

**UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

TITLE:

**Implementation of Communicative Activities to improve
Twelfth Grade Students' English Speaking Skill at Santo
Domingo de Guzman High School.**

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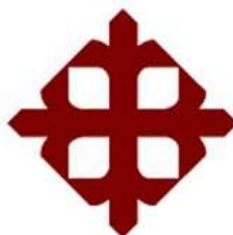
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**METHODOLOGICAL PROPOSAL PRESENTED AS A
REQUIREMENT FOR OBTAINING A BACHELOR DEGREE IN
ENGLISH LANGUAGE WITH
A MINOR IN MANAGEMENT IN BILINGUAL EDUCATION**

TUTOR:

Del Pozo, Natasha

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2016**



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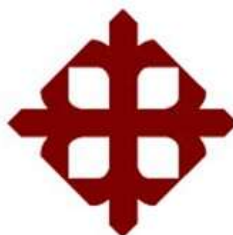
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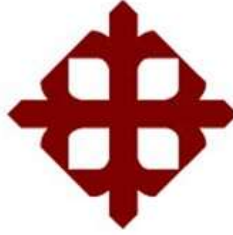
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Leidys Ronquillo Ch.

DEDICATED TO

My mom (+), who encouraged and supported me
until the last day of her life.

Leidys

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ABSTRACT

Having communicative competence is difficult for people who study English as a foreign language. This research was carried out because of the need students of twelfth grade of Santo Domingo de Guzmán High School have in successfully communicating orally with their teachers and classmates. The intention of this work was to design a guideline with activities centered on the task-based approach to help students improve their speaking skill. This report was devised using the qualitative method to analyse the level of communication of this group of students, what kind of activities they prefer and how some experts' teaching techniques can help in the development of the proposal. It was found that the students need to enhance their vocabulary repertoire and their command of discourse markers when speaking. In addition, pronunciation deficiencies need to be tackled through communicative activities. The guideline proposed has been designed considering the results gathered.

Key words: communicative, task-based, guideline, speaking skill, repertoire, devise.

1. INTRODUCTION

Studying English in a Spanish speaking country is not an easy task because of the lack of opportunities students have to interact with foreigners to practice the language in real life situations. This is what happens in Santo de Domingo School and in almost all of the schools in Guayaquil, where the students find the development of their speaking skill limited. In this situation, teachers have to plan activities to provide the students with real life exercises like simulation, role play, and several other activities which activate their speaking skill and improve fluency.

Through time, many researchers have developed different methods to help EFL students in their learning process. One of the main methods to improve speaking skill is the Communicative Approach, which is based on the idea that real communication happens when students are involved in real life activities. That is, students will learn by doing. In the Ecuadorian educational system teachers used to teach English with a grammatical approach. Students would go to school and have English classes in Spanish for several years, but they would never be able to have a conversation or understand dialogues where people were communicating in English.

Nowadays, the government in an agreement with some North-American Universities, offer scholarships to English teachers who can travel for a year and study abroad. On their return to the country they have to teach English as a foreign language in public schools. Therefore, students will benefit from having teachers with the knowledge and experience to teach efficiently, and will have the opportunity to graduate from high school with a proficiency level B1 which corresponds to an intermediate student level according to the Common European Framework of Reference (CEFR).

As a teacher of students of twelfth grade of Santo de Domingo de Guzman High School, a private institution, it is my goal to help my students get to that level of proficiency B1, and to develop their speaking skill. It is my task to

provide them with a booklet of communicative activities to simulate real life situations that give them the opportunity to become fluent and accurate.

The following research will be divided in two parts. First the analysis and benefit of the Communicative Language Teaching Approach implemented in EFL classes applying task-based techniques and based in learner-centred approach; and second, the design of a guideline with communicative activities for the students to improve their speaking skill.

2. STATEMENT OF THE PROBLEM

Developing students' speaking skills has always been a challenge for teachers who teach English as a foreign language. This project will determine what the influence of the use of the communicative approach in the development of the speaking skill of twelfth grade students at Santo Domingo de Guzman High School is.

2.1. Research Questions

1. How does the history of the different teaching approaches of a foreign language influence in the understanding of the effectiveness of those methods?
2. How fundamental is using the communicative approach to improve the communication skills of English language learners?
3. Is using task-based activities a viable alternative to improve the speaking skill of English language learners?

2.2. Objectives

2.2.1. General Objective

To determine the influence of the use of the communicative approach in the development of the speaking skill of twelfth grade students at Santo Domingo de Guzman High School to write a guideline of communicative activities.

2.2.2. Specific Objectives

1. To establish the importance of using the communicative approach with twelfth grade students at Santo Domingo de Guzman High School writing an effective literature review and reflecting on the researcher's experiences.

2. To identify effective teaching techniques to develop the speaking skill of twelfth grade at Santo Domingo de Guzman High School, reporting from experts on the field.

3. To evaluate the evidence acquired from the literature review, from the researcher and from experts' experiences to design a guideline of communicative activities.

3. THEORETICAL FRAMEWORK

Through the history of language learning there have been several methods to teach a foreign language. These methods have changed according to the development of new theories of second language acquisition.

3.1. The Grammar Translation Method

The Grammar Translation is the first known method created to teach a foreign language. It was used to translate sentences from one language to another by learning grammar rules and vocabulary. As claimed by Richards & Rodgers (2014), the goal of this method was to read literature, to benefit from intellectual development and to get high standards of accuracy. Unfortunately, this method was not efficient to use the target language to communicate, but it was beneficial to practice mental exercise of learning. (Larsen-Freeman & Anderson, 2011). Unfortunately, this method is still used by teachers whose main goal is to expand their students' the linguistic competence.

There are some characteristics typical of the Grammar Translation Method: grammar is taught deductively; classes are taught in the students' mother tongue; vocabulary is taught in isolation. (Brown D. , 2015)

Brown (2015) cited that when Gouin, a French teacher of Latin who proposed the Series Method, observed the process of child language acquisition of his three-year-old nephew, and realized that children can acquire a language and express their thoughts in a natural way. Gouin arrived to the conclusion that learning a language is a matter of converting perceptions into conceptions, and using a language to represent their notions.

3.2. The Direct Method

The Direct method proposed something similar to the Series Method. The direct method postulated teaching a new language without translation, "directly" without teaching any grammatical rules, just as first language learners acquire their mother tongue (Brown, 2015). This method became

popular since the grammar translation method did not work as it was expected.

Classroom language is only in the target language; oral communication is organized in questions and answers; grammar is taught inductively; vocabulary is taught through observation, demonstration, using concrete material and visual aids; pronunciation and grammar were emphasized. Unfortunately, this method also declined due to the lack of budget of public schools to hire native teachers to implement the method. Most of the English teachers had limited linguistic knowledge and inaccurate pronunciation; so, for them it was difficult to handle classes conducted only in the target language without using any type of translation.

3.3. The Audio-lingual Method

The Audio-lingual Method, also known as the Army method, was presented during Second World War. In the words of Brown (2015) this method had an oral approach and it was based on learning grammatical patterns and acquiring the language through oral activities, conversations practice, pattern drills, visual aids, etc. The students were supposed to learn from well-structured models of sentences, and to memorize them by working on oral drills.

3.4. The Community Language Learning

Charles Curran postulated the Community Language Learning (CLL) in the decade of the 1970s based on Carl Roger's view of education. This method was also known as the counseling learning. This is an affective method which gives great importance to learners' needs to plan lessons. They have to interact with the teacher, who has the role of a counselor and solves doubts. (Brown D. , 2015)

Brown (2015) explains how this method works; the students sit in circles and the teacher sits outside of it. The students communicate in their native language and the teacher translates the sentences. After this input the learners try to repeat them as accurately as possible. In other cases, the

sentences are recorded so the learners have the opportunity to practice later. This is how the students might achieve fluency in the target language.

3.5. The Suggestopedia Method

The Suggestopedia method also appeared in the decade of 1970s. It was launched by Georgi Lozanov, a Bulgarian teacher, who said that “the human brain could process great quantities of material if given the right condition for learning” (Richard & Rodgers, 2014, p27). This method focuses on the students’ learning styles and visual displays, audio and physical involvements during the learning process are used. The clue for this method is to use the Baroque music, a music style from the Renaissance or better known as classical music. It produces relaxed concentration; the alpha brain waves increase while blood pressure and pulse rate decreases; this helps humans in the learning process.

