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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE OF THE RESEARCH WORK:

Communicative activities and the English speaking skill

Graduation Thesis for the Degree of Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros

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Riobamba, Ecuador. 2022

DECLARATION OF AUTHORSHIP

I, Kelly Jhoanna Lara Velarde with ID number 0603935776, author of the research work titled: **"Communicative activities and the English speaking skill"** in the city of Riobamba in Chimborazo province, during the academic period 2021-2022, certify that the production of ideas, opinions, criteria, content, and conclusions exposed are my sole responsibility.

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It is everything to report in all honesty. In Riobamba, August 16, 2022.

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Mgs. Adriana Lara
TUTORA

DEDICATION

I want to dedicate this to God for guiding me down this path and giving me the strength to complete my research. I would also like to dedicate this to my whole family, especially to my loving parents Gilda and Juan who have continuously given me unyielding support and stability during this arduous journey. Special thanks to my siblings Adriana and Juan Carlos for helping me persevere through many hardships and not giving up on me.

Finally, yet importantly, to my adoring cat Tommy who passed away, and my three dogs for their loyal companionship and eternal love.

Kelly Lara Velarde

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GENERAL INDEX

RESUMEN

El proyecto de investigación titulado "Actividades comunicativas y la destreza oral del idioma Inglés" fue realizado con el objetivo principal de analizar la efectividad de las actividades comunicativas en el desarrollo de la producción oral del idioma Inglés. Esta investigación presenta un enfoque cualitativo y un nivel descriptivo. Además, adopta un modalidad etnográfica y bibliográfica documental. Asimismo, guías de observación fueron utilizadas para obtener información relevante de la población estimada, la cual estaba conformada por una docente de Inglés y 30 estudiantes del Primero Año de Bachillerato General Unificado "A" de la "Unidad Educativa Nicanor Larrea León". Por consiguiente, los instrumentes anteriormente mencionados tuvieron como objetivo identificar la efectividad de las actividades comunicativas en la destreza oral de los estudiantes. Los resultados obtenidos indican que el uso de actividades comunicativas libres y controladas fueron significativas en el desarrollo de la producción oral en el proceso de aprendizaje de los estudiantes, ya que, todos ellos estuvieron practicando y mejorando su habilidad oral. Adicionalmente, tanto como las etapas de la producción oral como del proceso de aplicación de las actividades comunicativas fueron aplicadas de manera correcta. Sin embargo, hay algunos factores que limitan el avance de los estudiantes cuando hacen uso de un idioma extranjero. En este sentido, todavía existe un arduo proceso que seguir con el fin de obtener mejores resultados para cada uno de los estudiantes.

Palabras clave: destreza oral, actividades comunicativas, idioma Inglés, proceso de enseñanza-aprendizaje.

ABSTRACT

The research project "Communicative activities and the English speaking skill" was developed with the main objective of analyzing the effectiveness of the communicative activities in the development of the English speaking skill. This research presents a qualitative approach and a descriptive level. Moreover, this research adopts an ethnographic and Bibliographical-Documental Modality. Additionally, observation guides were utilized to gather relevant information from the population, which was formed by 1 English Teacher and 30 students from Primer Año de Bachillerato General Unificado "A" at "Unidad Educativa Nicanor Larrea León". Consequently, the instruments mentioned before aimed to identify the effectiveness of the communicative activities in the students' speaking skill. The obtained results indicate that the usage of freer and controlled communicative activities was meaningful in the development of the English speaking skill in the pupils' learning process because all of them were practicing, and improving their oral production. In addition, as well as the stages of the speaking skill and the application process of the communicative activities were applied correctly. However, there are some factors that limit their advance when using a foreign language. In this sense, there is still an arduous process to follow in order to get better outcomes for the students.

Keywords: speaking skill, communicative activities, English language, teaching-learning process

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CHAPTER I

REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

Nowadays, mastering the English language has become a fundamental necessity to face the challenges of the 21st century in a panorama where globalization predominates. The competitiveness between education systems and the internationalization of the scientific and technological professions are present constantly. If a person knows this language, he/she will have access to many opportunities in the world of work and, it will make it easier for them to get new chances (Salinas, 2006).

The use of communicative activities, such as information gaps, debates, and role-plays, allows students to produce, comprehend, and interact through the use of the target language and to communicate with a purpose. These tasks are developed in the classroom by the students who are placed in different situations, and the teacher encourages the learners to speak in the foreign language to produce it in real and meaningful situations.

