-life communication needs, taking into account the communication skills that should be promoted. These are linguistic competence, sociolinguistic competence, discursive competence and strategic competence.
- Allows students to rehearse real-life tasks in class.
- Requires students and the teacher adopt certain roles, and that they use the language in certain places or arrangements inside and outside the classroom.
- Encourages students to reflect on the learning process.
- Integrates the four skills: reading comprehension, listening comprehension, written expression, and oral expression.
- Involves students in the creative use of the language

The communicative approach has as its main objective to develop communicative competence, so it takes into account linguistic and extralinguistic dimensions (gestures, bodily attitudes, and cultural distances) of the language. The attention moves from the shape of the language to the use and it becomes a tool that intervenes in everyday life. It is a necessity to act and solve

problems. Language ceases to be an object in itself and is conceived as an instrument of interaction.

2.1.9. Communicative approach techniques in the classroom

The communicative approach was implemented into the school for the first time during the decade of the 90s. It consists on a horizontal teaching method of progressive oral-written interaction and that easily gets adapted to the students' needs. This method is also known as communicative language teaching (CLT), with this methodology it is intended to train the student for real communication. For this purpose, texts, recordings and authentic materials are used and in-context-activities are carried out with the aim of trying to faithfully imitate the reality outside the classroom.

The classroom is a communicative space where language is the curriculum's key element, and which with the appropriate resources, delimited spaces and favorable discursive and didactic practices, tends to greatly favor learning through communication in action. This communicative approach allows the language development due to it favors all the other skills development as well as the subject's needs and rights self-affirmation; besides this, it also regulates, guides, and monitors the process in each class. When applying this approach, there is a space/time relationship between facts, actions and scenes; furthermore, a projection is fostered in order to identify feelings, needs and risks, and there is a simulation that will allow the students to propose hypotheses and predict events.

There is a large amount of activities that may be applied to the CLT or Communicative Approach, and they may be classified according to the different skills; some of them are as follows:

2.1.10. Activities for oral expression

2.1.10.1. Memory exercises

Learning verses, riddles, and dialogues: A simple way to apply this technique is to allow the student to select short dialogues that draw their attention and gradually increase their complexity.

2.1.10.2. Fostering peer Interaction

It is essential for language acquisition, as it allows cognitive and social development. There are some learning aspects that flow best during peer interactions, rather than interactions with adults, especially with teachers. Children acquire language and vocabulary during interactions with others; through them, they learn how to argue, negotiate, persuade, and solve conflicts.

2.1.10.3. Telling a story or transmitting messages

Talking about a problem, saying stories and jokes: It is not a very known or common activity inside the classroom and, however, it is very interesting because it offers great advantages to the students. It stimulates concentration, imagination, language structures, and other abilities.

2.1.10.4. Doing simulations or theaters setting

It is a situation representation trying to do it as closest to reality as possible, it gives the students an understanding about how to act in each situation. It allows them to use the vocabulary learnt, as well as it stimulates peer work.

2.1.11. Teaching vocabulary non-verbal activities

1. Visual supports: photographs, posters, drawings, slides, graphics, diagrams, word or image charts.
2. Real objects: It can be any classroom object that teachers or students bring to class. They may be identified through the senses: appearance, sound, smell, taste, and touch.

3. Mimics, gestures: These resources are very appropriate to explain actions, functions, physical or psychic states, and general characteristics.
4. Onomatopoeia and sounds: They are represented with sounds imitation, such as knocking on the door, sounding the alarm clock, laughing, whispering, etc.
5. When applying this approach, it is important to keep in mind some useful techniques such as establishing definitions and descriptions. In this case, using expressions like "it serves for ...", "it is for ..." etc. is indispensable to be able to use this technique.
6. Paraphrasing: It leads to the text or statement expansion by quoting. For example, in the sentence "She has yellow hair", we are clarifying the word "blond".
7. Explaining through verbal environment. The meaning of any unknown word can be clarified from the verbal environment in which it is inserted; this is in other words, by inference. For example: "It is blonde".
8. Explaining through the context. The situational environment or context, place and moment, in which the interlocutors communicate to each other, offer in certain circumstances enough information for the unknown lexical unit understanding.

2.2. Definition of Speaking

Speaking is the realization of a language, that is, the individual act which a person makes use of a language to be able to communicate, elaborate a message according to the rules and grammatical conventions that shares with a given linguistic community. Speaking is a mean of communication between human beings and the society. In this sense, it involves the individual materialization of a person's thoughts and, therefore, the specific manner in which each individual uses the language to express their feeling, complaints, desires, etc. Speaking is composed fundamentally of the following elements: articulation, which is the realization of the sounds of the tongue; the voice, which is the use of our vocal cords and our breathing to produce sounds, and the fluidity, which is the rhythm with which we speak.

One expert has a different definition of speaking from another. Mali, Y. (2015), states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to

interact with listeners (p. 35). The activities are unplanned and their continuity is based on situations. Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Kuśnierek, A. (2015), defines speaking as the development of the relationship between speaker and listener.

Another definition comes from McLean, C., Prinsloo, M., Rowsell, J., & Bulfin, S. (2017) who say that speaking is about “making people understand speaker’s feeling and ideas by doing an act of communication using language” (p.324). At the time people produce utterances, they deliver their meanings, feelings, ideas, and desires. They point out the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as ‘well’, ‘oh’, and ‘uhuh’ make spoken language feel less conceptually dense than other types of language such as expository prose.

Learning to express orally in a correct and sufficiently intelligible way is a basic part of the study of language. However, there are many students who find serious difficulties when they speak English in public. On the other hand, other logical difficulties are added when we try to express in a language that is not ours. Some factor presented when speaking English are the insecurity to dominate the vocabulary, the pronunciation or the English grammar and syntax; these causes self-confidence diminishes and increases fear to make the ridiculous. It is evident that working regularly in these areas will provide students with resources to express themselves correctly so they can progress with time and improve their oral expression.

At this point, it is important to note that speaking English well requires listening to other people speaking in that language which will allow students to learn the pronunciation and intonation of the language. For this reason, it is very interesting to be able to count on native people, who can be teachers, friends or acquaintances that allow them a direct contact with the language in its most natural form. At the same time, it is advisable to access media where English is spoken as to listen to different English variations.

2.2.1. Speaking Problems and Difficulties Encountered in English Language Students

Students of a second language must not only learn grammar or vocabulary, but their main objective should be communicative. Oral skill must be worked in class, also in secondary school, as in any other educational stage. It is the teachers' responsibility to promote a learning environment to encourage students to acquire this important foreign language. The real fact is that there are still many teachers who understand and develop their classes as a unidirectional process in which the educator is the one who must communicate and the rest receive the message and, thus, it will be difficult to encourage and improve oral expression.

To make students speak, they must feel comfortable, confident and motivated. Learning a foreign language is not something teachers get from one day to the next, even in a short period of time. It is something teachers should transmit to their students, so that they will not be discouraged if the results do not arrive as soon as they expected. It is important to ask if a teacher should be motivated in order to encourage their students to learn this important language. When it comes to learn another language, motivation seems difficult to achieve, but it does not mean that it is not possible.

To speak is to dare to produce sounds aloud and, seen thus, it does not seem to imply many complications, but the reality is that they do exist. In some cases, it is said that oral expression causes, among many other difficulties, anxiety but, in addition, it demands speed, spontaneity and a direct exhibition, issues that do not facilitate that anxiety is minimized or disappears. Oral expression is also closely related to affectivity, that is, the feeling of shame that so often appears when speaking a language in which the individual does not feel safe. If a student believes that he does not have the necessary knowledge to speak, or feels embarrassed when it comes to pronouncing sounds that are alien to him, the aforementioned anxiety will easily appear and, in addition, oral expression in English will be compromised.

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Some students are afraid to make mistakes because the teacher does not create a comfortable climate in their classrooms. It is important to mention that every teacher must assess each step and development that the student makes and take into account all the mistakes they make without letting them feel any panic or fear to expose it; in this way, the student will not have the freedom to express himself fluently.

Trying to remember the appropriate vocabulary for each situation is also another concern of many students when daring to speak a foreign language, and in this case, the teacher must not only offer real situations for students so that they can acquire new vocabulary but also facilitate activities so vocabulary is retained, since it is considered that up to 80% of the initial learning is lost within 24 hours, if it is not reviewed.

The fear for speaking in public is another obstacle faced by many students when it comes to make themselves get understood in a foreign language and this aspect should be treated with affection and support, offering the students some security and valuing the effort that they carry out each time they face an oral communication activity.

A considerable amount of students also show insecurity due to their English pronunciation and intonation, which is highly related to foreign sounding and intimately connected to the concept students have about themselves, that is, how pupils feel when they are speaking English. This situation can lead to both positive and negative feelings and the latter are the ones that make oral production difficult. Curiously many teachers share these fears, too. So we must be able to

empathize and increase students' confidence, letting them know that the most important thing is to communicate.

Professor Pawlak, M. (2018), said in an interview that the language enters through the ears. And, based on these words, he affirms that teachers should begin to focus and build the new model of learning foreign languages, based on communication, with oral and non-written basis. In the same way, other professors affirm that language is being taught poorly by not putting the oral to the written.

The low-age children's advantage is that fear or the feeling of ridiculousness is lower than when it occurs during more advanced stages of primary or secondary school and that is an aspect to consider and with which teachers should work to facilitate oral expression and communication in English. It should be taken into account that, up to eleven years old, students can hardly be required to learn metacognitively, that is, being aware of how they learn. Thus, it can be spoken about of implicit rather than explicit learning, which evolves over the years.

On the other hand, the fact they are not able, in a fully developed way, to learn metacognitively has its advantages and they should be exploited. The child will not limit his learning to understand a grammar rule and that is an opportunity that teachers cannot pass up. Classes can be fundamentally communicative and based, to a large extent, on games and fun activities. This is a stage during which the child has some difficulties concentrating for a long period of time, so the teacher must be able to organize different short activities that may work out to the students' different intelligences and styles.

Teachers should offer students as many opportunities to get involved with English as possible and let them be the protagonists of their learning, allowing them to make mistakes, make corrections over what they have said wrong and try again. The main objective of learning a language is to communicate and that is what should be done, let them communicate.

2.2.2. Speaking teaching activities to foster verbal linguistic skills

In agreement with the whole prior information, some examples of the many existing ones are offered below, of activities to speak English in the tenth grade classroom of basic education, both with the teacher and between classmates:

Role-playing, for different levels and with the possibility of personalizing the papers, attending to the diversity. These kind of exercises that create and expand on youngsters' confidence are essential in helping kids realize their ability in the language. It pretends story making through sensational play and practice in adapting to genuine circumstances will bolster youngsters' development and advances in the language acquisition.

Singing songs and reading stories or poems are ideal exercises to be carried out in the classroom. A good way to help students talk is to establish routines, like for example learning phrases and vocabulary for daily use in the classroom. Reading and providing new vocabulary are the best ways to help with students with the language acquisition and literacy development. Telling stories or singing songs are also great activities for this purpose. This kind of activities is sometimes more engaging for them than reading. Students may like to make up their own stories and this might promote learning new words and develop language skills from all the information they have shared and the feedback received from the teachers and peers.

Show and tell, in this activity student talks about a specific topic, makes an oral statement related, or not, to any of the topics that are being discussed at that time in class. For this, expressions are provided to begin the exhibition, to develop it correctly and expressions to end it properly. Words that all students will repeat when they have to do an oral presentation.

Traditional Board games adapted to the language. Speaking a language, communicating through it, must be the ultimate goal of learning. Nelson Mandela indicated that if you speak to a man in a language that he understands, that comes to his head; if you talk to him in his language, it reaches his heart. Learning a language draws new paths for our students, opens minds and breaks

down borders, besides it promotes empathy, knowledge and understanding of other cultures and other points of view, aspects that are fundamental today.

2.2.3. Speaking Functions

2.2.3.1. The context function:

This is the simplest type of interaction in psychological terms since the individuals only respond to what happens. For example, they see the curtain in the window, hear when someone says their names, smell the perfume used by another person walking close to them, and observe a crop without knowing what it is, among many other daily activities.

As it can be considered, the individual responds to the stimulus object (SO) but this interaction does not modify the SO in any way. If nothing extraordinary happens, a person will always be able to see their music equipment in the same place, with the same color, size, and shape. The SO has relatively invariant temporal and spatial properties. It may be that the person sees the object with a different shape or size when sitting, seeing it on its side or if the person approaches it may look bigger.

2.2.3.2. The conative function

The conative function refers to a language usage function by which the sender expects to have a response from the receivers, either as a response to the received message or as a message consequence. Through this language conative function, the person who issues the message intends to send or interrogate the receiver by using words in imperative or interrogative mode, expecting to obtain an answer. The language conative function is widely used in advertising and in politicians' campaigns; this is due to that the intention for using it that the recipient does something, or stops doing it; its aim is to influence the recipient's behavior by inviting or encouraging to take some action or give a certain response.

A conative function's characteristic applied to assertive language is the phrases modification in which the person changes from a passive attitude to face the situation in an active way. The conative function is also used in what it is called dynamic group to encourage a job or process improvement, changing or complementing obligation sentences (We must finish the job today), with the challenge or competition phrases (You have to finish today, ; We can make it!)

2.2.3.3. The emotive function

The emotive or expressive function is characterized by subjectivity; by the message which aims is to excite. The emotional function is one of the six functions of the language, as mentioned as follows: Referential, Poetic, Factual, Appellative or Conative; and, Metalinguistic Function.

When a text is written or a speech is issued, it is common to implicitly find the language function fulfilled. There are 5 types of functions: metalinguistic, aesthetic, relational, conative and emotive, each one of them focuses on a communication element, such as the sender, the receiver, the message, the channel, etc. In the case of the expressive or emotional function, it is linked to the issuer as it is defined as that function that states issuer's emotions, dilemmas, interests, and moods, externalizing the desired information.

Examples of emotional function sentences

Congratulations!

You have successfully passed the exam.

I doubt I've seen such a handsome man in my life.

What happiness I have felt to see you at the concert!

I love you more than anyone.

What an annoying, irritating and tiresome kid!

Thank you very much for helping me make the purchase.

Bravo!

Oh, what a surprise!

2.2.3.4. The phatic function:

The contact is created through touch. It refers to the channel used, and it is identified when the communication focuses on establishing, closing or verifying the contact quality in between the interlocutors. It consists on starting, interrupting, continuing, or ending the conversation.

For example:

Hello!

Hi! Can you hear me?

Goodbye!

As I was saying to you...

It stands out in rituals that are typical when greeting and farewell. Also, it is found in appellative statements like "I cannot listen to you, speak louder please" or in devoid thematic -meaning interjections, but it is effective enough as to imply that the channel remains open: "yes, yes, of course, OK ..."

In the newspapers headlines, a triple function is evident: referential (a fact information), poetic (it is visually striking, highlighted with large and colorful letters) and factual (it draws the potential reader's attention and establishes contact).

2.2.3.4. The metalinguistic function: English language and gestures

The metalinguistic function refers to the language use with the aim of speaking about one's own language, that is, when it is intended to communicate something about the code itself in which the interlocutors are communicating (or to communicate about another code, as when speaking in Spanish about the use of words in English). It involves using the language as a reference for communication. Common uses of the language metalinguistic function occur when giving a word meaning in a particular context, talking about pronunciation rules, etc. Dictionaries, linguistics and grammar books use this function to provide knowledge about the language.

