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**The Effect of Applying Communicative Activities as  
Encouraging Tools to Improve English Speaking Skills in the  
Language Classroom in Tenth Grade Students at Marco Tulio  
Salazar National Virtual High School of the Liceo Calle Fallas  
during the Last Quarter of 2017**

**Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching**

**STEPHANIE RAMOS MATA**

**THESIS MENTOR: M.Sc. DINIER AMADOR SERRANO**

**SEDE ARANJUEZ**

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## Contents

Chapter I .....	15
Introductory Framework.....	15
1.1 Background of the Study.....	15
1.2 Research Question .....	18
1.3 Purpose and Significance of the Study .....	18
1.4 Objectives of the Investigation.....	21
1.4.1 General Objective .....	21
1.4.2 Specific Objectives .....	21
1.5 Limitations of the Study .....	22
Chapter II.....	26
Theoretical Framework.....	26
2.1 Antecedents.....	26
2.1.1. “Teaching Oral Competence through a more Communicative Methodology in the Bilingual Experimental High Schools in Costa Rica” .....	26
2.1.2. “Promoting a Real Communication in the Classroom by using different kind of Activities and Games for Tenth Grade at Colegio Técnico Profesional de San Sebastian” .....	29

2.1.3. “Communicative Language Teaching. Principles to Design, Adapt, and or Select Oral Communicative Activities to Respond to the Needs of a Group of Senior Citizens Learning English as a Foreign Language at the University of Costa Rica” .....	30
2.1.4. “The Effects of Using Communicative Activities to Improve Oral Skills and Motivate Fifth Grade Students at the Christian Foundation School” .....	32
2.1.5 “The Effect of Drills Based on Communicative Language Teaching as a Tool to Enhance Oral Skills in 6-1 Students at Juan Enrique Pestalozzi School during the II Quarter of 2016” .....	34
2.2 Literature Review.....	36
2.2.1. Speaking Definition.....	37
2.2.1.1. Speaking Background. ....	38
2.2.1.2. Principles for Teaching Speaking.....	39
2.2.1.3. Strategies to Develop Speaking Skills.....	40
2.2.2 Approach and Method Definition.....	42
2.2.2.1. Approach.....	42
2.2.2.2. Method.....	42
2.2.3 Communicative Language Teaching .....	43
2.2.3.1. Definition.....	43
2.2.3.2. Background.....	44
Theory of the communicative Language Teaching .....	45
2.2.3.3. Communicative Approach Principles.....	46
2.2.3.4. Communicative Language Teaching Goal. ....	49

2.2.3.5. Students and the Role of the Teacher in the CLT.....	50
Students' Role in CLT .....	50
Teacher's Role in CLT .....	50
Nature of student-teacher interaction.....	50
2.2.3.6. Characteristics of the CLT Teaching/Learning Process. ....	51
2.2.3.7. Feelings of Students in the CLT. ....	51
2.2.3.8. Language View and Culture Viewed. ....	52
2.2.3.9. Areas and Skills of the Language Emphasized. ....	52
2.2.3.10. Errors of the Students.....	52
2.2.4 Communicative Activities .....	53
2.2.4.1. Definition.....	53
2.2.4.2. Types of Communicative Activities. ....	53
Scrambled Sentences .....	54
Information gap .....	54
Spot the difference:.....	54
Jigsaw activities .....	54
Discussions.....	55
Picture strip story.....	55
Story Telling .....	56
Role-play.....	56

2.2.5 Assessing Communicative Activities .....	56
2.2.5.1 Assessing Definition.....	56
2.2.6 The Use of Authentic Material .....	58
Chapter III.....	60
Methodological Framework .....	60
3.1 Research Method and Scope.....	60
3.1.1 Qualitative Research Method .....	61
3.1.2 Quantitative Research Method .....	62
3.1.3 Mixed Research Method.....	63
3.2 Selection and Description of Population and Participants.....	63
3.2.1 Description of the Institution .....	64
3.2.2 Description of the Population .....	66
3.2.3 Description of the Participants.....	66
3.3 Implemented Strategies .....	67
1. Story telling.....	67
2. Spot the difference .....	68
For this second activity, the teacher will ask students to work .....	69
3. Jigsaw activity (Picture Matching Description).....	69
4. Discussions .....	70
5. Role-play.....	70

3.4 Data Collection Instruments .....	71
3.4.1 Observations .....	71
3.4.2 Interview .....	72
3.4.3 Questionnaire.....	73
3.4.4 Pre-test .....	73
3.4.5 Post-test.....	73
3.4.6 Lesson Plans .....	73
3.5 Validation of Instruments.....	74
Chapter IV .....	76
Data Analysis.....	76
4.1 Analysis and Interpretation of the Results .....	77
4.1.1 Observation Class .....	77
4.1.2 Diagnostic Teacher Interview.....	81
4.1.3 Teacher Communicate Activities Observation Check-list .....	85
4.1.5 Progress check list of the Students.....	99
Pre-test and Post-test analysis.....	99
4.1.6 Pre and post-questionnaire analysis of Students.....	119
Chapter V.....	131
Conclusions and Recommendations.....	131

5.1 Conclusions..... 131

5.1.1 To Identify the Difficulties Tenth Grade Students from Marco Tulio Salazar National  
Virtual High School Face at the Moment of Speaking English ..... 131

5.1.2. To Apply Communicative Activities to Encourage Students to Increase English  
Speaking Oral Skills in the Language Classroom..... 134

5.1.3 To Evaluate the Effects of the Different Communicative Activities Applied in the  
English Tenth Grade Language Classroom Marco Tulio Salazar National Virtual High  
School..... 136

5.2 Restatement of the Research Question ..... 139

5.4 Recommendations ..... 140

References ..... 143

## Appendices

Appendix 1 .....	147
Appendix 2 .....	148
Appendix 3 .....	150
Appendix 4 .....	157
Appendix 5 .....	158
Appendix 6 .....	163
Appendix 7 .....	164
Appendix 8 .....	165
Appendix 9 .....	166
Appendix 10 .....	167
Appendix 11 .....	170
Appendix 12 .....	172
Appendix 13 .....	174
Appendix 14 .....	175
Appendix 15 .....	176
Appendix 16 .....	177
Appendix 17 .....	178
Appendix 18 .....	179
Appendix 19 .....	180

**Figures**

Figure 1.....	87
Figure 2.....	88
Figure 3.....	90
Figure 4.....	91
Figure 5.....	93
Figure 6.....	94
Figure 7.....	95
Figure 8.....	96
Figure 9.....	97
Figure 10.....	98
Figure 11.....	100
Figure 12.....	102
Figure 13.....	104
Figure 14.....	106
Figure 15.....	108
Figure 16.....	110
Figure 17.....	112
Figure 18.....	114
Figure 19.....	116
Figure 20.....	118
Figure 21.....	120
Figure 22.....	122
Figure 23.....	123
Figure 24.....	125
Figure 25.....	126
Figure 26.....	127
Figure 27.....	129

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## **Abstract**

The intention of the present investigation project was to know the effect of applying communicative activities as a tool to improve English speaking skills in tenth grade students at Marco Tulio Salazar National Virtual High School of Liceo Calle Fallas during the last quarter of 2017. To achieve this, the researcher focused on encourage tenth grade students to practice the English language by using communicative activities in the language classroom.

If well there are studies applied by using the same technique, the researcher decided to focus on a very different population; in these case students of a night shift high school. Besides, the researcher decided to use the Communicative Language Teaching by taking into consideration the level and needs of the students by selecting topics related to the target content they were studying. After the implementation of the communicative activities, the results indicated on the pre and post-test and on the pre and post-questionnaire, a positive improvement on the speaking skills of the students. Additionally, the investigation showed the accomplishment of the general objective of the investigation; as well as the significant improvement on the students' speaking production and self-confidence. As a secondary consequence, the learners presented a significant improvement on the listening and reading areas of the English language.

## Resumen

La intención del presente proyecto de investigación fue conocer cuál es el efecto de la aplicación de las actividades comunicativas como herramienta para mejorar las destrezas de habla del Inglés en estudiantes de décimo grado en el Colegio Nacional Virtual Marco Tulio Salazar del Liceo Calle Fallas durante el último trimestre de 2017. Para lograr esto, el investigador se centraría en estimular a los estudiantes de décimo grado a practicar el idioma inglés mediante el uso de actividades comunicativas en el aula de idiomas.

Si bien hay estudios que han utilizado la misma técnica, el investigador decidió centrarse en una población muy diferente, los cuales serían los estudiantes del turno noche de secundaria, específicamente la clase 10-2 que contempla 24 estudiantes. Además, los investigadores decidieron utilizar el enfoque de enseñanza del lenguaje comunicativo tomando en consideración el nivel y las necesidades de los estudiantes, seleccionando temas relacionados con el contenido del objetivo de estudio de los estudiantes. Después de la aplicación de las actividades comunicativas, los resultados indicados en la pre y post-evaluación, así como en el pre y post-cuestionario, una mejora positiva en las habilidades de habla de los estudiantes.

Para concluir, la investigación mostró que el objetivo general de la investigación se cumplió satisfactoriamente, así como la mejora significativa en la producción de habla de los estudiantes, la confianza en sí mismos, y además la mejora en las áreas de escucha y lectura del idioma Inglés.

## **Chapter I**

### **Introductory Framework**

The introductory framework of the present investigation will describe relevant contents and aspects that the investigation is based on. Furthermore, the chapter will explain the purpose of the investigation; as well as the relation of the student's background with the topic. Also, the author lets the readers know his/her decision to develop the current investigation, and why the investigator considers the present work will be relevant and important to students and teachers which are teaching and learning ESL. Besides, important information such as the research question, the general objective and the specific objectives will be described on the thesis. To conclude, the chapter contains some possible limitations and obstacles that the investigator might face during the implementation of the current investigation.

#### **1.1 Background of the Study**

At the present time, the world has change exponentially. Nowadays, it is not enough to obtain a studying degree such as: medicine, laws, architecture, administration or in any other particular career. The reason is today employers require a second language acquisition due to the job demand of the country and the world. According to Weatherford (2006), "Foreign language students develop not only technical skills related to language used, but also tangible advantages in the job market because of their increased communication skills. Mastery of languages also enhances the enjoyment of travel abroad and reduces frustration and isolation during travel in other countries" (par. 4). In other words, been able to use language in order to communicate is a good investment for the future because it can provide many benefits in students' career and personal growth. To conclude, it is for this reason that new generations

need to be able to expand their knowledge regarding to a foreign language as it is the American English language.

The student's group involved in the present investigation consists in a classroom of tenth graders students at the Marco Tulio Salazar National Virtual High School. It is a night shift high school. The Marco Tulio Salazar is located at Liceo Calle Fallas High School. The institution is located one kilometer south from Mall Multicentro Desamparados. Specifically, the high school is located in Desamparados, Calle Fallas down town.

During the practicum of the investigator, some other preview classes, and despite of the big effort to facilitate the formal media education to the Marco Tulio Salazar's students, is where the author realizes about the lack of knowledge, the few opportunities to put in practice and reinforce oral English speaking skills that the night shift high school's students develop during the classes. This situation becomes even more difficult because the students and teachers are focused in the test for "bachillerato" from the "Ministerio de Educación Pública" (MEP). For that reason, teachers mostly concentrate in reading techniques because the final goal of students is to pass the exam in order to graduate from high school. The final point mentioned before, reduces the job of the teacher to mainly develop grammar and reading skills; educators practically forget and skip MEP program goal's objectives and techniques regardless to oral techniques.

Another concern situation is that students look frustrated when the teacher asks them to try to speak in the target language. This position happens because learners are ashamed to the feeling that provokes them not knowing how to express themselves. Besides the previous issue, this is not just the only problem pupils are facing currently. Unfortunately, speaking communicating problem has been a situation presented since school times. It has even been

since the MEP program advocates the teachers to implement the communicative approach in their lessons. Sadly, this has not been possible yet, at least in the researched classroom because students do not have appropriate vocabulary to complete a communicative task assigned. For that reason, implementing activities in the classroom will be a big effort and challenge due that students do not practice the speaking skills during their lessons.

Furthermore, it exists another situation that should concern all English teachers; the setting that some English classes are considered boring and not enjoyable by students. In that sense, is that students might not feel interested in learning new objectives because pupils are not enjoying English classes, and some teachers are not worrying to do a change. Unfortunately, this situation is causing students to see English classes just as another requirement to pass the course or level.

For all these reasons, is that the investigator develops the currently project; in order to analyze the effects of the communicative activities in the language classroom on tenth grader's by offering them not only the opportunity to understand the target language, but also to be able to learn and produce accurate speaking skills. The main purpose is to help them use the second language in real life working environments by probably giving the students the tools and the confidence to communicate by using ESL. In addition, to benefit scholars on getting better and competent salaries on future jobs in which English speaking is required. Remarkably, through this opportunity, students may increase their standard of life in a positive manner.

Finally, in order to achieve the goals, the investigator considers teacher-students have the need to work together. The professor has an important role during the process by encouraging them to participate in the different tasks assigned during the investigation, and perhaps, students might also increase self-confidence and vocabulary. These two last points

mentioned are important factors that might contribute to the poor English speaking skills that students seem to have.

## **1.2 Research Question**

According to Research Rundowns (2009), “A research question is the fundamental core of a research project, study, or review of literature. It focuses the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting” (par. 2). In other words, a research questions ought to be clear, not too simple, contains the population under investigation, the spatial time, and the time in which the investigation will occur. Following the previous steps, is that the searcher rises with the following question: What is the effect of applying communicative activities as an encouraging tools to improve English speaking skills in the language classroom in tenth grade students at Marco Tulio Salazar National Virtual High School of Liceo Calle Fallas during the last quarter of 2017?

## **1.3 Purpose and Significance of the Study**

This investigation is focused on a particular population which is the students that for personal reasons such as: drugs, pregnancy, bad friends, or that simply could not fit into the daily educational program; see the night shift program of the MEP called “Nuevas Oportunidades Educativas para Jóvenes y Adultos” as an option to move forward and succeeded in their lives. For this reason, is that the purpose of the study will be focused not only into analyze, but also to help students from Marco Tulio Salazar National Virtual High School located at Liceo Calle Fallas to use the target language to communicate by developing speaking oral skills and using communicative activities during the classes. The objective is that students may acquire another important tool to use in their current jobs. In addition,

through this acquisition scholars might obtain better and competent earnings in order to support, in most of the cases, their families. Regarding to all mentioned before, this population may continue with a higher education as it is to study a formal career at the university.

The investigator considers the present work a positive tool; due to the fact that students will need more than reading a piece of information wrote in a paper, which is basically what some of the teachers have been doing since the beginning of MEP programs for young and adult people, due to the test implementation in order to obtain the bachelor degree in formal high school education; and despite that the four skills according to the MEP: reading, listening, writing and speaking; must have to be used during the lessons of the teacher.

Therefore, implementing speaking activities to students in the English lessons will analyze if operating activities such as: storytelling, scramble sentences, debates, jigsaw activities, picture strip story, role-playing and others, will improve the ability of the students to use the target language in different types of topics and conversations. Also, the teachers can evaluate if the pupils understand a topic seeing in class throughout the interactive exchanges of knowledge and participation between the students. Besides, teachers will evaluate if throughout the implementation of the communicative activities the students could overcome the frightening of using spoken English in class.

Furthermore, in order to explain why the author considers the implementation of using communicative activities in the classroom relevant is that throughout the use of these activities the individuals might improve English speaking skills. Moreover, that the teacher will perceive and analyze if an explained topic has been understood or if it needed to be explained deeply and with more emphasis again. Besides, it is well known that through the speaking, teachers might detect the weaknesses and the strengths of students.

Another relevant aspect of the study, it is the great benefit that students might obtain when the teacher implements the communicative activities. One of the reasons is that this does not only change the regular classes that has been developed to give pupils a written exercise to develop, it is because one of the main purpose of the investigation is to encourage students to talk as much as possible without being judge for how they pronounce words; since the idea is to promote students the habit of been able to communicate in a free manner and not only by using cards in which the students can easily read the information.

On the other hand, the author of the present investigation considers that in order to give a solution to the problem, which actually is not using the target language despite that the language has been studied for many years, it is mainly that students can understand the importance to speak a second language, and the many benefits it will bring to their lives.

Gillis (2013), explains that the ability to use speaking skills is necessary not only to “stand out from the rest”, but also to use it in the different working environments. This is because when the individual is capable to produce and transmit speaking in a trustable and clear way, then the speaker may catch the listeners attention and may transmit his/her thought in an effective manner with the purpose of informing or persuading the audience with the message. Besides, he says that the four skills are interrelated because when an individual puts the words together without frightening, the words can express thoughts feelings and opinions bringing to the speaker many advantages and success in their lives such as: to get value as an employee or to obtain personal growth throughout the constant practice.

Finally, the idea of implementing communicative activities is to catch the attention of the students; even more, if the activities are enjoyable and students can express their own opinions and develop criteria of what is learned by using amusement and meaningful

activities. Besides that, all students will be able to participate and have the possibility to learn from each other.

#### **1.4 Objectives of the Investigation**

Barrantes. E. (2013) stated that the objective of an investigation is a phrase that transmits a goal that the investigator desired to achieve. Also, the author explains that the objectives should be as clear as possible in order to avoid any misunderstanding in the interpretations desired because the ambiguity is not allowed. Based on this, it is that the author of the present investigation project states the following objectives with the points that the investigation pretends to work on.

##### **1.4.1 General Objective**

To analyze the effect of applying communicative activities as encouraging tools to improve English speaking skills in the language classroom in tenth grade students, at Marco Tulio Salazar National Virtual High School of Liceo Calle Fallas during the last quarter of 2017.

##### **1.4.2 Specific Objectives**

- To identify the difficulties tenth grade students of Marco Tulio Salazar National Virtual High School face at the moment of speaking English.
- To apply communicative activities to encourage students increase English speaking oral skills in the language classroom.

- To evaluate the effects of the different communicative activities applied in the English language classroom of tenth grade students at Marco Tulio Salazar National Virtual High School.

### **1.5 Limitations of the Study**

Even when the investigator greatly believes in the success of this investigation project, there are always some limitations or obstacles that the searcher should take into account in order to overcome and prevent any type of future inconvenient. Therefore, is that the searcher must not only have to think deeply in the limitation of the students learning, but also in the administrative limitations which are going to be explained in this section as a plan to solve and help the students on the present investigation project which is the priority for the investigator.

- **Attendance and time of the students:** As a night shift high school, the teacher should understand the multiple responsibilities that teenagers and young adults have; due to some of these students are parents and have to struggle with the whole implications it carries out. However, teachers have to struggle with constant absences or delays of around 15 to 30 minutes by students. As a consequence, the teacher has to explain the activities over and over again because the delayed students must need to incorporate to class activities in order to learn and practice. As another important issue, the teacher has to be careful with the organization of time because this can affect the evolution of the communicative activities.
- **Misbehavior of the students:** It exists more concern situations that the teacher must need to be aware of. These worries are: the disputes between students, the alcohol or drugs problems. Due to this, they may affect in a negative way the class environment and the respect for not only the class, but also the institution. Besides,

there are some cases in which students do not feel interested in learning and do not want to cooperate with the class activities. One of the pupils frightening is the moment they have to speak. For this specific case, the writer from the present investigation should take the time and explain students the purpose and the importance of using oral skills as the MEP program (2001) emphasizes as the following: “English is conceived of as a linguistic and cultural tool for communication, which allows the learner to complement his/her whole education. His/her knowledge of English contributes to the social, economic and technological development. It also allows the learner to apply techniques to understand and produce appropriate oral and written messages” (p.17).

- **Low participation of students:** The low participation is due to two particular situations in the class. First, to contemplate the lack of vocabulary that some students have. The second issue is because the students consider English classes boring because previous teachers have not implemented meaningful activities in order to engage the attention of students during the classes. In addition, it is important to mention that the lack of enthusiasm for English classes is linked to absences of students. For that reason, the teacher must think on enjoyable classes in order to catch attention of pupils, but also bring the students all the necessary vocabulary and grammatical explanation to develop the communicative activities in a successful manner.
- **Strikes of teachers:** When an investigator decides to develop a research in a public institution, sometimes there are some situations that might complicate the investigation as it is the case of the regular strikes. Sometimes, these types of

situations occur due to the government irregularities on the salary payment of teachers. As a result, educators decide to generate public complaints against the government due to the salary issues presented or sometimes because of the delay in their payments. Unfortunately, strikes may affect the learning of students during the period because the pupils will finish losing many important classes, and they will finally stop practicing the objective of the study.

- **Extracurricular activities:** These are activities that occur outside of the regular classroom schedule such as: activities (plays and proms) that nightshift high school organizes to raise funds for the eleventh graders' graduation. Also, there are other extracurricular activities that involve the administrative staff such as: trainings, lectures, and meetings, which implicate that student, lose a valuable time of classes. For this reason, it is that the teacher must plan communicative activities that do not consume a lot of time in order to overcome these type of situations that might happen during the investigation period.
- **Classroom:** As the students receive classes during the night, the learners do not own a classroom in which the teacher can paste material on the walls such as vocabulary or verbs tenses to help the learning process of students. Therefore, the teacher must carry multiple materials throughout the process of the investigation project with the idea to bring extra materials as a tool to facilitate the communicative activities in the classroom.

Finally, even when the researcher will possibly face many difficulties throughout the time of the investigation project, the author or in the same case the practitioner teacher may have to be extremely careful and capable to develop useful and practical lesson plans with the

most appropriate communicative activities in order that students could find the classes attractive while the participants are learning; indirectly, to help the comprehension and improvement of English speaking skills in the second language acquisition of students.

## **Chapter II**

### **Theoretical Framework**

The current Chapter, contains previous research work in which the researcher based the investigation on. Also, the readers will find the theories that involve the approaches used to improve speaking skill; thus, with the purpose to bring a well understanding of the present investigation project. According to Hernández, Fernández, and Batista (2014, p.60), the objective of the theoretical framework is to explain and analyze the theories and conceptualizations that might be relevant for a thesis investigation project. Also, the authors explained that theories must be organized in a logical sequence order to a better comprehension.

#### **2.1 Antecedents**

##### **2.1.1. “Teaching Oral Competence through a more Communicative Methodology in the Bilingual Experimental High Schools in Costa Rica”**

According to the investigation created by Lobo and Rodríguez (2003) named “Teaching Oral Competence through a More Communicative Methodology in the Bilingual Experimental High Schools in Costa Rica”, the authors proposed to create a methodological proposal. The objective was to improve the oral teaching process through the use of nine techniques to promote oral competence in students of Liceo Experimental Bilingüe de Naranjo, Alajuela. At the implementation moment of the techniques, the authors selected four types of groups in which the ages of the students went around 14 to 16 years old. The first participants were three groups of ninth level composed by 89 students. The second group was an English technological class of 20 students. The third one was made by two groups of tenth

graders with 58 students. Finally, the fourth team was a group of eighth grade students which contains 26 learners.

