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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS

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Work presented as requirement for obtaining the Bachelor's degree as
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"ANALYSIS OF THE USE OF COMMUNICATIVE ACTIVITIES IN THE
DEVELOPMENT OF SPEAKING SKILL AT DÉCIMO AÑO DE EDUCACIÓN BÁSICA
CLASS "C" AT UNIDAD EDUCATIVA "VICENTE ANDA AGUIRRE", IN THE CITY
OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2018-
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UNIVERSIDAD NACIONAL DE CHIMBORAZO FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

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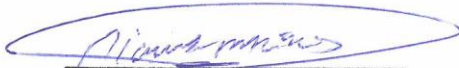
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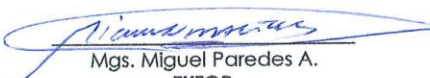


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CERTIFICACIÓN

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The ideas, commentaries or opinions in this document are responsibility of the author.

Riobamba, 17 de Abril de 2019.



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Marcia Lucía Lazo Guambugete

DEDICATION

I want to dedicate this work to God who has been my guide and give me the strength to achieve this goal which is important in my academic and personal life.

To my parents, siblings, aunts, especially to my mom Amada who has been supporting me with her love, patience and prayers most of the time despite of the distance.

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INDEX

| | |
|--|------|
| COVER | I |
| COMMITTEE MEMBERS CERTIFICATE | II |
| CERTIFICATE OF THESIS TUTOR..... | III |
| CERTIFICACIÓN URKUND..... | IV |
| AUTHORSHIP | V |
| ACKNOWLEDGMENTS..... | VI |
| DEDICATION | VII |
| INDEX | VIII |
| RESUMEN | X |
| ABSTRACT..... | XI |
| INTRODUCTION..... | 1 |
| CHAPTER I..... | 3 |
| 1. REFERENTIAL FRAMEWORK..... | 3 |
| 1.1. RESEARCH PROBLEM | 3 |
| 1.2. PROBLEM STATEMENT | 3 |
| 1.3. FORMULATION OF THE PROBLEM | 4 |
| 1.4. GUIDING QUESTIONS | 4 |
| 1.5. OBJECTIVES..... | 5 |
| 1.5.1. General Objective | 5 |
| 1.5.2 Specific Objectives..... | 5 |
| 1.6. JUSTIFICATION..... | 7 |
| CHAPTER II..... | 8 |
| 2. THEORETICAL FRAMEWORK..... | 8 |
| 2.1. BACKGROUND STUDIES REGARDING TO THE RESEARCH PROBLEM | 8 |
| 2.2 THEORETICAL FOUNDATIONS..... | 8 |
| 2.2.1. COMMUNICATIVE LANGUAGE TEACHING | 8 |
| 2.2.1.1. COMMUNICATION IN THE CLASSROOM..... | 9 |
| 2.2.2. MOTIVATION IN STUDENTS | 11 |
| 2.2.2.1 MOTIVATION THROUGH COMMUNICATIVE ACTIVITIES IN THE CLASSROOM | 13 |
| 2.2.3. COMMUNICATIVE ACTIVITIES..... | 14 |
| 2.2.3.1. CHARACTERISTICS OF COMMUNICATIVE ACTIVITIES..... | 15 |
| 2.2.3.2. TYPES OF COMMUNICATIVE ACTIVITIES..... | 15 |
| 2.2.4. COMMUNICATIVE ACTIVITIES..... | 16 |
| 2.2.4.1. TEACHER'S ROLE IN COMMUNICATIVE ACTIVITIES..... | 19 |
| 2.2.4.2. STUDENT'S ROLE IN COMMUNICATIVE ACTIVITIES | 20 |

| | |
|---|-----|
| 2.2.5. PERCEPTION | 21 |
| 2.2.5.1 STUDENT’S PERCEPTION TOWARDS COMMUNICATIVE ACTIVITIES IN CLASS | 21 |
| 2.2.6. SPEAKING SKILL | 22 |
| 2.2.6.1 BENEFITS OF COMMUNICATIVE ACTIVITIES IN THE DEVELOPMENT OF SPEAKING SKILL | 22 |
| 2.2. BASIC TERMS DEFINITIONS..... | 25 |
| CHAPTER III..... | 26 |
| 3. METHODOLOGICAL FRAMEWORK..... | 26 |
| 3.1. RESEARCH DESIGN | 26 |
| 3.2. TYPE OF INVESTIGATION | 26 |
| 3.3. LEVELS OF RESEARCH | 26 |
| 3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA | 27 |
| 3.7 PROCEDURE..... | 27 |
| 3.8 WORK FIELD..... | 27 |
| CHAPTER IV | 29 |
| 4. RESULTS..... | 29 |
| 4.1 ANALYSIS AND INTERPRETATION OF RESULTS | 29 |
| CHAPTER V | 37 |
| 5. CONCLUSIONS AND RECOMMENDATIONS..... | 37 |
| 5.1. CONCLUSIONS | 37 |
| 5.2. RECOMMENDATIONS | 37 |
| REFERENCES | 38 |
| ANNEXES | XII |

RESUMEN

Desarrollar la habilidad para hablar en los estudiantes es difícil, pero no imposible. Así que hay muchas técnicas que pueden ayudar a desarrollar y mejorar. Uno de ellos es el uso de actividades comunicativas que representan una buena alternativa para hacer que los estudiantes utilicen el idioma de una manera activa. Las actividades comunicativas como el “role play”, los “debates”, los “information gaps” y “games” se centran en animar a los estudiantes a hablar en contextos diseñados para alcanzar una comunicación real. A través de actividades comunicativas los estudiantes pueden intercambiar y producir ideas rompiendo barreras al hablar con sus compañeros de clase e incluso con el maestro. Además, ofrece un entorno motivador en el que los estudiantes están dispuestos a participar. Esta investigación se realizó en la Unidad Educativa "Vicente Anda Aguirre" con los alumnos de la clase "C" de Décimo año de Educación Básica, en la que hay 29 alumnos y 1 profesor; para obtener los datos de información se utilizó la hoja de observación y una encuesta. El proceso de observación se hizo durante 10 horas de clase cada uno de 45 minutos del 22 de enero al 02 de febrero, este trabajo de investigación se centró en determinar que tan efectivas son las actividades comunicativas en el desarrollo de la habilidad de hablar. Los datos de información se obtuvieron a través de la observación y una encuesta que se analizaron críticamente. Este trabajo demostró que los “role plays” y los “games” se aplicaron cuando se trabajaba en la habilidad de hablar, pero los “debates” y los “information gaps” no. Además, se demostró que los estudiantes tienen una buena perspectiva hacia las actividades comunicativas ya que se sienten más motivados para trabajar cuando realizan los “role plays”. Finalmente se demostró que los “games” son las principales actividades comunicativas que se utilizan en el aula.

Palabras clave: habilidad para hablar, actividades comunicativas, percepción de los estudiantes, entorno motivador.