Some examples of this function are:

- The first word after a period is written in capital letters.
- The word *pretty* is a synonym of *beautiful*.
- Rhyming words have a similar pronunciation on the last syllable.
- Proper nouns are always written in capital letters, regardless of the place they have in the sentence.
- The imperative mode is used to give the interlocutor commands.

2.2.3.5. Principles in Teaching Speaking as a Second Language

Some basic principles have been taking into account for verbal communication:

A. Automaticity: is as a gradual process in which linguistic rules are assimilated in such a way their use is not only more fluid and effective, but also more natural, which causes a change in the learning process of significant consequence, such as a restructuring of underlying processes. It is clear that this definition attempts to get rid of the negative connotations that seem to link the concepts of automation and automaticity in an inseparable way with drills and traditional methods.

B. Meaningful learning: Ausubel (1983), cited by (Lopes, A. L., & Vieira, M. M, 2018), raises the theory of meaningful learning and states that students must have their previous knowledge in order to assimilated their information in their "cognitive structure", in such a way that these previous knowledge serve as "scaffolding " for getting the new ones. Speaking skills, it is important teacher recreates everyday situations in the classroom, using materials and real-life resources, so that students can use the language in context and thus help them relate the learning of the new contents with their personal experience.

C. Brevity and conciseness: The conversations will be as short as possible, without thereby damaging the message. The concision consists in eliminating the superfluous.

D. Truthfulness and precision: teachers must be rigorous when giving information to students, such as using appropriate terms to express ideas without the possibility of misunderstandings, choosing the most accurate words for each case.

E. Clarity: Avoid bombastic words, technical expressions, etc., use paragraphs and short phrases. We must ensure that the message does not lend itself to different interpretations to avoid misunderstandings.

F. Simplicity: Try to present our ideas in the clearest and simplest way, and use the vocabulary accessible to the interlocutor. We will try to use words of common use, without falling into vulgarity.

G. Correction: We will suppress all kinds of rude expression and lack of taste. We must also banish the use of offensive or hurtful expressions.

H. Speed and adequate tone: An obstacle in the understanding of the message is the excessive speed of the speech. Sometimes it is convenient to introduce changes of tone, volume or speed, to emphasize aspects that we want to highlight.

I. - Use the strength of the name: Remembering and using the names of the people with whom they deal makes communication easier.

2.2.3.6. An Overview of some rubric models of Speaking Test Score to perform Communicative Language Approach

When talking about oral production, it is important to propose a more effective tool, which is consistent with the activities used to promote this competence: the rubric. It is considered that this tool promotes greater objectivity, since it presents benefits for both the teacher and the student, because its use reduces the evaluation errors possibility which could be unintentionally committed by teachers. Similarly, well-designed and executed communicative activities would help the student to acquire the enough necessary confidence to participate actively in class, since

the authentic language usage is promoted in very similar situations to those from the real world that the future teachers must face to.

There are several assessment instruments that can be adapted to assess the apprentices' oral competence. One of them is the rubric, an instrument that is defined as the precise guide for the appraisal of the learning and products made by the students. This instrument breaks down the apprentices' performance levels in a determined aspect, with specific performance criteria. In addition, it indicates the curricular objectives achievement and the teachers' expectations.

It also allows students to clearly identify the contents and objectives relevance taken from established academic works (Gatica-Lara, F., & Uribarren-Berrueta, T. D. N. J, 2013). The authors cited Diaz-Barriga (2006), Gatica and Uribarren (2013), and point out that the rubrics facilitate the assessment in areas considered subjective, complex or imprecise, by means of criteria that progressively qualify the learning, knowledge and competences achievement from an incipient level to an expert one.

The oral competence evaluation is difficult since it is a complex process involving situations that can be considered subjective or inaccurate, such as the students' nervousness and the evaluator's fatigue, among others. On the other hand, a rubric represents a description in words of the essential characteristics that an achievement or performance should have, and it is considered a learning integrated set. The teacher, then, should seek the achievement of a clear description of what is expected from the student's respect to each of the criteria included, in such a way that any possibility of inconsistency and lack of clarity is minimized.

A useful rubric must have the following characteristics:

It works as a self-evaluation process where students can appreciate their own performance, it provides information for the different students' learning stages. Rubrics are subject to a criteria series given by the teacher or conducted by a teacher-student's agreement. It also makes the evaluation process easier, both for students and the teaching staff.

Below there are detailed oral rubrics used to evaluate oral production in international exams worldwide spread, such as those applied by the University of Cambridge known as KEY ENGLISH TEST KET (Level A2) and PRELIMINARY ENGLISH TEST PET (Level B1) according to the Common European Framework or References for Languages (CEFR). The criteria used includes time, comprehension, pronunciation and grammatical accuracy.

Table 1 Speaking test rubric according to Common European Framework of Reference for Languages by Cambridge University press

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. 	<ul style="list-style-type: none"> Produce extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitations. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3</i>			
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about every situation. 	<ul style="list-style-type: none"> Produce response which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1</i>			

Source: <https://www.cambridgeenglish.org/images/168618-assessing-speaking-performance-at-level-b1.pdf>

PTE GENERAL LEVEL 2 (B1 according to the CEF)

1. For the oral development assessment process, it is based on a weighting of 25 points in total in both written and spoken written tests of 100 points. The maximum punctuation is recognized for the person who takes the exam based on their performance in the four sections they speak in comparison with the following aspects:

Table 2 Speaking test rubric according to Common European Framework of Reference for Languages by Pearson Education Level B1

Fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production
Interaction	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest Can repeat back what someone has said to confirm mutual understanding
Range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events
Accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations
Phonological control	Pronunciation is clearly intelligible even if occasional mispronunciations occur

Source: <https://qualifications.pearson.com/content/dam/pdf/pearson-test-of-english/pte-general-guides/guide-level-2.pdf>

These examples demonstrate the difficulties experienced by students when they learn the English language to develop the sociolinguistic competence, that is, the ability to identify and use of different linguistic varieties in a given communicative situation. The combination of the specific criteria and standards used to evaluate the students' performance level in oral competence through tasks and/or activities designed for that purpose was conceptualized as a rubric.

Although, there are holistic and analytic rubrics, for (Nyikos, M., & Oxford, R, 2013), the second one is the most appropriate to evaluate the activities that are developed in the studied courses, given that this type of instruments allows identifying the students' needs, strengths and

deficiencies. This type of instruments would facilitate the feedback process that is given when delivering the results obtained in the exam.

PTE GENERAL LEVEL 1 (A2 according to the CEF)

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks. The test taker is scored on how well they perform over the three speaking sections against the following criteria:

Table 3 Speaking test rubric according to Common European Framework of Reference for Languages by Pearson Education level A2

Fluency	It can be understood in very brief expressions, although the pauses, the false starts and the reformulation are very evident.
Interaction	Can answer simple and complex questions and respond to simple statements Can indicate when he/she is following, but is rarely able to understand enough to keep conversation going of his/her own.
Range	Uses basic sentences patterns with memorized phases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
Accuracy	Uses some simple grammatical and lexical structures correctly, but still systematically makes basic mistakes
Phonological control	Pronunciation is generally clear enough to be understood

Source: <https://qualifications.pearson.com/content/dam/pdf/pearson-test-of-english/pte-general-guides/guide-level-1.pdf>

A rubric is an instrument whose main purpose is to share the criteria for carrying out the learning and assessment tasks with the students and between the teaching staff. The rubric, as a guide or sheet of route of the tasks, shows the expectations that students and teachers have and share about an activity or several activities, organized at different levels of compliance: from the least acceptable until the exemplary resolution, from what is considered insufficient to excellent.

The rubric has its origins in scales of measurement used in the fields of psychology and education, where an object is related qualitative (for example, a text) with quantitative objects (for example, metric units). It is an instrument that, from the beginning and throughout the process, it allows to share the criteria that will be applied to evaluate the progress in a framework of formative and continuous evaluation. It reduces the subjectivity of the evaluation and makes it easier for different professors of the same subject to coordinate and share the evaluation criteria.

2.2.3.7. Speaking Micro skills

These are some speaking micro skills which are related to the level of the students and the course objectives:

- To organize and structure a speech in a coherent way (e.g., in chronological order)
- To adequate to the situation where the speech is developed (tone, register, theme, etc.)
- To transmit a message with fluency (without excessive hesitation, pauses, false starts, etc.), correction (phonetic, grammatical, lexical, etc.) and an appropriate degree of complexity (depending on the student's level)
- To know what the main ideas and complementary are.
- To make clear what is opinion? What is conjecture? And what is verified and reliable information?
- To clarify, mark, expand, summarize, etc., according to the feedback they receive from the listeners.
- To make use of the implications.

- To manage figurative sense, double sense, word game, irony, humor in general, and fallacies.
- To achieve the objective of the speech, e.g., to transmit emotions experienced in an adventure.

2.3. Legal Framework

Constitución de la República del Ecuador

Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera

perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

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;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complemente sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir;

b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad;

c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

Plan de desarrollo social

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

2.4. Conceptual Framework

Communicative language teaching (CLT): or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Common European Framework of Reference for Languages (CEFR) The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability.

Didactics. - is the branch of pedagogy that allows to approach, analyze and plans for the bases of the theory.

Speaking Skills: An act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. Speaking skills also help to assure that one won't be misunderstood by those who are listening.

Pedagogical Teaching. – The occupation, profession, or work of a teacher; professional practice which is dedicated and taught some kind of teaching.

Strategies. - is the set of actions that will be implemented in order to achieve the proposed purpose.

Teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model.

Variable. - can be defined as everything that is going to be measured, controlled and study in an investigation or study.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. Types of Research Description

(Nardi, P. M, 2018), “Exploratory investigations offer a first approach to the problem that is going to be studied and known.” This type of research is done to know the topic that will be addressed, which allows to get "familiarized" with something that is still unknown. The results of this type of research give us a general overview or superficial knowledge of the topic, but it represents the inevitable first step for any type of further investigation that may be carried out.

Descriptive research is used in order to describe the real state of situations, events, people, groups or communities that are intended to be analyzed. In this type of research, the question does not project much beyond the descriptive level; since it consists in raising the most relevant information or detail of a specific event or situation. In addition, this research does not only consist on accumulating and processing data. The researcher must define the analysis and processes that will be involved. The main steps to follow in a descriptive investigation are:

To examine the characteristics of the topic to be investigated

To define the topic and formulate hypotheses

To select the data collection technique and the sources to be consulted.

It is also called Correlational research, however Correlational is a type of descriptive study which its purpose is to determine the relationship degree or non-causal association between two or more variables. They are characterized by first measuring the variables and then, applying tests of correlational hypotheses and the application of statistical techniques, the correlation is

estimated (Jackson, S. L, 2015, p. 125). Although correlational research does not directly establish any kind of causal relationships, it can provide clues about the possible causes of a phenomenon. This type of descriptive research seeks to determine the degree of relationship between the variables.

3.2. Methods and Techniques

3.2.1. Deductive method

The deductive method is a type of reasoning used to apply laws or theories to singular cases. It is used in formal sciences, such as logic and mathematics. In addition, deductive reasoning is fundamental in the application of laws to particular phenomena that are studied. It is a hierarchical form of reasoning, since it is based on generalizations, which are gradually applied to particular cases. This makes the deductive method very useful to produce new knowledge from a previous one. It is also practical when it is impossible or very difficult to observe the causes of a phenomenon, but the consequences that it produces.

Some of the characteristics of this method are:

It follows the top-down direction, from the general to the particular.

It is the method used in the formal sciences.

It is based on theory to predict observable phenomena by means of hypotheses.

The conclusion is contained in the premises.

If the premises are valid and true, the conclusion is also true.

Its conclusions must lead to logical and rigorous consequences.

By itself it does not produce new knowledge.

3.2.2. Inductive Method

The inductive method is used starting from particular cases to arrive at a general proposition. The use of inductive reasoning has a great importance in scientific work in general, since it consists on collecting of data on specific cases and their analysis to create theories or hypotheses. It was applied to determine the importance of communicative approach techniques applied in tenth grade students at Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama" and identify the effects it causes in order to develop speaking skill. The inductive method is a scientific method which obtains by means of general conclusions from particular premises. (Cavalero, S. H. P., López, R., Torrents, J. M., & Aguado, A, 2015, p. 1860) This method helped to draw the conclusions of a general way of the present project and thus be able to realize it.

Some of its characteristics are:

It follows the down-top direction, from the particular to the general.

It is part of empirical observations and then it builds theories about what has been observed.

It is still used in the sciences, but within the hypothetic-deductive method.

It is limited to the phenomena observation.

Its conclusions are likely and may be false.

3.2.3. Qualitative Methodology.

It uses interviews as the most appropriate method to obtain the information needed, it is usually applied to indicate the interviewed people's points of view, to answer questions about the teaching process and the application of the game as a methodological strategy.

Kleinbaum, D. G., Kupper, L. L., & Morgenstern, H (2017) state "Qualitative research consists on detailed descriptions of situations, events, people, interactions and behaviors that are easily observable. It also incorporates what participants say, their experiences, thoughts and reflections, as they are expressed by themselves and as one describes them." (Page 231). Qualitative research or methodology is based on methodological cuts based on theoretical principles such as, social interaction using data collection methods that are non-quantitative, with the purpose of exploring social relationships and describing reality as experienced.

3.2.4. Quantitative Methodology

It is quantitative; because it allows you to perform your numerical data to analyze your source of information, using strategies such as participant observation and structured interviews, analyzing the context where the problem is presented, in this case the methodological strategies and reading comprehension.

The information collected and data analysis is used to answer search questions and analyze assumptions used where statistics and numerical measurements are needed and entrusted (Hussein, A, 2015, p. 41). These approaches are very similar and relate to each other. On the other hand, the present investigation will be carried out under the modality of a field investigation supported by a documented investigation through which theories, information and result of the analysis of the causes that have originated the object of the proposal will be obtained.

3.3. Research instruments

The observation

It is a technique that consists in carefully observing the phenomenon, fact or case, taking information and recording it for further analysis. Observation is a fundamental element of any investigative process; the researcher relies on it to obtain the largest number of data. Much of the knowledge pool that constitutes science has been achieved through observation. Observation is the action of observing, of looking carefully, it is the empirical way of knowing the problems, the same one that is carried out with questions to those involved in order to know more about the subject.

According to (Jorgensen, D. L, 2015), "Observation guidance consists on a set of observation questions consisting of a series of unstructured questions formulated and annotated by the interviewer" (p.47). Research was conducted in tenth graders from Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"; with the purpose of observing and having an enjoyable communication between students and teachers. It is also important to have a clearer idea of the environment in which it is developed and know the problems students face when they learn English language and find difficult to speak in front of the class.

The interview

Interview that was applied to the school principal from Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama", provided necessary information, stating how school coexistence is in the institution he directs, indicated a brief review of the construction of the code of coexistence, as it is applied with the organization of teachers, important background and other information that contributes to the investigation. This allows us to have a broad panorama on how this element influences or even better as a norm in the practice of human values.

According to (Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M , 2016) refers:

The interview is a technique based on a dialogue or face-to-face conversation between the researcher and the interviewee about a previously determined topic, in such a way that the researcher can obtain the required information, which this research will be manipulated by the instrument of the interview given the information gathering (p.85)

Interviewing are essential elements in contemporary life, it is primary communication that contributes to the construction of reality, an effective instrument of great precision insofar as it is based on human interrelation. It is the research technique that is used mostly in education and must be planned with responsibility taking into account the objectives set in the issue or problem. This interview consists on a questionnaire with 5 questions, they are duly prepared and objective.