3.6. The Total Physical Response Approach

Several methods were developed from Gouin premises who found out that language associated with simple actions are better retained by learners. Richards & Rogers (2014) reported that James Asher developed the Total Physical Response Approach. He added: “children develop listening competence before they develop the ability to speak” (p.90). This method is based on physical activities responses from a listening command or imperative; in other words it coordinates the speech with an action. Nowadays, this method is really useful for teachers who work with children because they learn from mimics and commands. It has been proved that physical activities stimulate the learning process. Children learn better by acting, performing, etc. and it is not necessary a verbal response at the beginning levels. After the very first phases modification has to be done to develop communicative competence. (Brown D. , 2015)

3.7. The Total Physical Response Storytelling

The Total Physical Response Storytelling (TPRS) known as Teaching Proficiency through Reading and Storytelling is a method developed by

Blaine Ray in the 1980s. There is very little literature review of this method, but Blaine has held many workshops to instruct teachers. TPRS is a teacher-directed but it is also a student-centered method which stimulates the speaking skill. (Hedstrom, 2012). The teacher uses simple questions to encourage learners to give easy answers. This technique promotes meaningful interaction: “the key is to make personalized manageable and effective questions for classrooms full of children” (Gab, 2010). If the teacher makes effective questions, instruction time will be fun, natural and give t he opportunity to students to respond; consequently, they get engaged with the activity. Some experts such as Adair-Hauck, Davidheiser, and Long conclude that using story telling is a way to comprehend and produce grammar. (Decker, 2008). Blaine recognized three steps of TPRS: First, establish meaning using grammatical structures by translation or TPR gestures for some minutes so students get familiarized with vocabulary and structures. To clarify meaning, teacher must ask personalized questions. Second, tell the class a story which is created in the classroom by asking questions using the target structures. The story has to be short, simple and interesting. The teacher is constantly making the students repeat the sentences added to make students acquire the grammatical pattern. While creating the story, the teacher makes as many questions as possible asking for detail information. Asking questions is the heart of TPRS. Finally, the last step is reading. Here the students will read the story created in class to reinforce the content. It is important to notice that when using this method the interaction is crucial to develop the speaking skill. (Hedstrom, 2012).

3.8. The Communicative Approach

In the 1970s and early 1980s, the Communicative Approach flourished as a response to the need of teaching a foreign language through meaning, applied to real life (Brown D. , 2015). The approach incorporates the use of language functions to pragmatically work on significant tasks. The teacher has to work with communicative activities where the goal is more focused on fluency but also giving importance to accuracy. Real communication implies

the students working on exercises where they can interact with other students and work on their own production of language that is useful in real life and not only for a previously prepared and memorized task. (Brown D. , 2015)

3.9. The Communicative Language Teaching

Communicative language teaching (CLT) involves the growth of linguistic, pragmatic and sociolinguistic competence. Brown (2015) cited Hymes who settled the notion of communicative competence. This was a reaction to Chomsky's concept of the linguistic competence of an ideal native speaker. English as foreign language students should know the language and master its structural elements; moreover, they must be able to use those structural elements appropriately in different social situations.

Communicative competence should be taught in communicative situations for learners to be able to use the language in different contexts. The goal of communicative language teaching is for the learner to have the ability to communicate in the target language through a series of real situations which might include role play, pair-work, interviews, information gap, games, surveys, etc. (Koc, 2011)

According to Brown (2015), Communicative language teaching (CLT) has several characteristics: It is learner-centered, which means that the instruction is based on learners' needs, styles and goals. It gives control to the student through group work. It gives learners the opportunity to be creative; it innovates and enhances students' competence and self-worth. CLT involves cooperative and collaborative learning. The students work in pairs or groups to share information and help each other, working as a team that looks forward to the same goal. This practice improves students' self-esteem, creates good relationships among them and others, and lowers their anxiety. CLT also includes interactive learning. The purpose is to give learners the opportunity to interact in the classroom by working in pairs and groups, receiving authentic language input in real world context, producing meaningful communication, performing useful tasks, etc.

CLT has a whole language education because it implies cooperative learning, participatory learning, and student-centered learning. Moreover, it focuses on the community of learners and on the social nature of language. It uses the authentic natural language and integrates the four skills. (Brown D. , 2015).

4. METHODOLOGY

The qualitative method was suitable for the case study of this paper. The problem presented is the lack of communicative competence of twelfth year students of Santo Domingo de Guzman High-school, and a specific guideline with detailed techniques was proposed as the solution to improve their oral proficiency.

Although these students belong to a bilingual private school, they did not have the expected English proficiency at their high school level, so, preparing a final paper and presenting it orally before graduation was a big issue for them. Since they were not used to work with communicative activities where they had to form groups and engage in activities that simulate real situations, it was necessary to propose a plan that could take them to a fluent efficient speaking level of proficiency.

According to Cohen, Manion and Morrison (2007), the qualitative method involves organizing, accounting for and explaining the data. This research approach usually emphasizes words rather than numbers in the collection and analysis of data and it generates theory.

Rajasekar, Philominathan and Chinnathambi (2013) describe some of the characteristics of the qualitative research/method:

- It is non-numerical, descriptive, applies reasoning and uses words.
- Its aim is to get the meaning, feeling and describe the situation.
- Qualitative data cannot be graphed.
- It is exploratory.
- It investigates the why and how of decision making. (p. 9)

Moreover, Creswells (2014) states that the process of research involves emerging questions and procedures (interviews and surveys), data collected from the participants (students and experts), data analysis, and the researchers' interpretations of the data.

According to Monje (2011) there are four main phases in a qualitative research which are: preparation for the research, including the literature review, the data collection, the analysis of the results and the written report.

In the preparation for the research stage, a clear, specific and manageable question was set: How does the history of the different teaching approaches of a foreign language influence in the understanding of the effectiveness of those methods? This question played an important part in this work because it helped determined the focus of the study.

The next step was to do a literature review, based on the work of some researchers and experts in the education field, to determine the possible answer to the previous question, and to select the most effective method to learn a foreign language. As a result, the communicative approach proved to be the most effective to take the students to the desire level of proficiency and to the development of their speaking skill.

For the data collection phase, Creswells (2014) recommends to collect data in the place of the problem under study. This was done in Santo Domingo de Guzman High School with twenty nine students of the twelfth grade by up close observation, talking directly to students and by doing surveys and interviews.

4.1. Data Collection

4.1.1. Observation

Their speaking skill was initially evaluated when they were asked to perform a role play based on a real situation. They had to make a reservation in a hotel: one student was the receptionist and the other was the client. For the assessment, an evaluation rubric with several indicators to measure vocabulary, fluency, comprehension and pronunciation was used.

4.1.2. Survey

Furthermore, a survey was applied to this group of students to have an understanding of their learning styles and their preferences for certain communicative techniques. The survey had multiple choice questions in which the respondents were asked to select the best possible answer.

4.1.3. Interviews

In addition, three experts from Catholic University were interviewed about their teaching practices. The interview had mainly open questions where the teachers shared their knowledge and explained their teaching methodology. The information taken from the interviews was very useful when designing the proposal of this research paper.

5. RESULTS AND ANALYSIS

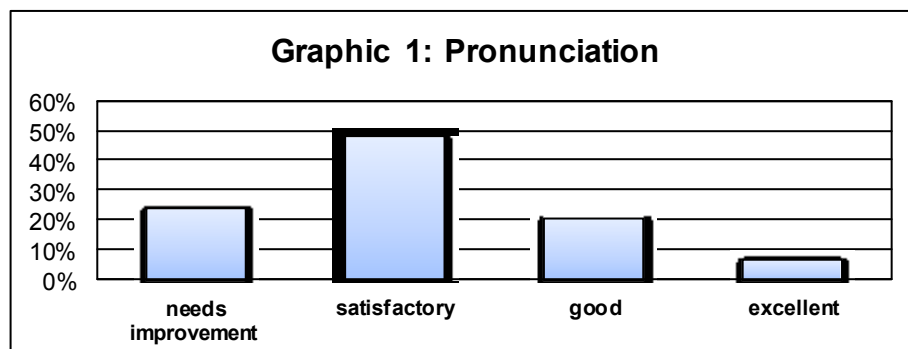
The last phase was to analyze the results obtained from the different data collection instruments. According to Monje (2011), the analysis of the qualitative data is considered an indirect technique that involves the analysis of social reality through the observation and analysis of documents created.

