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MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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Título:

COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE SPEAKING SKILL

Trabajo de titulación previo a la obtención del título de magíster en Lingüística
Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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En mi calidad de Tutor del Trabajo de Titulación “Communicative Language Teaching to improve Speaking Skill” presentado por Carmen Gabriela Banda Muñoz, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

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Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

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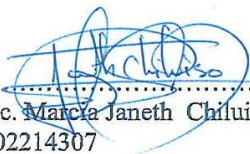
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DEDICATORIA

El presente trabajo investigativo es dedicado a mi familia quienes han sido mi motor principal en este largo camino, en especial a mi esposo quien ha sido mi motivación diaria, a mi madre por sus consejos y palabras de aliento y a mis hermanos quienes han sido mi inspiración para cada día ser una mejor persona.

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Carmen Gabriela Banda Muñoz

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**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
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Título: Communicative Language Teaching to improve speaking skill.

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RESUMEN

El presente estudio tiene como objetivo analizar cómo el enfoque de Enseñanza Comunicativa del Lenguaje influye en la mejora de la habilidad del habla en los estudiantes de la Institución Educativa Marco Aurelio Subía-Batalla de Panupali en el período 2021-2022. Al ser un diseño experimental 68 alumnos que pertenecen al primer año de Bachillerato fueron elegidos al azar tanto para el grupo experimental como para el grupo de control. El enfoque de investigación es cuantitativo ya que recoge datos cuantificados, sujetos a análisis estadístico, aplicando un pre y post test. Además, se requirió la participación de ambos grupos para comparar los resultados porcentuales. Como instrumento se utilizó el Cambridge Preliminary English Test KET y el análisis de los datos se realizó mediante la prueba T- Student del programa estadístico (SPSS) el cual permitió aclarar la hipótesis y determinar la existencia de diferencias significativas entre las medias de ambos grupos. Los resultados indicaron que la implementación de la estrategia del CLT tuvo un efecto positivo y es altamente relevante en la adquisición de un segundo idioma, especialmente en el desarrollo de la habilidad del habla, mejorar el desarrollo en la comunicación interactiva y mejorar la producción en la pronunciación. En conclusión, CLT es una estrategia alternativa que se sugiere implementar en el proceso de enseñanza-aprendizaje para lograr una mejor comunicación y pronunciación interactiva.

PALABRAS CLAVES: Enseñanza del lenguaje comunicativo, habilidad para hablar, diseño experimental, enfoque cuantitativo.

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ABSTRACT

The main objective of this study was to analyze how the Communicative Language Teaching approach influences the improvement of speaking skill in the students of the Marco Aurelio Subía-Batalla of Panupali Educational Institution during the period 2021-2022. Having an experimental approach 68 first-year high school students were chosen randomly to form the experimental and control groups. The research approach was quantitative because it collects quantified data, subject to statistical analysis, applying a pre and post-test. The Cambridge Preliminary English Test KET was used as an instrument and the data analysis was performed by means of the T-Student test of the statistical program (SPSS), which allowed for clarification of the hypotheses by determining the existence of significant differences between the means of both groups. The results indicated that the implementation of the CLT strategy had a positive effect and is highly relevant in the acquisition of a second language, especially in the development of speaking skill, improving pronunciation production and the development of interactive communication. In conclusion, CLT is an alternative strategy that is suggested to be implemented in the teaching-learning process in order to achieve a better communication and interactive pronunciation.

KEYWORD: Communicative Language Teaching, speaking skill, experimental design, quantitative approach

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INTRODUCTION

Justification

In the investigative route of this work, the agreement N0052-14 issued by the Ministry of Education and Culture of Ecuador expresses: " The use of the English language is fundamental and essential as a communicative tool as well as for access to updated scientific and technological information given the present requirements of the knowledge society, hence it is crucial to teach this language from an early age".

(Ministry of Education, 2014). According to the argumentation presented, the main reason for carrying out the present research appears. In Ecuador, the acquisition of a second language is a very important point in education since it creates new life opportunities, thus helping in the daily struggle to create a bilingual community with achievements at the National and International level.

Indeed, there are previous research works at the global context level, as is the case of Nurhayati (2017) in his research "Teaching speaking skill through communicative language teaching" whose main objective was to improve the student's speaking skills through communicative language teaching (CLT) in the first grade of MA Pembangunan UIN Jakarta. The methodology used was experimental and the research has two subjects, the Control class which used Grammar Translation Method (GTM), and the Experiment class which used Communicative Language teaching (CLT). The study was followed by Capbell & Stanley (1953) with the following procedures of the true experimental design: random of the subjects, pre-test, and post-test. The result of this research showed that there was an improvement in students' speaking skills in active communication so it is cause by the use of Communicative Language Teaching.

In the Latin American context, Garcia Benavides (2020) investigation with the topic "Oral Communicative Competence development through the use of role-playing and the Communicative language teaching approach." Its main objective was to demonstrate that the implementation of the Communicative language teaching Approach and role-playing favors the students' oral Communicative Competence in

English. The participants were 6 English teachers and 105 students enrolled in a public elementary school in the 2nd, 3rd, and 4th grades. The methodology used was qualitative. To collect the data, a questionnaire was given to the English teachers, and class observations were carried out. The results allowed concluding that students' difficulties in expressing themselves orally in a foreign language (EFL) can be reduced through the use of the communicative approach and role-playing which, through an exercise of didactic transposition, promotes feelings, sensations, and attitudes of security, autonomy, imagination, and spontaneity that are evidenced in the student's verbal interactions.

In addition, continuing with the investigative line at the level of our country, there are investigations related to Communicative Language Teaching, one of them belonging to Toro et al. (2018) with the topic "The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills". The objective was to determine how the Communicative Language Teaching approach was being employed in the English classroom, as well as the techniques and tools which the teachers used to help their students develop their oral communication skills.

After discussing studies in various contexts, it is vital to support the significance and importance of optimizing English language acquisition by using the proper approaches, strategies, and activities to help students develop their speech abilities naturally and fluidly.

Consequently, the main objective was to help self-learning by enhancing oral production, being the first year high school students the most benefited due to the need shown by them in their academic training. This is achieved through the teaching of communicative language, which has a significant impact on students' communicative language and thinking. As a result, other institutions may follow this research's lead and contribute to the improvement of spoken English language skills.

Saputra (2019) conducted an investigation "Communicative Language Teaching: Changing Students' Speaking Skill". This study attempted to solve the speaking

problem faced by students in one of the Higher School of Teacher Training and Education (STKIP) in Central Lampung. Thus, a mixed methodology with 30 fellow students who were selected as the subject, the research method was Classroom Action Research with Kemmis and Taggart model. Four cycles approximately were completed. The speaking test results demonstrated that employing Communicative Language Teaching (CLT) improved students' speaking abilities in a good and significant way, determining that CLT is a useful technique for imparting speaking to the subject.

Garni & Almuhammadi (2019) carried out a study: The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skills. In the methodology, a quasi-experimental study was conducted using a pre-and post-test design to determine a significant difference between the scores of the experimental and control groups. In two classes of 21 female EFL students each; one class was the experimental group and the other the control group. The experimental group was taught using three communicative activities interviewing, problem-solving, and role-playing while the control group was taught using traditional methods. The results showed that the experimental group scored higher than the control group. These findings have positive implications for the continued implementation of CLT teaching practices at the ELI of UJ.

Toro et al. (2018) determined the use of the Communicative Language Teaching approach in the English classroom and the strategies and resources used by the teachers to improve students' oral skills. The participants were 6 English teachers and 105 students enrolled in the 2nd, 3rd, and 4th grades at a public elementary school in the city of Loja, located in the southern part of Ecuador. A mixed-method approach was applied in this study. Additionally, a questionnaire was given to the English teachers to collect the data, and also class observations were carried out. The results reveal that modeling, repetition, and pair and group work are the main strategies used by teachers to help students develop communicative competences. These strategies were frequently used but still not enough to promote active participation during classes that is why it is

important to highlight that there is a variety of strategies, activities, and methodologies to be used inside and outside the class.

Ghofur et al. (2017) developed a study “The Effect of Communicative Language Teaching and Audio-Lingual Method On English Speaking Skill Across Different Learning Styles” that aims to determine whether there is an interactive effect between learning methods (Communicative Language Teaching/CLT and Audio-Lingual Method/ALM) and learning styles (Visual, Auditory, and Kinesthetic) on English speaking skill. The researchers used a quasi-experimental design with a population of 383 students and samples of 70, assigned into two groups: experimental and control. The data were collected using three instruments (i.e., a pretest, a posttest, and a questionnaire) and then descriptively analyzed. A 2x3 factorial of Two-Way Analysis of Variance (ANOVA) with a parametric statistical method was utilized because the data were normally distributed as well as homogeneous. The findings revealed that the English-speaking skills of the two groups of students applying the two different methods are the same at the significance level of 0.080. The analysis of the posttest scores shows that there was no interactive effect between the learning methods and the learning styles on the English speaking skill at the significance level of 0.138. This implies that no matter their learning styles, students in CLT class performed better in speaking English than those in ALM.

Nurhayati (2017) guided a study to improve the students’ speaking skills through communicative language teaching (CLT) in the first grade of MA Pembangunan UIN Jakarta 2010/2011 academic year. The study subjects consisted of two classes: A and B from first-grade students. The experimental design applied in this study was a true experimental design. This research had two subjects, the control class that used Grammar Translation Method (GTM) and the experiment class that used Communicative Language teaching (CLT). The study utilized the Campbell and Stanley Design with the following procedures of the true experimental design: random of the subjects, pre-test, and post-test. The results revealed that there was an improvement in the student's active communicative speaking skills through the use of

Communicative Language Teaching. Most students in the first grade of MA Pembangunan UIN Jakarta achieved a better level in the post-test. The finding of this research is connected with pre-test and post-test. The experimental class's pre-test average was 71, while the control group was 71.8. The average score of post-tests from the experimental group was 81 and the control class was 73. The result of the research showed that communicative language teaching (CLT) effectively improved learners' ability to communicate.

Sanaa's research (2017); "Developing the Students' Speaking Skill through Communicative Language Teaching" aimed to investigate the development of students' speaking skills through the use of the communicative language teaching approach (CLT). To carry out this research two questionnaires were applied, one for teachers of oral expression and another for the second-year students at the Department of English at the university of Biskra to identify and explore their attitudes about speaking skills and the communicative approach. The data collected from this study showed that communicative language teaching is a very effective method for developing students' speaking skills. Finally, this study aims at suggesting some strategies, techniques, and procedures that may help teachers to teach speaking skills.

Panambunan et al. (2016) carried out a case study "Improving Students' Speaking Ability Through Communicative Language Teaching" being the principal objective to improve the speaking ability of the students in the Megalia English course especially class X-B. Opportunities to teach English are provided in many different ways and it is based on each teacher's experience. One of the teaching methods was Communicative Language Teaching which would provide more opportunities for children to develop their speaking skills in English because the classroom procedure in CLT gave students more actively in class. The subject of this research was taken from class X-B of second-level students at Megalia English Course. This class consisted of 15 students. The improvement of students' speaking ability could happen by using the Communicative Language Teaching type of activities such as: (a) Presentation of a brief dialog or several mini dialogs, roles setting the topic, and the informality or

formality of the language with the function and the situation. (b) Questions and answers based on the dialog. (c) Questions and answers related to the student's personal experience but focused on the topic of the dialogue. (d) Individual work. (e) Pair works. (f) Evaluation of learning. (g) Sampling of the written homework assignment. (h) Games related to the topic. (i) Oral practice.

Imran (2016) conducted a case study named “Improving Students Speaking through Communicative Language Teaching Method to know the improvement of teaching English speaking by using the Communicative Language Teaching method”. The method of this research was classroom action research (CAR). The data in this research used percentages analysis. The respondents of this research are VII A students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu which consisted of 25 students. Based on the result of the data analysis there were improvements in students’ speaking achievement in each cycle. The data indicated that the use of the Communicative Language Teaching method can improve students’ speaking achievement among the first-year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 2011/ 2012.

Problem statement

Worldwide and particularly in Latin America, more specifically in Ecuador, in recent years, acquiring and learning a language especially English has taken an important role in the country; which has been the subject of this study. According to the study, the Ecuadorian population has a "low" level in the domain of the English language, reaching only 51.91 points. For this reason, the latest Education First (EF) ranking mentioned the result which places Ecuador in the 90th order of 112 countries evaluated in 2021.

Two instances of educational and social issues that have not been able to be resolved in the Ecuadorian context are the case of effective oral communication in English and the development of resources and methodologies aimed at enhancing oral skills necessary in the teaching-learning of this language.

Language teachers confront the everyday challenge of helping students develop their speech abilities, which requires good management of the approaches, techniques, activities, and theoretical understanding of the foundational concepts that support communicative competence. It has been noted that learning English as a foreign language does not accomplish the primary goal, which entails learning how to communicate effectively, comprehend, and be understood through oral messaging.

Many experts believe that the fact that the majority of students are literate in reading and writing but speak little English is proof that kids do not develop the speaking skills necessary to adequately express themselves in English.

In this regard, the first-year high school teachers at the Marco Aurelio Subia-Batalla de Panupali Educational Institution have observed that English students present significant challenges in the development of oral skills. The teachers' insufficient methodological preparation or use is the primary cause of this, as they use inappropriate teaching methods. Therefore, although teachers are familiar with communicative language teaching, they do not apply it effectively, so it does not allow them to achieve and optimize learning in a communicative context without difficulties and with consistency in their expressions based on grammatical structures and applying a vast vocabulary that allows students to develop the language widely.

Research question and Hypotheses

To what extent the use of the Communicative language teaching approach improves speaking skills in first-year high school students of the Marco Aurelio Subia-Batalla de Panupali Educational Institution in the 2021-2022 school year?