The Survey

It consists of filling out a questionnaire previously prepared by the researcher on the subject. In this aforementioned institution, a group of teachers and parents was chosen who collaborated to carry out the written survey. The questions were drafted in an agile and simple way to facilitate tabulation, analysis and interpretation.

For Heeringa, S. G., West, B. T., & Berglund, P. A (2017), "research by survey is a method of data collection in which groups of individuals are specifically defined to answer a number of specific questions" (p.103)

The survey was applied to students in tenth grade students for obtaining data. For this, unlike the interview, a list of written questions was used that were delivered to the aforementioned in order to answer according to their own knowledge on the subject. In the questionnaire, closed questions were used, that is, objective questions with the permission of the classroom leader. The survey will allow timely analysis to the investigation. Pencils and photocopies of the questionnaire were used for the respondents.

The survey is impersonal because it does not carry identification data about the person surveyed, since these data do not interest the interviewer for the research that is taking place.

It is a technique of low economic resources and very easy to apply, since the interviewer at the beginning provides a simple explanation, or in other words, it guides on the questions that should be answered and how they should do it without falling into the subjection of the questions.

The Likert scale

It is called the method of summary evaluations by Rensis Likert, who published in 1932 a report describing its use. It is a psychometric scale commonly used in questionnaires, it is the most widely used scale in surveys for any type of research. When answering a question from a questionnaire prepared with the Likert technique, the level of agreement or disagreement is specified.

Psychometric scale

1 Strongly disagree

2 Disagree

3 Indifferent

4 Agree

5 Totally agree

3.4. Data Analysis method

The information collected through different tools of research methodology has been of great importance for the obtaining of results about a learning problem in the. Through surveys and interviews directed to students, teachers and authorities, taken from a population and, in turn, the non-probabilistic sample. Each survey consists of 10 questions. They contained a simple and

easy content to facilitate their understanding. The ease of writing and understanding the questions asked by the researcher has been an easy way to obtain reliable information.

With the closed questions, the limitations of the teachers in terms of knowledge of strategies, methods and pedagogical techniques for learning the English language and its reinforcement for the development of oral skills. To obtain the answers, the survey was carried out based on a scale of conformity measurement in which it considers whether the parties are in complete agreement, agreement or disagreement, thus measuring attitudes of acceptance or rejection in order to obtain field study analysis and perform it through statistical and mathematical data which carry on qualitative and quantitative research. The procedure carried out in this research has been through the compilation of physical data, elaboration of tables and statistical tables, and the explanation of representation of graphics.

3.5. Research Population and Sample

The research population consisted of the Principal of the school, ten English teachers and sixty five students of tenth grade between the ages of 13 and 15 years. Sample was exactly the same.

3.6. Students' survey

Question 1: The best way to acquire the English language is by playing, so students can enhance their speaking skill ability?

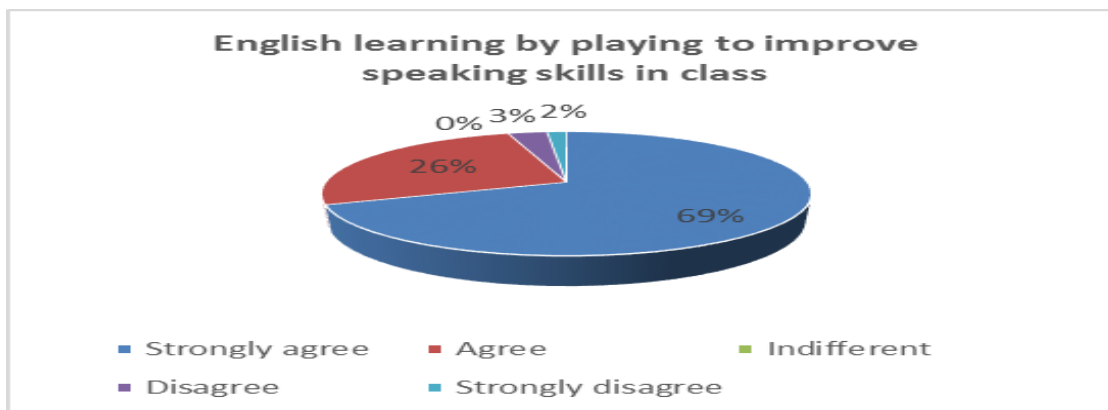
Table 4

English learning by playing to improve speaking skills in class

Code	Category	Frequency	Percentage
Item 1	Strongly agree	45	69%
	Agree	17	26%
	Indifferent	0	0%
	Disagree	2	3%
	Strongly disagree	1	2%
Total		65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 1. English learning by playing to improve speaking skills in class

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

This chart shows that students consider very important the fact of playing within the classroom in order to improve and develop speaking skills; the result was with 69% of strong agreement. Therefore, a majority of learners have clear the idea of the benefits they will have these kind of activities instead of just having a traditional class.

Question 2: Do you think applying pedagogical resource with fun activities encourage students to perform their speaking skills?

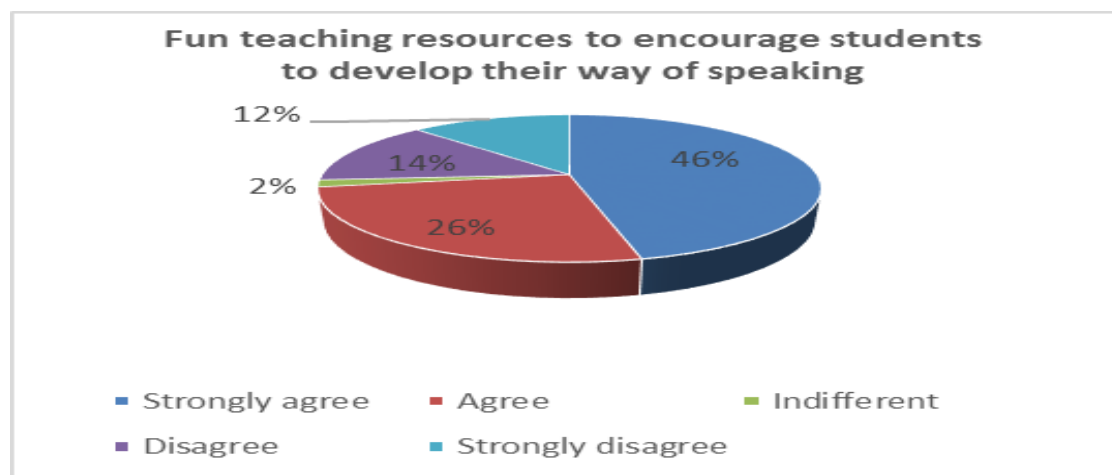
Table 5.

Fun teaching-learning resources to develop speaking skills

Code	Category	Frequency	Percentage
	Strongly agree	30	46%
	Agree	17	26%
Item	Indifferent	1	2%
2	Disagree	9	14%
	Strongly disagree	8	12%
	Total	65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 2. Fun teaching-learning resources to develop speaking skills

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

This graph shows the level of acceptance about the application of fun teaching-learning resources which would encourage to develop students' way of speaking inside and outside the classroom and that would also create a good classroom environment and the students are able to learn their English language easier. This result shows the level of agreement to use fun activities to foster their speaking skill.

Question 3: Learning English language becomes funnier and more entertained when you work in group?

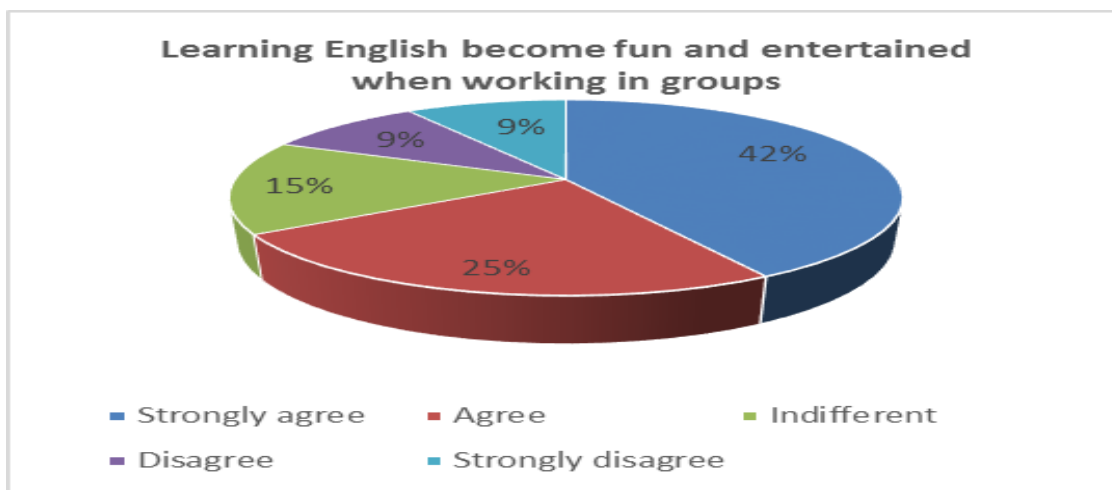
Table 6.

Communicative approach by using teamwork techniques

Code	Category	Frequency	Percentage
Item 3	Strongly agree	27	42%
	Agree	16	25%
	Indifferent	10	15%
	Disagree	6	9%
	Strongly disagree	6	9%
Total		65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 3. Communicative approach by using teamwork techniques

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

This chart shows that the majority of students expressed their strong agreement about working in groups, as they consider that learning English becomes easier, funnier and more entertained. For they say, this helps them to have a better understanding and oral production. This represents the highest percent of 42% of the total sample.

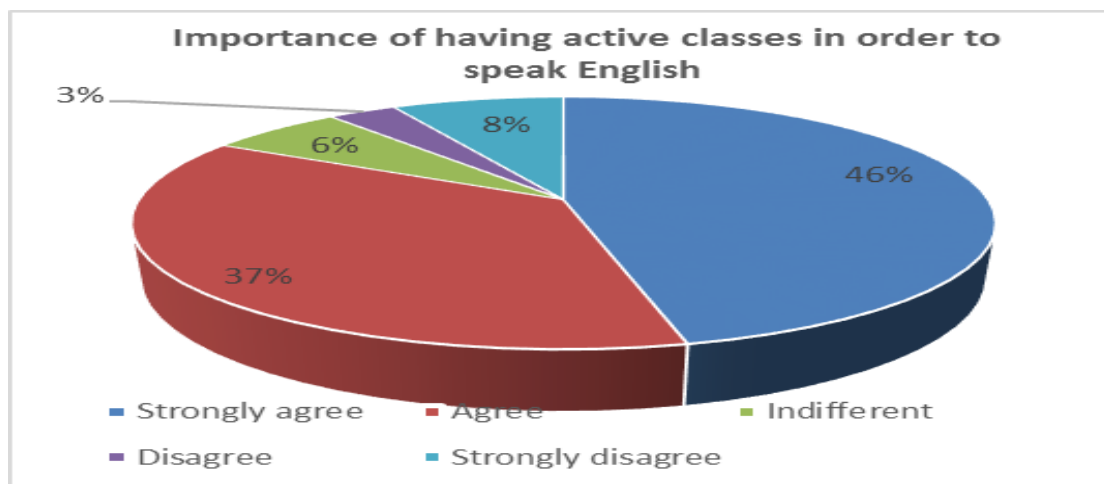
Question 4: Having active participation will encourage students to speak English in class?

Table 7.

Having active classes to perform communicative approach

Code	Category	Frequency	Percentage
Item 4	Strongly agree	30	46%
	Agree	24	37%
	Indifferent	4	6%
	Disagree	2	3%
	Strongly disagree	5	8%
Total		65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 4. Having active classes to perform communicative approach

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)

There is a high percentage (46%) of agreement in thinking that having active class participation is very important to in order to speak English in class. This percentage also represents the strong belief that this fact will help them to have a better classroom environment and booster their development and continuous improvement.

Question 5: Providing motivational English teaching techniques promote students to acquire The English Language easily?

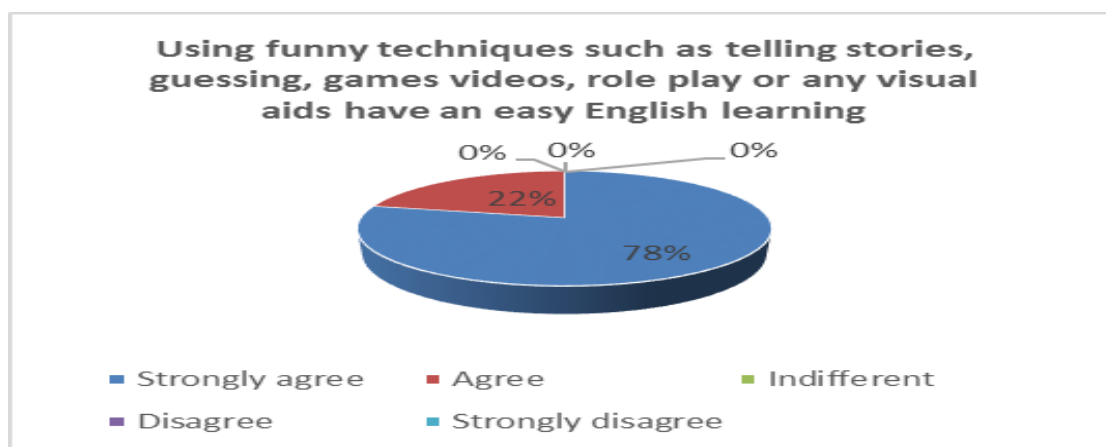
Table 8.

Using funny techniques to have an promote English learning Acquisition

Code	Category	Frequency	Percentage
Item 5	Strongly agree	51	78%
	Agree	14	22%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 5. Using funny techniques to have an promote English learning Acquisition

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

When students were asked if they consider that they should use funny techniques such as telling stories, guessing, videogames, role play or any visual aids to have an easy English learning as they consider that they are significant and useful in order to develop their productive skills, this is listening but especially speaking.

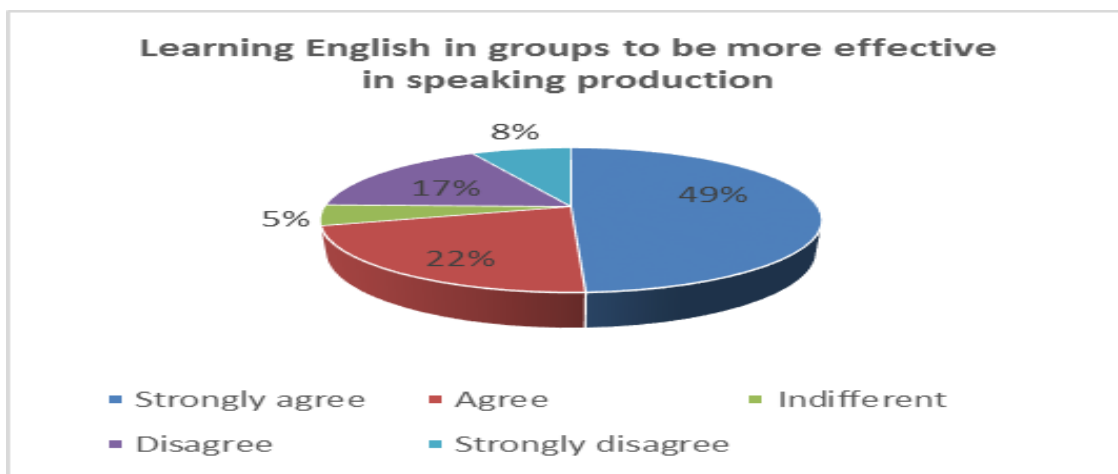
Question 6: Working in groups is the best way to learn English and perform speaking oral communication production?