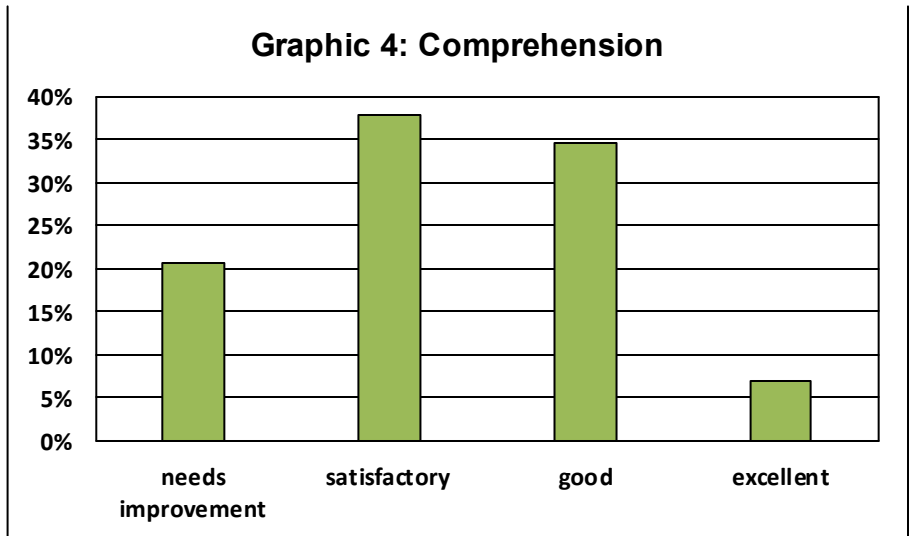
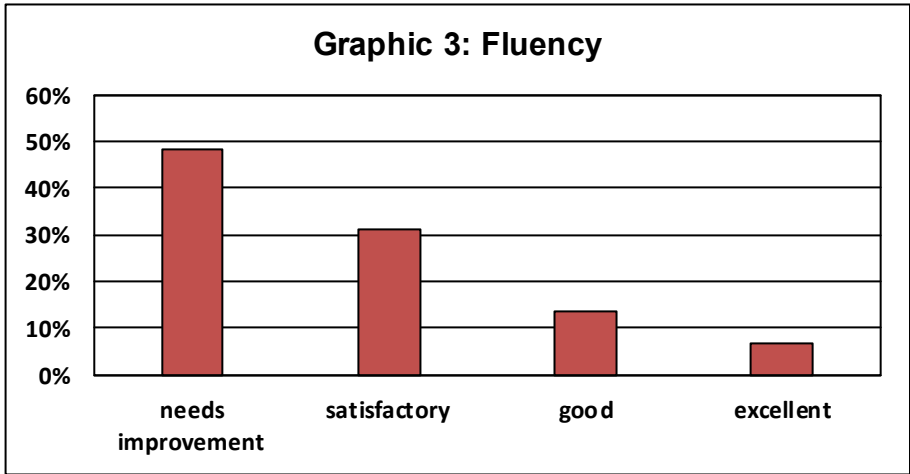
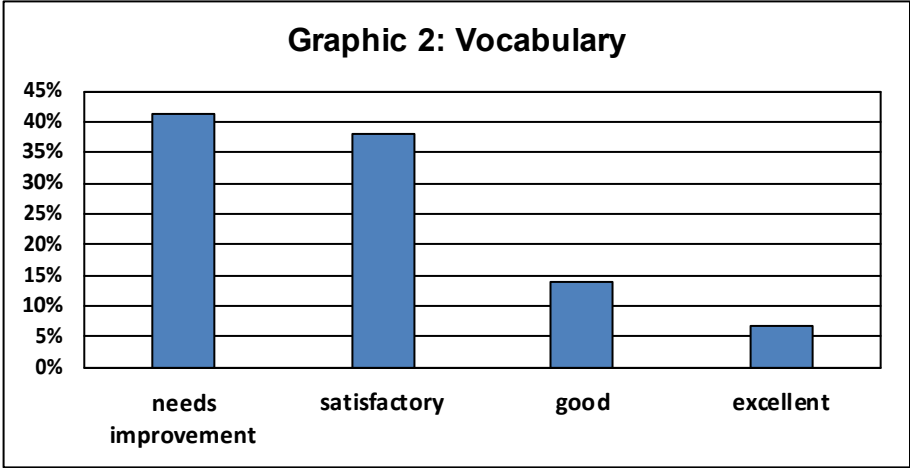
5.1. Observation Results

The information from the evaluation made in the role play activity under the parameters of pronunciation, vocabulary, fluency and comprehension showed the following results:

In pronunciation, 48% of the students have a satisfactory performance; 24% of them need improvement; 21% were good and 7% were excellent. In vocabulary, 41% needed improvement; 38% were satisfactory; 14% were good and 7% were excellent. The fluency indicator showed that 48% needed improvement; 31% were satisfactory; 14% were good and 7% were excellent. In comprehension, 38% were satisfactory; 21% needed improvement; 34% were good and 7% were excellent.

The pronunciation indicator reveals that most of the students have an ambiguous oral production at times, and only a small group has excellent communication skills. A big group of students have inadequate vocabulary words to express their ideas properly. Most of the students can deal with memorized expressions, but their oral production is slow and difficult to understand; in addition they fairly use discourse markers to connect their ideas. Most of the students fairly grasp some of the questions and topics that were being discussed.



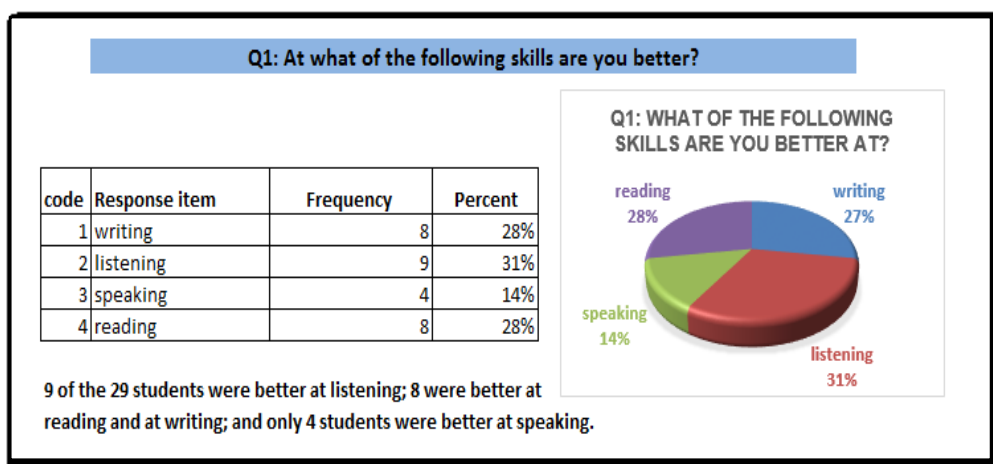


Source: Ronquillo, 2016

5.2. Survey Results

The results of the survey applied to the twelfth year students of Santo Domingo de Guzman High-school to investigate about what is their perception of their knowledge of the English language showed that: 45% consider they need to improve their speaking skill; 34% realize that they only use isolated words to communicate; 24% acknowledge that they need other people to translate for them; finally, only 14% of the students feel confident about their communicative skills. The outcomes also showed that they are not fluent, that they have a limited vocabulary use, and that they do not use connectors to link their ideas. Moreover, their listening comprehension is limited: 45% understand only half of the words other people say, and only 7% claim that people understand what they say. Additionally, the survey indicates that the students are not used to work with communicative activities such as role plays, oral presentations, interviews, creativity writing, pair groups, conversations, debates, sketch or even singing songs.

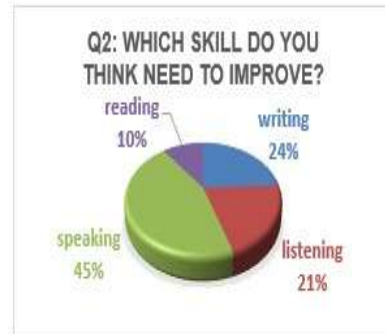
Analyzing the survey, it is noticeable that a big group of students have problems in developing the speaking skill, the majority has a limited repertoire of discourse markers to communicate, and some of them even need someone to translate what others are saying in English. Listening comprehension is another problem present in this group of students who cannot understand directions or native speakers' conversations. Finally, this group of students has not developed their speaking skill due to the absence of practice of communicative activities in their learning process.



Q2: Which skill do you think need to improve?

code	Response item	Frequency	Percent
1	writing	7	24%
2	listening	6	21%
3	speaking	13	45%
4	reading	3	10%

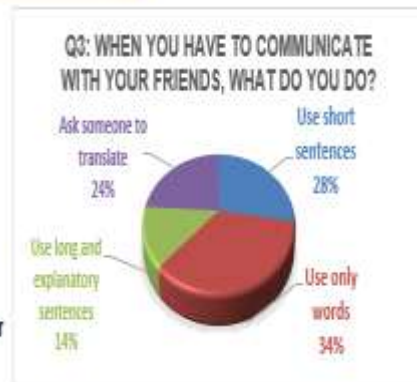
13 students out of 29 said they need to improve speaking skill; 7 need to improve writing; 6 listening and just 3 reading.



Q3: When you have to communicate with your friends, what do you do?

Code	Response item	Frequency	Percent
1	Use short sentences	8	28%
2	Use only words	10	34%
3	Use long and explanatory sentences	4	14%
4	Ask someone to translate	7	24%

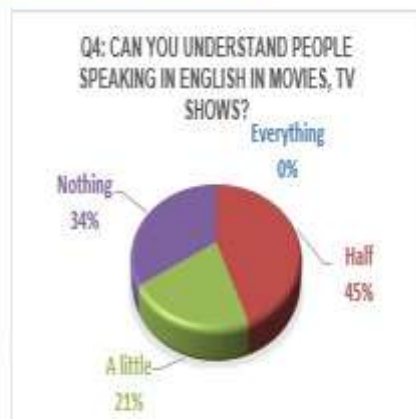
10 out of 29 students use only isolated words to communicate with their friends; and just 4 use long sentences.



Q4: Can you understand people speaking in English in movies, TV shows?

Code	Response item	Frequency	Percent
1	Everything	0	0%
2	Half	13	45%
3	A little	6	21%
4	Nothing	10	34%

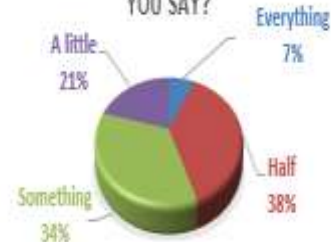
Just 13 students of 29 understand half of spoken English in movies or TV shows, but nobody understand everything.



Q5: 5. Do people understand what you say?