The authors decided to use in each group different techniques proposed such as: round tables, talk shows, debates, adapting (novels short stories, plays, and legends) into films, field trips, spontaneous role play, literature report, interviews, and story theater. The investigators decided to use the following instruments to the data collection: teacher-student observation, student questionnaire, teacher interview, and the observation record.

At the end of the investigation project, the authors were really pleased with the general results of the whole techniques applied. In the Round Table case, the authors concluded that learners were able to come up with ideas that could enhance the learning process in general as the students thought in the solution for the problem proposed. Also, that in order to make conclusions, students was able to provide their own viewpoints, and they were used to wrap the whole activity. Besides, in the Debates, Lobo and Rodríguez concluded that students do not only improve the oral skills, students also improved the other three skills (listening, writing, and reading) as well as they developed a better oral presentation due to the confidence and time management acquired during the activity; specially for those students with lack of confidence. Another important detail to mention is that the technique also improved vocabulary and the motivation towards the language.

Furthermore, the Field Trip was a technique that the authors considered consumed a lot of time. Fortunately, the activity was well planned and the results were satisfactory. The reason was students had the chance to choose the place to go, and the people they wanted to be with. As a result, the students improved their self-esteem in the use of the target language, and it provided them a great opportunity to interact with foreigners on real situation during the trip.

Moreover, the Role Play offered students to perform in many different situations the learners never thought about, and they also visualized the great opportunity to increase knowledge during the realization gathered throughout the experience at the end of the task.

The conclusion for the Literature Report was that the teacher must be careful with the material or text used to accomplish the activity. The reason is that some material could turn boring for students. In contrast, if students read something they consider attractive, their motivation at the moment of coming up with their point of view and investigation will definitely be higher. The purpose for this activity is that students acquire better reading habits, more vocabulary and deeper view of different topics.

Another shimmering technique is The Interview. Authors manifested the technique gives the students the courage to have conversations with English speakers presenting self confidence overcoming the frightening to speak and been judged. Finally, in the case of the Story Theater, students increased their motivation due to the activity enhanced the imagination of students. However, the problem with this activity is the noise the recorder makes in combination with the students during the process that may affect the concentration of other groups.

In the end, the thesis demonstrated that students from Liceo Experimental Bilingüe de Naranjo improved the self-confidence, the motivation and the participation. Also, the students obtained self-esteem, improved time organization and imagination, got better interaction and found facilities to express themselves in the target language. Finally, the results from the questionnaires in Lobo and Rodríguez thesis showed that 95% of students really liked to work with the new methodology on teaching the speaking skill. The results only presented that 5 % preferred the traditional methodology.

### **2.1.2. “Promoting a Real Communication in the Classroom by using different kind of Activities and Games for Tenth Grade at Colegio Técnico Profesional de San Sebastian”**

According to the investigation created by Trejos (2004) named, “Promoting a Real Communication in the Classroom by using different Kind of activities and games for tenth grade at Colegio Técnico Profesional de San Sebastian”, the purpose of the author in the investigation project was to promote the use of language communicatively in a group of students from tenth grade at Colegio Técnico Profesional de San Sebastian by using a variety of activities and games to provoke conversation between the learners.

Trejos mentions that she decided to implement the use of communicative activities due to the fact students only practiced the Grammar Translation Method. Consequently, the students manifested during the interview that the method applied was boring. Besides, the instruments implemented by the author of the thesis project were: observation class, students’ interview and check list; with the purpose to confirm the necessity and strengths of students. Also, the teacher focused on activities such as: speaking games, dialogues, interviews, pair work and group work to reach the thesis goal. Trejos mentioned that during the time at Colegio Técnico San Sebastian, students had to present two exams. The test results indicated that at least the 73.33% of the students which correspond to twenty two over thirty five students, obtained grades higher than 70. The other 26.66% which corresponds to 13 students, obtained grades lower than 70.

According to the author, the results displayed a great improvement in English communication of students because the learners presented a great interest by the activities the researcher made. In the case of students with low results, the investigator declared that the

misconduct and the irresponsibility of students were the reasons that affected the 26.66% of the tenth grade students.

Trejos concluded the investigation by saying that it is important to become a model for students. In addition, Trejos stated that teachers must consider the importance of recognizing the needs and strengths of the students too.

### **2.1.3. “Communicative Language Teaching. Principles to Design, Adapt, and or Select Oral Communicative Activities to Respond to the Needs of a Group of Senior Citizens Learning English as a Foreign Language at the University of Costa Rica”**

According to the investigation created by Ling (2010) named, “Communicative Language Teaching. Principles to Design, Adapt, and or Select Oral Communicative Activities to Respond to the Needs of a Group of Senior Citizens Learning English as a Foreign Language at the University of Costa Rica”, the goal of the author was to improve the communicative skills of an elder population throughout the use of principles to the CLT. The author selected, adapted the course objectives and textbook activities as a tool to improve the oral communication skills of the participants during the course. Another goal that Ling wanted to achieve was to increase the involvement, participation and motivation of the students in the target language.

The author decided to use a qualitative approach for the investigation which contemplates a group of senior citizens around the age of 50 years old from UCR’s Integral Program from Senior Citizens (PIAM). The group contains the participation of 12 students (10 women and 2 men). The students had taken the seventh grade of the PIAM program with an English high-intermediate level. However, despite of the level the students had, there were

some difficulties in the speaking area that even the students were concerned about. The learners expressed that they preferred to develop writing than speaking tasks.

In the study, the author decided to use useful instruments. First instrument was a questionnaire used in order to obtain information about the age of the students, gender, motivation to study the language and opinion about the current textbook. Another medium were two check lists. In the first one, the author could notice if the adaptations made to the textbook were interesting for the students. The second check list was made to evaluate the progress and participation of the students during the class activities.

Ling explained in her thesis that the activities used in the project were constructed through the suggestions in the questionnaires of the students. For this reason, the author decided to create activities that involved the personal lives of students due to some activities from the textbook were boring and difficult to follow because they were not relevant to the learners live.

There is an important detail to mention, the author decided to use a journal in which students had to write about the different activities done during the thesis project. In addition, the teacher purpose with the journal was not to evaluate grammar or spelling mistakes, it was just a tool to evaluate and analyze motivation of the students in the activities created.

The author concluded that students greatly improved the speaking skill with the only exception of three of them. These students presented laziness and did not attend classes regularly. On the other hand, students demonstrated to enjoy and to prefer the use of activities in which the learners could bring personal opinions related to their personal life, likes or family relationships more than academic activities that were really not interesting for the

students. Also, the use of journal empowered students to generate ideas and a permanent feedback of the activities, the work of the instructor, the feelings and opinions of students. Additionally, Ling manifested that the use of pair activities or group work were more amusement according to the opinions of the students.

To conclude, the author recommended being aware of each students English level considering that this might affect the performance of the students in the different tasks. The reason is that in some cases students with lower English level feel afraid of those students who can easily express themselves with a higher English level. Besides, when students perform the activity in an active manner, the instructor must be patient, flexible and open minded about the background, interests, and process of learning of the students, and that it is important to prepare well thought activities that will fit all interests of students.

#### **2.1.4. “The Effects of Using Communicative Activities to Improve Oral Skills and Motivate Fifth Grade Students at the Christian Foundation School”**

According to the investigation created by Calderon (2015) named, “The Effects of Using Communicative Activities to improve oral Skills and Motivate Fifth Grade Students at the Christian Foundation School during the second Quarter of 2015”, the author based the investigation in a qualitative method on a descriptive approach. The purpose was to improve the English level of the students by applying communicative activities to progress their English speaking skills and their motivation for the L2 acquisition. Moreover, the writer of the investigation declared that the use of communicative activities in the language classroom really improved speaking skills of the students; this due to the positive result during the investigation. For the investigation, the author worked with a population between 11 to 12

years old of fifth grade students on a semi-private institution. The participants were a total of 22 students.

Calderon (2015) indicated that in order to analyze, measure the improvements and strengths of the students, the author applied a pre-test and a post-test to analyze the progress of the students during the investigation. This, in order to implement the instruments based on a check table and in two questionnaires in order to check the point of view of the students regarding to the communicative activities used in the investigation project. The other point was to evaluate if the approach used was worth it for the students.

The analysis of the investigation revealed in the observation of the first students that at least 95% of them due to the lack of vocabulary, could not speak and also could not understand simple commands in the target language. Furthermore, the author wrote about the lack of motivation presented in the participants of the investigation. Additionally, Calderon mentioned that 20 of the students had the basic level of English, and only two of the 20 students had a regular English level.

In the case of the questionnaire, it revealed that 8 of the students did not like the English language. The other 14 students said that they liked it and wanted to improve. Also, regarding to the use of the language, most of the answer were negatives. The results showed that 81% of the pupils do not use English either inside or outside of the class. Besides, motivation in the class indicated that the students felt the methodologies in classes of the teacher were boring, but 18 of the students considered the target language useful; while 4 of them considered it unserviceable.

On the other hand, most of the students manifested to feel comfortable in classes, and they like to work in pairs regardless the students did not have the English level required for the course. Also, the 70% of the students considered that speaking is the most difficult skill, followed by the reading skill used in classroom.

Finally, after the implementation of some communicative activities, the students showed up positive results at the moment of the post-test which was based on a role playing as it was similar in the pre-test. In this case, the students improved English speaking skill in a 70% which is the equivalent that corresponds to a 16 of the students; while the other 6 failed the test because the author considered that the method worked well, but this 6% of the learners just needed more time to obtain better results.

Finally, the results demonstrated that the learners could improve their communication in the target language and in vocabulary. Besides, the students provided a positive feedback regarding to the technique and the evaluation approach. For this reason, the author considered success on the investigation due to the fact that students were able to communicate by using their own thoughts and opinions.

### **2.1.5 “The Effect of Drills Based on Communicative Language Teaching as a Tool to Enhance Oral Skills in 6-1 Students at Juan Enrique Pestalozzi School during the II Quarter of 2016”**

According to the investigation created by Gutiérrez (2016) named, “The Effect of Drills Based on Communicative Language Teaching as a Tool to Enhance Oral Skills in 6-1 Students at Juan Enrique Pestalozzi School during the II Quarter of 2016” (Thesis submitted to obtain the bachelor in English with concentration in Teaching). Universidad Internacional de las Américas. San José, Costa Rica. The author purpose was to help hundreds of students to

improve, not only their oral skills, but also their ability to communicate successfully. The author combined the communicative method with the audio lingual method due to the researcher considered that through the use of both methods the results would be very positive. Gutiérrez selected a group of sixth graders students which contained 25 students. The author mentioned that in order to test knowledge and improvement of the students, the researcher decided to use a check list observation class and also a different check list that would be used before and after the role- play performance of the students. Also, the researcher decided to apply a diagnostic teacher interview that will reveal the group needs and strengths. Additionally, Gutiérrez applied a questionnaire to the students in which the learners can mention how they feel about speaking the target language.

When the author applied the first role-play to the students, they felt nervous, fear, shy and very insecure. The author explained that the learners did not know what to say. For that reason, students started to laugh. Consequently, the result for the first role-play was that the pronunciation of the students was very bad, but at least the learners made themselves being understood. In the conclusions chapter, the author stated that the drilling activities combined with the CLT had excellent results, not only in the oral skill, but also in the listening skill. In addition, the researcher mentioned that students, who expressed dislike towards the English language and participation in the questionnaire at the end of the thesis project, changed their mind. At the end, the group of students mentioned before, participated and looked motivated for the language. The author ended the investigation by providing some recommendations. One of the most important was to respect the students own process of learning, even if this means that the teacher has to postpone certain planned topics. Also, the author mentioned that the use of realia would greatly help motivation and dynamic comprehension of the students

about the activity planned. Finally, the author recommended for further investigations to develop a thesis based on the lack of motivation or participation of students during the English classes; as well as to use drilling techniques and CLT to improve English in general.

The previous investigation is considered by the current researcher relevant due to the projects are focused in the use of communicative method to encourage students to become in better participants of their own learning. Also, it is significant because the goal for the current thesis is to implement the Communicative Language Teaching at the night shift students of the Marco Tulio Salazar National Virtual High School in order to improve the speaking skill area, which was the same necessity of the students in the previous investigations.

It is important to mention that the author could not find an investigation related to the same population, as it is the night shift high school students. On the other hand, the evidence of the antecedents, tells the researcher that the ability to use speaking skills is a subject matter that should be taken into consideration due to the previous thesis which involve different students population in Costa Rican presenting the same English communication problems. For that reason, comes the urgent necessity to work with students in order to overcome the frightening that students manifested at the moment of speaking in the target language.

## **2.2 Literature Review**

The present investigation project contains different theories by professionals in the grown of ESL acquisition. Their purpose is not only to support the topic under investigation, but also to analyze and understand how the Communicative Language Teaching can be used inside of the language classrooms to promote and improve speaking skills of students throughout the use of the communicative activities in the language classrooms.

The theories that will be explained below consist firstly in explaining about the use of speaking skills, and its strategies to teach it. Then, the reader will notice about the main approach of the investigation which in this case is: The Communicative Teaching Learning or Communicative approach; including its importance, its principles, and its purposes. Also, the author will provide a description about the type of communicative activities involved in the Communicative Language Teaching; as well as the importance of using authentic material and the types of assessments applied in communicative activities.

### **2.2.1. Speaking Definition**

Speaking is defined as the interactive process of creating meaning that involves producing, receiving and processing the information provided by the speaker. Also, the meaning and form of the speaking will depend on the context in which a conversation occurs as well as the purposes of speaking (Burns and Joyce, 1997).

Speaking is defined according to the Merriam Webster Dictionary, as the students' ability to express thoughts, opinions or feelings orally in a coherently, fluently and appropriately way by articulating sounds to be able to make conversations and to express oneself.

In addition, in the words of Bailey and Savage (1994), "speaking is the productive aural/ oral skill. It consists on producing systematic verbal utterances to convey meaning" (p. 48).

### **2.2.1.1. Speaking Background.**

According to Bailey and Savage (1994), speaking is considered by many people as the most difficult skill to learn due to the fact that speaking occurs in a real time where an individual is waiting for the listener's answer. Also, speaking is considered more difficult than the other skills because when a person is speaking, the individual does not have the chance for revising (checking for organization and ideas in the text) and editing (when the writer checks for problems with spelling, grammar, punctuation, or word choice) what he/she says. In addition, speaking is considered a productive oral skill in which the oral communication consists in producing different verbal utterances (spoken words or vocal sound) to transmit a meaning when the individual speak.

Additionally, people used to learn speaking by repeating sentences and text dialogues based on the audio-lingual method; in which the idea was to people get used to the sounds patterns that they would hear and repeat. For many years, people practiced throughout the audio-lingual method and by learning many grammatical structures and vocabulary. However, the individual continued having problems to use SL to communicate because real conversation was not similar to what the students repeated in their English classes. That is why around the twentieth century, people decided to analyze and reconsider the way of teach speaking skill. The results of multiple studies came up with the idea that people would learn in a better way if they use the target language to interact to each other; and then, is where the Communicative Language Teaching arose. It is a method in which the teacher must create interactive lessons with the use of communicative activities in order to promote opportunities to communicate in the target language.

### **2.2.1.2. Principles for Teaching Speaking.**

In the book, “Practical English Language Teaching: Speaking”, the author explained five principles for teaching English. (Bailey 2003.)

The first principle says, “Be aware of the differences between second language and foreign language learning contexts” (Bailey, 2003, p. 54). This first principle contains two points that teachers must take into consideration. One is the foreign language context (FL) which is when the target language in study is not what is used in the society; and consequently, students have a very few chances to practice English out of the classes. Number two is the second language context (SL). It is the language communication of the society which includes refugees, international students and even immigrant people that since children, arrived to the country and manifested from the beginning their very well use of the speaking skills, but later they presented some errors regarding to grammar, vocabulary, pronunciation and some other combined problems shown up which affect the individuals abilities to use speaking to communicate. In conclusion, teachers must be aware of these two types of learning context in order to find suitable activities for the individuals learning process.

The second principle states, “Give students practice with both fluency and accuracy” (Bailey, 2003, p. 55). This principle explains that the teacher should bring students accuracy and fluency practice without interrupting them to make corrections while the students speak.

The third principle mentions, “Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk” (Bailey, 2004, p. 55). This principle emphasizes that teachers must plan activities such as group work or pair work in order to promote and increase speaking ability of students during the classes.

The fourth principle declares, “Plan speaking tasks that involve negotiation for meaning” (Bailey, 2004, p.55). This point explains that in order to students make a progress in communication, it is important that during the activities the learners can ask for clarifications, repetitions or even explanations about a particular conversation due to the fact that students do not have a well comprehension of what has been said; students might not advance in the target language.

The fifth and final principle says, “Design classroom activities that involve guidance and practice in both transactional and interactional speaking” (Bailey, 2003, p.56). Furthermore, the theory explains that in transactional speech, people communicate for social purposes; while in the transactional speech, it is used for the exchange of goods and services. In other words, this means that learners must practice both, interactional and transactional speeches, because both speeches are presented in the real and daily context of the language.

### **2.2.1.3. Strategies to Develop Speaking Skills.**

According to the National Capital Language Resource Center, Washington D C (2004), to develop an effective speak in the students, a good teacher must teach some strategies such as “using minimal responses” which is focused on the type of students that normally stay in silent while the other participants are speaking. Thus, a good way to overcome these situations and to encourage those students is by helping them to use minimal responses such as: “um hmm, uh huh, yeah,” and “yes, right”. There are others such as: “nodding of the head or making some gesture”; minimal responses that may work as a positive reinforcement and in which the speaker can see that throughout the interruptions the listener perceives the message of the speaker (Zimmerman and West, 1975). In fact, as minimal responses are predictable and easy to transmit, these can be used in silent students to express

understanding, doubts or even agreement of what the speaker is transmitting to the audience. In addition, throughout these responses, the student will be able to concentrate in what the speaker is saying and not in what he/she has to respond. As a result, the learner will acquire more confidence without the student losing time and concentration finding what to answer (The National Capital Language Resource Center, 2004).

The second strategy to help students develop speaking skills is by “recognizing scripts”. This procedure is based on the use of some conversation exchanges that involves topics such as: greetings, apologies, compliments, invitations, cultural or social conversations, or even in shopping buying information. With the use of these conversation topics, the teacher can teach students to predict multiple scripts setting with the purpose to prepare themselves to instruct students to anticipate the possible answers by imagination and predicting the content while the students are involved in interactive conversation activities.

Finally, the third strategy for developing speaking skills is based on “using the language to talk about the language” (The National Capital Language Resource Center, 2004). This strategy is basically to help students, when during the conversation, it occurs any type of misunderstandings added that the listener is shy, afraid to speak or to ask for clarifications. The moment these cases occur, the teacher might help learners by providing them strategies and phrases to use when the students need clarifications. As a result, the students will be more confidence to ask and to deal with many types of conversations presented inside and outside of the classroom. According to Skill You Need (2011), the use of “clarifications- seeking questions” such as: “I'm not quite sure I understand what you are saying”, or “I don't feel clear about the main issue here”, also, when the person says, “what did you mean?”, and even, “Could you repeat ...?”. Some of the examples before may help students when doubts and

misunderstandings occur. Another illustration is by using open questions that contain Wh- words in which the speaker must provide detailed answer, or by using Yes-No questions to corroborate if the hearing information is correct.

## **2.2.2 Approach and Method Definition**

### **2.2.2.1. Approach.**

According to Educational Research Techniques (2015), an approach is defined as the theory of the language that is focused from a behaviorism, cognitivism, or naturalism perspective which explains how the individual acquires the knowledge and explains the basis of the theory language learning.

### **2.2.2.2. Method.**

The method is the way or the procedure and principles in which the approach is taught according as the method is explained.

Moreover, Larsen-Freeman (2011) suggested in their book, “Techniques and Principles in Language Teaching”, several methods for teaching the second language learning. The book presents different ways for teachers to have several alternatives and techniques to teach according to what they have planned to do in the target language classroom. Though also based on the goal of the teacher with the students is how the type of method will be selected.

For the present investigation, the researcher selected the Communicative Language Teaching, often known as the Communicative Approach. The approach selected goes because the target of the investigation is to achieve the ability of the students to produce the target language through a communicative oral production.

### **2.2.3 Communicative Language Teaching**

The communicative language teaching method arose since the idea of many educators and methods pretending students to be able to communicate in the target language. However, even though students could create acceptable sentences and communicate in the language classroom, people and teachers noticed that the students were not capable to produce the same language in social context outside of the English classroom. Besides, even when the students possessed the linguistic structure and basis, the learners showed up difficulties in context such as inviting, promising, refusing or accepting invitations as the authors stated (Larsen-Freeman, 2011). In addition, the author mentioned that communication requires more than the ability of use linguistic competence communicative and according to the dictionary of the IGI Global (1988), “The knowledge internalized by a speaker of a language, which, once learned and possessed, unconsciously permits him to understand and produce an infinite number of new sentences”. The instructors must rather apply the use of communicative competence as a goal to teach the language in a proficiency way. The IGI Global (1988) clears this term as, “A linguistic term that refers to the ability to function in a communicative setting. This requires grammatical knowledge of the language, as well as social knowledge of how to use it appropriately”. In conclusion, the Communicative Language Teaching has as a purpose to use the previous grammatical knowledge at any place or context in which the students feel the necessity to transmit a message.

#### **2.2.3.1. Definition.**

Brown (2007) stated that CLT is, “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes” (Brown, p.378). This means that the

Communicative approach is based on the acquiring the language through the students interaction during an activity given, in where the idea is that the learners create sentences and understand meanings while the students interact to each other in regular and authentic context.

### **2.2.3.2. Background.**

In the book, “Approaches and Methods in the Language Teaching” (Richards and Rodgers, 1986), explains that “the origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language Teaching represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities However, the authors explains that in the middle of the 1960 the situational Language teaching was rejected by the American population due the acquiring a target language based on situational events was not enough, and that the theory needed a deeper study of the language (p.64).

Also, the American Linguistic Noam Chomsky demonstrated that the structural theories that people applied were non capable to accomplish the characteristic of the language; neither the functional communicative competent required which was to achieve a proficiency communication, rather than applying the structures of the language. After that, and the great necessity to find new methods to produce the language due to the interdependence of many European countries, it was that many adult people needed to learn the major European language. During that moment, it was clear that the learners needed to comprehend and produce the language instead of applying the grammar and vocabulary concepts. Then, in 1971 a group of experts proposed to divide the components of the language according to the necessity of the learner. In addition, it was thanks to Wilkins that the British linguistic

proposed to a functional or communicative description of the language which helped the improvement of the communicative syllabus of the language. Furthermore, in the middle of the 1970's, it was when the communicative approach became in a part of a new approach and not in a method in order to make communicative competence, the major goal in teaching education. "All these events were thanks to the work contributions of the Council of Europe, the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British who applied linguists on the theoretical basis for a communicative or functional approach to language teaching" (Richards and Theodore, pags. 65-66).