The guiding hypotheses of the research are:

H0: The use of communicative language teaching does not improve speaking skills in first-year high school students of the Marco Aurelio Subia-Batalla de Panupali Educational Institution.

H1: The use of communicative language teaching improves speaking skills in first-year high school students of the Marco Aurelio Subia-Batalla de Panupali Educational Institution.

General objective

To analyze how the Communicative Language Teaching approach influences the improvement of speaking skill in the first-year high school students of the Marco Aurelio Subia-Batalla de Panupali Educational Institution in the 2021-2022 school

Specific objectives

- To analyze the effects of CLT on the development of speaking skills based on the statistical results of the pre-test and post-test.
- To identify the improvements that students reach in each speaking language indicator: Grammar, Vocabulary, Pronunciation, and Interactive Communication

CHAPTER I THEORETICAL FRAMEWORK

1.1 History and evolution

Since the last 30 years of the 20th century, teaching a second language has suffered many changes in what constitutes language and the new way of seeing knowledge and its processing in the human mind. In addition, a second language can only be learned through a combination of constructivism and communicative approach, and today the communicative approach to teaching and learning a second language is just as widely accepted as the constructivist educational model of knowledge in general education

In 1971 Hymes, proposed the term communicative competence to represent the use of language in the social context, combining language, communication, and culture (similar to what Halliday and Firth did in Great Britain). Evidently, each person builds the reality and knowledge (or skills in the case of learning a language) in a fundamentally internal and individual process in continuous interaction with their social and cultural environment. Ju (2017) points out that the ultimate goal of constructivism is to contribute to the personal development of human beings and humanize them.

In the educational context, the ideas of constructivism have been applied to the daily work of teachers and students, inside and outside the classroom; this has been called pedagogical constructivism or constructivist pedagogy.

1.2 Communicative Language Teaching (CLT)

According to Wei et al. (2018), Communicative language teaching is a learner-centered method that mainly focuses on learning the language through communication. Communicative Language Teaching consists of the construction of the meaning of messages that are communicated through what is spoken, what is read, and what is written.

It is a model that has been accepted as official; however, this ambiguity is not new about the CLT, since, from its origin, its proponents have developed a wide range of

variants that have only become unlinked to each other so, it progresses through a number of "interlanguages" or phases before reaching the target language.

The CLT is a method based on oral communication, where learning is carried out through the constant interaction of the students through games, dramatizations, critical thinking, and problem-solving. CLT uses authentic materials (Spada, 2019) “Authentic and meaningful communication are the main goals of the CLT.” and is based on the constant student interaction through games, dramatizations, and problem solving, the same that are contemplated in classroom projects, in cooperative learning and fundamentally in learning based on content and tasks.

1.3 Communicative Language Teaching Principles

According to Nayeem et al. (2020) the significant principles of communicative language teaching are the following:

- The language being learned is a vehicle for communication in the classroom, not just an object of study.
- A function can have many linguistic forms. Since the focus of the method is the actual use of the language, a variety of linguistic forms are presented at the same time.
- Communicative interaction stimulates the cooperative relationship between students. It gives students the chance to 'negotiate' meaning.
- The social context in which the act of communication takes place is essential to give meaning to what is said.
- Learning to use the forms of the language appropriately is an important part of communicative competence.
- The teacher acts as a counselor during communicative activities.
- In communication the speaker has the choice not only of what to say but of how to say it.

- The grammar and vocabulary that students learn are derived from the reaction, the situational context, and the roles of the interlocutors.
- Students should be given opportunities to develop strategies for interpreting language as used by native speakers.
- Students must work on the language at a discourse level (beyond the sentence). They must learn about cohesion and coherence, properties of language that allow sentences to be put together.
- Games are important because they have certain characteristics in common with real communication situations; there is a purpose to the exchange. In addition, the speaker receives immediate feedback from the listener on what he is saying. Having students work in small groups maximizes the amount of communicative practice they receive.
- Students must be allowed to show ideas and opinions.
- Errors are tolerated and are seen as an indicator of the development of communication skills. The success of the students is determined both by their fluency and by their correctness in expressing themselves.
- One of the main responsibilities of the teacher is to establish situations in which communication is promoted.

1.4 Communicative Language Teaching Characteristics

Belchamber (2018) suggested that there is a real need for a

- Textual communicative approach is an instrument of study and works for the development of all areas. We understand by textual communicative approach "the didactic application of linguistics", considering that the didactic application deals with the systems and practical methods of teaching related to linguistics, that is, with the functioning of the language to understand it and promote it in our students in the best possible way.

- Over the years, language teaching at the school level has been characterized by having a normative approach, that is, teaching focuses on the theoretical study of the language system. However, in recent times, based on the new discursive and social phenomena that occur at the language level, the need to adopt a new approach has emerged:
- Second language based on the fact that listening comprehension must be fully developed before any oral participation by students (just as it is with young children learning their native language). The characteristics of this method are: The acquisition of skills in the second language can be quickly assimilated if the teacher stimulates the kinesthetic-sensory system of their students.
- For this approach, language is above all a means of communication. Starting with Chomsky in 1957, the accent is placed on the creative aspect of language. It is not about repeating given sentences, but about being able to form all the possible sentences of a language (linguistic competence). With Hymes in 1972 the studies of language, as a social phenomenon are enriched and the concept of competence is broadened: learning a language is not only managing to recognize or produce all the possible phrases of the language, but also putting it in a specific communication situation (communicative competence). Linguistic theory expands its field of work to incorporate the study of the use of language and make it one more linguistic science, pragmatics. Learning theory: Once the behavioral conception has been overcome, the accent is placed on a cognitive process of creative construction that is based, on the one hand, on the innate ability to learn the language and the exposure to the specific language, with the one that begins to interact; from the communicative situations in which it is involved, the learner forms a hypothesis, contrast rejecting or affirming until internalizes them; inevitable and necessary errors are the most evident marks of this evolution, which passes through a series of stages or "interlanguages" until reaches the target language.

1.5 Communicative Language Teaching Components

Every methodological model is structured with essential components that define its areas of operation as Ozsevik (2018) suggested:

- The learner is a negotiator in the learning process and provides alternatives about what should be taught. Students are expected to interact with each other first and not with the teacher.
- The teacher is given several functions in a communicative approach, but these are far from being the conventional traditional functions. A communicative teacher is expected to be a facilitator of communication, to act as an organizer of resources, guide of procedures and activities, researcher and learner, needs analyst, counselor, and above all, supervisor of the group process, not the owner of the group.
- Educational materials are considered as the means to influence the quality of interaction in the classroom and the use of language, so they have the main function of promoting the communicative use of language. There is generally no text, no grammatical rules are presented, and the room arrangement is unconventional.
- In terms of the specific objectives, it was found that these are difficult to define since the same approach assumes that language teaching must reflect the needs of the students, therefore, these should not be anticipated in the process, as is the customary practice. However, when defining them, they must reflect specific aspects of communicative competence according to their communicative needs. First, the study of the needs must be based on this analysis, and establish the corresponding objectives.
- For Educational activities, the communicative approach offers the greatest possibilities, since the range of activities can be unlimited. Activities in the classroom are generally classified into functional communicative activities and social interaction activities. The former is aimed at completing tasks in which

language mediates or information negotiation is required, and the latter involves activities in which information sharing is required. Both favor the development of communicative competence.

- Assessment is a necessary component in any model or approach. It was found that in a communicative approach, assessment, besides being fundamental, has to be different because the purpose is to determine how much the students master their communicative skills. In communicative assessment there is hardly any error correction and competencies are assessed and not skills. In the communicative evaluation, error correction hardly occurs and competencies and not skills are evaluated. The student is directed to take part in the process and the student's competence, in terms of correction, is considered in relative and not absolute terms.

1.6 Communicative Language Teaching Techniques

Teh (2021) proposed some techniques that can be used inside the classroom:

Scrambled Sentences

It consists of familiarizing the student with a text where the sentences and phrases are out of order and could be a text that they read before and instructing the students to order it correctly. This activity helps students with the cohesion and coherence of the language itself by joining the sentences and respecting the grammatical form. Furthermore, teachers can work with sentences but also with dialogues by coherently ordering or writing the sequence of a story using graphics.

This is a great resource for assessing English language learners' knowledge of English sentence structure. It allows you to create worksheets based on texts that the learner is already familiar with or that are particularly difficult for them. One of the advantages of this resource is that teachers can create these worksheets for any sentence or text they want.

Games

Games promote, entertain, and fluency. These have been shown to have advantages and effectiveness in educational vocabulary in various forms. In the first part, the games bring relaxation and fun for the students. This helps them learn and retain new words more easily. Second, playing games usually enhance communicative competence and motivates them to learn English. Students remain involved and actively participate in educational activities. Third, vocabulary games promote the use of English more flexibly and communicatively. Evidently, through games, students experience, discover, and interact with learning English in the same way they learn their mother tongue without being aware of it, so without nervous tension, they can learn a lot. The advantage of game-based learning is perfect for collaborative learning. With this practice, students can interact and work on emotional education, communication, dialogue, leadership skills, collaboration for a common goal, and self-control.

Sequence of Events

It consists of identifying and ordering events or steps according to how they happened in the text. The sequence of events is an important comprehension strategy and the principal advantage is to help students with different abilities such as organizing information and ideas efficiently. On the other hand, home routines provide good examples and are a good introduction to the concept of sequence. For example, first, we eat dinner, then we take a bath, then we read stories, and finally, we turn off the light. These activities can be described using pictures. The sequence of events with pictures allows students to describe stories.

Role-play

Role-plays are important in learning the English language, allowing students to practice communicating in different social contexts through dialogues, giving the student the function of adopting a role and a situation and then being able to talk about the subject and at the same time that students can express their ideas freely without realizing that

they are doing it in another language. Similarly, students can get timely feedback, correcting mistakes while they are developing their role play.

Most often, role-playing is done in pairs, like in the example above, although it sometimes involves five or more different participants. Normally the pairs or groups of roles improvise their dialogue among themselves, simultaneously, without an audience. Sometimes volunteers get involved and participate in the running of the class.

Factors that contribute to the success of the role play:

- a. Careful and clear presentation of the instructions.
- b. Ensuring that the required language is within the ability level of the students
- c. Being enthusiastic
- d. A previous presentation, together with the teacher, would help a lot.

In the simulations, the participants speak and act as if they are themselves, but the role of the group, the situation, and the objective is imagined.

1.7 Activities that promote communicative situations in class

At this point it is necessary to define what is an activity, according to Merriam- Webster “dictionary it is a task that is done as work or for a particular purpose, something that is done for pleasure, and that usually involves a group of people”.

There are some activities to promote good communicative situations in class and Dos Santos (2020) mentions some of them:

Find the difference (contrasting pictures)

A well-known activity that often results in question-and-answer exchanges. The required vocabulary is specific and predictable, therefore, the teacher must ensure that the students know it beforehand. Finding the differences allow children to work on visual perception, having to pay special attention to the details of the image. For this, it will be fundamental that they remain concentrated and also attentive. Contributing to

the improvement of both characteristics. Additionally, it is the perfect way for children to be entertained without using any technological equipment.

Solve a problem (solving a problem)

This is an activity that requires a good command of the English language. In general, this activity works and produces a high level of participation and motivation so it is considered an advantage for teachers. As with many simulation tasks, participants tend to take seriously the role of the characters as real beings and to take the problem as a real fact. In the end, the solutions originate more debates so it helps to improve the student's participation that's why this activity plays an important role in the class.

Theater (play)

A dialogue expansion technique, where a class learns and performs a play. This can be based on a conversation they have read, or be composed by themselves or the teacher.

Essays and other common preparations take a lot of time, but the results contribute both to learning and achievement of student confidence and self-esteem. The production of this theatrical work must be carried out at the end of the year, either at a celebration or a party. Using theater for the English teaching and learning process, it is possible to approach English communicatively through actions. This activity is a great communication technique that allows the development of communicative competences and linguistic skills.

Storytelling

Students in groups or individually, talk about a particular topic that they consider necessary and appropriate at the time and tell a story known or invented in class, accompanied by drawings of landscapes or animals, dolls, puppets, music, or sounds related to the objects or beings mentioned. (Animal voices, storm sounds, rivers, rain, wind, etc.)

This type of teaching-learning process has different uses in the classroom: explaining a story or content attractively can help students to develop active listening skills,

stimulate their creativity and foster their motivation by telling the experiences of the protagonist of the story. With this technique, collaborative learning, motivation, and creativity are worked on.

Autobiographical and/or biographical narrative

Autobiographies include personal information such as full name, date, place of birth, parents' names, where they live, and where they go to school. These data can only be shared with their family and friends, never with strangers because they could misuse them.

This activity plays a fundamental role because it allows students to promote learning about stories, knowing in depth the most important characters of the story. It is entertaining not only for the person who tells it but also for the peers of the students. Likewise, the life story of a family member could be told. To draw more attention from the students, an exhibition of photos or drawings alluding to the person being talked about is made

It is entertaining not only for the person who tells it but also for the peers of the students. Likewise, the life story of a family member could be told. To draw more attention from the students, an exhibition of photos or drawings alluding to the person being talked about is made.

Debating clubs

They aim to promote discussions in an organized manner. They are very useful, as they allow students to be trained in argumentation. The topics must be interesting and interesting that motivate the students to debate. A moderator is appointed to order the discussion, a position that must be rotated to develop the leadership capacity of all members. The discussion takes place in a democratic climate.

In addition, a debating club can be essential to achieve an active and participative class. Implementing it as a didactic tool will be a great help for teachers. In this way, they

will be able to evaluate other aspects and skills, as well as have a greater insight into the learning difficulties of their students.

The radio show

The radio program, in addition to transmitting the events of the school, may also present musical spaces and, mainly, literary spaces, either in narrations of stories or anecdotes. This activity allows students to listen to themselves, evaluate themselves, establish similarities and differences, and become aware of what needs to be improved personally, or what others should improve: the speed of pronouncing words, intonation according to the situation presented, articulation of sounds to clearly understand what is being said, use the appropriate vocabulary for the character or the situation, the volume and tone of the voice (if it is very high, low, low or sharp, etc.)