Code	Response item	Frequency	Percent
1	Everything	2	7%
2	Half	11	38%
3	Something	10	34%
4	A little	6	21%

Q5: DO PEOPLE UNDERSTAND WHAT YOU SAY?

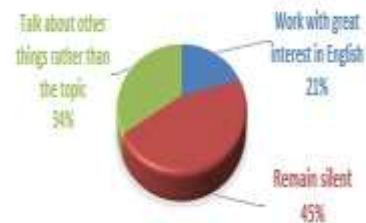


11 students out of 29 said that people understand half of what they say; but only 2 students said that people understand them everything.

Q6: What do you do when you working with your classmates?

Code	Response item	Frequency	Percent
1	Work with great interest in English	6	21%
2	Remain silent	13	45%
3	Talk about other things rather than the topic	10	34%

Q6: WHAT DO YOU DO WHEN WORKING WITH YOUR CLASSMATES?

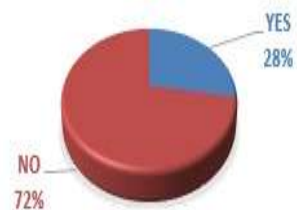


13 students said that they remain silent when working with their classmates and 10 prefer to talk about another different thing but not in English.

Q7: Do you participate in role plays in English class?

Code	Response item	Frequency	Percent
1	YES	8	28%
2	NO	21	72%

Q7: DO YOU PARTICIPATE IN ROLE PLAYS IN ENGLISH CLASS?



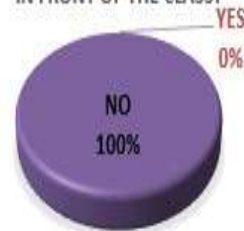
21 students claimed they do not participate in role plays just 8 of them have done this.

Q8: Do you give presentations in front of the class?

Code	Response item	Frequency	Percent
1	YES	0	0%
2	NO	29	100%

None of the students have done any oral presentation in class.

Q8: DO YOU GIVE PRESENTATIONS IN FRONT OF THE CLASS?



Q9: Have you recorded videos or audios with your own voice in English?

Code	Response item	Frequency	Percent
1	YES	0	0%
2	NO	29	100%

None of the students have recorded videos or audios with their own voices in English.

Q9: HAVE YOU RECORDED VIDEOS OR AUDIOS WITH YOUR OWN VOICE IN ENGLISH?

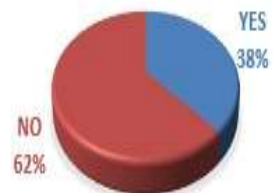


Q10: Do you create stories in English and share them with your classmates?

Code	Response item	Frequency	Percent
1	YES	11	38%
2	NO	18	62%

18 students have created stories in English but the rest have never done this.

Q10: DO YOU CREATE STORIES IN ENGLISH AND SHARE THEM WITH YOUR CLASSMATES?



Q11: Do you like to act sketch or role play in front of your classmates?

Code	Response item	Frequency	Percent
1	YES	11	38%
2	NO	18	62%

Only 11 students like to act sketches but the rest do not like.

Q11: DO YOU LIKE TO ACT SKETCH OR ROLE PLAY IN FRONT OF YOUR CLASSMATES?

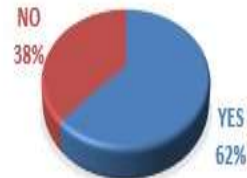


Q12: Does your teacher make you practice pronunciation through songs?

Code	Response item	Frequency	Percent
1	YES	18	62%
2	NO	11	38%

18 students have practiced pronunciation through songs, the rest have never done that with their teachers.

Q12: DOES YOUR TEACHER MAKE YOU PRACTICE PRONUNCIATION THROUGH SONGS?

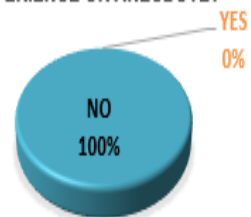


Q13: Have you ever prepared a personal speech about a memory, experience or anecdote?

Code	Response item	Frequency	Percent
1	YES	0	0%
2	NO	29	100%

None of the students have prepared a personal speech.

Q13: HAVE YOU EVER PREPARED A PERSONAL SPEECH ABOUT A MEMORY, EXPERIENCE OR ANECDOTE?



Q14: Have you participated in speaking activities during the school year?

Code	Response item	Frequency	Percent
1	YES	14	48%
2	NO	15	52%

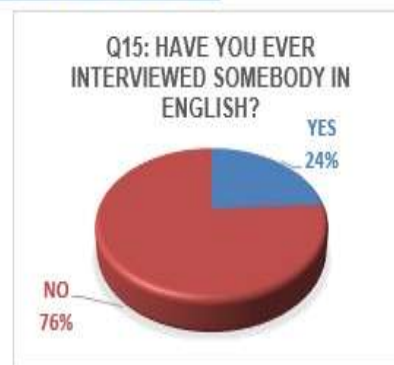
Almost half of the students (14) have participated in speaking activities; the other half never.



Q15: Have you ever interviewed somebody in English?

Code	Response item	Frequency	Percent
1	YES	7	24%
2	NO	22	76%

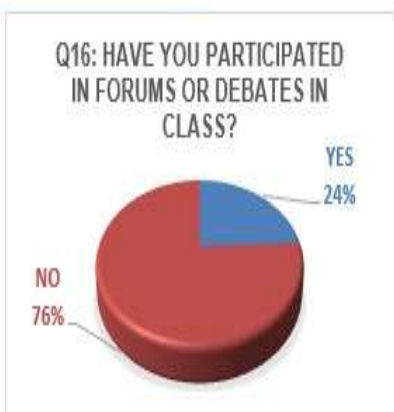
22 of the students have never interviewed somebody in English.

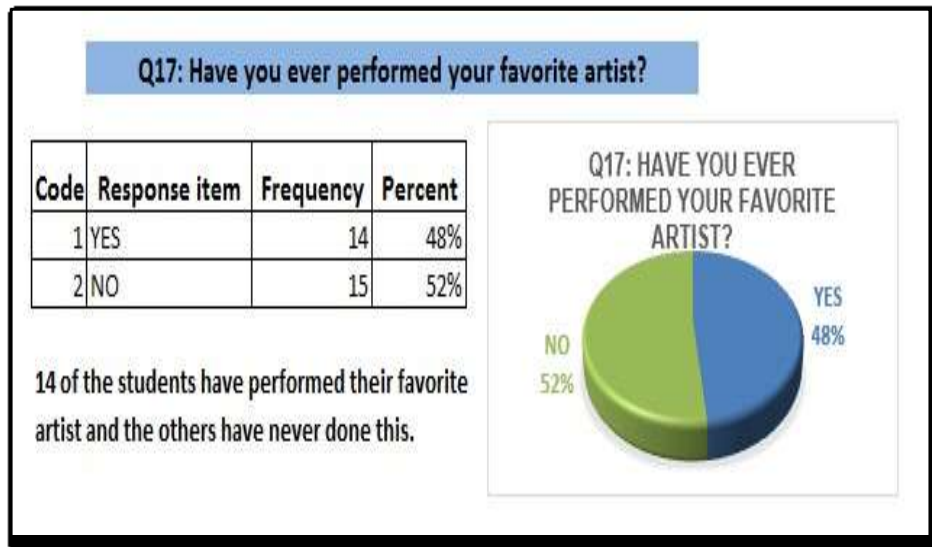


Q16: Have you participated in forums or debates in class?

Code	Response item	Frequency	Percent
1	YES	7	24%
2	NO	22	76%

22 of the students have never participated in forum or debates, just 7 of them.





Source: Ronquillo, 2016

5.3. Interviews Results

The last instrument used in this section of data collection was the interview taken by experts. They revealed the techniques and methods they use in their classroom with their students of different proficiency levels.

One of the teachers has student-centered classes where students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. He uses group work with cooperative learning, active learning, short videos, and case studies to encourage his students to speak in class. This clearly shows that he is the kind the teacher that focuses his classes on making his students getting fluency more than accuracy. He also helps his students discover their own strategies to communicate. The techniques that he uses the most in his classes are: group work, videos, matching exercises, and filling the blanks.

Another teacher also reported that her classes are student-centred. Her students work on workshops, task sheets, and hands-on activities. She gives her students the freedom to choose with whom to participate when doing group work for them to feel at ease in communicative activities. From her point of view, at higher levels of proficiency the greatest importance must be given to accuracy, whereas at beginning levels fluency is more necessary for

motivating students to participate and interact with their classmates. The techniques that she uses the most are: group work, videos, oral repetition, identification, matching, spelling, contextualizing.

The third expert in the field has mostly student-centred classes. He explained that one of the activities he uses to encourage his students to speak, is to work with exercises that represent situations from real life, and the use of survival English in which they have to interact with each other to come up with ideas to solve different problems they might face in real life situations. He lets his students join in groups according to their preferences. He gives the same level of importance to fluency and accuracy when teaching English. The techniques that he uses the most are: guessing, group work, solving problems.

