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RESEARCH PROJECT:

**COMMUNICATIVE ACTIVITIES TO ENHANCE ORAL PERFORMANCE IN 8TH C
GRADE STUDENTS AT UNIDAD EDUCATIVA CARDENAL BERNARDINO
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Abstract

The purpose of this research project is to facilitate the teaching and learning process in the speaking skill in an EFL classroom environment, by implementing communicative activities in the classroom based on different methodological approaches and methods, as well as offering a bank of alternative activities to provide teachers with extra teaching material in order to enhance communication in their 8th basic students. It directs on some observations of teacher's performance into the classroom. The main objective of this research is that English teachers of the eighth basic level of education at Bernardino Echeverria Ruiz High School implement any of the activities suggested here to provide students with meaningful ideas to develop the speaking skill. Questionnaires, observation checklists and diagnostic tests were applied to evaluate the students and teachers' performance. The results obtained in this analysis were very important in the development of this project, aimed at improving the teachers' and students' performance.

DEDICATION

I dedicate my research project to my family. A special feeling of gratitude to my loving parents, Antonio Montoya and Mariana Panchana who have supported me throughout the process. I will always appreciate all they have done. To my beloved Robert, who always found the solution for my lack of time to finish this project.

Katiuska Montoya

I would like to dedicate this report to a person who has always stayed with me in everything I needed, especially in difficult moments. That person, who has given me strength and has encouraged me in every step of my life, is my beloved son.

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Leticia Rodríguez

1. INTRODUCTION

1.1 BACKGROUND AND STATEMENT OF THE PROBLEM

The purpose of this study is to determine how the activities used in class by English teachers limit the achievement of the speaking skill of the students in eighth year of basic education at “BERNARDINO ECHEVERRIA RUIZ” School.

Students who present problems in using the target language in a communicative way in 8th basic have a number of reasons for not producing the target language. If students do not have enough productive activities they will not be likely to develop communicative competence, which is crucial to enable them with the adequate proficiency for the next level, providing they pass.

There are psychological issues that influence the quality of students’ learning such as euphoria or anxiety, which affects students that have very exciting feelings towards a new learning environment.

The state of the problem is presented with specific focus on the symptoms, causes, prognosis and prognosis control described below:

The students with the biggest problems in learning English present the following symptoms:

- **He cannot express himself easily in English.** Several times these students feel afraid to express their ideas because they might not do it correctly. They feel that they will commit grammar mistakes and will be mocked by their classmates, which results in frustration and blocking of their learning process.

- **He is not interested in the class.** Students' lack of interest can be due to several reasons: student can feel pressured by his/her parents; the environment might not be enjoyable for him/her. Another factor could be that the communication between teacher and student might not be effective, and even the teacher might not be successful at motivating students.
- **Low grades.** Students have low grades because teachers have failed to motivate students to learn the target language.
- **Skipping homework.** Students fail to do homework because they do not feel motivated. This is mostly because many times homework does not have a clear objective and it is not meaningful to students' learning.
- **Learning gaps at the beginning of school year.** In many occasions students from the previous have had teachers who have not met the objectives for the school year. Many times this is due to teachers' lack of preparation. Several teachers do not have the adequate level to be effective models of the language for their students. Due to this wrong model, students might fossilize errors, which can be difficult to overcome in the future. To this scene it can be added that many books are poor quality that are mostly used at limited economic power schools.

A very important factor is the low production of the language students have in class. The lack of practice and the lack of confidence students have contribute to students' gaps in language skills.

- **Students do not adapt easily to their new learning environment.** Students go through stages of language learning and have to adapt to the learning environment. However, some stages can be harder than others. Among the main ones we have:
 - o **Euphoria:** Students can go through a period of strong emotions about their new environment.
 - o **Cultural shock:** Students can go through anger, hostility, frustration or resentment towards a new culture, especially when they go to a new learning environment.
 - o **Acceptance:** Students gradually will accept a new environment.
 - o **Assimilation /adaptation:** Students will accept and adapt to a new environment.

1.2 OBJECTIVES

Broad:

The objective of this research is to implement Communicative activities to enhance meaningful interaction in 8th grade students. These activities will provide the teacher with a valuable resource to trigger students' motivation, interest and willingness to use the language in a useful, active way.

Specific:

- **Determine causes of their low proficiency and low performance in class.** Through the application of the diagnostic test, we can discover the level of English students have from the beginning of their secondary stage in their lives. After that, according to the score, it is possible to find shortcomings in the development of the second language, but at the same time there are several reasons that students do not learn faster than others.
- **Students' level of participation is intended to be improved with the implementation of these activities,** because sometimes the teacher plans his classes including a variety of activities, but not always they are interesting for them. The project tries to provide the teacher innovative ones in order to get students' attention during the class.
- **Another aspect to be improved is students' motivation, which goes hand in hand with the kinds of approaches used by the teachers.** The motivation scales tap into three broad areas: value, intrinsic and extrinsic goal orientation, task value, expectancy control beliefs about learning, self-efficacy and finally the affect test anxiety. Through the teacher's observation it is easy to observe what the teacher is using in the learning process and even identify what he needs to improve his classes.
- **Implement communicative activities to increase students' production and authentic communication.** Technological revolutions and the expanding use of computers are rapidly changing the nature and scope of pedagogy in all fields of knowledge. Environments such as chat, used for specific discussion tasks, may be a good forum for idea-generation and immediate feedback, but do not encourage reflective thought. Among all the activities presented in this project, that include interactions with peers.

1.3 RATIONALE OF THE STUDY

Effective learning of L2 is crucial for students. Use of English is becoming more and more common in students all around the world, especially in the development of academic and cognitive fields. English is one of the most used languages worldwide and it is the official language or has special status in 75 territories around the world (British Council magazine, 2006)). Besides, it will give us direct access to important, current information. We can access most scientific books, also academic and technological information is mostly written in this language. According to recent studies, more than 56% of Internet sites are edited in English. All these aspects have made English become a lingua franca (Lakehal, 2012). All these factors make it apparent that motivating students to increase their L2 proficiency is very important, and also a need in the ELT classroom.

Globalization has made English a basic competence for worldwide communication. The global community has come up with the consensus that English is a universal language; the competence on this language, therefore, entitles its users to more opportunities on social and work scenarios.

The aim of this thesis is to present new methodological strategies through after-school tutorials, which will help the correct student development of the four English skills. It is therefore advisable to make students aware of their own learning of a new language, not just learn grammar and structure the sentences, but also important to develop each one of the skills, enhancing communication. All skills are important, because sometimes students feel fear of speaking in public and in a classroom where they have their best friends, peers, etc. All this

contributes to students feeling embarrassed. Also, they might be aware they have not developed the skill of communication which is one of the key to effective globalized communication, which is the door to success.

1.4 SCOPE AND LIMITATIONS OF THE STUDY

Scope

The scope of the study refers to the parameters under which the study will be operating. The following tips may be little helpful to you in improving communication skills. Clarity of thought on what you want to communicate. Take advantage of every opportunity to practice your communication skills so that when important occasions arise, you will have the gift, the style, the sharpness, the clarity, and the emotions to affect other people. Clear communication is something that takes practice. It is a skill that you can develop and acquire over time. Listen or read carefully while responding so that you know the topic correctly and it shall enable you to give correct response. Reading has many benefits, another way to develop your communication skills may be to read editorials and news articles in prominent newspapers such as The New York Times. Pay attention to sentence structure, grammar, presentation of ideas, and so forth and it could help you to improve your skills. Use correct gestures while talking or discussing. Teachers and students can communicate with new non-English speaking students from the very first day. ESL and bilingual teachers will find it worth their time to help them learn to communicate. When classroom teachers communicate with newcomers, that communication must to be comprehensible. Show them how to use drawings, gestures, actions, emotions, voice variety, chalkboard sketches, photographs, and visual materials to provide clues to meaning. Adding visual and kinesthetic support along with the language will provide

additional comprehensible input. If necessary, repeat your actions using the same simple structures and actions, simplify your message as much as possible breaking them into smaller, manageable parts to give newcomers a chance at comprehending, make sure the student's attention is focused. Don't insist, however, that students make eye contact with you when you are speaking to them. This is considered rude in many cultures. Be attentive in class: Most teachers daily confront the reality that student attention wanders in class. They can be seen nodding off, sleeping, gazing distractedly at some point other than the front of the room, texting, or working on something for another class. It's a problem, and one that teachers often find hard not to take personally. Students report significantly lower attention lapses during lecture segments .In other words, students are more engaged and attentive when they are doing something other than listening to the teacher lecture. It is essential to know which of the non-native students in your class are ESL students and what level of ESL they are in. This will give you some idea how much English they know and will help you to have realistic expectations of what they will be able to understand and do in your lessons. If the students feel that they have a weak background in grammar, they are encouraged to discuss the situation with their teacher, instructor or advisor. Teachers often complain about discipline, about lack of attention, about the use of L2 in the classroom and many other problems, many of which amounts to breakdown in communication between teacher and students or between students themselves. It is well known that speech is only one part of communication; teachers often forget about or underestimate the importance of non-verbal communication in their own and their students' performance. One aspect of non-verbal communication is the use of the eyes to convey messages. The eyes are a powerful tool for both the teacher and the learner, much classroom time is spent with eyes firmly fixed on the book, the board, the floor, the window, or around the teaching and learning environment. Good eye contact does not mean staring or gazing.

Many learners are likely to find this uncomfortable and consequently avert their own eyes and lose concentration. Save time and effort with specific messages delivered by eye and facial expression. Show praise, encouragement often, and disapproval occasionally. Remind learners that they ought to know an answer or that they could provide a response if they tried. Nominate and invite responses by eye. If the student is not watching, someone will give him/her a nudge. Eye contact is, fundamentally, time and effort saving. Try to be confident and assertive. If you're assertive, you'll be able to express your desires while respecting the needs of others, and you'll have a better chance of getting what you want and deserve. Avoid unnecessary argument every teacher has limits. But if you have a reaction with your students you may cause unnecessary problems for your students and yourself. Try not to take your students' mood personally, you are not the cause of it, and you probably can't change it. Help students recognize when they are in a bad mood. Teach them to wait, if possible, until the bad mood passes before making important or irrevocable decisions.

Limitations

There are several factors that could affect the smooth development of this project. We can mention the following:

- Lack of parents' collaboration: on the implementation of the extracurricular classes, this could result in them not picking students up in a timely fashion.
- Students' demotivation: in taking part of the project.
- Limitation in internet access: which is a crucial component to the implementation of the project or conflict with other extracurricular activities students might take part in.

- Conflict with school afternoon classes; there could be limited space and availability of classrooms, because of different causes, such as practice some sport or do some other extracurricular activity, making it impossible for them to stay after school.

2. LITERATURE REVIEW

2.1 Introduction

We live in a globalized world in which boundaries and language barriers are overcome by technology, media, entertainment and education. Our students have instant access to any kind of information from anywhere in the world with the help of the innumerable tools that foster communication, instant access to information and diverse forms of interaction. This includes our students being able to interact with English speaking environments, possibly and probably through the internet, chats, games, music, videos, etc. There is a need therefore in any individual to build communicative competence in English to be able to survive this world in which frontiers are progressively disappearing.

It is very common to hear adolescents or children talking a few words or phrases in English that are not typically learned at school environments, such as songs from their favorite artists, names of TV programs in English, names of Hollywood movies, or even phrases they have picked up playing video games off or online.

But teenagers and children are not the only ones who are exposed to L2. Many adults who have never studied English have contact with this language for many reasons. Many work environments present the need of basic knowledge or vocabulary about L2. If you go to a fast food restaurant, you can see people using coined terms such as “plain”, “crispy” “refill”, etc.

More and more professionals nowadays have been forced to study L2 given the circumstances and necessities at their workplaces. Even if we look at university education, we will notice the importance that is giving to learning English in all careers students might choose.

This need is widely recognized by our society. It is well known that whoever is considered bilingual in this context, will have better opportunities at hand to reach many benefits such as better work positions, scholarships, salary raise, graduate studies, travel and many others.

However, this need or reality is divorced from education systems. More specifically from the English learning system in many schools in which students receive book-driven classes, and their success is measured in terms of linguistic knowledge which is evident upon completion of exercises similar to the ones in their main textbook. This has made classes test-driven, which is, teachers teach to the test rather than provide students with the adequate opportunities to build communicative competences. Traditional English teaching has become the norm when we look at the way different institutions, specifically high schools, where English teachers give their lessons placing great emphasis on accuracy rather than on fluency. This can be attributed to a number of factors. First, and mainly, is the lack of well trained teachers provided with the adequate professional development opportunities in order to keep updated with the latest methods or techniques. Another situation to take into account is the regularly large size classes they have to deal with. Usually teachers in high school, and more specifically those in 8th Basic, which is a grade normally crowded in all schools, have to lead the learning of at least 30 students or more. This reduces the opportunities of teachers implementing communicative or dynamic activities, since numerous groups of students develop in lack of discipline or classroom management problems because activities are not easily monitored.

With this picture in mind, the least that teachers are willing to do is to implement extra activities or adapt the existing ones in their textbooks in order to enhance student communication in L2. Teachers are also under pressure to cover the syllabus content and give positive results in assessing students which does not contribute to teaching communicatively. Teachers feel in a way forced to cover the syllabus running a race against time, students' "learning" and the system.

The mission of an English as a foreign language teacher is to offer high quality education to students. In ELT this means to teach English based on students' needs. An ELT course objective is to develop students' proficiency in the target language. Beneath this lies the strong belief that we learn a language, in this case English, to communicate effectively. This can be measured by achieving competences that give evidence of students' meaningful learning. The aim is to help students achieve communicative competence which includes knowing how to use language for a range of different purposes, contexts and functions, using appropriate register in communication, knowing how to produce and understand different types of texts, knowing how to maintain communication effectively applying diverse strategies. (Richards 2006)

Effective learning experiences that are meaningful and memorable to students are based on hands on, dynamic activities that trigger their motivation and enhance their participation, giving students self-awareness of their learning. If we see Constructivism, it states that "people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences."

Implementing communicative activities to enhance students' communication proves that students have to emulate the experience of real life and situations in which they have to put English into practice. This would hopefully make their learning experience more significant and remarkable. Jeremy Harmer, bilingual education expert specialized in English language teaching, in his book "How to Teach English," states that teachers must create an environment in which the student is willing to learn. He mentions that in order to have motivation to learn, students need to have a purpose. For example, when someone learns about music, that motivation is to play an instrument, or if you decide to learn to cook, it is to make meals better. Similarly, we must contextualize learning English. If learning is to get something done, that is, have a specific purpose, it will generate a desire to participate or learn.

The objective of this study goes hand in hand with the above, as it seeks to motivate the desire to participate and interact by the student through interactive activities with a specific purpose. Here, you will find activities that are based on specific methodological strategies that will increase the interaction of students with a communicative approach, in order to improve the communicative competence among 8th year students. The activities described in this work have been carefully chosen in order to comply with the communicative competence building in students, taking into account their age and interests. This is often disregarded by many educators. We must not forget that in order to learn anything students need to be motivated and interested. If we only teach the classes day by day centered on the book and the exercises, our lessons are going to turn monotonous, and therefore, motivation will be compromised, as well as interest on the subject: English.

Harmer (2009) also mentions the balance of the time in which teachers and students speak in class. The author believes that the students are the ones who must have more oral

production than the teacher as they are the ones who need to practice oral communication in the language. Sadly, in a lot of English language classes we can see that teachers do most of the talking, following the traditional model of teaching, in which the teacher is the center of the class and students are passive recipients of information or knowledge. This goes against a principle that must seem as a logical one: in order to speak a language and communicate students have to practice. However, traditional methods, large classes and teachers that lack the adequate training or professional development opportunities contribute to this old school model.

The activities presented are supported by communicative, functional methodological strategies, such as constructivism, communicative language teaching, and integration of skills. These strategies represent a methodological platform and dynamic communication activities as a valuable resource to foster meaningful communication among students. These models of student-student interaction intends to foster meaningful, memorable learning, as well as increase student talking time, which will eventually and gradually result in developing oral proficiency.

This work presents the rationale for implementing communicative activities in the classroom based on different methodological approaches and methods, as well as a practical guide with alternative activities in order to show an alternative for teachers who would like to enhance communication in their 8th basic students. This is a very important age group, since they are emerging as secondary school students and this course will provide the basis for their following learning experiences.

In our country, through the Ministry of Education, it is stated that students nationwide have to handle another language, in this case English, raising the level of education. This is why through Regulation of LOEI (Ley Orgánica de Educación Intercultural), which is implemented on the coastal region since the academic year 2013 – 2014. According to this law (Art. 118), schools are categorized into one of five categories (Ranges A to E), in terms of educational quality standards and supplementary services provided by each establishment, such as extracurricular activities or bilingualism.

The information in Art. 41 of the LOEI regarding extracurricular activities, constitute an integral part of the work done by teachers in educational institutions, to ensure the quality of service they provide. That is, teachers should organize educational activities that benefit the educational community. This article is divided into two categories:

- Individual Management corresponds to 65% of the total hours of educational work outside of class, which includes planning, review student work, assess and report, writing feedback, designing educational materials, conduct research related to their work , attend continuing education courses, and others.
- Participative Management corresponds to 35% of total hours devoted to educational work outside of class, including: conducting meetings for teachers, meet the legal representatives of students, reinforcing activities and educational support for students need and collaborate in the organization, supervision and control of the various student activities.
- The schedule of activities will need for students to get full support from their families. The teacher should review the work they perform during the session

and provide timely, detailed and accurate feedback that allows the student to learn and improve.

- Moreover, these tasks must be scored and averaged with other grades. The type of academic support should be designed according to the needs of students and what is most suitable to improve their learning.

Considering these articles and the way in which education is carried out in our country, this project is designed taking into account after school class hours which are allowed by the regulations. In this way students improve their learning process through the techniques suggested to teachers, eliminating discrimination of students because of their lack of knowledge of English and work more effectively in groups within the classroom.

2.2 THEORETICAL REVIEW

The search for the ideal method started in the 1800s with an author by the name of Francois Gouin, who published methods he recommended to use in order to teach foreign languages. This approach was followed by Charles Berlitz, with the Direct Method. This method had the core beliefs that in order to learn a language, learners had to be exposed to it the most natural way as possible. It has the following principles: “Never translate, demonstrate; never explain, act; never make a speech, ask questions; never imitate mistakes, correct; never speak with single words, use sentences; never speak too much, make students speak much; never use the book, use your lesson plan; never jump around, follow your plan; never go too fast, keep the pace of your students; never speak too slowly or quickly, speak naturally; never be impatient, take it easy.” (Theodore S. Rodgers 2014)

The Direct method placed much weight on its success on the teachers' skills. They had to be native or near native speakers of the language; here, the book or other resources were considered secondary, and the drawback was that some teachers were not able to cope with the required profile; hence there was a clear limitation. (Rodgers, 2014)

The activities shown on this project avoid teachers talk all the time during the class. The teacher just uses the English language at all times for instruction and never uses the student's native language and uses mimics, real-life objects, and other visual materials to teach English concepts and vocabulary to students. After that, the students start working according to what the teacher indicates.

Topics provide by the teacher in which students open a brainstorm and start forming some short dialogues and an idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe topics (weather, hobbies...etc.) that help students to memorize which utterance is suitable for each situation. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress, and rhythm usage. Brown (2001, p.23) stated that the audio lingual method was firmly grounded in linguistic and psychological theory.

Later on, there was a burst of innovation and several more appeared, such as the Community Language Teaching, the Silent way, Suggestopedia, Total Physical Response, among others. (Richards, 2002).

One method that was strongly acknowledged was the Grammar Translation Method, here, the goal of study was to learn about the language to be able to understand its literature and benefit from learning another language patterns and structures.

All methods reflect in an implicit way the learning theories that account for the cognitive, personal, interpersonal, and social processes learners need in order to acquire a language. There are different learning theories underneath this process. These include: Behaviorism, Cognitive Code Learning, Creative Constructive Hypothesis, Interactional Theory, Constructivism, and Individual factors.

Behaviorism states that individuals respond to specific stimuli, and that that response will be reinforced if there is a reward for it. Through the observation applied on this project, it is visible that teachers need to give more positive reinforcement to the students and provide the stimulus that they need to feel motivated in order to create a better environment into the classroom.

Cognitive Code learning emerged later on as a response to Behaviorism; it emphasized that learning a language involves a set of cognitive processes that include both inductive and deductive learning as well as practical activities meaningful to students.

Creative constructive hypothesis is a theory that claims learning is a creative process that has common features regardless of the language learners speak. Errors in this model are seen as positive, since they reflect the fact that they are acquiring L2 little by little. This is a principle that prevails in Communicative Language Teaching, where meaningful communication is favored over precise grammar production. This principle is also implicit in Task Based Learning. Skills learning state that skills are to be practiced in an integrated way.

This model sees performance as a whole and not by separating it into different skills. Many teaching methods include this approach. In this project there are some activities where students could identify themselves immediately, using their own life experiences in order to take some ideas to create dialogues or debates, as their level of English increases during the school year.

Interactional theory describes learning as an interactive process in which learners have to work together and communicate among one another in order to learn meaningfully. The main aspect of this theory is the way learners negotiate meaning and give feedback to one another. Using aspects of this theory could help us in the development of activities that promote communication in the learners.

Constructivism is a theory that is strongly present in many teaching methods and theories for second language learning. Here, learning is seen as an internal construction of meaning that is built upon scaffolding and experiencing the language in linguistic and socio-cultural dimensions. Here, students are supposed to be the center of attention in class, and the teacher would act as a facilitator to support and help students' process. These principles are apparent in Communicative language teaching as well, in order to trigger students' meaningful interaction and production. (Rodgers, 2014)

We can mention the *Social Constructivism* which is about how the individual learner understands things, in terms of developmental stages and learning styles. According to Piaget, in a classroom must provide a variety of activities to challenge students to accept individual differences, increase their readiness to learn, discover new ideas, and construct their own knowledge.