This research work entitled "Communicative activities and the English speaking skill" in the city of Riobamba in Chimborazo Province" has as main objective to analyze the effectiveness the communicative activities in the speaking skill. It provides relevant information related to the types of communicative activities and their characteristics. This research was carried out because it was identified that there is limited interaction among students during English classes.

The research is relevant due to the fact it displays information about how to apply communicative activities to help learners improve their communicative competence. Furthermore, a very detailed analysis will be provided about the stages that involve the process of the speaking skill.

For a better understanding the researcher has been systematized in five chapters:

Chapter I Referential Framework. – It describes the problem research, problem statement, problem formulation, and their respective objectives, both general and specifics of this research.

Chapter II Theoretical Framework. – It encompasses three main points of this research, such as theoretical background regarding the problem to be investigated, theoretical foundation, and basic terms definitions.

Chapter III Methodological Framework. – It contains the approach, research modality, type of investigation, and level of research. Additionally, it also submits the method used in this research, a brief description of the population and sample, techniques, and instruments for collecting data, and the investigative schedule.

Chapter IV Analysis and Interpretation of Results. – It presents the relevant results obtained from the analysis of the data gathered and the literature review.

Chapter V Conclusions and Recommendations. – This chapter is associated with the conclusions and recommendations from this research. Additionally, it has suggestions that can be applied in the teaching of speaking skills.

1.2 RESEARCH PROBLEM

The speaking ability of students' of Primer Año de Bachillerato General Unificado "A" at "Unidad Educativa Nicanor Larrea León" is limited.

1.3 PROBLEM STATEMENT

Nowadays, the study of English has become one of the most spoken languages around the world, especially in 57countries. It is used in diverse areas, such as education, science, technology, tourism, and business. For this reason, millions of people try to find a way to learn it through different methods or strategies for communicating more efficiently. Moreover, English is also known as the Lingua Franca due to the fact this language is used in scientific articles because most of the investigators can interact among them and share their knowledge. Surprisingly, 98% of publications are written in English, specifically in the science area (Altbach, 2007).

However, in some countries in Latin America, such as Mexico, Colombia, Nicaragua, and Venezuela the English language is relatively low because in the schools the teaching and learning process is not accurate. In other words, the strategies, techniques, and methods used by the teachers are not effective and therefore the students do not acquire the language properly. Moreover, motivation and predisposition are relevant factors that are involved in the acquisition of a foreign language. Meanwhile, countries like Argentina, Costa Rica, and Chile are known for their high level of English. Besides, according to EF-EPI (2020), Argentina is located in the first position with a score of 566, equivalent to a B2 (Upper Intermediate) being the best and the only country in the region and it is because they have implemented different initiatives and laws to improve language teaching in all the schools and in the same way they developed a training system for teachers in communicative methodologies.

Furthermore, Ecuador is the country with one of the lowest levels of English language according to the EF-EPI (English Proficiency Index). It ranked in the place 93 out of 100 countries participating in the global ranking. This problem occurs because of the lack of technological resources in schools, obsolete methodologies, few hours designated, and demotivation. For these reasons, the learning does not become meaningful and the students only acquire the language with traditional methods, such as memorization of grammar rules and patterns, limited vocabulary, and a few opportunities provided to practice input and output English skills (Ahmad, 2016).

The "Unidad Educativa Nicanor Larrea León" is a public institution from Riobamba city in Chimborazo province. This high school has 1,445 students from Basic General Education to third Degree Baccalaureate, 54 teachers of which approximately 6 are English teachers, with 5 hours per week in face-to-face classes, and 1 hour per week in online mode with a duration of 40 minutes. Additionally, the platform used in the teaching and learning process is Microsoft Teams, where the students can find the class recordings, the homework assigned, and their scores with the corresponding feedback.

Firstly, personality factors like anxiety, shyness, or lack of confidence play a negative role in the students of this institution. Because it causes little participation in class, they are afraid of making mistakes, and their self-esteem is low; hence they cannot learn properly and interact with their classmates. Moreover, the problem happens with some students and as a result, they prefer to work individually. For this reason, it is hard to achieve a relevant teaching and learning process.