ABSTRACT

Developing speaking skill in students is difficult, but not impossible. So, there are many techniques that can help to develop and improve it. One of them is the use of communicative activities which represent a good alternative to make students use the language in an active way. Communicative activities like role play, debates, information gaps and games are focused in encouraging students to speak in designed contexts in order to reach a real communication. Through communicative activities students can exchange and produce ideas breaking barriers of talking with their classmates and even the teacher. In addition, offering a motivating environment in which students are willing to participate. This research was carried out at Unidad Educativa "Vicente Anda Aguirre" with the students at Décimo Año de Educación Básica class "C" in which there are 29 students and 1 teacher; for getting the information data it was used the observation sheet and a survey. The observation process was made during 10 class hours each one of 45 minutes from January 22nd to February 2nd, This Research work was focused on determining how effective communicative activities are in the development of speaking skill. The information data was obtained through observation and a survey which were analyzed critically. This work showed that role plays and games were applied when working speaking skill, but debates and information gap were not. Also, students' perception towards communicative activities show that they feel more motivated to work when performing role plays and games. In addition, games are the communicative activities mostly used in the classroom.

Key words: speaking skill, communicative activities, students' perception, motivating environment.



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EXTRANJEROS
DIRECCIÓN

INTRODUCTION

In the context of globalization, English is one of the most widely used languages in the world. It has been regarded as a global language that people around the world use for communicating, cooperating and developing the world together.

According to Phisutthangkoon (2013), 400 million people speak English as their first language and over 900 million people speak English as their second language. It is likely that the number of people who speak English will grow continually as English is used as a global means of communication for several purposes and in a variety of contexts. English has also been used as a means for communication for international business contexts, professional contexts, including the tourism and travel industry, and specifically in educational settings in various fields.

Under the conditions in which the modern world develops, the use of English language is really needed to be clearly, consistent and precise way to develop communicative skills. Being able to express oneself orally now is a necessity because in a world where technologies and the information media are increasingly absorbed, it is necessary that people can communicate in an oral way, so that the world do not repress people, because each person has always something to say (Faubla, 2015).

The current educational demands in Ecuador has to be improved; this is why the Ministry of Education of Ecuador have made substantial changes in the educational process. The main aim is the improvement of the quality of education. It is considered that one of the weaknesses of the educational process is the low level of speaking skills to the students.

Therefore, the Ministerio de Educaciòn del Ecuador (2016) promote English has to be based on to the CLT (Communicative Language Teaching) which focuses in the use of communicative activities such as; role plays, information gaps, games and debates, because these kind of activities help to enhance vocabulary that will be used for expressing ideas, feeling and thoughts, and at the same time help to improve the speaking skill. In addition, through using communicative activities learners feel motivated to use the language in different contexts more freely.

In English teaching, learning process, the four language skills, listening, speaking, reading, and writing are simultaneously performed. Now there are many situations that require a level of oral expression. Therefore, teachers should work in class situations in which students will meet, like in communications, social field, talk in a group, new technologies, individual exhibitions and others (Oradee, 2013).

There are many techniques which can be applied to teach speaking skill. The use of communicative activities is a good alternative because they are practical, dynamic and fun, they even promote real communication in students. The reason for this project is to provide an analysis of the effectiveness of communicative activities in the development of speaking skill for obtaining an educational benefit and a greater confidence in themselves most and a better connection with the environment.

The present research project has been divided in chapters according to the established format, as follows:

Chapter I. - The referential framework will cover the problem statement, objectives and justification of the problem.

Chapter II. – This chapter will cover the theoretical-scientific data of the research, an important factor that supports the analysis of communicative activities in the development of speaking skill.

Chapter III. – Methodological Framework- In this chapter will cover the process that will be followed by the researcher, it means, the design, type and level of the research, methodology and techniques to be used in the data collection, analysis and interpretation of the results.

Chapter IV. – Analysis and interpretation of results

Chapter V. – The conclusions and recommendations will be included at the end.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

The teacher uses communicative activities as a teaching strategy which are rarely and improperly used. Therefore, students are not motivated to participate in this kind of activities and use the language.

1.2. PROBLEM STATEMENT

The English language is one of the most spoken worldwide, so its teaching should be promoted around the world using new techniques and strategies for better development of its four skills; speaking, reading, writing and listening. So, according to some investigations, communicative activities are well known for getting good results in the teaching and learning English process which goal is making learners be able to communicate in different contexts, and as a tool for furthering their studies in other parts of the world.

Moss & Ross-Feldman (2003) claims the use of communicative activities when teaching English is useful for learners because they encourage to speak and listen to other learners. Also, these kind of activities have real purposes to find information, get risk to talk, and learn about themselves and the culture Furthermore, research on second language acquisition (SLA) suggests that for getting more learning it is necessary to maintain students engaged in relevant tasks within a dynamic learning environment rather than in traditional classes.

However, English teachers in EFL (English as a Foreign Language) around the world continue their professional development using traditional teaching methodologies; it is typical for students to do homework and repeat words after the teacher, but these practices do not help students develop their listening and speaking skills in the foreign language. That is why, what is proposed can be understood as a set of principles on the objectives of teaching the English language, the type of activities in the classroom that facilitate learning and that can create a communicative competence in students (Brito, 2011).

English is a subject known and discussed in other countries for decades, however, in Ecuador it is little addressed for some reasons like the living conditions, the social environment, the lack of prepared teachers, the lack of laboratories in schools, and even the lack of motivation in students which promote a low level of speaking skill. Despite the importance of English,

Ecuador still maintains a low level, according to the 2017 EF report, presented in Quito. It ranked 55th out of 80 countries that participated in the English Proficiency Index. This year, about 85,000 people were evaluated at a national level by that entity. The overall score obtained was 49.32 out of 100 points. Of that group, adults, aged 31 to 40, for example, had a score of 47.26. While the young from 18 to 20, scored 53.57. This represents 11% more than adults (El Comercio, 2017).

Many English teachers face a big problem which is promoting oral language, so communicative activities are essential because they help to improve the speaking skill. Nowadays, some English teachers at Unidad Educativa “Vicente Anda Aguirre” rarely use the communicative activities as a teaching strategy. Perhaps they do not know the benefits in speaking skill or in students’ motivation.

The problem was evident when the teaching practices were being developed with students at Décimo año de Educación Básica class “C” at Unidad Educativa “Vicente Anda Aguirre” during the academic term 2017-2018.

During that period, it could be evidenced that communicative activities were used to try teaching in an active way. In other words, the main objective got students participate actively and encourage them to develop their speaking skill, but it did not happen because students were not motivated to participate and use the language. Therefore, researchers suggest that developing oral production skills require more speaking practice opportunities to get the sooner and easier the speaking skill, in concordance to what Frost (2017) suggests, the teacher should stimulate their students to practice the English language most of the time, during tasks, in cooperative works sharing information, and engaging them in the activities.