Table 9.

Learning English in groups to develop communicative approach

Code	Category	Frequency	Percentage
Item 6	Strongly agree	32	49%
	Agree	14	22%
	Indifferent	3	5%
	Disagree	11	17%
	Strongly disagree	5	8%
Total		65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 6. Learning English in groups to develop communicative approach

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
Elaborated by: Chuya Chuya, Wilmer. (2018)

This pie chart shows the 49% of students who strongly agree about the importance of working in groups to make the English learning more effective to improve speaking production. However, the 17% of students who disagree with the fact of working in groups, they consider it a wasting time activity.

Question 7: Do you consider teachers must apply innovative activities to teach English speaking skills?

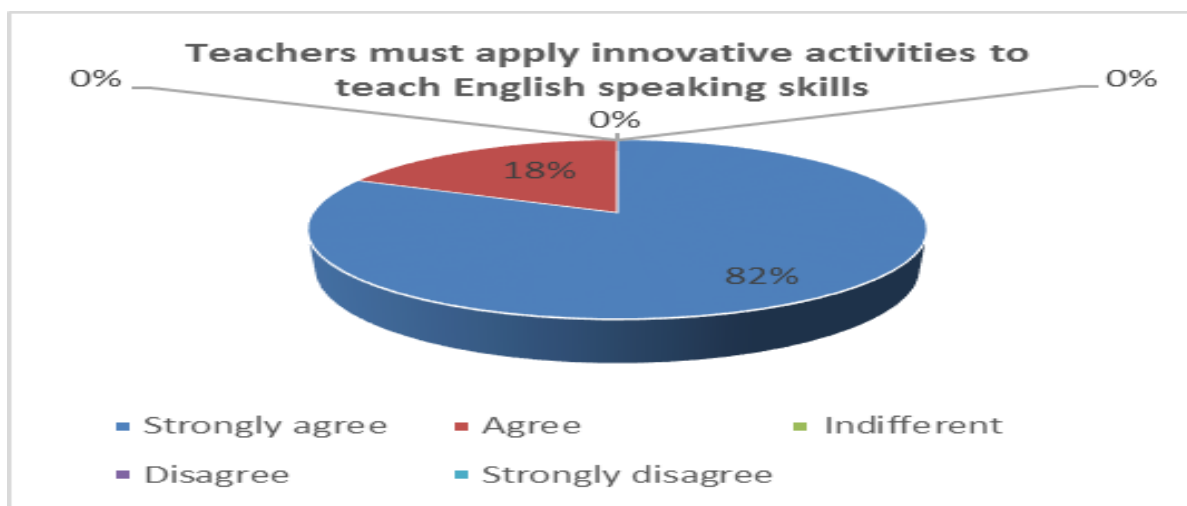
Table 10.

Innovative teaching technoques to develop oral production.

Code	Category	Frequency	Percentage
Item 7	Strongly agree	53	82%
	Agree	12	18%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 7. Innovative teaching technoques to develop oral production.

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

An 82% of students strongly agree that their teachers must apply innovative activities to harness students to the topic and allow them to acquire and develop English speaking skills. The other 18% still believes that it is important the use of this kind of activities to enhance their performance.

Question 8: Does making teamwork allow you to develop your abilities to learn how to speak in English in the classroom?

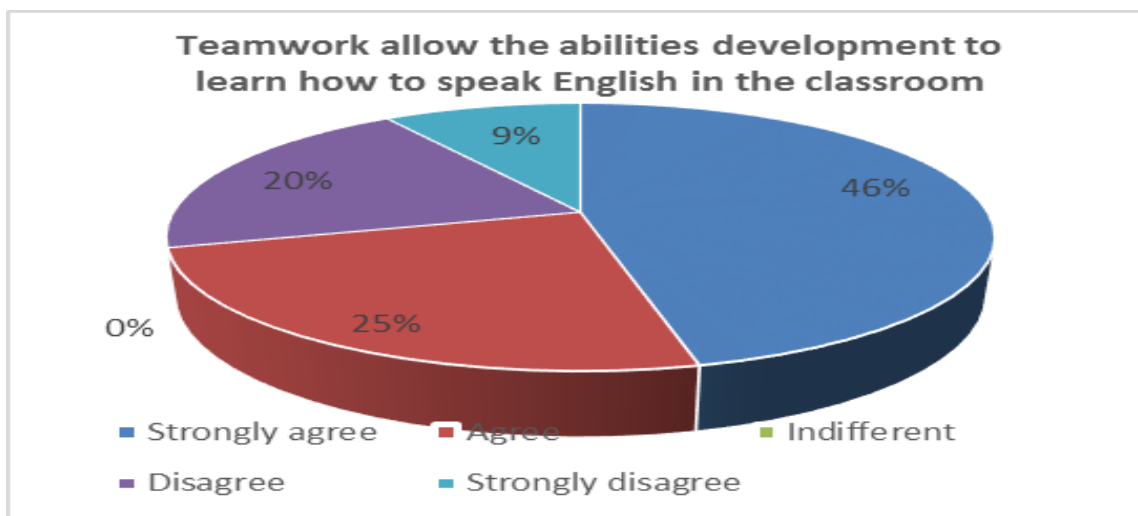
Table 11.

Teamwork techniques to develop speaking skills in the classroom

Code	Category	Frequency	Percentage
Item 8	Strongly agree	30	46%
	Agree	16	25%
	Indifferent	0	0%
	Disagree	13	20%
	Strongly disagree	6	9%
	Total		65

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 8. Teamwork techniques to develop speaking skills in the classroom

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

The highest amount of students, in a 46% strongly agrees that making teamwork allows them to develop their abilities to learn how to speak in English in the classroom. They consider that this allows them to be and feel more interested in the class and the different topics to be developed.

Question 9: Teachers must innovate their methodology in order to promote students to speak and participate in class actively?

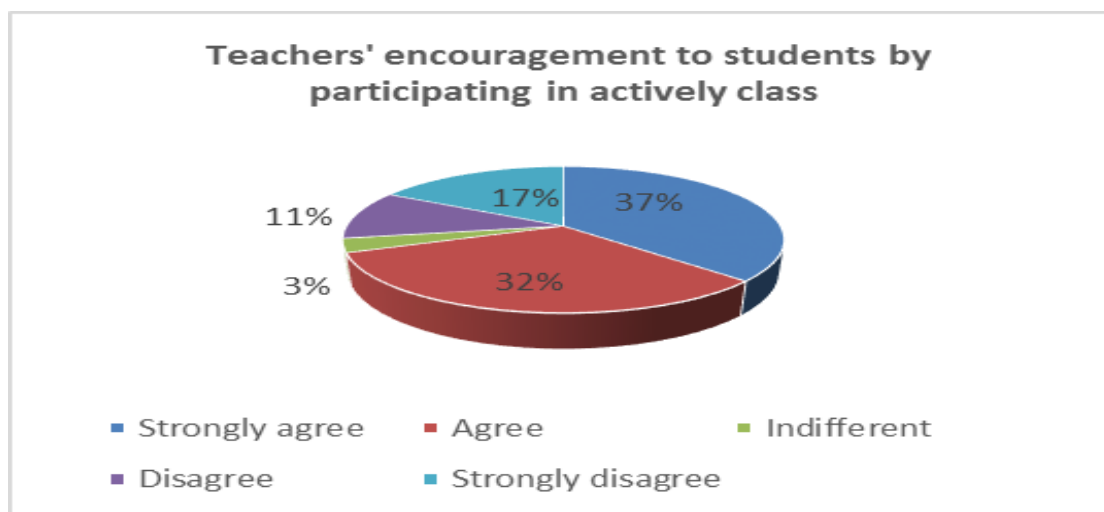
Table 12.

Active class participation to promote English language learning

Code	Category	Frequency	Percentage
Item 9	Strongly agree	24	37%
	Agree	21	32%
	Indifferent	2	3%
	Disagree	7	11%
	Strongly disagree	11	17%
	Total		65

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 9. Active class participation to promote English language learning

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

In the chart the 37% of students mentioned that they agree that teachers must encourage them as students to participate in all the class actively by applying different resources to develop students' oral skills. This will allow improving the classroom environment and will also make learning English funny.

Question 10: Does communicative teaching techniques allow you to be able to perform your way of speaking?

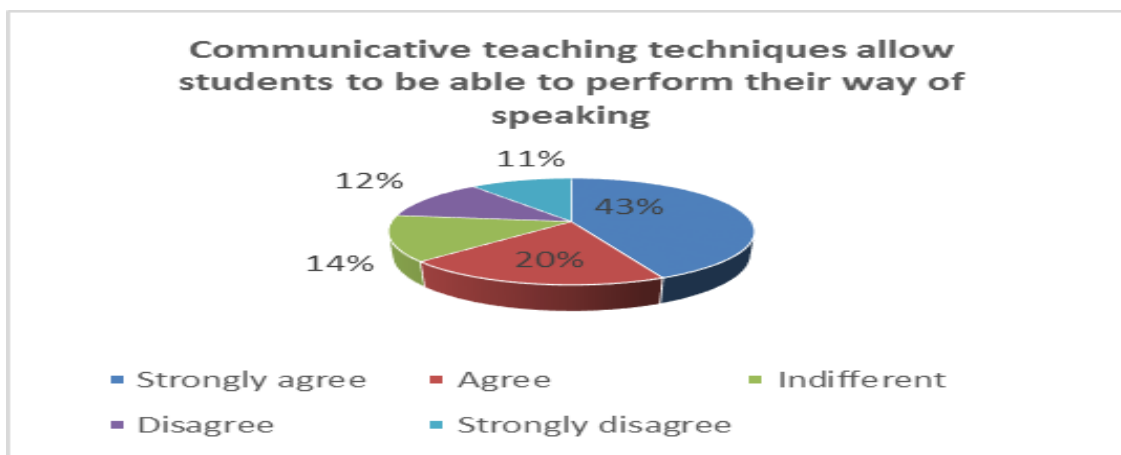
Table 13.

Teaching communicative approach to foster speaking skills

Code	Category	Frequency	Percentage
Item 10	Strongly agree	28	43%
	Agree	13	20%
	Indifferent	9	14%
	Disagree	8	12%
	Strongly disagree	7	11%
	Total		65

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 10. Teaching communicative approach to foster speaking skills

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

According to the graph there is a 43 percent of students who strongly agree that the application of communicative teaching techniques allow them to be able to perform their way of speaking inside and outside the classroom. This action may make the lessons significant as students will be able to apply their knowledge in the real context.

3.7. Teachers' survey

Question 1: Applying motivational teaching techniques students will be able to increase their vocabulary skill and perform their way of speaking?

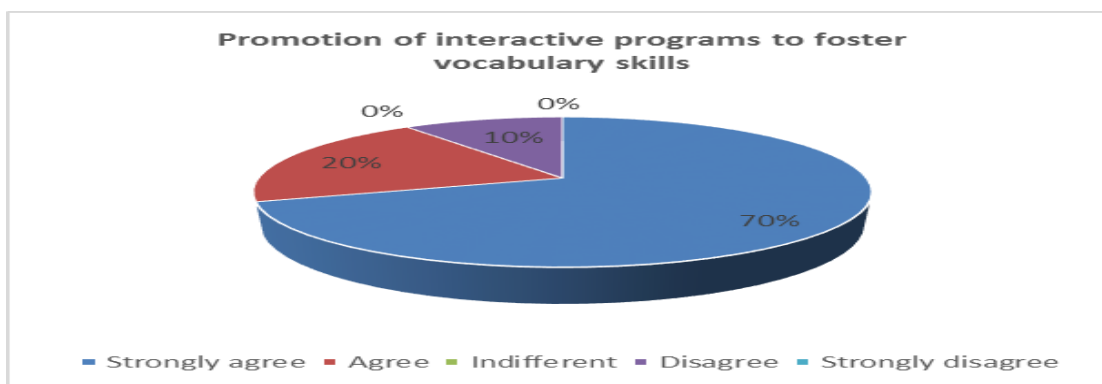
Table 14.

Promoting interactive programs to foster vocabulary skills

Code	Category	Frequency	Percentage
Item 11	Strongly agree	7	70%
	Agree	2	20%
	Indifferent	0	0%
	Disagree	1	10%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 11. Promoting interactive programs to foster vocabulary skills

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

This chart shows that teachers consider very important to promote interactive programs to foster vocabulary skills in order to be applied into oral expressions and be used within the classroom and the real world; the result was with 70% of strongly agree. Therefore, a majority of teachers have clear how important is that they apply this kind of activities in the classroom instead of just having a traditional class.

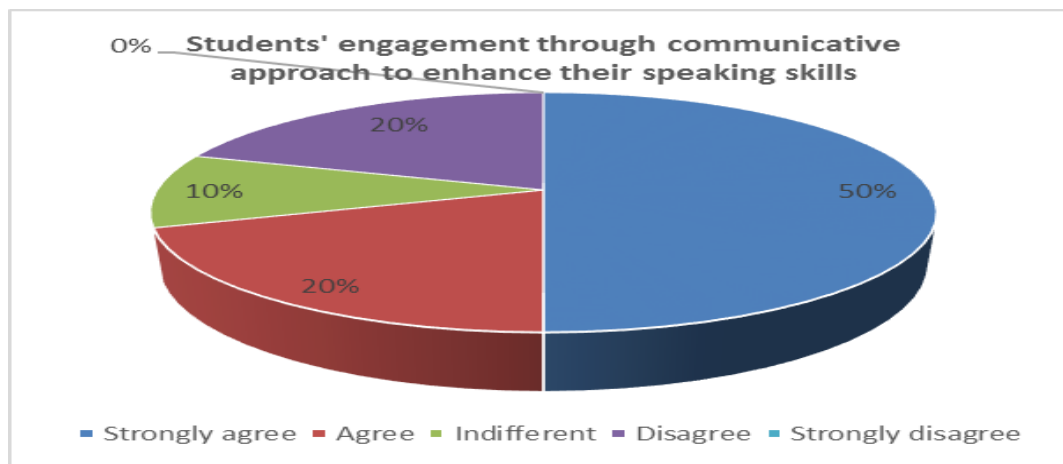
Question 2: Do you engage students through communicative approach to enhance their speaking skills?

Table 15.

Teaching communicative approach to enhance speaking skills

Code	Category	Frequency	Percentage
Item 12	Strongly agree	5	50%
	Agree	2	20%
	Indifferent	1	10%
	Disagree	2	20%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 12. Teaching communicative approach to enhance speaking skills

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)

This pie chart shows that 50% of teachers consider it necessary to engage students through communicative approach to enhance their speaking skills. However, there are also a 20% of teachers who mentioned they do not consider this a relevant aspect of the class management.