Secondly, the memorization of dialogues through the usage of the Audiolingual Method, repetitions of patterns, few communicative games, and acquisition of limited lexicon influence immensely the oral production in the students, because there is no opportunity to put into practice this skill. Also, the methodologies used do not allow effective communication among teachers – students, and students – students.

Thirdly, the lack of motivation of both teachers and learners influences a lot in this process because the activities like a warm-up, games, or interactive websites do not promote class participation, and the students do not feel motivated or enthusiastic when learning. Moreover, if the teacher offers extra points or good scores, the motivation acquired by the students will be extrinsic because they will be waiting for these external rewards instead of gaining and learning new knowledge (Nazarova, 2018).

Finally, the usage of traditional methods impacts negatively on the development of speaking skills. Students become passive limiting to take notes instead of understanding the information presented. That is why skills and subskills cannot be put into practice daily. Moreover, when a conversation starts, it is difficult to be understood. So it has to be translated into their native language.

1.4 PROBLEM FORMULATION

How do communicative activities enhance the English speaking skill in students at Primer Año de Bachillerato General Unificado "A" at "Unidad Educativa Nicanor Larrea León" in the city of Riobamba in Chimborazo Province, during the academic period 2021-2022?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze the effectiveness of the communicative activities in the development of the English speaking skill in students at Primer Año de Bachillerato General Unificado "A" at "Unidad Educativa Nicanor Larrea León" in the city of Riobamba in Chimborazo Province, during the academic period 2021-2022

1.5.2 SPECIFIC OBJECTIVES

- To identify the communicative activities focused on speaking skill development.
- To describe the application process of communicative activities when teaching speaking in the study context.
- To recognize which stages are part of students' oral production.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

In the international context, there are some investigations with similar variables, and those studies have been considered as a scientific base of this research.

In the Yogyakarta State University, Indonesia**:** "**Efforts To Improve Students' Speaking Skills Through Communicative Activities: A Classroom Action Research At Grade Viii Of Smp N 8 Yogyakarta In The Academic Year 2013/2014**" done by Zyah Rochmad Jaelani (2014). Its objective is to improve students' speaking skills at the grade VIII of SMP N 8 Yogyakarta through communicative activities (Jaelani, 2014). This research work has a descriptive approach and the data collected is quantitative to analyze numeral data. The results show that there are improvements in the students in aspects like fluency, accuracy, responsiveness, cooperation, and self-confidence. Moreover, the learners had better environmental learning and more opportunities for practicing their English, specifically speaking skills. This investigation concludes that the students improved qualitatively and quantitatively the use of the language because they had the chance to participate actively through the use of communicative activities supported by media and without the afraid of making mistakes (Jaelani, 2014).

In Universidad Técnica de Ambato, Ecuador**:** "**Communicative activities in the speaking skill development**" done by Janneth Mercedes Guailla Guaranga (2019). Its objective is to investigate if the implementation of communicative activities enhances the speaking skill in students of eight year of basic education Unidad Educativa Pedro Vicente Maldonado in Second Quimestre in year 2019 (Guailla, 2019). This research work is qualitative with the purpose of collecting non-numerical data. The results show that the proposal implemented in the classroom had a positive effect on the students of the experimental group in the post-test. The conclusion of this study indicates that the students enhance their speaking skills and also the subskills related to English. Additionally, the use of communicative games, such as role-plays, information gaps, games, and telling stories allow them to increase their fluency in the target language (Guailla, 2019).

In Universidad Nacional de Chimborazo, Ecuador**:** "**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**" done by Fatima Lizett Vistín Zúñiga (2018). Its objective is to observe the effectiveness 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 (Zúñiga, 2018). This research work has a descriptive and qualitative approach.

The results show that the communicative activities applied by the teacher were mechanical and inappropriate because the students had to memorize and prepare them in advance. Moreover, there was no interaction among the students because of the limited use of the language. The conclusion of this study indicates that the students could not improve their speaking skills because the activities used in the classroom were not for communicative purposes. Besides, they cannot participate and interact with their classmates because there was no motivation for using the language (Zúñiga, 2018).

2.2 THEORETICAL FOUNDATION

2.2.1 COMMUNICATIVE APPROACH

According to Azimova (2019), the Communicative Approach enhances students' capacity to interact with them using the language as a means of communication. This approach also intends to promote the learning of grammar inductively. To do so, students infer the grammar by themselves. Then learners have the opportunity to apply what they have learned in real-life situations. Therefore, teachers have to select appropriate activities to promote language learning. In this sense, the communicative approach has taken a very important role in language learning (Gao, 2008).