1.3. FORMULATION OF THE PROBLEM

How effective is the use of communicative activities in the development of speaking skill in students at Décimo año de Educación Básica class “C” at Unidad Educativa "Vicente Anda Aguirre"?

1.4. GUIDING QUESTIONS

- Which are the communicative activities used to promote students’ communication?
- What is the students’ perception about their motivation towards communicative activities?

- Which communicative activity is the mostly used, in the development students of speaking skill?

1.5. OBJECTIVES

1.5.1. General Objective

To analyze the effectiveness of using communicative activities in the development of speaking skill in students at Décimo año de Educación Básica class “C” at Unidad Educativa " Vicente Anda Aguirre ".

1.5.2 Specific Objectives

- To identify the communicative activities techniques applied in the classroom when working speaking skill.
- To explore students’ perception about their motivation when performing communicative activities in the classroom.
- To determine what is the communicative activity mostly used, in the development students of speaking skill.

OBJECTIVES OPERATIONALIZATION (TABLE)

| AREA OF STUDY | QUESTIONS | | OBJECTIVES | |
|---------------|---|--|---|--|
| | GENERAL | GUIDING | GENERAL | SPECIFIC |
| Methodology | How effective is the use of communicative activities in the development of speaking skill in students at Décimo año de Educación Básica class "C" at Unidad Educativa "Vicente Anda Aguirre"? | 1. Which are the communicative activities techniques applied to promote students' communication? | To analyze the effectiveness of using communicative activities in the development of speaking skill in students at Décimo año de Educación Básica class "C" at Unidad Educativa "Vicente Anda Aguirre". | 1. To identify the communicative activities applied in the classroom when working speaking skill. |
| | | 2_ What is the students' perception about their motivation towards communicative activities? | | 2. To explore students' perception about their motivation when performing communicative activities in the classroom. |
| | | 3_ Which communicative activity is mostly used in the development students of speaking skill? | | 3. To determine what is the communicative activity mostly used, in the development students of speaking skill. |

Done by: Marcia Lazo

1.6. JUSTIFICATION

Nowadays, learning English language is very important because of globalization becoming as a necessity in many parts of the world. For that reason, developing communicative language competence is essential to reach a real communication everywhere. Therefore, the use of communicative activities is well known as a recommendable alternative to do it.

According to some researches, learners in English as a Foreign Language (EFL) have some difficulties when trying to express ideas by themselves. It is probably they have not developed their speaking skill properly. Also, many students feel frustrated when they try to communicate in different contexts which representing a problem. Consequently, some teachers have been using communicative activities such as role plays, game, information gaps and debates to improve students' speaking skill reaching good results.

The application of communicative activities has a positive impact contributing on the teaching and learning process making students feel motivated when they are developing the communicative competence. By using communicative activities students feel motivated to work actively, have the opportunity to exchange and produce information in an interactive environment in which they are free to express what they want to say improving their speaking skill significantly. And breaking barriers of talking with others, inside or outside the classroom.

The research is important since it helps to determine how effective are communicative activities in the development of speaking skill at Décimo Año de Educación Básica class "C" at Unidad Educativa "Vicente Anda Aguirre". In addition, this research allows the teacher develop communicative activities to promote communicative competence in students.

The present study is a reached goal at Universidad Nacional de Chimborazo and Unidad Educativa "Vicente Anda Aguirre" because it will help them to determine which communicative activities are being used to improve speaking skill and the perception of students towards communicative activities.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND STUDIES REGARDING TO THE RESEARCH PROBLEM

In the Repository of the Library at Universidad Nacional de Chimborazo there are some researchers similar like this, one of them is:

“OBSERVATION OF THE COMMUNICATIVE ACTIVITIES USED BY THE TEACHER TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN BÁSICA CLASS “E” AT UNIDAD EDUCATIVA RIOBAMBA, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017-2018.” by Lizeth Vistin, in which it is mentioned about the improperly procedure at the moment of using communicative activities in the classroom to develop students’ speaking skill.

2.2 THEORETICAL FOUNDATIONS

This theoretical framework is built up with scientific information that will help the researcher to understand the principal factors involving the study: communicative activities with the students’ academic performance.

2.2.1. COMMUNICATIVE LANGUAGE TEACHING

Teaching is part of an environment with constant changes, so that people need to be updated and permanently improve their knowledge in order to cope with the reality that they face every day.

The teaching of the communicative language, also known as a communicative approach, is related to how to use the language in an appropriate way under social situations (Garcia, 2015). That is to say, the teaching of the communicative language is part of a relationship of identifying when speaking, with whom and the ways of doing it, taking as reference that the communication not only part of a correct grammar but rather that in turn this socially appropriate.

Diloyan (2017) points out that although CLT does not subscribe to any specific theory of language learning, the practices associated with it implies several underlying theoretical principles that they describe as follows:

1. **The communication principle:** Activities that involve real communication promote learning.
2. **The task principle:** Activities in which language is used for carrying out meaningful tasks promote learning.
3. **The meaningfulness principle:** Language that is meaningful to the learner supports the learning process.

Lightbown and Spada (1999: 172) define CLT in the following terms:

CLT is based on the premise that successful language learning involves not only a knowledge of the structures and forms of the language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms.

Communicative language teaching (CLT) emerged in part as a reaction to the emphasis on the formal aspects of language that was prevalent in earlier approaches to language teaching. In CLT meaning dominates structure and form; communicative competence is the goal, and not grammatical competence; contextualization is essential; and errors are considered part of the learning process, and not something to be avoided at all.

The fundamental purpose is based on the establishment of the communication, considering the inadequacies of the students taking into account their aptitudes like the expression and the comprehension oral or written, by using practical tools in real situations for an efficient acquisition of the language.

2.2.1.1. COMMUNICATION IN THE CLASSROOM

Teaching is one of the fundamental pillars for the personal development of people; it is based on two central pillars such as the transmission of knowledge and communication between students and teachers. It is now often observed that teachers use new strategies to be able to transmit content for better learning. In the classroom, the communication model has been

developed under the educational research as little benefit for student learning guide (Ramírez, 2011).

Communication has an important role in all three points, mainly because students can store the information which is communicated properly and can be later on shared in other settings and cultures. Yet, while sharing it in different cultural contexts, one should be aware about the cultural differences and barriers that may come between. Communication is socially applicable and linguistically precise.

A good understanding of the principle and process of communication will allow the teacher the opportunity to pass his/her pedagogical knowledge and skills across to the pupils in the classroom with ease. This process occupies a central position in the classroom daily interactions as learning only takes place when the pupils understand the message of the teacher through his teaching. The concept 'process' can be viewed as any phenomenon which indicates a continuous change in time or any continuous operation or treatment (Oluwatoyin, 2017). On this note, one can perceive classroom communication to be an activity that is ongoing, dynamic, not static but continuous. Three fundamental elements are to be noted before an effective communication can take place in the classroom. The elements are: the communicator (teacher), the message (the impacted knowledge), and the receiver (the pupils).

