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Activity – Based Learning Approach to develop the Oral Communicative Competence in Primary School Students

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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APROBACIÓN DEL TUTOR

En mi calidad de Tutor del Trabajo de Titulación **"ACTIVITY – BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS"** presentado por Sarabia Tapia Vilma Raquel, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

CERTIFICO

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.

Latacunga, octubre, 02, 2023

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El trabajo de Titulación: **"ACTIVITY – BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS"**, ha sido revisado, aprobado y autorizada su impresión y empastado, previo a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera; el presente trabajo reúne los requisitos de fondo y forma para que el estudiante pueda presentarse a la exposición y defensa.

Latacunga, octubre, 24, 2023

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DEDICATORIA

Para mi hijo, Iván Andrés, sin cuyo apoyo, motivación y amor esta investigación aún podría estar inconclusa.

Con amor,

IAC

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A Dios, por guiarme en el camino y fortalecerme espiritualmente, a mi hijo que es mi fuente de inspiración infinita y mi apoyo incondicional, a la Universidad Técnica de Cotopaxi y a mis queridos docentes que estuvieron presentes en la realización de esta meta, de este sueño que es tan importante para mí, agradecer todas sus ayudas, sus palabras motivadoras, sus conocimientos, sus consejos y su dedicación, a mi tutora de tesis, quien con su conocimiento y su guía fue una pieza clave para el desarrollo y culminación de este trabajo de investigación. A mis compañeros, quienes a través del tiempo fuimos fortaleciendo una gran amistad, a mi familia, que quienes con sus consejos fueron el motor de arranque y mi constante motivación, muchas gracias por su paciencia y comprensión, y sobre todo por su amor.

¡Muchas gracias por todo!

Raquel Sarabia

RESPONSABILIDAD DE AUTORÍA

Quien suscribe, declara que asume la autoría de los contenidos y los resultadosobtenidos en el presente Trabajo de Titulación.

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Presidente del tribunal

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Título: ACTIVITY – BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS.

Autor: Vilma Raquel Sarabia Tapia Lic.
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RESUMEN

A pesar de que muchos estudiantes comienzan a aprender inglés a una edad muy temprana edad, todavía se enfrentan a muchos problemas en el uso de la lengua de forma oral. Una forma de abordar este problema es introducir metodologías didácticas para motivar a los estudiantes a hablar inglés durante sus clases. Los tres propósitos principales de este estudio son: comprender el impacto y las características del uso del enfoque de aprendizaje basado en actividades en el desarrollo de la competencia comunicativa oral, examinar el desarrollo de la competencia comunicativa oral de los alumnos de 4º de Primaria después de la implementación de estrategias de aprendizaje basado en actividades, y evaluar las percepciones de los alumnos hacia el proceso de aprendizaje del inglés antes y después de usar el aprendizaje basado en actividades. En la investigación participaron 34 estudiantes de 4º de Primaria de un colegio público de Latacunga - Ecuador. En primer lugar, se realizó una encuesta para conocer las percepciones de los estudiantes sobre el proceso de Enseñanza aprendizaje antes del tratamiento ABL. Los participantes realizaron un pretest para determinar sus habilidades en el uso del idioma inglés de manera oral, se aplicaron tres diferentes actividades de habla utilizando la metodología ABL. Luego se realizó un postest para determinar en qué medida los estudiantes habían mejorado sus habilidades para hablar. A los participantes se les enseñó una vez por semana en una clase de inglés que duró 80 minutos. El estudio se llevó a cabo durante períodos de nueve semanas. Los resultados confirmaron una diferencia significativa entre las puntuaciones de los estudiantes en la prueba previa y posterior que se mostró en datos cuantitativos. Al final, se realizó una encuesta posterior al tratamiento para conocer la percepción de los estudiantes hacia el uso de ABL, el hallazgo mostró que la mayoría de los participantes tenían actitudes positivas hacia el uso de ABL en las clases de inglés, además, los estudiantes eran menos indecisos y más relajados mientras aprendían inglés a través de actividades.

PALABRAS CLAVE: Aprendizaje basado en actividades, Competencia comunicativa, enseñanza de lenguaje comunicativo, Actividades, Actitud**.**

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

Theme: ACTIVITY – BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS.

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ABSTRACT

Despite the fact that many students begin learning English at a very early age, they still face many problems in using the language in an oral way. One way to address this problem is to introduce communicative teaching methodologies to motivate students to speak English during their classes. The three main purposes of this study are: understand the impact and the characteristics of using the Activity-Based Learning Approach in oral communicative competence development, examine Primary 4 students' oral communicative competence development after the implementation of Activity – Based learning strategies, and to evaluate the student's perceptions towards the English learning process before and after using activities-based learning. In the research participated Thirty-four Primary 4 students from a public school in Latacunga - Ecuador. First, a survey was taken to know the student's perceptions of Teaching learning process before the ABL treatment. The participants performed a pretest to determine their abilities in the use of the English Language in an oral way, three different speaking activities by using ABL methodology were applied. A posttest was then carried out to determine the extent to which students had improved their speaking abilities. The participants were taught once a week in an English class that lasted 80 minutes. The study was conducted over nine–week periods. The findings confirmed a significant difference between the students' scores of their speaking ability for the pretest and posttest which showed in quantitative data. In the final, a survey was taken after the treatment to know the student's perception towards ABL use, the finding showed that most of the participants had positive attitudes toward the use of ABL in English Classes, in addition, students were less hesitant, and more relaxed while they were learning English through activities.

KEYWORDS: Activity -based learning, Communicative competence, Communicate language teaching, English Activity, Attitude.

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Introduction

1 Justification

The research study is based on the use of the Activity-Based Learning Approach in the classroom to improve English oral communication competence, especially for primary levels. The justification is focused on traditional education where the teaching learning process is based on teacher centered approaches which produces drawbacks in the English Oral communicative competence development (Escudero et al., 2020).

For many years, the teaching learning process of a new language has been focused on traditional approaches. Teachers make classes where they are the center of the process and the students are only recipients of information. In this kind of class students only repeat in a mechanical way the information that they listen to, it does not allow them to develop 21st Century Skills especially in speaking development (Escudero et al., 2020). On the other hand, the Activity Based Learning Approach offers activities in which students are the center of the process by applying hands-on activities related to different areas; it allows students to construct their own knowledge through experimentation and problem solving within their real environment (Sulaiman, 2018).

Jaya and Rajesh (2017) explain that Activity Based Learning was introduced in education in 1944 by David Horseburgh, an educationist from the United Kingdom. Horsburgh created a curriculum with innovative ideas where new methodologies of teaching were used, ideas such as humor, music, gardening, carpentry, sketches, drawing, etc. were incorporated.

The results of this innovative teaching - learning were amazing, students were motivated and increased their level of knowledge because they applied hands- on activities to understand concepts, solve problems and construct knowledge by using many areas of study in their classes.

Since 2003 the Activity Based learning Approach has become popular in many countries around the world not only to teach Subjects like Math or Science but also to teach English Language this approach has got wonderful results. By implementing Activity Based Learning. Approach in English classes teachers

increase students' participation and motivation leading them to increase their language communicative competences according to the Common European Framework of Reference for Languages (Forman, 2019).

English has become the world's second language. People who can communicate well in English have stronger advantages in many fields such as education, business, politics, business (Putra, 2020). Communication plays an important role in globalization. That is why many educational institutions worldwide are implementing in their curriculum the teaching of English as a fundamental part of the students' formation.

In Latin America, Schools are seeking to improve their competitiveness in education, especially in English Language teaching. Most pedagogists are implementing many activities focused on active approaches in order to enhance students to develop 21st century skills not only in English, but in other areas too.

Diaz (2018) points out that in Latin America, English is the top language to learn at schools Educational Institutions have implemented the learning of this language from kindergarten, despite this, many institutions do not have good results, students are not developing communicative competencies in a good way, especially in oral communication, as well as, students cannot use a target language in a confident way.

According to the National Curriculum of Ecuador, the English Language level for secondary students is A1-A2-B1. Those levels are based on the Common European Framework of Reference for Languages (CEFR). Learning English as a second language requires the acquisition of the four skills listening, reading, speaking, and writing; all of them are important but Barrio and Barrioluengo (2017) point out oral communication is the most relevant skill in learning any language, and it is the most difficult to develop too. It is a global difficulty that occurs with any student and becomes a challenge for the teacher to overcome.

In 2016 the Ecuadorian Ministry of Education created an English curriculum for English as a foreing language, this Curriculum is focused on to reach the English Standards for Common European Framework of Reference for Languages (CEFR). This Curriculum provides a guideline about the English skills which must be

developed in the level proposed by CEFR, besides, it proposes active approaches based on the 21st century skills, these approaches are student centered.

The Activity Based Learning Approach is a new approach in Ecuador for learning a target language in an active way, as revealed by Stanislus (2021) "Activity-based learning is a disruptive innovation in education that can transform teaching and learning. Instead of transmitting information to the student as is commonly done in a lecture, activity-based learning provides students a way to experience and interact with ideas and information"

Unfortunately, in Ecuador specifically at Patria High School, most of the time teachers use traditional pedagogy to teach English Language where the teacher is the center of the process. It produces a wide range of difficulties such as lack of confidence, demotivation, memorization and the most important students cannot develop their oral communicative skill.

With the implementation of the Activity Based Learning Approach in English classes the students become an active part of the teaching learning process making hand on activities which help them to acquire a lifelong knowledge, in this case, the natural acquisition of language in a natural way by solving real problems based on real situations taking a count their environment.

Albadi (2019) conducted a mixed research method to prove the positive influence of the activity-based learning method in the teaching language process, this study was focused on the application of traditional methods and active activities to analyze the students' reactions in a primary class in a primary school of Dubai during the academic year 2018 - 2019. This study shows that the use of Activity based learning in class had a wide range of positive effects on the student's behavior, making them more responsible. In addition, this method creates a good learning environment leading student to improve their English language.

On the other hand, Suttanon (2018) in her investigation about the attitudes focus on development of the speaking ability by using the Activity Based Learning as the main method in the English Learning process in the Language Institute of Thammasat University, this investigation was a pre-experimental and action study. This study was conducted in a group of 35 primary students in a Private school of

Bangkok in Thailand. The instruments for data collection used by the investigator in this study were English speaking tests, English speaking rubric and a questionnaire about the student's attitude towards the English teaching learning process. The main findings focused on the posttest and pretest applied were that students had a significant difference in their scores before and after the application of ABL and the questionnaire showed that students have positive attitudes in English classes. The researcher concludes that "most of the participants had positive attitudes, whereas, a few participants revealed that they were afraid to speak English in public and preferred to work individually rather than in a group" (Suttanon, 2018, p.45)

Furthermore, Arulraj (2018) published in science arena publications, a research study about the impact of the Activity based learning and its contrast to the traditional method to determine the students´ attitudes to the both methods. This was an experimental study where the researcher applied action research and a documental analysis in 2 group students of a secondary public school in Siirt - Turkey the total of the students was 78. The data collection instruments used in this study were pretest and posttest, the main results of them were that the students in the Activity based learning class improved their scores and their achievement while the students who belong to the traditional class maintained their levels.

Moreover, Priti (2019) published an article in the Educational Resurgence Journal about the effectiveness of the application of the activity-based learning method in English classrooms vs. the application of traditional methods. This study was conducted as a research experimental study and its research method was action research, the study was made in Utah State Board School - USA. and the participants were 40 students of the sixth grade. The researcher used pretest - posttest and Achievement test as collection data instruments, the main finding was that the students improved their achievements by using the Activity based learning method in class. As a conclusion the investigator points out that this method is feasible to apply in class, it is fun and improves the teaching learning process by increasing the self confidence in students**.**

In addition, UL-HAQ, et al (2017) published an article Eurasian Journal of

Educational Research in order to investigate the influence of the activity-based learning in the speaking skill development, the research approach of this study was experimental and the research method was an action study, this investigation was applied in a 6th primary grade class of the public school district Nowshera - Pakistan.

The researcher used as instruments of data collection the pretest which helped him to understand that the application of ABL in English classes facilitate the acquisition of language by using active activities. These activities lead to motivation in students to learn a new language.

The researcher's conclusion was that the application of activity-based learning in class is a good strategy for teaching English because it enhances students' ability to learn languages but, teachers must be prepared to implement this method in class.

2 Problem Statement

The problem analyzed in this study was the development of English oral communicative competence by applying the Activity -Based Learning approach in classes. In addition, Ul-Haq, et al (2017) investigated the influence of activity-based learning in the speaking skill development, concluding that the application of ABL in English classes facilitates the acquisition of language by using active activities. These activities lead to motivation in students to learn a new language because it enhances students' ability to learn languages.

The participants in this research were a class of 33 primary school students from the fourth grade of basic education from the Patria High School during the academic period 2021 - 2022. This group was able to participate in this research because they were enrolled in this grade, students had enough educational resources, and they had the permission of the Institution Authorities.

The teaching-learning process especially in the English Language become boring for the students because teachers use traditional methods where the teaching-learning process is centered in teachers, not in students, the students are only recipients of information, it allows the student's demotivation, of contrast by using the Activity Based Learning Approach in English classes the teachers can increase

the motivation in students allowing them to create a connection to the real world by applying their experience to solve problems by using constructivism (Kieu and Nhung, 2022).