"To give students tools that allow them to create their own procedures to solve a problem, means to change their way of thinking and promote continuous learning." (Piaget and Constructivism). Helping our students is not simply providing them with the correct answers. We must direct them to achieve their aims; giving them guidelines with which they can continue to build that ladder of success that every human being should aim at involves commitment and responsibility. This is solely not to feel good about yourself, but also to bring positive things to the world around us. Bringing this concept to our lives, makes us realize that we are all important pieces to build on the self-esteem and generate positive results and contribute to make the environment we interact with full of harmony, peace and security.

We also have the Communicative Language Teaching (CLT) that is an approach to the teaching as second and foreign languages that emphasize interaction as both the means and the ultimate goal of learning a language. "Learning a second language allows people to explore a culture, often completely different from their own." (*Washington State University*)

The development of communication skills also enables learners to transfer those skills to diverse contexts or situations of the same nature. Talking about communication skills developed by an individual include a peculiar way of solving tasks or solving problems in certain activities. The four English skills are listening, speaking, reading and writing, which will be referred to in detail. We will also address challenges or weaknesses when dealing with those in the classroom, in order to obtain optimal results.

One of the most complicated skills when teaching a second language is speaking. Students should be exposed to speaking between 65 and 90% of the time from pre-school through junior high. This concern resulted in the inclusion of more activities related to speaking

in textbooks. If a variety of strategies to work on speaking skills are used, the student will surely improve this skill.

In this research project among the activities that are presented we have: Conversation grids, questionnaires, games, information-gap activities, problem-solving activities, discussions and role plays.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory that they also see as compatible with CLT – a skill – learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and behavioral aspect. The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system; they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting these plans into performance. (Littlewood 1984: 74). This theory thus encourages an emphasis on practice as a way of developing communicative skills.

Speaking English is usually the main target of whoever decides to study English. Developing this skill will benefit the development of other skills. The sum of the 4 skills will give the best result and in terms of having an extensive vocabulary and culture provided by the development of reading and writing; hence, verbal communication will be much more efficient and appropriate. Speaking English at this time has become a need rather than an obligation as it is vital to one's personal and intellectual development; not only does it help expand ones

knowledge but it also helps achieve ones ideals and goals. More and more often we hear competition in the professional field is much stronger; the demands of society and work are also increasing. Many companies who are proficient users of English assure the possibility of making business with foreign countless large companies. Today even the most trained person must compete with others to get at least a chance at some jobs. The importance of knowing English as a professional is very apparent for several reasons. There are about 20 different major languages around the world; and the United States leads the list since it has become one of the most influential world powers in recent years. The second major reason is that globalization every day is responsible for unifying markets, societies and cultures through a series of economic, cultural and political exchange and interaction. These interactions and flow of information profoundly affect individuals, nations and companies; for this and many other reasons to master the English language in any career is going to be an invaluable tool. You can bring many things from communication with people from other places and customs which lets you know and learn about other cultures to enrich your life and learn from them. Lord Dearing in his report "Higher Education in the learning society" (1997) said: "For young people today, languages matter: they are an investment that can enrich their social, cultural and working lives. For students who are restricted to a monolingual mono-cultural education there is a significant danger, since they cannot deal with the increasingly complex demands of our society. We will explain further ahead how L2 will help individuals in a social, cultural and professional way.

In the social aspect, for those who travel a lot, it is essential to know English to communicate, even things as basic as taking a train, going shopping, taking a cab or bus without getting lost or asking for the bill in a restaurant; all these require the ability to speak English. No matter the place to go, if you speak English, you can find other people to

communicate with. L2 helps us to communicate with foreigners abroad where English is the official language and thus, not feel the culture shock that many people experience when they do not know the language. Additionally, how many songs do we hear on radio or television that are sung in English? And on the Internet, much of the content is written in English. English is extremely important in technology as well. It is true that today most user applications are available in Spanish, but many sub-applications and less known programs are commercially available only in English. In the world of the Internet, the amount of information in English exceeds many times the information available to Spanish speakers. Therefore, the knowledge of this language to their understanding becomes indispensable.

In the professional aspect, today for access to certain job positions, it is essential to speak English. GLBX Foundation (2014) says that 75% of posts aimed at senior managers work indispensably require proficiency in a second language, usually English. The dominance of Anglo-Saxon language is a requirement of 58% of tenders for new graduates of the degree. Furthermore, 65% of middle management hierarchies require knowledge of the language, obviously people who speak English could earn more salary than those who do not. Some time ago, knowing English in the workplace was not a requirement. However, English has been gaining strength as the dominant language in business and has become a fundamental requirement that determines career success. The knowledge and language proficiency increases the chances of finding a good job in less time. Today's world offers a number of opportunities to learn the language, so there is no excuse for not knowing English. One of the reasons why English has taken great importance in the workplace is because companies are becoming less local and more global. Businesses are no longer limited to interact and do business within a country but are crossing borders. Often international conferences are held in English and

worldwide jobs and technological and scientific developments in the English language to enable them to make themselves known to the largest possible number of people are published. In this sense, English has become the language of business. Negotiations are usually conducted in English, a language which is dominated by companies, simplifying business transactions.

In the cultural aspect, fluency in English covers not only writing, but fluency in oral expression. Being able to function in a real conversation is very valuable. For this, the appropriate use of idiomatic expressions, together with proper grammatical structure are important tools in the domain of the language. Knowledge of the English language not only influences the culture of the student but also opens doors in different areas. Thus learning English helps them handling these factors with ease. Tourism is another area in which the English language plays a prominent role much information Tourism, as tour guides, video recordings, posters and visual signals in airports and tourist locations are presented in English. The same people who are in charge of receiving tourist groups are tour guides, taxi or bus drivers and hotel staff often communicate with some proficiency in English; the same condition is extending to staff in restaurants, bars and cafes. For these reasons, current demand to acquire the English language is very important for a better development in the different areas mentioned above. Interacting with people from other countries, we can get to know new cultures.

Better courses, better curricula, more, more teaching machines will never solve the root of our problem. We must find ways to develop, within the educational system as a whole and in each component, a climate that fosters personal development, where innovation is not frightening, where the creative capabilities of principals, teachers and students will allow them to express themselves and be stimulated instead of being extinguished.

We can say also the teaching strategies that are used in class where the teacher makes decisions about a course, individual class, or even an entire curriculum. The process of planning a class is not easy. The teacher needs to take different options to present the topics in many different ways with pedagogical methods. You may want your students to gain the ability to work with others to solve a complex problem, but if the students do not have basic teamwork skills, they may need training in that area before they can accomplish the objective. Greenberg – Davila – HARVARD MIT.

2.3 CONCEPTUAL FRAMEWORK

Being able to speak English will demonstrate a level of intelligence to others, especially if spoken fluently without hesitation or the need to search for words. The fact you may have an accent really does not matter whatsoever as long as your pronunciation is good enough to be understood. In fact, accents are thought of as quite charming by most native speaking English people.

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to Total Physical Response. Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the

Comprehension Approach (Winitz 1981). This refers to several different comprehension-based language teaching proposals, which share the belief that (a) comprehension abilities precede productive skills in learning a language; (b) the teaching of speaking should be delayed until comprehension skills are established; (c) skills acquired through listening transfer to other skills; (d) teaching should emphasize meaning rather than form; and (e) teaching should minimize learner stress. The teacher can ask the students to form groups and choose a person that can act out the words that the teacher has already chosen in advance. Teacher must get their students to move in ways that respond to his instructions. Include some numbers. If they follow your instructions successfully, they are demonstrating their understanding of the language. Do not forget that the teacher should first model the activity with a student in order to help the students realize what they have to do. Some prompts on the board can be helpful too to guide the students in the speaking process.

Speaking is a productive aural / oral skill that consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Through speaking, the students are able to communicate and express feelings and opinions. The use of language is an activity



Figure 1 Speaking

which takes place within the confines of our community. We use language in a variety of situations. Speaking English immediately opens up opportunities regardless of your ethnicity, color, or background. Teachers must be aware of the importance of teaching speaking, in order to help the students to communicate properly. English speakers in the United States earn more money than non-English speakers. Sometimes it is a difficult job to try to make the students speak in the classroom, but a teacher must find the ways or strategies to achieve his or her goal that, in our case as English teachers, is to make our students use the language in any situation.

Students often think that the ability to speak a language is the product of language learning, but speaking is only part of the language learning process.

Effective instructors teach students speaking strategies - using minimal responses, recognizing scripts, and using language to talk about language - that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communicative situations that they may encounter outside the classroom.

Polling is a strategy that can also be useful to practice a controlled speaking activity. In this activity the students use surveys in order to interview each other. For example, students can design different kinds of questionnaires in which they want to obtain specific information about a topic (sleeping habits, favorite leisure activities, TV programs, etc.) Polling can also be used as a pre and post assessment device, to determine whether and how students' opinion have changed in response to class discussions and assignments because students are more likely to have opinions on some matters than others, and because opinions play a larger role in some disciplines than in others.

The use of realia is only limited by your imagination and possibly practicality too. Using realia stimulates the mind, and makes the vocabulary more memorable than a picture would. Students can, touch, smell, and with a food item, taste it. Realia saves time, as recognition of an object is often immediate; elicitation of vocabulary becomes much easier as

simply holding up the object with a raised eyebrow, will usually result in the desired word being spoken. Realia breathes life into new vocabulary, and the chances of your students remembering the new words you have taught them, increases. Take the word, biscuit: the probability of remembering the word becomes much higher after experiencing the taste, touch and smell of the object. Realia does not have to be limited to food or drink. Timetables, tickets, newspapers, and clothes may all be used to help breathe life into lessons, and help provide interest. Bringing realia to the class can help teachers to promote discussion and expectations from the students in different ways. The use of realia brings a welcome change in the class, a break from typical class activities like reading and writing. The unexpectedness of having to suddenly interact with real objects will keep students on their toes; it will create excitement, and they'll have fun. Students have the chance to practice real life situations like using maps and asking for directions in a foreign language, but with the guidance of someone who speaks fluently and will help them get it right. Once they hit the street, they will feel more confident in speaking the language with the locals. Students will clearly understand the reason they're learning a particular ESL component. Instead of wondering when and where they might have use for a particular language element, they'll know the reason. When it comes to using realia in the classroom the sky's the limit! The best part is that your students will learn, have fun, but you'll also enjoy your classes all the more.

Young learners like nothing better than playing with plastic toys. Use this to your advantage. If you can't include food and drink, then take along a plastic tea-set. Learning animal names? Then take along some soft toys. It probably isn't going to be possible to bring along a giraffe, but plastic toys work beautifully! Bring in fruit, vegetables, and lots of toys. Get your young learners moving animal about, create a mini farmyard, and move those animals into the field,

the barn, or the farmyard. If this sounds like too much work, then make it a class project! Children love making things, and this would be one method of learning vocabulary, which your children will not forget! Realia can also be used to demonstrate grammatical structures. Use realia for counting objects, for demonstrating the difference between ‘The rabbit is on the chair’ and ‘The rabbit is under the table.’ Use realia to demonstrate the difference between ‘is’ and ‘are’ (There is one sweet, there are two sweets).

There have already been some attempts to introduce a guide to making up a role play (Shaw, Corsini, Blake & Mouton, 1980; Milroy, 1982; Livingstone, 1983; Rodriguez & White, 1983; Horner & McGinley, 1990). Scholars suggest different steps and various successions in applying role play in teaching. As we have discussed, role play normally



Figure 2 Role Plays

“involves simulating processes in real language use particularly in transferring information and decision making” (Johnson, 1996, p. 173). This is possible because given different (preferably authentic) situations, students are made to practice speaking in the target language and they are forced to exchange information while carrying out the aims of the task. Due to this, the main language skill focused on by role play is speaking and to a lesser extent listening. As Crookes and Gass (1993) observed, role play is indeed a good way to get second language learners to speak and interact. This is also agreed upon by Scarcella and Crookall (1990) whose research have shown that role play assists second language acquisition by helping students.

Now that we have a general idea of what role play is about, it would be helpful to consider the actual form that role play takes. According to Lee (1986), role play is an aspect of simulation and it could contain within it different language tasks like information-gap, debate,

drama, discussion and decision making. Due to this common presence of other language tasks within the technique, it would be more helpful for us to divide role play into six sub-types:

Role play controlled through cued dialogues, role play controlled through cues and information, role play controlled through situation and goals, scripted dramatizations, role play through debate and discussion, large scale simulation activities like improvisation and unscripted dramatizations (Bygate, 1997, p. 69). The existence of these sub-types means that role play is often confused with other activities. Bailey (2005) for example, found that some classroom activities that are commonly confused with role play include play acting, group discussion, and dialogue work between pairs of students. In addition, Doff (1990) argues that through role play, students will need to visualize a role, a context, or sometimes both, before creating a conversation. The context is often pre-determined, whereas the dialogue is built on as the students work on the task.

Post speaking strategies are the ones that allow the students to practice using all of the language they know in situations that look like real settings. In these activities, students must work together to develop a plan, solve a problem, or complete a task. Some of the strategies that can be used are the following:

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Davidson (1996) wrote that "with practice, many students show obvious progress in their ability to express and defend ideas in debate [and] they often quickly recognize the flaws in each other's arguments."

Before the debate, it is essential that the purpose of the debate activity is set by the teacher. In this way, the discussion must focus relevant points, so that students do not lose the

objective of the discussion. All debates start with a *topic*, or *resolution*. Often, this resolution is a proposed course of action that one team will argue for and another will argue against. Students share their opinions, gain critical thinking skills, and develop critical thinking skill. One of the ways that the teacher could work this kind of strategy is forming groups of 4 or 5 and the teacher provides the topic. An interesting topic is anything your students enjoy discussing: *sports; fashion; science; politics*; anything that seems to energize your students when talked about, listened to or read about or more serious (*the U.S. government should reform its visa application process*). In any case, be sure that your students understand the issue and any specialized vocabulary that goes with it.

Brainstorming is one of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include: Select a problem or topic and react to it quickly, designate one person in the group as the recorder of ideas, accept and record all ideas or suggestions, build on other people's ideas, do not criticize anyone else's ideas. The teacher records the ideas for the whole class at the chalkboard to model the role of the recorder and may begin to evaluate some of the ideas in terms of their effectiveness in solving the initial problem. Remember that, initially, quantity of ideas is more important than quality. Many teachers are familiar with brainstorming but do not utilize it effectively or frequently enough, so the teacher should plan to make the brainstorming strategy part of his teaching practices.

Interviewing or asking someone for information or opinions is another option for teachers. Donald Graves recommends teaching young children about interviewing by having them poll their fellow classmates for information. In this simple polling technique, students

choose a different interview or polling question to ask their classmates each day. (Which is your favorite meal—breakfast, lunch, or dinner? What is your favorite color?) After polling, a bar chart could be made to show the results of the survey.

Most students are familiar with interviews because of the many that are shown on television. You could show models of good interviews and analyze them as a class.

Interviewing is an important strategy for gathering information and conducting research on many topics. However, you must eventually tie interviewing to real projects so that students can see a relevance to the research they are doing.

Conversation and Discussion strategies are other options for teaching speaking. Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally. To practice conversation, a teacher could schedule several "talking times" each week. During these times, several students get in a circle and talk about whatever interests them. This is the "inner circle." Sitting around them in the "outer circle" are the rest of the students who listen and observe. At the next "talking time" groups are switched.

In the discussion strategy, sticking to the point is essential. The goal of a discussion is to reach a conclusion or solve a problem. Before starting the discussion, the topic should be clearly defined and understood by everyone. Great discussion topics come from literature, school events or problems, experiences, current news, etc. Students discuss the topic and try to reach some sort of consensus.

The teacher can introduce vocabulary in an attractive manner using each of them or combine them for a fun class which can wrap students to capture their full attention and in this way to learn effectively.

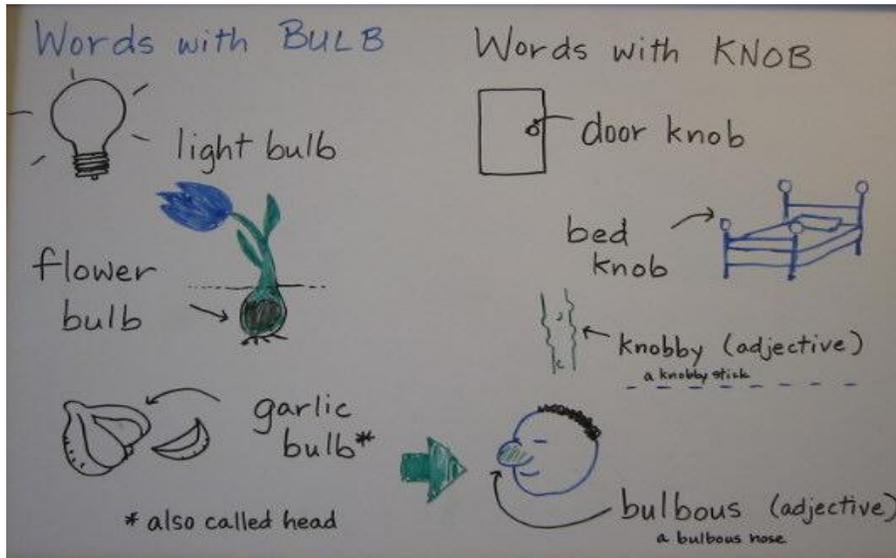


Figura 3 Attractive Vocabulary Presentation

Another fundamental aspect that the teacher should keep in mind to teach their classes is team work. All have had the experience of working as a team in the school or assign group work. Collaborative teams are the best to implement projects.



Figura 4 Cooperative Learning

Increasing collaborative activities, i.e., working in teams and the dividing roles within these teams in a balanced way will enhance learning. Students will become competent to listen, propose, argue, exchange information and continue or give precise instructions to accomplish the purposes of the task. They learn to be tolerant, relate harmoniously both personal and emotionally, they help act democratically. Therefore,

teamwork is very important. In addition to contribute to the development of knowledge and skills, it promotes the values and attitudes to successfully face different tasks. Here, students will face different ways of solving a problem. They can make posters, wall newspapers, etc. There are an endless number of activities that we may mention to work collaboratively.

Let us not forget that today the teacher is a guide, a shaper of communication and social skills of students, that is why teachers should choose and vary on the essence of class and goals to achieve, students must participate in their own process of learning and of others through communication and cooperation that implies that they help each other by means of the teamwork.

The parents or legal representatives of learners are an essential tab within the teaching-learning process, because they are the ones who build the basis stone of this important building of knowledge that will be the future of every human being. They are the first that can arouse interest in the knowledge of English. Their participation and that of the community are important, it helps teachers reach their goals to improve the achievement of the students and create a good relationship among them.

Students in a classroom have harmony, cooperation and respect, which help create confidence in the student and open possibilities of feeling comfortable to develop a positive learning environment. Students depend on attitude, effort and commitment with which the teachers perform in this important and unique work. We should take into account the following points to create a positive atmosphere within the classroom:

- Be kind in their conduct and language.
- Have empathy about the needs of the students.

- Allow the students to express their ideas freely.
- Refer to students in public or private on their demonstrated skills.

2.4 RESEARCH QUESTIONS

This project attempts to answer the following questions:

- What learning difficulties students have when developing speaking skills?
- What are the causes of students' low proficiency and performance?
- How can teachers improve the level of students' participation?
- What communicative activities enhance oral production?
- How can teachers increase motivation and interest in?

2.5 HYPOTHESIS

The establishment of after-school tutoring in which innovative teaching strategies are developed will allow the correct development of the speaking skills:

At Cardinal Bernardino Echeverria Ruiz School, as every educational institution, the authorities want their students to succeed academically, to find more professional fields in their future. They have many ways of doing this, such as working by levels, this method helps grouping students according to specific needs. However, students promoted to other years of study, will still have gaps, but they can be filled with extracurricular tutorial activities. This will bring improvement in the grades, and the satisfaction of achieving compliance of goals within students' lives, and later in their career.

2.6 VARIABLES AND INDICATORS

HIPOTHESIS	INDEPENDENT VARIABLE	INDEPENDENT VARIABLE INDICATORS		DEPENDENT VARIABLE	DEPENDENT VARIABLE INDICATORS	
<p>The establishment of after-school tutoring sessions in which innovative teaching strategies are developed will allow the correct development of the skills.</p>	<p>after-school tutoring sessions</p>	<p>TRAINING</p>	<p>CLASSES TAUGHT DURING THE SCHOOL YEAR</p>	<p>Optimal development of L2 in speaking skill</p>	<p>DEVELOPMENT OF SPEAKING SKILL</p>	<p>NUMBER OF STUDENTS WHO DEVELOPED THE SPEAKING SKILL</p>
			<p>TOTAL PLANNED AFTER SCHOOL SESSIONS</p>			<p>TOTAL STUDENTS IN TUTORING SESSIONS</p>

Table 1 Variables and Indicators

2.7 DEFINITION OF TERMS

GLOBALIZATION

It is the relationship, communication, interaction and change societies, customs and everything related to social, cultural and other aspects related to human.

MEANINGFUL LEARNING: Here prior knowledge is crucial, supplemented with new information that enriches it and has more value than memoristic learning, because teachers help correct strategies for students to develop their own ideas on the subject and not just memorize what is said.

COMPETITION: it refers to a combination of skills, knowledge, skills and attitudes, and including willingness to learn also common knowledge. (European Commission)

DEFICIENCY: Lack of certain feature, which hinders the development of activities either intellectual or physical.

SKILL: Capacity someone has to develop an activity in a smarter way another individual. This is improved with exercise, achieving optimal development of it.

IMPLEMENTATION: Process performed by one or more persons where projects, investigations, etc. are carried; to obtain positive and consistent quality results.

INNOVATION: Creating new ways to use things, methods, activities, etc, which are fully believed and explored, helping people discover their tastes and talents and use them depending on the group needs.

FORECAST: It is an estimate of what will happen about some goal, research project or plan to be fulfilled in the near or distant future.

ACADEMIC PERFORMANCE: It is reflecting what the student learned during the training process either good or bad, which can be measured by assessments.

ACADEMIC REINFORCEMENT: A set of strategies that strengthen, complement or enrich the ordinary and principal educational activities that require more individualized attention to help achieve or optimize curriculum objectives and / or sharing processes.