When the pupils respond positively or knowledgeably to the teacher's questions or evaluation, then effective communication has taken place, and vice-versa. The indicated 'noise' implies any form of distraction that serves as impediment to the effectiveness of teaching-learning process in the classroom.

Communication can be said to be effective in the classroom when learning actually takes place among the pupils. In the classroom teaching and learning situation, effective communication may be said to serve both functional and psychological purposes. Communication becomes functional when it satisfies the aims and objectives of teaching in the classroom while it becomes psychological when it enhances the interpersonal skills and interaction of every member of the classroom. In the school system, these should be encouraged.

For efficient communication with students, it is necessary to propose to them a message through the exchange of meanings, presenting clear arguments, compared, seeking consensus, asking and above all looking for answers, in this way they are going to get new concerns to want to know.

2.2.2. MOTIVATION IN STUDENTS

Motivation is the extent to which an individual works or strives to learn the languages because of desire to do so and the satisfaction experienced in the activity. According to Mohammdi (2012), learning motivation refers to student's willingness, need, desire and compulsion to participation, and be successful in, and learning process. Therefore motivation refers to the intensity of one's impetus to learn.

The latest technological developments and economic, redesigned and resized the role of lecturers and students in educational environments. Today education in the 21st century is facing big changes based on concepts, theories, principles, and methods. Motivation is probably the most important factor that educators can target in order to improve learning (Eskja, 2017).

Many theories have been postulated to explain motivation. What is the best way to motivate students? According to Eskja (2017) the five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment. The educational equivalent to "location, location, location" is likely to be "motivation, motivation, motivation," for motivation is probably the most important factor that educators can target in order to improve learning. Motivation is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act and the expenditure of effort to accomplish results.

1. Getting to know the students

Interaction between instructor and student is the interconnected spheres of both thought and emotion and within this process the instructor reflects a sense of oneself, students, and the content in an integrated fashion. Within the classroom, sensory activity is continually taking place, and the assimilation of new information fits into one's past experiences by producing a reflective and reflexive response as the assimilation draws from memory and produces emotion

When interpersonal connectedness is truly a part of the classroom dynamics, it is possible to motivate students to interact with the course content and to apply it to their own lives, which can be a powerful reality. With a foundation of trust and mutual respect, students and

instructors can work and share together in an atmosphere that is non-threatening and the story continues to be enhanced.

2. Encourage students

One purpose of a caring classroom is to help students hone their leadership skills, for everyone to benefit, encourage collaborative leadership, where students take on different roles and responsibilities at different times in groups so that they learn new skills. Some students might need to learn how to listen, others how to encourage, others to initiate, and others to cooperate. The teaching of group process skills is a paramount in establishing a classroom that works (Lundy & Swartz , 2011).

3. To involve

Effective learner participation means that a good education can become relevant, valuable, and supportive of achievement and attainment. Teachers and school leaders are distinctively positioned to enable learner participation. However, recent research shows that education professionals need now to reflect and evaluate on how all arenas of school and early years' life can better support learner participation. We must help young people understand and exercise their rights regardless of age, gender, ethnicity and background, and help them contribute in all kinds of decision making both locally and through linking to the wider community.

4. Offer incentives

Although teacher incentive reforms are a promising option to improve teaching quality and student learning, they do not operate alone but instead are part of a broader system that affects teaching and learning. As a result, reforms to teacher incentives may be more effective in raising student learning when other parts of the broader system affecting teaching and learning are in place. For example, tying salary increases to teacher performance may be effective only in raising student achievement when teachers have clarity about what knowledge and pedagogical skills are needed to improve student learning. Similarly, the benefits of increased teacher accountability reforms are possible only when teachers know to whom they are accountable and when those individuals, in turn, have authority to reward and sanction teachers on the basis of their performance. In short, effective incentives are a necessary, but not sufficient, condition for ensuring teaching quality and student achievement (Vegas, 2005).

5. Be creative

Creativity is an active process necessarily involved in innovation. It is a learning habit that requires skill as well as specific understanding of the contexts in which creativity is being applied. The creative process is at the heart of innovation and often the words are used interchangeably.

According to Morris (2006):

“Creative thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives and to evaluating their own and their peers’ ideas, final products and processes”.

The term "creativity," as it relates to the classroom, goes beyond art class and school projects. At its best, creativity in the classroom is about how a teacher captivates students and inspires them to learn. Teachers who are practiced in the art of developing creativity are generally focused on creating a classroom culture that thrives on creativity. They build a repertoire of strategies designed to spark new ideas and bring out a spirit of creativity in students, and they adapt and create ideas for their own curriculum needs. What is needed is teaching that is innovative. Children need to experience the unpredictable and the uncertain. They need lessons that produce surprise. As Fisher argued, creative learners need creative teachers who provide both order and adventure, and who are willing to do the unexpected and take risks.

The students feel motivated to learn in a meaningful way, requires the optimal existence of existing knowledge in the student and new learning. From a constructivist perspective of learning it is assumed that meaningful learning is itself motivating because the student enjoys doing the task or working the new contents.

2.2.2.1 MOTIVATION THROUGH COMMUNICATIVE ACTIVITIES IN THE CLASSROOM

The subject of motivation in the classroom is a matter of transcendental importance when it comes to the development of educational processes. In agreement with Tafur (2014), the prevailing philosophy of current education allows students to feel more motivated to learn and withhold information when they feel heard.

Research has shown that one's positive experiences and achievement in the foreign language impacts one's confidence in using it. Model focused on the influence of the social context on

one's motivation in second language learning. It is found that positive language learning experiences increase learners' self confidence in using the second language and further motivation to learn it. This even applies to contexts that do not provide direct interaction with native speaker communities.

Motivation works as the starting point for learning and supporting the process of foreign language acquisition. In fact, we can say that if there is lack of motivation, no student will be able to continue with the process of achieving language proficiency; on the other hand, high motivation will be useful for learners to attain proper proficiency in the second language, even if their aptitude or learning conditions are not appropriate (Ochoa , Cabrera , & Quiñonez , 2016)

In the field of second language acquisition (SLA), motivation has been acknowledged as a remarkable factor in language learning success. L2 motivation research has evolved over the years through several stages demonstrating gradual integration with developments in motivational psychology, while having a clear focus on aspects of motivation related to language learning.

In the field of learning motivation plays a very important role in the desire to learn a particular topic, motivation is an individual effort made by a student for the purpose of learning today is represented as a set of processes Cognitive interacting with each other. The classroom is the environment where the majority of communication is produced, it is therefore important to consider organizing the classroom in a way that allows the greatest number of possible changes, in specific spaces destined to each activity.