Oral Presentations

This technique allows for covering a wide range of content in a relatively short time. It develops students' oral expression skills. It facilitates the communication of information to large groups.

In addition, students have the opportunity to expose a family tree, an activity that will require the search for information about their ancestors, knowing the personal history of each of their relatives, and, consequently, their own, gaining value from their family environment and their self-esteem.

1.8 Speaking skill

Don Byrne (2017) defined speaking skill as “the ability to express oneself intelligibly, reasonably, accurately and without hesitation.”

Ayesha (2016) defined speaking skills as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is an important skill and by mastering it, one can communicate.

Ibrahim and Mursyid (2018) specified "speaking skill is an interactive ability that consists of communicating, fluently, coherently and persuasively, using verbal and non-verbal resources.

Likewise, Halimah (2018) mentions that:

Speaking skill is necessary because it helps to communicate orally or in writing in such a way that students choose between a series of phonic, graphic, morphological, lexical, and syntactic options. When they communicate orally, they choose which gestures this linguistic material agrees with (p.13).

On the other hand, he stated that: "The learning of speaking skills occurs within the various activities of the age, such as play and movement, the approach to nature and the environment". (p. 9).

1.9 Speaking skills dimensions

Speaking skill has two specific aspects:

- **Nonverbal aspect:**

Mirawati (2020) stated that: Non-verbal language never disappears but continues to develop as an important support of what we say with our words when a child speaks, not only communicates through the voice but also with the body, gestures, and gaze. The non-verbal aspect, refers to the process of communication through the sending and receiving of messages without words, taking place without syntactic structure. These messages can be transmitted through mime, body language or posture, facial expression, and eye contact. (p.56)

- **Verbal Aspect**

Muttaqin (2019) expressed as: "The child's expression is more conventional, it is, that is to say, it comes closer and closer to the form of verbal language of adults whom they find in their environment. For example, he narrates what happened to him, and comments on a text that has been read to him" (p. 21).

1.10 Indicators to evaluate speaking skills

Ayesha (2016) presented the indicators to evaluate in the verbal aspect:

- **Diction:** Pronounce words. It is how the speaker emits and articulates sounds to speak.
- **Volume:** Voice intensity. It will be known as the greater or lesser intensity that a speaker stamps her voice to convey a message to the audience.
- **Intonation:** Intensity of voice. It is the pleasant harmony and accentuation of language, which is the product of the combination and succession of words and phrases that we select and that are expressed respecting the punctuation marks.
- **Fluency:** Use words continuously. It is the looseness or facility to manifest something, it is the agile and simple style in the use of the word. Not everyone says things in the same facility when speaking because when in the mind there is a disorder of ideas some of them are expressed inappropriately, some use words that are not manifest correctly; and there are also those who expose a great fluency and speaking ability
- **Vocabulary:** Easy to understand words. Vocabulary is found related to the socio-economic and cultural environment in which it develops each student, since vocabulary is learned by imitation, it is up to the school to perfect the vocabulary that the students conserved, because many times words are used without knowing precisely what is its true meaning, disfiguring the meaning of the sentence or also not has the appropriate word to explain a thought, expressing poverty in the vocabulary.
- **Clarity:** Express yourself precisely. It is important to express accurately and objectify concepts, ideas, and thoughts using the resources to increase the clarity of speeches.
- **Coherence:** Express yourself logically. It is to express in an organized way the ideas or thoughts in a chain, united by a logical conductor

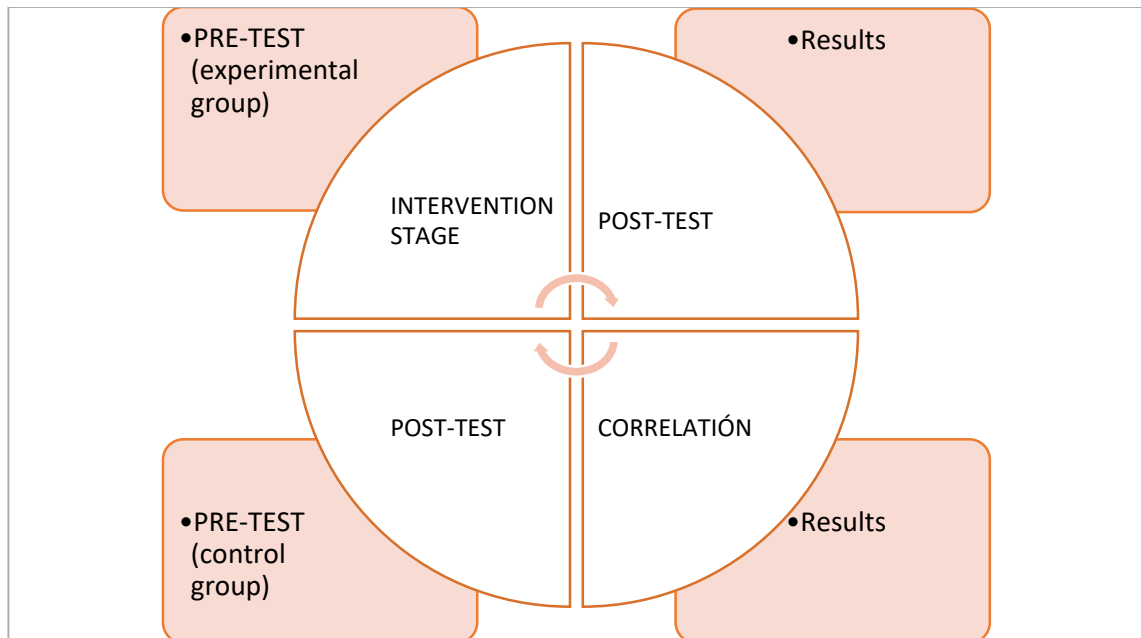
CHAPTER II. METHODOLOGY

2.1 Research approach:

The research is experimental and employed a quantitative method. Quantitative: since it collects quantified data, subject to statistical analysis, applying a pre and post-test. Based on the characteristics of this research some steps were followed: referring remarkable investigations to see the importance of the study, delimiting the important points of theoretical literature, and finally, performing daily tasks will enable you to observe how kids are developing and improving.

Additionally, the teacher's role was that of a direct facilitator because they approved the crucial procedure inside the format used in the educational institution carrying out work often, including the approach required for preparation. As a result, the subject-specific knowledge that students have learned has a direct impact on the data collection process. Which lesson plans and guidelines were created for other instructors to use them in their classrooms.

Figure 1. Research Design



Source: Banda, 2023

2.2 Types of research

Being a bilingual classroom, the demands of immersing CLT to develop speaking skills in English are high, analyzing the scores and the band students got, towards the language gave birth to the need for new didactics to learn English. Apuke (2017) mentions that "systematically describe the characteristics of a population, situation or area of interest" In this case, the difficulties that students have to develop speaking skills and the teachers' feelings when carrying out their class activities.

One of the reasons why this study's research design is experimental is because it is connected to experimentation. Moreover, this study evaluated how well CLT exercises improved students' speaking abilities at Marco Aurelio Subia Martinez-Batalla de Panupali High School. In addition, experimental research suggests comparisons in which the involvement of an experimental group and a control group is crucial. It was required that both groups participated in order to compare the percentage results and accept or reject the hypothesis. Both groups participated in the experiment by taking the pretest and posttest.

2.3 Research context

The research was conducted at Marco Aurelio Subía Martínez Batalla de Panupali High School which is a public institution located in Tanicuchi parish. This institution provides educational instruction at all academic levels, from elementary to baccalaureate. Additionally, the institution follows a national curriculum for English instruction. Moreover, the educational neighborhood belongs to the lower-middle class in terms of socioeconomic status. Moreover, a decrease in the quality of education was mostly caused by the fact that English sessions were held online for several months during the Covid-19 pandemic since this delivery method did not support an efficient teaching and learning process so, it was evidenced in students' academic tasks and their low scores.

2.4 Participants/Population /Sample.

In the Educational Unit Marco Aurelio Subia-Batalla de Panupali, there are 68 students 14 and between 15 years' old who belong to the first-year Baccalaureate. All of them were considered for the research, they were divided into two groups men (27) and women (41) from that two lists even were the experimental 35 (14 men-21 women) and odd the control one (33) (13men -20 women) so this does not affect the reliability of the results, since they were chosen randomly.

Table 1. Selected sample design

School payroll	Group	Men	Women	TOTAL
Pair numbers	Experimental	14	21	35
Odd numbers	Control	13	20	33
	TOTAL	27	41	68

Source: Banda, 2023

2.5 Data collection

Speaking assessment, in the pre and post-experimental stage, was carried out using the Cambridge Preliminary English Test KET (see Appendix 1 pag. 49) as an instrument which was divided into two parts; Part 1(5-6 min): Question and answers Part 2 (3-4 min): Prompt card activity with 7 cards. In the first part of the speaking test, each student interacted with the teacher, using the language normally associated with meeting people for the first time, giving personal information, for example, name, place of origin, study, family, etc. In part two prompts cards were used to stimulate questions and answers of a non-personal kind. The teacher read instructions and gave a question card to one student and the other one needs to answer, after the students asked and answered the question card, they change roles. A rubric was used to evaluate students

which was divided into three indicators Grammar and vocabulary, pronunciation, and interactive communication, each of them measures from band 1 to 5.

During the development of the experimental classes with CLT (experimental group) activities were applied in each guide, there were 9 weeks, 27 sessions of 45 minutes (5 guides).

Week one: Find the differences in students who described the types of families, using images as support. Students will brainstorm about the different types of families and some images will be presented, and through questions as a game, students recognize each picture and give the correct title of the type of family. Finally, each student member of a group will be able, with the help of the images, to describe the type of family they got. (*Guide 1*)

Week two: Oral presentation students created a presentation using the information got in the reading. Students take notes of the reading and the vocabulary unknown. (*Guide 2*)

Week three: Students share their notes in a group and create a poster to explain “living with an indigenous family”. (*Guide 2*)

Week four: Students performed a theater dramatization based on the reading presented. The teacher and students read in a collaborative way the myth presented. (*Guide 3*)

Week five: Work is done in groups and the reading is taken as a basis to choose the characters. Each student will have a character to represent. The presentation will take place in the classroom. (*Guide 3*)

Week six: In groups, students underline the main idea of each paragraph and rearrange the history of piñatas reading. (*Guide 4*)

Week seven: Students in groups choose a partner to read the rearranged reading. Storytelling students rearranged parts of a history recognizing the main idea and details. (Guide 4)

Week eight: Debate club students talked with argumentative knowledge about blended family consolidation. The teacher will introduce information about a blended family, and students take notes. (Guide 5)

Week nine: The teacher divided the class into two big groups (against and in favor) Students in groups share notes and create their arguments. Students take turns presenting their arguments in favor or against. (Guide 5)

At the end of each guide, students had to present a product that was scored using a rubric. The rubric was created on a web page (<https://rubric-maker.com/>) it contains three indicators: Grammatical accuracy, Pronunciation, and Fluency, each of them evaluated over 4. All of this demonstrates the improvement of the students during the experimental process.

Once the experimental process was completed, a standardized post-test was applied, in a similar way as the pre-test, using the same format of the KET test model for speaking skills, Pre and post-test (see Appendix 1 pag. 49) evaluations were conducted in two main parts: Part 1: Questions and answers, Part 2: Prompt card activity, all these evaluated using a rubric divided in bands where band 0 is the lowest and band 5 the highest.

2.6 Intervention

CLT activities propose to immerse in the acquisition of a second language to be taught, through the guides, in this case, it focused on the development of speaking skills. In the proposal (appendix 2 pag. 57), the classification of what is intended to be achieved from CLT activities in the 1st BGU classroom (A2) was made. The activities were developed in 9 weeks -27 classes of 45 minutes (appendix 4 excel pag. 91) from May 2nd to July 5th. Each guide used different techniques (find the difference, oral

presentation, theater, storytelling, debate club), all the guides were divided into three parts, in the introduction the teacher leads the moment makes a presentation of the topic, and performed a reading. Development in which teachers and students work together to appropriate the language and the topic raised. Finally, the practice was carried out, in which the final products show what the students have learned, all the guides have a final product that is scored with a rubric (Appendix 1)

2.7 Data analysis plan

The current research has been developed through a type of quantitative, experimental correlational investigation. For this type of analysis, Statistical Package for Social Sciences (SPSS) version 25.0 (2017) was used. Garth (2008), emphasizes the importance of internal consistency since the reagents of a test have to be focused on the variables to be measured.

To test the hypothesis, the t-Student test was applied, which allows comparing means of two samples or a sample with a value considered true or reference. An advantage of this test is its applicability to data sets with a data number of around thirty. (Livingston, 2004)

There are two approaches to performing the Student's test: calculating the experimental "t" statistic or obtaining the p-value. Of these, the most widely used is the determination of the p-value supported by statistical software. In this research, Minitab®, version 21, was used, because it provided tools and gave access to techniques for statistical analysis, such as regression analysis and hypothesis testing so, the analysis was carried out considering a confidence level of 95%.

The interpretation of the p-value and its relation to hypothesis testing is as follows:

- If the $p\text{-value} \geq 0.05$, the null hypothesis is accepted (both means are statistically similar)
- If the $p\text{-value} < 0.05$, the null hypothesis is rejected, accepting the alternative hypothesis. (both means are statistically different)

To compare the individual effect of the results of each test, a comparison of the means of the scores of the tests carried out (pretest and posttest) was used. The comparison criterion used was the same as for the general study, that is, student's t-test with a confidence level of 95% with an interpretation of the p-value > 0.05 as no difference and the p-value < 0.05 as a statistically significant difference.

Finally, to quantify the variance between the results of the experimental group versus the control group, in all cases where the difference in means is statistically significant, it was chosen to express in terms of relative difference, calculated as.