Question 3: Teachers must receive Communicative approach training course in order to develop student's speaking skills

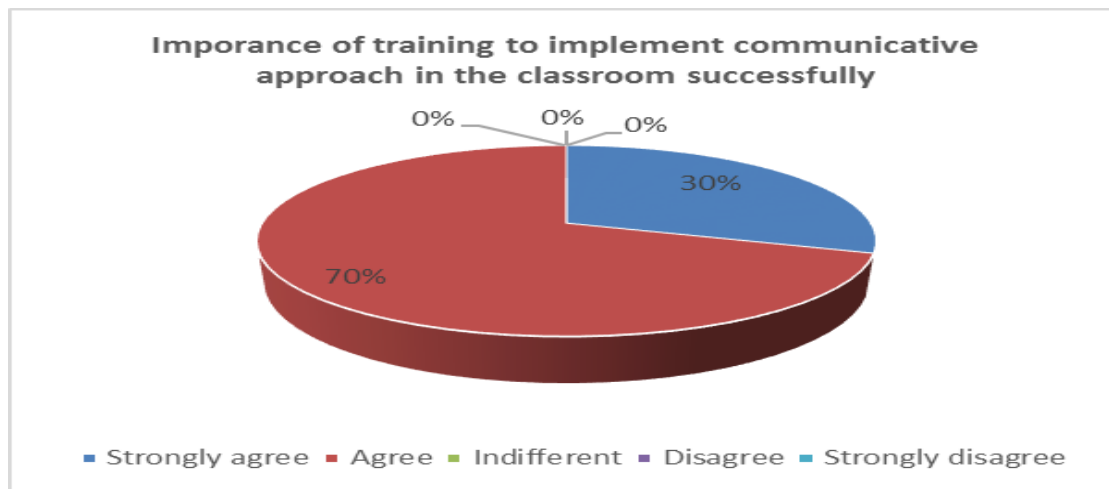
Table 16.

Teacher's training to develop communicative approach in the classroom

Code	Category	Frequency	Percentage
Item 13	Strongly agree	3	30%
	Agree	7	70%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total		10

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 13. Teacher's training to develop communicative approach in the classroom

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

The highest percentage (70%) of teachers affirms that training teachers is the best option to improve their teaching methodology and create a good classroom environment. This is in order to improve students' participation and involvement within the educative environment.

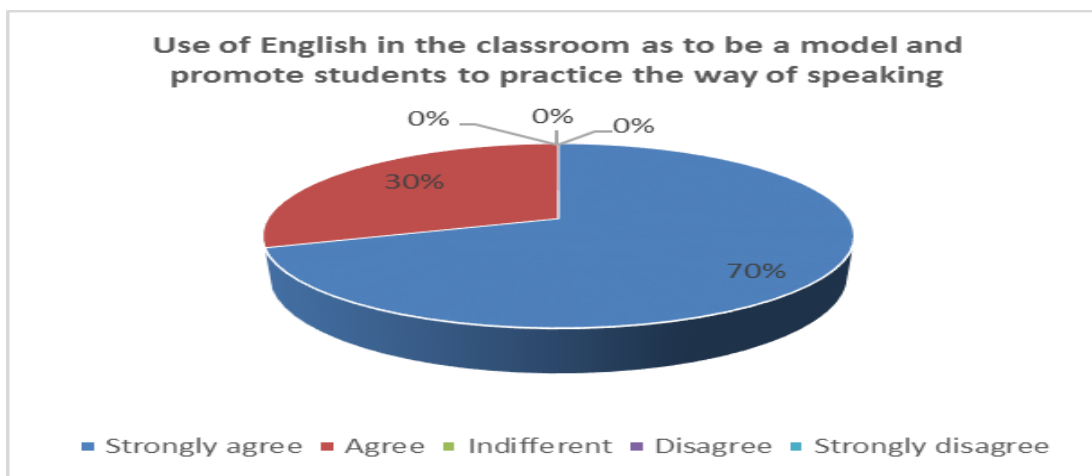
Question 4: Teachers must speak only in English in order to promote students to speak the language and develop their communicative skills?

Table 17.

Use of English in the classroom to foster speaking oral production

Code	Category	Frequency	Percentage
Item 14	Strongly agree	7	70%
	Agree	3	30%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 14. Use of English in the classroom to foster speaking oral production

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
Elaborated by: Chuya Chuya, Wilmer. (2018)

The majority of teachers representing a 70% think that it is essential that English language teachers speak only in the target language inside the classroom as to be a model and promote students to practice it every day, they consider it important to be always practicing to improve the oral production.

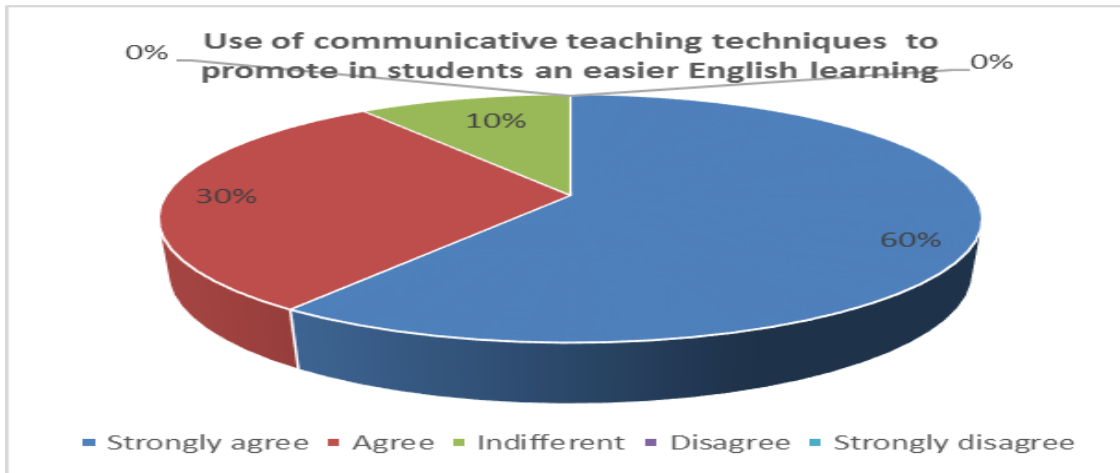
Question 5: Must teachers use communicative teaching techniques such as puzzles, storytelling, guessing games, videos, role play; in order to promote in students an easier English learning?

Table 18.

Communicative teaching techniques to promote English learning Acquisition

Code	Category	Frequency	Percentage
Item 15	Strongly agree	6	60%
	Agree	3	30%
	Indifferent	1	10%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 15. Communicative teaching techniques to promote English language

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
Elaborated by: Chuya Chuya, Wilmer. (2018)

This pie chart shows the 60% of teachers mentioned that the use of communicative teaching techniques such as puzzles, storytelling, guessing games, videos, role play must be permanent and irreplaceable in order to promote in students an easier English learning.

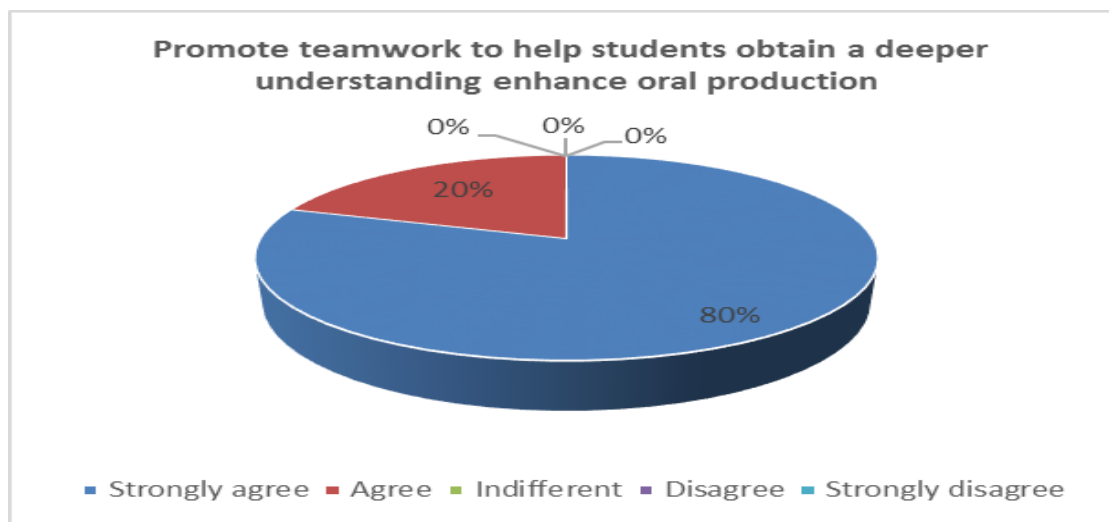
Question 6: Do you agree teamwork helps students obtain a clearly comprehension of the subject and enhance their oral production?

Table 19.

Promoting Teamwork to promote communicative approach

Code	Category	Frequency	Percentage
Item 16	Strongly agree	8	80%
	Agree	2	20%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 16. Promoting Teamwork to promote communicative approach

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)

Most of the teachers (80%) concluded that teamwork provides essential tools and helps students obtain a deeper understanding of the subject and enhance their oral production. Peer work has great advantages as it reduces anxiety and fear, and also allows students to clarify doubts and misunderstandings that might have arisen in the classroom.

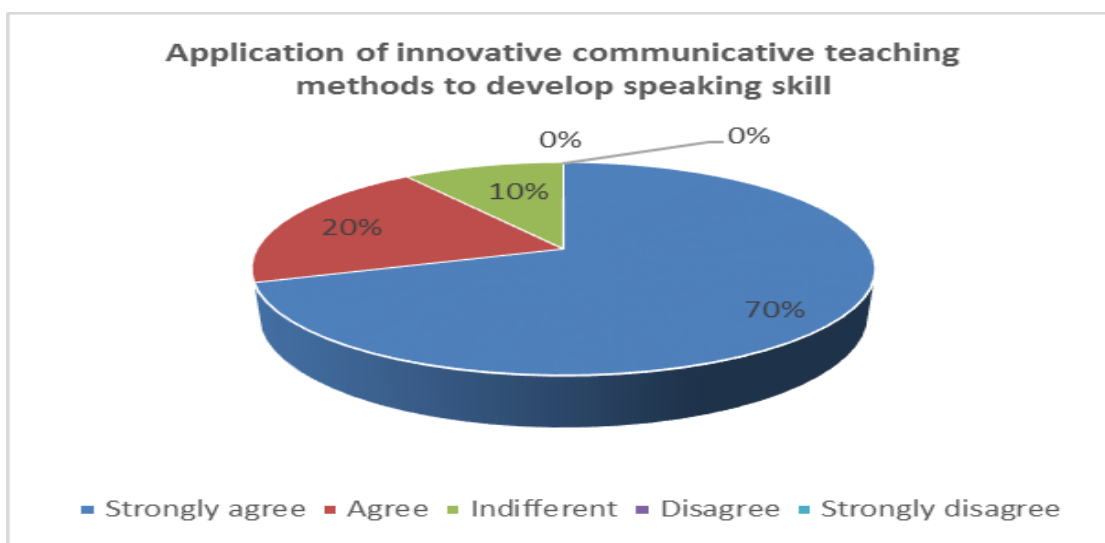
Question 7: Do you consider important to apply innovative communicative teaching methods to develop speaking skill?

Table 20.

Application of innovative communicative methods to develop speaking skill

Code	Category	Frequency	Percentage
Item 17	Strongly agree	7	70%
	Agree	2	20%
	Indifferent	1	10%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 17. Application of innovative communicative methods to develop speaking skill
Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
Elaborated by: Chuya Chuya, Wilmer. (2018)

This pie chart shows that teachers think that it is very important to apply innovative communicative teaching methods to develop speaking skill and to promote and encourage students in order to learn new strategies for oral production.

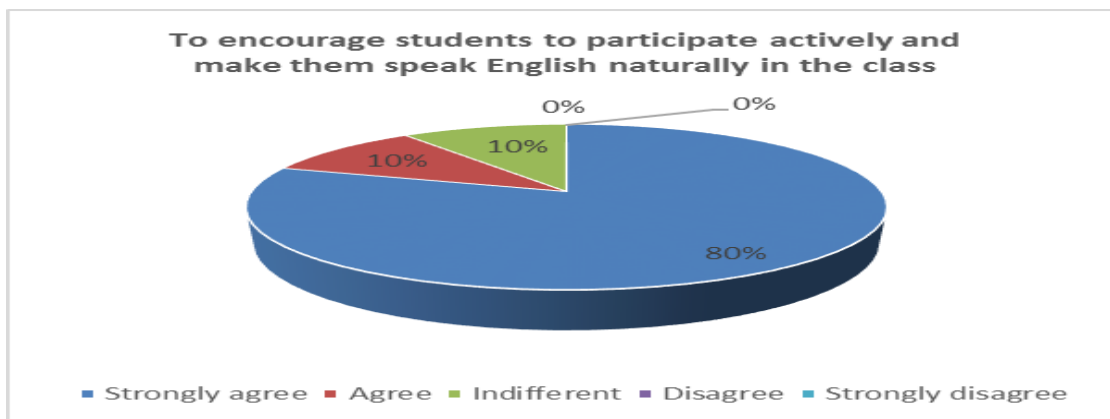
Question 8: Do you consider teachers must encourage their students to participate actively and make them speak naturally in the class?

Table 21.

Encouraging students to participate actively in class

Code	Category	Frequency	Percentage
Item 18	Strongly agree	8	80%
	Agree	1	10%
	Indifferent	1	10%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 18. Encouraging students to participate actively in class

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)

The majority of the teachers agreed students must be continuously encouraged to keep an active participate in the classroom and so they can speak naturally and have a better oral production to make themselves clear and understood. Only a 10% stated indifferent about this topic.

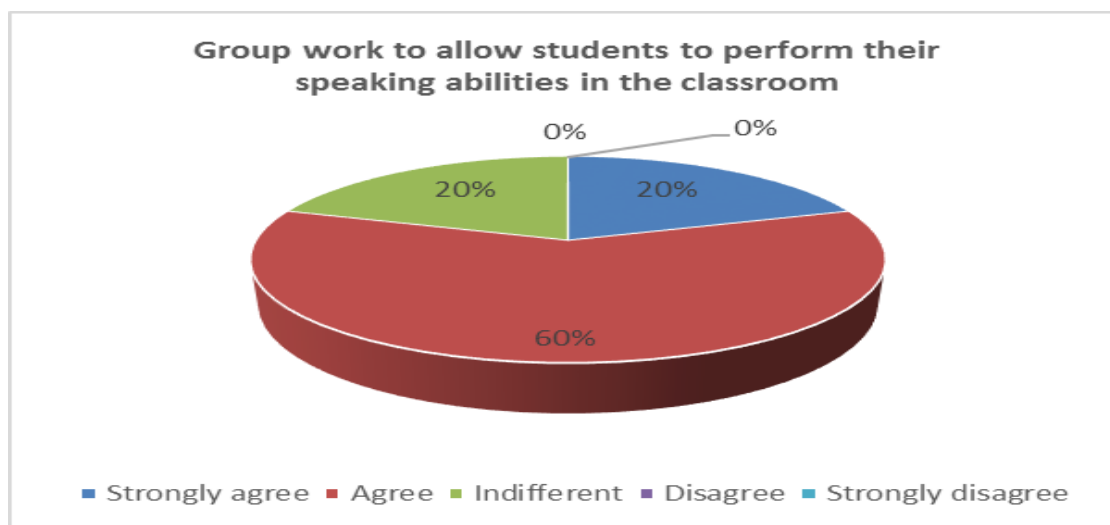
Question 9: Working in groups perform student's speaking abilities in the classroom?

Table 22.

Group work to perform speaking abilities in the classroom

Code	Category	Frequency	Percentage
Item 19	Strongly agree	2	20%
	Agree	6	60%
	Indifferent	2	20%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 19. Group work to perform speaking abilities in the classroom

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)

According to this pie result, 60% of teachers agree that working in groups allow students to perform better their speaking abilities in the classroom besides providing them useful tools for participating in the class actively. So teachers must innovate their teaching method by using communicative approach techniques in order to develop student's oral production.

Question 10: Does using communicative approach techniques students will be able to foster their oral production in the classroom?