The role of motivation in learning achievements is a widely accepted fact and there are many ways to reinforce it, in part, it has a way that we can be identified by observation but rather under positive execution results.

2.2.3. COMMUNICATIVE ACTIVITIES

Communicative activity is any activity in which students are enrolled and feel encouraged to get communicative to express themselves in real contexts or daily life situations.

The use of communicative activities is very important to promote oral communication, because they have real purposes like finding information, breaking down barriers to talk about

oneself or in front of others, and learn about the culture, in other words, students have the necessity to use the language to communicate by exchanging information.

Some researches about SLA (Second Language Acquisition) suggests that these kind of activities are very useful because more learning takes place when learners are engaged in relevant tasks within a dynamic learning environment rather than in traditional led- classes (Moss & Ross-Feldman, 2003)

2.2.3.1. CHARACTERISTICS OF COMMUNICATIVE ACTIVITIES

Into the use of communicative activities as a teaching strategy, students are called upon to; gather, exchange and produce information in English.

According to Torres (2017) there are three characteristics that communicative activities must have which are:

- **Information gap:** This happens when people are exchanging information, in which one of them gets to know what the other does not. So, they discover new information taking place real communication.
- **Choice:** Here, the speaker has the decision to select something to say and how to say it to the others according to the context in which the communication process is taking place and the person whom he/she is speaking to.
- **Feedback:** The speaker exchanges information to another in order to have a real communication. If the listener answers correctly and said what the speaker wanted, the real communication was achieved.

2.2.3.2. TYPES OF COMMUNICATIVE ACTIVITIES

Torres (2017) argues that there are a great variety of activities that could be used in the classroom, but there are two types of activities very useful in which students can enjoy and the teacher can get good results, they are:

- 1- **Controlled communicative activities:** Into this group there are; information gap and games. In these kind of activities the teacher designs the activity previously and shows the language that is going to be used to communicate.

- 2- **Free communicative activities:** Into this group there are; role plays, projects and debates. For using this type of activities, the teacher just provide clear guidelines to the students, but students are free to use the language they want and need to make people understand what they are talking about.

2.2.4. COMMUNICATIVE ACTIVITIES

- **Information gap activities**

Harmer (1991) says that information gap means “a gap” between the two (person) in the information they possess, and the conversation helps to close that gap so that both speakers have the same information. Beside Harmer, Carvalho (1997) says that information gap activities are the activities in which one group has half of the information required to complete the task and other group has the other half (or pair of students). The two groups need to exchange information to complete the task (Defrioka, 2016).

Raptou (2002) says that in information gap activities, one person has certain information that must be shared with others in order to solve (Harmer, 1991)problem, gather information or make decisions. This refers to the fact that in real communication people normally communicate in order to get information they do not possess.

Kayi (2007) is another author who contributes to the use of information gap activities in language classroom. He says that information gaps activities are the activities in which students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partner will share information. They serve many purposes such as solving a problem or collecting information.

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language (Kayi, 2016).

- **Debate**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion

groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on (Kayi, 2016).

| Why Debate? | |
|--|--|
| Students | Teachers |
| <ul style="list-style-type: none"> • Develop important career skills • Opportunity to participate in class • Combine individual and group work • Engaging and exciting activity • Learn material for exams, papers, other assignments | <ul style="list-style-type: none"> • Help meet your learning goals • Motivate students to prepare for class • Discuss controversial issues in a structured setting • Enjoyable and interesting to watch • Raise student evaluations |

Source: (Audette, 2015)

- **Role-playing game**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel (Kayi, 2016).

“A role-playing situation is here defined as a situation in which an individual is explicitly asked to take a role not normally his own, or if his own in a setting not normal for the enactment of the role” (Hitchens & Drachen, 2016).

- **Games**

Everybody knows guessing games. It is not only children that like guessing; adults like guessing too, as shown by many popular TV programs. The popularity of guessing games can be explained by their structure. Both chance and skill (in asking the right questions) play a part in finding the solution. The outcome of the game tends to be uncertain until the last moment, and so it is full of suspense. The basic rule of guessing games is eminently simple: one person knows something that another one wants to find out. How this is done is determined by an additional set of rules. These rules lay down, for example, the type and number of questions. The thing to be guessed differs greatly from game to game. It can be something one player is thinking of, an object seen only by one person, a word, an activity - or lots of other things (Klippel, 2006).

As the person guessing has a real urge to find out something, guessing games are true communicative situations and as such are very important for foreign language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement (Klippel, 2006).

Communicative Games can be an alternative way to overcome students' difficulties in learning how to speak English. In fact, they can improve their speaking skills. However, talking about communicative games cannot be separated from those two terms;” communicative” and “game”. The word communicative refers to the communicative approach in which teaching-learning activity avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function (Sari, Kultsum, & Armadi, 2017).

It can be concluded that communicative game is a set of well-design activities which stimulates students' interaction in the classroom. These games require students to take part actively in classroom by speaking and writing in order to express their own point of view or give information. Then, their confidence will be automatically formed due to its concept in building habits of interaction (Sari, Kultsum, & Armadi, 2017).

2.2.4.1. TEACHER'S ROLE IN COMMUNICATIVE ACTIVITIES

It is clear that the mission of educating our children and young learners falls directly on two essential pillars: family and school. Although in the field of the family the essential figure that will carry out the educational and social work are the parents; in the case of the school, the key subject of training is the teaching staff. Nowadays the role of the teacher has changed from a transmitter of knowledge to a facilitator and a socializing agent who has an impact on the learning lives of children (Castellà, 2017).

The role of the teacher is to be facilitator of his students' learning. He is the manager of classroom activities. The teacher is charged with the responsibility of establishing situations likely to promote communication. The students are communicators. They learn to communicate by communicating. In CLT, learning activities are selected according to the interests of the learner (Omondi, Barasa, & Omulando, 2014).

The teacher also has the duty of structuring classrooms in a manner that motivates students. He should focus on both extrinsic and intrinsic motivation. Discussing topics of genuine interest for learners is a useful tool for maintaining and increasing learner motivation. It is important that learners discuss topics of genuine interest to them while learning and practicing in English. The teacher is also charged with the responsibility of creating a conducive classroom environment. Learners' communicative skills can be developed if they are motivated and provided an opportunity to express their identity and relate their feelings to the people around them. They should feel secure and valuable as individuals in their learning atmosphere because a secure learning atmosphere fosters growth of interpersonal relationships between learners themselves and between the learner and the teacher thereby making the class atmosphere safe, encouraging, and accommodating (Hendrickson, 2000).

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-

teaching group. The latter role is closely related to the objectives of the first role and arises from it (Castellà, 2017, pág. 13).

The teacher roles are fundamental during the process of teaching--learning acquisition. The teacher`s tasks are not only in explaining the content and transmitting the knowledge but also motivating students to develop language either determined to situational context or guides the students and shows them the possibilities of utilization of various language mechanisms. Providing feedback, for example, is a way to promote motivation. It usually happens because students feel extremely comfortable when they are praised by the teacher as a result of a positive task. It usually happens when the student gets a good grade on testing, presents a good pronunciation, answers questions effectively, etc. (Zardini & Barnabé, 2013, pág. 32).