FEEDBACK: Reports that describe where individuals' competencies during an activity. It can continually evolve to analyze the positive or negative changes reflected during a given period.

EXTRACURRICULAR TUTORING: It is the help or systematic orientation offered to a student or a group, given by a tutor in a parallel way to his own actions as a teacher. Tutoring equals an orientation process along the entire education system so that learners design their professional profile, exceeding academic performance, and giving solution to their learning difficulties. Tutoring enhances work habits, study, reflection and social interaction that guarantees proper use of responsible freedom and participation.

2.8 SUMMARY

Learning English can be challenging and time consuming, we can see that is also a very valuable to learn and can create many opportunities too. For that reason we cannot ignore that English is the most common language spoken everywhere. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills (Oxford, 1996)

There are a lot of important reasons that we should know to practice good communication even in our day to day life such as improving relationships, maximizing productivity, etc. Students find that speaking English is one of the most value skills they need to develop during their learning process, but teachers often find it the hardest skill to teach. Teachers should also be aware of the areas of knowledge that speaking compasses if they develop appropriate activities, lesson or task around speaking.

The idea of this project is that students begin to see the importance of learning a foreign language. Many students believe that learning will not do anything for the future, which is a misconception, therefore offering innovative classes will get better learning outcomes during the school year.

The teacher is one of the principal elements that can change the way the students see the knowledge received, and he should look for ways to involve them in the class that is taught. The teacher learns during his years of study different teaching methods, but it is within the experience where many problems are discovered.

For that reason, it is important how the classes are planned, and whether or not students are requested to use the target language in their English classes. Thus, the purpose of this

research project is to develop a set of innovative communicative activities to provide students with meaningful learning which will be used by teachers of eighth basic education level C at Bernardino Echeverria Ruiz School, taking advantage that this institution has already worked with tutorial program after classes where students stay for two more hours to practice the lesson given by the teacher during the week. Students will attend English tutorials too, and through the use of all the ideas given in this project, it would be easy to see that the teacher's work has been excellent and is reflected in students' achievements.

3. RESEARCH METHODOLOGY AND FINDINGS

3.1 Methods and Techniques

3.1.1 METHODS

The research method used in this project is the qualitative and quantitative. Through these methods we aim to prove the effectiveness of the different communicative activities and strategies applied in the Educational Unit Cardinal Bernardino Echeverria Ruiz, in response to the poor academic performance that affects their students' profile.

The qualitative method is used to gain an understanding of underlying reasons and motivations about a situation, and to provide insights into the setting of a problem, generating ideas and/or hypotheses for later quantitative research. In this method, usually a small number of non-representative cases are studied, and respondents are selected to fulfill a given quota.

The way to collect data on this model is unstructured or semi-structured techniques e.g. individual depth interviews or group discussions. The way findings are managed are non-

statistical, which are not conclusive, but rather based on researcher's perspective. Therefore, these findings cannot be used to make generalizations about the population of interest, but rather to develop an initial understanding and sound base for further decision making. In this research surveys were used to gather the opinion of students about their traditional classes as well as their opinions about the communicative activities implemented with them. This kind of research, even though it is not strictly represented with percentages of scores, will give a clear idea of the perceptions students have based on the tasks carried out after school in which they were given the opportunity to use the language in a meaningful and fun way.

In this kind of research we quantify data and generalize results from a sample to the population of interest , that is expected to be covered at least 90 % , in order to measure the incidence of various views and opinions in a chosen sample, which is usually a large number of cases representing the population of interest. In this kind of research, respondents are randomly selected in order to get objective responses and data.

3.1.2 TECHNIQUES

Quantitative research uses structured techniques such as questionnaires, surveys and interviews. All this information is gathered and transformed into statistical data, which is usually in the form of tabulations (tabs). Findings are conclusive and usually descriptive in nature. These results are used to recommend a final course of action based on specific results.

In this research several filters of information have been used. First, we implemented diagnostic tests in order to get a clear picture of students' proficiency in English. Based on these results, decisions were made so as to give students the most appropriate activities to help them improve their English level.

Another example of quantitative data was the surveys given to students to obtain their opinions about their learning experiences. Although surveys have the nature of being qualitative, they can also be quantitative if we calculate the number of responses and come up with a percentage.

We also implemented rubrics in order to measure students' performance. These rubrics were good for all the activities students carried out, and their bands described the degree of achievement with performance indicators and scores. The purpose of this implementation was to measure students' achievement before and after the selected activities.

We also included an observation form, which we used to have another perspective: The perspective of the actions that take place inside the classroom including activities, techniques, participation of the students, classroom management and motivation.

3.1.3 PROCEDURE

The observation form was specifically designed for teachers who put into practice the communicative activities. In this way, the teachers would get feedback with a specific tool. In this case, the observation form which has specific descriptions on what is expected to happen during its implementation. In this way, the teachers would get specific feedback and have a filter of information, in this case the observer, to see if expectations are being fulfilled.

3.2 RESEARCH POPULATION AND SAMPLE

SUBJECTS	POPULATION	SAMPLE	PERCENTAGE
Students	100	63	63%
Teachers	4	4	100%

Table 2 Sample Distribution

The research project was conducted at Bernardino Echeverria Ruiz High School. There were 100 students who represented the population of the eighth basic students. However, we did not work with all the levels. Our research project focused on the lower level which had 2 classes with a total of 63 students. Our sample was the 100 % of this group. This means 63 students divided into 2 sections that were the subject of our study.

3.3 RESEARCH INSTRUMENTS

PRE-TEST and POST-TEST
STUDENTS´ SURVEY
CLASSROOM OBSERVATION FORM
QUESTIONNAIRE FOR STUDENTS
RUBRICS

Table 3 List of Research Instruments

The instruments used in this project were several activities created to help students develop optimally the use of the ability to communicate effectively in English, either from short dialogues or long conversations; a diagnostic test taken at the beginning of the school year which could check the knowledge acquired in their previous school; an observation sheet which shows if the teachers´ activities are enough for the learning process required; another observation form that indicates the students response to the new activities implemented.

3.4 RESULTS

There are a number of reasons to explain students' poor results. One, for instance, is that a lot of 8th basic students come from other schools, from the total of a hundred students, approximately 30 represent this case. The fact of moving from one school to another could trigger a lot of stress and a feeling of not knowing what to expect, which in turn could be reflected on students' performance while taking the test. Another factor is that they are new to the secondary system of education in which they experience many changes and have to adapt to them in order to succeed. A diagnostic test was applied to all the students evaluated in this research project; the details are shown below:

DIAGNOSTIC TEST OVER 40 POINTS GIVEN TO 100 STUDENTS

NUMBER OF STUDENTS	SCORE
1	7
12	2
13	7
14	2
15	8
16	5
17	5
18	10
19	4
20	12
21	5
22	4
23	4
24	2
25	4
26	4
27	4
28	4
29	5
32	1
33	1
37	1
38	3
39	1

Table 4 Diagnostic Test Results

Diagnostic test can be especially beneficial for teachers who should dictate many classes on a subject. This diagnostic test shows that students in the first period starts with certain knowledge and from that point work on what is really needed in this project.

The diagnostic test applied show the causes of having problems with learning L2 are not necessarily linked with neurological problems. Most students with learning disabilities are very smart. They try to do things in a literal way but find trouble in accomplishing them for this principal reason:

- Lack of solid basis about basic structures. In the case of students with learning disabilities or lack of solid basic structures usually also have lack of interest on the subject, which derives in demotivation and frustration, which will bring learning problems.

Besides that, and before implementing the activities we thought it was important to know students' perceptions about them. To do this, we gave students a survey. Here are the results of each question:

**STUDENT'S SURVEY
(BEFORE INTERVENTION)
QUESTION 1**

CLASS ACTIVITIES ARE DYNAMIC AND PRACTICAL

Value	Frequency	Percentage
Strongly disagree	3	3,03%
Disagree	7	7,07%
Neither agree nor disagree	10	10,10%
Agree	35	35,34%
Strongly agree	44	44,44%
TOTAL	99	100%

Table 5 Class activities are dynamic and practical

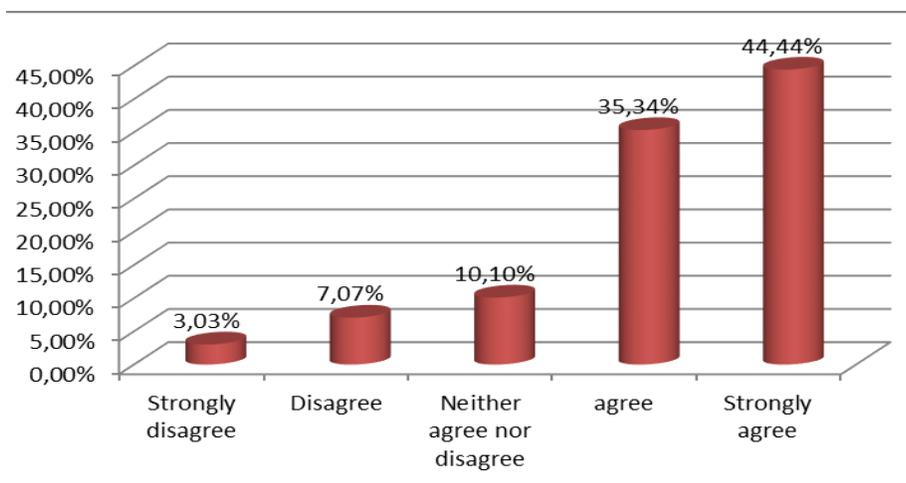


Figure 5 Class activities are dynamic and practical

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez.

As you can see on this graph, a vast majority of students agree that the classes are dynamic and practical. Only 10.10% of students are not sure about what to answer, and the minority of students does not agree with the statement.

QUESTION 2
ACTIVITIES ARE COMMUNICATIVE

Value	Frequency	Percentage
Strongly disagree	1	1,01%
Disagree	7	7,07%
Neither agree nor disagree	14	14,14%
Agree	47	47,47%
Strongly agree	30	30,30%
TOTAL	99	100%

Table 6 Activities are communicative

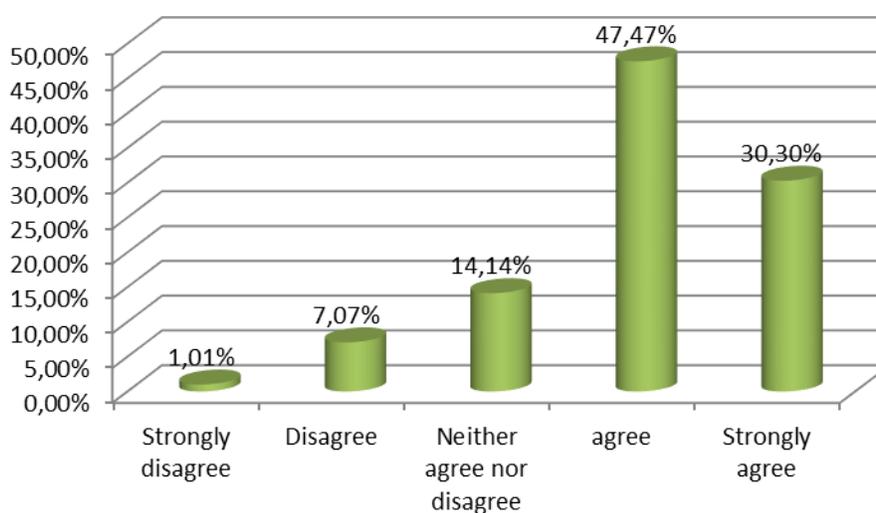


Figure 6 Activities are communicative

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez.

As seen on this graph, most of the students agree that activities are communicative. Only 14.14% of students are not sure about what to answer, and the minority of students disagrees with the statement.

QUESTION 3
ACTIVITIES ARE FUN TO DO. I LIKE THEM

Value	Frequency	Percentage
Strongly disagree	4	4,04%
Disagree	2	2,02%
Neither agree nor disagree	16	16,16%
agree	45	45,45%
Strongly agree	31	31,31%
Blank	1	1,01%
TOTAL	99	100%

Table 7 Activities are fun to do. I like them

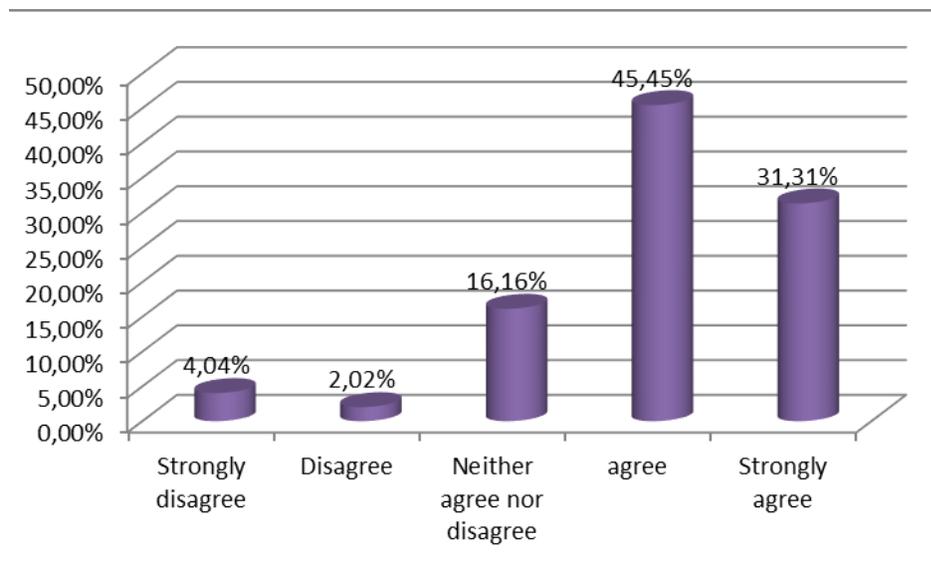


Figure 7 Activities are fun to do. I like them

Source: Students' Survey from 8th basic education level C.
Prepared by: Katuska Montoya and Leticia Rodríguez.

As seen on this graph, the majority of students think that the activities are fun and enjoy them. Only 16.16% of students are not sure about what to answer, and the minority of students disagrees with the statement.

QUESTION 4
ACTIVITIES HELP ME SPEAK MORE ENGLISH

Value	Frequency	Percentage
Strongly disagree	2	2,02%
Disagree	5	5,05%
Neither agree nor disagree	20	20,20%
Agree	40	40,40%
Strongly agree	32	32,32%
TOTAL	99	100%

Table 8 Activities help me speak more English

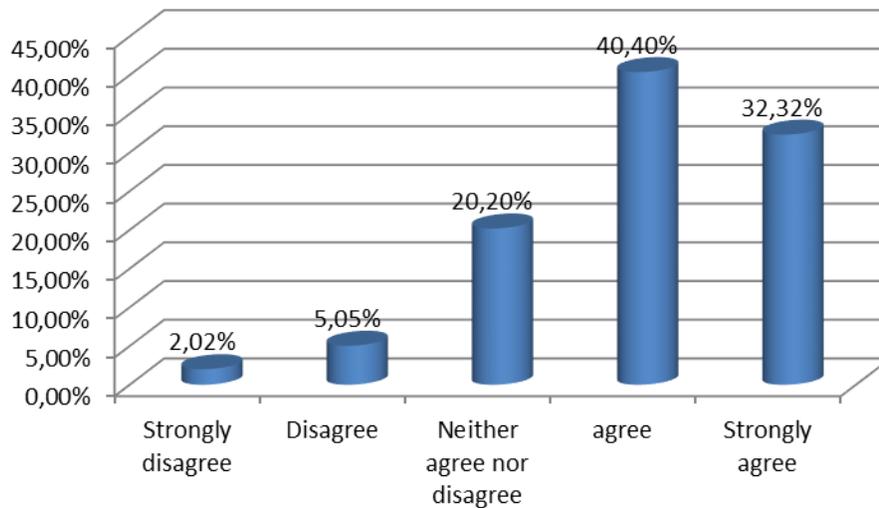


Figure 8 Activities help me speak more English

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez.

This graph clearly states that most of students agree that activities help them learn English. Only 20.20% of students are not sure about what to answer, and the minority of students do not agree with the statement.

QUESTION 5

THE TEACHER HELPS ME UNDERSTAND ACTIVITIES

Value	Frequency	Percentage
Strongly disagree	1	1,01%
Disagree	4	4,04%
Neither agree nor disagree	14	14,14%
Agree	39	39,39%
Strongly agree	41	41,41%
TOTAL	99	100%

Table 9 The teacher helps me understand activities

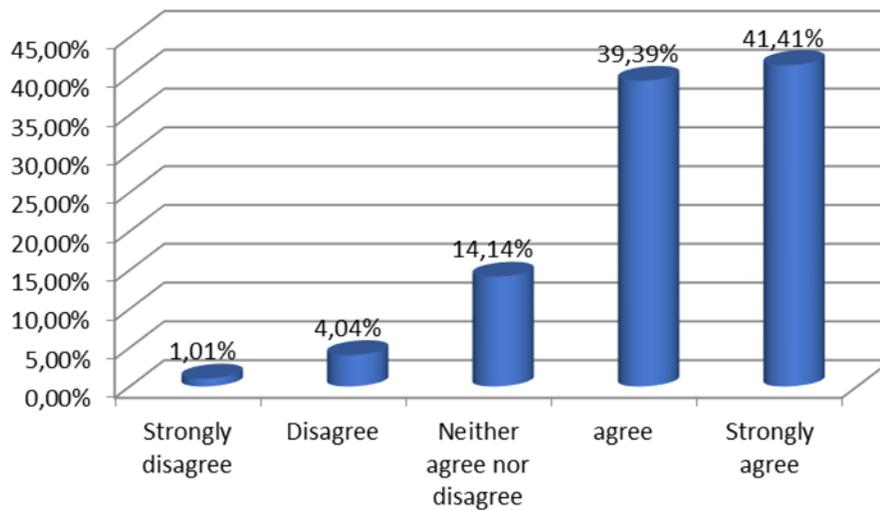


Figure 9 The teacher helps me understand activities

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez.

As seen on this graph, the majority of students agree that teacher helps them learn. Only 14.14% of students are not sure about what to answer, and the minority of students does not agree with the statement

QUESTION 6
THE TEACHER DOES NOT INTERRUPT ME

Value	Frequency	Percentage
Strongly disagree	2	2,02%
Disagree	3	3,03%
Neither agree nor disagree	12	12,12%
Agree	38	38,38%
Strongly agree	44	44,44%
TOTAL	99	100%

Table 10 The teacher does not interrupt me

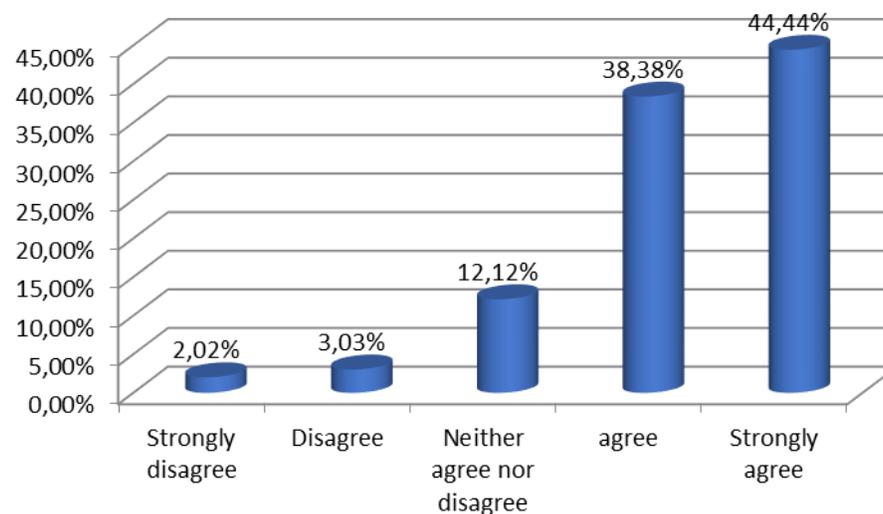


Figure 10 The teacher does not interrupt me

Source:Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez.

This graph describes that the majority of students agree that teacher helps them learn. Only 12.12% of students are not sure about what to answer, and the minority of students does not agree with the statement

QUESTION 7

THE TEACHER ASKS ME IF I UNDERSTAND THE CLASS

Value	Frequency	Percentage
Strongly disagree	1	1,01%
Disagree	3	3,03%
Neither agree nor disagree	9	9,09%
agree	42	42,42%
Strongly agree	44	44,44%
TOTAL	99	100%

Table 11 The teacher asks me if I understand the class

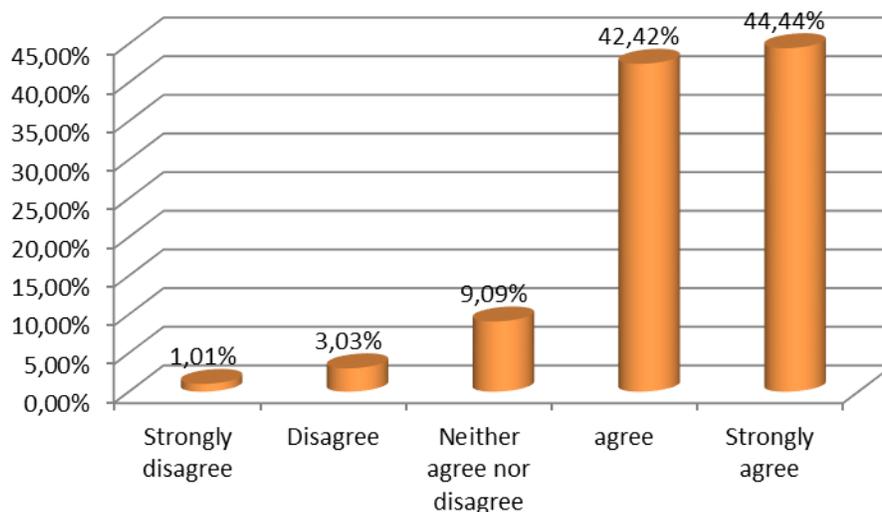


Figure 11 The teacher asks me if i understand the class

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez.