By implementing classroom activities based on the Activity-Based Learning Approach, teachers and students developed opportunities to speak English in the classroom. In addition, this research had tried to change the old Education system

at Patria High School, where the pedagogy is centered on the teachers producing passive learning and demotivation in students, thus, the Activity-Based Learning method emphasizes student-centered, where hands-on activities are used to enhance the student's participation in class.

"To interact with the huge amount of knowledge or even to create new knowledge, the learners should have open minds to be ready to handle complex situations, ask deeper questions and investigate" (Ibañez & Garcia,2011, p.8). There are many teaching methods to help the students to fulfill those skills. Previous research studies concluded that lack of motivation, no well-trained teachers, and traditional methods of teaching have big influences in reducing the quality of education (Qasem, 2016)

3   Hypothesis

The researcher conducted this study to prove the following hypotheses:

H_0: There is no a significative difference before and after applying the Activity Based Learning

Approach in the Oral communicative competence development of Primary 4 students.

H_1: There is a significative difference before and after applying the Activity Based Learning Approach in the Oral communicative competence development of Primary 4 students.

4   Research Objectives

4.1 General Objective

- To investigate the communicative competences development through the use of the Activity -Based Learning Approach.

4.2   Specific Objectives

- To understand the impact and the characteristics of using the Activity-Based Learning Approach in the oral communicative competence development through literature review.

- To examine Primary 4 students' communicative competence development after the implementation of Activity – Based learning strategies in English classes.

- To evaluate the student's perceptions towards the English learning process after and before using ABL.

Chapter I. Theoretical Framework

In this chapter some concepts and theories of communicative language teaching and Activity based learning are reviewed. The main goal of this literature is to determine the main characteristics and principles of the Activity-Based Learning Approach in the oral communicative competence development.

1.1 Education

Education is a process where the human beings acquire knowledge, skills and useful information for their lives, furthermore, it improves the economy and the social situation of whatever society in a globalized world (Sofradzija et al.,2021).

Over the years human societies have transmitted knowledge by repeating what they have already observed from their ancestors, for instance how they can use fire or how they can hunt animals etc. those kinds of things let them learn useful things which allow them to survive through history (Sofradzija et al.,2021).

For Shapiro (2019) nowadays, human beings have developed their minds, becoming the most important tool for society development. In a globalized world people must be prepared in many areas such as technology, education, economy, etc to get successful. That is why the governments around the world are implementing new strategies for enhancing the education in their countries.

Kaput (2014) says that the classroom is where students spend most of their time. It is a place where the students acquire their knowledge and show their skills and abilities before going out into society.

But most teachers use a passive learning style, where teachers provide information to students, in order to memorize and not practice transforming the education in a mechanical process (UNESCO, 2022). On the other hand, providing explanations,

justifications, and giving reasons through problem–solving strategies are essential competencies for students in the 21 st century. Students must be motivated to construct their own knowledge (Makassar, 2022).

1.2 **The Teaching-Learning Process (TLP)**

"Teaching and learning process can be defined as a transformation process of knowledge from teachers to students" (Ischinger, 2009, p. 98). As a consequence, teachers are seeking many strategies to apply in the classroom to transfer knowledge to their students, taking into account many aspects such as the standards of education which include specific learning objectives, classroom management and evaluation process. Teachers must remember that these standards are components of the Curriculum which is being applied in a specific country. This Curriculum may vary across countries (Lunenburg, 2011).

In addition, Sayed et al., 2021, argued that for the teaching learning process there are ingredients which must not be separated, they are student, teacher, content and context. These components are extremely necessary for developing a good teaching learning process. "These are the key, indissoluble ingredients of any educational setting, and they should be jointly considered when planning and designing programs" (Sayed et al., 2021, p. 4)

Students are the center of the teaching learning process because they are learning what the teacher is teaching them (Makassar, 2022). Over years the educational process was teacher centered where teachers use instructional approaches. "The role of the teachers is to make all decisions, and the role of the learner is to follow these decisions" (Raja et al., 2018, p. 76).

Nowadays that concept is changing because most teachers are changing their minds knowing that "democratic participation, equality, and empowerment to learners and help[s] transform and liberate societies" (Perry, 2009, p. 14). It leads to classes where the students are the center of the process allowing them to construct their own knowledge through experience (Perry, 2009, p. 14).

According to Goodyear and Dudley (2015, p. 284) The role of teachers, especially in student centered learning, is to be a facilitator responsible for observing what is

happening in the class and provides correctness if it is required, diagnose the students' needs and provides help, respond students' questions by giving suggestions, clarifications, etc., and evaluate the results of the process to determine if students need more or less support in the teaching learning process (Makassar, 2022).

According to Fernandez (2016, p. 3), "content selection is one of the key actions in the teaching-learning process. It establishes what is taught in class and represents an initial control over the learning context". Besides, the contents must be in relation to what kind of skills must be developed in each level of education, nowadays the contents to be taught must focus on the 21st century skills, that is why teachers select the right topics to enhance students' competences. Fernandez (2016, p. 3) states that competencies are "a collection of skills and knowledge that allow students to learn to regulate their own learning by applying this experience in their day-to-day reality"

Finally, the context of the teaching learning process refers to "all factors that can influence what and how content is taught and learned in a program" (Fernandez, 2016, p. 15). Factors like motivation, resources, cultural diversity and school location must be considered in the students - centered class preparation.

1.3 Learning Theories

"Learning is a continuous and natural process to which human beings are exposed every day" (Zhou and Brown, 2017, p. 47). Thus, when human beings learn, they acquire behaviors, abilities, skills and knowledge, through experience, study or practice. This learning depends on many factors, that is why many theories about learning have appeared.

Over the years, many people have been researching the process of learning and they found many important findings. The Activity – Based Learning is focused on the constructivism and the behaviorism to acquire a significant knowledge changing human behavior by applying several stimuli which produce certain reactions (Zhou and Brown,2017)

1.3.1 Behaviorism Theory

According to Zhou and Brown (2017) this theory of learning was developed by John B. Watson (1913- 1920), Ivan Pavlov (1900), and B.F. Skinner (1990). They conclude that learning focus on behaviorism emphasizes that the knowledge acquisition occurs when humans receive an external or internal stimulus, it means if students are motivated to learn there is a learning development, if not learning is not working.

On the other hand, this theory shows that for acquiring knowledge the mind is irrelevant (Montes,2007). In fact, "the learning process appears through the acquisition of new behaviors" (Zepeda, 2004, p. 18). In addition, the same author states that in the teaching learning process it is extremely necessary to pay attention to the learner's behavior not only in their main activities.

According to behaviorists the acquisition of knowledge comes from the environment and the observation of cultures that is why "the major problems facing the world today can be solved only if we improve our understanding of human behavior" (Moore,2011, p. 61).

Moore, (2011) argues that the science that studies behavior is psychology, "it has nothing to do with science of the mind, in other words, behaviorism states that the mind does not help a person to acquire knowledge but instead it is the psychology of the environment which a person lives" (Baum, 2005, p. 38)

1.3.2 Constructivism Theory

"Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of mental constructions" (Hein, 1991, p. 6). This theory is focused on the student- centered learning where some activities are applied in the class to enhance students to investigate and to solve problems to construct new knowledge by the use of past experiences (Bodner, 1986).

In addition, Martinez (1999) states that our mind all the time is constructing knowledge by transforming information into new information through past experiences. This theory determines that learners acquire skills and abilities through experimentation which happens in the real world or in the environment

where learners are developing and also this process is related to different stimuli that people received, this stimulus can be intrinsic and extrinsic (Piaget,1980).

Vielma and Salas (2000) confirm that human beings are social and we need social interaction to learn and consolidate knowledge. This interaction is associated with our behaviorism and our mental maturity and our genetic development. Talking about genetic development it includes the cultural environment and traditions (Bereiter and Scardamalia, 2006).

1.3.3   Multiple Intelligences Theory

According to Howard Gardner's hypothesis of multiple intelligences, which was developed in the late 1970s and early 1980s, people have eight or more relatively independent intelligences. Individuals and corporations use these intelligences to produce goods and find solutions to problems that are important to the society in which they live (Encarnación et al., 2014).

The intelligences described by Gardner are described below and the main characteristics of each one is presented.

Table 1. Gardner's Eight Intelligences

Gardner's Intelligences	Main characteristics
Linguistic	Capacity for information analysis and the production of spoken and written linguistic products like speeches, novels, etc.
Direct method	Associate L1 and L2 without using translation, grammar is taught by completing sentences in context, sometimes there are interaction between students and teachers by using communication activities, this is a teacher-centered method.
Logical-Mathematical	The capacity to create computations, equations, and proofs, as well as to solve abstract problems
Spatial	It is the capacity to identify and modify spatial pictures of enormous and small sizes.

Musical	The capacity to create, recall, and interpret various sound patterns.
Naturalist	The capacity to recognize and differentiate between many kinds of plants, animals, and weather forms that may be found in the natural world.
Bodily-Kinesthetic	The capacity to solve issues or generate things using one's own body.
Intrapersonal	The capacity for self-awareness and understanding of one's own feelings, goals, and objectives.
Interpersonal	The capacity to perceive and comprehend the feelings, needs, goals, and intentions of others

Elaborated by: Sarabia V. (2022).
Source: Encarnacion et al., *(2014)*

Guzman and Castro (2015) concur that teachers should get familiar with the various ways students might develop competence and recognize the need to select various modes of imparting knowledge and lessons. The majority of instructors are aware that their classes have various learning rhythms; there is virtually always a set of students that get a concept quickly, but there are other children who need to study the concept and ask for more explanation in order to fully grasp it. As a result, teachers must bring several activities to the classroom in order to communicate the material; doing so affords all of the children in the room with a variety of learning possibilities.

1.3.4   Language Acquisition Theory

"Language acquisition is the process by which we are able to develop and learn a language, this generally includes speaking, listening, writing, and overall communication" (Aktan, 2021, p.698). According to Gardner, (1983) human beings are the unique specie in the world that produce articulated sounds with a wide range of meanings to transmit information to others, in addition, the language acquisition process occurs when a child starts to develop, and it refers to the first language that he or she uses to communicate in their social environment it has different stages according to de child's age development.

"Second language acquisition is the process by which people learn languages in addition to their native language" (Menezes, 2013, p.1). For learning L2 is extremely necessary for social interaction, the people who are learning a second language must be exposed to the language that they are learning to understand messages through a comprehensible input (Menezes,2013).

In 1980 Stephen Krashen started the theory of a second language acquisition, it is based on learning a language is different to acquire a language, in learning language people follow many rules, they are conscious in learning a L2 this kind of learning is centered in teachers while when people acquire language they use social interaction to facilitate the process of learning in a natural way, it is similar when a child acquire L1 is, this kind of learning is centered in the student (Krashen, 1981).

Hypothesis of L2 Speaking. Krashen (1981) points out that to facilitate second language acquisition there are five hypotheses: the Acquisition-Learning hypothesis, the Monitor hypothesis, the Input hypothesis, Affective Filter hypothesis, Natural Order hypothesis, they explain in a deep way how human being acquire or learn a second language to develop a good communication competence, especially in speech.

Acquisition-Learning Hypothesis. In this hypothesis "learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example, knowledge of grammar rules" (Tricomi, 1986, p. 60). Krashen (1981) states that acquiring a language is more important than learning a language because when people acquire an L2 they do it the same way when they acquire L1.

Krashen (1981) states that people acquire language in two forms: the subconscious and the second conscious. When people learn a language in a conscious way, they focus on the grammar structures, rules and it produces stress and lack of confidence because they are thinking about errors or mistakes in a speech or writing (Rasouli, & Nouri,2021).

On the other hand, when learners acquire a language, they do it unconsciously, the main focus for them is to develop a communication competence, for them it is not

important grammar structures or rules, learners develop communication skills in target language like in L1 (Krashen, 2003).

Monitor Hypothesis. The Monitor Hypothesis is based on the acquisition and learning's relationship and how the grammar rules are learned in the L2; the function of the monitor is the correction of some grammatical errors to make the speech more stylized, the main problem that develop the monitor use is that people all the time is worried in grammar mistakes it produces lack of confidence when they are using L 2 Krashen (1988).

"The Monitor hypothesis implies that formal rules, or conscious learning, play only a limited role in second language performance" (Krashen, 1982, p. 15). Learners can be conscious of the rules of a second language learning whe three aspects appear in this process; time, form and rules (Krashen, 1982). In time, learners need to have enough time to think about rules before talking, it produces hesitation in speech, form refers to correctness, if the speaker avoids mistakes and rules means that students know the rules of language that they are exposed to (Krashen, 1982).

Input Hypothesis. Input hypothesis only is referred to acquisition of language not learning, human beings acquire language only by social interaction and the use of spoken language giving clear messages, it is considered like comprehensible input, with this input the l2 speakers identify language structures and vocabulary those aspects produce good communicative competences (Krashen 1982).}

"We are able to understand language containing unacquired grammar with the help of context, which includes extra - linguistic information, our knowledge of the world and previously acquired linguistic competence" (Krashen, 1985, p. 85). In addition, for learning a second language people need to use pictures, symbols or familiar topics which are related with the target language, it provides self confidence in the output stage (Krashen, 1985).