6. CONCLUSIONS

This study came to the following conclusions while searching for the right methodology to improve the speaking skill of the students of twelfth grade at Santo Domingo de Guzman High School:

1. Most of the students from twelfth grade at Santo Domingo de Guzman High School have an urgent need to improve their speaking skill before graduating from high school.
2. They have not practiced enough communicative activities along their school years to successfully develop their speaking skill.
3. They have problems when trying to communicate in English because they have limited vocabulary competence and because they do not use discourse markers; this affects their productive capacity when working in groups.
4. They have problems understanding native conversations and producing clear conversations.
5. They feel their English classes boring because the lack of interactive activities such as role plays, real life situations or group works that help them to improve their speaking skill.

7. RECOMMENDATIONS

1. It is suggested that teachers prepare their classes centering on their students' needs; giving them some freedom to form their own groups when working in communicative activities.
2. It is recommended that teachers use communicative activities such as role plays to make students practice speaking and improve their fluency and communication.
3. It is necessary that teachers enrich the students' lexicon and work on teaching how to use appropriate discourse markers to communicate more fluently and effectively.
4. It is essential that teachers implement meaningful activities and use updated audiovisual materials for the students to listen to English in authentic contexts.

8. PROPOSAL

8.1. Description

The proposal to improve the speaking skill of students from twelfth grade at Santo Domingo de Guzman High School is a guideline using situational based tasks to enhance vocabulary and fluency. The activities were planned considering the results of the different instruments of data collection used, and based on the communicative approach and task based teaching.

8.2. Theoretical Framework

In October 2012, the Ecuadorian Ministry of Education launched the National English Curriculum Guidelines to include the CLT approach in the English as a foreign language curriculum to help students develop their communicative language skills. This new curriculum started to be applied in public High Schools in the school year 2013-2014.

The English Curriculum Design (2014) proposed by the Educational Ministry of Ecuador set several guidelines to be followed by schools:

1. The main objective is to help students develop their communicative language considering the following principles:

- a) Language is a system for the expression and conveyance of meaning.
- b) The primary function of language is interaction and communication.
- c) The structure of language reflects its functional and communicative uses. (p.5)

2. Regarding the linguistic component of communicative competence, high-school graduates at the B1 level will be able to:

- a) Have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision, and express thoughts on abstract or cultural topics such as music and films; and
- b) Have enough language to get by with sufficient vocabulary to express themselves with some hesitation and circumlocution on topics such as family, hobbies, and interests, work, travel, and current events, but at times lexical limitations may cause repetition and even difficulty with formulation (p. 9).

3. Concerning the sociolinguistic component of communicative competence, high-school graduates at the B1 level will be able to:

- a) Perform and respond to a wide range of language functions, using their most common exponents¹³ in a neutral register¹⁴;
- b) Be aware of noticeable politeness conventions, and act appropriately; and
- c) Be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of their own (p. 9).

4. In respect to the pragmatic component of communicative competence, high-school graduates at the B1 level will be able to:

- a) Adapt their expression to deal with less routine, even difficult situations;
- b) Exploit a wide range of simple language flexibly to express much of what they want;
- c) Intervene in a discussion on a familiar topic using a suitable phrase to get the floor;
- d) Initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest;
- e) Relate a straightforward narrative or description as a linear sequence of points fluently and reasonably; and
- f) Link a series of shorter discrete simple elements into a connected, linear sequence of points (p. 10).

5. With reference the speaking skill, which is the main concern of this proposal, high-school graduates at the B1 level will be able to:

Speaking:

- Deal with most situations likely to arise while travelling in an area where the language is spoken (i.e. basic social language).;
- Enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life;
- Connect phrases in a simple way in order to describe experiences and events, dreams, hopes, and ambitions;
- Give brief reasons and explanations for opinions and plans; and
- Describe their reactions to the plot of a book or film; and
- Narrate a story (p.10).

In addition, as claimed by Richards and Rodgers (2014), the Communicative Language Teaching (CLT) develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. This is one of the reasons why teachers should use

communicative activities in the classroom which is not only to make the students speak but also to make them integrate all the skills.

Richards (2006) explains that the goal of CLT is teaching language based on communicative competence. Brown (2015) cites that competence enables us to convey and interpret messages and to negotiate interpersonally within specific contexts.

Brown (2007) explains the four components of the communicative competence which are: grammatical, discourse, sociolinguistic, and strategic competence. The two first components reflect the use of linguistics, and the two last ones define the functional aspect of communication. Grammatical competence masters the linguistic code of the language; it covers knowledge of lexical items, rules of morphology, syntax, semantic and phonology. Discourse competence complements the grammatical competence, which connects sentences to form a meaningful whole idea. Sociolinguistic competence involves understanding the social context where the language is used. Finally, the strategic competence is the nonverbal message joined with the verbal to correct the imperfection in the communication and sustain it. Some examples could be repetition, guessing, hesitation, avoidance, paraphrase and shift in register style.

Several theories have been proposed to achieve the development of the students' communicative competence, and one that have proven to be effective is the task-based language approach.

Task-based Language Teaching (TBLT), also known as task-based instruction (TBI), is a branch of CLT. Its main objective is to ask students to participate on meaningful tasks using the target language. Those tasks should include real life situations such as making a reservation, solving a personal problem, visiting a doctor, interviewing somebody, etc.

It should be noted that the word 'task' should not be confused with the word 'exercise' or 'homework'. According to Ellis (2003) a task is a real-world activity that requires participants to function as language users, whereas an exercise requires the students to function as learners in intentional beforehand prepared activities.

Ellis also mentions that a task has four main characteristics: involves a primary focus on meaning; develop information, reasoning and opinion in the learner; the participants choose the linguistic resources needed to complete the task; and, a task has a clearly defined, non-linguistic outcome.

Communicative Language Teaching makes extensive use of task-based language learning exercises. There are eight principles on which task-based activities are designed. The purpose “is to create opportunities for language learning and skill development through collaborative knowledge building”.

The proposed principles are:

1. Ensure an appropriate level of task difficulty,
2. Establish clear goals for each task-based lesson,
3. Develop an appropriate orientation to performing the task in the students,
4. Ensure that students adopt an active role in task-based lessons,
5. Encourage students to take risks,
6. Ensure that students are primarily focused on meaning when they perform a task,
7. Provide opportunities for focusing on form, and
8. Require students to evaluate their performance and progress. (2003, p. 276).

Ellis cited Willis (1996) in explaining three important phases to consider when designing task based lessons: pre-task, task cycle and language focus. The first phase is where the teacher sets up a topic and explains the task; the second phase is where learners on their own, in pairs or in groups work towards the task outcome; and, the third phase is where learners create a natural sociolinguistic context by themselves to put in practice what they have learned.

Nunan (2004), describe several types of tasks:

1. Information-gap activities transfer information from one person to another.
2. Reasoning-gap activities develop some new information from given information by inferring, deducting, and reasoning.
3. Opinion-gap activities identify and articulate a personal preference, feeling, or attitude in reaction to a given situation.

4. Questions and answers, which could be teacher-student, student-student, student-teacher based. Here the student is the main character of the activity and he/she has to discover something new from the partner.
5. Dialogues and role plays which could be scripted or improvised.
6. Matching activities where learners have to recognize matching items, which can be split dialogues or sayings.
7. Communication strategies designed to encourage learners to practice paraphrasing, borrowing or inventing words, using gestures, asking for feedback and simplifying.
8. Pictures and picture stories used to describe or to create stories from a picture by giving the opportunity to the learner of using their imagination.
9. Puzzles and problems require learners to make guesses, draw on their general knowledge and personal experience.
10. Discussion and decision activities give the opportunity to learners to collect and share information to reach a decision.
11. Jigsaw tasks involve learners in combining different pieces of information to complete a whole.

8.3. Proposal Objectives

8.3.1. General Objective

To design a guideline based on communicative activities applying the task-based method to improve speaking skill in twelfth grade students at Santo Domingo de Guzmán High School.

8.3.2. Specific Objective

To list a series of communicative activities based on student-centered lessons using real life situations.

8.4. Participants

The people involved in this research paper are the teacher and the students of the twelfth grade of Santo Domingo de Guzman High School with the nuance of the authorities of the Institution.

8.5. Resources

The resources needed are English textbooks, copies of worksheets, audio-visual means, online sources, computers and projector.

8.6. Scheduling

The guideline will be used by the teachers of Santo Domingo de Guzman High School in the following school years.

8.7. Expected outcomes

It is expected that the teachers of Santo de Domingo de Guzman High School use the proposed guideline with their students to encourage communication and to develop the speaking skill of their students. The activities can be adapted to the level of the different classes in the school and of course possible alternatives of the exercises can be implemented.

A workshop to explain how to use the guideline can be provided by the author of this paper if authorities require it.

9. GUIDELINE

Activity 1. - Flying to USA

You are flying to another country alone. This is the first time you travel abroad and you have to go through immigration office. Imagine you have to talk to the police officer at customs before entering the country. He/she asks you some questions about you and your family. In pairs prepare a role play. Student A will be the police officer and Student B the arrival citizen.

Use the following words: short-term, childcare, identity card (ID), I95 form, passport, visa, tax, deportation, and immigrant

Start the conversation like this:

Police Officer: Let me see your passport and your ID please.

Tourist: Here!

Police Officer: Business or pleasure?

Tourist: Pleasure

Police Officer: Can I have your I95 form?