### **Theory of the communicative Language Teaching**

Richards and Rodgers (1986), explain that the Communicative Language Approach in language teaching starts from a theory of language as communication (p. 69). The theory says that the goal of the approach was developed by the recognized sociolinguistic of the language. In the United States, Dell Hathaway Hymes, contrasted the linguistic theory proposed by Noam Chomsky which says that a good "speaker-listener of the language is an individual that is capable to perfectly produce the language without been affected his/her performances the knowledge of the language by the grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic)" (p.70). However, 'Hymes' considered that the linguistic theory should be seen as "more general theory". That means, to find the necessity to integrate and work together the communication and the culture. The reason is that the application of the theory was based in providing the learner the necessary tools to produce an adequate communicative speech competent in the context in which the individual is around. Besides, Hymes mentioned that when an individual learn to use a communicative competence appropriately, the individual will be able to evaluate

the use of the correct language according to the context and the moment it will be used, or analyzed. Additionally, in which degree the implementation of the language as means of communication will be possible; and finally, even if the language is implemented, in which grade that language will be practiced and the implications it will carry.

The authors mentioned that the Communicative Language Teaching view of the language, according to the theory is that the language is a way in which the meaning or intention can be expressed. Also, interaction and communication among individuals is the main purpose of the language, as well as the “functional and communicative use” of the language will depend on the structure of language. Besides, the use of the language is not centered in the grammatical and structure of the language, it is centered in how practical the language can be used in different contexts.

### **2.2.3.3. Communicative Approach Principles.**

Larsen-Freeman and Anderson (2011) explain the following principles of the Communicative Language Teaching:

- Authentic language use: The writers emphasize that the use of authentic language like the one that individuals normally used in their natural context, it is really necessary to achieve the goal in communication. The book makes an example of a class in which the teacher used an adapted text from a recent newspaper. Based on the text, students had the possibility to read and comment about something related to their context.
- Understanding speaker or writer intention: Another principle mentioned is that in order to enable a communicative competence, the learners should be capable to

identify the intention of the message with the purpose to understand the commitment of the writer or speaker in his/her message.

- CLT as the mean of classroom communication: The authors emphasize that in communicative language teaching, the target language is not the object of study, it is just the mean in which students will develop classroom communication.
- Different words to convey meaning: The goal of the course it is not just to students acquires the forms or basis of the language. The CLT is more focused in a real use of the language by encouraging students being able to convey the same meaning by using different words.
- Cohesion and coherence: Another principle of the CLT is that students must learn about the use of cohesion (which refers to the use of the grammatical and lexical elements in a sentence) and the coherence (which refers to the organization of the ideas in a logical order, showing relationship between the sentences); thus, in order that students can create their own sentences.
- Games: Additionally, another principle is to focus that through games the students will be able to exchange information or thoughts due to games are seen as “real communicative events”, according to Larsen-Freeman and Anderson (2011, p. 120). Furthermore, the theory suggests that is better to play games in smalls groups because through them, the amount of communication between the students could be incremented during the interaction.
- Students Opinion: Besides after the games, students will be able to communicate their opinions about the activity and to bring their suggesstions and feelings.

- Errors: As the activity is to develop fluency and communication, the errors during the performance of students should be avoided by the teacher on account to a normal characteristic during the approach process.
- Promote communication: The instructor is the responsible to promote multiple communication environments among students in the classroom by using different materials or amusement activities that engage the participation of students.
- Cooperative relationships: By assigning group or couple tasks, the teacher might promote not only communicative interaction, but also cooperative interactions as the students have to ask and respond information to one way to other in order to complete the activity.
- Social context: The activities proposed by the teacher have the need of relationship between the social contexts of the students. Thus, in order students can develop the activities in a successful manner as for example (role-play), the scenario proposed by the teacher should be relevant to the student social environment or even though, the students might find difficult to develop the activity.
- Language used forms: It is important for the use of communicative competence that students are able to use the language forms in a correct manner. The author explains an example in which the teacher is able to achieve in students this principle. The example is based on a role play. Each of the students involved in the activity have to remember the characterization of the person who is going to lead in the role-play. It is important to remember this information when the learner speaks to others.

- Teacher is the facilitator: During the communicative activities, the teacher has to keep moving one the different groups in order to monitor, offer advices and answer every doubt student may present.
- Alternative message forms: Through the communication, students are able to express the same idea in different ways by using alternative forms of the language.
- Relevant vocabulary and grammar: The grammar and the vocabulary are going to be learn and given to the students according to the situational context (which is the context influenced by the setting or place) of the activity and the roles of the learners.
- Provide opportunities to work on the language: By receiving a guide, strategies, and after authentic communication being practiced, students may have the chance to work by their own in order to improve their understanding about the language.

#### **2.2.3.4. Communicative Language Teaching Goal.**

The principal goal of the communicate language teaching is that students are able to communicate in the target language. Besides, in order to achieve this goal, it is important that students learn the meanings and usages of the linguistic forms; this in order students can communicate the same message by using different way of words to convey the same meaning. Also, when students are involved with communicative activities, learners must have the ability to use a well negotiation of meaning among each other. According to the British Council (n.d), “Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other” (par. 1). According to the previous information, students can use clarification,

rephrasing and confirmation to have a well understanding of what has been said by the interlocutor.

### **2.2.3.5. Students and the Role of the Teacher in the CLT.**

#### **Students' Role in CLT**

In communicate Language teaching students are seem as the responsible for their own learning due to the students role is to be communicators all the time. Also, the students have to find the best way to communicate their message to their peers. As a consequence, this implicates students have to work with negotiation of meaning in order to accomplish the different tasks developed by the teacher in class.

#### **Teacher's Role in CLT**

In the case of the role of the teacher in the CLT, the educator has a more passive role than in other methods due to the fact that he/she has to promote and to facilitate the communication of students in the class. In addition, professors have to work as the advisor of the students during the activities by answering all the doubts and questions of the learners and by monitoring the students' performance during the CLT activities.

#### **Nature of student-teacher interaction**

The teacher does not always interact to students due to the fact that the teacher works as the facilitator of the students' activities most of the time by prompt communication between them. In addition, in order to achieve this interaction, students will work in pairs, small groups or as a whole group depending on the activity planned by the teacher (Larsen-Freeman and Anderson, 2011).

### **2.2.3.6. Characteristics of the CLT Teaching/Learning Process.**

In the book, “Techniques and Principles in Language Teaching” (Larsen-Freeman and Anderson, 2011), both authors explain that in communicative language teaching almost everything is done with a communicative purpose. Also, the authors explain that in the CLT, the speakers have the liberty of what to say and how to say; this, with the intention to not control the dialogues and exchange of information of the speaker. In other words, if the speech of the speaker is controlled like in the audio lingual method, then the student are not going to be able to express the same message by using different words; and the result will be that a real communication is not happening. The writers also mention that if the speaker does not receive a feedback, which in this case will be when the other student asks for clarification or do not receive a response from the listener, then a purposeful communication is not happening inside the class. Nonetheless, a CLT uses authentic material in its classes and are an indispensable requirement for this method. Finally, the authors suggested that working in small groups might favor communicative learning due to the fact that working in small groups helps students to practice the social and functional use of the language. Furthermore, because through small groups, the time for each student for talking is better controlled (Larsen-Freeman and Anderson, 2011).

### **2.2.3.7. Feelings of Students in the CLT.**

In CLT, students have to feel motivated to study a different language because learners should feel they are learning something useful for their lives in a context. Also, the students may have the sensation to feel free to share ideas and express their own opinions through the many cooperative activities involved in the learning process.

#### **2.2.3.8. Language View and Culture Viewed.**

In CLT, students also have to acquire a well understanding and usage of the language functions. This means that students should be capable to use different linguistic forms to transmit one same meaning. Also, the social situation is something that should be taken into consideration when students are learning to be communicatively competent. Finally, students have to learn the everyday lifestyle of the people who use the language in order to understand the culture of the language.

#### **2.2.3.9. Areas and Skills of the Language Emphasized.**

The CLT emphasizes the oral production skill of the language. However, the other skills are also emphasized due to the students have to read, listening, sometimes write in the target language and students have to make exchanges in order to understand the meaning of the message. Furthermore, the easy English forms will be introduced first to the learners; but later students have to acquire more complex forms of the language. As examples to illustrate the following is when the students make a request: “would you...?” and ‘could you....? Highly proficiency students might learn I wonder if you would mind....’ ”. Also, students have to learn about the cohesion and coherence of the language (Larsen-Freeman and Anderson, 2011. p. 124).

#### **2.2.3.10. Errors of the Students.**

The errors are seen during the fluency communicative activities as part of the learning process of the students on the target language. It is for this reason that the teacher has to tolerate the errors of the students and has to take notes in order to return to them later with another activity.

## **2.2.4 Communicative Activities**

### **2.2.4.1. Definition.**

According to the Merriam-Webster dictionary, communication is, “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior” (Merriam-Webster, n.d).

Additionally, an activity is described by the same source as, “a similar process actually or potentially involving mental function; specifically: an educational procedure designed to stimulate learning by firsthand experience” (Merriam-Webster, n.d). Also, the dictionary.com refers to an activity in terms of learning such as, “work, especially in elementary grades at school that involves direct experience by the student rather than textbook study” (Dictionary.com, n.d).

After seen both definitions in the dictionary, communicative activities can be defined as a process in which individuals exchange thoughts, opinions and information through a meaningful task and own experiences in a pleasant way.

In the article written by Rhalmi (2010), the Communicative Activities are defined as activities that use real life situations in order to transfer by not only speaking, but also to listening information between two or more individuals.

### **2.2.4.2. Types of Communicative Activities.**

There are many communicative activities that can help students to learn to communicate without the feeling of being afraid to speak in front of the class, or to feel bored with the same book and teaching method. The authors Bailey (2003) and Larsen-Freeman and

Anderson (2011), recommend the following communicative activities to work in the learning classroom.

### **Scrambled Sentences**

This activity will help students to work in cohesion and coherence through the organization of scramble sentences in a given passage, dialogues, or picture for instance. Through the following, students might learn how sentences are bounded together by understanding the functions of the words and the many different possibilities to express the same word by substituting them.

### **Information gap**

According to Bailey, the information gap is an activity in where one participant have one part of the information and the other does not know the information. Consequently, the second participant has to share information or ask question in the target language to complete the task. One example of information gap will be when student (A) is invited to a party and student (B) is asking for directions (Bailey, 2003).

**Spot the difference:** Another example of information gap activity is when the teacher makes ask students to work in pairs, bringing to them two pictures. Each student will have almost the same picture, but student B has a picture with slightly differences than student A. The purpose of the activity is that students start to communicate between each other by trying to find the differences without showing the pictures (Richards, 2006).

### **Jigsaw activities**

Jigsaw activities are similar to the information gap activities. The difference is that students have to work in pairs or in groups, and learners have to complete a message that is divided. One person or group has one part of the message or information. The other has the rest of the information. The students have to describe the part of the information requested by the other student without showing the information or the picture. Examples of jigsaw activities could be: to guess what I have, by describing it, promote discussion among students or to ask for a family description while the listener draws a picture of the description or write the family labels according to the information obtained during the activity (Bailey, 2003, p. 56).

### **Discussions**

Discussion activities might bring to students the opportunity to compare values, give opinions, beliefs, and different point of views according to a topic seeing in class. This gives students, the opportunity to communicate by using their own thoughts and knowledge (Richards, 2006).

### **Picture strip story**

To achieve this activity, students have to predict a series of pictures by creating a story. The activity consists in showing to the group the first picture. Then, students have to guess or infer what the second picture is, and so on. This activity works well on students due to the fact they are involved in a problem-solving task in which in order to predict the picture, students have to work together sharing ideas and suggestions; and through this, students will also work in the negotiation of meaning by trying to find a solution. At the end, students receive a feedback, not on what the learners said about their prediction, but on checking the next picture and comparing their assumptions (Larsen-Freeman and Anderson, 2011, p. 127).

## **Story Telling**

Story telling helps students to work not only in productive skills, but also in receptive skills, because students will make their own judgments and conclusions. Story telling is a good way to produce and to put into practice the communicative skills. Due to this activity, it offers students much possible way to express themselves through the creation of a story. To achieve the activity, the teacher will keep track of the story in a written form; each student will add something to the story in order to create a coherent story by using creativity in the language, vocabulary knowledge and grammar applied (Ellis, G. and Brewster, J. 2002).

## **Role-play**

Larsen-Freeman and Anderson, (2011) stated that, “Role-plays are very important in CLT because they give students an opportunity to practice communicating in different social context and in different social roles” (p. 128). The authors explain that role-plays can be “very structures” or “less structure”. In the case of the very structures role-plays, the teacher chooses who will be each character. Also, the teacher also tells students what to say (the educator provides the dialogue). In less structure role-plays, the teacher tells the student which character is who, but does not tell students what to say. The teacher provides the context and some information, but the learners have to organize the events and the dialogues.

## **2.2.5 Assessing Communicative Activities**

### **2.2.5.1 Assessing Definition.**

According to the Cambridge dictionary (n.d), it is indicated that assessing is, “judge or decide the amount, value, quality, or importance of something”. Another definition comes

from the Oxford dictionary which stated, “Evaluate or estimate the nature, ability, or quality of” (Oxford Dicctionary, 2016).

According to House (2011), “assessment is commonly used to refer to the general process of monitoring or keeping track of learner progress , and it constitutes an essential part of the whole educational process of teaching and learning” (p. 119).

Moreover, Dwi (2010) describes evaluation, “as one component of teaching; it is not mutually exclusive e from the other parts. Evaluation occurs in planning, in the selection of particular topics and strategies” (p.1. par.2). Besides, the author mentions that an evaluation may occur when the teacher is aware and analyze behaviors of the students during the performance of any activity planned. The author must also take into account the performance of the student in the activity and the information provided by them. Additionally, the author mentions two types of communicative activity evaluations:

**Informal evaluation:** This activity is basically monitoring and assessing the performance of students during the activity. Also by observing the learning, abilities, performance, interest and motivation of the students for the activities; and helping students when the learners need assistance.

**Formal evaluation:** It uses a series of instruments to check performance of the students in the communicative activities. Also, Dwi (2010) stated that teachers might use checklists and various kind of tests. Also, data collection may involve such assignments as homework papers, journals and notebooks, report, and creative projects; this in order to provide students appropriate feedback for their learning process.

In addition, Larsen -Freeman & Anderson (2011) explained in their book that when a teacher evaluates the work or oral activity of a student, the educator has to be aware and assesses fluency and accuracy. Additionally, the teacher has to observe the grammar structures and vocabulary. However, these are not directly evaluated due to demonstrate control of the structures, and the vocabulary does not mean that the students can achieve a successful communication (Larsen-Freeman and Andeson, 2011, p. 125).

Besides, teacher can evaluate the performance of students by using two ways. The first one is when the teacher is an “advisor or a co-communicator” for informal assessments. The second one, which is used in formal assessment, is the “integrative tests” which are the tests focused in language competence incorporating different skills at one time; rather than testing one element or structure at time as in the formal test or in discrete point tests (Magrath, 2015), (Larsen-Freeman and Andeson, 2011, p. 12).

### **2.2.6 The Use of Authentic Material**

Authentic material is all type of materials which have relation to the social context on the life of people. According to Richard and Rodgers (1986), there are many types of authentic materials such as: signs, magazines, advertisements, newspapers, graphic and visual sources around which communicative activities can be built. They can be built on maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions<sup>s</sup>.

Authentic material is incorporated in language classes since it provides a more real context of the topic linked to the real world of the students. Also, it happens in some cases when the level of the students is low, the instructor has to be careful on coming with some

difficult authentic materials. Even though, the teacher can bring objects instead of using pictures whenever it will be possible to the class. Besides, through authentic material the students might feel more natural and real context to learn a second language because the learning process has something about the students' real social context lives. (Sánchez, 2008, pág. 57).

## **Chapter III**

### **Methodological Framework**

The coming episode describes and explains why the author decided to use the following methodology in her thesis project. Furthermore, this chapter includes the description of the institution Marco Tulio Salazar National Virtual High School at Liceo Calle Fallas; as well as the population, participants, and strategies for the investigation project. Additionally, the author will explain the instruments designated according to the specific objectives of the investigation. These tools are used to collect all the necessary data from the participants of the present investigation. The information given will be used for a better understanding, not only for the research method, but also for the instruments and techniques applied in the investigation with the purpose of presenting a successful analysis.

#### **3.1 Research Method and Scope**

The research method is in which the author bases his or her investigation on. According to Hernández, Fernández and Batista (2010), an investigation is defined as, “a set of systematic, critical, and empirical processes applied to the study of a phenomenon” (p.4). Additionally, Barrantes (2013) explained that an investigation is carried out according to its purpose, its temporal scope, its depth or objective, its method (quantitative, qualitative or mixed), the frame where it takes place, and its temporal dimension. Because of these facts, is that the researcher in this section will describe the classification selected to the present investigation regarding to the different types of methods existing.

### **3.1.1 Qualitative Research Method**

According to Barrantes (2013), the qualitative method has been developed to describe social phenomena. It is for this reason that the qualitative method studies the human behavior through the observation of the participants under investigation. This method contemplates methodologies such as: the phenomenology, the ethnographic, the naturalistic, and the anthropological fields. It builds a descriptive analysis of a phenomenon in study through deep studies of small groups of people instead of understanding statistics or numerical factors as in the quantitative method. Also, according to Key (1997), “qualitative research methods originated in the social and behavioral sciences: sociology, anthropology and psychology”. (par. 1). In other words, the qualitative method analyzes how a group of individuals in the study, interact, behave and react in a given task assigned.

Additionally, the data collection in the qualitative method contemplates deep interviews, observation of participants, videos, bibliographies, recorded material, questionnaires or any other type of strategy which can make possible to analyze, prove and understand the results of the activities developed.

The present investigator decided to use the qualitative method due to the goal of the thesis project which is to understand and analyze the results of applying communicative activities in the language classroom with students from Marco Tulio Salazar National Virtual High School at Liceo Calle Fallas during the last quarter of 2017.

In addition, the temporal dimension of the investigation is classified as “descriptive”. Barrantes (2013) illustrates superbly what a descriptive research is, by taking variables in the context, describing them as they appear at the time when the research occurs. It includes

variety of studies, in which its objective is to describe the phenomena, such as diagnoses, case studies, correlations, between others. In other words, the present investigation is classified as a descriptive research; due to the author will explain the whole process used to gather the necessary information during the communicative activities. It is plain to mention that the information will be collected through the use of three types of observation check-lists, an interview for the teacher in charge of the group, two questionnaires to students, a pre-test and post-test to measure the advance of students during the communicative activities implemented by the researcher in charge of the study (p,88). Furthermore, the temporal scope of the present investigation is considered a transversal study, since the investigation is carried out in a specific time, which is the current year (2017). Besides, the frame where the investigation takes place will be in the field. Since studies are carried out in natural situations, there is no total control of the interviews or the investigation itself.

### **3.1.2 Quantitative Research Method**

Barrantes (2013) explains that the quantitative method is based on the observable and quantifiable aspects. It uses the empirical-analytical methodology, and it also uses statistics for its data analysis.

Skills You Need (2011) stated the following, “The data produced is always numerical, and they are analyzed using mathematical and statistical methods. If there are no numbers involved, then it’s not quantitative research” (par.7). It also mentions about some other instruments which are involved in the quantitative method. A very useful one is “surveys”. They can be conducted online, by phone or personally. Surveys consist in the use of a series of questions to a selected number of individuals. The results from the interrogatives made are analyzed at the end. A second instrument it appears is “observations”. Through the

observation, the researcher must count a particular event or phenomenon several times when the event occurs; or just translate a particular event, behavior, words, and answers from the interviews. Also, the quantitative can use “company accounts”. In other words, the quantitative method involves results, interpreting all the events and questionnaires in numerical facts and statistics to a group of individuals in a particular study.

### **3.1.3 Mixed Research Method**

The mixed research method is a combination between the qualitative method and the quantitative method. According to Hernández, Fernández and Batista (2010), the mixed research method uses the strengths of the quantitative and qualitative methods avoiding the weakness of them. Additionally, mixed research method uses the triangulation of the data; offers the reading a better understanding and comprehension of the phenomenon in the study. Despite the mixed method requires a lot of time, and it is a little more complex than the previous methods, it brings a better comprehension of the research problem.

## **3.2 Selection and Description of Population and Participants**

In this section, readers will find a description of the population under investigation, and the number of participants selected for the present study. Besides, the author will provide a clear explanation where the investigation will take place, as well as information like the gender of the participants, their ages, limitations and any other aspect that the researcher believes necessary for the present thesis project. Additionally, the researcher will explain communicative activities that will be implemented in the English language classroom.

### 3.2.1 Description of the Institution

The investigation will be carried out in a night shift institution which works by the name of Marco Tulio Salazar National Virtual High School, located inside of the Liceo Calle Fallas. The name of the night shift institution (Marco Tulio Salazar National Virtual High School) was given to the night shift high school, due to the MEP [Ministerio de Educación Pública] implemented a program [**Nuevas Oportunidades Educativas para Jóvenes y Adultos**] (PNOEJ), to young-adult people in 2010. The program was developed with the purpose to bring new study opportunities to young people with ages around 15 to 18 years old; however the Liceo Calle Fallas accepts students between 15 and 27 years old, which for economic circumstances, social problems, familiar situations, working, distance or any other type of difficult situations, have to abandon the formal media daily education. In addition, the education program was created with the purpose to allow and facilitate the formal media education to those young people through the two different educational levels, such as third cycle and diversified cycle education. Thus, in February 2010, an academic formal high-school educational institution with the name of the educator Marco Tulio Salazar, was raised and created. (MEP, n.d). After all these details and in the same year, the Liceo Calle Fallas was one of the many institutions which decided to open its gates and the possibilities to many young people in the community and nearest community places of Calle Fallas.

Marco Tulio Salazar National Virtual High School and Liceo Calle Fallas are located 1 kilometer to the South of the Mall Multicentro Desamparados; specifically the high school is located in Desamparados Calle Fallas downtown. Besides, it has a daytime population of 1,100 students and a night population of about 327 students.

In addition to what has been said, the institution is located in a middle-low class community. For that reason, it presents many drug problems, robbery and family situations that students and teachers have to face constantly. As a matter of fact, there are some students that mostly come from “Torremolinos”, which is a problematic community with too many drugs and addiction problems. These social issues definitely threaten and influence in the students learning process.

The Liceo Calle Fallas counts with twenty six classrooms which are used exclusively for the daily shift students. In the case of the Marco Tulio Salazar National Virtual High School, as it has a smaller population than Liceo Calle Fallas, it just only uses ten classrooms. Additionally, the institution counts with a computer lab which is only for the day shift students use. Furthermore, the institution has a dining room which by the moment, it is also exclusive for the day shift students of Liceo Calle Fallas; however, the night shift institution (Marco Tulio Salazar National Virtual High School) will offer very soon the service of the dining room for those students who have been working during the whole day and come to study at night. Currently, the institution is working in the creation of a second floor, which as a consequence makes that whole learners and teachers need to use temporal rooms. In this case, the language classroom was moved to the computer lab of the institution. This venue presents difficulty to work due to the limited space, and the groups are between medium and big size. Also, the teacher cannot paste materials on the walls since the room is very small and the teacher has to share the space with the computer lab professor.