Saito, et al. (2018) point out that acquiring a second language implies motivation and people's emotions, they must be enhanced to learn, they need to enjoy the process, this produces self-confidence and avoids stress in classes. On the other hand, motivation produces a good environment where students receive stimuli from the teachers by using a wide range of activities Tohidi and Jabari (2023). "Language

teachers should create a comfortable, lower affective filter and motivation stimulating study environments, where learners can develop higher self-esteem and greater sense of confidence and fulfillment" (Krashen, 1982, p. 74).

Natural Order hypothesis**.** Dulay & Burt (1974), Fathman, (1975), Makino, (1980) cited in Krashen (1993) argue the grammatical order of a second language follow a natural order where some structures are learned in the first place than others, it depends of many situations such as the environment or the language exposure. Thus, Krashen (1987) points out that the natural order in the acquisition of language is totally independent of the learner's age.

"The natural order hypothesis first language acquisition and second language acquisition, although similar, the order of acquisition often differs between first and second languages" (Elif and Tugba, 2019, p. 4). In other words, in natural order when a person acquires a second language does not use the same process when they acquire their first language, in addition, this hypothesis is focused on language acquisition not in language learning (Elif and Tugba, 2019).

1.4 Language Teaching Methods

"At each point in time in the history of language teaching and learning, several methodologies have been employed to positively advance the course of language teaching and learning " (Oluikpe, 2019, p. 10). Throughout history many methods of language teaching have been employed by teachers in order to enhance students to develop language skills, these methods have changed across the time taking into account the students and teachers needs based on the demands of a globalized world. Nowadays, the methodologies used in language teaching are focused on the students' experiences making them capable of solving problems in real life by themselves by developing 21st century skills (Oluikpe, 2019).

Krashen (1982) argues that the best methods to language teaching are which allow a positive input in order to acquire a L2 in a natural way as the babies acquire mother tongue by listening and applying language in real situations. On the other hand, Ne (2008) points out that all the methods through the story had contributed to enhance the language teaching. In addition, teachers are able to choose the best method according to their needs and the student's needs. In the following chart, the main

methods of language teaching are presented including the most relevant characteristics of each one.

Table 2. *Summary of Language Teaching Methods*

Teaching Methods	Main characteristics
Grammar – Translation Method	It is focus on memorizing vocabulary and grammar rules, use a traditional method where the teacher is the authority of the process while students only learn from teachers.
Direct method	Associate L1 and L2 without using translation, grammar is taught by completing sentences in context, sometimes there are interaction between students and teachers by using communication activities, this is a teacher-centered method.
Audiolingual	Students listen to and repeat speech structures of L2 until to be able to express ideas on their own.
Silent Way	Students speak the much as possible and teachers should be as silent as possible.
Suggestopedia	Students feel relaxing and comfortable in the teaching-learning process, this method increase participation and the self-confidence.
TPR	Students combine physical movements with speech.
Communicative Language teaching	Students have the capability of understanding and use language in real situations.
Formative assessment	Students are evaluated during the teaching-learning process. Based on the results the activities can be adjusted or improved.
Cooperative Learning	It is an activity based on instructions, where students work in pairs or groups in a common task.

Elaborated by: Sarabia V. (2022).
Source: Freeman, D. (2015); Freeman, D. & Anderson, M. (2012).

1.5   Communicative Language Teaching (CLT)

Despite using methods which focus on grammar in Language learning, L2 students are not developing communicative competences in a good way. Rambe (2017) argues that it is quite important to develop in language learners those kinds of abilities by using a wide range of activities to enhance students to use language in real situations by acquiring social abilities such as gestures, expressions, etc. Rambe (2017).

"According to CLT, Language is perceived as communication" (Rambe, 2017, p. 58). This affirmation shows that the most important for language learners is to develop the four Communicative English skills because to use a target language in an appropriate way.

By the way, Communicative language teaching enhances social interaction by providing students with activities based on cooperative learning allowing them to learn from other members of the class (McCarthy and Carter, 2016).

1.5.1   Communicative Language Teaching Principles

Desai (2015) states that in recent years the learning of a target language was based on teaching grammar structures, it allowed students to improve their writing skills but the speaking and listening skill was not developed, students had many troubles to develop communicative competences. "The goal of most of the methods is to make the students able to communicate in the target language"(Desai, 2015, p. 48). In addition, in Communicative Language teaching grammar is used to support the communicative competence development.

Frankivsk, I (2020) argues that the main principles of CLT are:

1. Use tasks as organizing principles: It refers to organizing activities in EFL classrooms that promote learning not only to learn grammar but also the use of language in context.

2. Promote learning by doing: the activities used in CLT classes are centered on the students allowing them to be involved in their teaching learning process to acquire a lifelong knowledge.

3. Input must be rich: the student´s exposure to language must be comprehensible by using a wide range of methodologies which must be interesting for learners, it helps them to develop natural language skills without being forced.

4. Promotion of cooperative and collaborative learning: students have the opportunity to interact with each other by using pair or group work activities which favor them to develop social skills and also learn from others.

5. A focus on form: it also favors grammar development through communicative context.

6. Provides error corrective feedback: teachers provide error corrections when students need them, but also learners can learn about mistakes and correct them themselves by observing other members of the class.

7. Finally, recognize and respect the affective factors of learning: teachers must provide students a good environment for teaching learning process where learners feel safe and motivated to learn and participate in the class activities actively.

1.6 Activity - Based Learning ABL

"Activity is the events that students are made to carry out with various concrete materials in order to make a concept, a rule understandable easily" (Baserer, 2020, p. 124). In addition, the author points out that Activity based Learning is an instructional task-oriented approach based on Student - centered, it is based on the learner's environment and the stimulus to change behavior in order to construct knowledge by using past experiences and hand on activities to increase the student's motivation, it is based on the constructivism theory (Baserer, 2020).

Jaya and Rajesh (2017), points out that Activity Based Learning was introduced in education in 1944 by David Horseburgh, in India. Horsburgh created a curriculum with innovative ideas where new methodologies of teaching were used, ideas such as humor, music, gardening, carpentry, sketches, drawing, etc. were incorporated. The results of this innovative teaching - learning were amazing, students were motivated and increased their level of knowledge because they applied hands- on activities to understand concepts, solve problems and construct knowledge by using many areas of study in their classes. In addition, "ABL means acquiring new

knowledge, behavior, skills, values, preferences or understanding and may involve synthesizing different types of information" (Noreen and Rana, 2019, p. 150).

1.6.1   Principles of ABL

Singal, et al (2019) reveals that for applying the Activity based Learning approach in English classes it is quite important to know which are the main principles of it. According to the same author the principles of ABL are described below:

- It is a pedagogy model which is focused on the constructivism theory, where the center of the teaching learning process are the students. It leads to students getting lifelong knowledge.

- The main pedagogy principle is learning through hands- on activities where students have their own space for learning.

- ABL provides a wide range of fun and challenging activities and materials focused on cooperative learning to engage students. These activities must be well prepared taking into account the goals of the class and the students' multiple intelligences. In addition, these activities provide freedom to students to express their ideas.

- The aim of Activity Based Learning is to help students to construct their own knowledge by changing the idea that students are only recipients of information. In the Activity Based Learning, the role of teacher is only as a facilitator who provides help or feedback only when students need it.

- It develops a good relationship among students and teachers, it favors students to develop self-confidence and improve their social skills.

1.6.2   Types of ABL

Noreen and Majid (2019) point out that for choosing the activities based on the Activity Based learning Approach it is quite necessary to identify the goals for the session, the type of students, the materials to be employed and also the space to be used.

There is a wide range of activities to be used based on this approach in order to help students to increase the level of learning changing their role in the Teaching

learning process from passive to active. According to the same author the activities which can be employed in ABL are:

Table 3. Common Activities used in the Activity Based Learning Approach

Activities	Description
Dramatizations	Stories, events etc., which are reconstructed by using some representations.
Quizzes	Challenging activities in which students give answers taking a count stablished rule.
Group discussions	Group of students formed to analyze a topic, give solutions and get conclusions.
Role plays	Students play roles in different situations; they act in front of the class.
Educational games	Games which are employed in the classroom in order to help students to understand concepts and improve skills by using gamification.
Brainstorming	Students give several ideas of a specific topic; they should not comment on the partner´s point of view.
Problem solving	Students find a solution to a problem by using past knowledge.
Field work	Students acquire knowledge by immersing themselves in real situations.
Discovery learning	Students learn by exploration of the environment on their own.
Projects	Students establish goals to get their understanding in order to create or explain new objects. This is a challenging activity where the students investigate and experiment with the knowledge.

Elaborated by: Sarabia V. (2022).
Source: Noreen and Majid (2019)

1.6.3   Phases of Learning in Activity – Based Learning Approach

Baserer (2020) explains how teachers can implement Activity Based learning approach in English classes. He says that for having good results is quite important

to follow three phases in ELT, these stages can be modified according to the students and teacher's needs, depending on the class goals. These phases are explained below.

Table 4. Phases of Learning in Activity – Based Learning Approach

Phases	Description
Preparation phase	In this phase, learners are exposed to the key language, whether they can use it or not. In this phase, teachers can apply physical response activities that create a sense of confidence and success, in addition, in this phase, teachers use input activities with the main vocabulary to support students in the main activity phase.
A main activity phase	In this phase, the students complete practical exercises, by doing some games, projects, quizzes, etc. Students should follow instructions in English. Besides, they use the vocabulary given in the preparation phase. In this part, students can use past learning to solve or develop the activity.
A follow – up and consolidation phase	In this phase, the students have gained confidence and experience on the topic in the previous phases, in this part the teachers encourage the students to speak using additional activities such as questions and answers, oral presentations, language games, etc. These types of activities help teachers assess students, activities, materials, etc. which help them to improve or modify the teaching-learning process.

Elaborated by: Sarabia V. (2022).
Source: Baserer (2020)

1.6.4 Activity Based Learning Advantages for Developing Oral Communicative Competences.

The use of ABL in English classes develops a wide range of advantages in students, "the use of activity-based learning encourages students to participate physically and mentally in the learning process and helps students learn and retain information.

This learning process allows children to remember and understand learning materials based on their personal experiences" (Mustapha, et al.,2021, p.16). Some advantages which can be developed with this approach are:

- It enhances students' participation physically and mentally in the teaching-learning process. It favors retaining information easily. learners develop critical thinking skills by problem-solving activities in, which they have opportunities of acquiring knowledge through their experiences.
- Students develop social skills by doing cooperative learning. In addition, they increase self-confidence.
- ABL promotes creativity in learners because students can present what they have learned in various ways.
- It is fun, students are immersed in activities where they are the protagonists. They are responsible for their learning.
- In addition, the same author states that The ABL is structured by following three main concepts explained below.

Experimentation. - it implies learning knowledge from experience.

Exploration. - Gathering of knowledge and development of skills through

Expression. - Enhance students to express their acquired knowledge or their points of view through many ways such as visual or oral presentations.

1.6.5 Role of Teachers in Activity Based Learning Approach

Teachers have a crucial role in the development of nations. They train students to be skilled, informed, capable, and prepared to drive their nation's progress. Teachers' ought to have training and preparation for the teaching and learning process for this reason. As a result of the introduction of active learning techniques, their position in the classroom has altered today. Educators are viewed as

facilitators of active learning techniques. Teachers have access to a wide range of effective teaching tactics including activity-based methodologies.

According to Arik and Yilmaz (2016), instructors who can foster an environment of active learning would be able to assist students and impart knowledge in a variety of ways. Additionally, they will make learning simple and smart. In order to improve learning, they should provide an engaging and participatory atmosphere.

According to Ghufran (2019), teachers play a crucial role in the learning process as facilitators and organizers rather than just information transmitters. The teacher's role in activity-based learning has changed. Among these roles, Makovec (2018) mentioned the following:

- Examine pupils' past knowledge and include them in activities that improve their curiosity.
- Design exercises which link previous, current, and upcoming learning experiences.
- Assign assignments that encourage learning.
- To promote deeper knowledge, focus students' attention on engagement, discovery, and experience.
- Use experiments and other challenges to improve students' abilities.
- Assess pupils' knowledge and skills to determine their progress.

Alsubaie (2016) points out that teachers are an important factor in the building of countries. That is way, teachers need to stay well prepared in different areas, for instance technology, classroom management, etc. for that reason the governments of the world must prepare to the teachers of different levels of education in new strategies for changing traditional methods of teaching to active methods where students can enjoy their classes and get a significant knowledge.

"In Activity Based - Learning approach teachers function as facilitators, assisting students through the learning process and providing them with guidance. The educator uses different methods to draw the students into the lesson and make them a partner in their own education" (Makovec 2018, p.2).

Besides, Ghufran (2019), states that teachers will be able to help and teach in various ways, if they can create an active learning atmosphere. According to Mustapha, et al. (2021) the characteristics of a modern teacher in activity- based learning is to be friendly, good communicator, supportive and pass their love for their subject.