Tourist: Of course.

Police Officer: How long are you going to stay in the country?

Tourist: Just 30 days

Police Officer:.....

Tourist:



Activity 2. - Your childhood

Students will record a video describing their childhood using photographs of their memories and special moments. They should include not only family pictures but also photographs that portray their school time and friends.

They share their footages with their classmates and answer questions. Choose your best memory, write a story about it, and share it in class. Helpful words to use in your video: playground, nap, obey /disobey chores, date, play house, fairy tales, jump rope, baby-sitter, amusement park, rides, and kindergarten.



Activity 3. - Guess what happens

The teacher starts telling news of a well-known character that is familiar to the students. In pairs, they have to decide which sentences the teacher says are true or false.

When they finish they share their answers with the class and explain why they think some of the sentences are true or why they think they could be false. The teacher shows the answers at the end of the class.

Phrases you can use: I think it is true because.... / I don't think it is true because... / I believe that / It could be false because....



Activity 4.- A person you admire.

You have to write a small biography about a person you admire. Prepare some questions and record the interview. The students prepare a small oral presentation to share with their classmates.

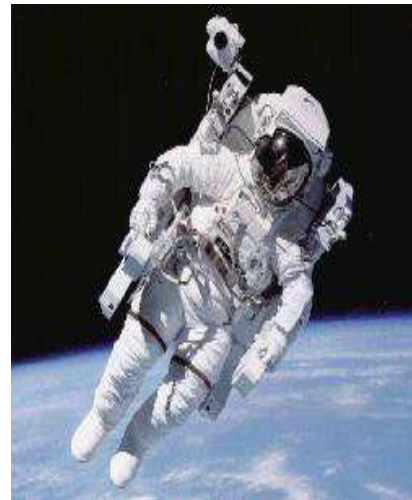
In the end all of the students in the class will vote for the most interesting story they heard and write a letter to that person explaining why he/she was chosen as the most interesting character presented in class.

Questions you can use: When were you born? / What is your hobby? / Where do you like to go on holidays? etc.



Activity 5.- Guessing the future

Look at the following pictures and in pairs decide what you think will happen in the future in relation to the images shown. After that the students will choose one of the topics and talk about it in detail. Helpful vocabulary: space exploration, computers, smoke, e-books, language learning (or any other picture of the teachers' selection)



Activity 6.- Infer the story

Students will watch the video ***Good Luck Charlie!***

<https://www.youtube.com/watch?v=NFWt9MQ9P7g> for 40 seconds and then they will predict where the woman of the video might have the baby. Then they will continue watching the video but without audio (mute). Finally they will work in pairs and they will answer the questions below:

- What number child is the new baby in the family?
- Why do the boys wear a custom?
- What does the mother tell the little girl?
- How do the parents name the baby?
- Why does mom get angry at dad?

After the students discuss the questions in pairs they will watch the video with sound and check their answers.

A task for the students will be to record a scene with their families or friends and play it in class without sound for the students to infer the possible dialogues. In the end they check the real dialogues.



Activity 8.- Comparing

Students will compare a fast food restaurant from USA with a fast food restaurant in Ecuador. They will use comparatives to talk about prices, service, coupons, parking facilities, decoration of the restaurants, etc.

Useful vocabulary: prices, fast food, hamburgers, French fries, combos, promotion.

What to compare	KFC USA	KFC Ecuador
Description of the place		
Food		
Prices		
Parking		
Promotions		

KFC-USA



KFC-Ecuador



Activity 9.- Making a reservation

Students will create a dialogue between the ticket agent and a customer where they have to use specific information about timetables at the railroad station, such as departures and arrivals.

NORTHERN LINE TIME TABLE

FROM SOUTH TO NORTH	MTL OR MATARA	COLOMBO	JAFFNA
Air-Conditioned (Luxury)	Departure 5.10 am	Departure 5.50 am	Arrival 11.56 pm
Yal Devi	6.30 am	7.15 am	3.04 pm
Express- intercity	—	11.50 am	6.15 pm
Mail Train	—	7.45 pm	5.07 am
Matarra-Jaffna (Saturday only)	6.20 am (Matarra)	9.40 am	5.30 pm

FROM NORTH TO SOUTH	JAFFNA	COLOMBO	MTL OR MATARA
Yal Devi	Departure 7.25 am	Arrival 3.47 pm	Arrival 4.15 pm
Express- Intercity	11.00 am	5.40 pm	—
Air-Conditioned (Luxury)	1.45 pm	8.00 pm	8.31 Pm
Mail Train	7.05 pm	4.23 am	—
Jaffna-Matarra (Sunday Only)	10.00 am	6.11 pm	9.00 Pm (Matarra)

TRAIN FARES		FROM COLOMBO	FROM MTL	FROM MATARA
1st Class	Rs.	920.00	940.00	—
2nd Class	Rs.	540.00	560.00	690.00
3rd Class	Rs.	335.00	340.00	415.00
Air-Conditioned	Rs.	1500.00	1500.00	—

DISTANCE TO JAFFNA

From Matarra	554.61 km
From MTL	410.01 km
From Colombo	397.8 km
From Apura	191 km
From Palle	42 km

Source: SL Railway

ST Graphic by Nipamath Jayasinghe

Customer: I'd like to buy a ticket to Colombo please.

Ticket agent: Okay, when for?

Customer: Saturday the 3rd of March.

Ticket agent: One-way or return?

Customer: One-way, please.

Ticket agent: First, Second or Third class?

Customer: Second class.

Ticket agent: Express?

Customer: Yes, please.

Ticket agent:

Customer:

After the students perform their dialogues in front of the class, the teacher will ask them to prepare and improvise dialogue to deal with a situation where they might have missed their train.

Task: For homework the students will have to go to the airport and ask for information of a specific flight in the reception. Students will record the conversation and take pictures as evidence. They will role play the interview.

Activity 10.- Running Dictation

Students will work in groups to transcribe a letter correctly. The letter will be attached outside the classroom. The letter will contain a complaint about the service at a hotel. The students of each group must memorize one sentence at a time to dictate to the secretary of the team. If they can't remember the sentences perfectly they must run back to read them again. The first team to finish gets one point. Teams swap their letters for correction and compare it with the original letter. Each team scores one point for each sentence without any mistake. Total score points are added up. The team with the most points wins.

As homework the students will have to write a reply to the hotel manager in response to the letter of complaint.

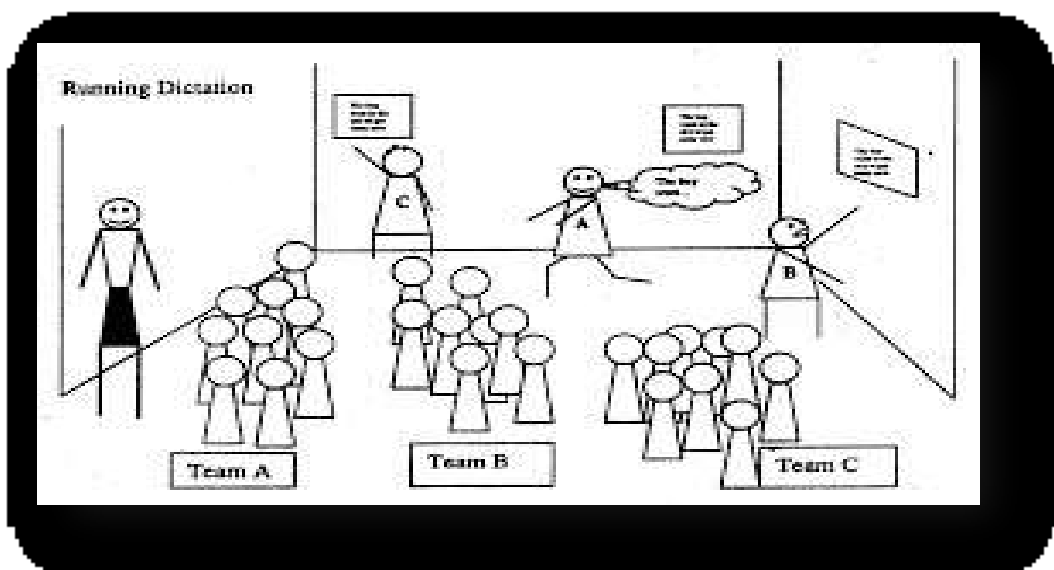
Phrases to use in the response letter:

Acknowledging receipt of a complaint letter

- Thank you for your letter of .. regarding / concerning / in connection with...
- I refer to your letter of ... about / relating to ...

Useful phrases to write the letter of apologize:

- We must apologize for ...
- We sincerely apologize for ...
- Please accept our apologies for ...
- I would like to apologize for the error made...



Activity 11.- Creating a story

The teacher will start a story using vocabulary and grammar points seen in class. He / she will choose a name of one of the students as the main character and then will start forming incomplete sentences giving the students the opportunity to complete it by giving clues such as place, location, what was the person doing, etc.

Once students start playing the game of creating the story, they will repeat each sentences and the teacher can explain some grammar points just to clarify, not to teach grammar.

Finally, students will divide in groups and give an end to the story.



After that they will share their ideas with the other groups and prepare a more elaborated end to the story. The students will share the end of the story in front of the class.