This graph describes that the majority of students agree that teacher show evident care for their comprehension of tasks. Only 9.09% of students are not sure about what to answer, and the minority of students does not agree with the statement.

As you can see in the above graphs and tables, not only do students enjoy the activities, but they also find them entertaining and achievable, which favors both their motivation to learn and the consolidation of the knowledge of the language. It is remarkable the way students perceive that they are producing and communicating using the target language. According to the survey results, the role of the teacher is the one of a facilitator, who helps students in the process of learning and producing during the activities, assisting them as needed.

During an observation, the teachers gathered feedback about the impressions of a third person (observer) about the teaching-learning process. As stated before, the selected activities will help reducing students' stress, and therefore will enhance academic achievement. These tasks are based on Cooperative Learning which includes organizing classes around small groups that work together in such a way that each member will be dependent on the group's success.

Implementing these activities will ensure students' participation, and therefore improvement of linguistic skills, and non-linguistic skills such as, cooperation, collaboration and values such as supporting each other, sharing, helping, turn taking, etc.

For students to know exactly what was expected from them during performance, rubrics were designed and shared with them. The purpose of the rubrics is to be used before implementation so that students have a clear idea of the expected performance. These rubrics are also supposed to be used during the tasks, so that the teacher can assess students individually, and after the task, in order to give students feedback. The following is a general rubric that can be implemented with all activities:

CATEGORY	Communication 30%	Content 30%	Style 20%	Structure 20%
Advanced 95 -100%	Interactions were very natural, fluent and easily developed.	Very appropriate choice of words and expressions that enhance strong development of ideas.	Words and sentence structures create adequate voice and tone appropriate to audience or situation.	Evident control of grammar, mechanics, spelling, usage and sentence formation appropriate for task
Proficient 75 - 80%	Interactions were natural, fluent and developed.	Appropriate choice of words and expressions that enhance efficient development of ideas.	Generic use of a variety of words and sentence structures that may or may not create voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation appropriate for task
Basic 70%	Interactions were not natural or fluent but intend of development was present.	Acceptable choice of words and expressions that evidence some development of ideas.	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation appropriate for task
Below Basic 50- 60%	Minimal evidence of natural, fluent interactions and development.	Inappropriate choice of words and expressions that do not trigger development of ideas.	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation appropriate for task

As you can see, this rubric enhances and focuses on communication rather than grammar or language structure competences. With this method of assessment, the purpose is to let students know that they do not have to put all the strength on grammar, but rather on interacting at an adequate level of appropriacy.

The following form describes the observer’s impressions on the students, teachers and teaching techniques and their effectiveness.

CLASSROOM OBSERVATION RESULTS

Check if the following was observed	Yes	No
Students seem motivated and interested.		X
Teacher’s explanation of task facilitates understanding		X
Teacher models task so that Ss have a clear idea of what to do.	X	
Ss are observed applying language skills in an interactive, practical way.	X	
Ss are engaged and on task.		X
Ss’ performance is evidence of adequate skills practice	X	
Teacher pays attention to students who are not participating and takes measures to get them on task.	X	
Activities are connected to class objectives.	X	
Ss have clear criteria of tasks performance indicators.		X

Figura 12 Classroom Observation Results

The table shows us the result of teacher 1’s class where students sometimes were not interested on the activities applied. She needed to explain twice because students did not have a clear idea of the task. On the other hand, they started working in groups and the teacher used another way to transmit the instructions, taking two students from the class and personalize the activity, then monitored.

CLASSROOM OBSERVATION RESULTS

STATEMENT 1

STUDENTS SEEM MOTIVATED AND INTERESTED

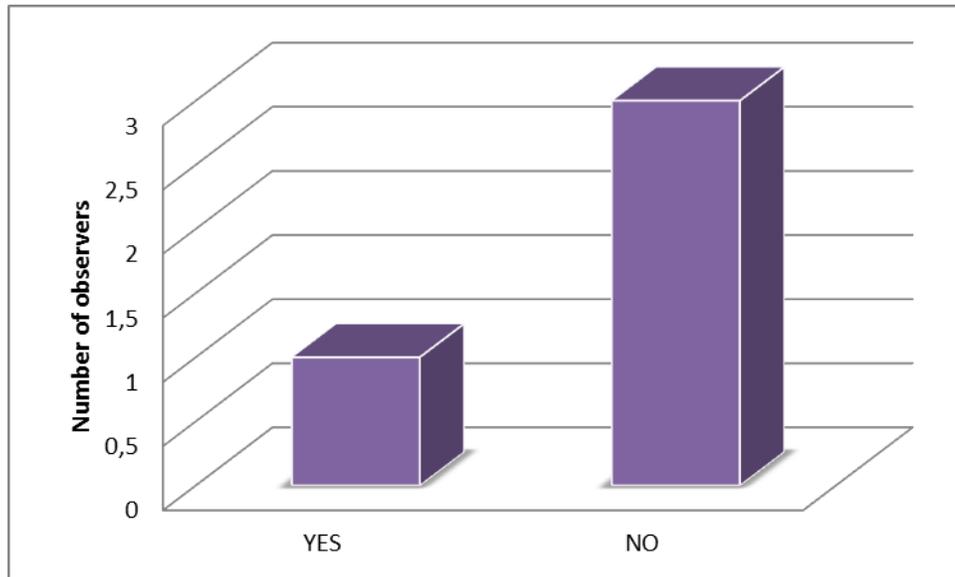


Figura 13 Students seem motivated and interested

Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

One of the observers mark that the teacher use interesting activities in but 3 of the observers think that sometimes students were not interested in the activity.

STATEMENT 2

TEACHER'S EXPLANATION OF TASKS FACILITATES UNDERSTANDING

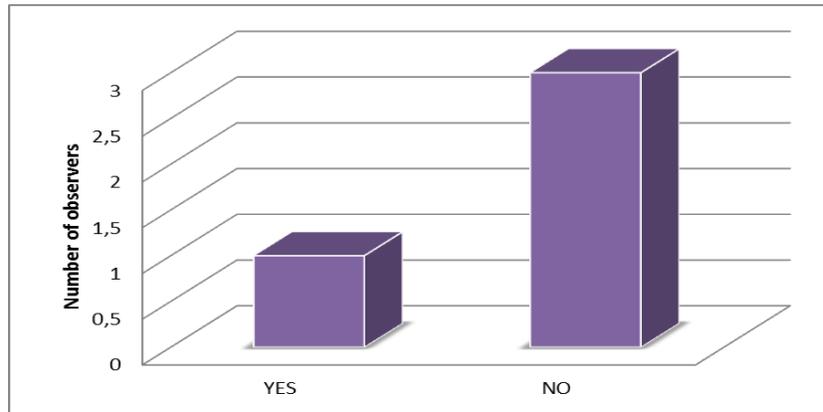


Figura 14 Teacher`s explanation of tasks facilitates understanding

Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

One of the observers points that the teacher explains properly before starting the activity, but 3 of the observers think that the teacher needs to explain the instruction twice at least.

STATEMENT 3

TEACHER MODELS TASK SO THAT STUDENTS HAVE A CLEAR IDEA OF WHAT TO DO

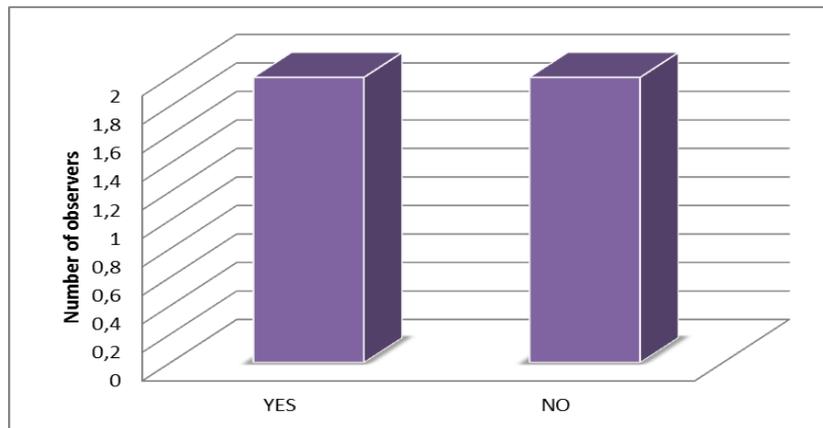


Figura 15 Teacher models task so that students have a clear idea of what to do

Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

Two of the observers mark that the teacher models task so the students have a clear idea about it, but 2 of the observers do not agree with the statement.

STATEMENT 4

STUDENTS ARE OBSERVED APPLYING LANGUAGE SKILLS IN AN INTERACTIVE AND PRACTICAL WAY

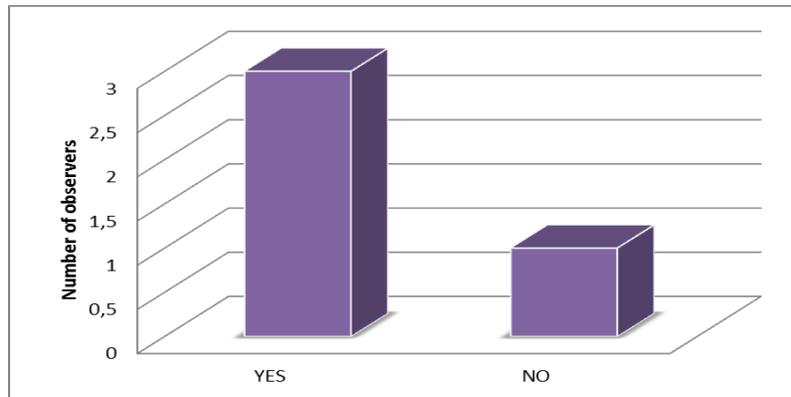


Figure 16 Students are observed applying language skills in an interactive and practical way

Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

Three of the observers mark that the teacher observes applying skills in an interactive and practical way, participating one by one, but 2 of the observers do not agree with the statement.

STATEMENT 5

STUDENTS ARE ENGAGED ON THE TASK

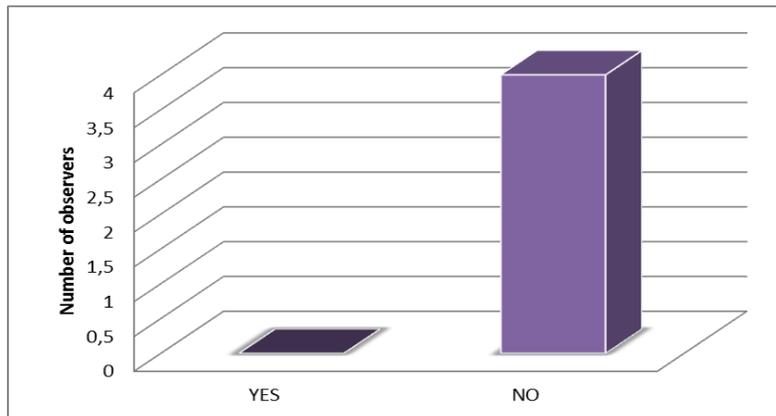


Figure 17 Students are engaged on the task

Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All of the observers think that the teacher needs more innovative activities in order to students could engage on the task.

STATEMENT 6

STUDENTS' PERFORMANCE IS EVIDENCE OF ADEQUATE SKILLS PRACTICE

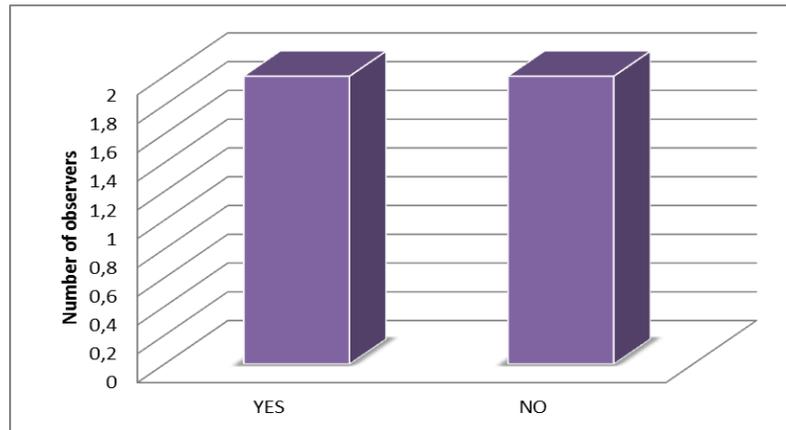


Figure 18 Students' performance is evidence of adequate skills practice

Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

Two of the observers agree that the students' performance is evidence of adequate skills practice, but 2 of them do not agree because not all the students present their projects.

STATEMENT 7

TEACHER PAYS ATTENTION TO THE STUDENTS THAT DO NOT PARTICIPATE AND TAKE MEASURES

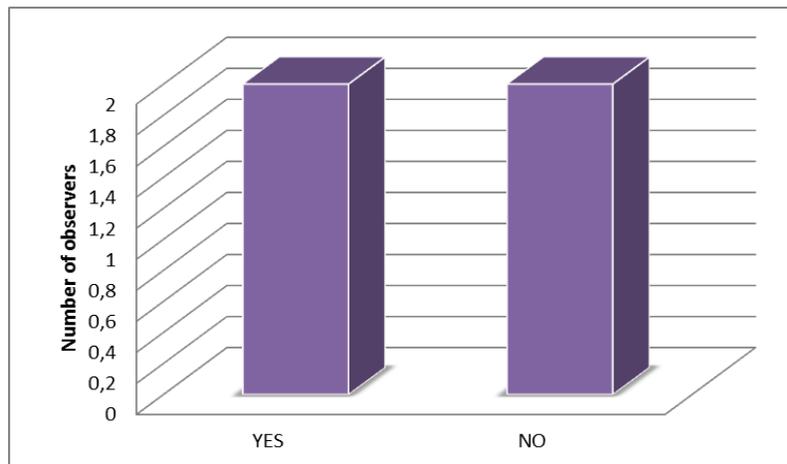


Figure 19 Teacher pays attention to the students that do not participate and take measures

Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

Two of the observers agree that the teacher pays attention to students who are not participating and takes measures to get them on the task, but 2 of them think that she should monitor the groups constantly.

STATEMENT 8

ACTIVITIES ARE CONNECTED TO CLASS OBJECTIVES

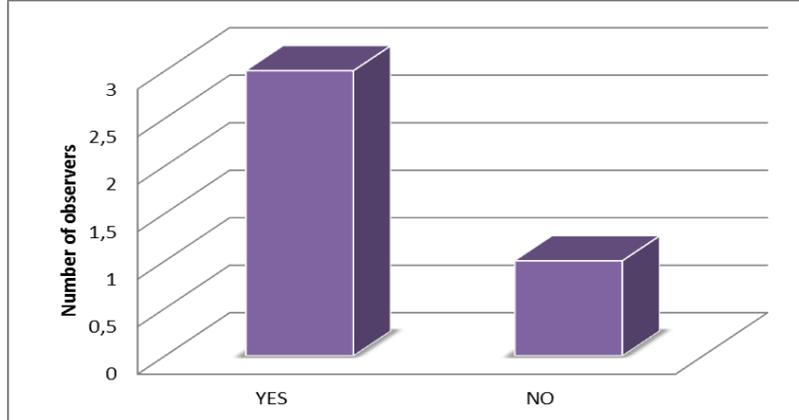


Figure 20 Activities are connected to class objectives
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

Three of the observers agree that the activities are connected to the class objectives, but 1 of them think that the teacher needs to identify better the objectives.

STATEMENT 9

STUDENTS HAVE CLEAR CRITERIA OF TASKS PERFORMANCE INDICATORS

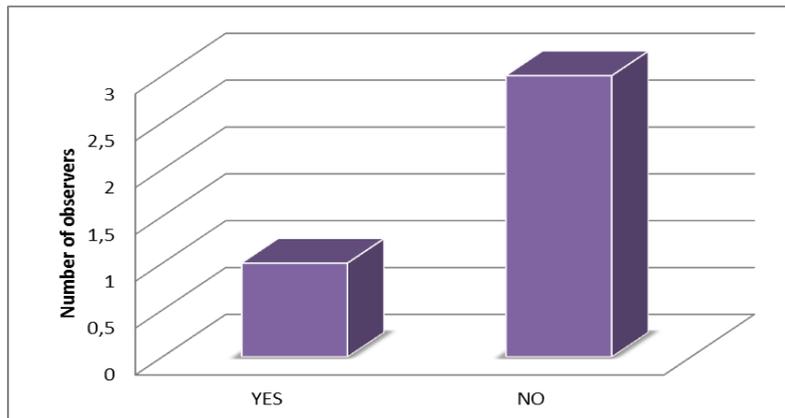


Figure 21 Students have clear criteria of tasks performance indicators
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

One of the observers agree that the students have clear criteria of tasks performance indicators, but three of them think the teacher needs to plan better in order to accomplish the indicators.

CLASSROOM OBSERVATION RESULTS

Check if the following was observed	Yes	No
Students seem motivated and interested.	X	
Teacher's explanation of task facilitates understanding	X	
Teacher models task so that Ss have a clear idea of what to do.	X	
Ss are observed applying language skills in an interactive, practical way.	X	
Ss are engaged and on task.	X	
Ss' performance is evidence of adequate skills practice		X
Teacher pays attention to students who are not participating and takes measures to get them on task.	X	
Activities are connected to class objectives.	X	
Ss have clear criteria of tasks performance indicators.		X

Table 12 Teacher 2 's observation form.

As the graphic presents the teacher maintains the discipline and they can understand better the instructions. If the students do not understand them at the first time, the teacher finds other ways to explain them properly. Besides that, the teacher does not use variety of activities during the class.

STATEMENT 1

STUDENTS SEEM MOTIVATED AND INTERESTED

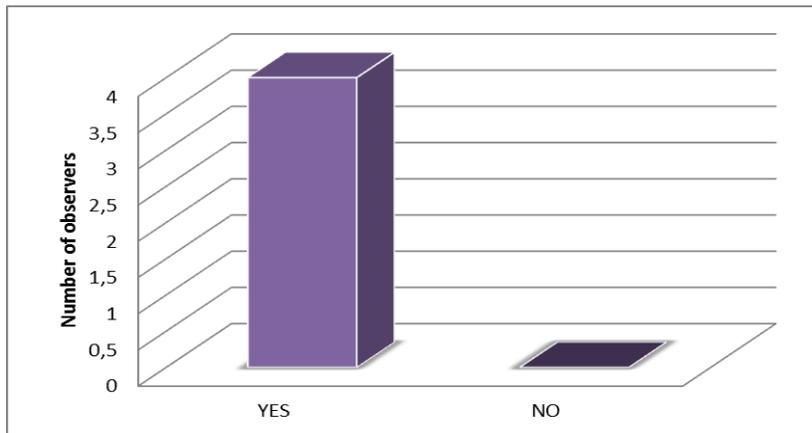


Figure 22 Students seem motivated and interested

Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that the students seem motivated and interested because the teacher maintains the discipline so students pay attention and get the idea of the task.

STATEMENT 2

TEACHER'S EXPLANATION OF TASKS FACILITATES UNDERSTANDING

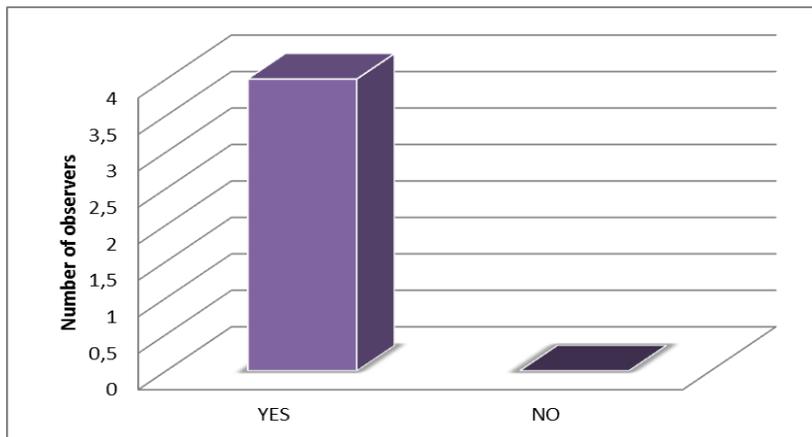


Figure 23 Teacher's explanation of tasks facilitates understanding

Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All of the observers agree that the teacher's explanation of task facilitates understanding.

STATEMENT 3

TEACHER MODELS TASK SO THAT STUDENTS HAVE A CLEAR IDEA OF WHAT TO DO

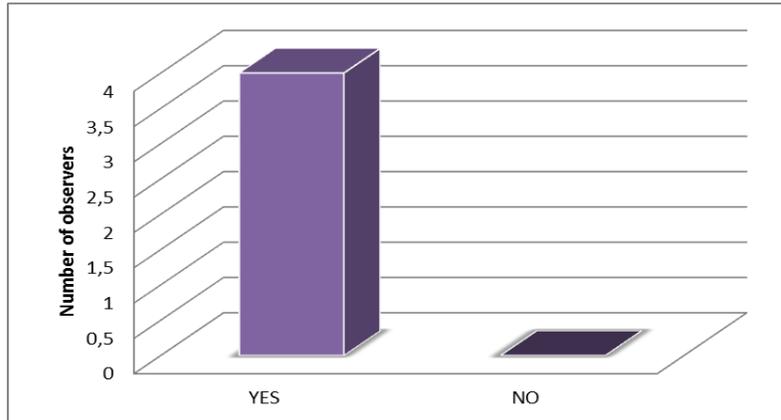


Figure 24 Teacher models task so that students have a clear idea of what to do

Source: Classroom Observations Results. Teachers from 8th Basic C

Elaborated by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that the teacher models task so that students have a clear idea of what to do.