1.6.6 Role of students in Activity Based Learning approach

Alasi (2018) points out that Activity-based learning is the most effective strategy for transforming the student's role in the classroom from passive learners to active learners. Students may collaborate in small groups during active learning situations to accomplish certain objectives. All students must engage and assist the group by contributing ideas, resolving issues, relating their work, engaging in argumentation to establish a consensus, and working together to accomplish the key objectives. When learning is active, students take an active role, participate in the tasks, and reflect on what they have learned.

Any activity the students do in the class, as opposed to just sitting and listening to the teacher. This includes everything, starting with listening to absorb information, writing tasks that encourage student response to course content, more challenging group exercises, and applying circumstances relevant to the topic to real-world situations.

According to Bakhru and Mehta (2020), activity-based assignments aid students in developing the following skills:

- Self-reflection.
- Self-evaluation.
- Engagement.
- Mentally and physically active.
- Learning via participation and contribution.

Students engage in activity-based learning where they acquire data to support their articipation in group discussions and debates with their classmates, and articulate their points of view to others.

Research indicates that small group discussions are preferable to big group discussions. That when it comes to engaging in discussion, applying ideas, comprehending concepts, and state of knowledge, small groups are better for student discussion than big groups.

All students are expected to participate and help the group by sharing ideas, solving problems, relating their work, arguing to reach an agreement and unite to achieve the main goals Bektas (2021). The Activity - Based Learning Method is a significant tool for changing a traditional method of teaching in an active Method of learning where the teaching - learning process focuses on a centered student teaching.

Students in Activity-based learning classes have an active role, they try to solve problems by using previous knowledge. It provides students with self- confidence and they trust in themselves.

 (ABL) theory is basically a "constructivist" learning theory Singal, et al. (2020). According to Bektas (2021) in the constructivist view of learning, each person constructs their own knowledge and learning process based on their previous experience.

1.7 Language

There are many concepts worldwide about what language is, the concept presented below belongs to an important linguist who had carried out many researchers over time to clarify what language is and how important it is for social development in humans. Sapir (1921) says that:

> "Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release"

Language allows the differentiation of animals from human beings because it leads to cultural development that includes social norms to build a civilization where

people can express ideas and respect those of others.

According to Chomsky et al. (2019), language is a system of signals used to encode and decode information. These signs might be spoken, written, or gestural. It allows people to understand and use sophisticated communication technologies. This sign language is necessary for communication in order to achieve mutual understanding among people.

According to Loureiro (2021) language is a system of signs and signals used to convey ideas, in addition, the same author points out that the standards for acceptable language usage in both written and spoken forms are set by society. Human language has evolved alongside civilization; thus, people have always used a variety of languages to communicate.

1.8 Language and Communication

Messages are sent verbally and non-verbally during communication. Barriers are things like a sender, a receiver, and a communication path that can distort or alter the clarity of the message throughout the transmission process (Shekhar, 2020). Focusing on more than just the content of the message is necessary for effective communication.

Body language, attitude, location, audience, culture, and a host of other external elements can have an impact on how a message is conveyed from sender to recipient (Rabian, et al., 2018). In this communication process, the process of sending messages is crucial. Many things hinder effective communication.

When people communicate through language, they need to take into account several aspects, including mental processes like intellect and linguistic memory. (Chomsky et al, 2019). There are two crucial components to communication: the sender and the recipient. Both convey information through verbal written or spoken or non-verbal body language means (Rabian, et al., 2018). Only humans are able to control language abilities as well as nonverbal and linguistic bodily parts, and language and

communication depend on intellect. One of the key distinctions between humans and other animals is our use of language (Chomsky et al, 2019).

1.9 Second Language Acquisition and learning.

Enamul (2017) states that Language is a way of communicating thoughts and feelings via signs and symbols. The information is encoded and decoded using these signs and symbols. There are several languages used around the world.

The mother tongue is the first language that a newborn learns. It is the language that the person hears constantly starting at birth. The term "second language" refers to any additional language that is learnt or acquired. SLA stands for second language acquisition and has two definitions. It is a word used to broadly refer to picking up a second language. In addition, it is the name of the theory that describes how humans learn a second language, to be more precise. This mostly unconscious process takes place when we concentrate on communicating. It is comparable to second language acquisition, which explains how formal language instruction aids in our ability to acquire languages via more deliberate procedures. The ideas that there is a natural order to language acquisition, that there are affective filters that inhibit acquisition, especially for adults, that the teacher can create contexts for communication that facilitate acquisition, and that comprehensible input is crucial all have implications for the language classroom (Enamul 2017).

1.9.1 Language Acquisition and Language Learning

According to Chomsky (2019) language learning is frequently used as an illustration of a learning process that has a "critical moment" and is constrained by time or external influences like hormones. processing information might be hampered by brain interaction with a learnt structure. (Allman and Burker, 2023). A youngster who learns L1 and a student of L2 are two distinct people. L2 pupils also have cognitive maturity and metalinguistic awareness, which helps them acquire a language. First, L1 is often learnt at a young age.

Second, L2 pupils are more likely to succeed when they are exposed to a loving and nonthreatening setting (Mohamad & Rashid, 2018). The effectiveness of

communication will suffer if any of these components struggle with language learning. Additionally, both internal and external variables can support the growth of L2 learning in adults and older children.

Enamul (2017) grammar principles are not conscious to language learners as they absorb language in a subconscious manner. Particularly as infants learn their first language, this occurs.

They mimic what is spoken to them in order to understand what is proper and incorrect. They require a source of natural communication to learn a language, which is typically the mother, the father, or the caretaker. Contrarily, "language acquisition comes about as a result of explicit training in linguistic norms" (Mohamad & Rashid, 2018, p. 45). Since learning assumes that students have conscious knowledge of the new language and can discuss that information, learning a language is not a suitable activity for very young children. They frequently possess a fundamental understanding of grammar. The characteristics of the difference between acquisition and learning are presented below.

Acquisition:
- It is a procedure that is unconscious
- It does not require instruction
- The rhythm is set by the individual.

Learning:

- It is a deliberate process
- It needs instruction
- The rhythm is managed by the teacher.

1.9.2   English Language Skills

Four abilities that are crucial to language teaching and learning are involved in learning English. These are the highest levels of language and are essential for communicating in and understanding English (Ajitimbay, 2019). Using listening,

reading, speaking, and writing, one may produce clear written or spoken communication (Bambang, 2018).

A person can comprehend, generate, and utilize language operative communication with the help of their four language abilities. The first skill that individuals acquire when they are young is listening. This is followed by speaking then, later on in academic life, learning to write and read. Therefore, the sequence in which these skills develop while pupils are studying a second or foreign language might vary.

Additionally, talents are categorized based on how they are transmitted (oral and written) and the function they serve in communication (productive and receptive). Thus, it has been established in four competencies: vocal expression, written expression, listening comprehension, and reading comprehension (Bambang, 2018). A person can comprehend and generate spoken and written language by using the four talents.

Listening comes first in the learning process, followed by speaking, reading, and writing (Harmer, 2015). Despite being different, they are joined by an unbreakable link. Without improving receptive abilities, the instructor cannot build productive abilities.

Proactive and Active skills are the two types of abilities that are formed during the teaching-learning process of English as a foreign language, according to (Mohamad & Rashid, 2018). In contrast to active skills like writing and speaking, which are tied to learners' output, proactive skills like listening and reading are related to students' input. All of these abilities' practical applications demonstrate how well a person understands a language. In order to generate dependable communication, instructors must combine active and passive or proactive abilities, claim Broughton et al.

According to Mohamad & Rashid (2018). speaking and writing abilities require micro skills. A few examples of these include:

• Micro-skills for speaking, including intonation, emphasis, pauses, repetition, shortened words, phonemes, allophones, appropriate registration, dialects, and nonverbal cues.

• Cohesion and cohesive devices, grammatical level, explicit or implicit meaning, the reader's intent, and rhetorical or convention forms are all examples of writing micro-skills.

1.9.3   Oral Communicative Competence

According to Lara, et al. (2022), competence is a person's knowledge and habits that help them succeed in a profession. So, examples of competences would be strategic planning, data-driven decision-making, and streamlining corporate procedures "Competencies are useful in explaining how a person's actions result in the intended outcomes for their position".

Similar to skills, there are other kinds of competencies, such as core competencies, which are what every successful individual needs to advance in a company (Mayo and Barrioluengo, 2017, p. 57).

According to Ahmed & Pawar (2018), having the ability to communicate is referred to as having communicative competence. Oral, written, or even nonverbal competence are all possible. It is an all-encompassing phrase that denotes having both the understanding of the language and the ability to utilize it effectively to communicate in everyday settings. According to several academics, language is a tool for communication that consists of the four abilities of listening, speaking, reading, and writing. One must exercise these language abilities until they are second nature in order to develop them, in addition to learning the necessary grammatical principles. We may claim that someone has acquired language skills when they are able to utilize them effectively and properly for the situation, they are in.

People can effectively communicate with one another by improving their oral communication skills. More than simply being able to speak or utilize a language

orally is oral communication competence. To comprehend what the sender's aim is, one must also consider the context or actual scenario (Barrioluengo & Mayo, 2017).

Therefore, it is crucial to understand that developing hard and soft speaking abilities as well as communication setting skills is necessary for oral communicative competence. Ghafar et al. (2023) state that the result of combining speaking and listening abilities to carry out the communication action most precisely is oral communicative competence.

According to Mayo & Barrioluengo (2017), communication competence requires both language knowledge and human language usage. Acquisition of communicative ability depends on requirements, motivation, action, and social experience, claims Do Santos (2020).

Chapter II. Materials and Methods

This chapter explains the materials and methods used in this study, including the research approach, type of research, research context, participants, Data collection (techniques/strategies, instruments, procedures), intervention, data analysis plan.

2.1 **Research Approach**

In the present study the researcher applied a quantitative approach because it allows one to have a big understanding about the research hypotheses and present it with valid data supported by statistics and numbers (Bryman and Cramer, 2005). On the other hand, quantitative approaches lead to getting objective information and presenting it in an easy way. Quantitative researches led the investigator to analyze the changes in students after and before applying the Activity Based Learning Approach focused on the pretest and posttest by using numerical results.

2.2 **Type of Research**

This is a longitudinal study because it allowed to observe and to quantify the improvement of oral communicative development in primary school students before and after the treatment. Longitudinal design studies the same group of individuals in different periods of time.

In addition, it is bibliographical - documentary research because it was important to analyze information about the theoretical bases of the variables ei. the main concepts given by different authors.

Several investigative works were read to understand the research study to be able to apply concepts in real situations.

Moreover, it is an explanatory and descriptive investigation. Explanatory for explaining what is Activity Based learning Approach and how to use it within the English classes to develop oral communicative competences. In addition, it is a descriptive study, because this kind of research helps to describe the main characteristics of the Activity based Learning Approach.

Besides, it is a pre-experimental study of a single class where there are no comparisons between a control and an experimental group. Differences after and before using the Activity – Based Learning approach have been analyzed according to the results of the pretest and posttest which were applied in different periods of time.

2.3 Research Context

This research study was conducted in a public institution called Unidad Educativa Fiscal Patria located in Latacunga - Ecuador, this school is constituted by 1400 students from kindergarten to secondary level. The participants were a primary class of 34 students, they were in the fourth year of basic education, this class studied English as a Foreign language. According to the Ecuadorian English Curriculum 2016, In primary education students must have 3 periods at the week, (40 minutes per period). This is a pre -experimental one group pretest and posttest design. The main objective of this study is to improve the English oral communicative competence through the application of a booklet based on the Activity Based Learning Approach. The treatment started on April 04th and it finished on June 17th.

2.4 Participants

The participants in this study were a class of 34 Primary 4 EFL students aged between 8 and 9. This is a pre- experimental one-group pretest and posttest design where there is not a control group. The group was included in this research for the reason that participants were enrolled in the academic period 2021 – 2022 and they have been studying English since kindergarten but, they did not have a good level of English for many reasons such as traditional methods applied by teachers, and because of the pandemic, they did not receive English classes for two years, that is

why the researcher applied the Activity Based Learning Approach to improve English Oral Communicative Competences, all the students in the group received the same treatment to prove the effectiveness of the Activity - Based Learning Approach in their oral communicative development.

2.5 Data Collection

This was a one-group pretest and posttest design; this study did not have a control group. The group for the treatment was already formed belonging to a Primary 4 class of Students. The instruments and procedures applied in the research study are described below.

2.5.1 Pre- tests and Post-test

Pre and post testing is an assessment model designed to examine the change in overall critical thinking skills or dispositions in a group of test takers (Dieter, 1991). The speaking test was created by the researcher based on the textbook and workbook, Starship English Pre-A1.1 Ecuador edition written by Dr. Ken Beatty (2016) this book is used for primary 4 students.

These instruments were created to evaluate the students' speaking ability to express ideas and recognize objects of familiar topics taking into a count three different topics: personal information, daily activities and likes and dislikes. The guidelines for creating the test were including in the Ecuadorian English Curriculum 2016. The same test was applied before and after of using the intervention focus on the Activity Based Learning Approach in English classes. The pretest and posttest were validated by 3 expert teachers from the English Area.