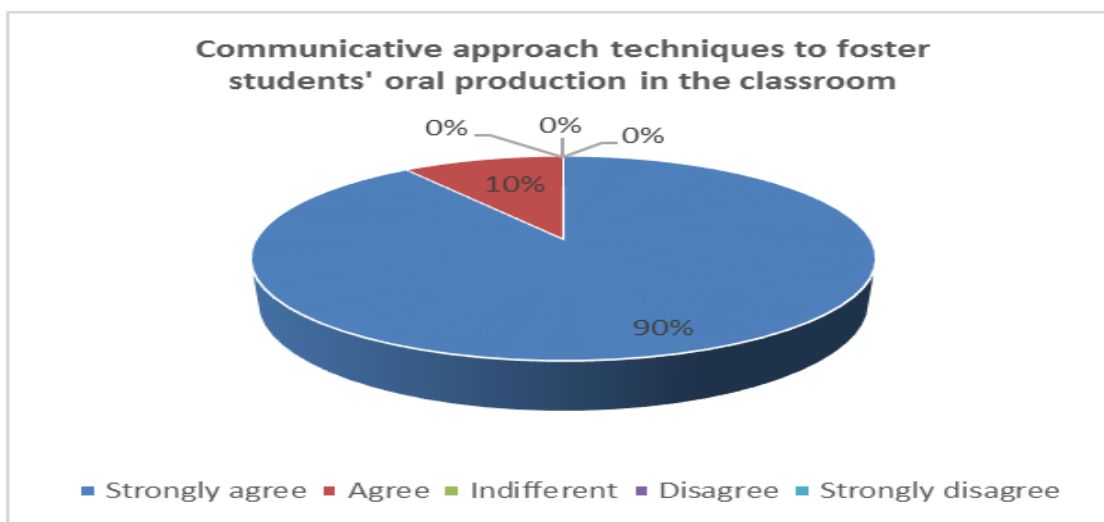
Table 23.

Communicative approach techniques to foster students' oral production

Code	Category	Frequency	Percentage
Item 20	Strongly agree	9	90%
	Agree	1	10%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		10	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 20. Communicative approach techniques to foster students' oral production

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)

A great amount of teachers mentioned that the fact of using communicative approach techniques will allow students to be able to foster their oral production and provide them with real experiences for practicing what they have learnt in the classrooms.

3.8. Interview results

1. Do teachers apply teaching techniques to improve speaking skills and academic performance?

In this statement the school principal, states that most of the teachers are qualified to teach English; however, there is an evidence in some aching method in their class, since they are students with different levels of English; nevertheless, with training courses they might develop interactive activities perform this ability to teach in a heterogeneous group. The implementation of pedagogical resources encourages students to improve their way of reading.

2. - Do you consider relevant to apply interactive activity resources to improve speaking skills?

The authority agrees with applying some pedagogical resources in order to encourage students to speak naturally in class, on the other hand, it promote self-esteem and eager to participate without fear or embarrassment. The director agreed that lack of interest in learning a new language is evident.

3. - What actions would you propose in order to promote the habit of speaking and improve the level of English?

Teachers must first improve their teaching and learning techniques and take into consideration the linguistic skills of the student, in this way it can reinforce the failures that students have when speaking in the English language either inside or outside of classes. At this time, students perform their speaking ability in order to increase their English language acquisition and their knowledge.

4. Do you think it is important to use didactic material for communicative approach?

In relation to the question, it is necessary that the teachers must innovate their methodological strategies since this can have an impact on the process of teaching and learning of the students

in a positive way but also negative if it is not applied in a correct way. Students must have the predisposition to be able to learn a foreign language.

3.9. Pretests and posttests results and analysis

First, the pre-test was assessed to tenth grade students at Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama" The pre-test was divided into 3 parts: In the first part, the children had to speak about themselves including personal information and characteristics of the member of their families. In the second part of the test, they had to describe some pictures shown by the teacher and establish comparisons and differences.

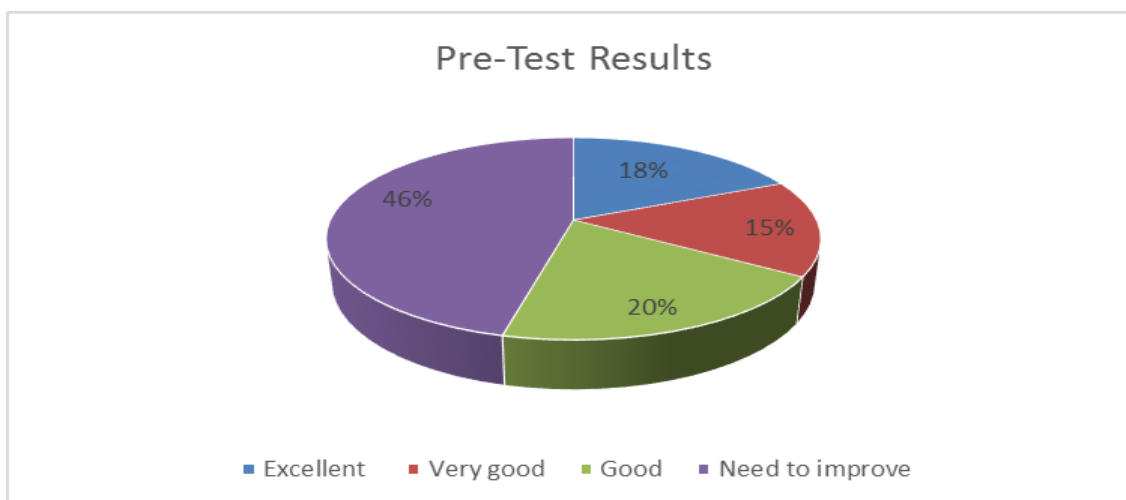
In the last part, students had to read and retell an article taken from the book in order to test the stress and intonation, as well as the pronunciation of the words taught in previous lessons. On this test, 5 aspects were evaluated; such as: fluency, comprehension, pronunciation, content and vocabulary in English.

Table 24.

Pre- test results

Code	Category	Frequency	Percentage
	Excellent	12	18%
	Very good	10	15%
Item	Good	13	20%
21	Need to Improve	30	46%
	Total	65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"
 Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 21. Results of pre-test

Source: Students' Pre-test

Elaborated by: Chuya Chuya, Wilmer. (2018)

The results of the pre-test, show serious students' weaknesses. Every aspect is graded out of 20 points with an average of 100% in the speaking skill. The results shown in the graph above explain that the 46% of learners have problems in this speaking development; which refers the lack of attention in oral language acquisition. This indicates the existence of a problem in this group of learners and the need to apply appropriate communicative approach techniques to develop speaking skills.

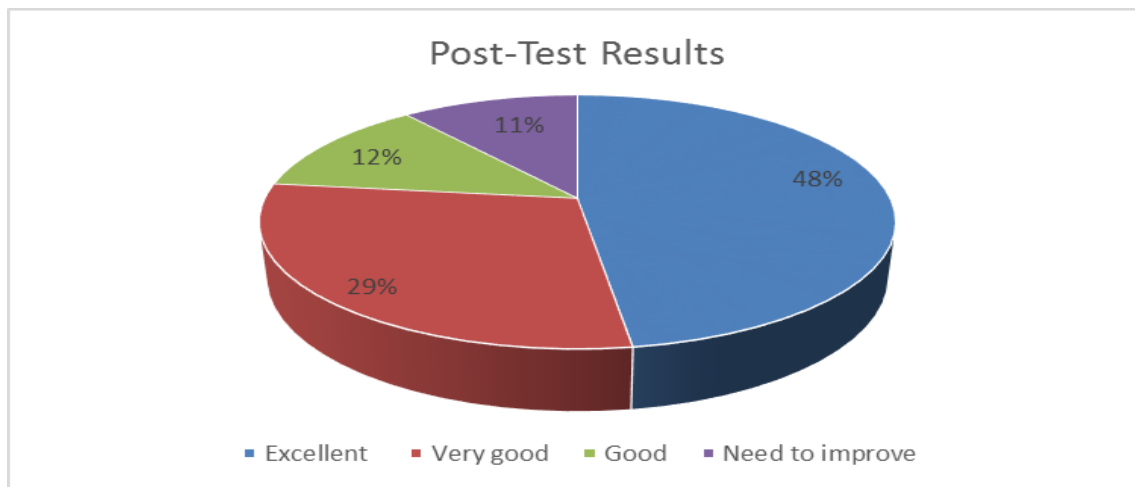
Table 25.

Post- test results

Code	Category	Frequency	Percentage
	Excellent	31	48%
	Very good	19	29%
Item	Good	8	12%
21	Need to Improve	7	11%
	Total	65	100,00%

Source: Unidad Educativa Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama"

Elaborated by: Chuya Chuya, Wilmer. (2018)



Graph 22. Results of post-test
Source: Students' Post-test
Elaborated by: Chuya Chuya, Wilmer. (2018)

The post-test was assessed after the application of the proposal in order to identify the feasibility of the project. The post-test was the same as the pretest for the researches to compare the results. After the post test was applied, results were tabulated and analyzed. In the chart showed above, the results display a very acceptable proficiency in all the aspects evaluated. Having a 48% of positive results showing effectiveness. On the other hand, there is a very low percentage of students who still need to improve in order to achieve a very good level of proficiency in this skill.

3.10. Preliminary conclusions

The teaching-learning process for the new generations has faced various changes and adaptations due to globalization that challenges society, which has led educational institutions to offer a bilingual service. In many educational institutions that provide learning of that language, they rely on different methods and techniques in order to avoid an insignificant, monotonous and tedious process for learning the English language.

Within a series of methodologies and approaches to develop the fundamental skills to communicate in a real way in the language in question, the communicative approach is presented, a strategy that seeks, through its contextualized linguistic activities, to develop the productive capacity (speaking) as receptive (listening) in any position of dialogue in the social sphere. For this communicative development to be real, it is essential that the interested ones master the basic phonetic skills of the English language, which studies the fundamentals that create the language through the development of 4 basic skills to speak, write, understand and listen.

Objective 1. To diagnose the process of teaching and learning process to develop communicative skills through research tools, pretest and posttest activities, and statistical analysis. At the time of working the pretest, which consisted of a series of work; it was intended to establish the level of communicative ability that students possess both in the control group and the experimental group of students.

In the first evaluation a basic conversation was carried out by using pretest where students must answer a set of questions orally. Its results were not so significant due to the lack of knowledge and the encouragement to speak in English in the classroom. But on the other hand, after a variety of communicative approach exercises applied in the classroom, students show a highly percent of improvement.

These results were shown by using posttest and the students have shown a good level of comprehension, but did not present the bases to answer in a complete way, all were expressed with one or two words, without complete sentences. Applying some pedagogical teaching resource as to assess the use of communicative approach as too enhance speaking skills. The results have been notorious positively so that students could increase their level of English and their academic performance.

Teaching communicative approach is important to enhance speaking skills, so teachers must receive communicative approach training courses in order to be able to elaborate pedagogical resources with the aim to make students speak.

In objective 2. To evaluate the effective use of communicative approach techniques and their influence in student academic performance to enhance speaking skills through scientific literature review, statistics, surveys and interviews applied in teachers, and authorities. In the second evaluation questions were presented about the daily activities, in that part they had to circulate the correct answer, it was answered in its entirety in a successful way, this showed that those involved in the control and experimental group had a good level of reading comprehension. The results show in teacher's survey question # 2 where students agree with the use of communicative approach teaching techniques in order to practice and enhance speaking skill in class. So teachers must receive communicative approach training courses in order to be able to elaborate pedagogical resources with the aim to make students speak.

In objective 3. To establish the most relevant aspect in this research as to promote the English Language acquisition for communicative purpose through didactic strategies with fun speaking activities. It was found, that the students did not have the necessary oral base to express themselves with sentences in an order logical, they usually described their work with a mixture of English and Spanish. Among the main results of the research to design communicative approach techniques are by using very useful pedagogical tools that allows the student to work with help and guidance from the teacher.

The statistical process seen in posttest shows a 77 percent in remarkable improvement in students speaking skills due to constant speaking practice and enhancing by using communicative approach teaching techniques. The students demonstrated an advance in the evolution of the 4 indispensable dimensions to communicate in the English language (auditory, oral, written, and comprehensive). Otherwise, it is demonstrated that without the accompaniment of this approach a development of considerable linguistic abilities is observed, but they do not complete in their entirety dialogue based on the necessary communicative structures, which resulted in a reduced development in the 4 dimensions communicative of the language in question.

Designing a didactic guidance with communicative approach tools let learners to find their way of learning such as working individually or in groups. The skillful teaching methodological guidance is important to get a significant academic results in students within the teaching-learning process; in addition to perform the ability to speak without shame or nervous. This objective was evaluated in teachers' survey questions 7 and 8 and students' survey questions number 5 and 7. Moreover, for literature review, this project was based on many researchers who supports with their theories in order to find the best way to teach English language and foster speaking skill ability by using communicative approach techniques.

CHAPTER 4

PROPOSED PROJECT PLAN

4.1. Title

"Communicative approach: Essential strategy for English Speaking skills"

4.3. Objectives (Broad and Specific)

Broad

To apply communicative approach in the teaching of the English language in tenth grade students in order to achieve a significant communicative development.

Specific

- To develop communicative approach training strategy for teachers, coordinators and directors.
- To apply sorts of communicative approach activities as to teach the English language in class.
- To monitor and follow up on the implementation of the strategy during the school year, at the end of each unit work.
- To assess constantly achievements and limitations during the development of the strategy.

4.4. Content Framework of the Proposal Project Plan

As an extension of the audio-lingual method, the communicative approach also emphasizes helping students use the language learning in a variety of contexts and gives importance to learning the language functions. Unlike the audio-lingual method, its main objective is to help

students create sentences with meaning instead of helping them build grammatical structures perfectly or get a perfect pronunciation.

Learning a foreign language is evaluated according to students' communicative competence development, which could be defined as the capacity to use their knowledge about formal and sociolinguistic aspects of the language in order to communicate properly.

The communicative method is characterized as an approach to general education and not a teaching method with class practices clearly defined. As such, it is often defined by means of a list of general principles or characteristics. One of the most lists known is that of the five characteristics of the communicative method, elaborated by (Nunan, 2012):

1. It puts emphasizes on communication in the foreign language through interactions.
2. Work with real texts based on learning situation.
3. Offers students various ways of strategies for the development of thinking and the resolution of problems in the learning process.
4. It gives relevance and relevance to the personal experiences of the students as a primary resource for the development of learning within the classroom.
5. Its purpose is to integrate what has been learned with the social environment.

These five characteristics are those advocated by the defenders of the communicative approach to demonstrate that they are as interested in the needs and desires of their students as in the relationship that exists between the language taught in their classes and what is used outside the classroom. Under this broad definition, any type of teaching methods that helps students to develop communicative competence in a real context is considered an acceptable form of teaching and beneficial.

In this way, the activities carried out in the classes based on the communicative method usually include group and pair activities in which the negotiation and cooperation of the students is required, activities focused on acquiring fluency that encourages the students to increase their

confidence, role-playing games in which the students practice and develop the functions of the language, and also, activities focused on acquiring a good use of grammar and pronunciation. Some examples of activities are:

1. Types of Icebreakers

1.1 Hangman game

1.2 Word chain

2. Information gap activities

2.1 The haunted house

2.2 Spot the difference

2.3 Draw this

2.4 Let use the map

2.5 Job interview

2.6 20 questions

2.7 Surveys

3. Jigsaw activity

4. Information transfer activity

4.1 Family tree

However, not all courses that apply communicative approach are limited to these activities only. Some teachers occasionally ask their students to perform grammar exercises or do non-communicative automatism exercises at home. As this approach is one of the most current, the teachers do not know how to use it or its maximum use, that is, do not take advantage of what it offers and cause a rare interpretation of it.