2.2.4.2. STUDENT´S ROLE IN COMMUNICATIVE ACTIVITIES

When it comes to the role of students in a communicative approach to language, it is important to bear in mind that, as teachers we can no longer be considered only as teachers, just the same happens with students, since both teachers and students are responsible for learning. As we described previously, the traditional image of teachers as a dominant figure in the classroom has become dissolved over the years. This fact creates the need to facilitate the communication process in the classroom in which students feel safe and without threats (Castellà, 2017).

The role of learner as negotiator – between the self, the learning process, and the project of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (Castellà, 2017)

The relationship between student and teacher should be developed efficiently as the two sides flow an effective communication. When an efficient communication is generated from the student to the teacher and vice versa, a common action is made, facilitating in this way the message that is transmitted as an opportunity for his training.

The active participation of the student requires that the teachers organize activities according to the levels of the student, with the purpose of obtaining that by themselves they obtain the learning in a meaningful way. The interaction of the communication of the student involves

his actors creating a climate that establishes a way to learn in a space characterized by a particular context.

2.2.5. PERCEPTION

2.2.5.1 STUDENT'S PERCEPTION TOWARDS COMMUNICATIVE ACTIVITIES IN CLASS.

In order for transformative teaching to exist, it is necessary to take into account the presence of essential signs for the effectiveness of the contextual and communicative approach. What the student perceives may be different from the objective reality, so that each person has his own perception of things according to the interests, experiences the perception of the student in the communicative activities are limited by several factors between them Language, culture, religion, the language, in addition to the experience.

Many studies have been conducted concerning activities used in the classroom; studies have looked into preference on communicative or traditional activities; others have researched on students' and teachers' perception of usefulness, preference, or even importance of activities in the learning process (Toledo, Samperio, & Ríos, 2016).

Rao (2002) also studied students' perception of communicative activities in a Chinese university. Students reported communicative activities difficult to perform. He concluded that communicative and non-communicative activities should be included more frequently in non-English speaking classrooms in order for students to find communicative activities more productive. In some social contexts, the role of the teacher and the student is so strict that students are not often taken into account in deciding what processes or methods teachers should follow in the classroom.

When students become aware of the learning process, activities or materials teachers use in the classroom, they become conscious of their attributes; then they are able to evaluate the importance or usefulness they have for their learning. Students usually know what weaknesses they have; though, at times, they are not able to identify their strengths.

Horwitz, Horwitz, & Cope (1986) investigated the beliefs of language learning of foreign language university students at the beginning stage; these students perceived activities such as error correction, translation, grammar rules, vocabulary lists, and pronunciation as important.

As stated before, it might also be influenced by their feeling of security and comfort in basic stages of learning the language.

Communicative Language Teaching (CLT) engages learners in authentic communication to develop their communicative competence. The learners are more involved and the learning more effective, if the teachers provide opportunities that best meet learner needs. With the increase in the promotion of communicative language teaching approach in the Computer Assisted Language Learning environment (CALL), the importance of designing relevant activities and their execution in the communicative environment remain a challenge (Sarfraz, Mansoor, Zahida, & Tariq, 2015).

2.2.6. SPEAKING SKILL

2.2.6.1 BENEFITS OF COMMUNICATIVE ACTIVITIES IN THE DEVELOPMENT OF SPEAKING SKILL

Speaking a second language, especially English, is getting more and more common between learners and, as a matter of fact the oral practice is being increasingly valued in the English language courses. In this study, it was concluded that the Communicative Approach plays an important role, contributing to the students' oral production. It was identified that the speaking skill is one area that matters most student`s time while learning a second language; speaking activities perform an Activate rather than a Study function; the historical contribution concerning the Communicative Approach in order to help teachers to understand how the process of teaching / learning was done and its importance to improve the teaching time (Zardini & Barnabé, 2013).

| Benefits | |
|---|---|
| Before | After |
| <ul style="list-style-type: none"> • There was not a context of communication and interaction in the classroom • Speaking was assimilated as an isolated product. Students only | <ul style="list-style-type: none"> • There was a context of communication and interaction where students developed tasks focused on the practice of oral skills • Speaking involved learners' |

| | |
|---|---|
| <p>repeated instructions and memorized dialogues</p> <ul style="list-style-type: none"> • Students perceived speaking as an individual activity, and they did not interact using the foreign language • There were not clear or evident phases in the development of speaking • Students were not able to communicate orally. They were afraid of making mistakes and speaking in front of others • Students' oral production was poor they only pronounced isolated words or disconnected sentences • Students did not use paralinguistic resources in their oral communication • Students were not able to negotiate meaning and support their ideas. | <p>experiences and interests. They gave information about themselves, expressed their feelings, opinions and criticism</p> <ul style="list-style-type: none"> • Speaking was seen as a social skill, where interaction, feedback and group work played an important role • Exposure, interaction, feedback were useful phases before oral production. They let students rehearse and refine their speech • Students perceived speaking as a developmental skill where pronunciation and grammar mistakes are part of the process of improvement • Students improved their oral production. Isolated and disconnected sentences turned into meaningful and coherent texts • Gestures, tone of voice, hand and eye movements complemented their oral communication • Students exchanged information and negotiated meaning in their conversations. They expressed positions in a basic way. |
|---|---|

Source: (Gutiérrez, 2005)

On the other hand, it is established some categories bearing in mind the collected information. The categories are related to the following stages to enhance oral communication among students:

Exposure: Students were put in contact with some patterns of the foreign language which provided models and, at the same time, created a stimulating communicative context. In that way, they were motivated to communicate in English. For instance, in the implementation of the first task the learners enjoyed listening to music and watching the videos and pictures of Nirvana. Some of them asked about the history of the group, the lyrics and albums. At the beginning, oral production was poor; students only pronounced isolated words or disconnected expressions, so their oral production was not meaningful for their interlocutors. Also, learners did not have confidence to communicate in oral form (Gutiérrez, 2005).

Interaction: Students carried out the interactive and communicative tasks practicing in small groups where they could speak without the teacher's control or grades. This was the phase where students ridded their fear and rehearsed their speech. In this phase, they improved their oral production due to the group work practice. Students exchanged information with different listeners using short sentences (Gutiérrez, 2005).

Feedback: It was one of the most important tools. Students received feedback from the teacher and their classmates because the development of the speaking activities required different listeners' contributions in order to establish meaningful interaction and fruitful communication. Feedback also contributed toward giving confidence to learners and, at the same time, contributed toward improving language use. Students received feedback in all speaking tasks. In this phase, they began to use connectors to make their oral production more coherent for their interlocutors (Gutiérrez, 2005).