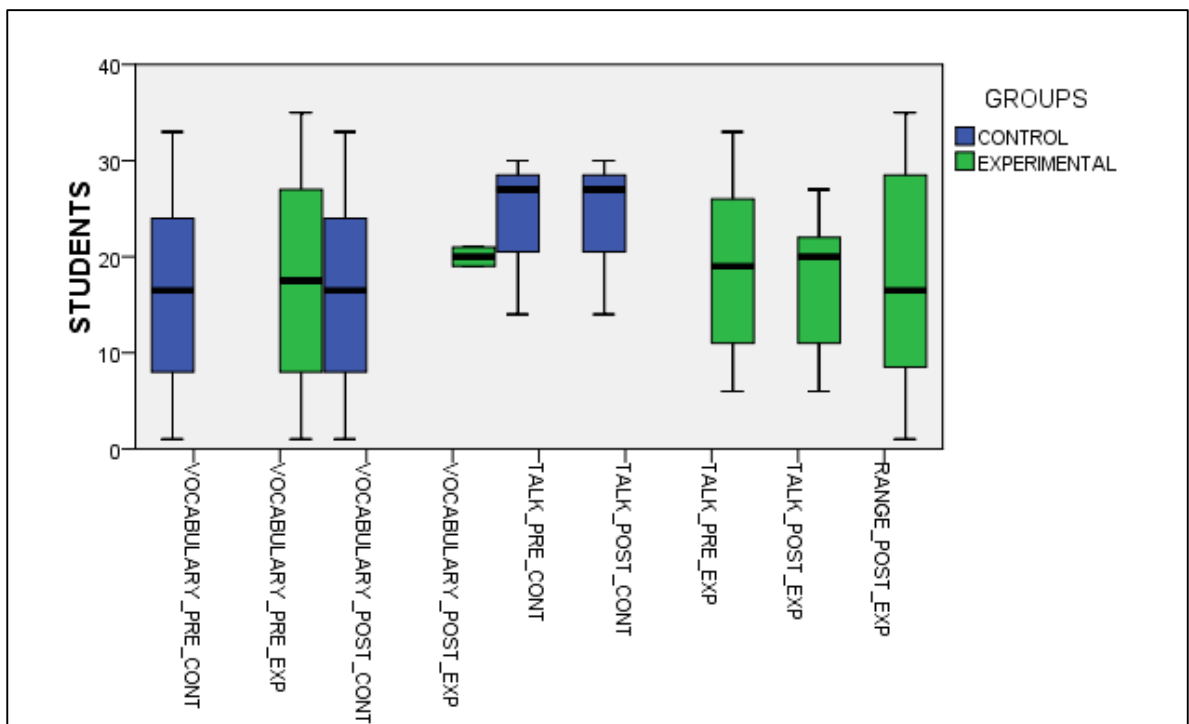
$$variation = \frac{\bar{x}_e - \bar{x}_c}{\bar{x}_c} \cdot 100$$

X_e the mean scores of the experimental group and x_c the mean scores of the control group. The relative difference is expressed as a percentage.

CHAPTER III. FINDINGS AND DISCUSSION

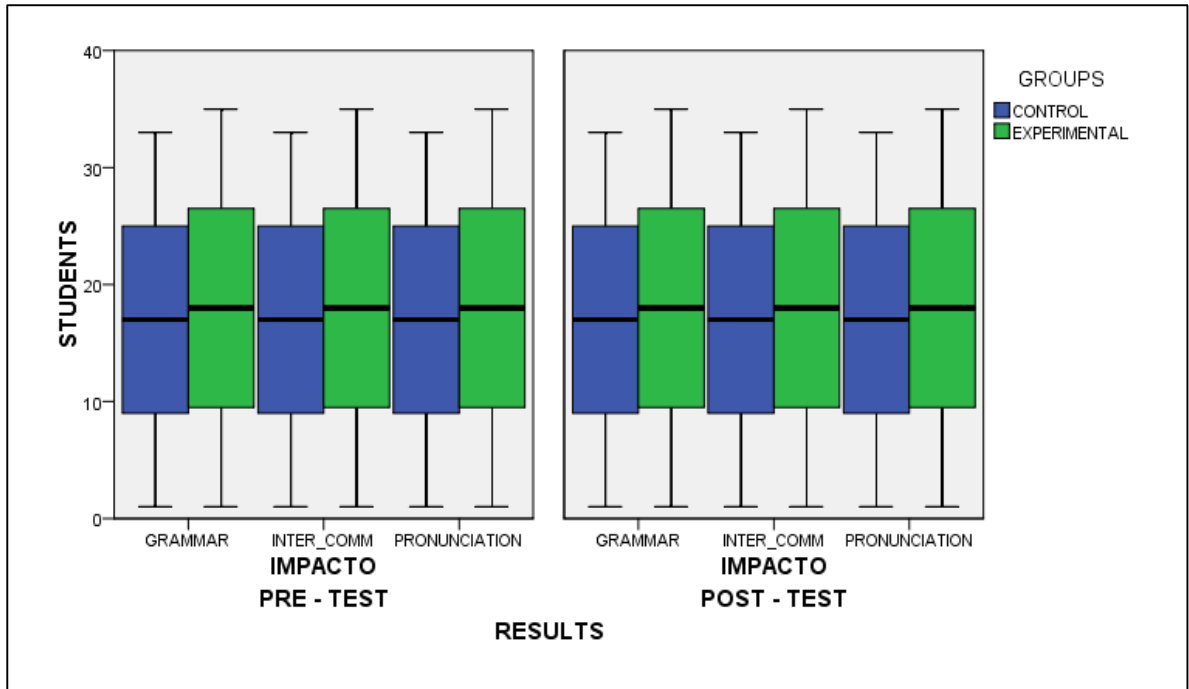
In the results of the present study, the Cambridge Preliminary English Test KET was used as an instrument for speaking evaluation, in the pre and post-experimental stages, which was applied to 68 students. Moreover, the results of the pre-and post-test were tabulated on a rating scale (1-5) for the total of the selected students. The results are shown in tables and statistical graphs

Figure 2 Whisker plots of students by results and groups



Source: Banda, 2023

Figure 3 Whisker plots simple of students by results and groups part 2



Source: Banda, 2023

Analysis

In the present box-and-whisker plots, it is found that the data are symmetrical, which means that, the variables used in this study are similar, therefore, they do not present atypical data and 50% of the distributed data are within the box. In the control group, both the pre-test and post-test are near the total number of students selected (33 students), both have a median of 18 and the data are concentrated in both results. On the other hand, the experimental group of the pre-test and post-test reached the same way as the selected students (35 students), they have a median of 19 and the data are provided concentrated within the box-and-whisker plots.

Additionally, it is observed that the experimental group has an impact on the increase of students in the totality with the indicators of Grammar, Vocabulary, Pronunciation, and, Interactive Communication compared to the control group, consequently, the

speaking skill of pre-test and post-test are grouped in the middle of students and in the interactive communication respectively is completed in the experimental group with all the students, identifying that, the mean of the students presents a variation between the two tests performed because there is a variation between the group of selected students and the diverse bands that were applied by means of the approaches or methods with which they were familiar

3.1. Pretest results

3.1.1. Part 1: Questions and answers

Table 2: Descriptive statistics: Pre Test

<u>Group</u>	<u>N</u>	<u>Mean</u>	<u>St.Dev.</u>	<u>SE.Mean</u>
Control	33	2,458	0,401	0,045
Experimental	35	2,64	0,62	0,7

Source: Banda, 2023

Table 3 Descriptive Statistics-Test

Null hypothesis		$H_0: \mu_1 - \mu_2 = 0$
Alt. hypothesis		$H_1: \mu_1 - \mu_2 \neq 0$
<u>T-value</u>	<u>DF</u>	<u>p-value</u>
-0,52	76	0,162

Source: Banda, 2023

Figure 4. Pre-test results part 1

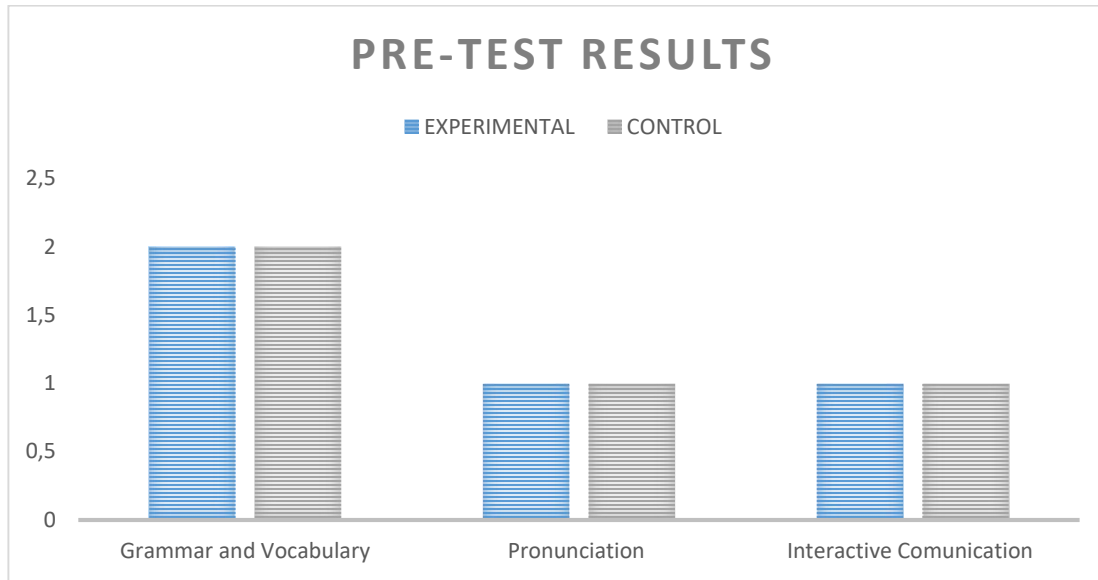


Figure 4 Presents the results obtained after the pre-test between the control and experimental groups. Source: Banda, 2023

Analysis and Interpretation

Table 2 represents the descriptive statistics of the pre-test in which the control group of 33 students with a mean is 2,458, a standard deviation is 0,401 and a standard error mean is 0,045 rather while the experimental group with 35 students get 2,64 in mean, 0,62 of deviation standard, and 0,7 of standard error mean. On the other hand, Table 3 represents the p-value of 0.162 exceeding the reference of 0.05, confirming the null hypothesis. All the data reflects the similarity between the groups' results. The result of the p-value (0,162) confirms the null hypothesis, which indicates that both groups in the initial stage are statistically similar, band 2 in grammar and vocabulary indicator, in pronunciation and interactive communication indicator reflect band 1. This similarity occurs because both groups share similar teaching environments. Indicating that the band they have is low according to the level that students should have. Students in the first part of the pre-test exam (questions and answers) have a lot

of problems asking and answering questions which means; their answers are not coherent or grammatically correct, and sometimes they even do not answer anything.

3.1.2. Part 2: Prompt card activity

Table 4 Descriptive statistics: Pre-test

<u>Group</u>	<u>N</u>	<u>Mean</u>	<u>St.Dev.</u>	<u>SE.Mean</u>
Control	33	1,238	0,345	0,035
Experimental	35	1,36	0,48	0,5

Source: Banda, 2023

Table 5 Descriptive statistics Test

Null hypothesis		$H_0: \mu_1 - \mu_2 = 0$
Alt. hypothesis		$H_1: \mu_1 - \mu_2 \neq 0$
<u>T-value</u>	<u>DF</u>	<u>p-value</u>
-0,47	68	0,137

Source: Banda, 2023

Figure 5. Pre-test Results part 2

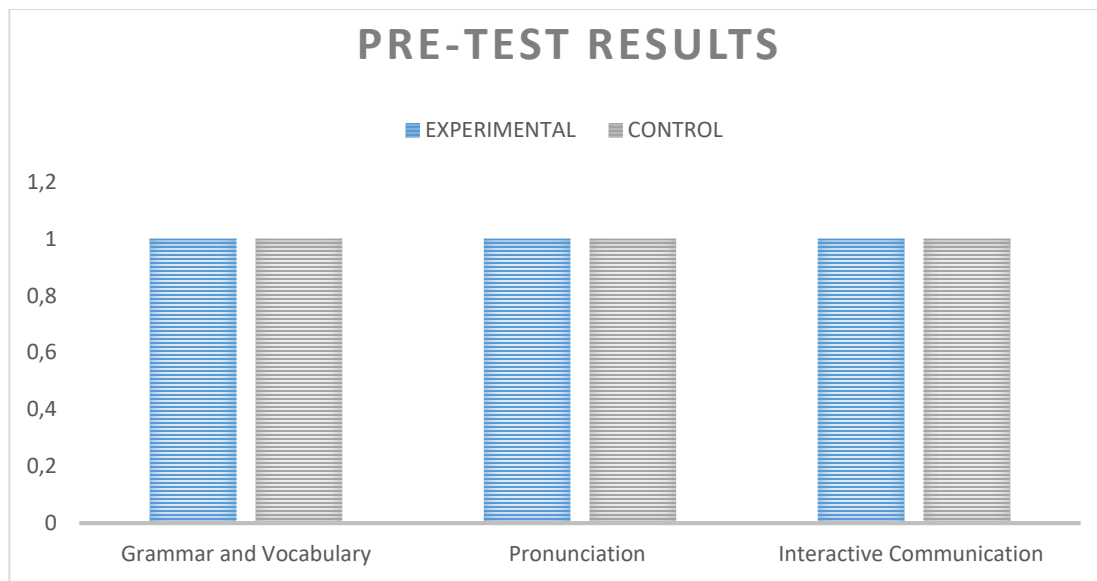


Figure 5 Presents the results obtained after the pre-test between the control and experimental groups.