2.5.2 Speaking Rubric

According to Ulker (2017) "rubric is described as a set of criteria/rules or guidelines that can be used to assess one's work or success of a task"(p. 32). In this research the speaking rubric was used to evaluate the students 'speaking ability focused on the following components Comprehension, Interaction, Accuracy, Fluency, and pronunciation with five scales for rating. Each aspect has 5 scales of assessment 1 for the lowest and 5 for the highest. The Speaking rubric was adapted

from Ministery of Education -Classroom-Assessment-Suggestions-EFL-Agosto-2014.pdf (2012).

2.5.3   *Lesson Planning*

Trigueros (2018) points out that "a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time"(p. 15). In the present research study, the investigator had created the plannings taking into a count the following steps.

- The researcher analyzed the contents of the Ecuadorian English Curriculum for primary 4 students (Ministry of Education 2016)   and design based on the Activity Based learning Approach theories.

- The investigator chooses the main topics according to the language functions of the textbook and workbook, Starship English Pre-A1.1 Ecuador edition written by Dr. Ken Beatty (2016) and according to the Ecuadorian English Curriculum for primary 4 students (Ministry of Education 2016) they include:

  - Asking and giving personal information.

  - Daily activities.

  - Likes and dislikes.

The lesson plannings were designed based on the SIOP Model. "The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners" (Echevarria et al, 2017, p. 14). The components of a SIOP lesson planning are the following: Lesson Preparation, Building Background, Comprehensible Input, Strategies incorporated, Interaction, Practice/ Application, Lesson Delivery, Review & Assessment. Those plannings were constructed by using The ABL approach.

English teachers of the Institution reviewed the lesson plannings in order to validate them and gave feedback. In addition, the lesson plannings were examined and approved by the tutor of the research, who gave some suggestions.

2.6 Students Survey

"A survey is a research quantitative instrument consisting of a series of questions for the purpose of gathering information from respondent**s**" (Tompkins Cortland Community College, 2016, p. 35). This instrument was applied to students at Patria High School to know how students feel towards the English teaching learning process.

The questionnaire was adapted from Suttanon (2018). This instrument of data collection was composed of 10 questions and the ranking of it was based on 3-point Likert scale: always, sometimes and never, the questionnaire was applied to young learners that is why emoticons, and easy instructions were used to improve students´ understanding in order to get true information.

2.7 Intervention

This research was a pre-experimental one-group pretest and post-test design, the participants were selected randomly from a single primary 4 class.
The investigator applied a survey to know the student's perceptions of the English Classes.
Before to start the intervention, the participants took a pretest where the speaking rubric was included the test was focused on three topics.

- Asking and giving personal information.
- Daily Activities .
- Likes and dislikes.

Students had an English class for two periods of 40 minutes once a week, the intervention was conducted over 9 weeks. To prepare the classes the researcher uses a lesson plan were included a wide range of activities based on the Activity Based Learning approach.

The table below explains the intervention and the topics developed each week, in addition, the activities which were used are mentioned.

Table 5. *The intervention characteristics and topics*

Week	Activity Based learning Activities	Topics
1	Role play	Asking and giving personal information I
2	Role play	Asking and giving personal information II
3	Role play	Asking and giving personal information III
4	Educational games	Daily Activities I
5	Educational games	Daily Activities II
6	Educational games	Daily Activities III
7	Project	Likes and dislikes I
8	Project	Likes and dislikes. II
9	Project	Likes and dislikes. III

For each topic was employed 6 periods of 40 minutes.

The posttest and speaking rubric were applied in the seventh week after the treatment. The total score of the speaking rubric was 25 points evaluating aspects such as Comprehension, Interaction, Accuracy, Fluency, and pronunciation, each aspect had 5 scales of assessment 1 for the lowest and 5 for the highest.

Figure 1. *Flowchart of the research study*
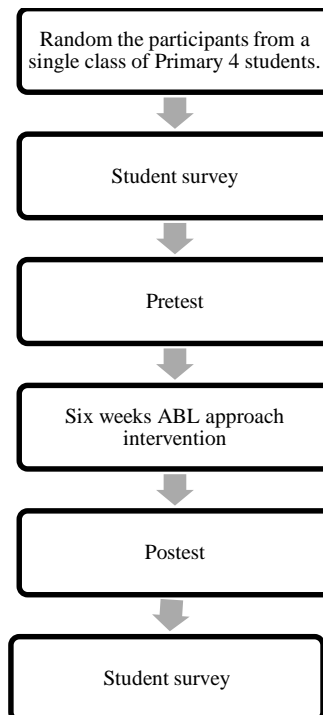
Note: The chart explains the process of the intervention from the beginning until to get the results.

Finally, the student survey was taken to know if there is any change in the student's perception of the English teaching learning process of a new language by applying Activity Based Learning Approach.

2.8 Data Analysis

The Statistical Package for Social Science (SPSS) V.25 application, commonly known as Statistical Package for Social Science, was utilized as the mechanism for the data analysis in order to provide a clearer explanation and comprehension of the results.

The t-test, a statistical process that "allows to reflect timely information about the findings acquired," is one of the data analysis procedures that the SPSS program gives in accordance with the needs of the study (Bryman and Cramer, 2005). This kind of study allowed us to properly comprehend the data so that we could draw inferences and make suggestions based on the factors.

The data of this study was analyzed by following the two steps described below:

1. Speaking ability scores from the pretest and posttest were translated to mean scores and standard deviations in order to examine the results from both tests. By comparing student speaking abilities before and after learning through activity-based learning approach, the mean scores and standard deviations were then computed to see if the mean scores of the pretest and posttest were substantially different, with the use of the Statistical Package for the Social Sciences (SPSS). The outcomes demonstrated how the use of activity-based learning helped students to improve their communicative competence development based on statistical results.

 2. The findings from the survey based on the 3-point Likert scale were compared, converted to percentages, and averaged in order to examine students' views regarding the activities. The mean and standard deviation of the students' self-rating scores from the attitude questionnaire were computed, and the results were then interpreted into three levels as follows: always, sometimes and never.

Chapter III. Findings and Discussion

The objectives of the research were to understand the impact and the characteristics of using the Activity-Based Learning Approach in the oral communicative competence development through literature review, examined Primary 4 students' communicative competence development after the implementation of Activity – Based learning strategies through a pre – experimental design, and evaluate the student's perceptions towards the English learning process after and before using ABL. The participants in this study were a class of 34 Primary 4 EFL students in a public institution named Unidad Educativa Fiscal Patria located in Latacunga - Ecuador. This chapter will explain the results obtained through the use of pretest and posttest and a student survey.

3.1 Findings

The first objective was to understand the impact and the characteristics of using the Activity-Based Learning Approach in the oral communicative competence development through literature review, the researcher has read many information about ABL and its characteristics, this information was fundamental to carry on this study.

1.9.4   Quantitative Data

The second objective was to examined Primary 4 students' communicative competence development after the implementation of Activity – Based learning strategies, to get statistical results pretest and posttest were applied, those evaluation instruments consisted on three topics, asking and giving personal information, daily activities, and likes and dislikes based on the textbook and workbook, Starship

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English Pre-A1.1 Ecuador edition written by Dr. Ken Beatty (2016) in addition, speaking rubric was used to evaluate the students 'speaking ability focused on the following components Comprehension, Interaction, Accuracy, Fluency, and pronunciation with five scales for rating. Each aspect has 5 scales of assessment 1 for the lowest and 5 for the highest.

This study is one group pretest and posttest design, there is not a control group, the pretest and posttest were applied in different periods of time to now if the oral communicative competence development is increased or not before the treatment of two months in order to prove or reject the hypotheses. The scores in the pretest and posttest were compared by using paired simple t- test statistics.

Process Of Getting Quantitative Data In Pretest And Posttest.- Paired simple t- test statistics was used to get statistical results and the process is explained bellow:

Step 1. To identify the hypotheses

H0: There is no a significative difference before and after applying the Activity Based Learning Approach in the Oral communicative competence development of Primary 4 students.

H1: There is a significative difference before and after applying the Activity Based Learning Approach in the Oral communicative competence development of Primary 4 students.

Step 2: to define the alpha. "Alpha is a threshold value used to judge whether a test statistic is statistically significant" (Landau,2013, p.5). In a statistical test, alpha stands for an acceptable percentage of a Type I mistake. Alpha can range from 0 to 1 since it is a probability. In this study the researcher has set the alpha (α) = 0.05 = 5%.

Step 3: to select the test. the t- student for paired simple test has been selected for this study, because there were two sample testing results which were obtained in different periods of time, ie. before and after of using the treatment.

Step 4: to select the p-value: p-value $> = 05$ the H_0 is accepted

.   p-value $<$ 05 the H_1 is accepted

Step 5: to use the spss paired sample t test by using the results obtained before and after of applying the treatment.

Table 6. Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
		Paired Differences			95% Confidence Interval of the Difference					Significance
Pair 1	PRETEST - POSTTEST	- - 17.05882	2.53391	.43456	- 17.94294	- 16.17470	- 39.255	33	<.001	<.001

Note. **n=34**. The table shows the student's pretest and posttest results before and after of applying the treatment based on the Activity-Based Learning approach.

The table revealed that students' oral communicative had improved, indicating that Activity based learning approach increase participants' scores. The p-value was smaller than 05, that is why the H_1 is accepted.

1.9.4.1   **Students attitude survey before applying the treatment.**

The third goal was to look at how the students felt about using traditional methods and activity-based learning approach in English classes. To get valid data the researcher applied a student's attitude questionnaire before and after the treatment. The questionnaire was composed of 10 questions and the ranking of it was based on 3-point Likert scale: always, sometimes and never, the questionnaire was applied to 34 young learners that is why emoticons, and easy instructions were used to improve students´ understanding in order to get true information. The information obtained were tabulated by using Spss for 3-point Likert analysis, the percentages for each question are presented below.

Table 7. Do you like learning English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	20,6	20,6	20,6
	Sometimes	16	47,1	47,1	67,6
	Never	11	32,4	32,4	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

In the first question, 47.1% of the students interviewed that they sometimes like to learn English, while 20.6% answered that always because they are aware about the importance of learning English in a globalized world, on the other hand 32.4 %of students disagree, they do not like to learn English as a part of their education.

Table 8. Are activities provided by the teacher traditional for example Writing sentences, memorizing vocabulary?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	26	76,5	76,5	76,5
	Sometimes	7	20,6	20,6	97,1
	Never	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

A total of 76,5 % of students agree that the activities provided by teachers in English classes are traditional because most of the teachers use mainly activities such as writing sentences, memorizing vocabulary, etc. while 20.6 % think that sometimes teachers use those kinds of activities in English teaching learning process, only 2.9% of pupils answer that teachers never use traditional activities.

Table 9. Do you enjoy learning English by using activities more than Memorized words for example by drawing, singing etc.?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	34	100,0	100,0	100,0

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

The chart for this question shows that the 100% of students strongly agree that they enjoy learning English by using activities such as drawing, singing, etc. because those activities motivate them to participate in classes and create a relaxed environment in classroom.

Table 10. Does the teacher provide clear instructions to perform the activities or tasks during classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	14,7	14,7	14,7
	Sometimes	25	73,5	73,5	88,2
	Never	4	11,8	11,8	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

73% of students said that the teacher sometimes provides clear instructions to perform the activities or tasks during English classes, while 14% said that always the instructions are clear, on the other hand 11.8 % think that teachers never provide good instruction to do the activities in a correct and easy way.

Table 11. Does the teacher provide feedback (information or error corrections) that helps you to clarifies your tasks?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	7	20,6	20,6	20,6
	Sometimes	9	26,5	26,5	47,1
	Never	18	52,9	52,9	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

More than 50% of students (52.9%) said that English teachers never provide feedback (information or error corrections) that helps them to clarifies their tasks. 26.5 % of them said that sometimes information or error corrections are provided to clarify contents and relevant information. Only 20.6% of students think that teachers always provide feedback clarifies their tasks.

Table 12. While using activities, do you want to speak English?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	10	29,4	29,4	29,4
	Never	24	70,6	70,6	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

In this chart, it is shown that 70.6% of the surveyed students think that they never want to speak English in classes. On the other hand, 29.4% of the pupils said that sometimes they use English when they are performing their activities in the classroom. Students tend to feel uncomfortable or afraid using a new language to communicate.

Table 13. Do you enjoy working in pair or in groups more than individual.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	22	64,7	64,7	64,7
	Sometimes	8	23,5	23,5	88,2
	Never	4	11,8	11,8	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

Many of the students surveyed (64.7%) always enjoy working in pairs or in groups more than individually, while 23.5 % answered that they sometimes like to work in pairs. 11.8% said that they do not like working in a group, they prefer perform their tasks alone without distractions.

Table 14. When learning by activities, the atmosphere in the classroom is relaxed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	16	47,1	47,1	47,1
	Sometimes	11	32,4	32,4	79,4
	Never	7	20,6	20,6	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

According to the chart, 47.1% of students surveyed think that when they learn by activities, the atmosphere in the classroom is more relaxed. 32.4% pupils said that sometimes they feel comfortable in English classrooms, and 20.6 % students said that in English classes they never feel relaxed because the activities used are traditional.