4.5. The proposed Project Plan

Currently there are different modern media, specialized classes, games, books and educational institutions that offer teach to master the three communicative dimensions of the English language (oral, written, grammar) from different teaching-learning processes in order to cover the need of demand that has this language.

Unfortunately, the process of acquiring the English language is not contextualized to develop activities and language skills. Knowing and mastering phonetic skills in communication in English is essential; unfortunately, most students receive a poor learning process and have few opportunities to practice the English language in class and in their environment. To facilitate learning in the classroom, it is necessary to create an environment that is rich in stimuli and social interactions, where the different skills and forms of learning are respected.

The proposal is to establish guidelines for developing speaking skills through communicative approach techniques, based on the needs of students and teachers, with the vision of implementing tools that guarantee a better performance of students, especially with specific aspects of interest of the students. It is important because it will improve the academic performance of the students, managing to develop skills to those who have difficulties in acquiring them, in the most essential areas of knowledge.

The proposal is based on constructivism and the development of learning skills and abilities to achieve innovations in teaching and evaluation. The module must be implemented from the technical point of view and be contextualized and adapted to the reality of each educational institution that finds interest, the way to teach the classes of the teacher of the degree, and the opinion of the students who finds, difficult to acquire this important language. This makes it possible for them to identify relevant changes and incorporate the necessary improvements and open up to new practices. It is promoted then, a systemic look to the context of the accompaniment and of the students.

4.5.1. TYPES OF ICEBREAKER

4.5.1.1 Hangman game

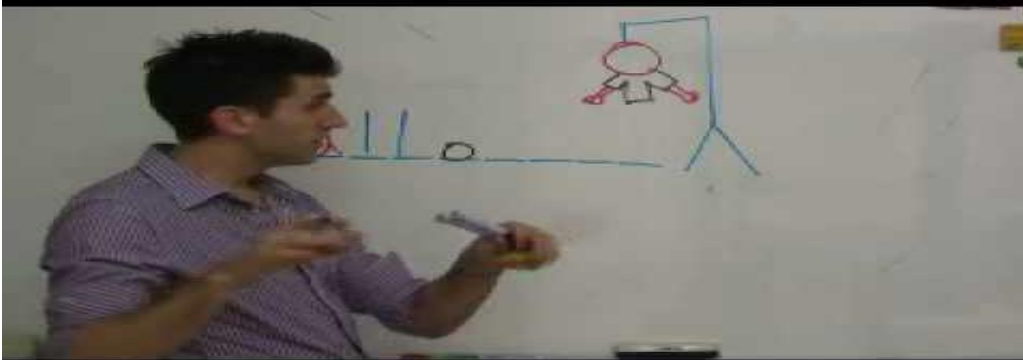


Figure 2

Source: <https://i.ytimg.com/vi/-S6L90X03c0/hqdefault.jpg>

Objective: to spell words and practice the alphabet.

Description of the Activity

The Hangman is an easy and quick game for at least two people that requires nothing more than a paper, a pen and the ability to spell. One player, the "host", invents a secret word, while the other player tries to guess the word by asking the letters it contains. However, each wrong answer brings it a little closer to losing. The hangman can also adapt to make the game easier, more difficult or educational, and there are apps and websites to play online if you want.

A student thinks of a word and puts as many lines as letters have that word. The other students they are saying letters. If any of them belongs to the word, the student write over the lines (as many as there are). If the students say letters that are not in the word, it is created a puppet with each wrong letter. If the puppet is completed (hanged) is that nobody has hit it. The student who guesses the word in question before the doll is completed.

4.5.1.2 Word Chains



Figure 3

Source: <http://blogs.ibo.org/files/2018/03/Communication-2.png>

Objective: to practice of a specific verb tense and the elaboration of phrases.

Description of the Activity

Chained words are a series of words that are written successively, using as a link the last syllable of the previous word, but without repeating the previous syllable, losing the repeated syllable. This is understood as linking words to a game of words in which several players take a turn repeating the turn when the last player has made his move, thus repeating the luck of turns in the initial order.

A phrase with any verbal form (present, perfect tense ...) is given by students for example: "Today I have done many things: I have had breakfast ... "The next student must repeat the phrase and add something else (today I have done many things: "I have had breakfast; I have taken a shower...") The student who forgets any of the actions or do not know what to say is eliminated and the game starts again. The one that stays until the end wins

Examples of chained words:

Love = ear = rabbit = tea = Airplane – Elephant – Tomato, etc...

4.5.2 INFORMATION GAP ACTIVITIES

4.5.2.1 The haunted house

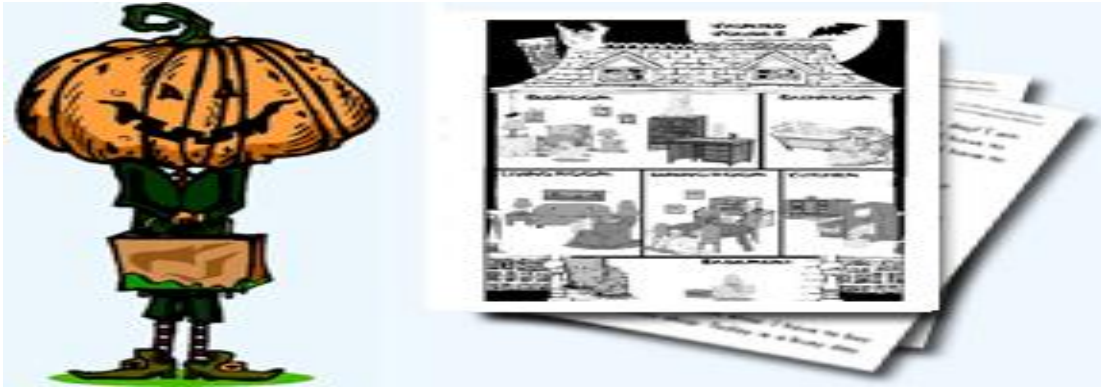


Figure 4

Source: <https://learnenglishkids.britishcouncil.org/games/haunted-house>

Objective: To make students use their linguistic and communicative resources in order to obtain information they do not possess. Essentially, to create one of these activities, it is necessary to give students an objective that can only be completed by communicating with one another.

Description of the Activity

“The haunted house”: The goal of this game, which is a board game, is to be the first to escape a haunted house that the players have entered. The haunted house is made up by randomly laying out tiles in a 6x6 square making up the floor plan and then adding entrance and exit tiles at opposing edges.

Each player then gets a set of cards symbolizing different actions. Each turn consists of two phases: a random phase and planned phase. First, the random phase is where a number of random cards are drawn and executed, throwing the players off track from their plans. During the random phase, a few cards are inserted into each player's card set that cannot be chosen during the planned phase. Apart from normal move cards, there are also special action cards that may

for instance move the exit or things like that. After the random phase remove the white bordered cards and perform the planned phase. Now, each player secretly selects a sequence of 5 cards that define that player's actions that turn. This is a common type of activity to get students talking, because that is the point of communication—to exchange information.

4.5.2.2 Spot the difference

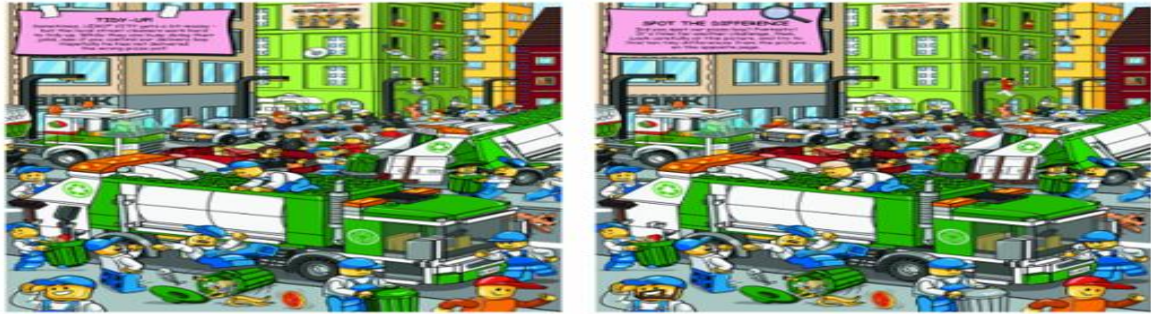


Figure 5

Source: <http://www.spotthedifference.com/>



Figure 6

Source: <https://cdn3.vectorstock.com/i/1000x1000/73/07/spot-the-differences-vector-4137307.jpg>

Objective: to develop visual perception. Enhance the capacity for observation and visual attention.

Description of the Activity

Find the differences this is an exercise to enhance visual perception and attention in children. Activities of stimulation of intelligence in children in which they will have to find the differences in the images.

They are tasks that reinforce the knowledge of children. They are exercises for children of 5 children's education and primary education.

4.5.2.3 Draw This (Pictionary)



Figure 7

Source: https://www.wikihow.com/images_en/thumb/9/94/Play-Pictionary-Step-7-Version-2.jpg/v4-728px-Play-Pictionary-Step-7-Version-2.jpg

Objective: To identify vocabulary and make sentences. This activity can be adapted for any level. Select pictures that will incorporate language the students have been studying and are familiar.

Description of the Activity

Divide students into pairs. Give a picture to the first student in each pair without showing it to the second student. The first student describes the picture to the second student. The second student then draws the image based on this description. The second student is allowed to ask questions to help them understand what the picture or image is. For instance, in the following example there's a focus on colors.

Example:

Student A: The background is light blue.

Student B: Okay.

Student A: There is a woman in the middle of the picture.

Student B: What color is her hair?

Student A: Her hair is brown.

Tip: You can turn this activity into a “competition” with the winner being the pair that best replicates the image. If you want to expand the activity, have the students switch roles and provide a second image.

4.5.2.4 Let’s Use the Map



Figure 8

Source: <https://cdn.themix.org.uk/uploads/2012/09/wheretopullWP1.jpg>

Objective: To ask for directions. It’s also useful to know how to give directions in English. Students need to pre-teach some key vocabulary terms, such as “turn right” and “turn left.”

Description of the Activity

Assign students into groups of two. Provide one student with a map of a city or town, either from a real location or one of your own design. Make sure the map is clearly labeled with some of the more common locations.

One student asks for directions to a location: library, theater, hospital, police station, grocery store, etc. Using the map, the other student gives explicit directions. Students should ask clarifying questions and either write down or outline the directions they hear.

Students should take turns in this activity.

Example:

Student A: Can I help you?

Student B: Yes. Where is the library?

Student A: It’s on 5th Street.

Student B: What’s the best way to get there?

Student A: Take Apple Avenue and turn right.

Student B: Apple Avenue and turn right?

Student A: Yes. Then walk two blocks and turn left at the hospital.

Tip: If you're really ambitious and have the time, ask each student to create their own map to be used in this activity.

4.5.2.5 Job Interview



Figure 9

Source: https://www.incimages.com/uploaded_files/image/970x450/getty_467653747_9706469704500101_58079.jpg

Objective: To Provide the interviewee with a profession and short backstory. The information you provide the interviewee can be as detailed or as minimal as you choose and should correlate with the students' English level.

Description of the Activity

Divide students into groups of two. One student is the interviewer, the other is the interviewee.

The interviewer asks typical interview questions, you can either pre-teach these types of questions to the whole class or provide a list of sample questions to each pair.

Example:

Student A: Where did you study?

Student B: I studied at ABC University.

Student A: What did you study?

Student B: I studied medicine.

Student A: What are your strengths?

Student B: I'm hardworking and passionate.

4.5.2.6 “20 Questions”

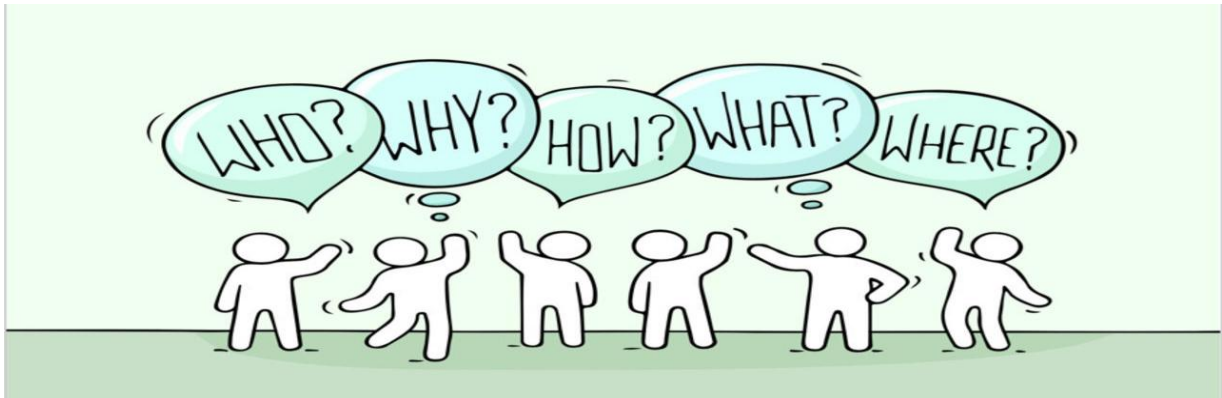


Figure 10

Source:https://kajabi-storefronts-production.global.ssl.fastly.net/kajabi-storefronts-production/blogs/353/images/fvJ87sATFmwvkqKCyxSq_Questions.jpg

Objective: to make students speak by asking and answering the questions.

Description of the Activity

This is a game that students love and it is a great way to practice asking questions and learning new information. You can do this activity as a whole class, in small groups, or in groups of two. One student thinks of an item or object. The other students must ask questions in order to figure out what item the student is thinking of. The questions should be “yes” or “no” questions. If the students can’t guess the item within 20 questions, the student who’s thinking of the item wins the game.

If you do this as a whole class, make sure you keep track of how many questions have been asked. In small groups or pairs, the student thinking of the item should keep a tally of how many questions are asked.

Example:

Student A: Okay. Go!

Student B: Is it alive?

Student A: No.

Student C: Is it bigger than my desk?

Student A: Yes.

Student D: Is it...?

Tip: As the teacher, you may want to make some stipulations or even assign a category. This way the realm of possible answers is smaller and you have more control over the content.

4.5.2.7 Surveys



Figure 11

Source: <http://www.henrywurst.com/wp-content/uploads/employee-engagement.jpg>

Objective: to make students interact in class with question forms that can collect real information, which they must analyze and report back to the class.

Description of the Activity

Classroom surveys are one of the easiest and most successful ways of getting students speaking. Surveys can be adapted in many ways to suit specific teaching situations. It is better to have many kinds of surveys up your sleeve to avoid student boredom and to keep each activity feeling fresh and interesting.

Example

The class have been reading about things that are bad for their health and now conduct a class survey to find out who in the class has these unhealthy habits. They do this by choosing a question each to ask all the other learners, then collating this information.

4.5.3 JIGSAW ACTIVITY



Figure 12

Source: https://d32ogoqmya1dw8.cloudfront.net/images/sp/library/jigsaws/jigsaw_puzzle_pieces_1.v2.jpg

Objective: to recognize, explain and build increasing and decreasing patterns through puzzles and crosswords.