Source: Banda, 2023

Analysis and Interpretation

The descriptive statistics for the pre-test are shown in Table 4, where the experimental group, which includes 33 students, obtains a mean of 1,238, a standard deviation is 0,345 and a standard error mean is 0,035 rather while the experimental group with 35 students get 1,36 in mean,0,48 of deviation standard, and 0,5 of standard error mean. Table 5 shows the p-value of 0,137 exceeds the reference of 0.05, confirming the null hypothesis. The graphic reflects the difference between the groups' results.

The result of the p-value (0,137) confirms the null hypothesis, the control, and experimental groups got band 1, which indicates that both groups reached a low band. Because they are facing the same environmental learning, reflecting that students cannot speak freely only by following instructions, they find difficulties at the time of initiating a description making grammar and pronunciation mistakes. In part two prompt cards, students feel shy and nervous at the moment to ask and answer the

questions in the cards, they request to repeat one more time to understand and they doubt to answer them, showing little interest and knowledge in the subject.

3.2. Posttest results

3.2.1. Part 1: Questions and answers

Table 6 Descriptive statistics: Post Test

<u>Group</u>	<u>N</u>	Mean	<u>St.Dev.</u>	<u>SE.Mean</u>
Control	33	3,23	0,71	0,8
Experimental	35	4,039	0,374	0,051

Source: Banda, 2023

Table 7 Descriptive Statistics Test

Null hypothesis		$H_0: \mu_1 - \mu_2 = 0$
Alt. hypothesis		$H_1: \mu_1 - \mu_2 \neq 0$
<u>T-value</u>	<u>DF</u>	<u>p-value</u>
-4,11	153	0,000

Source: Banda, 2023

Figure 6. Post-Test Results

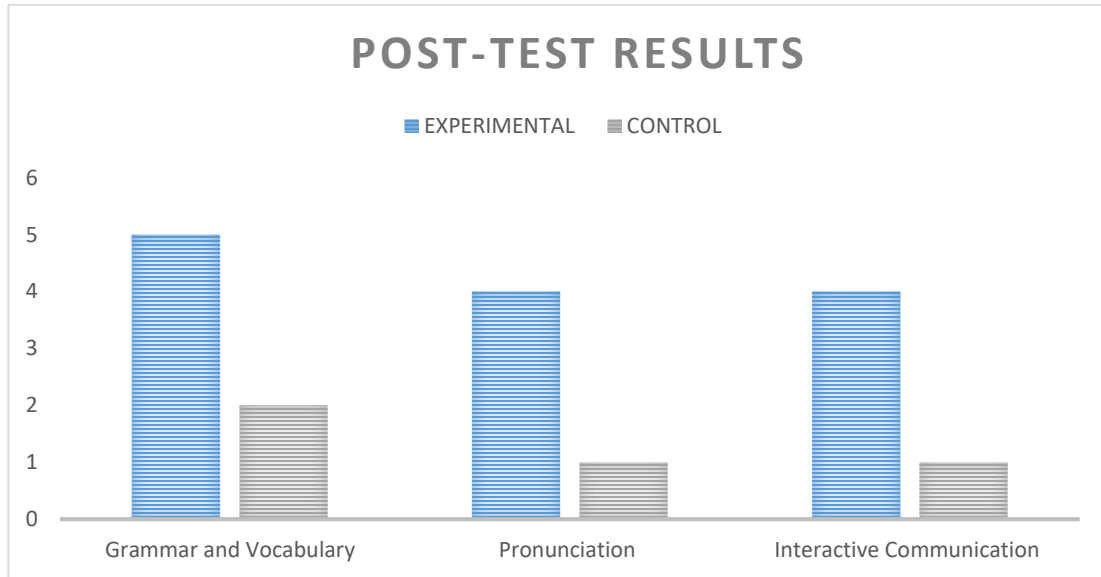


Figure 6 Presents the results obtained after the post-test between the control and experimental groups.

Source: Banda, 2023

Analysis and Interpretation

Table 6 represents the descriptive statistics of the post-test in which the control group of 33 students which obtain a score that results in a mean 3,23, the standard deviation is 0,71 and a standard error mean is 0,8 instead of the experimental group with 35 students getting 4,039 mean, 0,374 of deviation standard, and 0,051 of standard error mean. In table 7 post-test, the p-value of zero indicates that the null hypothesis should be rejected and the alternative accepted. By accepting that the difference is statistically significant, the relative variation formula was applied, giving a value of 25,04%

$$Var_{Challenge} = \frac{4,039 - 3,23}{3,23} \cdot 100 = 25,04\%$$

It can be concluded that the use of CLT activities has a positive impact on the performance of the students in the experimental group, obtaining a band 5 in grammar and vocabulary, and band 4 in pronunciation and interactive communication, compared to band 1 of the control group. In short, the activities proposed in the intervention facilitated that students answer questions using correct grammar and vocabulary, proper pronunciation, and performing a free-form interactive pronunciation (see appendix 6 pag 94).

3.2.2. Part 2: Prompt card activity

Table 8 Descriptive statistics: Post Test

<u>Group</u>	<u>N</u>	Mean	<u>St.Dev.</u>	<u>SE.Mean</u>
Control	33	4,19	0,91	0,9
Experimental	35	5,017	0,465	0,063

Source: Banda, 2023

Table 9 Descriptive Statistics Test

Null hypothesis	$H_0: \mu_1 - \mu_2 = 0$	
Alt. hypothesis	$H_1: \mu_1 - \mu_2 \neq 0$	
<u>T-value</u>	<u>DF</u>	<u>p-value</u>
--6,25	171	0,000

Source: Banda, 2023

Figure 7. Post-Test Results

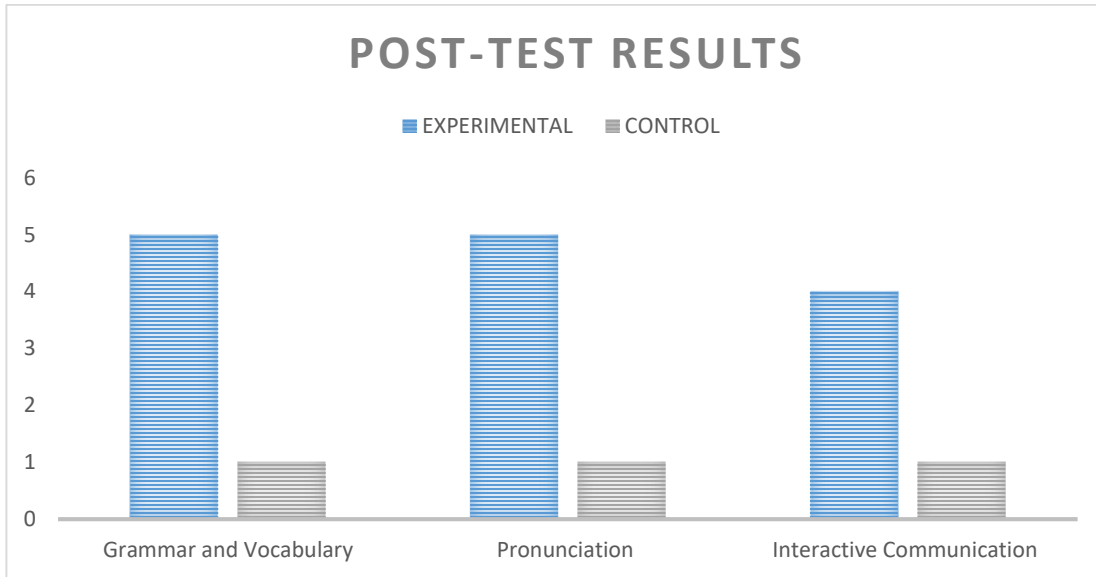


Figure 7 presents the results obtained after the posttest between the control and experimental groups. Source: Banda, 2023

Analysis and Interpretation

Table 8 prompt card activity represents the descriptive statistics of the post-test in which the control group of 33 students has a mean of 4,19, a standard deviation is 0,91 and a standard error mean is 0,9 rather while the experimental group of 35 students got a mean of 5,017, 0,465 of deviation standard, and 0,063 of standard error mean. In the case of Part 2: Prompt card activity the p-value indicates that the null hypothesis should be rejected and the alternative one accepted. By verifying that the difference is statistically significant, the relative variation formula was applied, giving a value of 19,73.

$$Var_{Challenge} = \frac{5,017 - 4,19}{4,19} \cdot 100 = 19,73\%$$

It can be noticed that the use of CLT activities increased the average band in part 2 of the posttest, the experimental group get band 5 in pronunciation and grammar, and vocabulary but they continue facing problems in interactive communication reaching band 4, the control group continues in band 1, showing that the implementation of the guides helps students to get over problems in grammar, vocabulary, and pronunciation now they can articulate words in a better way. (see appendix 6 pag. 94)

3.3. Pretest and posttest comparison

Summarizing the results of the research to obtain an overview of the effect of the use of CLT activities, the following figure is presented to compare the results obtained by the studied groups (control and experimental) and their changes based on the pre and post-test results.

Figure 8. Post-Test-Comparison

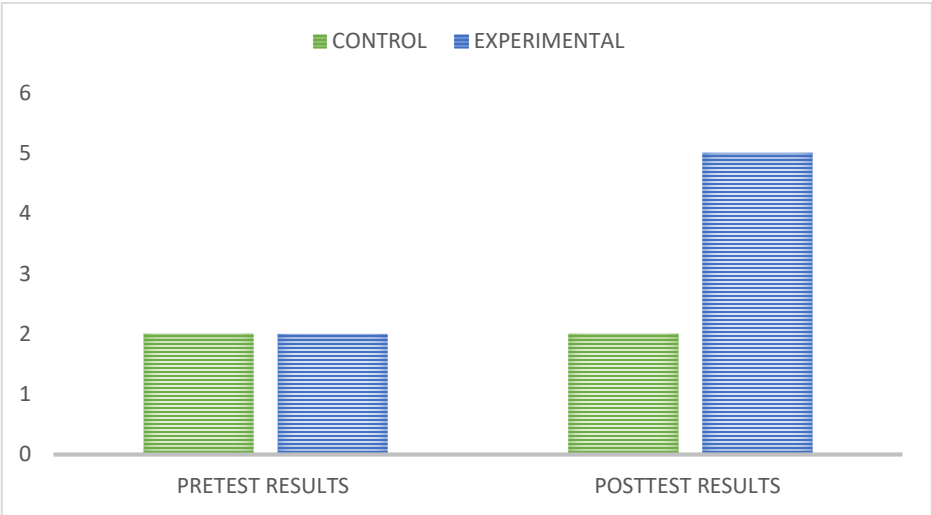


Figure 8 Presents the comparison between the pretest and the posttest general results
Source: Banda, 2023

Analysis and Interpretation

It can be seen that, before the application of CLT activities (pre-test bars), there is no significant difference between the groups, visually confirming what was determined and analyzed in section 3.1.

The posttest results (posttest bars), which show that the experimental group moved to band 5 while the control group remained in band 2, clearly show that the use of CLT activities in the guides helps students' performance in speaking skills by raising their levels of grammar and vocabulary, pronunciation, and interactive communication, which are the indicators to be evaluated.

Final result

With a confidence level of 95%, a significance level of 0.05, and 22.4 average, a bilateral significance value of 0.000 has been obtained. Based on the statistical criteria of the T student test for this study, it is considered to accept the alternative hypothesis. The use of communicative language teaching improves speaking skill in first-year high school students of the Marco Aurelio Subia-Batalla de Panupali Educational Institution. This is because the bilateral singularity value or "P-value" is 0.000 less than $\alpha = 0.005$.

3.4 Discussion

The findings demonstrate the value of the CLT approach for enhancing speaking abilities in English language learning.; such is the case that the theory exposed in Littlewood (2008) describes that CLT encourages educators to think beyond the frameworks and consider various facets of communication. Furthermore, teachers can more accurately adapt the curriculum to the communication needs that students confront on a daily basis by employing this strategy. A study by Crespillo (2012) indicates that CLT arranges round tables, debates, and seminars in which an is discussed, a topic is chosen and the participating students explain their points of view and in this way contribute to the development of their speaking abilities. In such a manner that has been noted that the average student score in bands 4-5 is regarded acceptable. Additionally, it was possible to determine that 19.75% of the students achieved an excellent level in part 2 of the prompt card activity in all the aforementioned indicators, and 25.04% of the students achieved an excellent level in part 1 of the Posttest- Questions and Answers in the evaluated indicators (Grammar and Vocabulary, Pronunciation, Interactive Communication).

On the other hand, when carrying out the contrast of the alternative and null hypothesis, by calculating T-student, using the SPSS statistical software, an approximate value of 0.00 was obtained with an average degree of freedom of 22.4 and a confidence level of 95. % indicates that the variables have a moderate to a high positive correlation. Likewise, an average level of significance $p = 0.001 < 0.05$ was obtained; according to the theory, it can be indicated, the correlation is significant. Variables that approximate a linear association.

Thus, according to the verification of the hypothesis and the results, it can be stated that: The use of the communicative language teaching approach improves speaking skills in first-year high school students of the Marco Aurelio Subia-Batalla de Panupali Educational Institution.

Giving a clear idea that while there is a more adequate and repetitive practice of CLT activities, the greater the progress will be of the students in acquiring a second language since the use of the same improves communication skills. This is how Abe (2013) mentions that the use of CLT in class improves the learning of the English language in its entire environment, enclosing all its skills without focusing on just one.