Table 15. Do the activities have interesting pictures and content.?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	38,2	38,2	38,2
	Sometimes	12	35,3	35,3	73,5
	Never	9	26,5	26,5	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

This chart shows that 38.2% of students said that the activities used in English classes have always interesting pictures and contents. 35.3% think that the resources are sometimes interesting. 26.5% of students strongly agree that the pictures and contents are not interesting that is why they most of the time feel bored in class.

Table 16. Students understand the lesson and use it for communicate in daily life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	10	29,4	29,4	29,4
	Never	24	70,6	70,6	100,0
	Total	34	100,0	100,0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning before applying the treatment.

Many of students (70.6 %) never use the knowledge acquire in lessons for communicate in daily life, they only use it for passing the subjects inside classrooms, on the other hand 29.4% of students sometimes use knowledge related to English Language development outside classroom.

Quantitative data in students attitude survey about

Activity-Based after applying the treatment.

Table 17. Do you like learning English.?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	25	73.5	73.5	73.5
	SOMETIMES	5	14.7	14.7	88.2
	NEVER	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

In the first question, 73.5 % of the students interviewed think that they always like to learn English, while 14.7% answered that sometimes like it, while 11.8% said that for them English is not important that is why they do not like learning English.

Table 18. Are activities provided by the teacher traditional for example Writing sentences, memorizing vocabulary?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	3	8.8	8.8	8.8
	SOMETIMES	6	17.6	17.6	26.5
	NEVER	25	73.5	73.5	100.0
	Total	34	100.0	100.0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

A total of 73,5 % of students agree that the activities provided by teachers in English classes are no traditional because most of the time teacher used interesting activities while 17.6 % think that sometimes teachers use traditional tasks in English teaching learning process, only 8.8% of pupils answer that teachers always use traditional activities.

Table 19. Do you enjoy learning English by using activities more than Memorized words for example by drawing, singing etc.?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	34	100.0	100.0	100.0

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

The chart for this question shows that the 100% of students strongly agree that they enjoy learning English by using activities such as drawing, singing, etc. because those activities motivate them to participate in classes and create a relaxed environment in classroom.

Table 20. *Does the teacher provide clear instructions to perform the activities or tasks during classes?*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	30	88.2	88.2	88.2
	SOMETIMES	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

Note. n=34.The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

88.2% of students said that the teacher always provides clear instructions to perform the activities or tasks during English classes, while 11.8% said that sometimes the instructions are clear. This question shows that most of the students understands the instructions when this approach is used in classroom

Table 21. *Does the teacher provide feedback (information or error corrections) that helps you to clarifies your tasks?*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	30	88.2	88.2	88.2
	SOMETIMES	3	8.8	8.8	97.1
	NEVER	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

82% of students said that English teacher always provided feedback (information or error corrections) that helped them to clarifies their tasks. 8.8 % of them said that sometimes information or error corrections are provided to clarify contents and relevant information. Only 2.9% of students think that teachers always provide feedback clarifies their tasks.

Table 22. *While using activities, do you want to speak English?*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	27	79.4	79.4	79.4
	SOMETIMES	4	11.8	11.8	91.2
	NEVER	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

In this chart, it is shown that 79.4% of the surveyed students think that they always want to speak English in classes because it is funny for them. On the other hand, 11.8% of the pupils said that sometimes they use English when they are performing their activities in the classroom. In addition, 8.8 students never use English because they feel uncomfortable or afraid.

Table 23. *Do you enjoy working in pair or in groups more than individual.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	28	82.4	82.4	82.4
	SOMETIMES	5	14.7	14.7	97.1
	NEVER	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

Many of the students surveyed (82.4%) always enjoy working in pairs or in groups more than individually, while 14.7 % students answered that they sometimes like to work in pairs. 2.9% said that they do not like working in groups, they prefer perform their tasks alone.

Table 24. *When learning by activities, the atmosphere in the classroom is relaxed?*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	30	88.2	88.2	88.2
	SOMETIMES	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

According to the chart, 88.2% of students surveyed think that when they learn by activities, the atmosphere in the classroom is more relaxed. 11.8% pupils said that sometimes they feel comfortable in English classrooms, this question shows that students' feelings about learning English by using Activity based learning is more relaxing than learning by applying traditional methods.

Table 25. Do the activities have interesting pictures and content.?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	29	85.3	85.3	85.3
	SOMETIMES	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

This chart shows that 85.3% of students said that the activities used in English classes have always interesting pictures and contents. 14.7% think that the resources are sometimes interesting. Students strongly agree that the pictures and contents are interesting that is why they are more motivated to learn and participate in English classes.

Table 26. Students understand the lesson and use it for communicate in daily life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	25	73.5	73.5	73.5
	SOMETIMES	4	11.8	11.8	85.3
	NEVER	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Note. n=34. The table is based on student's attitude survey about Activity-Based Learning after applying the treatment.

Many of students (73.5 %) always use the knowledge acquire in lessons for communicate in daily life, they use it for giving and say some easy instructions in and outside the, on the other hand 11.8% of students sometimes use knowledge related to English Language development outside classroom. While 14.7% said that they never use English for communicating in daily life.

Results and Discussion

The first objective for the research study was to understand the impact and the characteristics of using the Activity-Based Learning Approach in the oral communicative competence development through literature review, this information led to applied the approach in a correct form by creating the lesson plans for each class based on its stages and principles.

The second objective was to examine Primary 4 students' communicative competence development after the implementation of Activity – Based learning strategies in English classes. Using a pretest and posttest methodology, the data on speaking ability was gathered. The participant's speaking skills were evaluated by using paired t-tests for one group to see if there was a significant mean difference before and after the treatment. The findings indicated that oral communication had increased over the 12 sessions of 2 periods each one, as seen by noticeably higher mean scores on the post-test for the topics Asking and giving personal information, daily activities, and likes and dislikes. Students demonstrated good development in their speaking abilities as a result of using the activity-based learning experience. The results of this study demonstrated that performance significantly improved as a result of activity-based learning. This is in accordance with studies (Albadi ,2019; Suttanon ,2018; Coşkun ,2018; Kuyate 2019; UL-HAQ, et al 2016) that have shown the benefits of incorporating activity-based learning for enhancing speaking ability.

Additionally, in every activity, notably sentence building, the mean scores of the posttest are greater than those of the pretest. The outcomes of the students' utterances show how they have improved at speaking by using more meaningful and using a range of complicated sentence patterns. Therefore, it can be concluded that activities used in the use of activity-based learning approach in English classes served as understandable inputs to improve students' speaking.

The speaking rubric first criterion was comprehension, it produced a finding that most participants do better in this area. In the posttest, they were able to understand while performing most of the tasks, while in the pretest students were not able to understand the most of the instructions given. Thus, it may be said that learning

through ABL leads students to understand instructions or relevant information without the necessity of asking repetition or clarification.

The second criterion in the speaking exam rubric was interaction, which is the ability to listen and interact with a partner. In the pretest, students were not able to interact each other but, in the post-test, the majority of individuals were able to listen attentively to another person and responded appropriately; the participants had high language control and a wide variety of generally well-selected words depending on the topic.

In addition, there was another criterion for the speaking rubric, it was Accuracy, which is based on the use of grammar, syntax and general structures. On the pretest, the students demonstrated that the grammar and syntax were out of control and that general structural knowledge was lacking. But, after the treatment, in the post-test the students show that their use of grammar and syntax was high, which allowed them to improve their communication.

By looking for the fourth criterion about fluency in the pretest, students had a wide range of troubles in vocabulary, speed, naturalness, lack of hesitation. The majority of participants in posttest were not comfortable. In contrast to the posttest, when they were comfortable by speaking clearly and without pausing. On the other hand, the last criterion was about the pronunciation in pretest, students had several faults, and the articulation and intonation were imprecise, virtually rendering speaking incomprehensible, but in posttest they had excellent clarity; their emphasis and intonation enhanced the comprehension.

In conclusion, all factors mentioned in speaking rubric are especially important for pupils' progress in speaking ability. Therefore, it is possible to encourage students to speak up in class by creating an engaging environment and giving them a variety of speaking opportunities (Dutra, et al., 2012). For instance, it is well recognized that a focus on activity that connects to a real-life situation can help students enhance their speaking abilities. Students are encouraged to speak about genuine circumstances and themes rather than adhere to made-up scripts (Richards and

Rogers, 1986). There are further ways that the use of activity-based learning could have enhanced the learning process.

The third objective of this research study was to evaluate the student's perceptions towards the English learning process after and before using ABL. At the beginning the results of the survey about students' perceptions towards the English teaching process were deficient because most of the time they learn English by using traditional methods, where they only copy the information and memorized it and do what the teacher said but after the treatment the answers in survey have had a big change. According to the study, most students firmly believe that the activities are beneficial to their learning. They specifically agreed that they favored group activities over solitary work, favored learning English through activities over rote memorization, and were content with the use of ABL in the classroom. Positive attitudes and increased drive, according to Gardner (1983), aid in raising students' language proficiency.

This study demonstrates that activity-based learning was well-received by students and that it was successful in enhancing English speaking skills over the course of the experiment's 24 periods. This study suggests that activity-based learning is a beneficial addition to the teaching environment and curriculum for primary school pupils studying English.

According to the study's findings, using activity-based learning significantly affects students' performance in English communicative development. The study's results agreed with those of earlier studies. For instance, Ajayi (2016) discovered that students who were taught through hands-on activities had considerably higher mean interest levels than those who were taught through conversation.

Khan, Muhammad, Ahmed, Saeed, and Khan (2012) discovered that using an activity-based approach helped learners acquire higher-order skills. The academic performance and attitudes of pupils toward activities are both improved by the activity-based Method, according to Chinelo (2020). According to Coskun and Eker (2018), the activity-based Method has a considerable impact on students' English language success and retention levels.

The activity-based approach, according to Azmi (2017), improves students' learning not only in the English language but in a wide range of subjects. The fact that students appear to be more motivated and engaged while participating in hands-on activities than when participating in a traditional methodology of teaching where students only are recipients of the information. with the use of The Activity based learning Approach, the students are an active part of the process of learning.

Conclusions and Recommendations

Conclusions

The results of this study reveal, in conclusion, that activity-based learning helps young students improve their speaking skills. Since few studies have examined the use of activity-based learning with young students, as was noted in the literature review, the findings of this study may fill in this knowledge gap by showing that young students can learn English speaking through ABL. This study suggests that adding activity-based learning to the atmosphere and content of the English classroom for primary pupils is a beneficial addition.

Teachers can assist their students in developing their communication skills by implementing activity-based learning in the classroom. Children in particular need to develop their communication skills since they need them to explore and navigate the adult world (White and Whyte, 2019). Therefore, a key component of a child's social and intellectual development is the acquisition of communication skills. Activity-based learning is a contextual learning method, where the learning experience is influenced by the environment, the students' emotional and social involvement in the learning process, as well as the learning materials (Schiering, et al., 2011).

Recommendations

The principal academic recommendation of this study is that primary classrooms should actively study activity-based learning. Other comparable studies that were found in this analysis focused on older students in a single classroom as opposed to younger students. The examination of activity-based learning that is evidence-based and addresses the needs of younger learners is prompted by this research gap. As a result, there are still holes that need to be filled in the theory of activity-based learning.

To develop sociolinguistic and discourse skills, which are necessary for using spoken English effectively in daily life, activity-based learning is one piece of the puzzle. The study's improvement findings also revealed that students felt positively about activity-based learning and thought it provided a superior educational opportunity.

Research Limitations

Activity-based learning strategies improve students' achievements and attitudes toward this strategy. This research also shows findings which confirmed that an activity-based learning approach can be used in many situations, topics, and subjects. However, the findings in the research were limited to one group of students, one school, and a limited number of participants. Also, this study was limited to a short period and three topics only.

Further Research

Investigating the communicative competences development through the use of the Activity -Based Learning Approach was the main goal of this study. The results indicate that this approach has a favorable effect on students' achievement. This paper's implications have addressed various issues relating to how educators might gain from the study's conclusions. There are suggestions for next studies. Activity-based learning brings about the desired change for today's schools to encourage students to learn by themselves. Lastly, the results of this research will help   educators in pursuing worthwhile education for themselves, their students, and their society.

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Appendix 1

The Principal´S Approval Of The Unidad Educativa Patria

UNIDAD EDUCATIVA FISCAL "PATRIA"
DISTRITO 05D01-CIRCUITO GUAYTACAMA 05D01C3_18 – AMIE 05H00147

Guaytacana , 8 de febrero de 2022

MSc. Aida Erazo
RECTORA DE LA UNIDAD EDUCATIVA FISCAL PATRIA

Presente. –

Mediante la presente extiendo un saludo cordial, y ante Ud. respetuosamente expongo:

Actualmente me encuentro cursando la Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Cotopaxi. En tal virtud, solicito a Ud. de la manera más comedida me permita desarrollar mi tesis de postgrado cuyo título es "*ACTIVITY – BASED LEARNING APPROACH TO DEVELOP THE ORAL COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS*" dentro de la Institución, Institución en la que me desempeño como docente.

Es todo cuanto puedo mencionar, agradezco la atención prestada.