One positive issue the researcher finds in the institution is that almost every room possesses a video beam which is a very useful tool the moment the teacher wants to change the learning style of students. Furthermore, the institution has a big parking lot for the

teachers. For that reason, professors do not have to worry for their vehicles. Additionally, the institution also counts with a virtual library, but unfortunately it works until 3:30 or 4:30. That means, the night shift students are not able to take advantage of it because students do not have the proper information of how this library works.

### **3.2.2 Description of the Population**

The Marco Tulio Salazar National Virtual High School has a night population of about 327 students. The institution receives students, not only of Calle Fallas community, but it also accepts students from nearest communities such as: Linda Vista, Cucubres, Desamparados downtown, San Rafael Abajo, San Rafael Arriba, and even San Juan de Dios in Desamparados. The night shift high school offers class services to two seventh grades, two eighth grades, two ninth grades, two fourth grades, and just one Fifth grade. The size of the groups depends on the number of students and teachers in the institution. In addition, the ages from the learners go from 15 to 27 years old as the top. As an important fact to mention, it is that some students are young parents, and that the majority of these students have to work before coming to classes. The schedule of students at Marco Tulio Salazar is from 5:45pm to 8:50 pm, and learners must come to class from Monday to Wednesday. At night shift school, there are two English teachers. One teacher covers seventh, eighth, and ninth levels. The other one is in charge of the other levels which are tenth and eleventh.

### **3.2.3 Description of the Participants**

For the present investigation, the student-teacher analyzed the eleventh and tenth groups of the Marco Tulio Salazar National Virtual High School at Liceo Calle Fallas. After the behavior, punctuality and responsibility analysis of these groups, the researcher has

decided to work with tenth level; specifically with the groups 10-1 and 10-2 after analyzing them during the student-teacher practicum. Besides, these groups are more participative, respectful and quiet than the other groups. Additionally, the students showed interest on improving their speaking area of the language. Even though, the students are conscious their English level is not the best for the academic level they are supposed to be; the students are willing to learn. The students use a booklet organized by the teacher in charge of the groups which is based on the target contents of the MEP annual plan. The group 10-1 consists in 11 males and 5 females, while the 10-2 consists in 8 males and 17 females. In addition, it is important to clarify that no student of both groups has any type of learning disability that implies the implementation of curricular accommodation.

### **3.3 Implemented Strategies**

During the development of the present thesis project, the researcher will use a series of strategies which consist in communicative activities based on the Communicative Language Teaching. The purpose for the following activities is to analyze if the next communicative activities, will improve the English speaking skills of the tenth grade students of the groups 10-1 and 10-2 at Marco Tulio Salazar National Virtual High School of Liceo Calle Fallas during the last quarter of 2017.

The following are the communicative activities that the researcher decided to use with the tenth grader students that will be involved during the investigation project.

1. Storytelling (see Appendix 1)

As previously mentioned, the storytelling will help students to produce oral skills while the learners make up different possibilities by introducing a small paragraph of a

particular story, obviously depending on the topic. Moreover, the linguistic abilities that the Story telling (I) desired to measure is the well use of the past tense of the language and the well organization of ideas between the sentences of the learners. Besides, the students have to implement the proper use of linking words to join the different sentences that the learners will create. Additionally, the story telling (II), (see appendix 6) is focus on the correct use again of past tense of the language, but also the students most have to bring and advise by using the modal verb Should/shouldn't properly according to the students' previous knowledge.

Additionally, storytelling is the activity the researcher will use as a pre-test and post-test (for the post-test students will use a different target content) to analyze the development and improvement of the students during the production of oral skills.

For this activity, the teacher will introduce students a first paragraph related to the target content about "Cause and Effects of Natural Resource Misuse" Then, the teacher will ask students to make a circle. After that, the teacher reads an introductory paragraph of the story. Next, each student, one by one, has to add something new to the story while the teacher writes all the ideas and sentences students create in her computer. Besides, the teacher emphasizes students the importance of the closure in the story. For that reason, students must be aware in order to follow the sequence of the story in order to conclude it the best possible way. At the end, the teacher will read the story created by the students. For the present activity, the author decided to measure the knowledge and performance of students by using a check list that will be explained in the data collection instruments section.

## 2. Spot the difference (see Appendix 2)

For this second activity, the teacher intention is to practice vocabulary of the language while the students will try to find the differences of the different picture given. Also, the teacher will ask students to work in pairs, bringing them two pictures. Each student will have almost the same picture. Then, the researcher tells students that without showing the pictures to each other, they have to ask questions between them. The reason is picture B has slightly differences than picture A. Students have to describe each picture to his or her partner and ask question in order to find the amount of differences indicated by the teacher. As students work with communicative activities, the purpose of the activity is students start to communicate between each other by trying to find the differences in a spontaneous and amusement way while they practice the language.

### 3. Jigsaw activity (see Appendix 3)

#### Picture Matching Description

The linguistic abilities that the Jigsaw activity tries to reinforce is the use of the first conditional as well as the simple present of the language to describe a possible illness or symptom that the students might think it could be by using if + simple present and simple future to find the correct information to complete each matching. For example; if I eat too much will I have abdominal pain?

On jigsaw activities, students have to work in pairs or in groups in order to complete a message that is divided based on the content “Common Illness and new Diseases and Epidemics.” For this activity, the teacher gives half of the class (group A) a disease titled with a picture that describes it. Then, the teacher gives the other half students (group B) the definition of a disease. Next step is each person of group A will have a different disease word

and picture which has to match with the rest of the information (the description) obtained from group B. It is important to mention that students ask question regarding to the pictures and the text. Furthermore, in order to fulfill this activity, students can ask the teacher for corroboration of the information when students find each other pair information; if not, students have to keep looking up until time runs away.

#### 4. Discussion (see Appendix 4)

The discussion activity purpose looking for a well use of the simple future tense when the learner express their opinions about the a video about jobs and carriers that will be provide by the student-teacher. Besides, discussion is an activity that is well used when the teacher wants students to speak. Also, through discussion activity, learners will be able to express what they think or know at the beginning or at the conclusion of a particular topic. In order to implemet this communicative activity, the researcher will ask students to discuss about unit 9° (Careers, Jobs, and Lifestyles) in which each of the students may have the opportunity to agree or disagree to the idea of the partner and let them know his or her point of view regarding to the proposal.

#### 5. Role-play (see Appendix 5)

Based on the target content: careers, jobs and life Styles; the teacher wants that the students felt encourage to use different linguistic abilities such as simple past, present, and future of the language when the students have to performance different professions in order to apply for a job during the communicative activity.

As first step; the teacher organizes the students in small groups. Also, the teacher helps students with their dialogues, and each group might spend between 10 to 15 minutes to

perform their dialogues. The role play will be organized as part of the communicative activities to teach students to maintain conversations by using similar real life scenarios and topics. Additionally, the teacher will organize each character among students. The teacher provides the context and some information, but the learners have to organize the events and the dialogues.

### **3.4 Data Collection Instruments**

During the development of the present thesis Project, the researcher will use a series of tools to analyze the learning process of students during the communicative activities. The instruments to be used during the thesis investigation consist in: an observation class one check-list, an interview for the teacher, a questionnaire for students. In addition, a teacher communicative activity observation check-list, an observation checklist to evaluate progress of students during the application of the communicative activities, and different lesson plans are going to be included.

#### **3.4.1 Observations**

In order to accomplish the first specific objective in the present investigation, which consists in identifying the difficulties tenth grade students at Marco Tulio Salazar National Virtual High School face at the moment of speaking English, the researcher decided to make three types of observation checklists. The first is an Observation class check-list in which the investigator can evaluate the behavior and productivity of the students during the English classes before applying the Communicative Activities (see Appendix 6). The second observation is a Teacher Communicate Activities Observation Check-list. This check-list will help the researcher to evaluate the role of the teacher and the students during the

communicative activities; it is based on the principles of the Communicative Language Teaching (see Appendix 7). The third observation check-list will evaluate the progress of the students during the implementation of the communicative activities (see Appendix 8). Besides, the observation check-list created to measure the progress of the students, it is well designed. The idea is to fulfill the third specific objective which focuses on evaluating the effects of the different communicative activities applied in the English tenth grade language classroom of Marco Tulio Salazar National Virtual High School.

### **3.4.2 Interview**

The interview designed to be applied on the present thesis project, consist in an interview to the teacher. The professor in charge of the group, will answer a series of questions with the objective to obtain reliable information about the strengths, difficulties, likes, dislikes of the students, and methodology applied during the English classes regarding to the target area to be improved which has been emphasized through all the investigation: “the oral skill” (see Appendix 9).

For the interview of the teacher, the researcher elaborated a questionnaire which contains 10 closed questions. The professor must select between the options given. Additionally, the applicant needs to answer two open questions in which her professional point of view is expressed freely according to what is been requested. Moreover, is important to mention that through the implementation of the interview, the researcher will be able, not only to answer the specific objective number one, but also having a better understanding of the English level of students, their experiences through the oral skills, and the needs of students which is considered very important before the implementation of the communicative activities.

### **3.4.3 Questionnaire**

The questionnaire will be addressed to the whole tenth students involved in the investigation process. This questionnaire will tell the researcher about the feelings, scares, frequency of the language used, and opinions of the students regarding to the use of the language to communicate. Furthermore, the researcher decided to use a pre and post questionnaires. The first questionnaire (see appendix 10), contains ten questions. The majority of them consist in closed questions in which multiple answers are given to the students with the purpose to facilitate the data analysis results. Additionally, the second questionnaire will be applied at the end of the implementation of all Communicate Activities (see appendix 11). Also, in order to avoid misunderstanding in the questionnaire to students, the researcher decided to apply the questionnaire to the students in the mother tongue of the learners. Additionally, the questionnaire of the students will be very helpful the moment the researcher prepares the pre-test and post-test to analyze the progress of the students during the time period of the communicative activities implementation.

### **3.4.4 Pre-test**

The pre-test is a non-written instrument that will be tested by selecting a specific communicative activity (Storytelling) starting the project implementation. The pre-test will let the researcher know the difficulties of the students during their performance in a given task by using an observation checklist to measure the abilities and reactions of the learners the moment they have to speak in the target language by themselves.

### **3.4.5 Post-test**

The purpose of the post-test is to measure the progress of the students after all implementation of the communicative activities. For a better understanding of the advance of the students in the oral skills usage, the researcher will implement the same communicative activity used previously to perform the pre-test, which is a storytelling.

### **3.4.6 Lesson Plans**

The purpose of the lesson plans is to have an organization of the implementation of the different communicative activities that the student-teacher will use with the students of the Marco Tulio Salazar National Virtual High School of the Liceo Calle Fallas. Besides, each lesson plan is developed with the intention of working in the different communicative activities as a general objective or goal of the students according to the investigation intention. For his reason, the researcher first talk with the teacher in charge of the group to adjust the lesson plans according to the students' needs and topic of study, in order to implement as a production section of each lesson plan, the Communicative Activity thought in where the students can put in practice different functions of the English language studied in class (see appendices 13 to 19).

### **3.5 Validation of Instruments**

Validation of the instruments for the present thesis project is an essential part on the investigation. The reason is that the instruments used in the final and official investigation must be well done; without any type of mistakes. These instruments need to show a well concordance and relationship according to the specific objectives proposed in the present investigation project. Before applying the instruments to the groups in study, the researcher selected a seventh grade group. The students answered the questionnaire without showing any

type of misunderstandings. Additionally, the check lists were tested with the eleventh grade students during their lessons; this, in order to assure the quality of the instruments created.

## **Chapter IV**

### **Data Analysis**

The purpose of chapter IV consists in analyze and interpret the instruments created in the present investigation. Therefore, through this episode the researcher will explain and analyze the implementation of the instruments that were described previously on chapter III. These instruments applied were three observations check-lists. The first observation consists in an observation class check-list. Its objective was to see the behavior of group and teacher interaction during the English classes. The second one consists in a check-list that will be used during each communicative activity to check the progress, response and interaction of the students during the Communicative Activities. Finally, the third observation consists in a check-list to see if the teacher adjusts the activities regarding to the Communicative Language Teaching Approach.

Furthermore, the interview made to the home-room teacher of the ten grade students will be carefully explained in the present chapter. The reason is to validate the strengths and weaknesses of the students regarding to the target language in study.

Additionally, the researcher will describe the results of the two questionnaires employed to the students. Important to mention, that one questionnaire will be applied before the implementation of the communicative activities. The second one will be applied at the end, when communicates activities were done.

## **4.1 Analysis and Interpretation of the Results**

### **4.1.1 Observation Class**

The researcher decided to make a class observation in general to obtain a better understanding of the teacher methodology, manage, and interaction of students during the English classes. In order to achieve the last point mentioned, the investigator went to apply an observation class on the group (10-2) during three weeks. In this case, group 10-2 received English classes once a week on Tuesday from 5:45 to 8:45 pm.

The previous means that the researcher spent 9 hours in total gathering the necessary information for the observation class check-list; this with the purpose to have a better understanding on the teacher methodology, interaction and participation of students. Also, in order to validate the information gathered on the visit of the researcher to group 10-2, an observation class check-list was created with the purpose to analyze important aspects of the group in study.

Besides, the observation class check-list contains 14 items that will be explained one point after another below. Worth mentioning is that the observation class check-list was filled out after the information was gathered during the observation class visit.

The first item consisted into evaluate if the teacher in charge of the tenth grade students worked with a lesson plan for her classes.

Despite that the teacher showed a well organization during her classes, the teacher just had an annual lesson plan with the target contents that would be studied during the year. Additionally, the teacher explained that she did not bring her weekly lessons plans. The reason

is she had them in her computer. In fact, she expressed that was not an issue because she uses her booklets as a guide since the booklets were organized with the topics of each trimester.

The second point consisted in observing the type of printed material used for the classes. In this case, the teacher decided to use a booklet she organized according with the target content the students had to study during each trimester.

Additionally, the booklet is considered an indispensable resource in the language classes. The booklets are important tools which contain practices and grammar sections the teacher takes advantage of according to the topic for the week. Besides, it happened once the teacher brought a cardboard in order to explain the learners the reading technique (Previewing and predicting). As an important detail, the teacher explained students with the help of the card board, the differences between both; later, students completed sentences according to the predicting technique.

The third aspect to evaluate, it was the preparation and organization of the teacher during the English classes. As previously mentioned the teacher presented a well proficiency and organization despite to the not guidance or coming with a lesson chronogram for the lessons.

The fourth aspect of the check-list consisted if the students used the target language during the English classes. Unfortunately, the students rarely used the target language during the English classes. The students most of the time spoke in their native language because they were not used to put into practice the target language, inclusive not even for asking permission or to make comments.

In fact, the responses of the students were always on the Spanish language. As a matter of fact, when the teacher made the Predicting practice, the learners made their predicting orally in the native language of the learners.

The fifth aspect to identify was if the teacher in charge of the group encouraged students to use the target language in class. It rarely happened because the teacher said it was something very difficult to achieve. Even though the teacher spoke most of the time in English, the students seemed to not understand big part of the instructions in the target language. For that reason, the teacher had to use the native language of the students to communicate with them; this last point due to the lack of knowledge the students had.

The sixth point in the check-list consisted about the use of Communicate activities such as role-play, spot the difference, information gap activities, discussions, debates or any other type of communicative activity that promotes in students the communication of the language under consideration.

Unfortunately, the teacher did not use any type of communicative activities as the previously mentioned or any other activity that could promote in students the necessity to communicate to each other in the target language. Sadly, the students did not even read the texts from the booklet to practice the oral part of the language.

Despite the students studied vocabulary of a specific unit or target content, the learners did not have the opportunity to put into practice the vocabulary studied in class. Moreover, what the students mostly did was to understand the vocabulary the teacher brought. Later, read the text from the booklets; and finally, answer the questions about the text.

The seventh criterion on the check-list was about checking if the teacher uses meaningful activities in the language classes. Despite the fact the teacher manifested she uses it in some occasions, the truth was that the current researcher did not see it happen during her weeks of observation.

The eighth aspect to evaluate was the authentic materials used in classes. The teacher rarely used authentic material in class. The teacher frequently used the booklet and the blackboard for teaching classes. However, in one opportunity the teacher brought a cardboard with pictures that helped to illustrate the predicting technique to the students.

Moreover, during the tenth aspect, the teacher always showed a well management of the class. The students also exhibited a very respectful behavior towards the professor, and they obeyed every instruction given. It is plain to mention that despite having big groups, the teacher was able to manage them without having any problem regarding to the behavior of the students and class organization during the English lessons.

The aspect number eleven contemplated if the teacher promoted the student-student interaction during the activities. Since the teacher never used activities in which students could interact, share information to each other at least in the time the investigation occurred, the students rarely interacted in the target language among themselves. For that reason, student-student interaction was not something usual for the tenth grade students at this institution.

Equally important, criteria number twelve was about observing if the teacher participated actively during the class activities. Although the teacher did not use communicative or meaningful activities, the professor always participated when the students

were completing a practice or had doubts during the reading comprehension and the grammatical practices.

Additionally, point number thirteen evaluated the concern shown by the teacher about the students learning. The investigator noticed the teacher sometimes presented concern about the learning of the students. The educator asked students if they understood a topic most of the time, and if not, she explained it again.

However, in some moments the teacher did not take the enough time to explain the grammar content of the language. The reason was the teacher told students that she could not explain the topic over again because there was not enough time to do it; despite the learners did not understand it very well.

Point number fourteen was about the teacher constant monitoring toward the doubts and questions of the students. In fact, the teacher revealed a positive willingness the moment learners had doubts and questions. Besides, the teacher was always aware when the students needed help during the practices.

Finally, aspect fifteen was about the usage of the learners of the target language in order to communicate during the English classes. Unfortunately, the students never used the English language to communicate. In fact, the students only used Spanish as a tool to communicate and answer question during the English classes.

#### **4.1.2 Diagnostic Teacher Interview**

The diagnostic teacher interview consisted in twelve questions with the purpose to understand more about the needs, level, interaction and difficulties of the students regarding to the oral speaking subject. The objective was to gather enough information from the group

under study for a better comprehension of the activities to be implemented. In addition, having a better perspective about which activities fit the necessities of the group according to the English level of the students. For this reason, it is important the teacher in charge of group 10-2 provides real information that will be requested.

The first question asked to teacher Ada Trejos (home-room teacher of tenth grade students) was about the opinion of students about feeling English classes entertaining. The answer for this first question was that students sometimes find English classes entertaining due to the fact that some of the learners had many doubts, incomplete information, explanation about grammatical structures and vocabulary that students should have covered since the learners were in seventh grade.

For the previous reason, it is that in some occasions students did not like the English class so much because the learners in some cases did not understand vocabulary, forget or do not know verb tenses and grammatical structures of the language.

The second question asked to Mrs. Trejos was about the interaction of students among themselves in the target language during the English classes.

Mrs. Trejos answered that students were not able to put into practice the speaking skill. In fact, the learners never speak in the target language during her classes. Besides, Mrs. Trejos mentioned that to accomplish this, it would be very difficult since the students had lots of difficulties based on the lack of knowledge the students had.

As a sequence, the third question asked consisted on mentioning the general English level tenth grade students had, particularly the level of the group 10-2. In order to answer the previous question, Mrs. Trejos analyzed and declared that group 10-2 was between two

options: low and basic level; with the only exception of one student “Christopher”, who is very smart and possess intermediate English level.

Additionally, the teacher was asked to mention the number of students who owned a high English level on 10-2 class. As an answer, the teacher expressed that none of the students presented a high English level.

In the case of an intermediate English level, Mrs. Trejos mentioned that only one student presented an intermediate English level. Moreover, when the teacher was asked about the amount of students on group 10-2 with a Basic English level, Trejos answered that they go around eight to ten students. Meanwhile, in the case of students with a low English level, the professor mentioned that they were around ten to thirteen students.

In question number four, the researcher wanted information from the teacher about the general amount of English language used by the tenth grade students during the lessons. For this question, the professor expressed that students from group 10-2 speak less than 30 % of the target language during class.

Subsequently, question number five was about the frequency students from group 10-2 practice oral production in class. Professor Trejos response was that students almost never practice oral production. The reason is to the limited time teachers have during their lessons.

Question number six from the interview was about the frequency the teacher implemented communicative activities in her lesson. For this request, the teacher explained that communicative activities demand too much time, and activities such as: role-play, discussions, information gap activities, or debates, were not possible to achieve; first, because of the English level of the students, and also because of the time it requires.

On the seventh question, the teacher was asked about the difficulty for students to communicate orally in the target language. The answer was that for the Marco Tulio Salazar National Virtual High School 10-2 students, it was very difficult to communicate in the target language due to the learners were not used to practice the language. Furthermore, in question eight the researcher asked Mrs. Trejos the disposal of students to work during the lessons. The educator explained that students usually work alone since students could be very noisy the moment they work together.

In question number nine, the researcher asked teacher Trejos about the areas students of group 10-2 had the necessity to work and improve. Home-room professor explained that this group should focus in two areas of the language which are: speaking and listening. The madam expressed that unfortunately the areas students usually practice were reading and writing. However, Mrs. Trejos mentioned that students should work the four areas of the language, but the learners prefer to emphasize on the writing area due to the “Bachillerato” exams.

Question number ten was focused on the importance the teacher considered communicative activities were for the learning of the students. In this case, Mrs. Trejos contemplated that communicative activities are extremely or highly important for the students. The reason mentioned, it is that communicative activities force students to use the oral area of the language to accomplish different task.

Additionally, the eleventh point was about the major issue that students from 10-2 group faced when they needed to speak the target language. What teacher Trejos declared from this point, it was that students were afraid to speak because the learners did not know how to do it. Also, the lack of motivation and practice from previous teachers during the

seventh, eighth and ninth grades were additional factors that the teacher in charge of group 10-2 considered had affected the progress and learning of the students.

Finally, question number twelve consisted on getting information based on Mrs. Trejos experience about the best way to increase student-student interaction during the communicative activities.

In this element, Mrs. Trejos commented that in order to achieve the interaction between students, it is necessary to plan creative activities and motivate students to lose the frightening to practice the language. Besides, Trejos suggested that teachers should force the learners to speak the target language. In addition, try to stimulate and encourage them to produce the language orally.

#### **4.1.3 Teacher Communicate Activities Observation Check-list**

At first, when the researcher developed the instruments for the present investigation, a Teacher Communicative Activities Observation Check-list was created based on the Communicative Language Teaching Principles. The reason for its creation was to analyze the procedures and implementations of the teacher during the communicative activities.