CONCLUSIONS

- A pre-test was applied before the intervention as well as a post-test was used after the intervention, both with the purpose of measuring the participants' speaking abilities before and after the intervention, with the indicators of Grammar, Vocabulary, Pronunciation, and Interactive Communication. Therefore, the differences between the two tests' results led to obtaining the statistical criteria of the T Student Test applied for this study which shows that the alternative hypothesis is accepted because it provides evidence of speaking skills improvement. This demonstrates how directly communicative teaching methodology benefits the results of CLT activities.
- With the use of CLT activities based on guides containing activities such as: *find the differences, storytelling, debate club, oral presentation and theater*. It was clear that the development of oral skills was visible, the students in the pretest obtained band 1 in two of the indicators evaluated (pronunciation and interactive communication) but while the intervention was developed, the students increase their vocabulary, used correct grammar, improve their pronunciation and their interactivity at the time to speak was better, as evidenced by the experimental group's achievement of bands 5 and 4 in the examined indicators in the post-test result. This demonstrates clearly how the guides' inclusion of CLT activities enhances students' oral skills performance.

RECOMMENDATIONS

- It is recommended to encourage researchers focused on education or related to the topic proposed in this work, not only to be used in speaking skills but to develop skills that arise from the Communicative Teaching of Language to students, being that, the research developed is a reference and starting point for educational and integral development by the type of teaching-learning that proposes an input in an interactive way that consolidates the immediate help of the development of active speaking skills, stimulation of creativity and collaborative motivation in response to problems in speaking abilities that are raised either in virtual or face-to-face classes.
- Based on the obtained results, it was clear that the CLT strategy had a positive effect because it facilitated that students answered questions using correct grammar and vocabulary, proper pronunciation, and performing a free-form interactive pronunciation. Thus, it is advised to extend the implementation time of intervention to obtain better results, since the more experience and use of CLT activities the better speaking skills will be developed in group and individual techniques such as forums, presentations, seminars, debates, and focus groups, among others.

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APPENDICES

Appendix 1. Authorization for carrying out the research

Tanicuchí, 18 de febrero 2022

MSc.

Susana Caicedo

Rectora de la Unidad Educativa “MARCO AURELIO SUBIA MARTINEZ_BATALLA DE PANUPALI”

Presente. –

De mi consideración:

Yo, Carmen Gabriela Banda Muñoz, con cédula de ciudadanía N° **0503720583** en calidad de estudiante del Programa de Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, paralelo Único, Cohorte 2021, de la Universidad Técnica de Cotopaxi, me dirijo a usted para solicitarle me permita desarrollar mi trabajo de titulación, **“Communicative language teaching to improve speaking skill”**, con los estudiantes de primero de bachillerato, así como también la aplicación de la pre prueba, post prueba y guía metodológica.

Por la favorable respuesta a mi pedido anticipo mi profundo agradecimiento.

Cordialmente,





Cambridge
Key English Test
5

WITH ANSWERS

*Examination papers from
University of Cambridge
ESOL Examinations*

A guide to KET

The KET examination is part of a group of examinations developed by Cambridge ESOL called the Cambridge Main Suite. The Main Suite consists of five examinations which have similar characteristics but are designed for different levels of English language ability. Within the five levels, KET is at Level A2 (Waystage) in the *Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. It has been accredited in the UK as an Entry Level 2 ESOL certificate in the National Qualifications Framework.

Examination	Council of Europe Framework Level	UK National Qualifications Framework Level
CPE Certificate of Proficiency in English	C2	3
CAE Certificate in Advanced English	C1	2
FCE First Certificate in English	B2	1
PET Preliminary English Test	B1	Entry 3
KET Key English Test	A2	Entry 2

KET is a popular exam with candidates who are learning English out of personal interest and for those who are studying for employment reasons. It is also useful preparation for higher level exams, such as PET (Preliminary English Test) and other Cambridge ESOL examinations.

KET is an excellent first step, helping you to build your confidence in English and measure your progress. If you can deal with everyday basic written and spoken communication (for example: read simple articles, understand signs and notices, write simple notes and emails), then this is the exam for you.

There are two versions of KET available: KET and KET for Schools. KET for Schools was introduced to meet the needs of the increasing number of younger candidates taking KET. Both KET and KET for Schools follow exactly the same format and the task types, testing focuses and level of the question papers are identical. The only difference in the two versions of the exams is that the content and treatment of topics in KET for Schools are particularly targeted at the interests and experience of younger people.

Part 2 3 – 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered the questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, there is some information about a skateboarding competition. Candidate B, you don't know anything about the skateboarding competition, so ask A some questions about it. Now B, ask A your questions about the skateboarding competition and A, you answer them.

Candidate A – your answers

Skateboarding Competition
for anyone 11 – 15 years old


at
Green Park
20 June



1st prize
New Skateboard
visit www.citynews.com for more
information

Candidate B – your questions

Skateboarding Competition



- where ?
- for children ?
- date ?
- website ?
- what / win ?

There is a variety of acceptable questions which may be produced using this material. For example:

Where is the competition?
Is the competition for children?
What date is it?
Is there a website address?
What can you win?

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a theatre school.

Candidate B, here is some information about a theatre school.
Candidate A, you don't know anything about the theatre school, so ask B some questions about it. Now A, ask B your questions about the theatre school and B, you answer them.

Candidate B – your answers

"Lenny Grade"



Theatre School
22 High Street

We'll teach you to act, sing and dance!


Classes 3 to 5 p.m. Every Saturday

Fee: £35 a month

Visit: www.theatre.com

Candidate A – your questions

Theatre school



- ◆ name / school ?
- ◆ what / learn ?
- ◆ when / classes ?
- ◆ cost ?
- ◆ address ?

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Questions and answers: Part 1

1. What's your name?
2. How do you spell your name?
3. What's your surname?
4. How do you spell it?
5. Where do you come from?
6. What do you like to do with your family?
7. What type of family do you have?

8. What is your favorite Ecuadorian myth?
9. What do you think about a blended family?
10. What do you think about extended family?

Speaking cards Part 2

FAMILY


What do you and your family members like to do together?
How often do you do such activities?



© 2019 © Maria's ESL Classroom

FAMILY

Do you live in a nuclear or an extended family?
What are the advantages and disadvantages of these types of family?



© 2019 © Maria's ESL Classroom

FAMILY

Who do you get along better with,
your mother or your father?

Why do you think that is the
case?

How is your relationship with your
siblings?



2019 © Nina's ESL Classroom

FAMILY

Are friends more important than
family or vice versa?

Why do you think so?



2019 © Nina's ESL Classroom

FAMILY

Who does the household work,
your father or your mother or
both of them?

What chores do you do and how
often?



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FAMILY

What are the occupations of your family members?
Do they like their jobs?
Would you do the same profession?



2019 © Nancy ESL Classroom

FAMILY

How did you get your name?
Who are you named after?
Do you like your name?



2019 © Nancy ESL Classroom

FAMILY

What's the best thing about your mom?
What's the best thing about your dad?
How about your siblings?



2019 © Nancy ESL Classroom

Appendix 3. Research Proposal

CLT methodology proposes to immerse in the language of the second language to be taught, the guides, which were carried out around in the class, in this case, will focus on the development of speaking skills. In the following table, the classification of what is intended to be achieved from the CLT methodology in the first-year classroom (A2) was made. The activities were proposed in three parts using different techniques (find the differences, storytelling, debating club, oral presentation, theater), the introduction where the teacher leads the moment makes a presentation of the topic, and performs an activity. The development is the moment in which teacher and student work together to appropriate the language and the topic raised. And finally, the practice will be carried out, which is the moment in which the evaluation activities that show that the student has learned become evident.

Justification

The proposed proposal consists of the implementation of guides that consist of the combination of text, either support or dialogues, and techniques based on CLT to obtain a better development of speaking skills. In this order of ideas, the techniques are conceived as a pedagogical resource in the English class and it is a valid form of literature capable of directing its content beyond simple entertainment activities. This means that the interpretive work is immersed and therefore teaching and learning processes can be developed.

On the other hand, it is important to highlight that the use of speaking activities, as a didactic resource, makes the learning of vocabulary and concepts in the subject, taking into account that 1st-year students until now are identifying the learning process through CLT. In addition to the above, an innovative aspect of CLT is that it presents activities through the use of culture. This allows the proposal not only to be limited to the presentation of content but also to practice so that students can internalize and reinforce the learning of each topic.

Description of the proposal

The presentation of the proposal will be specified in more detail, in which the characteristics, themes, and number of sessions, among other aspects, can be appreciated.

In the same way, an objective will be determined in each session (which will be written in each class plan) to specify what is to be achieved at the learning level with the development of each session.

Proposal objective

To enhance speaking skills in students through the application of CLT activities.

Methodological guide

PRESENTATION OF THE SUBJECT UNIT.

QUESTION: What do you know about your family genealogy?

GLOBAL ACHIEVEMENT: Know how family communities are similar and different.

LEVEL: First year.

OBJECTIVES
<ul style="list-style-type: none"> • Investigate students' prior knowledge about what a family genealogy is. • Present what a family genealogy is and what belongs to it. • Help students understand that they can learn a second language. • Help students understand that keeping track of new words is important. • Contribute to the learning of our classmates, working in groups and presenting topics based on what has been learned.
EVALUATION CRITERIA

<ul style="list-style-type: none"> • Understand what Family genealogy is. • Identify who is part of the family genealogy. • Classify the characteristics of the people who are part of the family genealogy. <p>Build vocabulary that allows us to talk about Family genealogy.</p>		
CONTENT	COGNITION	
<ul style="list-style-type: none"> • Introduction to the topic. • What is a family genealogy? • People who are part of a family. • Actions carried out in a family. 	<ul style="list-style-type: none"> • Provide students with opportunities to learn concepts and apply them in different contexts. • Allow students to identify the similarities and differences between each kind of family. • Promote knowledge about the characteristics of a family. • Build and use new vocabulary. • Encourage student curiosity through the creative use of language and questioning. 	
CULTURE		
<ul style="list-style-type: none"> • Identify the members of a family, comparing with them the different types of families that existed. • Raise awareness of the importance of family in developing social awareness. • Understand that you can learn, no matter what language you speak. 		
COMMUNICATION		
LANGUAGE OF LEARNING	LANGUAJE FOR LEARNING	LANGUAGE THROUGH LEARNING
<p>VOCABULARY:</p> <p>Types of families, , adjectives, actions, adverbs...</p>	<ul style="list-style-type: none"> • Challenge each other with questions like What do you know about...? You may tell me something about...? • Classification about 	<ul style="list-style-type: none"> • Distinguish the language needed from the activities carried out. • Withhold language

	<p>characteristics of each type of family and who is part of it.</p> <ul style="list-style-type: none"> • Compare and contrast: the differences and similarities of types of families. • Others: How do you spell this word? What does it mean...? 	<p>from the teacher and student.</p> <ul style="list-style-type: none"> • Make use of the explanations of the pairs. <p>Register, predict, and learn new words.</p>
LEARNING OUTCOMES		
<ul style="list-style-type: none"> • Demonstrate understanding of the concept of family genealogy and what makes it up. • Distinguish the similarities and differences between types of families. • Know about types of families and their functions. • Write descriptive texts about who is part of each type of family. • Classify the given information. • Be able to establish a relationship between the images and the concepts learned. • Interpret visual information. • Use language creatively. • Ask and answer interrogative questions. • Use a record of the new vocabulary learned in class. • Move through exhibits on the appropriate topic. 		

GUIDE 1.

SKILL: SPEAKING.

Activity: Find the differences.

OBJECTIVE: To describe the types of families, using images as support.

TEACHING LEARNING ACTIVITIES	
<p>INTRODUCTION: Students will brainstorm about the different types of families.</p> <p>DEVELOPMENT: Some images will be presented, and through questions as a game, students recognize each picture and give the correct title of the type of family.</p> <p>PRACTICE: Each student member of a group will be able, with the help of the images, to describe the type of family they got.</p>	
INSTRUMENTS TO EVALUATE	
<ul style="list-style-type: none">• The teacher reviews group and individual work.• Peer interaction.• Participation in the proposed activities.• Picture description (language used, use of vocabulary).• Self-assessment	
USE OF LANGUAGE	
<p>LANGUAGE FOR THE TEACHER:</p> <ul style="list-style-type: none">• Let's start.• Let's organize the room.• Let's listen.• Let's recognize the images.• What do you know about...?• You can tell me...?• What do you think of...?• Tell us what happened if ...	<p>LANGUAGE FOR LEARNERS</p> <ul style="list-style-type: none">• I think that...• Can you help me?• I do not know.• What does it mean...?• In the picture.....

RESOURCES
Printed images
SESSIONS
3
NOTES
<ul style="list-style-type: none"> ● Teacher writes the topic on the board (Types of families) ● Teacher divides the class into groups ● Teacher asks students to brainstorm about the topic ● Teacher gives each group some pictures of types of families ● Teacher asks questions to each group about one specific picture. ● Students recognize which picture the teacher is talking about ● Students as groups will choose one picture to describe in front of the class. ● As a final product students choose one member of the group to present the ideas they talked about. <p>Students can make some interventions in Spanish, if they do not know the words in English, the teacher can tell them how to say them so that they can continue the presentation. They can use dictionaries to support vocabulary.</p>

GUIDE 2.

SKILL: SPEAKING

Activity: Oral presentation

OBJECTIVE: To create a presentation using the information got from the reading.

TEACHING LEARNING ACTIVITIES	
<p>INTRODUCTION: The teacher will read to students about “living with an indigenous family”. This reading is done by the teacher a loud in front of the class.</p> <p>DEVELOPMENT: Students take notes of the reading and the vocabulary unknown.</p> <p>PRACTICE: Students share their notes in a group and create a poster to explain “living with an indigenous family”</p>	
INSTRUMENTS TO EVALUATE	
<ul style="list-style-type: none">• The teacher reviews the individual work.• Students will make a list of the characteristics of each community.• Participation in the proposed activities.• Complete the format with the instructions given.• Review of the use of grammar and coherence in writing.•Self-assessment	
USE OF LANGUAGE	
TEACHER’S LANGUAGE : <ul style="list-style-type: none">• Let's start.• Let's organize the room.• Let's listen.• Let's look at this chart.• Let's organize our ideas.	STUDENTS’ LANGUAGE <ul style="list-style-type: none">• He/she is...•I think that...•Can you help me?•I do not know.