Atentamente

…….....................…………………………
Lcda. Vilma Raquel Sarabia Tapia
CI:0503071821

Appendix 2

Survey For Students

OBJECTIVE: To analyze the influence of the Activity-Based Learning Approach in the speaking skill development in Primary 4 students at Unidad Educativa Fiscal Patria in Latacunga - Ecuador.

INSTRUCTIONS: This is not a test, so there is no right or wrong answer. Please choose only one face and color it.

Name:_____

ACTIVITY-BASED LEARNING

1. Do you like learning English.?

Always ☐

Sometimes ☐

Never ☐

2. Are activities provided by the teacher traditional for example Writing sentences, memorizing vocabulary?

Always ☐

Sometimes ☐

Never ☐

3. Do you enjoy learning English by using activities more than Memorized words for example by drawing, singing etc.?

Always ☐

Sometimes ☐

Never ☐

4. Does the teacher provide clear instructions to perform the activities or tasks during classes?

Always ☐

Sometimes ☐

Never ☐

5. Does the teacher provide feedback (information or error corrections) that helps you to clarifies your tasks?

Always ☐

Sometimes ☐

Never ☐

MOTIVATION

6. While using activities, do you want to speak English?

Always ☐

Sometimes ☐

Never ☐

7. Do you enjoy working in pair or in groups more than individual.

Always ☐

Sometimes ☐

Never ☐

8. When learning by activities, the atmosphere in the classroom is relaxed?

Always ☐

Sometimes ☐

Never ☐

9. Does the activities have interesting pictures and content.?

Always ☐

Sometimes ☐

Never ☐

10. Students understand the lesson and use it for communicate in daily life.

Always ☐

Sometimes ☐

Never ☐

Thank you for your collaboration

Appendix 3

Pre-test and post- test

OBJECTIVE: To analyze the communicative development after and before using the Activity-Based Learning Approach in Primary 4 students at Unidad Educative Fiscal Patria in Latacunga - Ecuador. The following questions are based on the English contents selected by the Ministry of Education in Ecuador for fourth year of basic education.

INSTRUCTIONS: Listen and and follow your teacher´s instructions.

Name:_____

Date: _____

Speaking Test

Asking and giving personal information

1. What is your name?
2. How old are you?
3. Where are you from?
4. Where do you live?
5. Do you have brothers or sisters?

My daily Activities .

6. Look at the picture and tell me what are the people doing?

What is dad doing?   What is Cindy Doing?

What is Evan doing?   What is grandma Sue doing?

What is Baby Ben doing?   What is Usel doing?
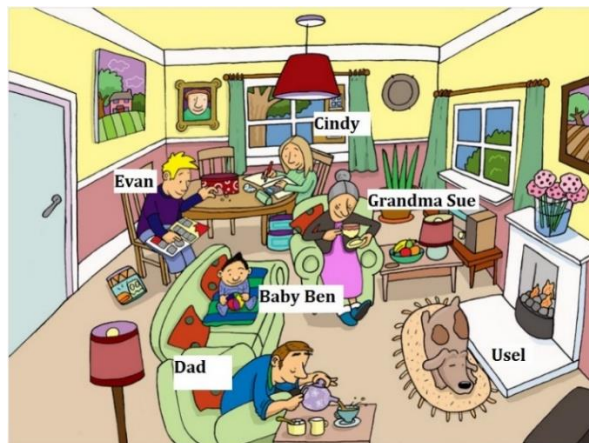
7. Listen the following conversation and select the correct options.

https://www.youtube.com/watch?v=yWRogEqTBIA	TRUE	FALSE
Fiona likes reading.		
James likes reading.		
James likes listening to music on his computer.		
Fiona likes playing music.		
Sally does like watching movies.		
Sally likes listening to music.		

8. Tell me about your likes and dislikes, the pictures below can help you.

Appendix 4

Rubric for Speaking test

Oral interview 25 points

	Poor 1	Fair 2	Good 3	Very good 4	Excellent 5
Comprehension ability to make her/ himself understood	Unable to make her/himself understood while performing the task*, even when listener asks for repetition or clarification.	Unable to make her/himself understood while performing most of the task; listener frequently asks for repetition and clarification.	Makes her/himself understood while performing at least half the task; listener sometimes asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener rarely asks for repetition or clarification
Interaction ability to listen and interact with a partner	Unable to listen attentively or respond appropriately while performing the task; fails to interact with a partner.	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half of the task, listens to another person and responds reasonably well; interacts adequately with a partner.	While performing most of the task, listens attentively to another person and responds appropriately; interacts well with a partner	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner.
Accuracy grammar, syntax, and general structures	Uncontrolled grammar and syntax, lacks knowledge of general structures.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; meaning is not always clear.	Quite accurate; some errors, but meaning is clear	Grammatical and lexical** accuracy is high.
Fluency vocabulary, speed, naturalness, lack of hesitation	Unnatural and labored speech, extremely hesitant on even high-frequency vocabulary words, phrases and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words.	Speaks fluently without hesitation or searching for words.
Pronunciation stress, rhythm, intonation patterns	Lots of errors; unclear articulation and intonation, which makes speech almost unintelligible.	Very frequent errors; often very difficult to understand.	Frequent errors; not always clear enough to understand.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.

***Taken and adapted from:** Ministerio de Educación -Classroom-Assessment-Suggestions-EFL-Agosto-2014.pdf*
***Elaborated by:** Sarabia V. (2022)*

Appendix 5

LESSON PLANNINGS

. SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: February 25th2022	Grade/Class/Subject FOURTH EGB
Unit/Theme: What do we do at the school. Asking and giving personal information I Role play		Time: 2 periods
Objective(s): SWBAT: EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: Where one lives or goes to school, etc.)		
Main Vocabulary: min 7 / max 12 words Am is are she I live/ lives does have/has don't have	Supplementary Materials: Videos Sheets of paper	

SIOP® Features		Student activities (check all that apply for activities throughout lesson)			
Preparation		**Scaffolding**		**Grouping Options**	
_x__ Adaptation of Content		_X_ Modeling		__X_ Whole class	
_X_ Links to Background		_X_ Guided practice		___ Small groups	
_X_ Links to Past Learning		_X_ Independent practice		___ Partners	
___ Strategies incorporated		_X_ Comprehensible input		_X_ Independent	
Integration of Processes		**Application**		**Assessment**	
_X_ Reading		_X_ Hands-on		_X_ Individual	
_X_ Writing		_X__ Meaningful		_x Group	
_X_ Speaking		_X_ Linked to objectives		_X_ Written	
_X_ Listening		_X__ Promotes engagement		_X_ Oral	

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. Hello hello what's your name? https://www.youtube.com/watch?v=yqlbn_nl2w8&ab_channel=SuperSimpleSongs-KidsSongs
10´	Preparation phase : present a short video about short self-introductions https://www.youtube.com/watch?v=OqRKb7b_Jh0&ab_channel=PI%C3%91ITATV
10´	Ask questions about the video, what is the name of the boy? Where is he from? How old is he? Where does he live? What is his or her parents' name? What is his or favorite food?
20´	A main activity phase: teacher will introduce herself and model on the board the activity. First with students help, teacher draw herself on the board taking a count the body characteristics, ask students about the parts of the body to improve vocabulary, after that ask students' questions such as what is the name of the teacher? She is…. How old is she? She is….. Where is she from? She is from ……. What is her favorite food? Her favorite food is……. What is her father's name? Her father name is….. What is her mother's name? Her mother name is….. Does she have siblings? She has 1 brother and 1 sister. What is her favorite toy? Her favorite toy is….. What is her favorite subject? Her favorite subject is…. teacher will write next to the picture the shot introduction about her.
25´	A follow – up and consolidation phase: each student will draw themselves in a sheet of paper and write phrases to introduce themselves. My name is………. I am …. Years old. I live in……. I am from……. My favorite food is……. My father's name is….. My mother´s name is…….. I have …. Sisters I have … brothers. My favorite toy is….. My favorite subject is…..
10´	EVALUATION: ask students short questions about personal information.
2´	HOMEWORK: Study the phrases given in class.
Teacher Reflections:	

WEEK 2

. SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: March 04th 2022	Grade/Class/Subject ENGLISH FOURTH EGB
Unit/Theme: What do we do at the school. **Asking and giving personal information II** Role play		**Time: 2 periods**
Objective(s): SWBAT: EFL.2.1.7. Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground.		
Main Vocabulary: min 7 / max 12 words Am is are she I live/ lives does like /likes		**Supplementary Materials:** Videos flash cards large Sheets of paper markers, color pencil, etc.

SIOP° Features	Student activities (check all that apply for activities throughout lesson)	
Preparation _x__ Adaptation of Content _X_ Links to Background _X_ Links to Past Learning __ Strategies incorporated	**Scaffolding** _X_ Modeling _X_ Guided practice _X_ Independent practice _X_ Comprehensible input	**Grouping Options** _X_ Whole class __x small groups ___ Partners _X_ Independent
Integration of Processes _X_ Reading _X_ Writing _X_ Speaking _X_ Listening	**Application** _X_ Hands-on _X__ Meaningful _X_ Linked to objectives _X__ Promotes engagement	**Assessment** _X_ Individual _x Group _X_ Written _X_ Oral

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. what's your name? https://www.youtube.com/watch?v=74FA1dyVVKs
10´	Preparation phase: present a picture about a monster and invent a short introduction about it. Ask students to help you.
20´	A main activity phase: ask students questions about the monster. What is the name of the monster? He is... How old is he? he is..... Where is he from? He is from .... What is his favorite food? His favorite food is........ What is his father's name? His father's name is.... What is his mother's name? His mother's name is.... Does he have siblings? He has 3 brothers and 15 sisters. What is his favorite toy? His favorite toy is.... What is his favorite subject? His favorite subject is....

15´	teacher start to draw a monster on a l large sheet of paper, ask students for helping you create a funny monster, each student draw a part of the monster, after ask students to write a short phrase of introduction for the monster. Use markers.
25´	**A follow – up and consolidation phase:** Form groups of five children and ask them to invent different monsters and draw them in a poster to present it in front of the class by using phrases such as .. My name is............ I am .... Years old. I live in........ I am from........ My favorite food is........ My father's name is.... My mother's name is........ I have .... Sisters I have ... brothers. My favorite toy is.... My favorite subject is.....
5´	**EVALUATION:** ask students short questions about personal information of the different monsters.
2´	**HOMEWORK:** Study the phrases What is your name? How old are you? Where are you from? What is your favorite food? What is your father's name? What is your mother's name? Do you have siblings? What is your favorite toy? What is your favorite subject?
Teacher Reflections:	

WEEK 3

. SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: March 11ˢᵗ 2022	Grade/Class/Subject ENGLISH FOURTH EGB
Unit/Theme: What do we do at the school. **Asking and giving personal information III** Role play		**Time: 2 periods**
Objective(s): SWBAT: EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: Please, sorry, thank you, etc.)		

Main Vocabulary: min 7 / max 12 words Role play introduction is your turn next continue Stop go on.	Supplementary Materials: Videos flash cards large Sheets of paper markers, color pencil, etc

SIOP° Features	Student activities (check all that apply for activities throughout lesson)	
Preparation _x__ Adaptation of Content _X_ Links to Background _X_ Links to Past Learning __ Strategies incorporated	**Scaffolding** __ Modeling __ Guided practice _X_ Independent practice _X_ Comprehensible input	**Grouping Options** ___ Whole class __ Small groups _x_ Partners _X_ Independent
Integration of Processes __ Reading __ Writing _X_ Speaking _X_ Listening	**Application** _X_ Hands-on _X__ Meaningful _X_ Linked to objectives _X__ Promotes engagement	**Assessment** _X_ Individual _x Group __ Written _X_ Oral

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. what's your name? https://www.youtube.com/watch?v=74FA1dyVVKs
10´	Preparation phase: select 4 children and interview them. Students are sitting in front of the class. Ask many questions about their personal information.
25´	A main activity phase: ask students questions about the interview. How old is Juanito? He is.... Where Sofi is from? She is from .... What is Peter favorite food? His favorite food is....... What is Karen's father's name? His father's name is.... What is Juanito mother's name? His mother's name is..... Does Sofi have siblings? She has ... brothers and .... sisters. What is Peter favorite toy? His favorite toy is..... What is Karen favorite subject? Her favorite subject is....
15´	A follow – up and consolidation phase: teacher. Ask students to form groups of five children and they are going to be a famous person. They will have an interview.
20´	when the groups are formed start the role play (interview) . the students will use questions such as What is your name? How old are you? Where are you from? What is your favorite food? What is your father's name? What is your mother's name? Do you have siblings? What is your favorite toy? What is your favorite subject?
10´	EVALUATION: Ask students about the interviews to find out the most correct answers. And awards points to the groups that guess the most.
Teacher Reflections:	

WEEK 4

. SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: March 18th 2022 Week 4	Grade/Class/Subject FOURTH EGB
Unit/Theme: What do we do at school? Daily Activities - Educational games I- Memory game		Time: 2 periods
Objective(s): SWBAT: Produce simple short phrases or words related to daily activities. Ref.EFL.2.2.11.		
Main Vocabulary: min 7 / max 12 words Cook write listen fixes mixes changes study Sleep	Supplementary Materials: Videos Cards	