Also, the purpose to use the check-list during the teacher communicative activities was to see which areas of the Communicative Language Teaching were implemented, and in which areas the investigator will have to reinforce when the student-teacher implemented the communicative activities. However, the instruments could not be tested since the teacher in charge of the group 10-2, did not develop any type of communicative activity. Because of the previous reason, it is that the researcher did not have the opportunity to test and analyze the instrument designed.

#### **4.1.4 Pre-questionnaire for Students**

The questionnaire was developed with the purpose to know the feelings of the students regarding to the use of the oral area of the English language. Also, the questionnaire was applied in Spanish since it is the mother tongue of the students.

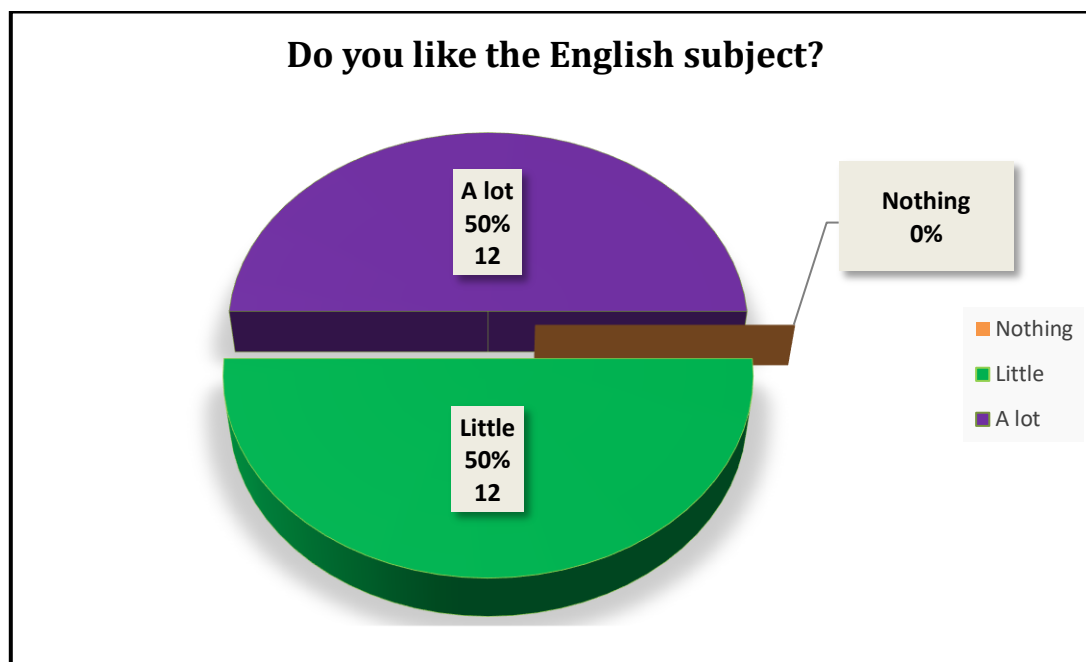
Besides, the reasons why the researcher decided to apply the questionnaire in Spanish rather than in English, it was to be sure students understood what was being requested and also to avoid confusions with the questions. Additionally, the name of the students was not required since the idea was that learners felt comfortable during the implementation of the questionnaire. In that way, real answers might be obtained by the learners.

On the other hand, students were just asked to mark with an (X) if they were female or male. The reason was in order to have a control in the responses of the students during the investigation. It is important to remark that students had to complete two questionnaires (the pre-questionnaire and the post-questionnaire) for a later comparison between the answers of the students.

The first questionnaire would be completed before the application of communicative activities. Later, after the communicative activities, the students will have to fill another questionnaire that would help the present researcher to compare opinions of the students regarding to the language in the pre and post- questionnaire.

#### **Students Pre-questionnaire**

The first question was looking if students like the English subject; the options for the question were the following: A) none B) few, and C) a lot. The results can be seen below.

**Figure 1**

*Figure 1 Shows students' preferences towards the English language.  
Source: Researcher's creation.*

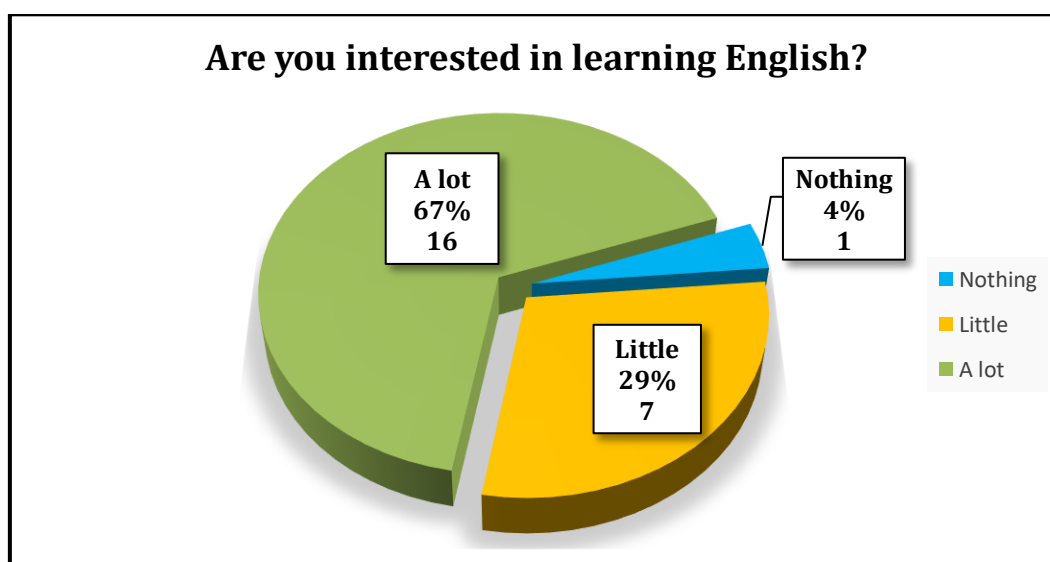
The first figure shows the reader the preferences of students toward the English language. In addition, it is important to mention that group 10-2 is formed by twenty four students in which half of the group described as the 50% (12) of the learners manifested they like English language a lot. Furthermore, this half of the students manifested that a second language is very important nowadays because learning a second language could offer better employment opportunities.

On the other hand, the other half of the group, in other words the other 50% (12) of the students, indicated that they like the English language a little. According to them, the language is very difficult to understand and to produce since they have problems with grammatical structures and vocabulary.

Also, it is positive to emphasize that none of the 24 students manifested a total dislike towards the English language. Despite the preference of the students was divided between a lots and little, the learners have certain interest in the English language. Based on the previous information, the researcher believes that it is possible for the students to enjoy and participate during the implementation of the communicate activities.

The purpose of the second question was to discover the interest that students have on learning the English language.

**Figure 2**



*Figure 2 Shows students' interested in the English language.  
Source: Researcher's creation.*

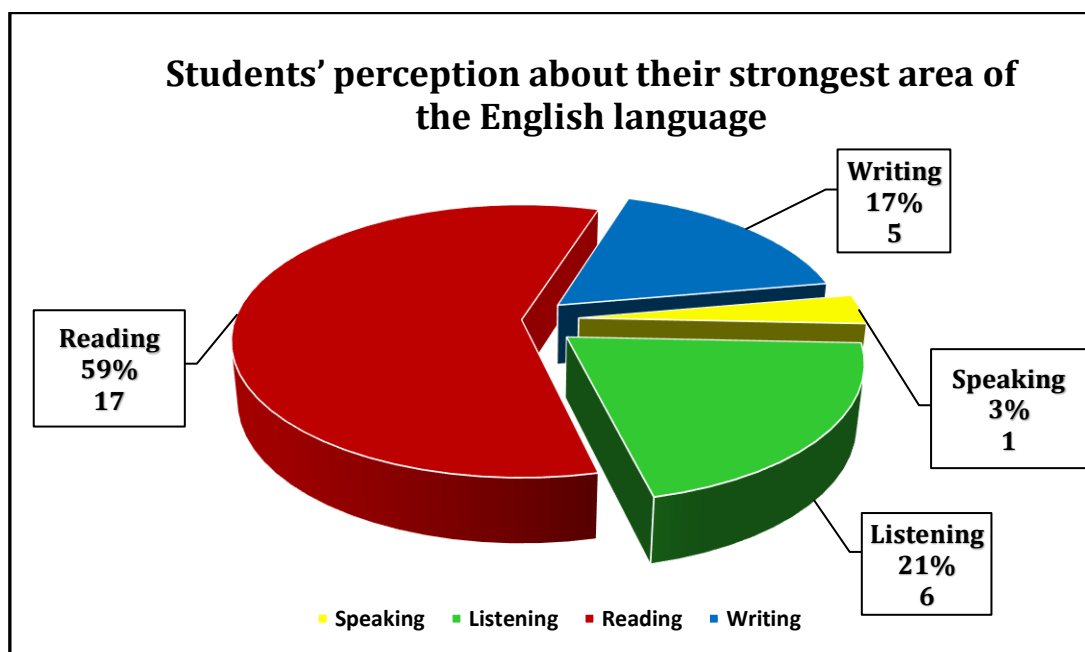
The second graphic is the representation of the answers by students regarding to their interest on learning English. According to the opinion of the students, fortunately the 67% of the students, which corresponds to 16 out of the 24, answered that they were highly interested on learning the English language.

Furthermore, the other 7 students that represent the 29% of the English class, reported that they are little interested in learning the language. Learners commented they have had a bad teacher and terrible experience during seventh, eighth, and ninth grade.

Finally, it is a 4% which represents the answer of one student who mentioned that learning English as a second language was not a preference for him.

The student also mentioned the English subject was simply another requirement to pass the course, and that it was a boring subject to study. Nevertheless, the majority of the students was positive and commented that learning a second language during the current years was very important for them because they could also become more prepared individuals for the society.

In question number 3 of the pre-questionnaire, the learners had to answer about their perception towards the strongest areas of the English language. In this case, students had to choose between the four areas of the English language: speaking, listening, reading and writing; areas in which the learners felt confidence and dominion of the language.

**Figure 3**

*Figure 3 shows students' perception about their strongest areas of the English language.  
Source: Researcher's creation.*

The third graphic represents the perception of students about their strongest areas on the English language. In this case, students had to choose between the four English speaking skills: speaking, listening, speaking, and writing.

The strongest English area in which students felt confidence and security was the reading skill. The reason is that students regularly work in reading comprehension since the goal of the learners was to pass the “Bachillerato” exams.

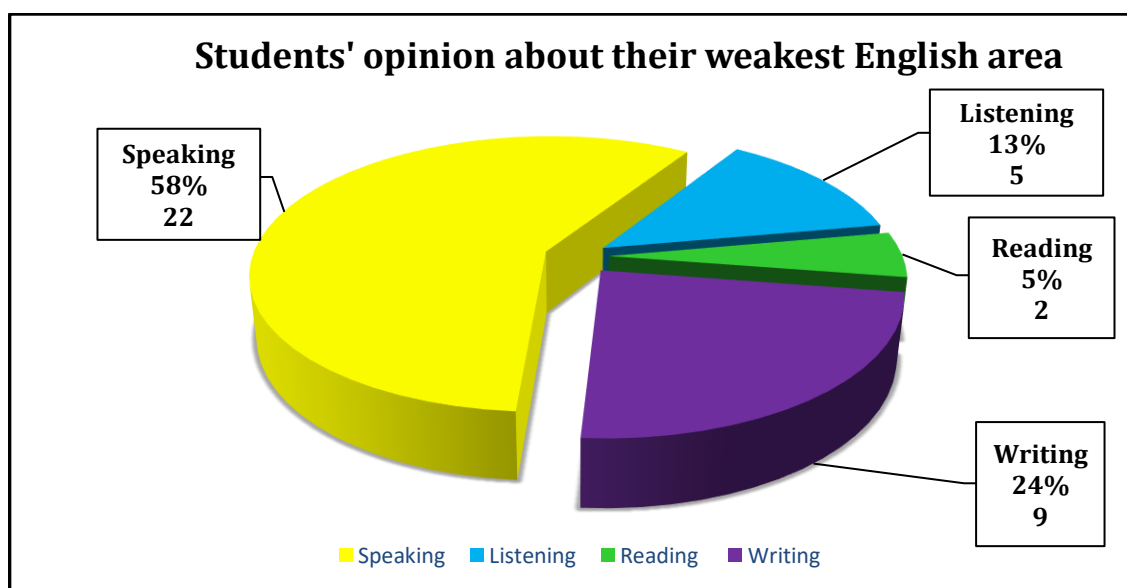
To illustrate this point, 59% (17 over 24) of the students considered that reading skill was their strongest area in English. On the sequence, listening skill was the second English area chosen by students which is represented with the 21% corresponding to the 6 answers of the perception of students towards their strongest areas of the language. Additionally, 5 students,

which represent the 17% of the class, believed that they also had strong ability in the writing area.

Unfortunately the less confident English area of the students was the speaking skill. It was represented by only 1 student which symbolized a 3% of the group in study. As the graphic showed, the strongest English area represented by the students of the group 10-2 was the reading skill. The reason for this result was because the methodology of the course is based on reading techniques.

On question number four, students needed to answer about their weakest English area of the language. This question was created with the intention to see if students were conscious about the necessity to work with the other English areas; in this case, the speaking English area.

**Figure 4**



*Figure 4 Illustrates students' opinion about their weakest English area.  
Source: Researcher's creation.*

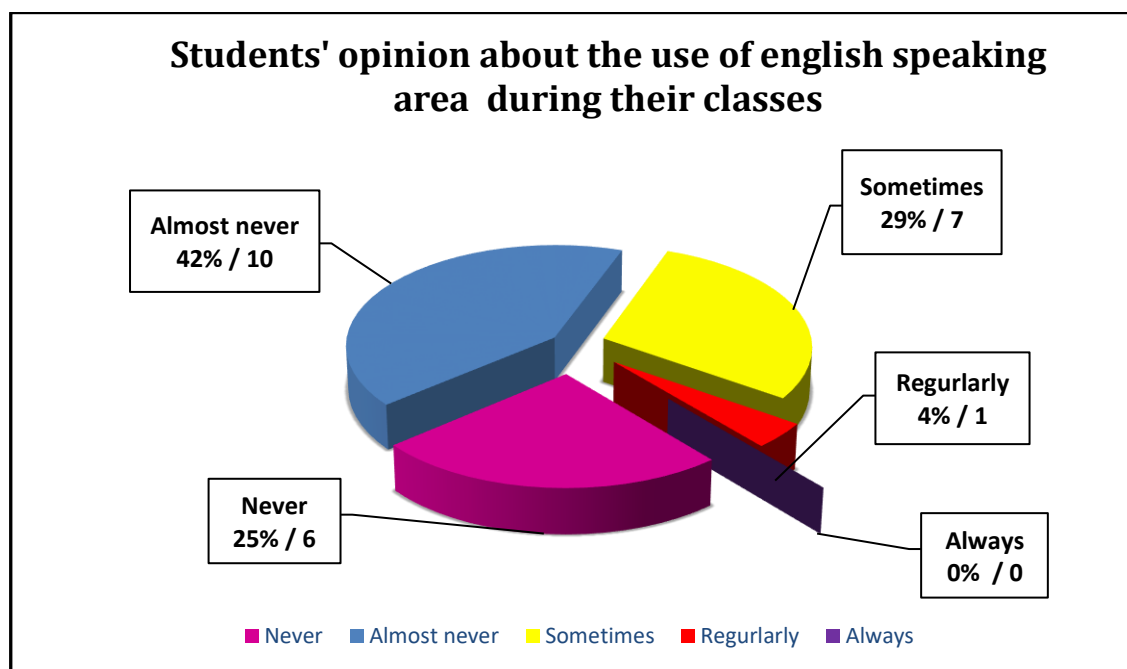
According to the response of the students, the skill in which the majority of them considered as the weakest area with a 58% (representing 22 students) of the response was the speaking skill.

Also, some students considered to have more than one weakest English area. Because of this, students answered that in the case of the written area, the 24%, which corresponds to 9 students, mentioned to have problems in this area since they were not used to write long sentences in the target language. Furthermore, the students responses showed on not having considerable issues with the listening area; due that only the 13% of the class, which corresponds to 5 students, commented having problems with the listening skill.

Finally, the English area in which the students affirmed to have less difficulties was the reading skill. When the researcher asked the students about their answer, the learners declared that despite of having problems with the vocabulary; the group had been practicing reading since the beginning of the course. To sum up, due to the present results, the researcher hopes students might feel engaged with the activities since the goals of them is to improve and promote the speaking skills among the learners.

The purpose for question five was to pursuit about the opinion of the learners regarding to the amount of English speaking area used during the lessons. The options given to learners were the following: Never, Almost never, Sometimes, Regularly, and Always.

Figure 5



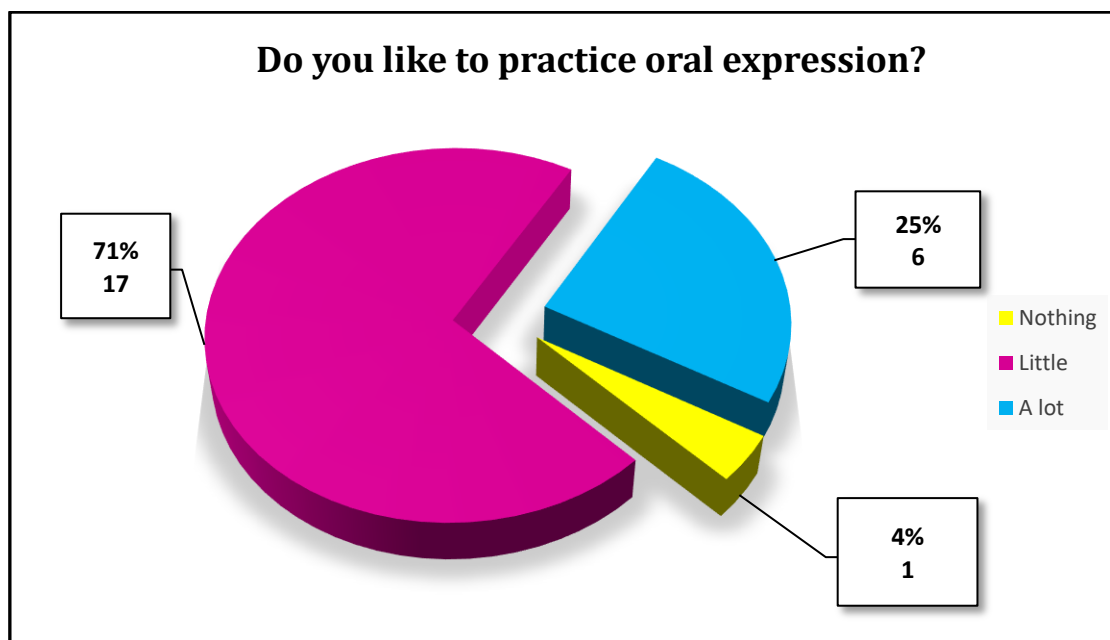
*Figure 5 Shows students' opinion about the use of English speaking area during their classes.  
Source: Researcher's creation.*

As the graphic describes, a quarter of the group represented with the 25%, 6 of the students, considered that they never used the English spoken area during their classes. Since the learners were usually working with the readings from the booklets, the spoken language was not a priority of the English course. Moreover, the majority of the class represented by the 42% (10) of the students expressed that they almost never used English speaking skill during the English lessons. Also, the learners mentioned that since they were not forced to speak in English, they normally responded the questions of the teacher in their native language.

Additionally, the 29% of the students, which corresponds to only 7 learners, manifested they sometimes practiced the speaking skill in the English room when they had to read aloud a text or their answer. Unfortunately, there were none of the students who mentioned they always used the spoken area of the English language in the classes. For this reason, a 0% was added to them.

Furthermore, in question 6 the intention of the researcher was to be familiar with the feelings of the students regarding to practice the oral expression of the English language.

**Figure 6**



*Figure 6 Shows students' feelings about the practice of oral expression.  
Source: Researcher's creation.*

Despite the students were not used to practice oral expression in the English classes, only one student of the 24 learners of the 10-2 group was represented with the 4% of the English class and expressed not to like for any reason to practice the oral expression.

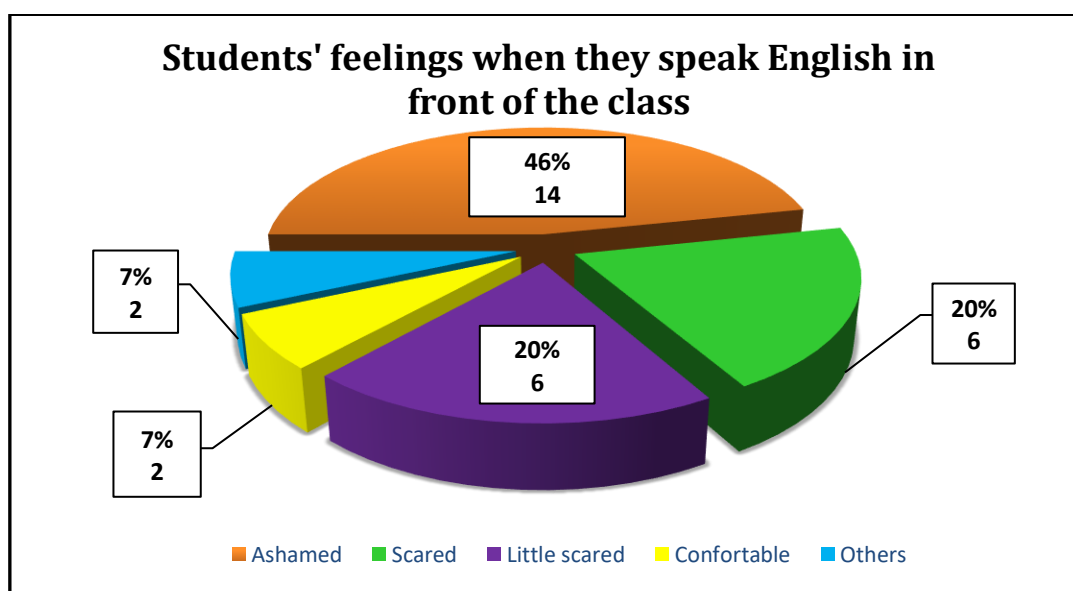
Whereas, the majority of the students represented with the 71%, 17 out of the 24, of the English class, expressed to like a little the oral expression of the language. Besides, the learners clarified they would like to put into practice their knowledge producing the language despite the learners considered it very difficult.

On the other hand, the 26% of the students which corresponds to 6 students, declared to like abundantly the practice of oral expression in the English classes despite they were not used to

practice the skill in the English lessons. After having knowledge about the feelings of the students regarding the oral expression practice, the researcher hopes to change the sentiment of the learners after the implementation of the communicative activities.

On the questionnaire, question number seven has a relationship with the interrogative number 6 since students expressed their likes to practice oral expression in class; the students on question seven had to express their feelings the moment they speak English in front of the class.