Task: The students will talk to their parents and friends to help them create a story. In class they will ask their classmates to give their story an interesting conclusion.

Activity 12.- Debate

The teacher will present a video about an interesting topic that will create different opinions from the students, such as abortion, men, weaker sex, lesbianism, religion, etc.

Then the students will take turns to give their point of view when someone tosses any kind of object to their hands. The teacher will be the mediator.

Once all students have talked, they will be divided in two groups: in favour and against to create a flipchart with their main reasons to be in favour or against.

The activity can be done inside or outside the classroom, wherever it is more interesting and comfortable for the students.

When they finish they will write a letter directed to any local newspaper stating their conclusions and asking them to publish it.



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ANNEXE 1

ASSESSING SPEAKING SKILL

ORAL PRESENTATION RUBRIC

STUDENT'S NAME: _____

TOPIC: _____

	Needs Improvement	Satisfactory	Good	Excellent
Pronunciation				
Vocabulary				
Fluency				
Comprehension				

	Needs Improvement	Satisfactory	Good	Excellent
Pronunciation	Student is difficult to understand, quiet in speaking, unclear in pronunciation	Student is slightly ambiguous in pronunciation at times, but it is generally fair.	Pronunciation is good and did not interfere with communication	Pronunciation is very clear and easy to understand.
Vocabulary	Student has inadequate vocabulary words to express her ideas properly, which hindered the students in responding.	Student is able to use broad vocabulary words but is repetitive and cannot expand on her ideas.	Student utilizes the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand. They do not use discourse markers.	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue. They fairly use discourse markers.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words. They sometimes use discourse markers.	Speech is effortless and smooth with speed that comes close to that of a native speaker. They use discourse markers to connect sentences.
Comprehension	Student has difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions topics that were being	Student is able to comprehend and respond to most of the questions and topics that were being discussed.	Student is able to comprehend and respond to all of the questions and the topics that were being discussed with ease.

ANNEXE 2

SURVEY TO STUDENTS



UNIDAD EDUCATIVA SANTO DOMINGO DE GUZMAN

Thank you for being part of our research group. This survey is held with the aim of improving the teaching methodology in the English area.

1. At which of the following skills are you better?

Writing _____ Speaking _____
Listening _____ Reading _____

2. Which skill do you think you need to improve?

Writing _____ Speaking _____
Listening _____ Reading _____

3. When you have to communicate in English with your friends or your teacher what do you do?

Use short sentences _____ Use long and explanatory sentences _____
Use only words _____ Ask someone to translate _____

4. Can you understand people speaking in English in movies, TV shows?

100% _____ 50% _____ 25% _____ 10% _____

5. Do people understand what you say?

100% _____ 50% _____ 25% _____ 10% _____

6. What do you do when you work with your classmates?

a. Work with great interest in English	
b. Remain silent	
c. Talk about other things rather than the topic	

Survey Sheet 1

7. Do you participate in role plays in English class?
Yes _____ No _____
8. Do you give presentations in front of the class?
Yes _____ No _____
9. Have you recorded videos or audios with your own voice in English?
Yes _____ No _____
10. Do you create stories in English and share them with your classmates?
Yes _____ No _____
11. Do you like to act sketch or role play in front of your classmates?
Yes _____ NO _____
12. Does your teacher make you practice pronunciation through songs?
Yes _____ NO _____
13. Have you ever prepared a personal speech about a memory, experience or anecdote?
Yes _____ NO _____
14. Have you participated in speaking activities during the school year?
Yes _____ NO _____
15. Have you ever interviewed somebody in English?
Yes _____ NO _____
16. Have you participated in forums or debates in class?
Yes _____ NO _____
17. Have you ever performed your favorite artist?
Yes _____ NO _____

ANNEXE 3

INTERVIEW TO EXPERTS ON THE FIELD

NAME: _____

OCCUPATION: _____

1. Is your class teacher-centred or student-centred? What techniques do you use to make your class student-centred?
2. Real communication is informative, unpredictable and unexpected. What kind of activities do you do in class to encourage real communication?
3. Do you limit your classes just to the book? Or, do you use authentic readings and listening activities to encourage your students' motivation and participation?
4. When your students are working in groups/pairs, do you group them according to their level of proficiency, according to the sitting arrangement, according to their preferences? Why?
5. What do you focus on when teaching English, accuracy or fluency? Why?
6. When your students are participating in a speaking activity, how do you evaluate them?
7. What are the topics your students enjoy the most?
8. Do you teach about culture? Do you make your students participate in speaking activities where they have to represent a cultural aspect of the target language? What kind of activities do they do?
9. Do you teach your students colloquial language and encourage the use of it?
10. Knowing vocabulary is essential for communication, what activities do you do when you teach vocabulary?
11. Do you plan relevant activities for your students where they have to communicate and solve a problem?

Thanks for your contribution.

ANNEXE 4

INTERVIEW TO THE EXPERT ON THE FIELD

NAME: Lcdo Galo Proano R. Mgs.

OCCUPATION: English teacher, English Coordinator for International Business Studies.

1. Is your class teacher-centred or student-centred? What techniques do you use to make your class student-centred?

My class is student/centred. We use group work with cooperative learning. Active learning short videos. Case studies.

2. Real communication is informative, unpredictable and unexpected. What kind of activities do you do in class to encourage real communication?

Open conversation with one by one. It depends on the reaction of the students, sometimes I have to do it with everybody. I work very hard because you need to pay attention to one or two at the same time, remember who wanted to ask and do not forget the student who will not answer by him or herself if you don't call him or her. I always use topics updated, of any kind, and I also relate with their lives. I need to know something about their lives. I think the fact real communication is unpredictable, it makes this activity fascinating. You never know what is going to happen completely and you can change the course of the conversation on the way you want, but you have to be careful too, because some issues can be too sensitive for some students.

3. Do you limit your classes just to the book? Or, do you use authentic readings and listening activities to encourage your students' motivation and participation?

I adapt what the books bring to what is happening to the world. With technology if the reading mentions – London- I immediately goggle London, so they can see what the place is about, for example. I need to know about what is happening in the world and in the student-s world.

4. When your students are working in groups/pairs, do you group them according to their level of proficiency, according to the sitting arrangement, according to their preferences? Why?

This is an issue, because there are many possibilities and theories about everything. I follow none of the ones you have mentioned.

For me it is more important to make them rotate in the groups, so all of them get to know each other. The concept of a Family in my class, is very important, I don't only teach English to them, I want them to become friends and I motivate them to help each other. As older or younger brothers or sisters. It works.

5. What do you focus on when teaching English, accuracy or fluency? Why?

It is hard to say, because there are skills, however, time has changed and what the students need to learn is to cope difficult situations in English. Then I would answer fluency. Communication is very important, and we know pronunciation, vocabulary, accent and a positive attitude are elements they need to be conscious about. They won't succeed in your class but at least they will be conscious that they have to continue practice or develop out of the class.

I have also realised that students have to discover their own strategies to communicate and self-confidence is something I work very hard in my class and self-confidence is not a skill that is in books. Other important element is cultural knowledge.

6. When your students are participating in a speaking activity, how do you evaluate them?

If it is only an exercise, participation is all, in other words if they do what I tell them to do, they get a good grade.

7. What are the topics your students enjoy the most?

Updated topics. Movies. Gossips. But my students study International Business, so I feel when I share stories either personal or of former students they love to pay attention, I always focus to class to the values I think they should have as future professionals. And there should be something to learn after a debate. Something to conclude, something they can take home and keep it and use it in the future.

8. Do you teach about culture? Do you make your students participate in speaking activities where they have to represent a cultural aspect of the target language? What kind of activities do they do?

I guess I have already mentioned about it. Culture plays a very important element teaching English or any language. That's why it is important for a teacher to have lived abroad. And then for any future Teacher, like you, it will be a homework for the rest of your life to live abroad, I have been so lucky to have lived with American families and American people, then I know very well about the culture, plus as I teach Spanish to foreigners I am luckily to keep learning about culture.

Yes, in Business, they learn formal expressions and they deal with issues that in other countries are important.

The activities from the book, we have Case studies, there is a situation and four or five people involved, usually a manager or director and the others are workers or other managers that have to report or find a solution. I think it is nice when you tell them to assume other nationality in the meeting.

9. Do you teach your students colloquial language and encourage the use of it?

I teach them if the book brings something or if they ask for it. I don't really encourage because we don't have time, I don't find it wrong, but if they have problems with the regular one, I don't see the point, but I need to say if it comes, it comes.

10. Knowing vocabulary is essential for communication, what activities do you do when you teach vocabulary?

Matching, fill in the blanks, etc. etc. What I find important is to use any vocabulary immediately to their lives, on that way they can associate and keep it eventually.

11. Do you plan relevant activities for your students where they have to communicate and solve a problem?

Well, as I said before, our business material has the case study, I just read with them and clarify any situation.

"Thank you Leidys for the interview and the opportunity to share a little what I have learnt in all these years of my career. I wish you the best and good luck".

ANNEXE 5

INTERVIEW TO THE EXPERT ON THE FIELD

NAME: Sara Rivadeneira, Mgs.