SIOP® Features	Student activities (check all that apply for activities throughout lesson)	
Preparation _x__ Adaptation of Content _X_ Links to Background _X_ Links to Past Learning _X_ Strategies incorporated	**Scaffolding** _X_ Modeling _X_ Guided practice _X_ Independent practice _X_ Comprehensible input	**Grouping Options** __X_ Whole class ___ Small groups __X_ Partners _X_ Independent
Integration of Processes _X_ Reading _X_ Writing _X_ Speaking _X_ Listening	**Application** _X_ Hands-on _X__ Meaningful _X_ Linked to objectives _X__ Promotes engagement	**Assessment** _X_ Individual _x_ Group _X_ Written _X_ Oral

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. What do you do in the morning https://www.youtube.com/watch?v=F3YSgb5unt0
10´	Preparation phase: present a short video about activities usually people do every day. https://www.youtube.com/watch?v=eUXkj6j6Ezw
10´	Ask questions about the video, what is the boy doing at home? What time does he wake up? what is the boy doing at school? Etc.
15´	A main activity phase: present students the cards for the game, each card must contain in one side the picture of the action and on the other side the name of the action. Students will try to memorize the words.
35´	A follow – up and consolidation phase: form pairs, put the cards on the table students are able to see the pictures , not the words. They need to say the correct name of the activity to get points if they have mistaken, they will lose scores. The winner is the students with the most points.
5´	EVALUATE: ask students short questions about their own daily activities.
2´	HOMEWORK: Study the phrases given in class.
Teacher Reflections:	

WEEK 5

. SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: March 25th 2022 Week 5	Grade/Class/Subject FOURTH EGB
Unit/Theme: What do we do at school? Daily Activities - Educational games II- Simon Says		Time: 2 periods
Objective(s): SWBAT: Produce simple short phrases or words related to daily activities. Ref.EFL.2.2.11.		
Main Vocabulary: min 7 / max 12 words Drink speak wear go eat listen		Supplementary Materials: Videos Cards Flash cards

SIOP® Features	Student activities (check all that apply for activities throughout lesson)	
Preparation _x__ Adaptation of Content _X_ Links to Background _X_ Links to Past Learning _X_ Strategies incorporated	**Scaffolding** _X_ Modeling _X_ Guided practice _X_ Independent practice _X_ Comprehensible input	**Grouping Options** _X_ Whole class __ Small groups ___ Partners _X_ Independent
Integration of Processes _X_ Reading _X_ Writing _X_ Speaking _X_ Listening	**Application** _X_ Hands-on _X__ Meaningful _X_ Linked to objectives _X__ Promotes engagement	**Assessment** _X_ Individual _x Group _X_ Written _X_ Oral

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. What Do You Do Every Day? https://www.youtube.com/watch?v=_oEAdz3MAj0
10´	Preparation phase: present a short video about daily activities. https://www.youtube.com/watch?v=_oEAdz3MAj0
10´	Ask questions about the video, what is the boy doing at home? What time does he wake up? what is the boy doing at school? Etc.
15´	A main activity phase: present students the cards for the game, each card must contain in one side the picture of the action and on the other side the name of the action. Students will try to memorize the words.
25´	A follow – up and consolidation phase: Stand in front of the class (you are Simon for the duration of this game). Do an action and say Simon Says [action]. The students must copy what you do. Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it. Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down. The winner is the last student standing. To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.
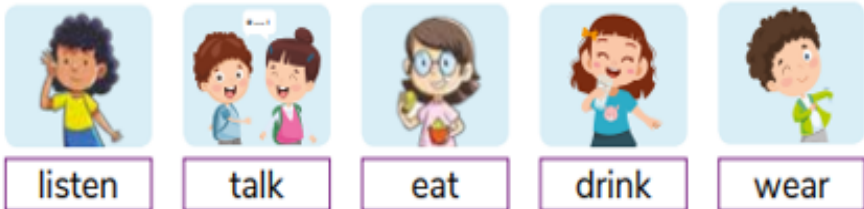
15'	**EVALUATE:** ask students play zigzag game. Let's play the zig-zag game. Make a group of 4 students. Each student has to take turns to make a sentence in each square. Use the words in the squares and make a sentence in Simple Present Tense.
2'	**HOMEWORK:** Study the phrases given in class.
Teacher Reflections:	

WEEK 6

. SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: April 08th 2022 Week 6	Grade/Class/Subject FOURTH EGB
Unit/Theme: What do we do at school? Daily Activities - Educational games III– Adapted Mind platform		Time: 2 periods
Objective(s): SWBAT: Produce simple short phrases or words related to daily activities. Ref.EFL.2.2.11.		
Main Vocabulary: min 7 / max 12 words Wake - go - goes - listen - wears – play – drink – come - write	Supplementary Materials: Interactive platform Flash cards	

SIOP® Features		Student activities (check all that apply for activities throughout lesson)			
Preparation _x__ Adaptation of Content _X_ Links to Background _X_ Links to Past Learning _X_ Strategies incorporated		**Scaffolding** _X_ Modeling _X_ Guided practice _X_ Independent practice _X_ Comprehensible input		**Grouping Options** __X_ Whole class __ Small groups _X_ Partners _X_ Independent	
Integration of Processes _X_ Reading _X_ Writing _X_ Speaking _X_ Listening		**Application** _X_ Hands-on _X__ Meaningful _X_ Linked to objectives _X__ Promotes engagement		**Assessment** _X_ Individual _x Group _X_ Written _X_ Oral	

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. What do you do in the morning https://www.youtube.com/watch?v=F3YSgb5unt0
10´	Preparation phase: present some flash cards with vocabulary.
10´	Practice sentences using these action verbs with friends, example Leo is going to school, Sebas is writing a poem.
35´	A main activity phase: use the platform and take turns to use it, while others interact too. https://www.adaptedmind.com/

15′	**A follow – up and consolidation phase:** give students worksheets with action verbs and ask them to create a sentence.

Look at the picture, say what you see and complete
the sentences using the correct form of the verb
in the picture.

a. Manu _____ to school every day.

b. Pedro _____ a book in silence.

c. We _____ in English in class.

d. They _____ on the notebook.

e. Alex _____ to play with his cat.

5′	**EVALUATE:** ask students short questions about their own daily activities.
2′	**HOMEWORK:** Study the phrases given in class.
Teacher Reflections:	

WEEK 7

. SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: April 15th 2022 Week 7	Grade/Class/Subject FOURTH EGB
Unit/Theme: What do you want to eat? Likes and dislikes I Project: My favorite food is...		Time: 2 periods
Objective(s): SWBAT: **EFL.2.1.6.** Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: Please, sorry, thank you, etc.) **EFL.2.2.11.** Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)		
Main Vocabulary: min 7 / max 12 words dairy products - milk - cream - butter - cheese - yogurt - ice cream - milk caramel - meat	**Supplementary Materials:** Videos Flash Cards Worksheets Markers Old magazines	

SIOP° Features	Student activities (check all that apply for activities throughout lesson)	
Preparation _x__ Adaptation of Content _X_ Links to Background _X_ Links to Past Learning _X_ Strategies incorporated	**Scaffolding** _X_ Modeling _X_ Guided practice _X_ Independent practice _X_ Comprehensible input	**Grouping Options** _X_ Whole class _X_ Small groups _X_ Partners _X_ Independent
Integration of Processes _X_ Reading _X_ Writing _X_ Speaking _X_ Listening	**Application** _X_ Hands-on _X__ Meaningful _X_ Linked to objectives _X__ Promotes engagement	**Assessment** _X_ Individual _x Group _X_ Written _x_ Oral

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. Do You Like Broccoli Ice Cream? https://www.youtube.com/watch?v=frN3nvhIHUk
10´	Preparation phase: present flash cards by using the new vocabulary
10´	Ask questions about the video, what do you like to eat? I like.... I do not like...
15´	A main activity phase: present students a chart about food, complete it with students help.

35´	A follow – up and consolidation phase: form pairs, ask students to create a poster about food the like to eat in different situations or parts of the day. Students can use pictures etc.
5´	EVALUATE: ask students short questions about their favorite food by using expressions I like…. I do not like…
2´	HOMEWORK: Study the phrases given in class.
Teacher Reflections:	

WEEK 8

. SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: March 25th 2022 Week 8	Grade/Class/Subject FOURTH EGB
Unit/Theme: What do you want to eat? Likes and dislikes II Project:		Time: 2 periods
Objective(s): SWBAT: EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: Please, sorry, thank you, etc.) EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)		
Main Vocabulary: min 7 / max 12 words Ducks, cows, donkey, dog, pig, horse, rooster, hen		Supplementary Materials: Videos Flash Cards Recycled materials

SIOP° Features	Student activities (check all that apply for activities throughout lesson)	
Preparation _x_ Adaptation of Content _X_ Links to Background _X_ Links to Past Learning _X_ Strategies incorporated	**Scaffolding** _X_ Modeling _X_ Guided practice _X_ Independent practice _X_ Comprehensible input	**Grouping Options** _ X _ Whole class _ X _ Small groups ___ Partners _X_ Independent
Integration of Processes _X_ Reading _X_ Writing _X_ Speaking _X_ Listening	**Application** _X_ Hands-on _X_ Meaningful _X_ Linked to objectives _X_ Promotes engagement	**Assessment** _X_ Individual _x Group _X_ Written _X_ Oral

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. Old MacDonald Had A Farm https://www.youtube.com/watch?v=_6HzoUcx3eo
10´	Preparation phase: present a short video about animals. Farm animals for kids https://www.youtube.com/watch?v=hewiolU4a64
10´	Ask questions about the video, what color is the cow? Do you like cows? Etc.
15´	A main activity phase: present students the animals flash cards, students will describe the animal using phrases like the cow has two eyes, the cow is black and white etc.
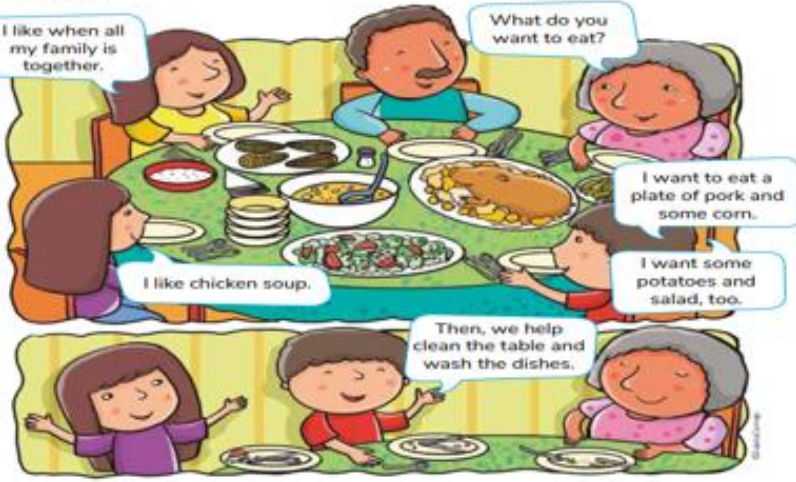
35´	**A follow – up and consolidation phase** form small groups, ask students to create a farm model by using the next instructions.
5´	**EVALUATE:** ask students short questions about the animals in their farms.
2´	**HOMEWORK:** Study the phrases given in class.
Teacher Reflections:	

WEEK 9

SIOP° Lesson Plan Template

Teacher: RAQUEL SARABIA	Date: April 18th 2022 Week 9	Grade/Class/Subject FOURTH EGB
Unit/Theme: What do you want to eat? Likes and dislikes III Project: My restaurant		Time: 2 periods
Objective(s): SWBAT: EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: Please, sorry, thank you, etc.) EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)		
Main Vocabulary: min 7 / max 12 words Cucumber, leek, tomatoes, cauliflower, celery, chives, red cabbage, chili, broccoli.		Supplementary Materials: Interactive platform Flash cards

SIOP® Features	Student activities (check all that apply for activities throughout lesson)	
Preparation _x__ Adaptation of Content _X_ Links to Background _X_ Links to Past Learning _X_ Strategies incorporated	**Scaffolding** _X_ Modeling _X_ Guided practice _X_ Independent practice _X_ Comprehensible input	**Grouping Options** __X_ Whole class __ Small groups __X_ Partners _X_ Independent
Integration of Processes _X_ Reading _X_ Writing _X_ Speaking _X_ Listening	**Application** _X_ Hands-on _X__ Meaningful _X_ Linked to objectives _X__ Promotes engagement	**Assessment** _X_ Individual _x Group _X_ Written _X_ Oral

TIME:	Lesson Sequence (activities)
1´	Building Background, instructions.
2´	Warm up: sing a song. At the Restaurant https://www.youtube.com/watch?v=WoXtwxbnqZQ
10´	Preparation phase: present a picture a bout a family in a lunch time, ask for the name of food they are eating, ask to read the dialogue.

15'	**A main activity phase:** Practice new vocabulary, present flash cards and ask for some characteristics.
35'	**A follow – up and consolidation phase:** form small groups, ask students to create a farm model by using the next instructions.
5'	**EVALUATE:** ask students short questions about their own daily activities.
2'	**HOMEWORK:** Study the phrases given in class.
Teacher Reflections:	

Appendix 6

Document Information