**Figure 7**



*Figure 7 Illustrates students' feelings when they speak English in front of the class.*

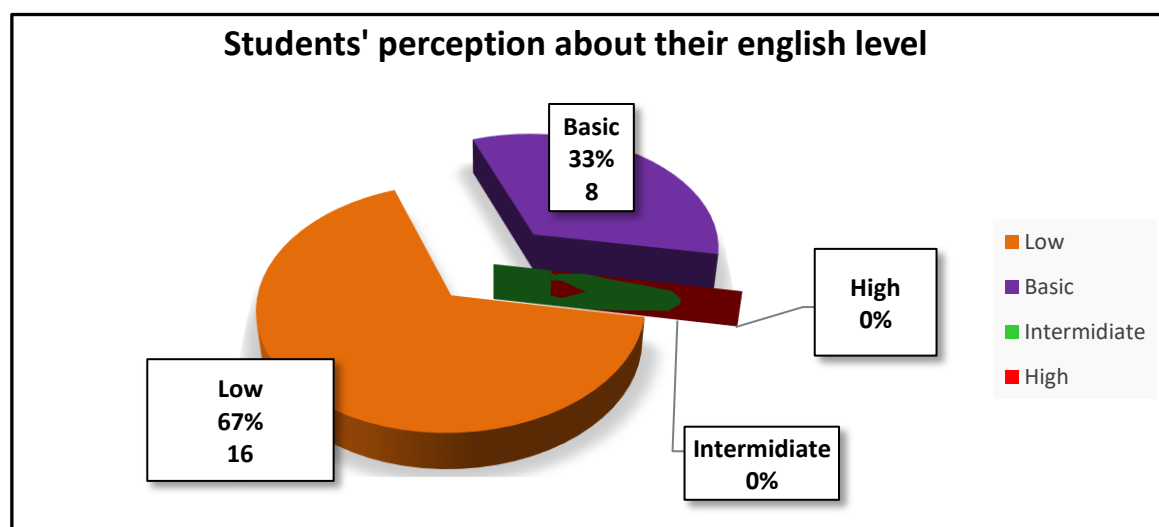
*Source: Researcher's creation.*

Graphic number seven shows that the majority of the learners which corresponds to a 46%, 14 of the students, who manifested to feel ashamed when they have to speak in front of the class. The reason was that students said they did not know what to say, and that they found very difficult to organize the sentences the moment they had to speak.

Additionally, there were some students represented with the 20%, 6 of them, who said to feel scared. Another same percentage, 20% of the students, expressed to feel just a little scared when speaking the target language in front of the class since the students knew that it was part of the learning process. In the case of the other 7% of the graphic, which corresponds to just 2 of the students, mentioned another type of feelings the moment they speak the target language. In this case, the learners expressed to feel fear and also panic when speaking in front of the class.

On question number 8, students had to describe their own perception about their current English level.

**Figure 8**



*Figure 8 Students' perception about their English level.*

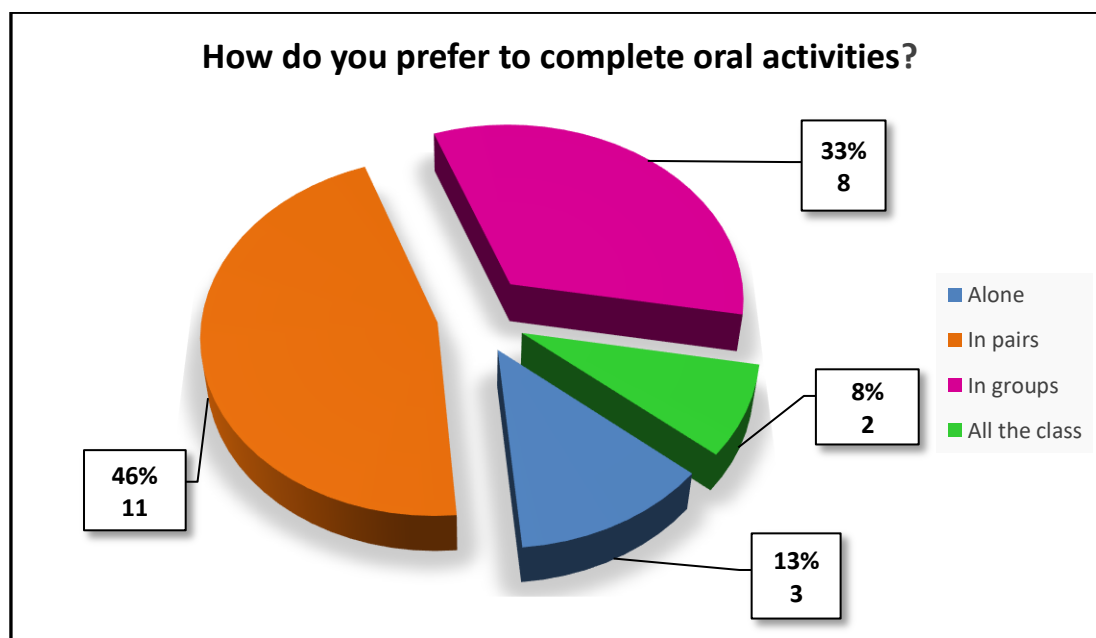
*Source: Researcher's creation*

Figure number 8, manifested the personal point of view of the students regarding to the English level the learners owned. In this case, the 67%, 16 out of the 24 students considered they have a low English level, since the learners though they have issues in the creation of sentences as well as poor vocabulary.

Additionally, the amount of the students who considered having a basic English language is represented by the 33%; in other words, 8 of learners. Also, it is important to mention that none of the 24 students of the group 10-2 considered having an intermediate and high English level of the language.

Question number 9 was created with the purpose to know which the preferences of the students were the moment they had to complete oral activities in the language classroom.

**Figure 9**



*Figure 9 Illustrates students' preferences when developing speaking activities.*

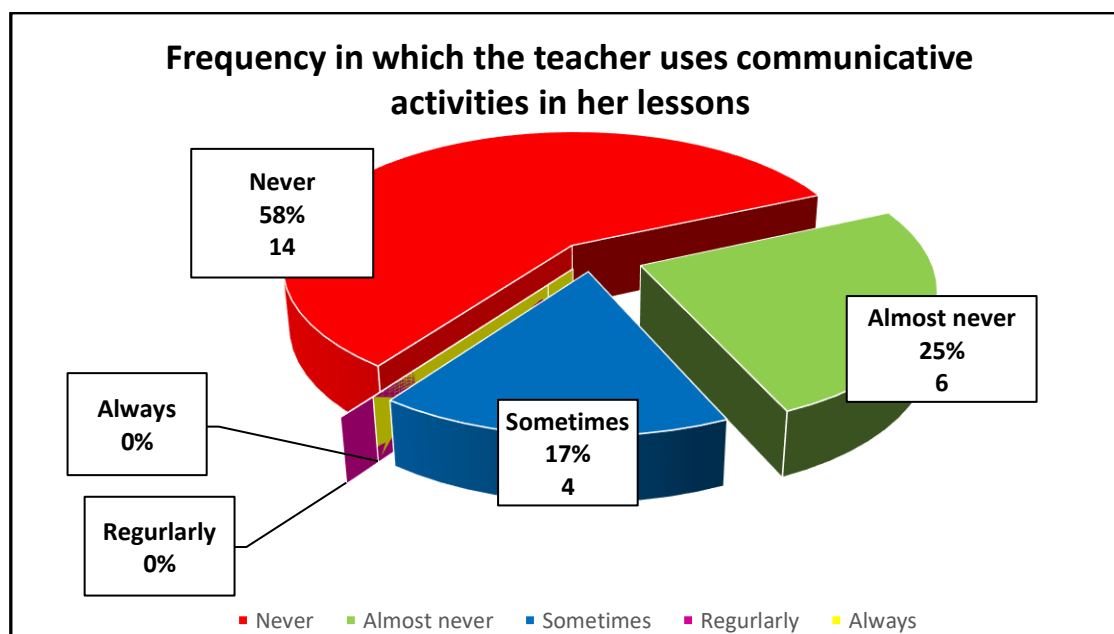
*Source: Researcher's creation.*

The answers of the students in question 9 indicated that the majority of the learners which were represented by the 46%, 11 of the students, prefer to complete the oral activities in pairs. Whereas the 33%, 8 of the learners, expressed that it was better to complete the oral activities in groups.

Additionally, a small amount students represented by the 13% of the English class, in other words three students, manifested their preferences in working alone during the oral activities. Furthermore, the 8%, 2 of the students, mentioned that they preferred to complete the oral activities with the whole class.

Finally, question number 10 was created with the intention to realize about the frequency in which the students practice communicative activities in the English classroom.

**Figure 10**



*Figure 10 shows the frequency in which the teacher uses communicative activities during the lessons.  
Source: Researcher's creation.*

Unfortunately, the majority of the class represented on the figure above, the 58% which is 14 of the students, indicated that they never used communicate activities during the English lessons. Also, the 25% of the class which corresponds to 6 students, declared that they almost never used communicative activities, and that probably there were just a couple of moments in which they tried to use the target language to communicate orally.

Additionally, there was not any student who manifested they practiced communicative activities, neither regularly nor always. For that reason, these two criteria are represented in the graphic above with a 0% of the answers of the students.

#### **4.1.5 Progress check list of the Students**

##### **Pre-test and Post-test analysis**

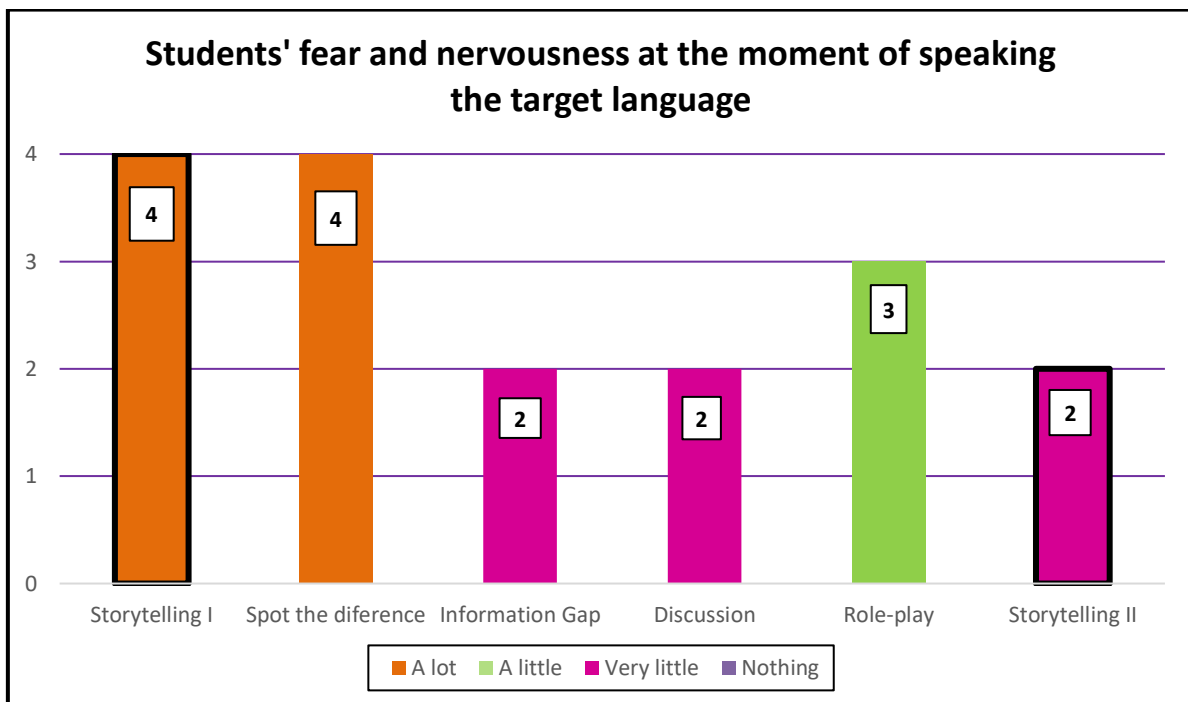
The second instrument was a tool created with the intention to collect and analyze the progress of the students during the different types of communicative activities. It is important to mention that each criteria of the check-list will be analyzed comparing the evolution of the students during the communicative activities.

The following points will describe the progress students made in each criteria of the check list. Also, the communicative activities represented on each graphic below, are organized from left to right in the same order in which the communicative activities were developed.

Additionally, a comparison between the pre-test (storytelling I), and the post-test (Storytelling II) will be also carefully described at the end of each figure description. This with the purpose the reader does not only see the progress of the students during the whole communicative activities, but also to understand the evolution of the learners between Communicative activity number 1 (storytelling I), and Communicative activity number 6 (storytelling II). Additionally, both activities on the graphics below will be highlighted in black color to differentiate them from the rest of the activities.

The first criterion on the progress check–list to students was to observe if students exhibited fear or nervousness at the moment of speaking the target language during the implementation of the communicative activities.

**Figure 11**



*Figure 11 shows the students' fear and nervousness at the moment of speaking the target language.  
Source: Researcher's creation.*

In figure 11, it is important to describe the values that will be used in order to give a score during each communicative activity. Criteria “A lot”, received the highest score which is represented by 4 points, while the criteria “A little”, got a score of 3 points. Additionally, the criteria “Very little” received a score of 2 points; and finally, “Nothing” received a score of 1 point.

The first communicative activity was a Storytelling based on the topic “Environment”. In this case, the activity received the highest score of 4 points due to the fact that students felt a lot of fear and nervousness the moment the learners tried to speak in the target language. Additionally, the second communicative activity called “Spot the difference”, obtained also 4 points as a result of the students had a lot of nervousness and fear as in the first communicative activity.

On the other hand, the Role-play (communicative activity # 5) based on the topic “Jobs and careers”, the learners felt a little uncomfortable, nervous and scared. These feelings made students to obtain a score of 3 points during the development of the activity.

Moreover, the third communicative activity named “Information gap”, was based on matching information with the following target contents: Common illnesses, diseases and epidemics. This activity scored 2 points (very little). The learners showed an important improvement. The reason for that, it is that students had very little nervousness and fear during the activity.

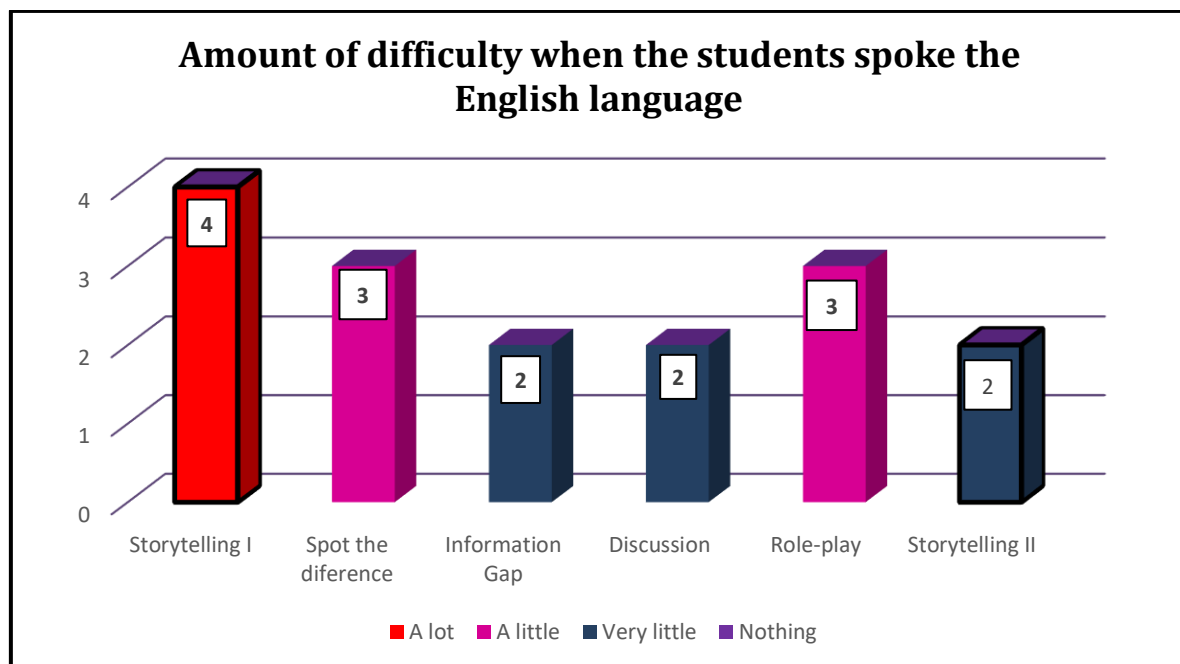
The same results were obtained during the implementation of the Communicative activities such as: Discussion (communicative activity # 4) with the topic Jobs and Careers and the second Storytelling (communicative activity # 6) with the topic “Giving advices”. Both activities obtained 2 points as a score represented by very little nervousness and fear the moment the learners spoke the target language during the activity.

**Pre-test and Post-test: fear and nervousness of the students when speaking the target language**

As previously illustrated on the highlighted bars (black color) on figure 11, students during the pre-test received the maximum score, which was 4 points (a lot of nervousness and fear); while on the post-test, students presented a great improvement since the learners obtained 2 points (very little nervousness and fear). To sum up, figure 11 evidences that learners reduced their fears when spoken the target language in front of other students during the implementation of the communicative activities.

Moving on to figure 12, the idea was to check the amount of difficulty presented by students when they spoke the English language.

**Figure 12**



*Figure 12 illustrates the amount of difficulty when the students spoke the English language  
Source: Researcher's creation*

In the first activity (Storytelling), learners obtained 4 points that corresponds to “A lot” of difficulties when speaking the target language. Furthermore, in the communicative activities number 2 (Spot the difference), and the fifth activity (Role-play), the learners

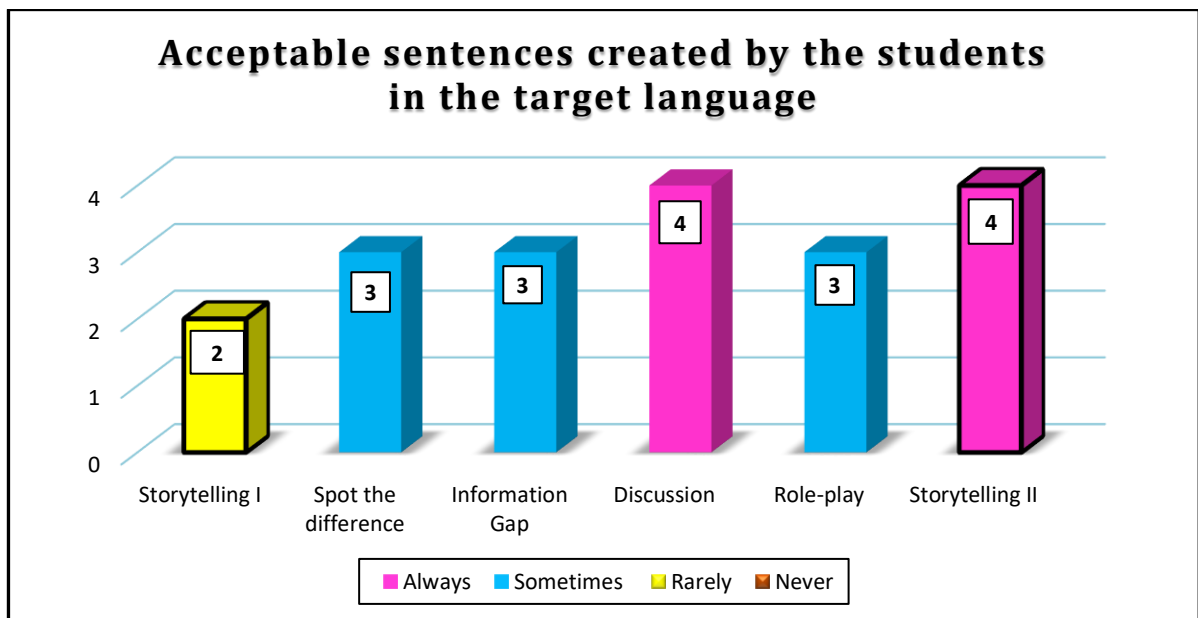
obtained a score of 3 points on each activity which corresponds to “little difficulty” when speaking the language.

Both activities, Spot the difference and Role-play, students presented less difficulty than in the first communicative activity; even though, the students advance was not extremely notorious. On the contrary, activities number 3 (Information gap), activity number 4 (Discussion), and activity number 6 (Storytelling II), received the lowest score. This result showed a notorious improvement with 2 points which corresponded to “Very little” difficulty the moment the learners made the communicative activities. Additionally, due to the fact the learners had a lot or little difficulty when performing the communicative activities, the criteria “nothing” could not be given to the students.

#### **Pre-test and Post-test: difficulty of students when speaking the English language**

As previously illustrated on the highlighted bars (black color) on figure 12, learners showed on the pre-test a lot of difficulties when speaking the target language; this because the learners had a lot of nervousness. Another reason was because it was the first time in which the learners used the target language in order to communicate and express an idea. Whereas, in the post-test learners presented a great improvement due to the fact students seemed to be more confident when speaking the target language. Besides, students used more transition words during the second Storytelling. For that reason, the story had more meaning and was easier to read than in the first Storytelling.

In the criteria number three, the researcher wanted to evaluate if the sentences created by the students were: always, sometimes, rarely or never acceptable; the moment the learners used the target language during the communicative activities.

**Figure 13**

*Figure 13 illustrates the acceptable sentences created by the students in the target language.  
Source: Researcher's creation*

Figure 13 shows that in the first activity, students obtained a score of 2 points, due to the fact learners struggled with the creation of sentences, and they rarely made sentences without help during the communicative activity Storytelling (1<sup>st</sup> activity). In order to complete the activity, students needed to help organize their thoughts. Though, eventually the students could create their sentences with more facility during the implementation of the activity.

Also, represented on figure 13, there were 3 communicative activities in which the students according to the scale obtained 3 points. These numbers indicates that learners sometimes created accurate and acceptable sentences during the communicative activities. The activities in which the students “sometimes” created acceptable sentences were the following: Spot the difference (2<sup>nd</sup> activity), Information gap (3<sup>rd</sup> activity), and the Role-play (5<sup>th</sup> activity).

Additionally, activities such as “Discussion” (4<sup>th</sup> activity) which was based on the topic: Jobs and Careers, and “Storytelling II” (6<sup>th</sup> activity) based on the topic: Giving and advice; received the maximum score of 4 points. These results meant that learners “always” could create acceptable sentences without having any trouble when the learners spoke the language during both activities.

### **Pre-test and Post-test: Acceptable sentences created by the students in the target language**

Figure 13 showed that on the pre-test the learners had only 2 points which means that the acceptable sentences created by the students were rarely. Starting the activity, learners felt scared and asked for a lot of help in order to create the sentences. However, at the middle of the communicative activity, students found the creation of the sentences easier.

On the other side, in the post-test learners showed a great improvement for the reason students knew how the activity was; despite learners made the Storytelling with a different topic (see the highlighted bars with black color on figure 13). The use of linking words to join sentences, the substitutions and quick thinking were the most significant improvements for the learners. That was the reason why learners obtained 4 points meaning that they always made accurate sentences.