STATEMENT 4

STUDENTS ARE OBSERVED APPLYING LANGUAGE SKILLS IN AN INTERACTIVE AND

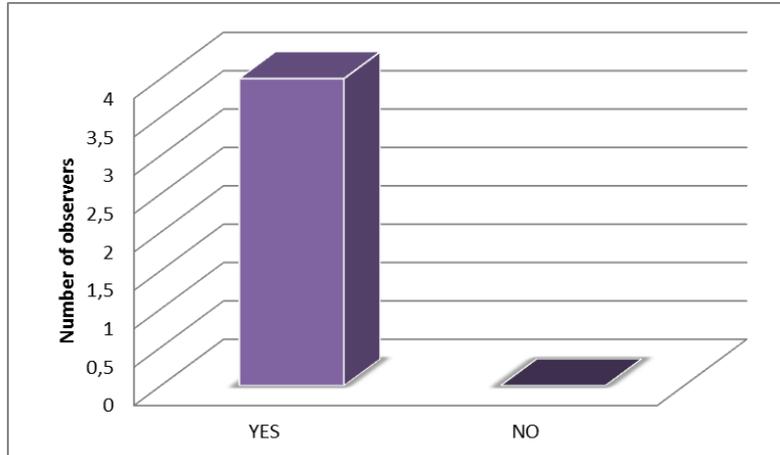


Figure 25 Students are observed applying language skills in an interactive and practical way

Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that students are observed applying language skills in an interactive and practical way.

STATEMENT 5

STUDENTS ARE ENGAGED ON THE TASK

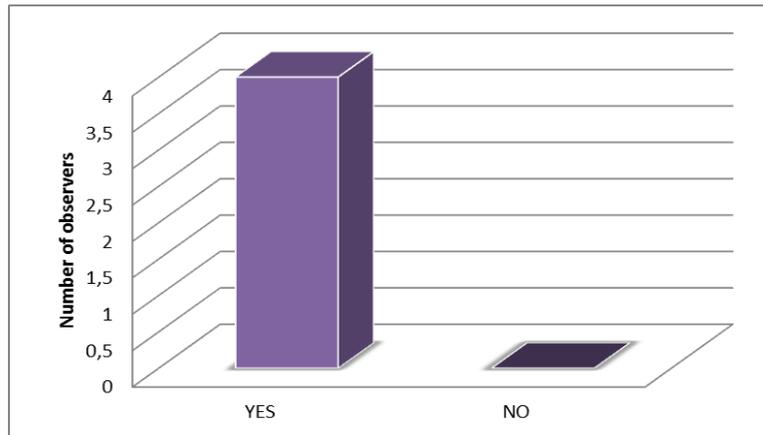


Figure 26 Students are engaged on the task
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that students are engaged on the task.

STATEMENT 6

STUDENTS' PERFORMANCE IS EVIDENCE OF ADEQUATE SKILLS PRACTICE

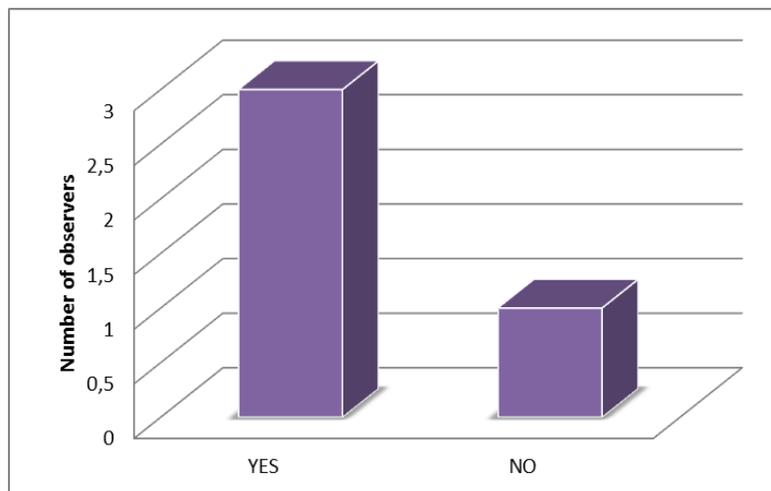


Figura 27 Students' performance is evidence of adequate skills practice

Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

Three of the observers agree that the students' performance is evidence of adequate skills practice, but one does not agree and thinks that more innovative activities are necessary.

STATEMENT 7

TEACHER PAYS ATTENTION TO THE STUDENTS THAT DO NOT PARTICIPATE

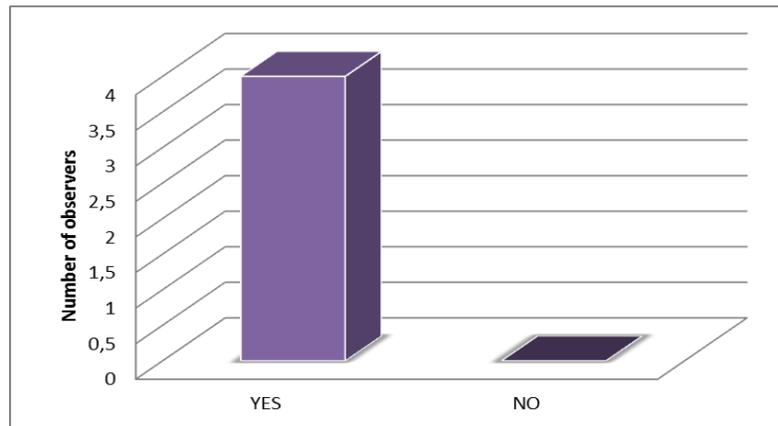


Figure 28 Teacher pays attention to the students that do not participate and take measures
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that the teacher pays attention if the students do not participate and take measure to solve it, monitoring properly at the moment of the activities work.

STATEMENT 8

ACTIVITIES ARE CONNECTED TO CLASS OBJECTIVES

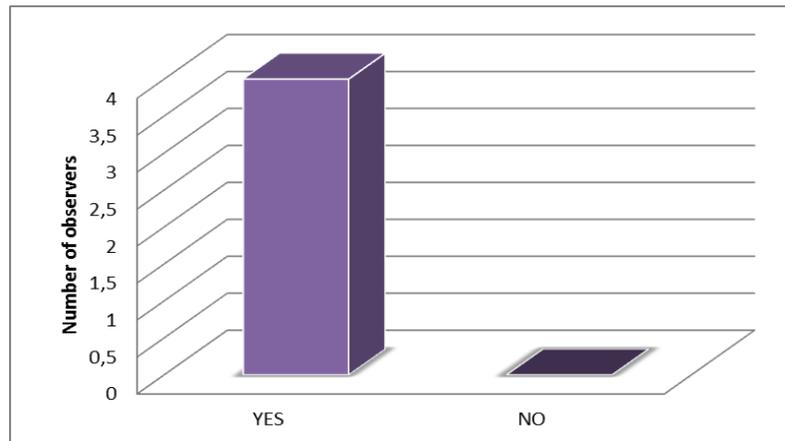


Figure 29 Activities are connected to class objectives
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that the activities are connected to class objectives.

STATEMENT 9

STUDENTS HAVE CLEAR CRITERIA OF TASKS PERFORMANCE INDICATORS

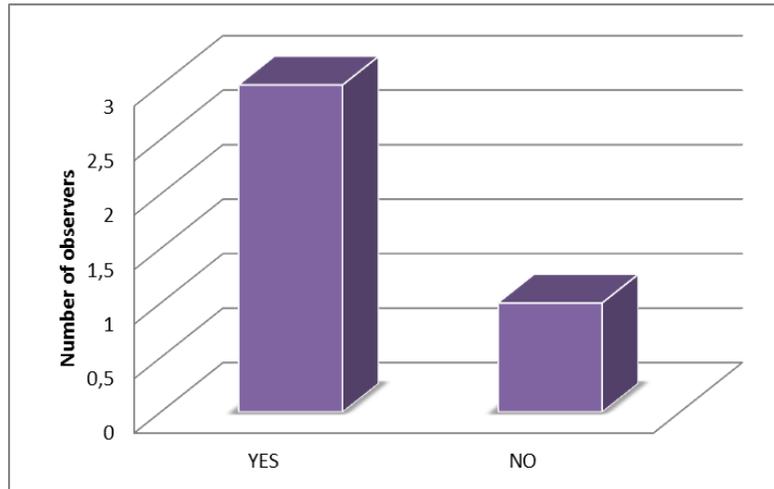


Figura 30 Students have clear criteria of tasks performance indicators
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

In statement 9, three of the observers agree that students have clear criteria of tasks performance indicators, but one of them does not agree.

CLASSROOM OBSERVATION RESULTS

Check if the following was observed	Yes	No
Students seem motivated and interested.	X	
Teacher's explanation of task facilitates understanding	X	
Teacher models task so that Ss have a clear idea of what to do.	X	
Ss are observed applying language skills in an interactive, practical way.	X	
Ss are engaged and on task.	X	
Ss' performance is evidence of adequate skills practice	X	
Teacher pays attention to students who are not participating and takes measures to get them on task.	X	
Activities are connected to class objectives.	X	
Ss have clear criteria of tasks performance indicators.	X	

Table 13 Teacher 3's observation form.

In this graph is clear that the teacher is very careful teaching his classes. He uses different ways to explain the instruction and give some examples before starting the activity. When the students are working, the teacher monitors all the time and answers some students' doubts. The students understand the objective of the activities given in the class.

STATEMENT 1

STUDENTS SEEM MOTIVATED AND INTERESTED

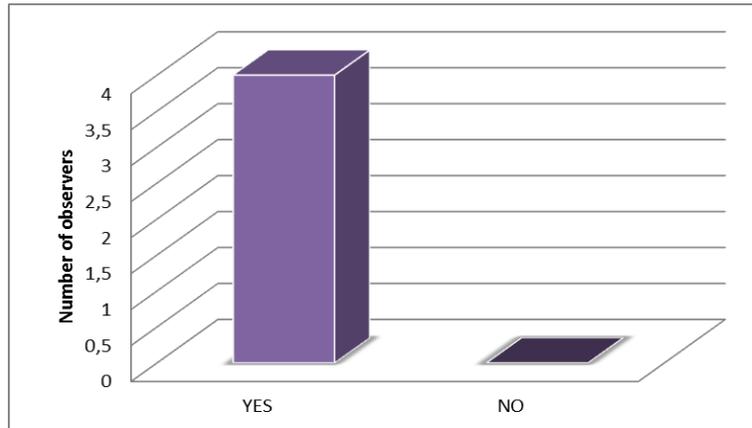


Figure 31 Students seem motivated and interested

Source: Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that the students seem motivated and interested because the teacher maintains the discipline so students pay attention and get the idea of the task.

STATEMENT 2

TEACHER'S EXPLANATION OF TASKS FACILITATES UNDERSTANDING

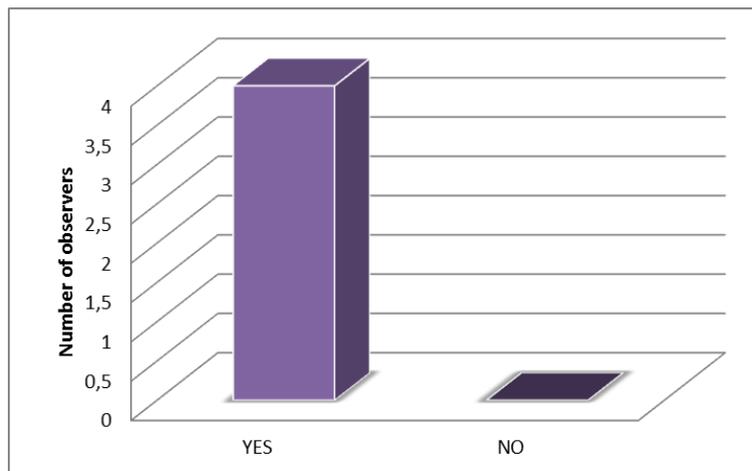


Figure 32 Teacher's explanation of tasks facilitates understanding

Source: Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All of the observers agree that the teacher's explanation of task facilitates understanding.

STATEMENT 3

TEACHER MODELS TASK SO THAT STUDENTS HAVE A CLEAR IDEA OF WHAT TO DO

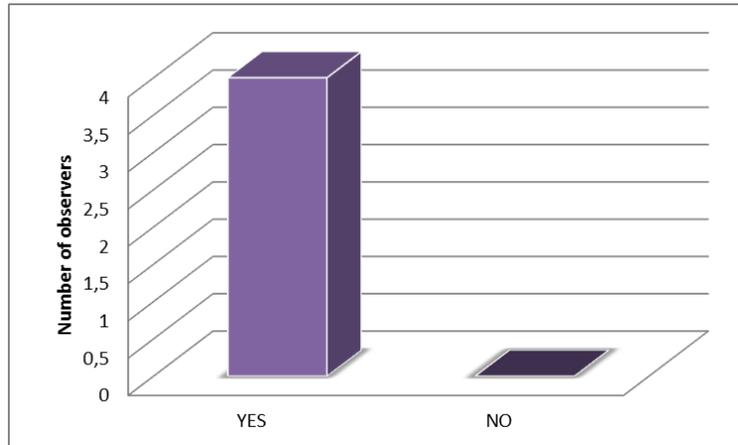


Figure 33 Teacher models task so that students have a clear idea of what to do
Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that the teacher models task so that students have a clear idea of what to do.

STATEMENT 4

STUDENTS ARE OBSERVED APPLYING LANGUAGE SKILLS IN AN INTERACTIVE AND PRACTICAL WAY

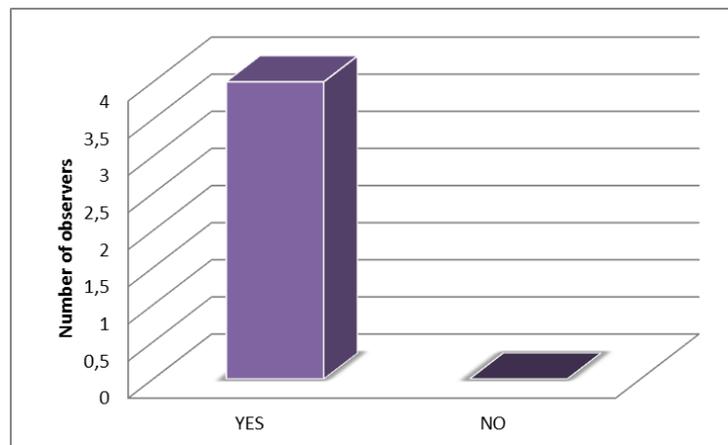


Figure 34 Students are observed applying language skills in an interactive and practical way

Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that students are observed applying language skills in an interactive and practical way.

STATEMENT 5

STUDENTS ARE ENGAGED ON THE TASK

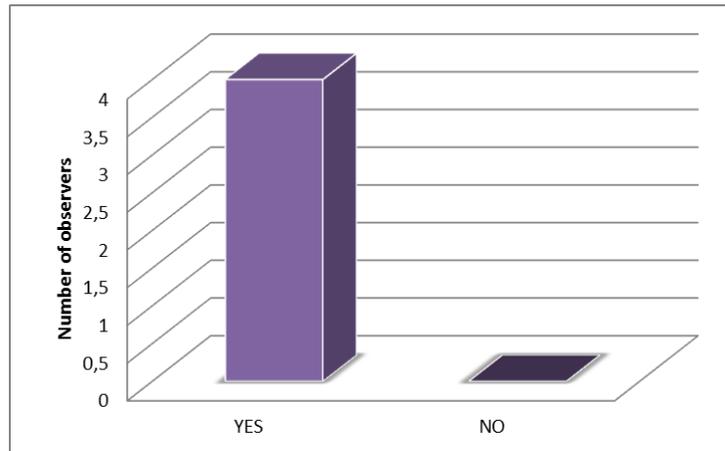


Figure 35 Students are engaged on the task
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All of the observers agree that students are engaged on the task.

STATEMENT 6

STUDENTS' PERFORMANCE IS EVIDENCE OF ADEQUATE SKILLS PRACTICE

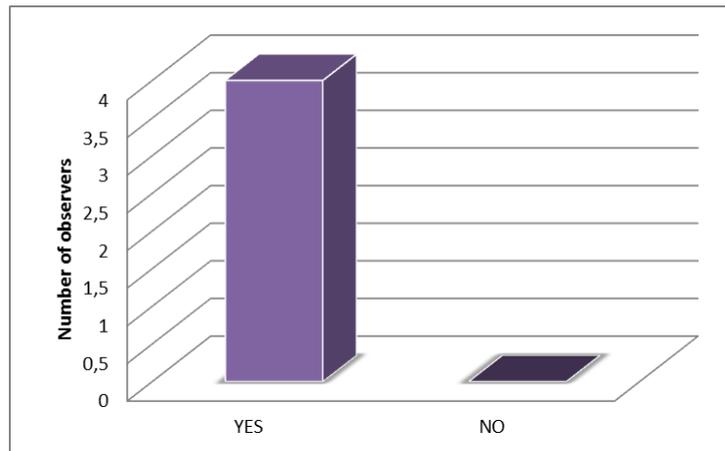


Figure 36 Students' performance is evidence of adequate skills practice
Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that students' performance is evidence of adequate skills practice.

STATEMENT 7

TEACHER PAYS ATTENTION TO THE STUDENTS THAT DO NOT PARTICIPATE AND TAKE MEASURES

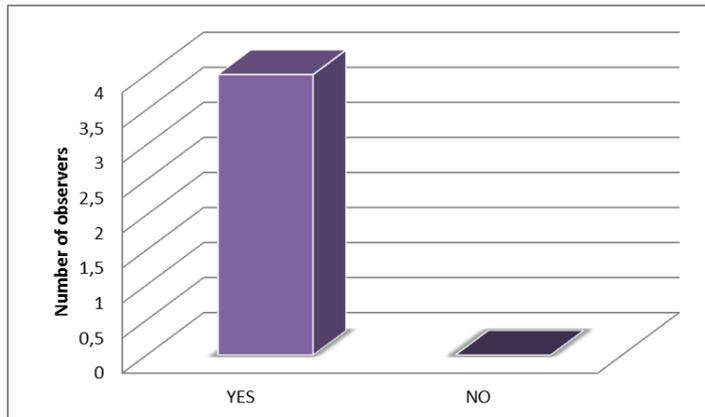


Figure 37 Teacher pays attention to the students that do not participate and take measures

Source: Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that the teacher pays attention if the students do not participate and take measure to solve it, monitoring properly at the moment of the activities work.

STATEMENT 8

ACTIVITIES ARE CONNECTED TO CLASS OBJECTIVES

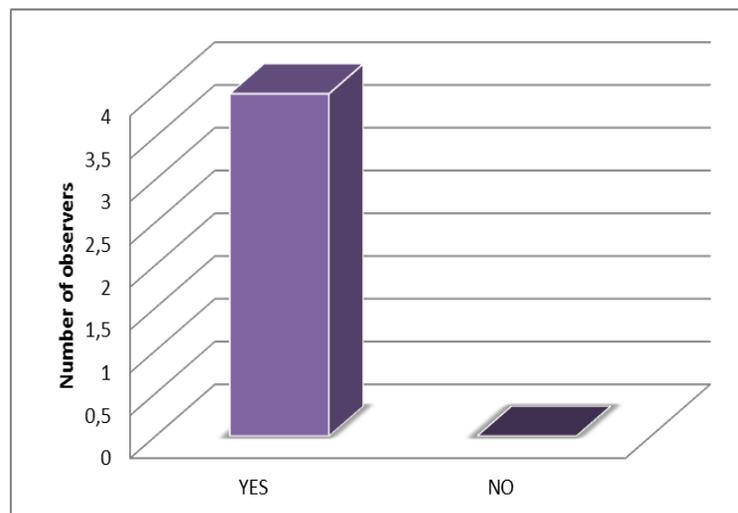


Figure 38 Activities are connected to class objectives

Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All of the observers agree that the activities are connected to class objectives.

STATEMENT 9

STUDENTS HAVE CLEAR CRITERIA OF TASKS PERFORMANCE INDICATORS

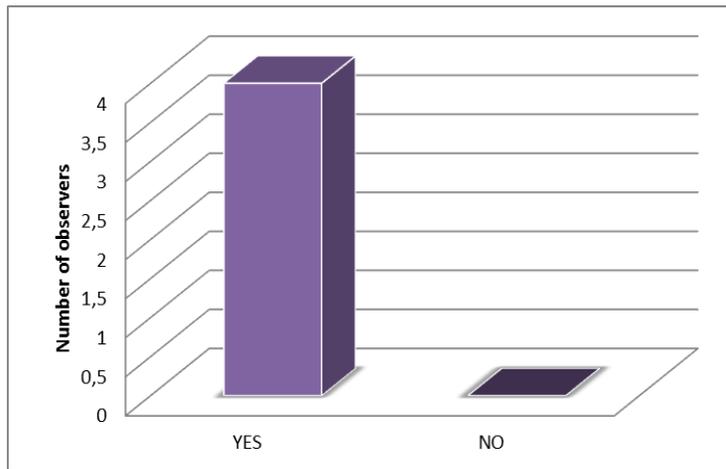


Figure 39 Students have clear criteria of tasks performance indicators
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

In statement 9, all of the observers agree that students have clear criteria of tasks performance indicators.

CLASSROOM OBSERVATION RESULTS

Check if the following was observed	Yes	No
Students seem motivated and interested.		X
Teacher's explanation of task facilitates understanding		X
Teacher models task so that Ss have a clear idea of what to do.		X
Ss are observed applying language skills in an interactive, practical way.	X	
Ss are engaged and on task.		X
Ss' performance is evidence of adequate skills practice	X	
Teacher pays attention to students who are not participating and takes measures to get them on task.	X	
Activities are connected to class objectives.	X	
Ss have clear criteria of tasks performance indicators.		X

Table 14 Teacher 4 's observation form.

Notice in this graph that students participate in class with the different activities given by the teacher, but it is difficult for the teacher maintains the discipline and it is hard to explain the instructions properly.