<ul style="list-style-type: none"> • What do you know about...? • You can tell me...? • What do you know...? • What do you think of...? • What it's like...? 	<ul style="list-style-type: none"> •What does it mean...?
RESOURCES	
Reading images, pencils, eraser.	
SESSIONS	
6	
NOTES	
<ul style="list-style-type: none"> • Teacher explains the activity to students • Teacher reads two times in front of the class with a loud voice the reading “living with an indigenous family” • Students take notes about the reading. • Teacher divides the class into groups • Students share their notes in the group. • As a final product students create a poster with drawings and words to explain the reading about “living with an indigenous family” • Students in turn present the poster. <p>Students can write words in Spanish and ask how to write them. You can tell how it is written by spelling, so we will reinforce other skills. Individual writing feedback should be given to each child.</p>	

Living with an indigenous family

Reading

Jayson McNamara is an Australian journalist, writer, and a TV production editor who lives in Buenos Aires. He is passionate about travel and history. In his blog he shares his experience living with an indigenous family in Ecuador. He says that South American indigenous communities are very distinct and provides some tips to keep in mind when you live with an indigenous host family in Ecuador.

1. Faith

In Ecuador, many types of mixed religious expressions are possible. They have their roots in both history and nature, with the Spanish having implanted their European religion and the indigenous population having maintained a strong spiritual connection to the land.

2. Pachamama

The Pachamama, otherwise known as Mother Earth and also referred to as Mama Pacha, is an Andean spiritual figure that emerged from ancient Incan society where she was considered the bearer of fertility, as seen in her influence over

the harvests. Throughout the year in Ecuador, spiritual practices in indigenous communities see the Pachamama help with good harvests.

3. Gender

Gender roles are different in indigenous families, especially when it comes to the role of women. Native women have important leadership roles within indigenous families and communities, taking charge of household economics, participating actively in agriculture, and taking on the role of *curanderos*, or spiritual healers.

4. Medicine

In indigenous Ecuador, traditional and natural medicine dominates. They rely on a variety of plants to cure common illnesses. In the culture of Otavalo, for example, people believe that illness is caused by four things: fright, evil wind, evil spirits, or foreign objects.

Adapted from <http://blog.atlolaquito.com/2014/04/04/5-factors-to-keep-in-mind-when-living-with-an-indigenous-family-in-ecuador/>

GUIDE 3.

SKILL: SPEAKING.

Activity: Theater

OBJECTIVE: To perform a theater dramatization based on the reading presented.

TEACHING LEARNING ACTIVITIES	
<p>INTRODUCTION: The teacher and students read in a collaborative way the myth presented.</p> <p>DEVELOPMENT: Work is done in groups and the reading is taken as a basis to choose the characters.</p> <p>PRACTICE: Each student will have a character to represent. The presentation will take place in the classroom.</p>	
INSTRUMENTS TO EVALUATE	
<ul style="list-style-type: none">• The teacher reviews group and individual work.• Peer interaction• Participation in the proposed activities.• Theater Dramatization• Self-assessment	
USE OF LANGUAGE	
<p>TEACHER'S LANGUAGE :</p> <ul style="list-style-type: none">• Let's start.• Let's organize the room.• Let's listen.• Follow the steps.• How do you think it is...?• You can tell me...?• What happened...?• What do you think of...?• Tell us what happened...	<p>STUDENTS' LANGUAGE</p> <ul style="list-style-type: none">• To start... then...• I think that...• Can you help me?• I do not know.• What does it mean...?• You must do the next step...

RESOURCES
Reading.
SESSIONS
6
NOTES
<ul style="list-style-type: none"> ● Teacher gives students the reading. ● Teacher asks students to read using “POPCORN READING” ● Students read according they are called ● In groups students give characters to each one of them ● Students read again and practice the theater presentation ● Students create the script for the presentation ● As a final product in the next class students presents the myth <p>The students can make some interventions in Spanish, if they do not know the words in English, the teacher will support the explanation step by step that the students will expose, in case they get confused. A previous theater dramatization should be done as a review.</p>

Cantuña Myth

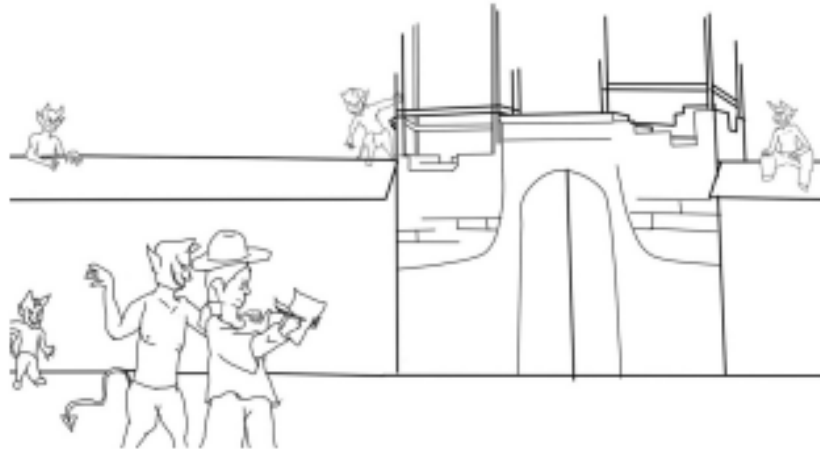
A long time ago, in the capital of Ecuador, Quito, there was an indigenous man well-known for his job as a stonemason named Cantuña. The Franciscan Religious Fathers who lived in the country, looked for him to ask if it was possible for him to build them a Catholic Church in the city.

The wily man Cantuña agreed to build the church and he promised the Franciscans to complete the construction in just six months. After a few days, the indigenous Cantuña went to look for the Franciscans and told them that there was a condition to his building the church, and it was that at the end of the construction, they would give him a large amount of money and the Franciscans agreed with that.

However, the Franciscans thought that it was difficult to build a church in only six months although he would be working with other masons, and in that way the church would not be completed in the agreed time.

Time was running quickly and they were soon in the fourth month but the church was not even 50% completed. Cantuña began to worry about that and convinced his friends to work morning and night to finish, but they did not find the solution.

After the fifth month working day and night, the church was about 60% built and Cantuña began to feel frustrated and disappointed because the church would not be finished, and he would not be paid by the Franciscans. Cantuña could not sleep well, he was angry and constantly shouted at his friends to work harder. The time to finish the church was almost over, without any solution.



On the eve of the night before the agreed day to finish the construction of the church, Cantuña heard a voice calling him, "Cantuña why are you frustrated? Cantuña I can help you if you want. I am here to help you. I know what is happening, I am going to help you to build the church, but in exchange, you must give me your soul."

Cantuña was very afraid and did not really think about how dangerous it would be to have an agreement with Lucifer, but anyways, he said yes to the proposal between him and Lucifer. Cantuña had just one condition that all the stones had to be used in the construction. The devil accepted that condition because he thought it was simple to do.

The Devil's people immediately started working to complete the church and before midnight the church was finished and Lucifer smiled at Cantuña.



Then something strange happened, Cantuña spoke out loudly to Lucifer, "Just a moment! The agreement between us has not been completed, I told you that all the stones had to be used but you did not use them all", and Cantuña removed a stone from his pocket and showed to Lucifer.

Lucifer was furious because he wanted Cantuña's soul and he said "I will be waiting for your soul, I have a lot of time to wait for you." Cantuña was happy because the church was finished within the time agreed upon and the devil did not take his soul. If you go to Quito – Ecuador, you can see a small hole in one of the church walls where any type of stone can be placed into.

GUIDE 4.

SKILL: SPEAKING

Activity: Storytelling

OBJECTIVE: Rearrange parts of the history recognizing the main idea and details.

TEACHING LEARNING ACTIVITIES	
<p>INTRODUCTION: The teacher will explain the activity and present the reading in pieces.</p> <p>DEVELOPMENT: In groups, students underline the main idea of each paragraph and rearrange the history of piñatas reading.</p> <p>PRACTICE: Students in groups choose a partner to read the rearranged reading.</p>	
INSTRUMENTS TO EVALUATE	
<ul style="list-style-type: none">• The teacher reviews the individual work.• Interaction with peers.• Participation in the proposed activities.• Self-assessment	
USE OF LANGUAGE	
<p>TEACHER'S LANGUAGE:</p> <ul style="list-style-type: none">• Let's start.• Let's organize the room.• Let's listen.• This person is...• Let's organize the ideas.• What do you know about...?• You can tell me...?• Where is it located...?• What do you think of...?• Tell us how it is...	<p>STUDENTS' LANGUAGE</p> <ul style="list-style-type: none">• He or she is...• I think that...• Can you help me?• I do not know.• What does it mean...?
RESOURCES	

Annotation lists, Paper, Pencil
SESSIONS
6
NOTES
<ul style="list-style-type: none"> ● Teacher explains the activity to students ● Teacher divides the class into groups ● Teacher gives each group the reading in pieces ● As a group students read the paragraphs and underline the main ideas of each paragraph ● Students read again and underline the details with a different color ● Students rearrange the reading trying to get the correct order. ● As a final result the group choose one person to read the rearranged reading. <p>Students can make some interventions in Spanish, to ensure a better sequence of the reading.</p>

The history of piñatas

Here a short history of piñatas, an emblematic symbol of family traditions in Latin America.

A piñata is a container that is decorated and filled with sweets, toys, or fruit. It is often in the shape of a star, animal, or popular character. The piñata has become a symbol of Mexico and many countries in Latin America. However, it actually has Chinese origins: the explorer Marco Polo brought the Chinese tradition to Europe and it was evangelization that brought the tradition to America. Towards the end of the 1500s, Diego Soria gave Christian masses during the eight days before Christmas, with the intention of spreading the religion to the natives of Mexico. The piñata was a part of this religious mass, often filled with fruits. People would try to break it with a wooden stick, because they were considered free of sin if they were able to break it open. The piñatas were in the shape of a star back then. Piñatas became very popular shortly after that. In the UK, piñatas often take the form of a donkey that is filled with sweets. Some believe this represents a cruel image and that piñatas should take other forms such as different shapes, not animals. In modern times, piñatas are an important part of many children's parties in Latin America.

GUIDE 5.

SKILL: SPEAKING.

Activity: Debate club

OBJECTIVE: To talk with argumentative knowledge about blended family consolidation.

TEACHING LEARNING ACTIVITIES	
<p>INTRODUCTION: The teacher will introduce information about a blended family, and students take notes.</p> <p>DEVELOPMENT: The teacher divided the class into two big groups (against and in favor) Students in groups share notes and create their arguments.</p> <p>PRACTICE: Students take turns presenting their arguments in favor or against.</p>	
INSTRUMENTS TO EVALUATE	
<ul style="list-style-type: none">• The teacher reviews group and individual work.• Students will make a discussion about the topic.• Participation in the proposed activities.• Use the grammatical tense correctly.• Self-evaluation	
USE OF LANGUAGE	
<p>TEACHER'S LANGUAGE:</p> <ul style="list-style-type: none">• Let's start.• Let's organize the room.• Let's listen.• Let's organize the ideas.• Tell us what you do in...	<p>STUDENTS' LANGUAGE</p> <ul style="list-style-type: none">• He/she does...• I think that...• Can you help me?• I do not know.• What does it mean• We are against• We are in favor
RESOURCES	
Notebook	

Pencil
SESSIONS
6
NOTES
<ul style="list-style-type: none"> • Teacher presents the topic by reading students an article about blended families. • Students alone take notes about the reading. • Teacher divides the class into two big groups (one against and one in favor) • Students with their notes take some minutes to clarify ideas • Teacher work as a modulator of the debate • As a final product students take turns to give their opinions and arguments. • One member of the group gives a conclusion of their argumentation. <p>Students can make some interventions in Spanish, if they do not know the words in English, the teacher can tell them how to say them so that they can continue their argumentation. They can use dictionaries to support vocabulary.</p>

Evaluation

To measure progress in each class, the final products of every guide used were evaluated through a rubric made in <https://rubric-maker.com/>

Table 10 Final Product Rubric

	1	2	3	4
Grammatical accuracy	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech

Source: Banda, 20

Appendix 4. Lesson plans



UNIDAD EDUCATIVA MARCO AURELIO SUBIA-BATALLA DE PANUPALI



SCHOOL YEAR:

2021 - 2022

INFOMATIVE DATA:

SCHOOL: UNIDAD EDUCATIVA “MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI”

TEACHER’S NAME: Gabriela Banda

GUIDE: 1

EDUCATION LEVEL: BACCALAUREATE

TOPIC: FAMILIES

COMMUNITY

CLASS: 1st year **PERIODS:** 3 sessions/45minutes


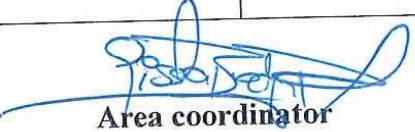
CURRICULAR THREADS: COMMUNICATION AND CULTURAL

AWARENESS

LEARNING OBJECTIVE:

Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.

GUIDE 1	Skills and performance criteria	Indicators for the performance criteria	Teacher proposal	Evaluation instruments
<p><i>Activity: Find the differences</i></p> <p><i>Objective: To describe the types of families, using images as support.</i></p>	<p>EFL 5.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts</p>	<p>Learners can produce well-constructed informational texts by applying the writing process.</p>	<p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<ul style="list-style-type: none"> • The teacher reviews group and individual work. • Peer interaction. • Participation in the proposed activities. • Picture description (language used, use of vocabulary). • Self-assessment

 Teacher DEVELOPED BY			 Area coordinator APPROVED	



UNIDAD EDUCATIVA MARCO AURELIO SUBIA-BATALLA DE PANUPALI



SCHOOL YEAR:

2021 - 2022

INFOMATIVE DATA:

SCHOOL: UNIDAD EDUCATIVA “MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI”

TEACHER’S NAME: Gabriela Banda

GUIDE: 2

EDUCATION LEVEL: BACCALAUREATE

TOPIC: FAMILIES

COMMUNITY

CLASS: 1st year **PERIODS:** 6 sessions/45minutes

CURRICULAR THREADS: COMMUNICATION AND CULTURAL

AWARENESS

LEARNING OBJECTIVE:

Students will understand the most important aspects of life and its diversity, from the study of its origin, challenges and commitment to maintain sustainable environments that ensure comprehensive health and the continuity of life in its different forms.