Description of the Activity

The oral presentation consists of speaking in public on a specific topic. This type of exhibition is also called a conference or presentation and requires a clear and structured presentation of ideas on a specific topic, in order to inform or convince a specific audience.

This exhibition practice is widely used in school, university and also in spaces where you want to inform a specific audience in more detail. In the oral presentation the exponent does not read but, helped by support materials, develops the ideas in order, previously planned. That is, the exhibition is not improvised; therefore, it has a structure that includes the order of the essential points that are going to be treated, which reduces the possibilities of forgetting.

How to play

Step one: Divide students into 5- or 6-person jigsaw groups. These groups must be diverse in terms of gender, ethnicity, race, and ability.

Step two: Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.

Step three: Deepening the topic clear and substantial description of the topic description not very clear of the subject topic not clear when it seems i do not prepare the topic 2 dominates the subject assigned scheme well organized and meets the criteria specified for the exposure scheme well organized, but not focused imprecise scheme and little clear, without coherence between the parties that compose it meets the specifications established overhead and attractive diagram meets the required criteria, good orthography simple scheme but organized, regular spelling scheme organized mistaken does not meet the criteria raised, bad atmosphere

Step four: Express yourself through the use of basic oral language structures in the various.

Step five: Read the following text and discover the character that fought against racial segregation. Analyze the content of the reading and organize a bank of questions in relation to the reading presented.

Step six: Conceptualization and abstraction Define each one of the divisibility criteria taking as a reference exercises proposed in class. Make fundamental inferences and value projects, assess the contents and aspects of form from pre-established criteria, recognizes the point of view, motivations and arguments of the author to monitor and self-regulate their understanding through the use of cognitive strategies.

Step seven: Bring the students back into their jigsaw groups.

Step eight: Make fundamental inferences and project evaluations, assess contents and aspects of form based on pre-established criteria

Step nine: Propose oral interventions with a communicative intention, organize the speech according to the structures of the oral language and use an appropriate vocabulary

Step ten: it establishes explicit relationships between the contents of two or more texts, compares them, contrasts their sources, makes fundamental inferences and projective-evaluative, values their contents and aspects of form based on established criteria, recognizes the point of view, the motivations and the arguments of the author when monitoring and self-regulating their comprehension through the use of cognitive comprehension strategies.



Figure 13

Source: <https://www.jigsaw.org/>

4.5.4 INFORMATION-TRANSFER ACTIVITY

4.5.4.1 Family tree



Figure 14

Source: <https://busyteacher.org/18124-how-to-teach-about-family-10-ways.html>

Objective: To talk about their families every day for a variety of reasons. These activities will help them to be able to say what they need to say about their families in everyday conversation.

Description of the Activity

Climbing the Family Tree: For this activity, it is necessary to have a large family tree, illustrating mother, father, sisters, brothers, grandparents, children, grandchildren, aunts, uncles and cousins. Each branch should have a picture and the title of the person clearly written. This is very useful when they want to talk about their family history.

How can you compare? Produces narrative, descriptive, expository and instructive texts; self-regulates writing through the application of the writing process and the use of strategies and thought processes; organizes ideas in paragraphs with unity of meaning, with precision and

clarity; uses a vocabulary, according to a specific semantic field and appropriate grammatical elements, and relies on the use of different formats, resources and materials, including ICT, in communicative situations that require it.

Hot seat: Reinventing literary texts, recognizing the original source, relates them to their own cultural context and other environments, incorporates figurative language resources and uses diverse media and resources (including ICT) to recreate them

Family reunion: Express themselves through the use of basic structures of oral language in the various contexts of social and cultural activity to present their points of view and respect. From the observation of the rules, make a graphic organizer (fish bone) to summarize the criteria of divisibility. Define each of the divisibility criteria by taking exercises proposed in class as a reference. Sort the numbers according to the criteria studied in class.

Make the game know you know that is to develop collaborative work groups so that through primers expose the main and biographical data of the presidents of the eighties to the present and develop graphic organizer (biographical pyramid) to summarize what is exposed in group.

4.6. Results and Benefits

This present proposal is given according to the needs to improve the quality of teaching and learning in tenth grade students at Liceo Naval de Guayaquil "Cmdte. Rafael Andrade Lalama". This project is so beneficial to the school community to help students foster their speaking skills towards communicative approach techniques, in addition, teachers must include pedagogical strategies to develop speaking skills, performing a theoretical, traditional and behavioral education.

4.7. Conclusions and recommendations

4.7.1. Conclusions

Although the institution, where the study was conducted, has technology to help students in learning the English language, students they do not dominate the language and either its grammatical dimensions as a whole, that is because teachers do not plan with various activities in order to get the students involved in the English language acquisition.

The research was conducted with students who presented a good level of listening comprehension of the English language, however, the written and oral basis still it has a low level in relation to the first mentioned skill.

The communicative approach strategy pursues students' exposure to real and concrete communicative situations, where they have the capacity to unravel in a logical way. When developing the strategy with the experimental group, they showed high interest and motivation due to the sorts of activities these activities have, since they promote students to speak and are able to develop their communicative skill development.

By applying the communicative approach in class development, school performance improved, due to the different activities that are taught; this kind of strategy gives students the experience of developing communicatively within an environment and it takes them out of their comfort zone, guiding them to lose the fear of engaging Expressive relationship.

The working group that did not develop the communicative approach strategy maintained its level of language comprehension, but did not present an improvement in the development of the bases logical to engage in a basic conversation.

4.7.2. Recommendations

School authorities must train teachers in order to apply different tools and methodologies with the aim to eliminate monotonous and repetitive processes and have a better classroom environment

Authorities, directors, supervisors, and coordinators seek and facilitate agreements with foreign institutions to assess the level of English and get their international degree of proficiency of English language according to the common European framework B2. This might help the student get involved and conceive direct links with language.

Teachers should plan activities that contribute to the development of communicative competence in students and thus take advantage of the interest and willingness of these to reinforce communication skills.

Encouraging practice and interaction within the classroom as well as outside, in order to improve pronunciation, comprehension and basic areas to foster conversations. This skill develops with constant feedback and correction.

Teachers must eliminate or modify from their work methodology memorization, and repetition of vocabularies, since teaching of the English language is usually centered only in providing large quantities of vocabularies and basic grammatical rules and teaching but it is not covered as it is carried out in the mother tongue, through the communicative and social interaction.

Teachers must study and analyze the variety of available strategies before planning the topic to be developed, thus determine what is useful for each group or work situation.

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ANNEXES

Annex 1. Oral Rubric

No	Aspect	0	10	20	Score
1	Fluency	Choppy, broken, usually slow	Fairly smooth, with some stumbling	Smooth, with appropriate pace	
2	Comprehension	Cannot re-tell parts of the story	Can re-tell story without expansion or connection	Fully understands story, can relate talk about any	
3	Content	Cannot understand the content	Partially understands the questions	Full understand the questions	
4	Pronunciation	Difficulty pronouncing most words	Most words pronounced correctly	All words pronounced correctly	
5	Vocabulary	Knows only few words	Knows most words	Knows all words and uses higher vocabulary	
Observation				TOTAL SCORE	

Elaborated by: Chuya Chuya, Wilmer. (2018)

Annex 2. Pre-test

Name: _____

Date: _____ Score: _____

Section I. Instructions: Have a conversation with the teacher; try your best to answer in a simple logical order the following

Statements	Answers (expected)	Yes/No
1. Hello. What is your name?	Hi/Hello/Hey! My name is...	
2. How old are you?	I am ... years old.	
3. Where are you from? Where do you live?	I am from ... I live in ...	
4. What is your favorite color?	My favorite color is ...	
5. Who is your best friend?	My best friend is... He/She is...	
6. Can you describe your family (members, names, amount of members)?	My family is/are...	
7. Describe your bedroom.	My favorite subject is...	
8. Who is your favorite teacher? Why?	Yes, her/his name is ...	
9. What do you want to become when you grow up?	When I grow up I want to be...	
10. Thank you, have a nice day. Thank you	You too. /Have a nice day. / Bye.	

Elaborated by: Chuya Chuya, Wilmer. (2018)

Section II. Instructions: Look at the pictures and describe them.



Figure 15

Source: https://www.freepik.es/fotos-premium/hermosa-chica-cafe-hablando-telefono-celular_1300671.htm

Section III. Read the extract aloud and answer your teacher's questions.

Figure 16

Source: <http://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/lost-dog>

Now answer the questions:

1. The dog is lost.	True	False
2. The dog's name is Sherry.	True	False
3. The dog is a female.	True	False
4. The dog was lost on Monday morning.	True	False
5. The dog was lost in Central Park.	True	False
6. There is a reward for finding the dog.	True	False

Annex 3. Post-test

Name: _____

Date: _____ Score: _____

Section I. Instructions: Have a conversation with the teacher; try your best to answer in a simple logical order the following

Statements	Answers (expected)	Yes/No
1. Hello. What is your name?	Hi/Hello/Hey! My name is...	
2. How old are you?	I am ... years old.	
3. Where are you from? Where do you live?	I am from ... I live in ...	
4. What is your favorite color?	My favorite color is ...	
5. Who is your best friend?	My best friend is... He/She is...	
6. Can you describe your family (members, names, amount of members)?	My family is/are...	
7. Describe your bedroom.	My favorite subject is...	
8. Who is your favorite teacher? Why?	Yes, her/his name is ...	
9. What do you want to become when you grow up?	When I grow up I want to be...	
10. Thank you, have a nice day. Thank you	You too. /Have a nice day. / Bye.	

Elaborated by: Chuya Chuya, Wilmer. (2018)

Section II. Instructions: Look at the pictures and describe them.



Figure 17

Source: https://www.freepik.es/fotospremium/hermosachicacafehablandotelefonocelular_1300671.htm

Section III. Read the extract aloud and answer your teacher's questions.

LOST DOG

Sherry
3 years old, male

Help us find our dog. Lost in Central Park near Blue Lake Café on Monday 10th June at 4 p.m.

€500 Reward for safe return

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

012 6554 7862

Figure 18

Source: <http://learnenglishteens.britishcouncil.org/skills/reading/beginner-a1-reading/lost-dog>

Now answer the questions:

1. The dog is lost.	True	False
2. The dog's name is Sherry.	True	False
3. The dog is a female.	True	False
4. The dog was lost on Monday morning.	True	False
5. The dog was lost in Central Park.	True	False
6. There is a reward for finding the dog.	True	False

Annex 4. Observation format

	Never (2)	Sometimes (1)	Frequently (0)
1. The voice quality is normal			
2. The access to lexicon is adequate (find the right word, proper use of deixis: these, that)			
3. Correct use of verbal forms in the present past and future			
4. Respond when the teacher pronounce their names			
5. Use the correct pronouns in a dialogue			
6. It is understood all student's oral productions			
7. Speak without substituting a phoneme for another or omission of consonants or whole syllables			
8. Use the verbs correctly			
9. Use related words (possession, location, temporization etc.)			
10. Fluent and clear speech at the moment of participating in class			
11. Shows an ordinary repertoire of communicative functions (asks declaring, question etc.)			
12. Respond to simple commands			
13. Generally students understand messages			

Elaborated by: Chuya Chuya, Wilmer. (2018)



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Annex 5. Survey to teachers

Objective: To get information related to Application of Communicative Approach Techniques to Develop Speaking Skills in students of high school during the school year 2018-2019. Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Always</u> <u>1</u>	<u>Occasionally</u> <u>2</u>	<u>Rarely</u> <u>3</u>	<u>Hardly</u> <u>ever</u> <u>4</u>	<u>Never</u> <u>5</u>
The best way to acquire the English language is by playing, so students can enhance their speaking skill ability?					
Do you think applying pedagogical resource with fun activities encourage students to perform their speaking skills?					
Learning English language becomes funnier and more entertained when you work in group?					
Having active participation will encourage students to speak English in class?					
Providing motivational English teaching techniques promote students to acquire The English Language easily?					
Working in groups is the best way to learn English and perform speaking oral communication production?					
Do you consider teachers must apply innovative activities to teach English speaking skills?					
Does making teamwork allow you to develop your abilities to learn how to speak in English in the classroom?					
Teachers must innovate their methodology in order to promote students to speak and participate in class actively?					
Does communicative teaching techniques allow you to be able to perform your way of speaking?					

Elaborated by: Chuya Chuya, Wilmer. (2018)



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Annex 6. Survey to students

Objective: To get information related to Application of Communicative Approach Techniques to Develop Speaking Skills in students of high school during the school year 2018-2019. Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Always</u> <u>1</u>	<u>Occasionally</u> <u>2</u>	<u>Rarely</u> <u>3</u>	<u>Hardly ever</u> <u>4</u>	<u>Never</u> <u>5</u>
Do teachers have to promote interactive programs to foster vocabulary skills?					
Do you engage students through communicative approach to enhance their speaking skills?					
Is teacher’s training really important to be prepared and implement communicative approach in the classroom successfully?					
Applying motivational teaching techniques students will able to increase their vocabulary skill and perform their way of speaking?					
Teachers must receive Communicative approach training course in order to develop student’s speaking skills					
Teachers must speak only in English in order to promote students to speak the language and develop their communicative skills?					
Must teachers use communicative teaching techniques such as puzzles, storytelling, guessing games, videos, role play; in order to promote in students an easier English learning?					
Do you agree teamwork helps students obtain a clearly comprehension of the subject and enhance their oral production?					
Do you consider important to apply innovative communicative teaching methods to develop speaking skill?					

Elaborated by: Chuya Chuya, Wilmer. (2018)

Annex 7 Validation of the proposed project plan



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Validation of the proposed Project plan


APPLICATION OF COMMUNICATIVE APPROACH TECHNIQUES TO DEVELOP SPEAKING SKILLS IN STUDENTS OF HIGH SCHOOL DURING THE SCHOOL YEAR 2018-2019

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not significant that	Not significant
Scientific aspect	✓				
Social impact		✓			
Feasibility	✓				
Relevance	✓				
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

The impact of this project will definitely help on what all teachers expect which is the communicative aspect of language.

Name:	MSc. Luis León	 Signature
Occupation:	English Teacher	
Phone number:	0997127878	

Authors: Wilmer Chuya



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Validation of the proposed Project plan

APPLICATION OF COMMUNICATIVE APPROACH TECHNIQUES TO DEVELOP SPEAKING SKILLS IN STUDENTS OF HIGH SCHOOL DURING THE SCHOOL YEAR 2018-2019

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not significant that	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

Name:	MSc. Francisco Villao Villacres	 Signature
Occupation:	English Teacher	
Phone number:	0992831226	

Authors: Wilmer Chuya



LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan


APPLICATION OF COMMUNICATIVE APPROACH TECHNIQUES TO DEVELOP SPEAKING SKILLS IN STUDENTS OF HIGH SCHOOL DURING THE SCHOOL YEAR 2018-2019

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not significant that	Not significant
Scientific aspect		✓			
Social impact		✓			
Feasibility	✓				
Relevance	✓				
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

The techniques applied in this project improved in a high percentage the speaking skills in the students.

Name:	MTEFL Janeth Leticia Mora Zapater	 Signature
Occupation:	English Director	
Phone number:	0990536501	

Authors: Wilmer Chuya

Annexes 8: Photographic evidences



**Survey applied in teacher of 10th grade
Photo taken by Chuya Chuya Wilmer**



**Survey applied in students of 10th grade
Photo taken by Chuya Chuya Wilmer**



Applying Communicative approach activities in students of 10th grade
Photo taken by Chuya Chuya Wilmer



Applying Communicative approach activities in students of 10th grade
Photo taken by Chuya Chuya Wilmer