STATEMENT 1

STUDENTS SEEM MOTIVATED AND INTERESTED

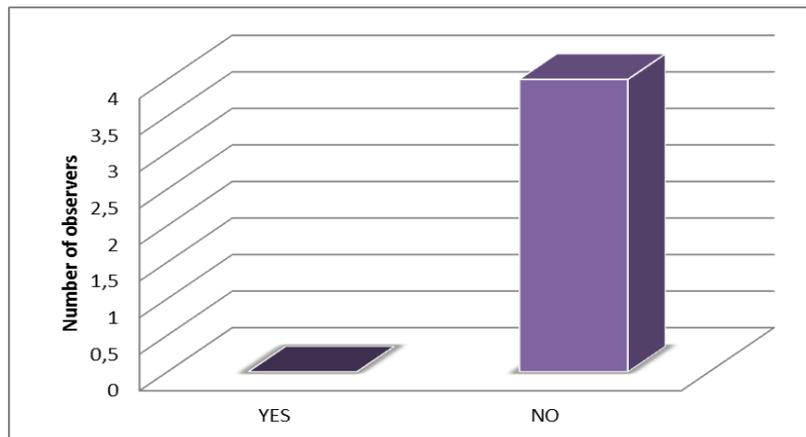


Figure 40 Students seem motivated and interested
Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers do not agree with the statement and mark that the teacher does not use interesting activities in order to get students' attention.

STATEMENT 2

TEACHER'S EXPLANATION OF TASKS FACILITATES UNDERSTANDING

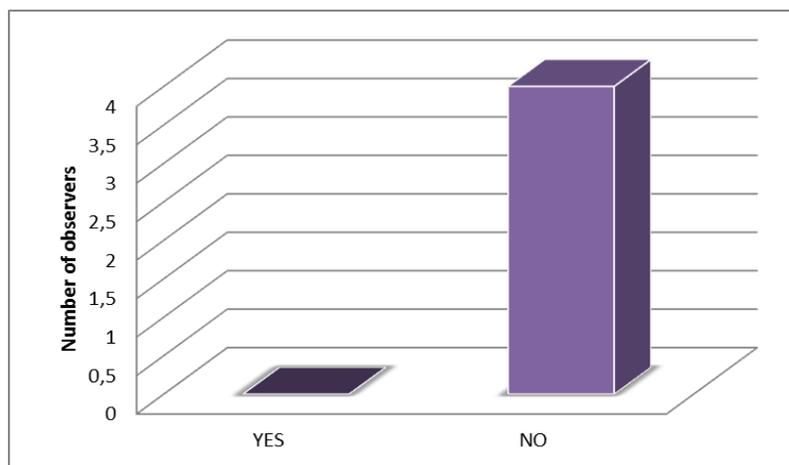


Figure 41 Teacher's explanation of tasks facilitates understanding
Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

In statement 2, all of the observers do not agree that the teacher's explanation of task facilitates understanding and recommend that the teacher should use a louder tone of voice.

STATEMENT 3

TEACHER MODELS TASK SO THAT STUDENTS HAVE A CLEAR IDEA OF WHAT TO DO

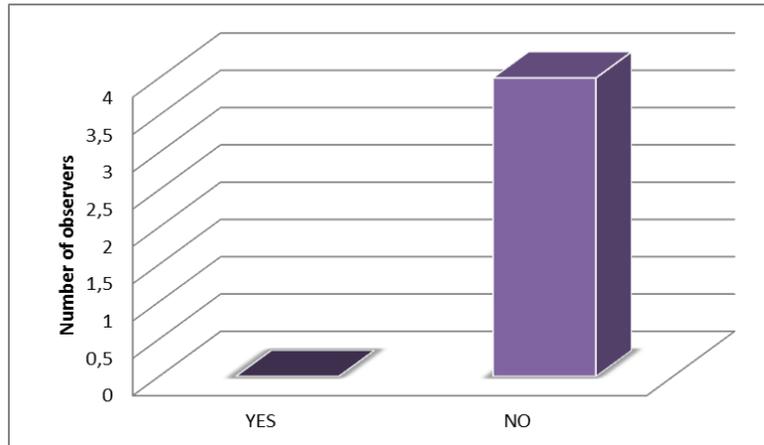


Figure 42 Teacher models task so that students have a clear idea of what to do

Source: Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers do not agree that the teacher models task so that students have a clear idea of what to do and recommend that the teacher needs to control the discipline.

STATEMENT 4

STUDENTS ARE OBSERVED APPLYING LANGUAGE SKILLS IN AN

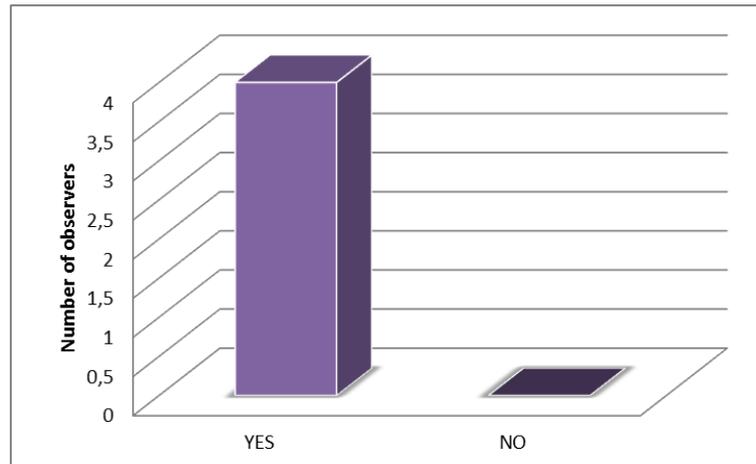


Figure 43 Students are observed applying language skills in an interactive and practical way.

Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that students are observed applying language skills in an interactive and practical way because the students produce the language participating in class.

STATEMENT 5

STUDENTS ARE ENGAGED ON THE TASK

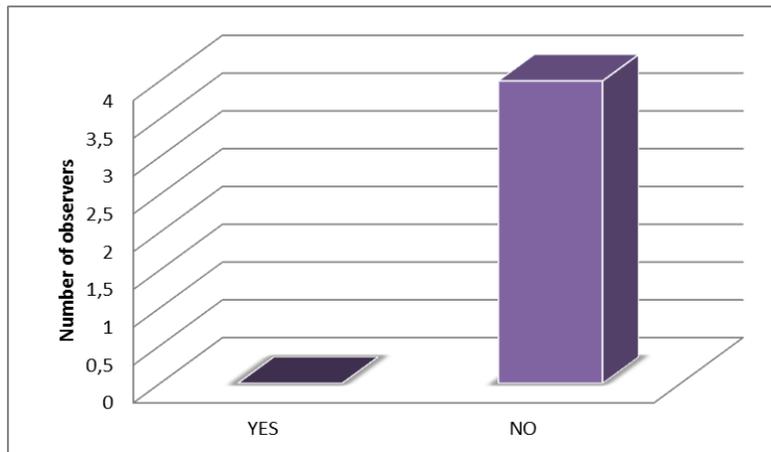


Figure 44 Students are engaged on the task
Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All of the observers do not agree that students are engaged on the task and recommend that the teacher should monitor the students constantly.

STATEMENT 6

STUDENTS' PERFORMANCE IS EVIDENCE OF ADEQUATE SKILLS PRACTICE

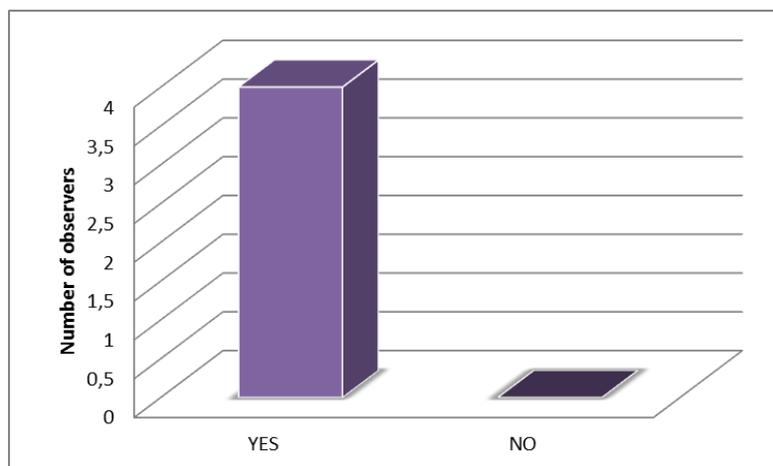


Figure 45 Students' performance is evidence of adequate skills practice

Source: Classroom Observations Results. Teachers from 8th Basic C
Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that students' performance is evidence of adequate skills practice.

STATEMENT 7

TEACHER PAYS ATTENTION TO THE STUDENTS THAT DO NOT PARTICIPATE

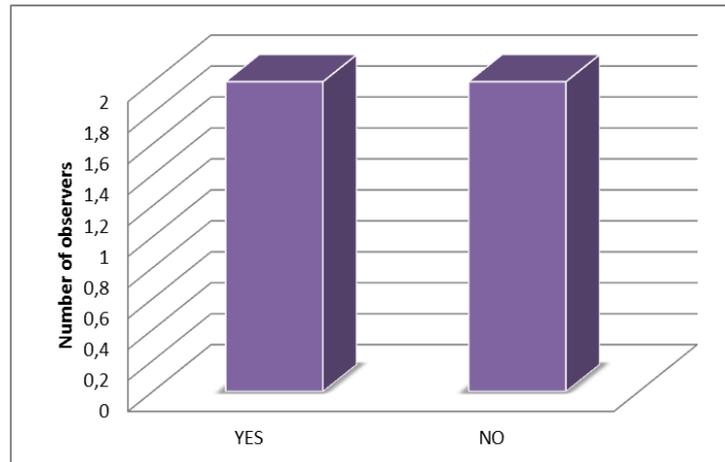


Figure 46 Teacher pays attention to the students that do not participate and take measures

Source: Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All the observers agree that the teacher pays attention if the students do not participate and take measure to solve it, monitoring properly at the moment of the activities work.

STATEMENT 8

ACTIVITIES ARE CONNECTED TO CLASS OBJECTIVES

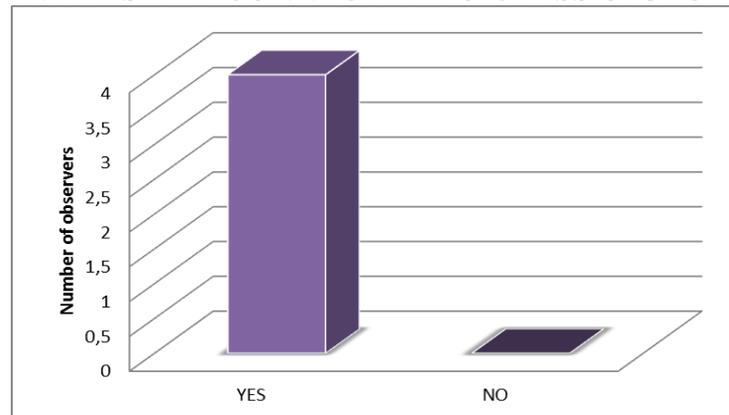


Figure 47 Activities are connected to class objectives

Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

In statement 8, all of the observers agree that the activities are connected to class objectives and even mark that this is the best skill the teacher has.

STATEMENT 9

STUDENTS HAVE CLEAR CRITERIA OF TASKS PERFORMANCE INDICATORS

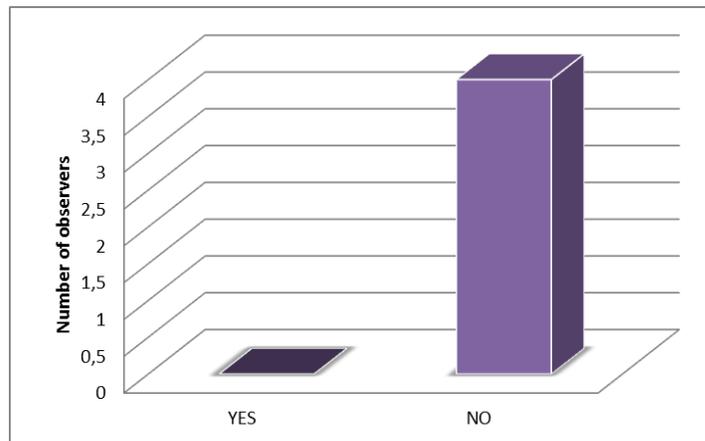


Figure 48 Students have clear criteria of tasks performance indicators

Source: Classroom Observations Results. Teachers from 8th Basic C

Prepared by: Katuska Montoya and Leticia Rodríguez.

All of the observers do not agree that students have clear criteria of tasks performance indicators, and recommend that teacher should check understanding during the class.

In addition, it is important to say that the use of inappropriate methods in the learning process of L2 is one of the main causes why teachers fail to facilitate learning to their students. Many times teachers are not coherent or consistent in their practices or processes.

Among the main causes for learning difficulties we can see:

- Little understanding of the subject matter.
- Lack of reinforcement of material seen in class, at home.
- Lack of economic resources to enroll students in extra classes.
- Learning environment or change of environment.

**STUDENTS' SURVEY
(AFTER INTERVENTION)**

STATEMENT 1

STUDENTS SEEM MOTIVATED AND INTERESTED

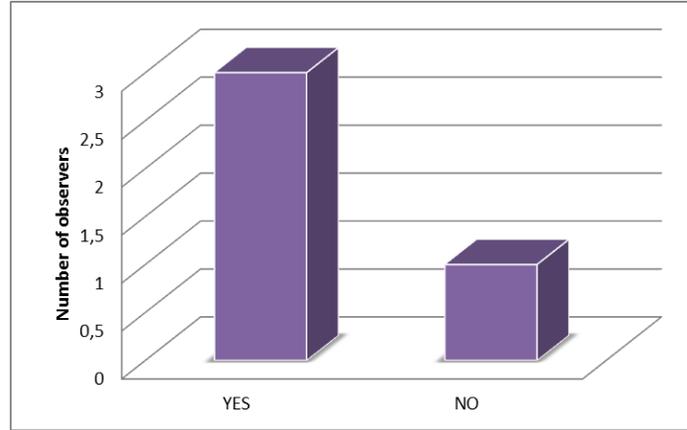


Figure 49 Students seem motivated and interested
Source: Students' Survey from 8th basic education level C.
Prepared by: Katuska Montoya and Leticia Rodríguez

In statement 1, 3 teachers motivate students and 1 teacher does not.

STATEMENT 2

TEACHER'S EXPLANATION OF TASKS FACILITATES

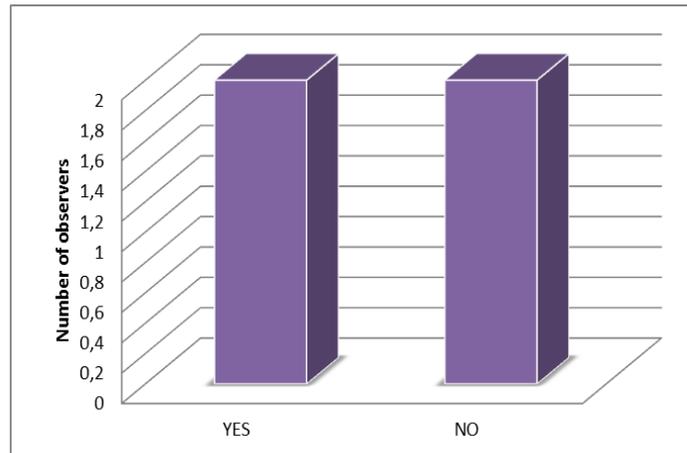


Figure 50 Teacher's explanation of tasks facilitates
Source: Students' Survey from 8th basic education level C.
Prepared by: Katuska Montoya and Leticia Rodríguez

In statement 2, two students agree that the way the teacher explains facilitate their understanding.

STATEMENT 3

TEACHER MODELS TASK SO THAT STUDENTS HAVE A CLEAR IDEA

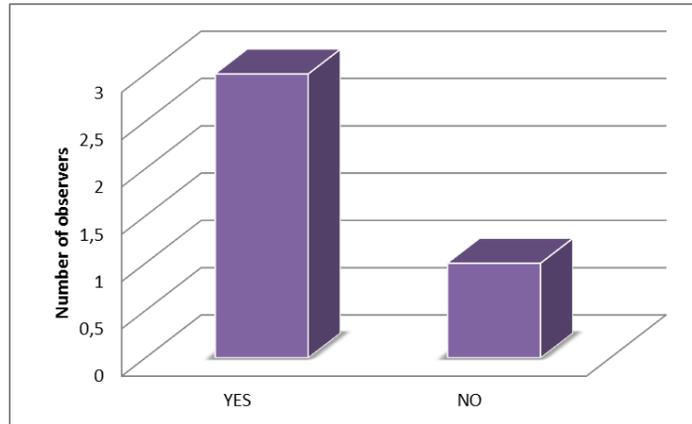


Figure 51 Teacher models task so that students have a clear idea

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez

In statement 3 shows that 3 teachers models the tasks in order to the students could have a clear idea of the activity.

STATEMENT 4

STUDENTS ARE OBSERVED APPLYING LANGUAGE SKILLS IN AN INTERACTIVE WAY

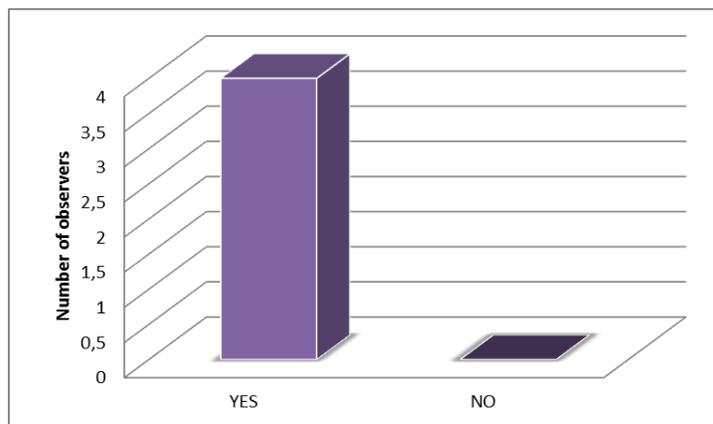


Figure 52 Students are observed applying language skills in an interactive way

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez

In statement 4, all the teachers observe the students in the application of their skills in an interactive and practical way.

STATEMENT 5

STUDENTS ARE ENGAGED ON THE TASK

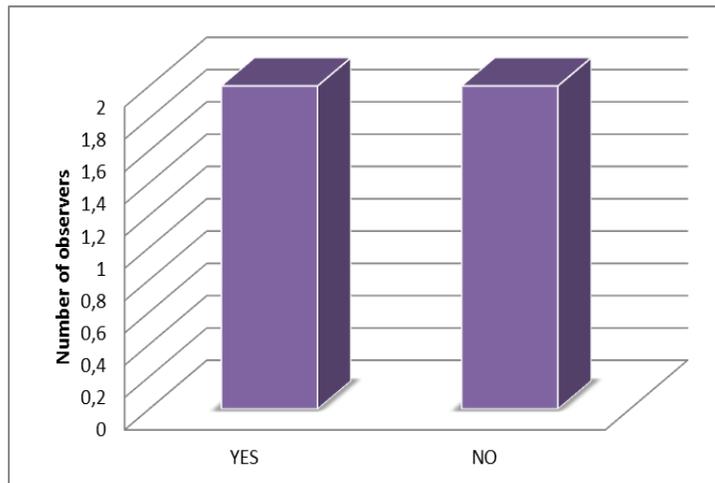


Figure 53 Students are engaged on the task

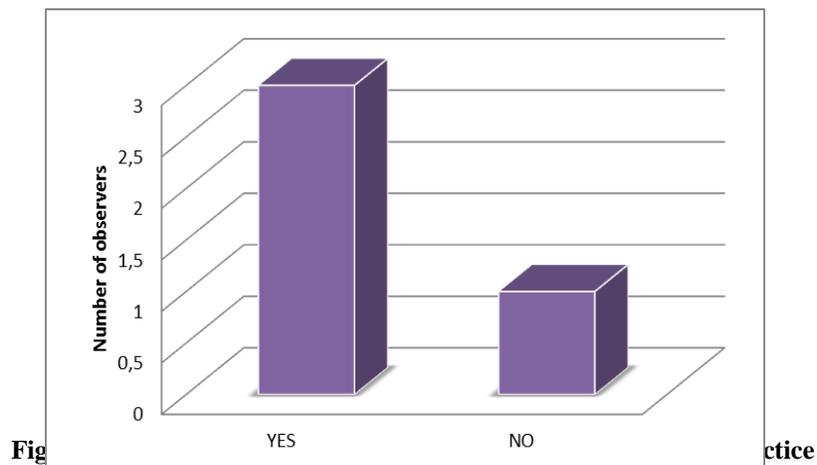
Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Mon oya and Leticia Rodríguez

In statement 5, 2 teachers engage the students at the moment of work on the activities, but 2 teachers do not.

STATEMENT 6

STUDENT'S PERFORMANCE IS EVIDENCE OF ADEQUATE SKILLS PRACTICE



Fig

ctice

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez

In statement 6, 3 teachers give appropriate activities to the students and they can practice their skills.

STATEMENT 7

TEACHER PAYS ATTENTION TO STUDENTS WHO ARE NOT PARTICIPATING AND TAKES MEASURES TO GET THEM ON THE TASK.

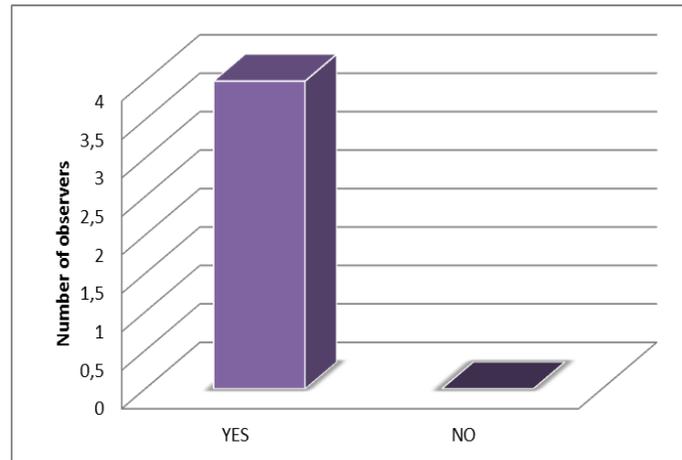


Figure 55 Teacher pays attention to students who are not participating and takes measures to get them on the task.

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez

In statement 7, all teachers pay attention to students who are not participating and take measures to get them on task.

STATEMENT 8

ACTIVITIES ARE CONNECTED TO CLASS OBJECTIVES.