2.2.2 COMMUNICATIVE ACTIVITIES

Frost (2017) claims that Communicative activities play a significant role in the developing student's ability to communicate, due to the fact they engage students to participate and express their ideas, opinions, feelings, and emotions in a real communication. Besides, it is meant for students because it helps them practice the language and improve their speaking skills. Meanwhile, Rhalmi (2015) states that Communicative activities increase learners' vocabulary and help them practice the target language in real situations.

2.2.3 IMPORTANCE OF COMMUNICATIVE ACTIVITIES

Firstly, Littlewood (2002) states that communicative activities are important pieces of work that engage the language learners in their use to achieve their own goals. These activities are performed to promote language use in real life such as talking in order to share knowledge or discover things from others.

Secondly, according to Ochoa et al. (2016), communicative activities enhance the development of communication and interaction inside the English foreign language classroom.

In other words, it boosts the learners' oral skills. Speaking is considered a productive skill in which students are capable of sharing their thoughts, opinions, and feelings. Besides, it plays a relevant role in the development of communicative competence. In this regard, Samperio and Toledo (2016) explain that communicative activities in the classroom are necessary for developing communicative skills because students will be in the capacity to use language freely and fluently.

2.2.4 APPLICATION PROCESS OF COMMUNICATIVE ACTIVITIES

BEFORE THE ACTIVITY

- Teacher has to choose an interesting topic for catching the students' attention according to their level. If they feel fascinated by the new topic, they will be motivated and they will participate in class.
- Teacher must use a warm-up activity to make students get engaged with the topic.
- Teacher has to set a goal for the students. It means, what they want to achieve with this communicative activity
- Teacher has to assign a time limit, so the students can do the activities without being pressured. Moreover, the time will help the teachers do the rest of the activities.
- To identify which type of grouping is the most accurate for the students. It can be group work, pair work, or individual work.
- To provide instructions to the students and ask them if they have questions or doubts about the topic or the activities that they are going to do.

DURING THE ACTIVITY

- Teacher has to give clear and precise instructions to the students with the purpose of making sure they understood the activity.
- Teacher should introduce the new topic with interactive resources, such as images, flashcards, and videos to activate the students' participation.
- The vocabulary should be explained by the teacher to get a better understanding of the students.
- The students have to bear in mind the time limit so that they can finish the activity satisfactorily.
- Teacher should present a model of the activity to help students understand what they have to do and how they will develop the task.
- The monitoring technique plays a significant role in this process because the teacher will be sure if the students are developing the task adequately. Also, they will help the learners if they have doubts about the task or the use of the language.

AFTER THE ACTIVITY

- Teacher has to ask the students if they have finished the task or if they need more time for developing it.
- Teacher makes sure if all of the students finished the task.
- Teacher checks the activity with the students.
- Teacher should provide feedback to clarify the students' doubts about the task.

2.2.5 ADVANTAGES OF COMMUNICATIVE ACTIVITIES

According to Rivera (2006), communicative activities have many advantages for the students' speaking skills. These advantages are:

- Students practice their oral skills
- Students feel motivated when learning
- Students can talk about themselves and express their opinions, points of view, emotions, feelings, and thoughts.
- Students practice their subskills, such as fluency, vocabulary, grammar, and pronunciation
- There is communication among teachers – students and students – students
- It encourages students to participate in class
- Students improve their target language
- Teachers can use authentic materials in the teaching process

2.2.6 DISADVANTAGES OF COMMUNICATIVE ACTIVITIES

According to Thamarana (2015), the incorrect use of communicative activities could influence the learning process and the development of speaking skills. The limitations are the following:

- There is a negative fossilization
- Students only focus on practicing the speaking skill
- In focuses on fluency instead of accuracy
- It can be hard to apply for beginner students
- It is difficult to be implemented in English Foreign Language classrooms

2.2.7 TYPES OF COMMUNICATIVE ACTIVITIES

Communicative Activities are classified based on their purpose into Freer and Controlled. According to Lemus (2014), the Controlled Communicative Activities are passive and limited because teachers decide how students must carry out the task and what language has to be used. Learners cannot use the language as in real life.