Aspect fourth of the progress check-list of the students, it was about the frequency in which learners use the target language during the English lessons. This with the purpose to see if the communicative activities encouraged students to continue using the target language for asking question, permissions, or simple to make comments during the English class by using the target language.

Figure 14

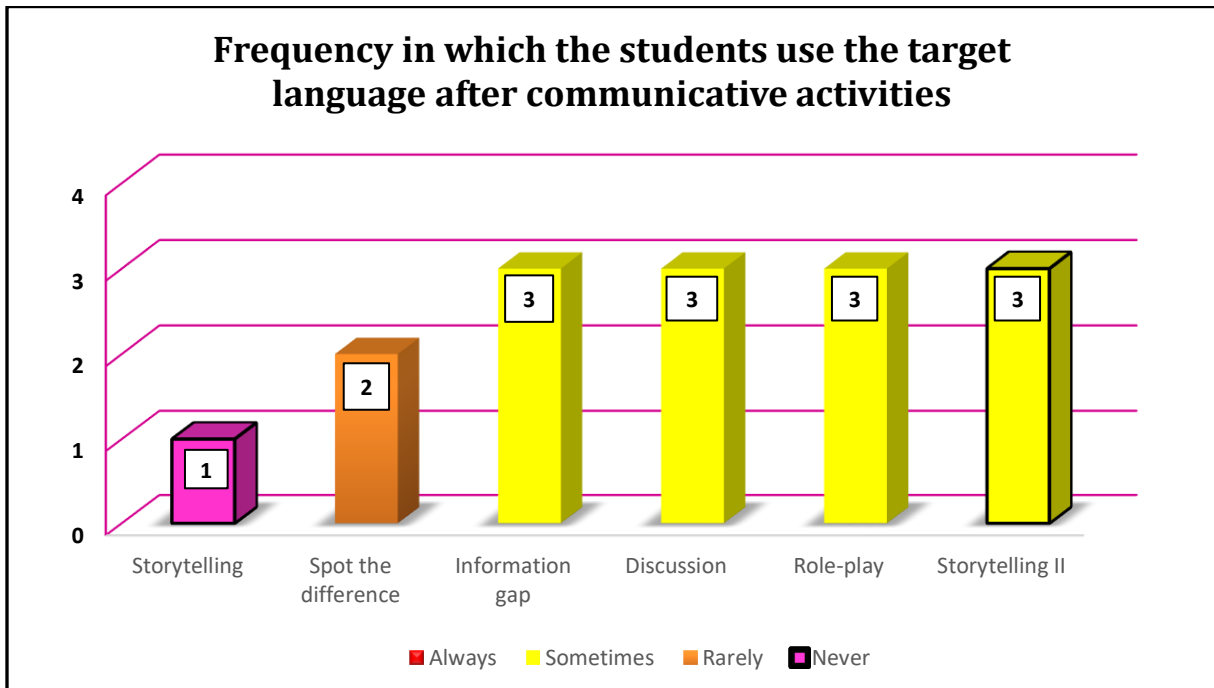


Figure 14 shows the frequency in which students used the target language in class after communicative activities  
 Source: Researcher's creation

In the case of the first activity, which was Storytelling I and based on the Environment topic, learners received only 1 point due to the fact students did not (Never) continue using the target language after the activity. As it was the first communicative activity, learners only used the target language to accomplish the activity, but later they proceeded using their natural language during the English class.

In the second activity “Spot the difference” with 2 points, the researcher noticed a little change in the frequency in which the students handled the target language after the communicative activity; this because the learners “Rarely” spoke in the target language by their own willingness.

However, the behavior of the learners changed and started to ask for permission, to make comments or to just simply share a thought aloud in the English language without

forcing them to do it. It was gratifying listening to students remembered the vocabulary studied during the activity.

Additionally, activities number 3 (Information gap), number 4 (Discussion), number 5 (Role-play), and number 6 (Storytelling II), the students received a score of 3 points which means that the learners “sometimes” wanted to continue using the target language to express something. Some examples were: greeting the teacher when entering to class, creating small phrases, asking for permission or meaning of words, and to express they loved the activities.

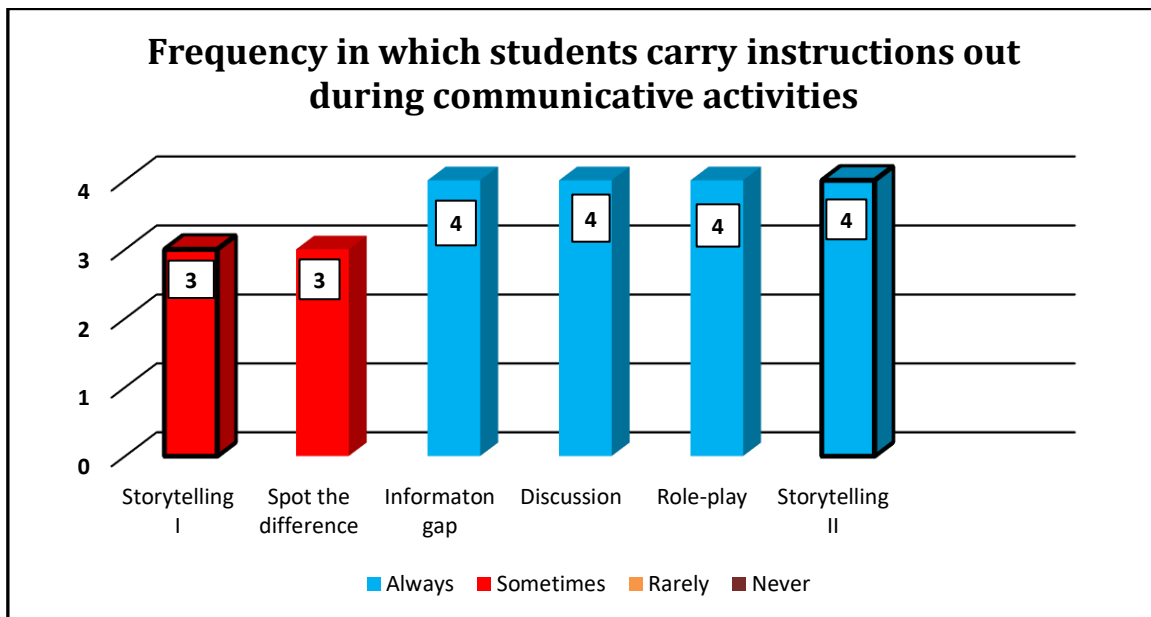
It is important to mention that despite the learners did not use the target language to speak too much in English, the learners really made a big effort to produce the language even though they committed mistakes.

### **Pre-test and Post-test:**

As previously illustrated on figure 14, students on the pre-test showed that “Never” used the target language after the communicative activity. Based on this, students received only 1 point due to learners needed more time to gain confidence to talk in the target language.

On the other hand, on the pre-test, students presented a positive attitude and improvement since activity number 3 used the target language before and after the communicative activities. Learners really tried to speak in the target language by making comments, asking questions, permission, reading text or just by expressing anything. Also, students used what they know to help other partners that were struggling when they had to speak with the target language.

The fifth criteria on the check-list was about the learners ability to understand the purpose of the communicative activities and if learners were able to carry instructions out.

**Figure 15**

*Figure 15 Shows the frequency in which students carries instructions out during communicative activities  
Source: Researcher's creation*

It is important to specify that the instructions for each activity were giving in English to the students. The only exception was if the researcher noticed that learners were lost and did not understand instructions; just for that reason some details were given in Spanish.

In this case, on communicative activities such as number 1 (Storytelling I), and activity number 2 (Spot the difference) in red color, the students struggled a little trying to understand instruction and to develop the activities. For that reason, the student-teacher had to explain again in the native tongue of students in order to avoid misunderstandings. Finally, students in this point received a score of 3 to 4.

Moreover, the rest of the communicative activities, Information gap (# 3), Discussion (#4), Role-play (# 5), and Storytelling II (# 6) represented in figure 15 with blue color, obtained a score of 4 points because students “Always” understood instructions without any trouble when working the last four communicative activities.

### **Pre-test and Post-test: Frequency in which students carry instructions out during communicative activities**

As previously illustrated on the highlighted (black color) bars on figure 15, students showed in general a very good comprehension when instructions were given. The pre-test illustrated that students sometimes understood the instructions. Meanwhile in the post-test, learners did not seem to have any trouble understanding directions during the communicative activity.

In criteria number 6 on the progress check-list of students, the purpose was to measure the fluency improvement of the students during the implementation of the communicative activities. In this case, the criteria was measured based on the following points: if the learners demonstrated a lot of progress, the pupils would obtain 4 points, if learners have a few progress in fluency, they would receive 3 points, meanwhile if learners demonstrated just very few progress, the students would get 2 points, and if students have none fluency improvement, the learners would obtain only 1 point.

Figure 16

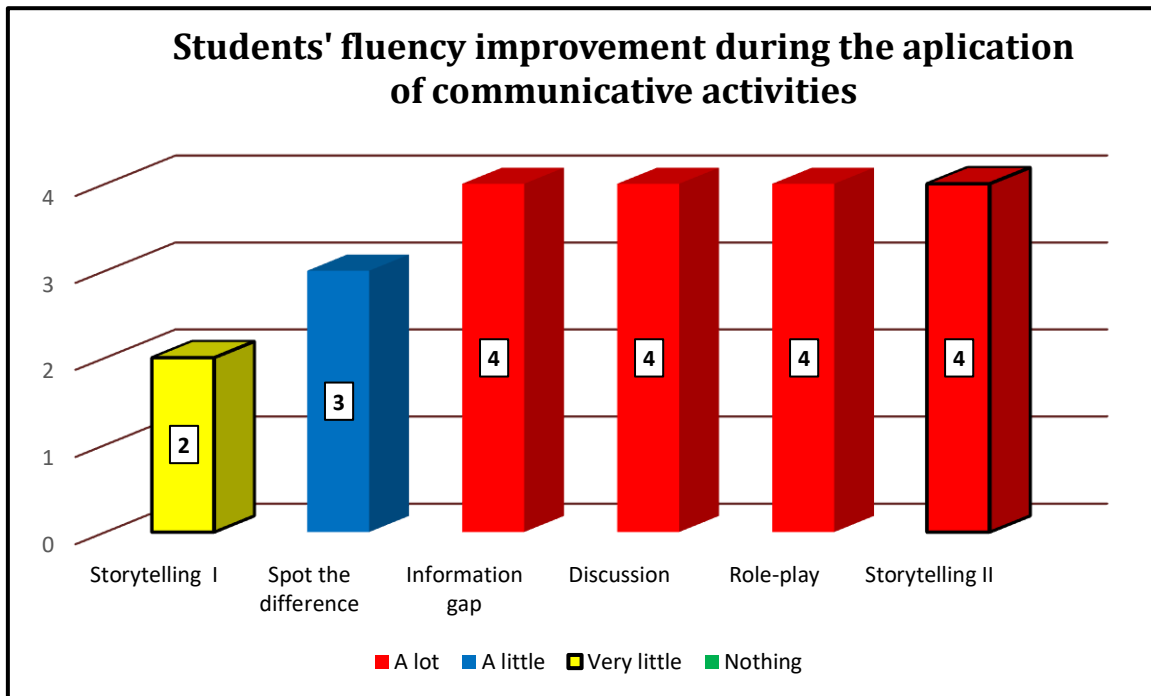


Figure 16 Shows Students' fluency improvement during communicative activities.  
Source: Researcher's creation

Figure 16, shows the advance of the students during their participation on the six communicative activities that the student-teacher developed. On the first activity (Storytelling I), students showed very little fluency improvement the moment students spoke the target language during the activity.

Then, in the second communicative activity (Spot the difference), students demonstrated little fluency improvement during the communicate activity. To this communicative activity, the learners received a 3 point score according to the scale.

Moreover, in the third activity (information gap), the fourth activity (the discussion), the fifth activity (the role-play), and in the sixth activity (the storytelling II), learners demonstrated a great (a lot) fluency improvement while using the target language.

Additionally, the learners on the last four communicative activities, obtained a score of 4 points which corresponds to “A lot” of fluency improvement during the implementation of the activities.

In fact, learners expressed to feel very excited with the activities since the communicative activities had a relationship with the target content the learners had been studying. As a consequence, students mentioned that communicative activities were very functional since they could study vocabulary and grammatical structures in an amusement way.

### **Pre-test and Post-test analysis: Fluency Improvement of the Students during the Implementation of the Communicative Activities**

To have a better comprehension of the pre and post-test results, the reader can observe the pre-test (Storytelling I) and post-test (Storytelling II) on figure 16, in which both tests are highlighted in black color.

On the pre-test, students showed a very little improvement on fluency during the development of the communicative activity; reason on which the learners received a score of 2 points according to the scale. On the other hand, the students on the post-test obtained a score of 4 points which on this case, it means that the fluency of learners improved a lot during the implementation of the communicative activities.

The following figure 17 corresponds to the criteria number 7 of the progress check-list of the students during the communicative activities. The purpose of the investigator was to analyze the frequency in which students expressed their ideas and opinions during the implementation of the communicative activities.

Figure 17

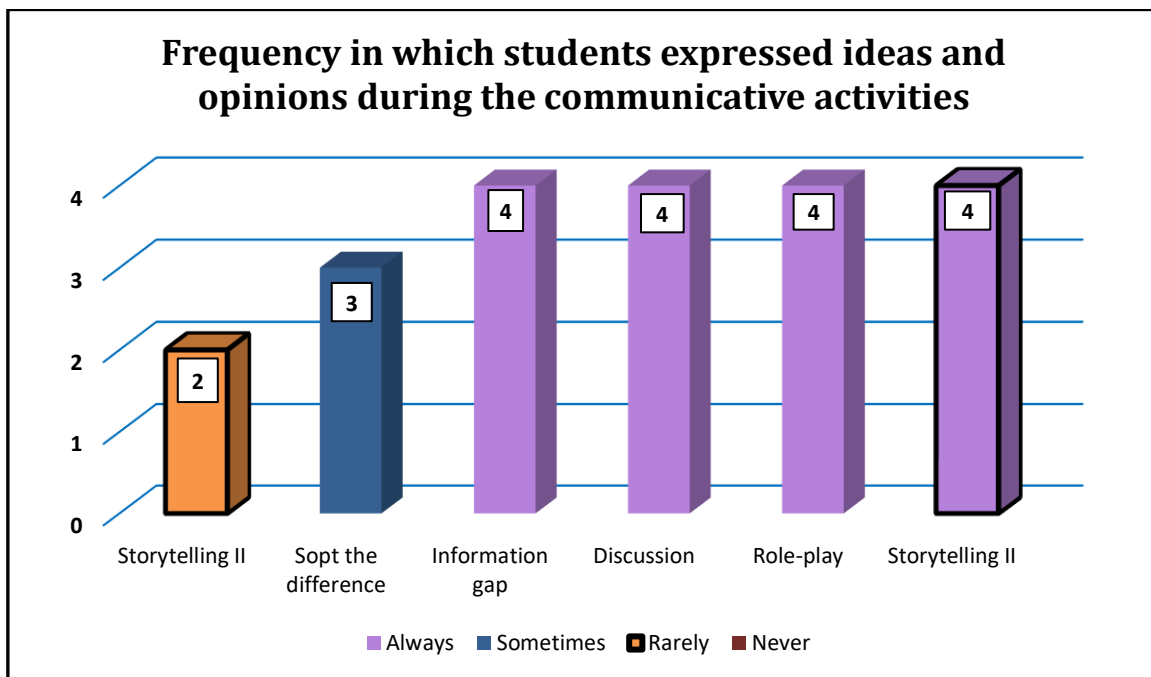


Figure 17 Shows students' frequency when expressing ideas and opinions during the communicative activities.  
Source: Researcher's creation

Because Storytelling I was the first activity, students were afraid and shy to express their ideas and thoughts. The activity received the lowest score (2) which meant that learners rarely communicate what they thought.

Later, on the second communicate activity (Spot the difference), learners increased their confidence and started to manifest what they thought by expressing their ideas and making comments about the activity. Since the activity was about to find five differences into the pictures, the students had a challenge. For that reason, learners were aware of the clues and described the pictures very well.

Likewise, last activities: Information gap, Discussion, Role-play, and Storytelling II, received the maximum score (4 points) due to the fact students always expressed their

thoughts and opinions during the communicative activities. Besides, learners seemed confident to add comments in the target language related or not with the activity by asking questions, defending their positions or just by making jokes.

Also, after the communicative activities, students commented that they loved to watch a video (in the discussion activity) and then talk about it. Learners said that they mastered new concepts through the information gap activity.

In the role-play, students made jokes because of the different characters the students had to perform. Learners laughed a lot. During the second storytelling, learners loved to suggest advice with facility since learners practiced in their booklets before the activity.

### **Pre-test and Post-test: Frequency in which students expressed ideas and opinions during the communicative activities**

As previously illustrated on the highlighted (black color) bars from figure 17, the frequency of students to express ideas and opinions between the pre and post-test increased considerably.

On the pre-test (Storytelling I), learners obtained only 2 points. This statistic means that the learners rarely manifested their ideas and opinions by using the target language. Meanwhile, in the post-test (Storytelling II), learners opinions and ideas were more frequent due to the fact students always wanted to express their thoughts during the implementation of the post-test.

The eighth point in the progress check-list of students, the idea was to evaluate if the communicative activities developed for the group 10-2 were accurate according to the level and needs of the students during the implementation of the activities.

Figure 18

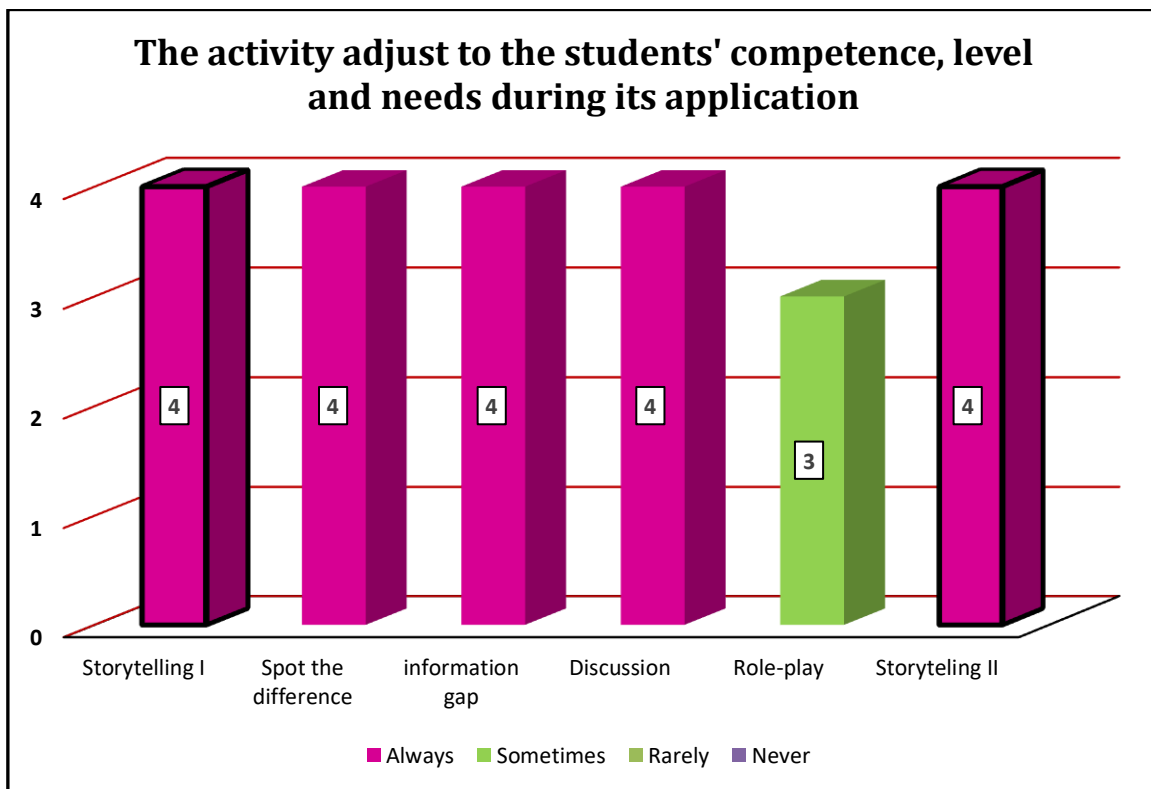


Figure 18 Shows if the activity adjusts to the students' competence, level and needs during its application.  
Source: Researcher's creation

Figure 18 illustrates which activities obtained 4 points, sometimes with 3 points, rarely with 2 points and never with just 1 point, adjusted to the competence, level and needs of the students.

According to the response and performance of the students during the six communicative activities, the researcher evidenced that five out of the six activities were always at the level and needs of the students. Activities like: Storytelling I and II, Spot the difference, Information gap, and Discussion, were always accurate to the level of the students from 10-2 section.

However, the majority of the students made the communicative activities without any trouble. Additionally, this occurred due to the student-teacher organization of the topic for each activity according to the target content of the week. In this way, the students practiced vocabulary and grammatical structures beforehand the communicative activity.

The only activity in which students sometimes found hard the level of it was the Role-play. The communicative activity obtained a score of 3 points which means that the Role-play sometimes adjusted to the English level of the students. This occurs because of the limited time to prepare the activity; and also because the students found difficult to organize the dialogues and thoughts. Despite this, learners had a lot of fun and asked for help when they needed.

In addition, learners accomplished the activity because the student-teacher participated with them all the time. Also, the researcher always monitored the performance of students and was a character as well as the learners; so the learners felt they had a leader to follow and complete the task assigned.