GUIDE 2	Skills and performance criteria	Indicators for the performance criteria	Teacher proposal	Evaluation instruments
<p><i>Activity: Oral presentation</i></p> <p><i>Objective: To create a presentation using the information got from the reading.</i></p>	<ul style="list-style-type: none"> • EFL 5.2.6 Use new words and expressions which occur in conversations in the personal and educational domains and make use of such terms and expressions wherever appropriate and necessary. • EFL 5.3.2. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: 	<ul style="list-style-type: none"> • Learners can communicate clearly and effectively by using new words and expressions wherever appropriate and necessary. • Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text 	<p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p>The teacher reviews the individual work.</p> <ul style="list-style-type: none"> • Students will make a list of characteristics of each community. • Participation in the proposed activities. • Complete the format with the instructions given. • Review of the use of grammar and coherence in writing. •Self-assessment

	skimming, scanning, previewing, reading for main ideas and details,			
--	---	--	--	--



Teacher

DEVELOPED BY



Area coordinator

APPROVED

SCHOOL YEAR:

2021 - 2022

INFOMATIVE DATA:

SCHOOL: UNIDAD EDUCATIVA “MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI”

TEACHER’S NAME: Gabriela Banda

GUIDE: 3

EDUCATION LEVEL: BACCALAUREATE

TOPIC: FAMILIES

COMMUNITY

CLASS: 1st year **PERIODS:** 6 sessions/45minutes

CURRICULAR THREADS: COMMUNICATION AND CULTURAL

AWARENESS

LEARNING OBJECTIVE:

Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through CLT playground games, and songs and chants.

GUIDE 3	Skills and performance criteria	Indicators for the performance criteria	Teacher proposal	Evaluation instruments

<p>Activity: <i>Theater</i></p> <p>Objective: <i>To perform a theater dramatization based on the reading presented.</i></p>	<ul style="list-style-type: none"> • Learners can demonstrate and understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J3) • Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, 	<p>Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text</p>	<p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<ul style="list-style-type: none"> • The teacher reviews group and individual work. • Peer interaction • Participation in the proposed activities. • Theater Dramatization • Self –assessment
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	<p>news reports, etc.) literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) 61 EFL 5.5.5. Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or Heard</p>			
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Teacher

DEVELOPED BY



Area coordinator

APPROVED



UNIDAD EDUCATIVA MARCO AURELIO SUBIA-BATALLA DE PANUPALI



SCHOOL YEAR:

2021 - 2022

INFOMATIVE DATA:

SCHOOL: UNIDAD EDUCATIVA “MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI”

TEACHER’S NAME: Gabriela Banda

GUIDE: 4

EDUCATION LEVEL: BACCALAUREATE

TOPIC: FAMILIES

COMMUNITY

CLASS: 1st year **PERIODS:** 6 sessions/45minutes

CURRICULAR THREADS: COMMUNICATION AND CULTURAL

AWARENESS

LEARNING OBJECTIVE:

Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities

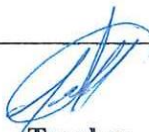

GUIDE 4

**Skills and performance
criteria**

**Indicators for the performance
criteria**

Teacher proposal

**Evaluation
instruments**

<p><i>Activity: Storytelling</i></p> <p><i>Objective: Rearrange parts of the history recognizing the main idea and details.</i></p>	<ul style="list-style-type: none"> • Deal with practical, everyday communication demands within familiar and social contexts, effectively and without undue effort. 	<ul style="list-style-type: none"> • Learners can demonstrate and convey different levels of meaning in texts, interpreting implicit and explicit messages and responding in a variety of ways. • Learners can deal with practical, everyday communication demands in familiar and social contexts when given sufficient support 	<p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<ul style="list-style-type: none"> • The teacher reviews the individual work. • Interaction with peers. • Participation in the proposed activities. • Self-assessment
<p> Teacher</p> <p>DEVELOPED BY</p>		<p> Area coordinator</p> <p>APPROVED</p>		



UNIDAD EDUCATIVA MARCO AURELIO SUBIA-BATALLA DE PANUPALI



SCHOOL YEAR:

2021 - 2022

INFOMATIVE DATA:

SCHOOL: UNIDAD EDUCATIVA “MARCO AURELIO SUBÍA MARTÍNEZ - BATALLA DE PANUPALI”

TEACHER’S NAME: Gabriela Banda

GUIDE: 5

EDUCATION LEVEL: BACCALAUREATE

TOPIC: FAMILIES

COMMUNITY

CLASS: 1st year **PERIODS:** 6 sessions/45minutes



CURRICULAR THREADS: COMMUNICATION AND CULTURAL

AWARENESS

LEARNING OBJECTIVE:

Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language

GUIDE 5	Skills and performance criteria	Indicators for the performance criteria	Teacher proposal	Evaluation instruments
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<p><i>Activity: Debate club</i></p> <p><i>Objective: To talk with argumentative knowledge about blended family consolidation</i></p>	<ul style="list-style-type: none"> EFL 5.5.2. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) 	<ul style="list-style-type: none"> Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar topics Learners can demonstrate and convey different levels of meaning in literary texts, interpreting implicit and explicit messages and responding in a variety of ways 	<p>O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p>The teacher reviews group and individual work.</p> <ul style="list-style-type: none"> Students will make discussion about the topic. Participation in the proposed activities. Use the grammatical tense correctly. Self-evaluation
<p> Teacher</p> <p>DEVELOPED BY</p>		<p> Area coordinator</p> <p>APPROVED</p>		

Appendix 5. Experimentation results

2	GRAMMATICAL ACCURACY				PRONUNCIATION				FLUENCY				GRAMMATICAL ACCURACY				PRONUNCIATION				FLUENCY				GRAMMATICAL ACCUR		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
3	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker	Does not flow	Frequent pauses	Occasional pauses	Natural patterned speech	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker	Does not flow	Frequent pauses	Occasional pauses	Natural patterned speech	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning
4																											
5	STUDEENT 1	X			X				X				X				X					X			X		
6	STUDEENT 2	X			X				X			X				X					X			X			
7	STUDEENT 3	X			X				X				X				X				X			X			
8	STUDEENT 4	X				X				X			X				X				X				X		
9	STUDEENT 5	X			X				X				X				X				X			X			
10	STUDEENT 6		X		X				X				X				X				X				X		
11	STUDEENT 7	X			X				X			X				X					X			X			
12	STUDEENT 8	X			X				X				X				X				X			X			
13	STUDEENT 9	X			X				X				X				X				X			X			
14	STUDEENT 10		X		X				X			X				X					X			X			
15	STUDEENT 11		X			X				X			X				X				X				X		
16	STUDEENT 12	X			X				X				X				X				X			X			
17	STUDEENT 13	X			X				X				X				X				X			X			
18	STUDEENT 14	X			X				X			X				X					X			X			
19	STUDEENT 15	X			X				X				X				X				X			X			
20	STUDEENT 16		X		X				X			X				X					X			X			
21	STUDEENT 17	X			X				X				X				X				X			X			
22	STUDEENT 18	X			X				X			X				X					X			X			
23	STUDEENT 19		X			X			X				X				X				X			X			
24	STUDEENT 20	X			X				X			X				X					X			X			
25	STUDEENT 21		X		X				X				X				X				X			X			
26	STUDEENT 22	X			X				X			X				X					X			X			
27	STUDEENT 23	X			X				X				X				X				X			X			
28	STUDEENT 24	X			X				X			X				X					X			X			
29	STUDEENT 25	X			X				X			X				X					X			X			
30	STUDEENT 26		X		X				X				X				X				X			X			
31	STUDEENT 27	X			X				X			X				X					X			X			
32	STUDEENT 28	X			X				X			X				X					X			X			
33	STUDEENT 29	X			X				X			X				X					X			X			
34	STUDEENT 30		X			X				X			X				X				X			X			
35	STUDEENT 31	X			X				X				X				X				X			X			
36	STUDEENT 32	X			X				X				X				X				X			X			
37	STUDEENT 33		X		X				X			X				X					X			X			
38	STUDEENT 34	X			X				X			X				X					X			X			
39	STUDEENT 35	X			X				X			X				X					X			X			
40	TOTAL	26	9			31	4			33	2		18	17			31	4			4	31				28	
44																											

Appendix 6. Pre-test result

1	GRAMMAR AND VOCABULARY			PRONUNCIATION			INTERACTIVE COMMUNICATION		
	(5-4)	(3-2)	(1-0)	(5-4)	(3-2)	(1-0)	(5-4)	(3-2)	(1-0)
2	Show a good degree of control of simple grammatical forms-Use a range of appropriate vocabulary when talking about everyday situations	Show sufficient control of simple grammatical forms-Use appropriate vocabulary to talk about everyday	Show only limited control of few grammatical forms-Use a vocabulary of isolated words and phrases	Is mostly intelligible, and has some control of phonological features at both utterance and word levels	Is mostly intelligible, despite limited control of phonological	Has very limited control of phonological features and is often unintelligible	Maintains simple exchanges- requires very little prompting and support	Maintains simple exchanges, despite some difficulty- requires prompting and support	Has considerable difficulty maintaining simple exchanges- Requires additional prompting and support
3									
4	STUDEEDENT 1		X			X			X
5	STUDEEDENT 2		X			X			X
6	STUDEEDENT 3		X			X			X
7	STUDEEDENT 4		X		X			X	
8	STUDEEDENT 5		X			X			X
9	STUDEEDENT 6	X				X			X
10	STUDEEDENT 7		X			X			X
11	STUDEEDENT 8		X			X			X
12	STUDEEDENT 9		X			X			X
13	STUDEEDENT 10	X				X			X
14	STUDEEDENT 11	X			X			X	
15	STUDEEDENT 12		X			X			X
16	STUDEEDENT 13		X			X			X
17	STUDEEDENT 14		X			X			X
18	STUDEEDENT 15		X			X			X
19	STUDEEDENT 16	X				X			X
20	STUDEEDENT 17		X			X			X
21	STUDEEDENT 18		X			X			X
22	STUDEEDENT 19	X			X				X
23	STUDEEDENT 20		X			X			X
24	STUDEEDENT 21	X				X			X
25	STUDEEDENT 22		X			X			X
26	STUDEEDENT 23		X			X			X
27	STUDEEDENT 24		X			X			X
28	STUDEEDENT 25		X			X			X
29	STUDEEDENT 26	X				X			X
30	STUDEEDENT 27		X			X			X
31	STUDEEDENT 28		X			X			X
32	STUDEEDENT 29		X			X			X
33	STUDEEDENT 30	X			X				X
34	STUDEEDENT 31		X			X			X
35	STUDEEDENT 32		X			X			X
36	STUDEEDENT 33	X				X			X
37	STUDEEDENT 34		X			X			X
38	STUDEEDENT 35		X			X			X
39									

Appendix 7. Post-test results

1	GRAMMAR AND VOCABULARY			PRONUNCIATION			INTERACTIVE COMMUNICATION		
	(5-4)	(3-2)	(1-0)	(5-4)	(3-2)	(1-0)	(5-4)	(3-2)	(1-0)
2	Show a good degree of control of simple grammatical forms-Use a range of appropriate vocabulary when talking about everyday situations	Show sufficient control of simple grammatical forms-Use appropriate vocabulary to talk about everyday situations	Show only limited control of few grammatical forms-Use a vocabulary of isolated words and phrases	Is mostly intelligible, and has some control of phonological features at both utterance and word levels	Is mostly intelligible, despite limited control of phonological features	Has very limited control of phonological features and is often unintelligible	Maintains simple exchanges-requires very little prompting and support	Maintains simple exchanges, despite some difficulty-requires prompting and support	Has considerable difficulty maintaining simple exchanges-Requires additional prompting and support
3									
4	STUDEEDENT 1	X		X			X		
5	STUDEEDENT 2	X		X			X		
6	STUDEEDENT 3	X		X			X		
7	STUDEEDENT 4	X			X		X		
8	STUDEEDENT 5	X		X			X		
9	STUDEEDENT 6		X	X			X		
0	STUDEEDENT 7	X		X			X		
1	STUDEEDENT 8	X		X					
2	STUDEEDENT 9	X		X			X		
3	STUDEEDENT 10	X		X			X		
4	STUDEEDENT 11		X	X				X	
5	STUDEEDENT 12	X		X			X		
6	STUDEEDENT 13	X		X			X		
7	STUDEEDENT 14	X		X			X		
8	STUDEEDENT 15	X		X			X		
9	STUDEEDENT 16	X		X			X		
0	STUDEEDENT 17	X		X			X		
1	STUDEEDENT 18	X		X			X		
2	STUDEEDENT 19		X		X		X		
3	STUDEEDENT 20	X		X			X		
4	STUDEEDENT 21		X	X			X		
5	STUDEEDENT 22	X		X			X		
6	STUDEEDENT 23	X		X			X		
7	STUDEEDENT 24	X		X			X		
8	STUDEEDENT 25	X		X			X		
9	STUDEEDENT 26		X	X			X		
0	STUDEEDENT 27	X		X			X		
1	STUDEEDENT 28	X		X			X		
2	STUDEEDENT 29	X		X			X		
3	STUDEEDENT 30	X			X				
4	STUDEEDENT 31	X		X			X		
5	STUDEEDENT 32	X		X			X		
6	STUDEEDENT 33	X		X			X		
7	STUDEEDENT 34	X		X			X		
8	STUDEEDENT 35	X		X			X		
9									

Appendix 8. Intervention