2.2.7.1 CONTROLLED COMMUNICATIVE ACTIVITIES

INFORMATION GAP

It is a functional communication activity that allows the learners to interact with their classmates to obtain and exchange information in order to complete a task or solve a problem (Jabbarova, 2020). For instance, job interview and find someone who.

GAMES

The teacher designs and explains the activity and then demonstrates how the pupils must use the language for communicating their opinions, suggestions, and instructions with their classmates. For example, card pieces, crazy comics, misunderstanding games, and get it together.

PROBLEM-SOLVING

According to Holyoak (1990), problem-solving is considered one of the most relevant abilities of human thinking. For this reason, it is used in the classrooms to develop the analytical capacity of the students. In addition, it provides some advantages, such as teamwork, research, logic, and a positive mindset. The process of this activity consists of: the teacher defining a problem, and then the learners have to analyze the causes, generate a set of alternatives, evaluate the solution, and finally assess effectiveness.

2.2.7.2 FREER COMMUNICATIVE ACTIVITIES

On the other hand, freer communicative activities allow the students to use the language they want and need. They also have the chance to apply their previous knowledge in producing language patterns and using it for communicative purposes. Moreover, it permits students to develop language fluency and the ability to communicate appropriately. Inside the class, students can share what they know, think, or feel with their classmates so that they can develop all language skills and their language competence (Zulfikorova &Yakubova 2019). Some freer communicative activities that can be used in the classroom are:

PROJECTS

It is a collaborative activity in which the students participate actively with their classmates. They have to use the language according to their needs. The project is based on finding solutions, analyzing the purpose of the activity, and solving the tasks.

ROLE-PLAYS

It is an essential communicative activity because the learners use the language they want and need to make people understand them. Also, shy students can interact with their classmates and participate actively with them. Moreover, it promotes motivation with the purpose of making students participate in class.

DEBATES

This activity enhances oral production. The class is divided into two groups, and each one defends their points of view, arguments, and logic. At the end of the debate, they need to have a concrete conclusion about the proposed problem. This activity can be used for intermediate and advaadvancedrners (Somjai & Jansem, 2015).

2.2.8 SPEAKING SKILL

According to Torky (2006), speaking is one of the four skills (Listening, Reading, Writing, and Speaking) that are involved with the English language and proves to be one of the main goals when learning a foreign language. It plays an indispensable role in communication because it allows interaction among people. For this reason, it is how can transmit our ideas, emotions, points of view, and beliefs. Moreover, Rivers (1981) argues that speaking skill is the most frequently used language skill.

Furthermore, speaking is called a productive skill because we use language to produce a message. Moreover, it is related to the listening skill because in real communication the speaker becomes a listener and vice versa. That is why, both skills are known for their level of difficulty due to if someone does not understand the message of the other person because of the accuracy, fluency, or limited vocabulary, probably he/she could not understand and interact with him/her (Oprandy, 1994).

2.2.9 STAGES OF SPEAKING SKILL

The speaking skill is a masterpiece in almost any setting in all languages. For this reason, it is divided into three stages in order to analyze each of them in detail.

2.2.9.1 PRE-SPEAKING

This stage begins before students speak. It involves reflections on what they are thinking and provide opportunities for the learners in order to plan and organize for speaking. The first step that they do is to analyze and explore ideas for speaking through diverse activities, such as listening to music, reflecting on personal experiences, or making mind maps. Besides, the objective in this phase is to think about what is the purpose of speaking and the ideas that will be transmitted (Chela, 2010).

2.2.9.2 DURING SPEAKING

Speaking encourages the learners to interact with their classmates and audience in general. If they have enough opportunities to practice this skill, they will feel ready and motivated to communicate their ideas and information to the public. In this stage, the students need to identify the formal and informal language in order to put into practice it depending on the context that they are facing.

According to Chela (2010), this phase has some purposes for improving the speaking skill:

- To express opinions, points of view, or emotions
- To discuss any topic
- To ask for information
- To discuss or explain something
-

2.2.9.3 POST-SPEAKING

This stage is known as a reflective assessment because it allows the pupils to think about their performance. Moreover, this phase fosters the students' critical thinking skills because it helps them make good decisions, understand the consequences of a problem, and solve it satisfactorily. According to Chela (2010), when they reflect and analyze their performance in speaking, they begin to recognize the mistakes and how and where they require improvement.