Final Oral Production: Students incorporated feedback observations and refined their oral texts. They obtained fluency in their oral production and used pragmalinguistic devices to make their communication more effective. For example, students in the third task held oral defenses and simple conversations supporting and defending their ideas in front of others (Gutiérrez, 2005).

All interactive and communicative tasks involved the development of the following basic phases: exposure, interaction and feedback before the final production. It is considered all of

them to be useful in the implementation of activities because oral production is a meaningful process which requires time and practice.

2.2. BASIC TERMS DEFINITIONS

This section is essential for a better understanding of the study since there are some particular terms that in this research have a specific meaning and have to be understood as follows:

Activity. Any action done for pleasure or entertainment with the aim of motivating learners to reach meaningful learning

Communicative. To get communicative is to have the ability to communicate exchanging and producing information to make the other know what you want.

Motivation. Motivation is a results of the willingness of action which incentives or give reasons to do something. It is related to the behavior

Speaking skill. It is the ability to speech which is related to the communicative process depending on the context or the situation. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

According to the characteristics of the study, it belongs to the qualitative approach because the study aims to analyze the effectiveness of the use of communicative activities in the development of speaking skill in the academic setting where students at Décimo año de Educación Básica class “C” at Unidad Educativa “Vicente Anda Aguirre” are enrolled. To accomplish this goal, it was used the ethnographic method, the observation sheet and the survey which will be applied to the students to know their perception towards communicative activities.

3.2. TYPE OF INVESTIGATION

Qualitative. - it aims to analyse the effectiveness of communicative activities in the academic setting where the students at Décimo año de Educación Básica class “C” of the Unidad Educativa “Vicente Anda Aguirre” are enrolled and thus, determine if communicative activities are being effective or not.

3.3. LEVELS OF RESEARCH

Descriptive research. – This research pretended to describe how communicative activities help students in their motivation to promote oral communication; in some cases, the teacher uses communicative activities in the classroom, but these kind of activities are not motivating to develop students’ speaking skill. For that reason, students cannot use the language for expressing ideas in different contexts.

3.4 METHODS OF RESEARCH

Ethnographic method. – For a long time this method has been well known as the most suitable to accomplish research studies in the educational field; through using the ethnographic method the researcher has a direct access to real information and at the same time, he/she can understand and explore the problem in its natural setting.

3.5 POPULATION AND SAMPLE

Population: The present study was applied to an English teacher and 29 students at Décimo año de Educación Básica class “C” at Unidad Educativa “Vicente Anda Aguirre”, in the city of Riobamba, Chimborazo province, during the academic term 2018- 2019.

Sample: Due to the population is relatively small; taking a sample is not needed.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For this study the techniques and instruments in the data collection process will be developed taking account the theoretical framework. The technique will be the observation with its respective instrument the observation sheet which will be developed with the most important aspects of the communicative activities. The other instrument is a survey which will be applied to the students to know about their perception towards communicative activities.

3.7 PROCEDURE

This project has had different phases such as:

- **Preparatory:** First, it was needed to punctualize the area of the study, which is “Language Assessment and Evaluation”, since it was required to analyze how the formative and summative assessment are being applied at *Unidad Educativa "Vicente Anda Aguirre"*. In addition, all the general aspects and scientific foundations were prepared to begin with the project development.
- **Data collection:** The information was collected using an observation sheet and a survey which was applied to the students. The work field process was performed in January in the place set before.
- **Analysis of information:** Then, the data was synthetized in order to develop the analysis of project results.
- **Informative stage:** Finally, the final report was written to be presented.

3.8 WORK FIELD

Concerning to the problem of the investigation, an observation sheet and a survey were used. The observation sheet was applied to identify which communicative activities were applied and also to determine which communicative activity is mostly used. On the other hand, the

survey was applied to explore the students' perception about their motivation towards communicative activities.

The Work Field was performed as follow:

- To accomplish this research work, it was requested the permission to the principal at Unidad Educativa "Vicente Anda Aguirre".
- The observation sheet was applied in order to identify which communicative activities were used, and then to determine which one mostly was used in the development of speaking skill.
- The survey was applied to explore the students' perception about their motivation towards communicative activities.
- The data collecting process was done during January 2019.
- The information was processed and analyzed to get the results.
- The research work was finished by developing the final inform for its presentation.

CHAPTER IV

4. RESULTS

4.1 ANALYSIS AND INTERPRETATION OF RESULTS

The information was gotten through an observation sheet and a survey which were applied to students and the teacher at Décimo año de Educación Básica class “C” during 10 class hours of 45 minutes, from January 22nd to February 2nd. This process contributed to identify which communicative activities were used in the classroom, and at the same time what was the mostly used. Also, this research helped to explore the students’ perception about their motivation towards communicative activities.

The description of the results is being presented for each objective:

| OBJECTIVES | ITEMS | ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS | CONTRAST WITH THEORY |
|--|--|--|--|
| <p>To identify the communicative activities techniques applied in the classroom when working speaking skill.</p> | <p>Which of these communicative activities are used?</p> <p>a) Debates b) Information gaps c) Games d) Role plays</p> <p>Are communicative activities used for communicative purposes?</p> <p>How students feel when performing communicative activities?</p> <p>a) Motivated b) Not motivated</p> | <p>In the observation sheet is proposed to identify the communicative activities applied in the classroom when working speaking skill using a frequency scale (almost always, often, sometimes, almost never), so in the first questions there were four options such as: debates, information gaps, games and role plays. According to the obtained results from observation during 10 class hours; games were almost always used to make students talk actively and role plays were often used, however debates and information gaps are almost never used in the classroom for developing speaking skill. Many research studies have shown that the frequent application of these four communicative activities (games, role-plays, information gaps, debates) have great results in the improvement of students' speaking skill.</p> | <p>In this research, there were applied two communicative activities, which are games and role-plays; they contributed making language teaching-learning process possible, and gradually to develop oral conversations.</p> <p>Agreeing with Frost (2017) communicative activities help students to engage in language practice promoting a real environment in which students can express ideas, thoughts feeling sand so on developing their speaking skill.</p> |