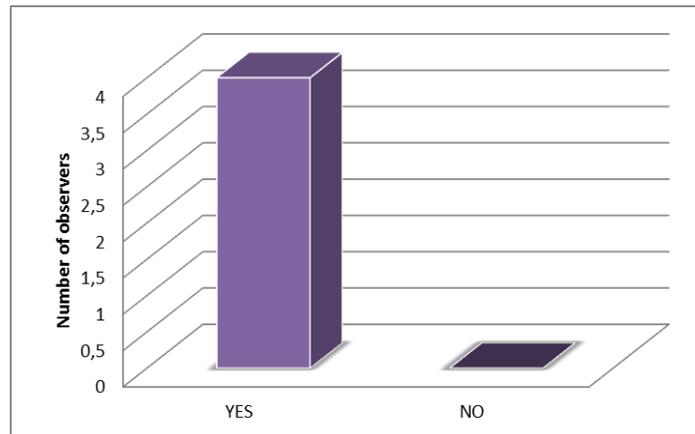


Figure 56 Activities are connected to class objectives.

Source: Students' Survey from 8th basic education level C.

Prepared by: Katuska Montoya and Leticia Rodríguez

In statement 8, presents that all teachers follow the objectives of the class through the activities applied.

STATEMENT 9

STUDENTS HAVE CLEAR CRITERIA OF TASKS

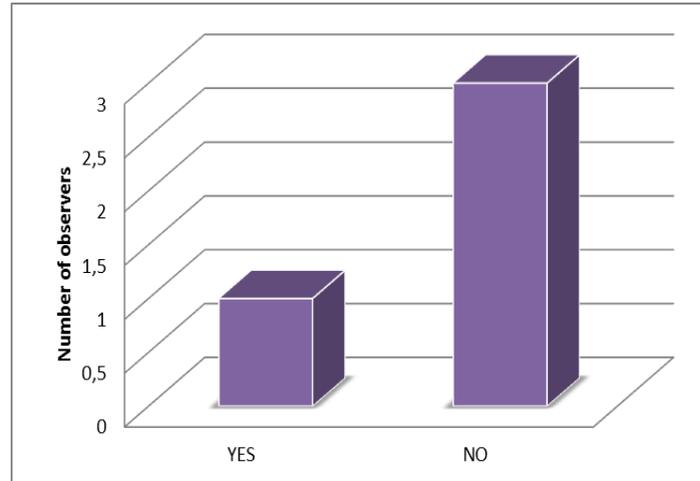


Figure 57 Students have clear criteria of tasks

Source: Students' Survey from 8th basic education level C.
Prepared by: Katuska Montoya and Leticia Rodríguez

In statement 9, 1 teacher gives clear ideas of the activities to get good task performance indicators.

Taking into consideration the information from the diagnostic test given to the students, it shows the following:

Before starting with the project, a class observation was taken during the application of the activities that the teacher presented that day. Additionally, another observation was made after intervention. The following tables show the students' attitude during each stage of the research.

Check if the following was observed:	Yes	No
Students seem motivated and interested.		X
Teacher's explanation of task facilitates understanding		X
Teacher models task so that Ss have a clear idea of what to do.	X	
Ss are observed applying language skills in an interactive, practical way.		X
Ss are engaged and on task.		X
Ss' performance is evidence of adequate skills practice.		X
Teacher pays attention to students who are not participating and takes measures to get them on task.	X	
Activities are connected to class objectives.		X
Ss have clear criteria of tasks performance indicators		X

Table 15 Pre-Observation of the activities

We can mention that the activities given by the researchers to the teachers were used during this project and the next table clearly describes that students participated in a better way.

Check if the following was observed:	Yes	No
Students seem motivated and interested.	X	
Teacher's explanation of task facilitates understanding	X	
Teacher models task so that Ss have a clear idea of what to do.	X	
Ss are observed applying language skills in an interactive, practical way.	X	
Ss are engaged and on task.	X	
Ss' performance is evidence of adequate skills practice.	X	
Teacher pays attention to students who are not participating and takes measures to get them on task.	X	
Activities are connected to class objectives.	X	
Ss have clear criteria of tasks performance indicators	X	

Table 16 Post Observation of the activities

To conclude this observation, it is easy to appreciate the change of the student's attitude during the class and even of the teacher.

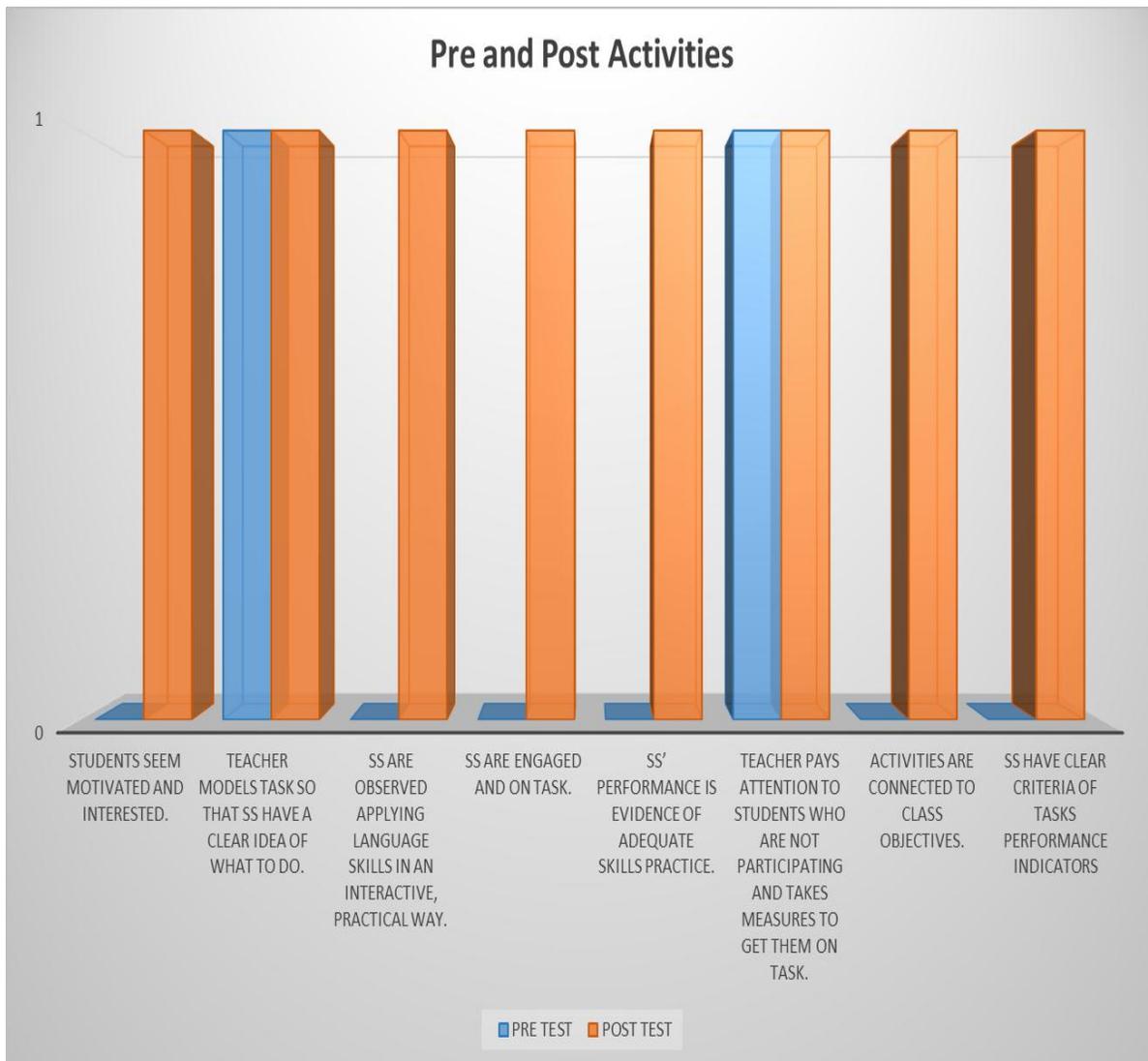


Figura 58 Pre and Post Test Results

3.5 RESOURCES, TIMELINE AND BUDGET

3.5.1 RESOURCES

Materials for the development of the project

- Laptop
- Infocus
- CD player
- Worksheets
- Printer
- Textbooks
- Copies

3.5.2 TIMELINE

COLLECTION OF PRIMARY DATA

Katuska and Leticia ask for permission at Bernardino Echeverria Ruiz High School to apply the different formats to the teachers and students to collect the information necessary to discover the strengths and weaknesses.

ELABORATION OF A QUESTIONNAIRE

Katuska Montoya and Leticia Rodríguez created questionnaires to measure if the activities applied in the classroom are used effectively and both as teachers and students. It was created according to the information that this project need, that means if the teacher used a variety of activities in their classes.

QUESTIONNAIRE ADMINISTRATION

The questionnaire was applied to the 8th year basic grade in the middle of the school year where students could give details of the classes received before that teachers could use the activities that this project wanted to get.

FINAL COLLECTION OF QUESTIONNAIRE

After the students completed the questionnaire, the results were processed in order to get the results of what they observed during their learning process.

DATA ANALYSIS

The results obtained from the questionnaires, were tabulated and they could show how the learning process was worked.

Activities for Research:

Activity	September				October				November					December				January				February			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Collection of primary data	X	X																							
Elaboration of a questionnaire						X	X																		
Questionnaire administration									X	X															
Final collection of questionnaire														X	X										
Data Analysis																		X	X						
Final writing of project report																							X	X	

3.5.3 BUDGET

CATEGORY	ACTIVITY	TOTAL
1. Travel Expenses		
Gasoline	Commuting to high school	\$20
2. Equipment		
Laptop	Make the project and worksheets	\$ 200
Printer	Print worksheet and project	\$60
3. Materials and Supplies		
Paper	Get copies, print the thesis, worksheets and methodological guide (2 000 papers approximately)	\$50
Cardboard	Make flashcards	\$5
Markers	Used in the class to write on the board	\$9
Colored markers	Used for decorating and preparing the class	\$10
Total		\$488

Table 17 Budget

4. FINAL CONCLUSIONS

4.1 Conclusions

It has been proven that giving the opportunity for students to experience the language learning process in a meaningful and hands on way, they will be motivated and therefore will produce more. This is another factor that is motivating for students since we have also selected topics that are age appropriate and that students might be familiar with.

The role of the teacher in this process is really diverse. Teachers have the objective to provide learners with situations or tasks where they can address their needs. The teacher, of course, still is the critical figure in a student's journey through higher education, but is committed to using a variety of methods and tools to ensure that each student is fully engaged in learning. This includes exploring new ideas in teaching, sharpening practices that are effective and broadening the use of technology. The main goal is always going to be to develop students' proficiency in the target language. Therefore, communicative activities cannot be divorced from the classroom activities.

It is necessary that teachers try using other materials as a teaching resource. The language of communication is real-life or authentic and textbook-like in design. By incorporating hands on projects into their everyday language classroom, teachers are preparing students to enter the real world. Teachers can create a non-threatening environment to encourage both shy and talkative students to participate. In short, teachers can help students catch the passion for learning English.

In this case, teachers have to collect evidence of students' competencies. As Jack Richards states, being competent in a language means to know how to use it in different instances, purposes, contexts, etc. selecting well the register for given situations so as to maintain communication effectively through the use of appropriate strategies. (2006)

Teachers should create a progressive learning environment in their classrooms that offers students opportunities to explore, discover, understand, experiment, and create. The

activities begin with focusing thoughts on what comprises a creative and innovative classroom and how teachers can work towards creating one, and then progresses to familiarizing them with the Creative Problem Solving process (CPS) and its application in their classroom.

The results of the post test for the experimental group are so better than the controlled one which shows that innovative activities have a good effect on improving the achievement for the students' learning process to create an interactive environment. The use of games and varied activities in teaching English has increased the student's attention and motivation and create a rich environment full with interaction and stimulations for the students.

With the use of these activities, students have experienced effective meaningful and memorable ways to learn and internalize the language, and to enhance their participation, and developing self-awareness of their learning.

The activities were mainly based on Constructivism, which helped them construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Creativity, understanding and encouragement will go a long way towards establishing rapport with our students and towards learning the English language. Using task-based learning to teach English does not fall into the well-trying comfort zone of traditional teaching. The average teacher feels comfortable with the prescribed textbook. The introduction of task-based learning into the classroom may bring about the fear that 'there is no teaching going on'. This unfortunately denies students the opportunity to immerse themselves in the English language.

Ecuador, with new education projects will improve the performance of their teachers, managers and especially students each day to become a more competitive country,

and citizens require more commitment in studies to achieve levels of excellence. Ecuador is able to compete with countries of the first world such as United States, England, etc.

4.2 RECOMMENDATIONS

As we analyze why many students are not learning what we are teaching, we must evaluate our own practice for evidence of student talk throughout the day so we as teacher must not forget that oral language requires focused attention in planning, but before we discuss *how* to plan lessons that integrate purposeful academic talk, reading, and writing, we must be clear on our own understanding of exactly *what* academic oral discourse is.

Thinking of this reason when teachers are working in the learning process by fulfilling these tasks, students had to emulate the experience of real life and situations and put L2 into practice. This made their learning experience more substantial and notable. Jeremy Harmer, in his book "How to Teach English," states that teachers must provide students with the adequate atmosphere so that they feel like learning. This is achieved by giving students a purpose for learning in order to foster a desire to use the language.

The goal of this study was to motivate students making them willing to participate and interact with a specific purpose. The extracurricular activities implemented are based on specific strategies, in order to increase communicative interaction among learners. It is recommended to use games from the beginning of the learning process in teaching a second language since they are helpful for the teacher as a procedure for language acquisition. Teachers need to adapt these techniques to suit their class situation. Furthermore, many of these solutions should be implemented simultaneously so that they can supplement each other in tackling the problem from different angles, creating a better chance that the problem will successfully be solved. Likewise, with this project we see

changes and improvements in the area of English, if it is implemented with dedication and care. The plan is to start with students in the eighth year of basic education, aged 11-13 years.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation. For that reason, it is crucial to keep in mind as educators, that in order to learn anything, students need to be encouraged and involved. If we only teach the classes in a book centered way, monotony and boredom can get to us, and motivation will be lost.

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APPENDIX A

TEACHER OBSERVATION FORM

Check if the following was observed:	Yes	No	Description of what is observed
Students seem motivated and interested.			
Teacher's explanation of task facilitates understanding			
Teacher models task so that Ss have a clear idea of what to do.			
Ss are observed applying language skills in an interactive, practical way.			
Ss are engaged and on task.			
Ss' performance is evidence of adequate skills practice			
Teacher pays attention to students who are not participating and takes measures to get them on task.			
Activities are connected to class objectives.			
Ss have clear criteria of tasks performance indicators.			

APPENDIX B

Dear Student,

Are activities effective for your students?

I would like you to share your opinion about class activities by completing this short questionnaire. The questionnaire will take around 5 minutes to complete. It employs rating scales and asks for your comments. You do not need to write your name, and you will not be identified or traced. The results will be published in a report. I am very grateful for your participation. Thank you, in advance, for your valuable cooperation.

Please complete the following by placing a tick in only one space, as follows:

1= strongly disagree; 2= disagree; 3= neither agree nor disagree; 4= agree; 5= strongly agree.

	1	2	3	4	5
Class activities are dynamic and practical.	()	()	()	()	()
Activities are communicative.	()	()	()	()	()
Activities are fun to do. I like them.	()	()	()	()	()
Activities help me speak more English.	()	()	()	()	()
The teacher helps me understand activities and does not interrupt me.	()	()	()	()	()

APPENDIX C

DIAGNOSTIC TEST

NAME: _____ TEACHER: _____ DATE: _____

A. Read the sentences and complete the names of the jobs in the box. (4 points)

musician	artist	singer	film star	actor
----------	--------	--------	-----------	-------

1. She plays the guitar very well. She's a great _____.
2. Elvis Presley was an American rock _____.
3. What's the name of the _____ who plays Harry in the Harry Potter films?
4. She loves painting pictures and she wants to be an _____.

B. Look at the calendar and write the correct letter on the line. (5 points)

1. June 2006 _____ a. last night
2. Saturday & Sunday _____ b. today
3. 2005 _____ c. last month
4. Wednesday 6th. _____ d. last year
5. Wednesday night _____ e. on the weekend
6. _____ f. yesterday

July 2006	4	Monday
	5	Tuesday
	6	Wednesday
	7	Thursday <i>Today!</i>
	8	Friday
	9	Saturday
	10	Sunday

C. Read the conversation and circle the correct verb form. (7 points)

Rob: Hi, Will. What did you do yesterday?

Will: I (1.) (goed / went) to the airport with my dad and we (2.) (watching / watched) the planes.

Rob: How many (3.) (do / did) you see?

Will: I think we (4.) (seed / saw) about 40, but I didn't (5.) (see / saw) any new American Airbuses.

Rob: How long did you (6.) (stay / stayed) there?

Will: About two hours and later my dad (7.) (buyed / bought) me a model plane from the airport shop.

Rob: Wow, sounds great.

D. Match the questions with the answers. Check the box with the correct answer. (8 points)

- 0.
- | | | |
|---------------------------------------|------------------------|-------------------------|
| 1. Were you at home last night? | ☐ Yes, you was | ☐ Yes, I was |
| 2. Did Mary buy the CDs? | ☐ No, he didn't | ☐ No, she didn't |
| 3. Did they go to the cinema?
were | ☐ Yes, they did | ☐ Yes, They |
| 4. Who were the Beatles? | ☐ They weren't singers | ☐ They were a pop group |
| 5. Were the Beatles famous? | ☐ Yes, they were | ☐ Yes, he was |
| 6. Are you friends? | ☐ Yes, we are | ☐ Yes, I am |
| 7. Were the Beatles American? | ☐ No, they weren't | ☐ No, they were |
| 8. Was John Lennon a Beatle? | ☐ Yes, he were | ☐ Yes, he was |

The purpose of this compilation of activities is to put into practice methodological strategies to motivate the desire to participate and interact by the student through active interaction with a specific purpose. These tasks are based on specific methodological strategies, which will increase students 'talking time of students with a communicative approach, in order to improve the interaction among the students. The activities are supported by communicative, functional methodological strategies, such as constructivism, communicative language teaching, and integration of skills. Here are the activities implemented with students:

Activity 1 Additions

Objective: To recognize numbers from 1 to 20

Interaction pattern: Pair

Materials: Students

Duration: 5 minutes

Methodological strategy: communicative interaction

Extracurricular activities: math.



Process

The teacher orally practices with Ss writing and eliciting numbers on the board.

Then place the following example on the board:

2 and 2 is...

Students say the answer and the teacher will write on the board:

2 and 2 are: 4

The teacher puts more examples on the board for students to take turns asking and answering about the additions.

Activity 2 Hot Card

Objective: Recognize introductory unit vocabulary

Interaction pattern: Groups of 3 or 4

Materials: Students and figures sheet unit scissors.

Duration: 5 to 10 minutes

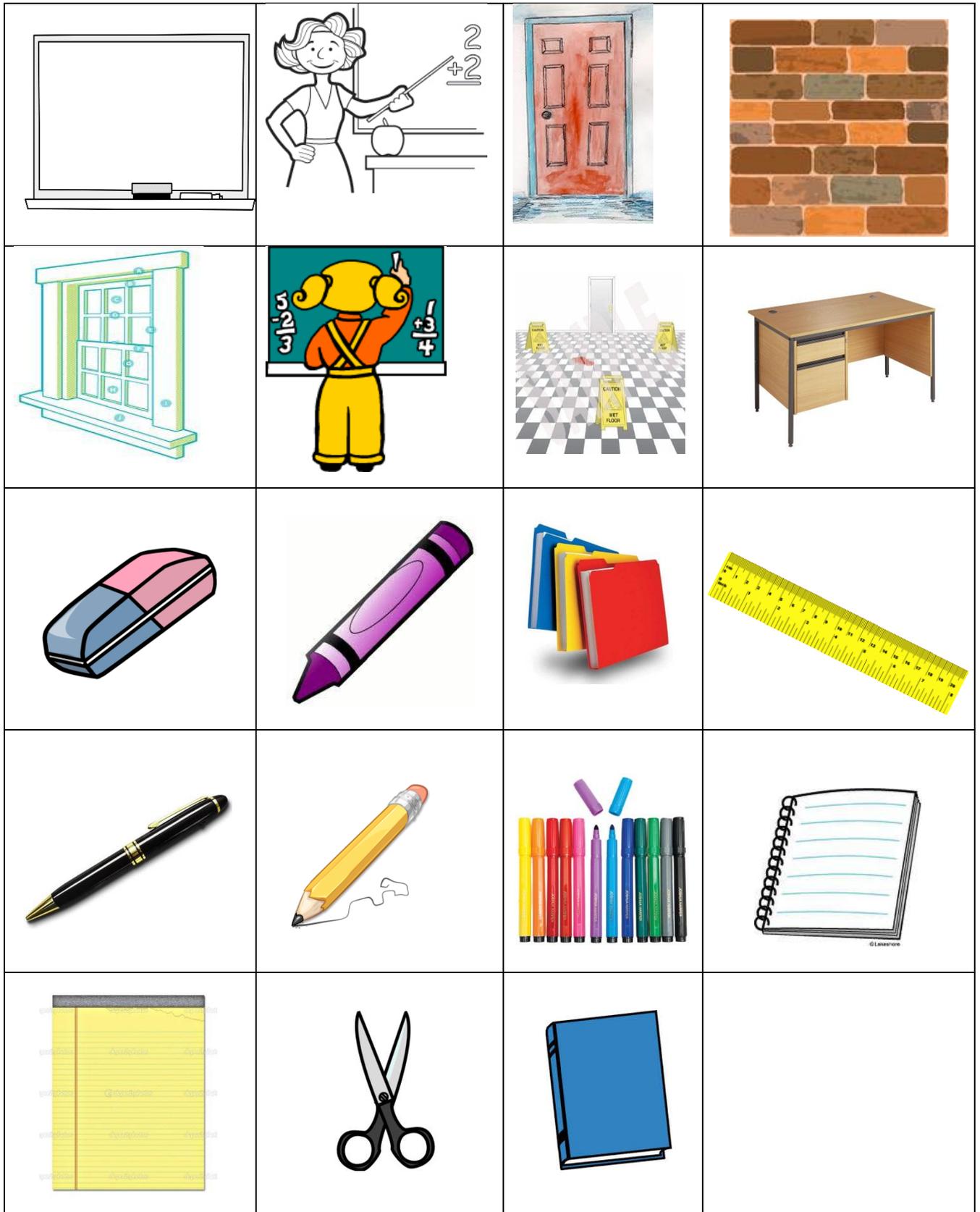
Methodological strategy: communicative interaction, kinesthetic



Process:

The teacher used cards to practice the words and phrases of the unit with the students.