2.2.10 SUB-SKILLS OF SPEAKING

Speaking skill is not focused only in talk about personal experiences or sharing information. It also involves other factors that play a meaningful role in this process. These factors are the following:

2.2.10.1 FLUENCY

It means when a person is comfortable when speaking a foreign language, with little hesitation, self-correction, or repetition. Moreover, if someone can talk for an extended period, it indicates a strong fluency. In addition, Nation (2017) argues that fluency development is a meaning-focused strand, and it exists if the students of a foreign language are familiar with the content.

2.2.10.2 ACCURACY

It refers to the use of correct patterns of grammar, pronunciation, and vocabulary through communicative activities (Gower, Philips & Walter, 1995). In other words, speaking accuracy demonstrates the appropriate use of tenses, collocations, and verb forms that are involved in the language. Besides, it is considered one of the most important sub-skills because it can benefit the students' oral production and how the learners produce the language.

2.2.10.3 GRAMMAR

According to Crystal (1993), grammar is the study of how the words and components are combined to form sentences. Besides, he classifies grammar into two categories: performance and competence grammar. The first one refers to the process that centers attention on oral production. While, competence grammar focuses on the ability to recognize morphological and lexical features, with the purpose of decoding words and sentences.

2.2.10.4 PRONUNCIATION

English pronunciation is defined as one of the most complex skills that people face constantly. According to Cook (1996), pronunciation is the production of English sounds. It is learned by repeating and correcting them in the case that these are mispronounced. In other words, it is how we make or produce a sound, and depending on the results we modify it. Besides, this sub-skill is classified into suprasegmental aspects, such as stress and intonation.

2.2.10.5 VOCABULARY

Vocabulary is an indispensable element in learning a foreign language. Teaching this sub-skill to the students can be a challenge for many teachers. It is because of inappropriate strategies for teaching vocabulary. For instance, constantly expose learners to new words, new opportunities to use the words in debates or discussions, or real-life situations (Kacani & Cyfeku, 2015). Additionally, the use of realia, flashcards, illustrative sentences, hyponyms, and label help the pupils to acquire new words properly and dynamically.

<h1 style="text-align:center">CHAPTER III</h1>

<h1 style="text-align:center">METHODOLOGICAL FRAMEWORK</h1>

3.1 APPROACH

This research adopted the qualitative approach because it allowed us to obtain real and significant information about the usage of communicative activities in the development of English speaking skill. "Qualitative method is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It generates non-numerical data" (Pathak. et al., 2013). Moreover, there was a contrast between the information gathered from the document analysis with the teachers' views and the observation of their teaching practice in order to know if the communicative activities were appropriately applied to the students of Primer Año de Bachillerato General Unificado "A" at "Unidad Educativa Nicanor Larrea León".

Additionally, Cadena et al., (2017) argue that qualitative research is inductive and follows a flexible research design. In qualitative methodology the researcher observes the setting and people from a holistic perspective, people, settings, or groups are not reduced to variables but seen as a whole.

3.2 RESEARCH MODALITY

This research was ethnographic because it evidenced the usage of the communicative activities in the speaking skill in students of Primer Año de Bachillerato General Unificado "A". In this sense, "ethnography is the written description of the social organization of activities, symbolic and material resources, and interpretive practices that characterize a particular group of individuals" (Duranti, 2000).

Additionally, this research adopted a Bibliographical-Documental modality because the information was obtained from different reliable sources, such as articles, journals, bachelor's thesis, and books. Moreover, all of them belong to different authors, in order to analyze each one of their ideas, theories, and concepts, and discern which method and activities would be the most useful to the participants.

3.3 LEVEL OR TYPE OF RESEARCH

The development of this study is framed in descriptive research. It is based on the premise that problems can be solved and practices improved through observation, analysis, and description (Koh & Owen, 2000). Moreover, it was used to describe the process of teaching speaking to the students, and get a deeper understanding of the results of the activities that will be used.

3.4 POPULATION

The population selected for this research was 30 students and 1 English teacher from Primer Año de Bachillerato General Unificado "A" at "Unidad Educativa Nicanor Larrea León" in the city of Riobamba in Chimborazo Province, during the academic period 2021-2022. This population was selected due to the fact during the pre-professional practices, it was evidenced that students had many problems when using language to communicate. For instance, they tended to focus too much on the grammar rules, they were not confident of themselves to speak, and also their vocabulary is limited. For this reason, they felt anxious when speaking due to the fact they are afraid of committing mistakes.