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| | <p>Students participate actively using the language when performing communicative activities.</p> | <p>Teachers should work with all of them through the topics, not just one or two.</p> <p>Teacher in EFL have to take account that communicative activities have real purposes, which are very useful to develop oral classes. However, it has to be taken into account that in most of cases the application of all communicative activities is difficult, but not impossible.</p> <p>In short, both teachers and students are the main actors involved in this teaching and learning process, so teachers have to bear in mind students' needs, interests, and try to use techniques that help to improve their skills, especially speaking. There is a wide range of techniques whiting communicative activities that could be used; however, many teachers just use games or role-plays leaving aside the information gaps and debates, which could be very useful too.</p> | <p>Ministerio de Educaciòn del Ecuador (2016) claims that English as a Foreign Language in Ecuador has to be taught in terms of CLT (Communicative Language Teaching) in which debates, games, role plays and information gaps are involved and have to be applied at all. In other words, these four communicative activities have to be present together in English classes.</p> |
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| To explore students' perception about their motivation when performing communicative activities in the classroom. | <p>How do you feel when you participate in debates/discussions?</p> <p>How do you feel when you participate in information gaps?</p> <p>How do you feel when you</p> | Regarding students' perception about their motivation, It is noted both students feel motivated and non- motivated in different communicative activities like debates, information gaps, role-plays and games. Not all of them feel comfortable developing the same activity. Perhaps, the communicative activity was not performed properly or not was interesting for all of them. Consequently, it's notorious that | Motivation is considered as an important part in the development of communicative competence, so if students do not feel motivated to participate in communicative activities, they will not work successfully. According to Rao (2001), many students have lack of motivation to interact within |

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| | <p>participate in games?</p> <p>How do you feel when taking a part in role-plays?</p> <p>How do you feel when participating in oral presentation in groups?</p> <p>How do you feel when participating in oral presentation individually?</p> <p>Communicative activities make you feel motivated to use the language.</p> <p>Communicative activities provide a dynamic and active environment to use speaking skill.</p> <p>Self-confidence in</p> | <p>there is a mismatch between what /how teachers teach and what students want to learn, needs or preferences. However, according to the information data collected it is showed that students feel well motivated when developing games, and motivated but not at all with role-plays. In the other hand, they feel not motivated when performing debates/discussions, and information gaps which has not be used in this academic period according what students said even they do not know what is it.</p> <p>In fact, teachers should work debates and information gaps in a motivational way to make students speak.</p> <p>In addition, regarding students ‘perceptions towards communicative activities in a general view, there were four items in which students could express if they agree or not about some perception towards communicative activities used in class. For this reason, it was used a scale as</p> | <p>communicative activities, this is because they think that communicative competence is not important since most of the language tests are based on grammar specifically.</p> <p>Thus, Students focus on grammar rules and structures than communicative activities to develop oral communication.</p> |
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| | speaking skill increase through using communicative activities. | follows; strongly agree- agree-disagree- strongly disagree. According to the obtained results, it shows that students have a good perception towards the use of communicative activities. Most of them was strongly agree in the four items related to the benefits of the use of communicative activities. Students agree in that communicative activities help in their motivations to talk freely, provide a dynamic environment to express ideas and increase their self- confidence. | |
| To determine what is the communicative activity mostly used, in the development of speaking skill. | Which of these communicative activities are used? a) Debates b) Information gaps c) Games d) Role plays | According to the same information sheet the communicative activity mostly used is the games, this is because students feel more motivated to participate in order to improve the development of oral expression skills. Therefore, the teacher could assume this communicative activity is the one that could be the most rewarding when performing speaking skill. There are many reasons why teachers use games more frequently | Many researchers have shown a wide range of reasons why teacher have to use games in class to improve the development of speaking skill. The use of games is well known as a good technique to avoid monotonous teaching-learning process. When performing a game, students |

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| | | <p>as follows; games are fun, create a didactic environment for working speaking, encourage students talk spontaneously, construct cooperative learning environment, promotes oral communication, and so on.</p> <p>The development of oral expression skills through games is a fact that requires the same degree of planning, in the present study games are activities with greater motivation to express ideas thoughts and concerns.</p> | <p>can be creative about what and how to say something using the language that they are learning. Students can tell jokes, think up arguments and descriptions. Each activity has the purpose of making students talk and listen to the others in the same context creating a connection together (Astbury, 2017)</p> <p>Otherwise, there are disadvantages of using games in the classroom. Karaboga (2018) claims that the use of games most of the time is fun, controlled with rules, while students are performing the game, the teacher is monitoring to be sure all of them are indeed, however, it could become too noisy like a “horseplay” making language learning not possible. In addition, another is that</p> |
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| | | | some students could not like playing games and prefer other activities instead. |
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- It was applied just role plays and games when performing speaking skill. It helped to determinate that the other activities like information gaps and debates were unknown for students
- The students 'perceptions towards communicative activities about their motivation showed that they feel more motivated to participate in role plays and games than debates and information gaps to perform oral communication.
- It was showed that games are the communicative activities mostly used when performing speaking skill. Games were applied almost always to make students use the language actively.

5.2. RECOMMENDATIONS

- All communicative activities had better be used to improve the speaking skill to get students communicated.
- It should take into account that offering well-designed and well-executed communicative activities can provide an enjoyable environment in which learners can feel motivated and encouraged to speak expressing ideas, thoughts, feelings and so on.
- Games should be applied gradually when performing speaking skill.
- The benefits offered by the use of the other communicative activities such as: projects and debates should not be ignored since they are valuable in speaking too

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

“ANALYSIS OF THE USE OF COMMUNICATIVE ACTIVITIES IN THE DEVELOPMENT OF SPEAKING SKILL AT DÉCIMO AÑO DE EDUCACIÓN BÁSICA CLASS “C” AT UNIDAD EDUCATIVA “VICENTE ANDA AGUIRRE”, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2018-2019”

OBJECTIVE: To identify the communicative activities applied in the classroom when working speaking skill.

OBSERVATION SHEET

| ITEMS | Almost always | often | sometimes | Almost never |
|---|------------------|----------|-----------|-----------------|
| 1_ Which of these communicative activities are used? | | | | |
| a) Debate | | | | X |
| b) Information Gap | | | | X |
| c) Games | X | | | |
| d) Role plays | | X | | |
| 2_ Are communicative activities used for communicative purposes? | | | | |
| | | | X | |
| 3_ How students feel when performing communicative activities? | | | | |
| a) Motivated | X | | | |
| b) No motivated | | | | |
| 4_ Students participate actively using the language when performing communicative activities | | | | |
| | | X | | |



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OBJECTIVE: To identify the students’ perception about their motivation towards communicative activities

| | Questionnaire Items | Strongly agree | Agree | disagree | Strongly disagree |
|---|--|-----------------------|--------------|-----------------|--------------------------|
| 1 | Communicative activities make you feel motivated to use the language. | X | | | |
| 2 | Communicative activities provide a dynamic and active environment to use speaking skill. | X | | | |
| 3 | Self-confidence in speaking skill increase through using communicative activities. | X | | | |

| | Questionnaire Items | Well motivated | Motivated | Little motivated | Not motivated |
|----|---|-----------------------|------------------|-------------------------|----------------------|
| 5 | How do you feel when you participate in debates/discussions? | | | | X |
| 6 | How do you feel when you participate in information gaps activities? | | | | X |
| 7 | How do you feel when you participate in games? | X | | | |
| 8 | How do you feel when taking a part in role plays? | | X | | |
| 9 | How do you feel when participating in oral presentation in groups? | | X | | |
| 10 | How do you feel when participating in oral presentation individually? | | | X | |

By Marcia Lazo