The teacher will group students into groups of 3 or 4. The teacher will give the vocabulary cards with pictures or phrases of the unit. The cards are dealt among all group members equally. The student gets one of the cards in the center of the group and asks to the person to his/her right: "What is this?" The other student will respond. If the student answers correctly gets the card. The student with the most cards wins the game.



Activity 3 Mime Hot Card

Objective: Recognize introductory unit vocabulary

Interaction pattern: Groups of 3 or 4

Materials: Students and figures sheet unit scissors.

Duration: 5 to 10 minutes

Methodological strategy: communicative interaction, kinesthetic

Process:

- Teacher uses cards to practice the words and phrases of the unit with the students.
- The teacher will make an example of the activity so that students have a clear model.
- Teacher groups students into groups of 3 or 4.
- Teacher will give the vocabulary cards with pictures or phrases of the unit.
- The cards are dealt among all group members equally.
- One student puts one of the cards in the center of the group.
- The student who sees the card mimes the word to a partner to his/her right.
- The other student will respond. If the student answers correctly gets the card.
- The student with the most cards wins the game.



Activity 4 Row of name

Time: 3 to 5 minutes

Objective: To practice asking and answering their names

Materials: students, teacher

Methodological Approach: Communicative approach, student-centered.

Process:

1. Divide the class into groups of 8 or 10 people.
2. Ask them to form a line in any order.
3. Then have them ask each other what their names are, and to align in alphabetical order according to first name.
4. Model the task with a group in front of the class
5. Assign the task to all groups
6. . Make them change their group and repeat the activity.



Activity 5 Ages Row

Time: 3 to 5 minutes

Objective: To practice asking and answering their ages

Materials: students, teacher, papers with numbers

Methodological Approach: Communicative approach, student-centered, personalization.

Process:

1. Divide the class into groups of 8 or 10 people.
2. Give each group member a paper with a number
3. Tell them that number represents their age
4. Ask them to form a line in any order.
5. Then have them ask one another what their age is, and that align in numerical order according to the paper with the number that was given.
6. Model the task with a group in front of the class
7. Assign the task to all groups
8. Make them change their group and repeat the activity.



Activity 6: Guess the celebrity

Time: 3 to 5 minutes

Objective: To practice asking and answering identity information to guess the character

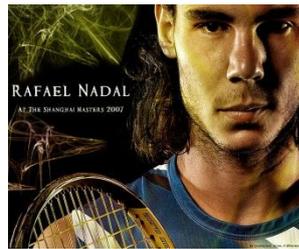
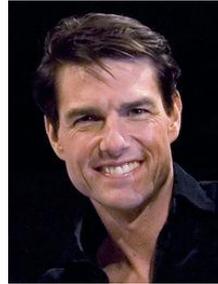
Materials, students, teacher, famous photo cards, masking tape or tape

Methodological Approach: Communicative approach, student-centered.

Processes:

1. Divide the class into groups of 8 or 10 people.
2. Stick on the back of each student's card with the photo of a celebrity (see photos cutouts in this activity)
3. Tell students that they cannot tell their peers who are
4. Then ask them to describe their celebrity peers so that they guess who they are. Follow the example below:
A: You are a host.
- You are 30 years old.
B: Am I.....?
A: Yes, you are / No you aren't.
5. Model the task with a couple of students in front of class
6. Assign the task at all.
7. Monitor and assist students.

Activity 6 Guess the celebrity



Activity 7 Mimic with meaning (miming for meaning)

Time: 3 to 5 minutes

Objective: Guessing vocabulary words

Materials: student, teacher, vocabulary clippings

Methodological Approach: Communicative approach, student-centered.

Process:

1. Use cuts of vocabulary words to give you an example to students.
2. Take a vocabulary word card and make a corresponding mime. Have students guess the word.
3. Sit the students in groups of 3.
4. Instruct students to mimic the vocabulary words that are in the cuts with vocabulary words and say them.

cell phone	magazines	DVDs	skateboard	backpack	Rollerblades
DVD player	MP3 player	bicycle	video games	computer	television

Activity 8 Marble in the box

Time: 3 - 5 minutes

Objective: To describe location of objects using prepositions of place

Materials: student, teacher, match boxes and marbles.

Methodological Approach: Communicative approach, student-centered.

Process:

1. Put students in pairs.
2. Give each pair a marble and a box of phosphorus
3. Make an example of a student. Put the following example on the board:

Where is the marble?

It's _____

4. Tell students to use prepositions to describe the unit where the marble.
5. In order for students to work in pairs taking turns to ask and answer by model.



Activity 9: The circle of the name

Time: 3-5 minutes

Objective: To describe the names of peers using possessive adjectives

Materials: students, teacher

Methodological strategy: Customization, communicative interaction, student-centered approach.

Process:

1. Model the task with three volunteers in front of the class and form a circle with them.
(call a man and a woman).

2. Ask the name of one of the students that this in right using this pattern:

T: What's your name?

S1: My name is Susan

3. Have the next student now asks you what your name is. Follow this pattern:

S1: What's your name?

T: My name is Tom

4. Now have the first student 1 (S1) asked for the name to the next student (S2), repeating his name and the first person who asked it. Follow this pattern:

S1: Your name is Tom, my name is Susan. What's your name?

S2: My name is Bill

5. Have the student repeat two names given to him and ask the next student (S3)

S2: His name is Tom, her name is Susan, my name is Bill, What's your name?

6. Now have the students form groups of 5 or 6 people and repeat the activity shown above.

7. Monitor the activity and assist students as needed.

Activity 10: Nationalities Board Game

Time: 3-5 minutes

Objective: To describe the names of peers using possessive adjectives

Materials: student, teacher, board game sheets, coins, dice

Methodological strategy: Customization, communicative interaction, student-centered approach.

Process:

1. Practice nationalities with students: Write the country on the board and have them give the nationality.
2. Now write the following question on the board and have them give you the correct answer:
Where is Mr. Bean from?
He is from England.
3. Sit the students into groups of 4 or 5
4. Hand out sheets with game boards.
5. Ask students to use a coin as a token to play.
6. Give each group a die
7. Instruct students to ask and answer following the pattern.

Nationality Board Game



Rules Box

- 1) Roll the number cube and answer the question from the corresponding space
- 2) If you answer the card correctly, then you can move the number of spaces on the dice.
- 3) Two or more players can be on the same space.
- 4) Continue to play until some reaches the finish, then see who will finish second, third, etc.

What's the nationality for Finland?		What nationality is Shakira?
Skip One Turn		What nationality is Ronaldinho?
What's the nationality of Harry Potter?		Move Back 3 Spaces
What is the nationality for Canada?		Super Skip Move Ahead
What is the nationality for Lebanon?		What is the nationality of Pope Francisco?
What nationality is Thalia?		Move Ahead 3 Spaces
What is the nationality for Venezuela?		What nationality is Barack Obama?
Oh No! Go Back		What is the nationality for Australia?
What is the nationality for Poland?		What nationality are you?

What is the nationality for Korea?

Super Skip Move Ahead

What is the nationality of Pope Francisco?

Move Ahead 3 Spaces

What nationality is Barack Obama?

What is the nationality for Australia?

What nationality are you?

Finish

What is the nationality for Morocco?

Move Ahead 2 Spaces

What is the nationality for Costa Rica?

What is the nationality for Poland?

Start

Activity 11: Hot Letter plural

Objective: To describe the plural of nouns given

Interaction pattern: Groups of 3 or 4

Materials: Students and figures sheet unit, scissors.

Duration: 5 to 10 minutes

Methodological strategy: communicative interaction, kinesthetic

Process:

- The teacher uses flashcards plural words unit with students.
- The teacher groups students into groups of 3 or 4.
- The teacher will give the vocabulary cards with pictures or unit.
- The cards are dealt among all group members equally.
- The student makes one of the letters in the center of the group.
- The student who sees the card and shows it to his right student asking, "what is this? /

What are these?

- The other student will respond. If the student answers correctly gets the card. The student with the most cards wins the game.

Note: The teacher will make an example of the activity so that students have a clear model.

		
		 <p data-bbox="1129 831 1347 846">©KJ Pargeter * illustrationsOf.com/35375</p>
 <p data-bbox="389 1149 539 1211">Jennifer Matthews 1234 Street Name New York, NY 12345</p> 		

Activity 12: Tic Tac Toe items

Objective: Using articles with nouns correctly

Interaction pattern: Pair

Materials: Students and blank sheets, pencil, eraser, 28 page book (vocabulary)

Duration: 3 to 5 minutes

Methodological strategy: communicative interaction, student-centered

Process:

- The teacher draws the traditional box of thirds on the board.
- In each box space placed a word (orange, chair, apple, teacher, etc.)
- The teacher asked for a volunteer to pick a word and say it with the correct article (a / an).
- If either the student answer goes to the board and put an X or an O in the box for the word they chose.
- The teacher repeats the process with two more students.
- After the teacher will tell the students that in a blank draw a tic tac toe sign and placed in each space words (book page 28) randomly.
- Have students get in pairs and play following the example of the board.
- The one who makes three in a row first is the winner.
- Have students erase the words and put other words to play again.

Activity 13: Board Game Questions

Objective: Interact applying information questions

Interaction pattern: groups of 4 or 5

Materials: Students, board game, coins and chips, dice

Duration: 5 to 6 minutes

Methodological strategy: communicative interaction, student-centered

Process:

1. Practice questions with students: write different questions on the board and get the students' responses. Example: What's your last name? My last name is....
2. Seat the students into groups of 4 or 5
3. Hand out sheets with board game.
4. Ask students to use a coin as a token to play.
5. Give each group a die
6. Instruct students to ask and answer following the pattern.

Nationality Board Game



Rules Box

- 1) Roll the number cube and answer the question from the corresponding space
- 2) If you answer the card correctly, then you can move the number of spaces on the dice.
- 3) Two or more players can be on the same space.
- 4) Continue to play until some reaches the finish, then see who will finish second, third, etc.

What's the nationality for Finland?	What nationality is Shakira?
Skip One Turn	What nationality is Ronaldinho?
What's the nationality of Harry Potter?	Move Back 3 Spaces
What is the nationality for Canada?	Super Skip Move Ahead
What is the nationality for Lebanon?	What is the nationality of Pope Francisco?
What nationality is Thalia?	Move Ahead 3 Spaces
What is the nationality for Venezuela?	What nationality is Barack Obama?
Oh No! Go Back	What is the nationality for Australia?
What is the nationality for Poland?	What nationality are you?

Nationality Board Game



Rules Box

- 1) Roll the number cube and answer the question from the corresponding space
- 2) If you answer the card correctly, then you can move the number of spaces on the dice.
- 3) Two or more players can be on the same space.
- 4) Continue to play until some reaches the finish, then see who will finish second, third, etc.

Finish

What is the nationality for Morocco?

Move Ahead 2 Spaces

What is the nationality for Costa Rica?

Start

Activity 14: Events in the city

Objective: ask and answer about events in the city

Interaction pattern: pairs

Materials: Students, cuts events in the city

Duration: 5 to 6 minutes

Methodological strategy: communicative interaction, student-centered, using real material.

Process:

1. Teach students a cut with an event in the city (movie, concert, party, etc..) Encourage a volunteer to make an example: When is the....?

Have the student responds to the event date. Write the example on the board.

2. Have students sit in pairs.

3. Pass events cuts. Give them two to each pair.

4. Tell students to interact by asking and answering about events.

5. Make cuts moving from partner to partner for students to ask and respond to events.



CONCIERTO
Orquesta Filarmónica
Juvenil de Guayaquil
06/01/2013



fecha y Hora:
16/Jun/2013 - 11:00
Lugar:
Auditorio Museo de la Música
Popular Julio Jaramillo (Puerto Santa
Ana, Las Peñas).



Fecha y Hora:
21/Jun/2013 -
12:00
Lugar:
En salas de cine.
*Monstruos
University 3D*



Concierto de Flans en Guayaquil
16 de Junio de 2013
Fecha y Hora:
22/Jun/2013 - 20:00
Lugar:
Plataforma del
MAAC.



El Artista
Fecha y Hora:
16/Jun/2013 - 20:30
Lugar:
Cinemax
(2011, Francia).
Dirección: Michel
Hazanavicius, Jean Dujardin, John Goodman.



Recital del flautista
Carlos Prado
Fecha y Hora:
22/Jun/2013 - 20:30
Lugar:
Sala principal del TSA.



**Se proyecta
filme 'Seda'**

Fecha y Hora:
10/Jun/2013 - 18:30
Lugar:
Casa de la Cultura del
Guayas.



Pelicula: Superman
Fecha y Hora:
14/Jun/2013 - 12:00
Lugar: En cines.



**Concierto de Luchiana
Hakman**
Fecha y Hora:
28/May/2013 - 20:00
Lugar:
Sala Zaruma del TSA.



**Concierto de Sinfónica de
Guayaquil**
Fecha y Hora:
30/May/2013 - 19:30
Lugar: Teatro Centro Cívico



<p>Concierto del Gran Combo Fecha y Hora: 14/Jun/2013 - 20:00 Lugar: Estadio Alberto Spencer.</p> 	<p>Show del Circo Estatal de Rusia 09 de Junio de 2013 Fecha y Hora: 14/Jun/2013 - 15:00 Lugar: Coliseo San José La Salle.</p> 
<p>Ballet en el Teatro Centro de Arte Fecha y Hora: 02/Jun/2013 - 11:00 Lugar: TCA</p> 	<p>Estreno de 'Anna Karenina' Fecha y Hora: 07/Jun/2013 - 12:00 Lugar: En salas de cine.</p> 
<p>Concierto de Fonseca Fecha y Hora: 14/Jun/2013 - 21:00 Lugar: Centro de Convenciones de Guayaquil.</p> 	<p>Espectáculo de flamenco Fecha y Hora: 02/Jun/2013 - 15:00 Lugar: La Posada de Las Garzas</p> 
<p>En cines: Rápido y furioso Fecha y Hora: 23/May/2013 (Todo el día) Lugar: Estreno en cines</p> 	<p>Concierto de Joey Montana Fecha y Hora: 24/May/2013 20:00 Lugar: Centro de Convenciones de Guayaquil.</p> 

Activity 15: Guess the day

Objective: ask and answer about important dates

Interaction pattern: pairs

Materials: Students, cards with dates, whiteboard, markers

Duration: 5 to 6 minutes

Methodological strategy: communicative interaction, student-centered .

Process:

1. Review important dates with students.
2. Ask dates for students to respond. Example: (write the examples on the board)

What is on October 9th?

It's Independence Day.

3. Have students sit in pairs.
4. Distribute cards with important dates.
5. Explain to students that they will have to put the pile of cards face down and take turns to pick a card and see the corresponding date to ask your partner: What's on ...? (follow the example of the board)
6. Students take turns saying the corresponding dates.



Activity 16: Who's who?

Objective: ask and answer about family

Interaction pattern: pairs

Materials: Students, family map, sheet, pen or pencil

Duration: 3 to 5 minutes

Methodological strategy: communicative interaction, student-centered, customization

Process:

1. Write on the blackboard some of the names of their family members (teacher)
2. Give them a literal to each name: Example: Peter, Amanda, etc..
3. Put the next stimulus on the board:
 - A. Who is
 - B. is my
 - A.?
4. Have a student ask about the names on the board. Write on the board the question and answers.
5. Then have students draw a blank sheet and do the same.
6. Have them sit in pairs and describe follow the example of their families.
7. Have students change partners several times and repeat the exercise.

Taken and adapted from <http://teachingrecipes.com/2009/08/12/talking-about-your-family/>

Activity 17: Famous Families

Objective: to identify family members.

Interaction pattern: pairs

Materials: Students, photos of famous families,

Duration: 3 to 5 minutes

Methodological strategy: communicative interaction, student-centered.

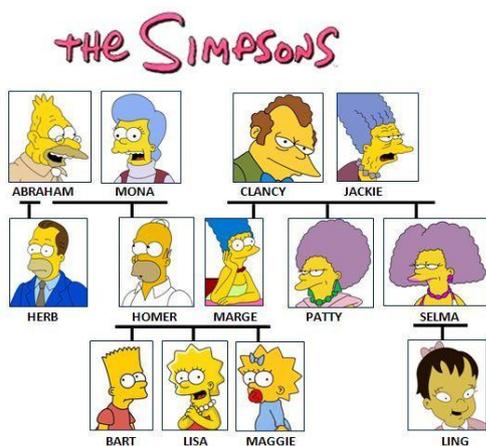
Process:

1. Introduce students' photos of famous families. Practice with them the following structure:

Who's Lisa? She's Bart's sister.

2. Write on the board the question and answers.

3. Have them sit in pairs and follow the example of describing families in the photos. Give each pair a family photo famous.



Activity 18: Find someone

Objective: Ask questions to find people with defined characteristics.

Interaction pattern: groups

Materials: Students, paper, pencil or pen

Duration: 3 to 5 minutes

Methodological strategy: communicative interaction, student-centered.

Process:

1. Review the vocabulary from the unit (family and parts of the house)
2. Ask questions of whether or not. Example: Do you have brother?
: Do you have a balcony at home?
3. Have students copy the chart of questions in their notebooks.
4. Have students interact around the class asking and answering the questions in the table.
5. Have students write down the name of the folks who answer the questions.

FIND SOMEONE WHO....	NAME
Has three brothers	
Has one sister	
Has two cats	
Has a goldfish	
Has a balcony	
Sleeps in the sof�a	
Has a boyfriend or girlfriend	
Has a dog	
Has many cousins	
Has a small family	

Activity 19: Find someone

Objective: Ask questions to find people with defined tastes

Interaction pattern: groups

Materials: Students, paper, pencil or pen

Duration: 3 to 5 minutes

Methodological strategy: communicative interaction, student-centered.

Process:

1. Review the vocabulary from the unit (family and parts of the house)
2. Ask questions of whether or not. Example: Do you like school?
3. Copy the example on the board and invite a student answer, write the answer on the board.
4. Have students interact around the class asking and answering the questions in the table.
5. Have students write down the name of the folks who answer the questions.

FIND SOMEONE WHO....	NAME
Likes English	
Likes pop music	
Likes rock singers	
Likes video games	
Likes to sleep	
Likes listening to ipods	
Likes techno music	
Likes homework	
Likes rap	

Activity20: What is the question?

Objective: Ask questions to the respective responses

Interaction pattern: pairs

Materials: Students, stimulus cards

Duration: 3 to 5 minutes

Methodological strategy: communicative interaction, student-centered.

Process:

1. Expressions of the unit with the students (How are things? Me neither, not good, etc..)
2. Copy the examples on the board
3. Have students interact in pairs using the cards.
4. Explain that they should give the question or the answer for each sentence in the cards.
5. Will the cards face down in the center of the table and take turns to pick up the cards.
6. A student takes the card and reads it. The other student should read the questions or comments according to that sentence. Example: A: "Me neither"

B: I do not like pop

Me neither	Not good
I'm not crazy about it	I have no idea
Why not?	I guess
I don't know	Nope
I'm just not into it	

Activity 21: Music and opinions

Objective: Review types of music and artists

Interaction pattern: pairs

Materials: Students, artists photo cards

Duration: 3 to 5 minutes

Methodological strategy: communicative interaction, student-centered.

Process:

1. Practice asking the opinion of its students using the expressions of the unit with the students (Do you like rap? Yes, I love her)

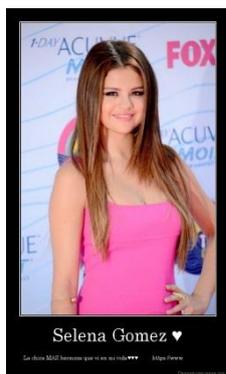
Two. Copy the examples on the board

Three. Have students get in pairs.

April. Explain that they should give their opinion using the cards with the pictures of the artists or music lessons.

May. Will the cards face down in the center of the table and take turns to pick up the cards.

June. A student takes the card and reads it. The other student must ask the question for the other answer.



Activity 22: Artist's Life

Objective: ask and answer about celebrity family preferences

Interaction pattern: pairs

Materials: Students, artists cards with photos and information about them

Duration: 5 minutes

Methodological strategy: communicative interaction, student-centered, authentic information

Process:

1. Make an example as follows:

Put a photo (cover the information)



Zack Efron lives in California. He has one older brother, Dylan. He likes acting, singing, playing poker and playing sports. His favorite sport is basketball. He hates country music. His favorite kind of music is pop. His favorite movie is The Goonies.

2. Tell them that students ask questions to guess the celebrity following:

If you live in

If you have siblings

If you like ... activities

If your favorite hobby is

If your favorite sport is

If you like music ...

If you like ... movie.

3. Put the questions on the board. Answer the questions and put them on the board.

4. Show them the picture, this time with information about the celebrity.

5. Explain to students that will do the same in pairs with different celebrities, using the right questions, as in the examples. The fellow with the information they show at the end.



Deby Ryan lives in Texas. She lives with her family. She has an older brother, his name is Chase. She loves to play instruments, for example, the piano, the guitar, etc. Deby likes different types of music. She likes jazz, country, pop and rock. In her free time she likes to spend time with her family.



Jaden Christopher lives in Malibu, California. He lives with his parents. He has a brother and a sister. He likes to act, sing and dance. He likes to read. His favorite kind of music is rap. He loves skateboarding. He likes Will Smith's films.