OCCUPATION: Full-time faculty at UCSG

1. Is your class teacher-centred or student-centred? What techniques do you use to make your class student-centred?

My lessons are mostly student-centred. They are based on workshops and task sheets. Students keep active 70% of the class sessions working on hands-on activities. I also make them recount the previous session contributing with bits of information putting them together like a jigsaw. Students also discuss about the topics in groups or pairs.

2. Real communication is informative, unpredictable and unexpected. What kind of activities do you do in class to encourage real communication?

I'd say I give them real-life situations to reflect upon and come up with strategic decisions and decisions of detail.

3. Do you limit your classes just to the book? Or, do you use authentic readings and listening activities to encourage your students' motivation and participation?

I don't use a book. I use videos and international examination material.

4. When your students are working in groups/pairs, do you group them according to their level of proficiency, according to the sitting arrangement, according to their preferences? Why?

I ask them to decide whom to work with because I think they will feel at ease working with the people they've decided to work with.

5. What do you focus on when teaching English, accuracy or fluency? Why?

At beginning levels fluency and at higher levels accuracy because I think at the beginning stages students need to be encouraged and motivated, if I make them produce, they will be motivated... we can later take care of accuracy... through reading, writing, etc.... we need to keep in mind that we teach English for people to be able to cross linguistic barriers... you don't need accuracy for that to happen.

6. When your students are participating in a speaking activity, how do you evaluate them?

I don't "evaluate" them. I just assist them.

7. What are the topics your students enjoy the most?

Mmmm... it depends on their personal interests... and that in turn depends on age, background, situation....

8. Do you teach about culture? Do you make your students participate in speaking activities where they have to represent a cultural aspect of the target language? What kind of activities do they do?

I do. I usually compare our culture with the English-speaking countries'. Well, all the speaking activities are based on the foreign culture... when they take a taxi for instance, I tell them how it works and we contrast the experience with the local one.

9. Do you teach your students colloquial language and encourage the use of it?

I teach them when an opportunity emerges, but do not encourage the use of it widely. I tell them that this will vary from region to region... like Spanish.

10. Knowing vocabulary is essential for communication, what activities do you do when you teach vocabulary?

Oral repetition, identification, matching, spelling, contextualizing.

11. Do you plan relevant activities for your students where they have to communicate and solve a problem?

Yes, I do.

ANNEXE 6

INTERVIEW TO THE EXPERT ON THE FIELD

NAME: Lic. Alfredo Jimenez, Mgs.

OCCUPATION: English Teacher at Catholic University

1. Is your class teacher-centred or student-centred? What techniques do you use to make your class student-centred?

Well, my class is both teacher-centred and also student-centred. For example, by the time I'm explaining something new is teacher-centred and when they already have the knowledge is students-centred. They provide exercises and explain at the same time.

2. Real communication is informative, unpredictable and unexpected. What kind of activities do you do in class to encourage real communication?

Sometimes I give them situations from real life, let's say survival English in which they have to interact to each other and they have to come up with ideas to solve different problems they might face in that situation.

3. Do you limit your classes just to the book? Or, do you use authentic readings and listening activities to encourage your students' motivation and participation?

I never limit classes to the book. I provide them extra material for grammar, reading and sometimes listening activities, such as videos from YouTube in which they can realize the different use of the language.

4. When your students are working in groups/pairs, do you group them according to their level of proficiency, according to the sitting arrangement, according to their preferences? Why?

I always let them group according to their preferences. I just consider they will feel more motivated and enthusiastic as they are with their group of friends. They will not be reluctant to participate or even they might not feel shy.

5. What do you focus on when teaching English, accuracy or fluency? Why?

Well, I consider both. Fluency using the grammar structure previously taught. I sometimes correct their pronunciation, just when I consider a really terrible mistake. If I have to teach grammar structures, I'll do it or when it's time to speak I just let them do it freely, so they can get the confidence.

6. When your students are participating in a speaking activity, how do you evaluate them?

Individually and always with a grading criteria or rubrics.

7. What are the topics your students enjoy the most?

Hobbies, technology, films, traveling, food

8. Do you teach about culture? Do you make your students participate in speaking activities where they have to represent a cultural aspect of the target language? What kind of activities do they do?

Well, I'll do it if it's a topic to be dealt with the book or if it is a project which included some kind of research.

9. Do you teach your students colloquial language and encourage the use of it?

Sometimes, if it's mentioned in the book.

10. Knowing vocabulary is essential for communication, what activities do you do when you teach vocabulary?

They will come up with definitions, or guessing the antonyms or synonyms. Another activity can be using the words in context if all the words are all related to each other.

11. Do you plan relevant activities for your students where they have to communicate and solve a problem?

Well, this question has already been answered.

ANNEXE 7

OBSERVATIONAL RESULTS

Frequency for Pronunciation

CODE	RESPONSE ITEM	FREQUENCY	PERCENT
1	needs improvement	7	24%
2	satisfactory	14	48%
3	good	6	21%
4	excellent	2	7%

Table 1: Results of the assessment rubric.- Pronunciation

Frequency for Vocabulary

CODE	RESPONSE ITEM	FREQUENCY	PERCENT
1	needs improvement	12	41%
2	satisfactory	11	38%
3	good	4	14%
4	excellent	2	7%

Table 2: Results of the assessment rubric.- Vocabulary

Frequency for Fluency

CODE	RESPONSE ITEM	FREQUENCY	PERCENT
1	needs improvement	14	48%
2	satisfactory	9	31%
3	good	4	14%
4	excellent	2	7%

Table 3: Results of the assessment rubric.- Fluency

Frequency for Comprehension

CODE	RESPONSE ITEM	FREQUENCY	PERCENT
1	needs improvement	6	21%
2	satisfactory	11	38%
3	good	10	34%
4	excellent	2	7%

Table 4: Results of the assessment rubric.- Comprehension

ANNEXE 8

SURVEY RESULTS

Q1: At what of the following skills are you better?

code	Response item	frequency before	percent
1	Writing	8	28%
2	Listening	9	31%
3	Speaking	4	14%
4	Reading	8	28%

Q2: which skill do you think need to improve?

1	Writing	7	24%
2	Listening	6	21%
3	Speaking	13	45%
4	Reading	3	10%

Q3: when you have to communicate with your friends, what do you do?

1	Use short sentences	8	28%
2	Use only words	10	34%
3	Use long and explanatory sentences	4	14%
4	Ask someone to translate	7	24%

Q4: Can you understand people speaking in English in movies, TV shows?

1	100%	0	0%
2	50%	13	45%
3	25%	6	21%
4	10%	10	34%

Q5: 5. Do people understand what you say?

1	100%	2	7%
2	50%	11	38%
3	25%	10	34%
4	10%	6	21%

Q6: What do you do when you work with your classmates?

1	Work with great interest in English	6	21%
2	Remain silent	13	45%
3	Talk about other things rather than the topic	10	34%

Q7: Do you participate in role plays in English class?

1	yes	8	28%
2	no	21	72%

Q8: Do you give presentations in front of the class?

1	yes	0	0%
2	no	29	100%

Q9: Have you recorded videos or audios with your own voice in English?

1	yes	0	0%
2	no	29	100%

Q10: Do you create stories in English and share them with your classmates?

1	yes	11	38%
2	no	18	62%

Q11: Do you like to act sketch or role play in front of your classmates?

1	yes	11	38%
2	no	18	62%

Q12: Does your teacher make you practice pronunciation through songs?

1	yes	18	62%
2	no	11	38%

Q13: Have you ever prepared a personal speech about a memory, experience or anecdote?

1	yes	0	0%
2	no	29	100%

Q14: Have you participated in speaking activities during the school year?

1	yes	14	48%
2	no	15	52%

Q15: Have you ever interviewed somebody in English?

1	yes	7	24%
2	no	22	76%

Q16: Have you participated in forums or debates in class?

1	yes	7	24%
2	no	22	76%

Q17: Have you ever performed your favorite artist?

1	yes	14	48%
2	no	15	52%

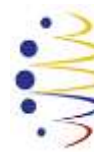
Table 5: Results of the survey done to the students



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FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Implementation of Communicative Activities to improve Twelfth Grade Students' English Speaking Skill at Santo Domingo de Guzman High School.		
AUTOR(ES) (apellidos/nombres):	Ronquillo Chanalata, Leidys Fabiola		
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PALABRAS CLAVES/ KEYWORDS:	COMMUNICATIVE, TASK-BASED, GUIDELINE, SPEAKING SKILL, REPERTOIRE, DEVISE		
RESUMEN/ABSTRACT (150-250 palabras):	<p>Having communicative competence is difficult for people who study English as a foreign language. This research was carried out because of the need students of twelfth grade of Santo Domingo de Guzmán High School have in successfully communicating orally with their teachers and classmates. The intention of this work was to design a guideline with activities centered on the task-based approach to help students improve their speaking skill. This report was devised using the qualitative method to analyse the level of communication of this group of students, what kind of activities they prefer and how some experts' teaching techniques can help in the development of the proposal. It was found that the students need to enhance their vocabulary repertoire and their command of discourse markers when speaking. In addition, pronunciation deficiencies need to be tackled thorough communicative activities. The guideline proposed has been designed considering the results gathered.</p>		
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