3.5 SAMPLE

The population is small. Therefore, it is not necessary to take a sample.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

Taking into consideration the specific objectives of this research, the observation technique was utilized by applying an observation guide for determining the impact of the usage of communicative activities during English classes. This technique with its corresponding instrument was used with the purpose of obtaining valid and reliable information to finally make a deep analysis of the collected data.

CHAPTER IV

4.1 ANALYSIS AND INTERPRETATION OF RESULTS

Firstly, according to the specific objective number one: *"To identify the communicative activities focused on speaking skill development"; i*t was possible to evidence that freer and controlled communicative activities; such as projects, role-plays, information gaps, debates, and games, were applied occasionally because of the time. The duration was around 10 to 15 minutes in each class, where the learners talked about interesting topics with their classmates.

Besides, not all the students participated voluntarily but only when the teacher called them. Thus, this problem happened due to some factors, such as lack of motivation, shyness, lack of vocabulary, and fear of making mistakes in front of the public. In addition, communicative activities like interactive games and role-plays were usually developed because the main point of the class was focused on grammatical patterns and structures. Moreover, both projects and problem-solving tasks were assigned to the students as homework because of the lack of resources.

However, the use of communicative activities is essential when teaching speaking because it enhances the development of communication and interaction inside the English foreign language classroom. In other words, it boosts the learners' oral skills, due to, speaking is considered a productive skill in which students are capable of sharing their thoughts, opinions, and feelings. Also, it plays a relevant role in the development of communicative competence (Ochoa et al.,2016).

According to the specific objective number two: *"To describe the application process of communicative activities when teaching speaking in the study context";* the application process of communicative activities, such as *"Before the activity"; "During the activity";* and *"After the activity"* was not accurate, due to this process was applied rarely. In this sense, the students did not practice their English sub-skills, such as lexicon, pronunciation, intonation, and word stress, because the tasks only demanded activities like reading dialogues, memorizing them, and then repeating them in front of the class. In addition, these assignments influenced negatively their learning process, and consequently, they could not speak a foreign language and communicate accurately with other people.

Additionally, Littlewood (2002) states, that the application process of communicative activities is essential when teaching speaking because the students can develop the tasks hierarchically and follow all the steps. Also, learners foster their oral production because, in each stage, they can do different activities that allow them to get a better understanding of the topic and have a significant acquisition of this skill.

According to the specific objective number three: *"To recognize what is the process for teaching speaking in the classroom";* it was possible to recognize that the stages of students'

oral production like Pre-Speaking, During Speaking, and Post-Speaking were often applied because the activities were focused only in the During Speaking, but not in the pre-stage and post-stage. For this reason, the learners could not reflect on what they were going to talk about and consequently analyze their performance.

Finally, freer and controlled communicative activities were combined in order to get positive outcomes, but regrettably, the learners were confused because of the use of both assignments. As Frost (2017) claims, communicative activities play a significant role in developing students' ability to communicate; due to the fact they engage students to participate and express their ideas, opinions, feelings, and emotions in real-life communication. For this reason, the three stages always should be applied in the classroom because the learners can analyze their advance and compare their initial and final progress.

4.2 DISCUSSION

Communicative activities play a meaningful role in the development of English speaking skills. When using freer or controlled tasks, such as debates, role-plays, projects, games, and information gaps, the students have the opportunity to boost their oral production and its sub-skills like intonation, fluency, accuracy, vocabulary, and word stress. Moreover, the application of those assignments will create an environment of learning where the learners can interact with their classmates and teacher.

On the other hand, when using communicative activities in a foreign English classroom, it is necessary to take into consideration the three stages that this process has, for instance, "Before the activity"; "During the activity"; and "After the activity" because each one has different tasks and assignments that all the students should develop in the classroom.

Furthermore, speaking is considered a difficult skill in education because of the lack of motivation, resources, or limited interaction among classmates. That is why this skill has three main stages, such as "Pre-speaking" "During speaking"; and "Post-speaking"; in which the teacher gives preliminary information about what students need to do before speaking, the activities that they will develop individually or in groups, and finally what will they do after finish the assignments.

To conclude, the stages of speaking and communicative activities are essential when teaching speaking because they will encourage the students to acquire information easily. In addition, the learners will feel engaged when participating and interacting with their classmates because they will develop different activities that will allow them to improve their sub-skills and understanding.

CHAPTER V

5.1 CONCLUSIONS

- Freer and controlled communicative activities like projects, role-plays, games, information gaps, and debates are essential tasks that contribute to the development of the speaking skill in the class; however, these assignments were rarely applied. Moreover, the use of traditional methods for teaching speaking affected the students' progress because they did not have the chance to use the language with examples of real-life contexts.

- The application process of communicative activities is a vital foundation when teaching speaking. In this sense, following all the steps, it is easier to achieve positive outcomes in students' oral production. However, the omission of relevant aspects in *"Before the activity"* and *"After the activity"* caused problems for the learners. For instance, they did not get meaningful learning and solve the tasks appropriately.

- The process to teach speaking is a masterpiece that should be covered in all the activities in which the speaking skill is involved. Nevertheless, in the development of communicative activities, the limited use of the three main stages, such as *"Pre-Speaking"; "During Speaking",* and *"Post-Speaking"* affected the students because they did not practice all the aspects that are involved in each one of the stages, and it affected their oral production because it was poor and ambiguous.

5.2 RECOMMENDATIONS

- Freer and controlled communicative activities should be applied according to the students' needs; so that, the learners can develop those tasks accurately within a specific time limit. Additionally, motivation is a masterpiece when teaching. For this reason, it is relevant to encourage the learners to talk in class and let them know that committing mistakes is part of the teaching and learning process. In this sense, they will feel excited and motivated when participating and gaining knowledge.

- It is suggested to be aware of the application process of communicative activities so that the tasks can be developed successfully. For this reason, in *"Before the activity"*, setting a time limit and giving the learners clear instructions about what they will do is fundamental for them. In the same way, in *"During the activity",* introducing the new topic, presenting a model of the activity, and asking them if they have questions will allow them to develop the activity appropriately. Finally, in *"After the activity",* checking the task and giving feedback to the learners will increase their knowledge and understanding.

- It is recommended to identify the process for teaching speaking, that is, *"Pre-Speaking"; "During Speaking",* and *"Post-Speaking"*; due to the fact that; these stages are involved in students' oral production. Moreover, choosing freer or controlled communicative activities according to the learners' needs will foster their development when using the target language. Additionally, this analysis will boost the teaching and learning process because each one of the stages will have its corresponding tasks.

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ANNEXES

OBSERVATION GUIDE

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

Objective: To analyze the effectiveness of the communicative activities in the development of the English speaking skill in students at Primer Año de Bachillerato General Unificado "A" at "Unidad Educativa Nicanor Larrea León" in the city of Riobamba in Chimborazo Province, during the academic period 2021-2022.
Author: Kelly Jhoanna Lara Velarde

Objective #1: To identify the communicative activities focused on speaking skill development.					
Indicators	Always	Often	Seldom	Never	Observations
Information Gaps activities are applied in class.					
Games are used in class.					
Problem-solving is applied in class.					
Projects are used in class.					
Role-plays are applied in class.					

Debates are used in class.					

Objective #2: To describe the application process of communicative activities when teaching speaking in the study context.					
Indicators	Always	Often	Seldom	Never	Observations
Before the activity: Teacher sets the main goal of the activity.					
Teacher assigns a time limit.					
Teacher divides the class according to their needs. (Group work, pair work, individual work).					
During the activity: Teacher provides clear instructions to the students about the activity.					
Teacher introduces the new topic with flashcards, images, and videos.					
Teacher presents a model of the activity so that the students can understand it.					

Teacher helps the learners when they have problems in the activity.				
Teacher asks the students if they have doubts about the activity.				
After the activity: Teacher asks the students if they have finished the activity or if they need more time.				
Teacher makes sure if all of the students finished the activity.				
Teacher checks the activity with the students.				
Teacher provides feedback when the activity has finished.				

Objective #3: To recognize what is the process for teaching speaking in the classroom					
Indicators	Always	Often	Seldom	Never	Observations
Pre-speaking (Planning and Organizing): Students reflect on the speaking purpose					
Students analyze what they are going to speak.					
Students organize their ideas before speaking.					
During speaking (Going public): Students interact with their classmates					
Students express their opinions, feelings, and emotions.					
Students use the English language when communicating.					
Post-speaking (A time for reflection and setting goals) Students think about their performance.					
Students recognize their mistakes when speaking.					
Students correct their mistakes after speaking.					

Elaborated by: Kelly Jhoanna Lara Velarde