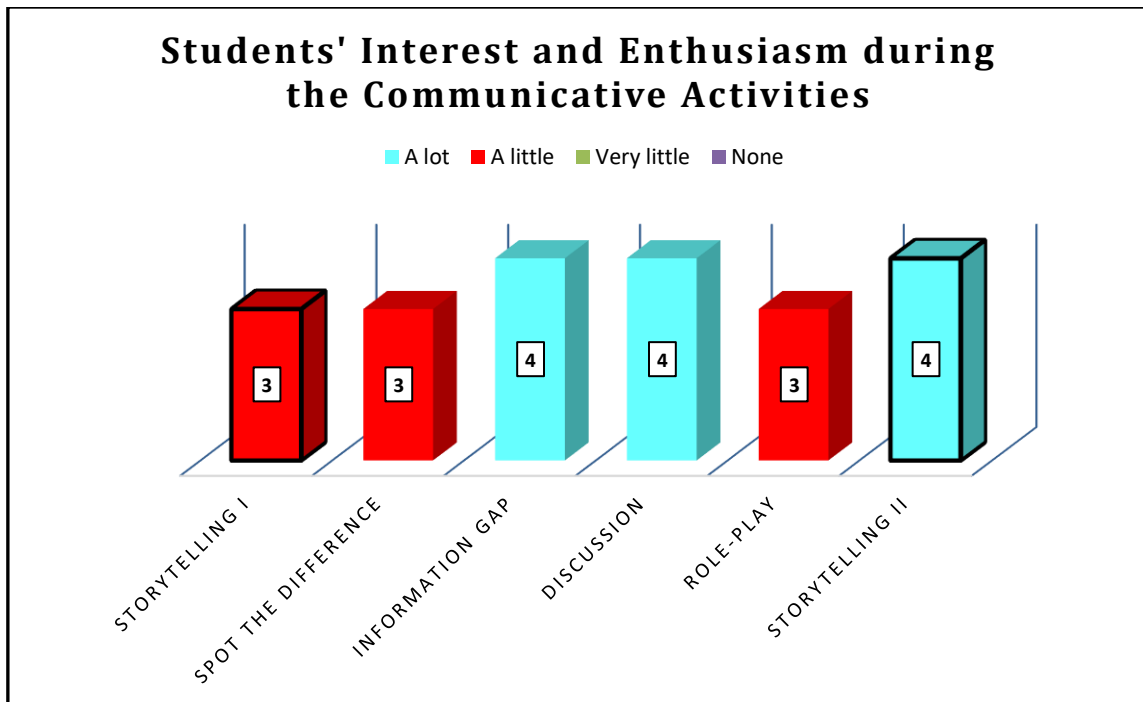
### **Pre-test and Post-test: Frequency in which the communicative activities adjusted to the competence, level and needs of the students**

The highlighted (black color) bars on figure 18, showed the frequency in which the communicative activities adjusted according to the level and needs of the students.

Additionally, figure 18 presented that both pre-test (Storytelling I) and post-test (Storytelling II) obtained 4 points. This statistic indicated that both activities were always according to the level and needs of the students.

On criteria number 9 on the progress checklist of students, the purpose was to know the interest and enthusiasm of the learners during the communicative activities.

**Figure 19**



*Figure 19 Illustrates the students' interest and enthusiasm during the communicative activity  
Source: Researcher's creation*

In the case of the Storytelling based on the Environment topic, Spot the difference and the Role-play, the communicative activities mentioned before received 3 points which means that learners showed a little interest and enthusiasm during the implementation of the activities. The first two mentioned before had the characteristic that learners needed to get familiar with the new activities; and the Role-play because the learners felt a little difficult the activity.

On the other hand, activities such as: Information gap, Discussion, and Storytelling (giving an advice) obtained the maximum score (4 pts). The reason was that students really

loved the activities. Learners were impatient to participate and to speak as much as possible. Additionally, students felt positive enthusiasm when having knowledge that everybody would receive a reward if the whole class participated actively in the different communicative activities.

### **Pre-test and Post-test: Interest and Enthusiasm of Students during the Communicative Activities**

The highlighted (black color) bars on figure 19, showed that students on the pre-test (storytelling based on the Environment topic) obtained 3 points. The main reason was that learners presented a little interest and enthusiasm during the implementation of the Storytelling I. Unfortunately, the activity in this case was not comfortable for them since the learner had never worked on activities such as Storytelling or any other type of communicative activity. Whereas, in the case of the Post-test, students showed a lot of enthusiasm and interest the moment they developed the communicative activity. In fact, the researcher noticed that students felt really motivated during the Storytelling II.

The last point on the progress check-list to students was to know the amount of troubles about vocabulary and structures of the language the student face the moment they performed the different communicative activities. The next figure, illustrates the last point results of the students for the instrument mentioned.

Figure 20

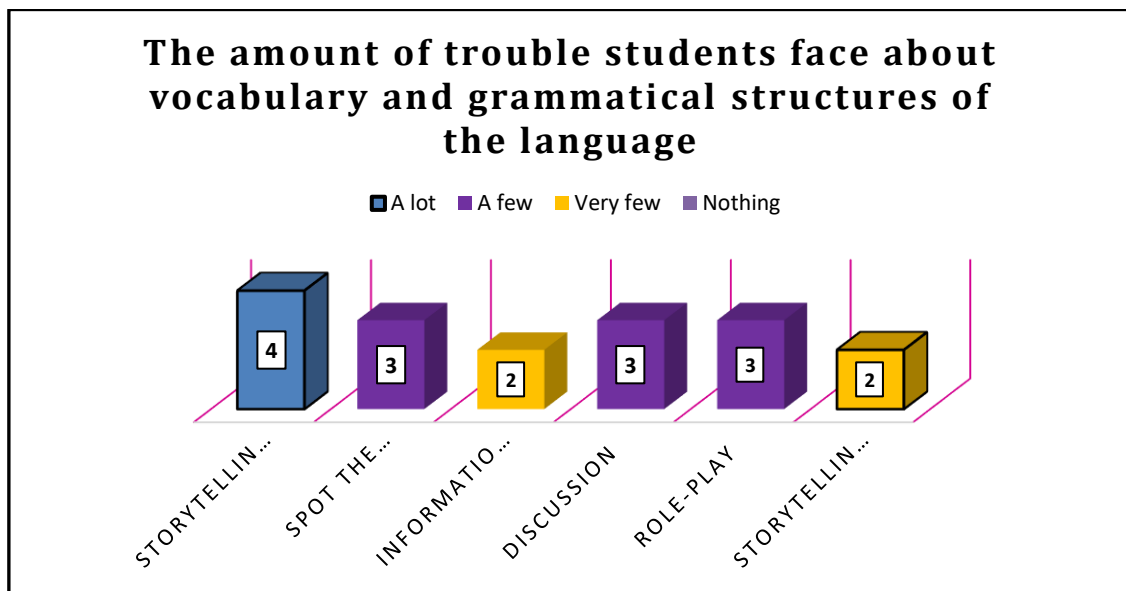


Figure 20 Illustrates the amount of students' troubles concerning to vocabulary and grammatical structures of the language  
 Source: Researcher's creation

According to figure 20, the activity in which students showed most of the trouble in vocabulary and grammatical structures of the English language was the first communicative activity. Students had a bad time creating accurate sentences. The reason why learners obtained a score of 4 points happened at the beginning of the activity in which the student-teacher had to help them a lot with the development of the sentences to the story.

In addition, the learners looked shy and afraid to talk. Fortunately, later during the activity, students followed the story and gained confidence to finally realize the activity was easy to accomplish. Subsequently, students were able to offer more sentences to add to the storytelling.

Moreover, communicate activities such as: Spot the difference, Discussion, and Role-play; obtained a score of 3 points which means that learners had a few obstacles in vocabulary

and in grammatical structures. Finally, the Information gap and the Storytelling II were the communicative activities in which learners had “Very few” issues the moment they created the sentences. The learners obtained a score of 2 points during the implementation of the previous communicative activities.

### **Pre-test and Post-test analysis: the amount of vocabulary and grammatical structures of the language troubles for students**

According to the highlighted bars (black color) on figure 20, the performance of students on the pre-test revealed that learners had a lot of trouble (obtaining 4 points) when speaking the target language during the Storytelling I. Meanwhile in the post-test, learners presented fewer difficulties when creating the sentences orally in the target language. Additionally, during the implementation of the post test, the investigator noticed that learners had very few issues (obtaining 2 points) the moment students used the English language to complete the task.

#### **4.1.6 Pre and post-questionnaire analysis of Students**

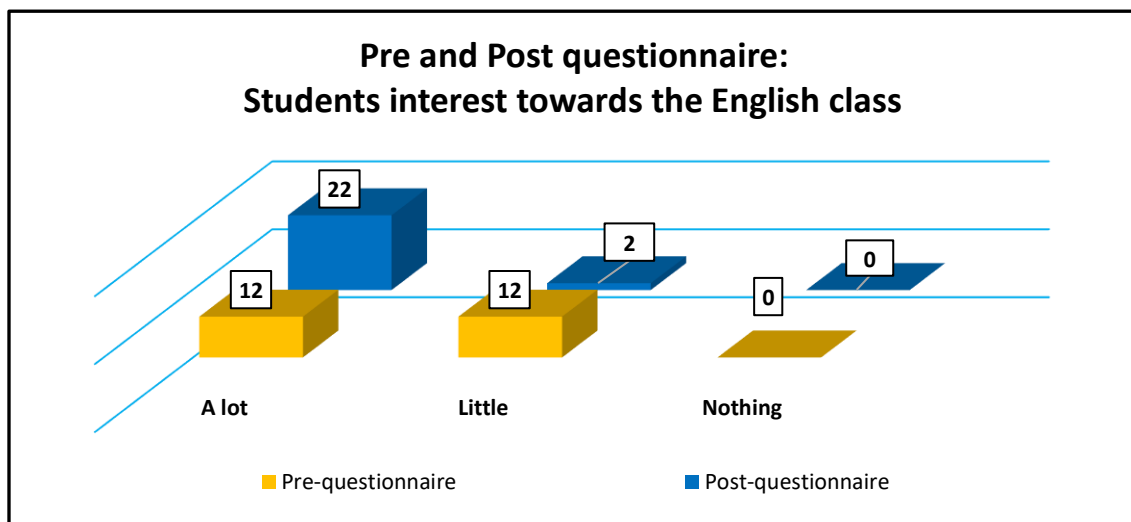
The post questionnaire of students was made after the entire process of the communicative activities. The questionnaire was given in Spanish to the participants of the communicative activities in order to avoid mistakes of interpretation during the analysis.

The post- questionnaire for students had 7 questions. These questions will tell the investigator the feelings and perception of the students about their improvement and interests when practicing the spoken area of the English language gathered after the implementation of the communicative activities. Additionally, the researcher will make a comparison between

the pre and the post- questionnaires of the students at the same time; this, with the purpose to avoid repeated information during the analysis.

As a first step, the purpose for the first question on the students post-questionnaire was to compare the growth of the interest of the students for the English subject.

**Figure 21**



*Figure 21 illustrates the increase on the interest of the students for the English subject  
Source: Researcher's creation*

Figure 21 shows the pre and post answers of the students to the questionnaires toward the interest for the English subject. In the pre-questionnaire, students were asked about how much the learners liked the English class. To this interrogative, learners had to choose between three options: A lot, little, or nothing.

In the case of “Nothing” for both questionnaires, any of the students showed a total refuse for the language in study. Moreover, on the “Few” option of the questionnaires, 12 out

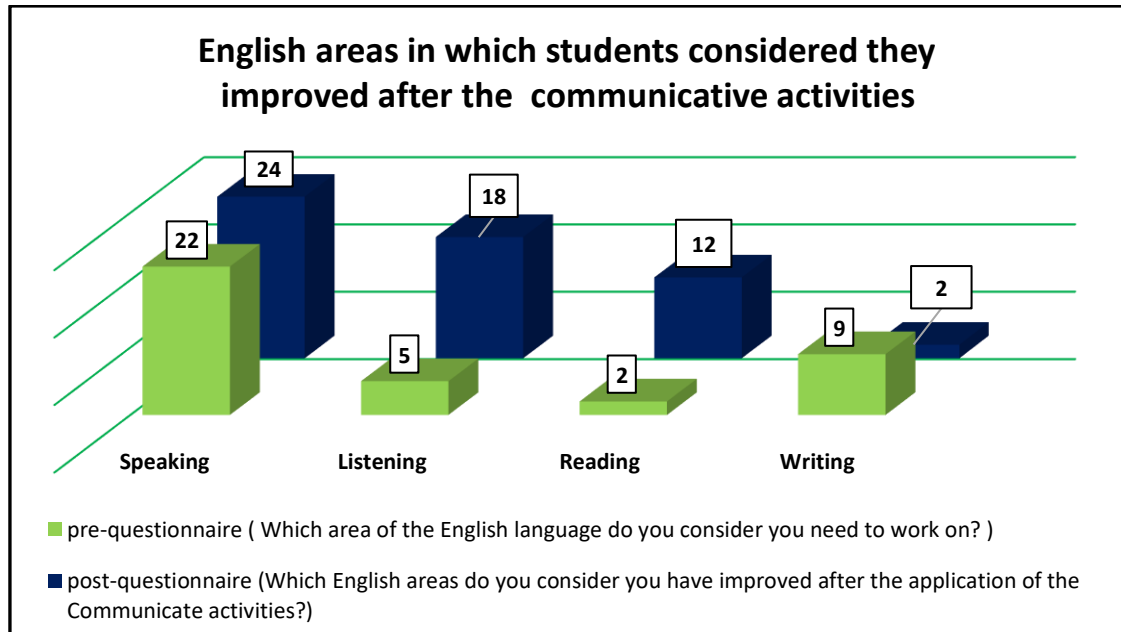
of the 24 students from group 10-2 manifested a “Little” as an answer. However, the amount of learners who presented a little like for the English subject were only 2 students out of the 24 learners on the post-questionnaire.

Furthermore, on the pre-questionnaire 12 out of the 24 students manifested they like the English class a lot, while on the post-questionnaire, 22 out of the 24 students revealed they like the language subject a lot.

To sum up, the post-test questionnaire showed an increase on the interest of the students for the English subject. In addition, 10 out of the 12 students who demonstrated a few interest on the English class during the pre-questionnaire, felt motivated after the implementation of the communicative activities. In addition, they changed their low interest for the English subject on the pre-questionnaire to “a lot” of interest for the English class in the post-questionnaire.

The intention for question number 2 of the post-questionnaire was to make a comparison between both: the pre-and post-questionnaire answers. The reason was regarding to the English areas of the language in which the students considered that they improved after the implementation of the communicative activities.

Figure 22



*Figure 2 Illustrates the English areas in which students considered they improved after the communicative activities.  
Source: Researcher's creation*

Figure 21 illustrates the English areas learners desired to improve on the pre-questionnaire versus the English areas learners felt an improvement after the implementation of the communicative activities for the post-questionnaire. Additionally, the green bars on figure 21 corresponded to the answers of the pre-questionnaire while the blue bars represented the answers for the post-questionnaire.

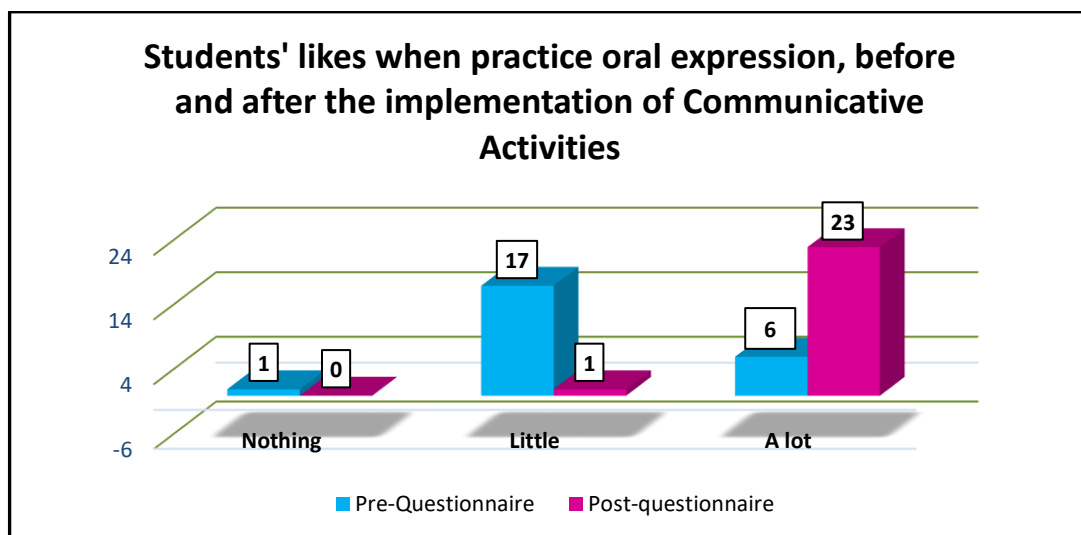
In the case of the speaking area for the English language, 22 out of the 24 students manifested on the pre-questionnaire the necessity to improve in this area; while on the post-questionnaire, the 24 students from group 10-2 felt an improvement on the English language.

On the other hand, in the listening area of the English language, 5 out of the 24 students manifested a necessity to improve the listening area during the pre-questionnaire; however, in the post-questionnaire, 18 out of the 24 students indicated they felt an improvement on the listening area of the language.

Also, two students in the pre-questionnaire manifested the needed to improve in the reading area of the language; nonetheless, in the post-questionnaire, 18 students out of the 24 felt a positive improvement on the English area. Besides, on the writing area of the English language, 9 out of the 24 students manifested during the pre-questionnaire they would like to improve this skill. However, in the post-questionnaire only 2 students out of the 24 learners considered an improvement on the writing area of the English language.

On question number 3 of the post-questionnaire, the purpose was to know before and after the implementation of communicative activities the likes of the students when practicing oral expression of the target language.11

**Figure 23**

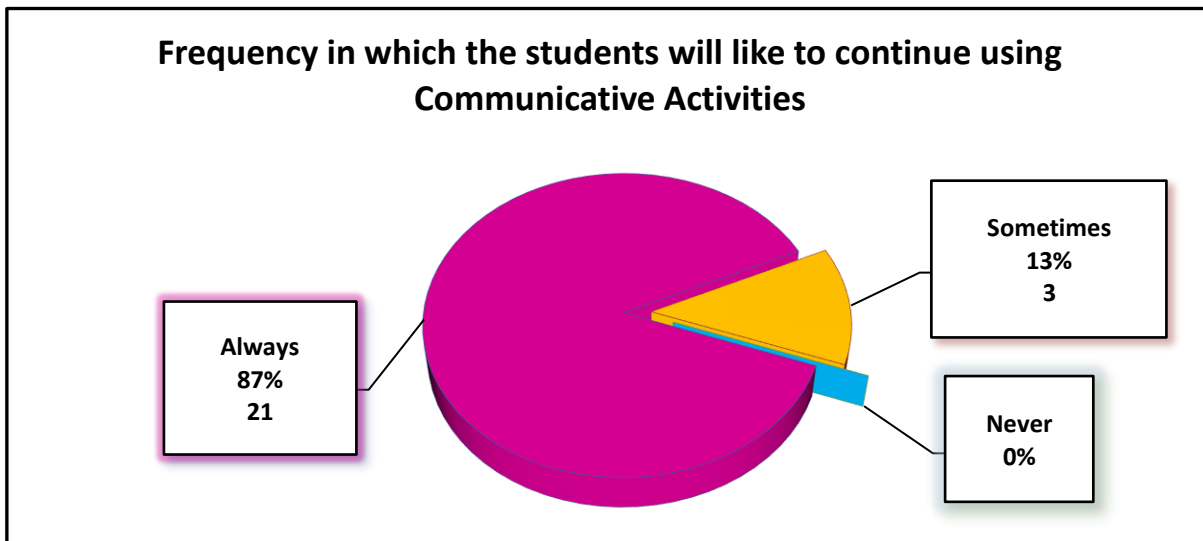


*Figure 23 Illustrates the Students' likes when practicing oral expression, before and after the implementation of Communicative Activities*  
 Source: Researcher's creation

In the case of figure 23, 1 out of the 24 students for the pre-questionnaire (see blue graphic on figure 23) manifested not having interest (nothing) to practice the oral expression of the language; while in the post-questionnaire any of the students showed a refuse to practice the English language orally.

Besides, on the “Little” answer for the pre-questionnaire, 17 out of the 24 students expressed to like “a little” the practicing of the oral expression of the language. However, on the post-questionnaire only one student felt that after the implementation of the communicative activities to practice the oral area of the language, it continued being “a little” as an answer. Additionally, on the pre-questionnaire a small amount of the group, 6 out of the 24 students, answered they like “a lot” to practice the oral area of the English language. On the other hand, almost all the group, 23 students out of the 24, manifested that after the implementation of the communicative activities they like “a lot” to practice the oral area of the English language.

On question number 4 for the post-questionnaire of students, learners had to answer if after having the experience of working with the communicative activities, the frequency in which they will continue using activities may be the same or may increase.

**Figure 24**

*Figure 24 Illustrates the Frequency in which students will like to continue using Communicative Activities  
Source: Researcher's creation*

Figure 24, shows the desires of the learners about the frequency of using communicative activities during the English classes. To answer the question in study, the students had to choose between three options: Never, Sometimes, and Always.

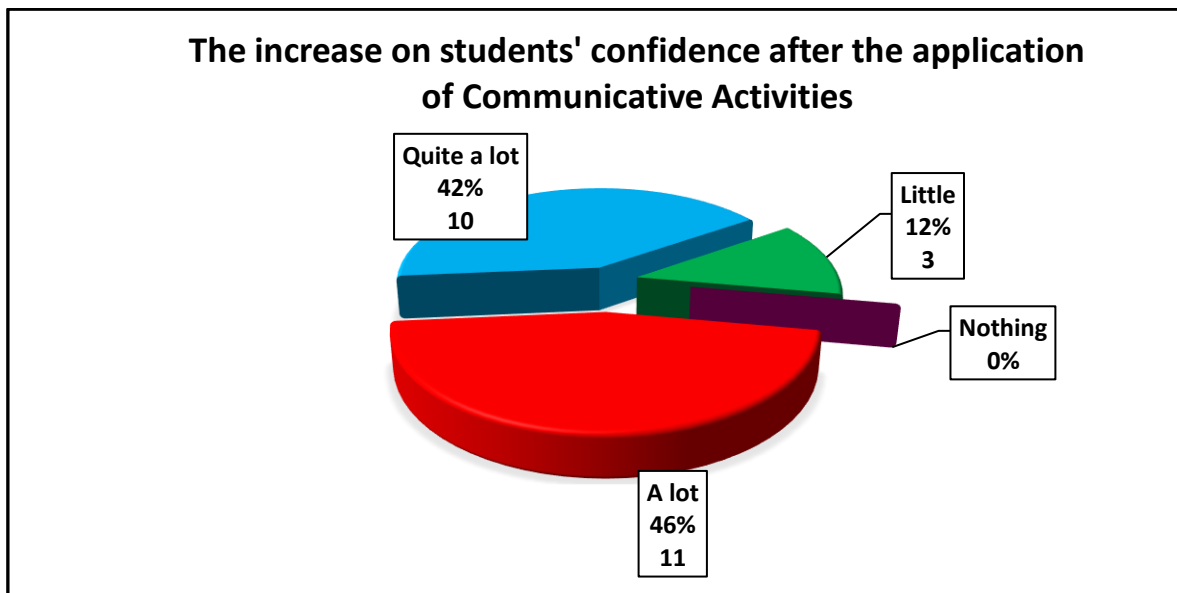
Fortunately, none of the students from the group 10-2 manifested they will never like to continue using the communicative activities. Also, 3 students represented by the 13% of the class declared that they will sometimes like to continue using the communicative activities on the English classroom. Furthermore, 21 out of the 24 students represented by the 87% of the English class reported that they will always like to use the communicative activities during the English classes.

It is important to clear out that figure 24 was not compared during the pre and post-questionnaire since the idea was to gather the opinion of the students about their experience

after the implementation of the communicative activities based on what the student-teacher designed specifically to the 10-2 group students.

On figure 25, students answered if after the whole communicative activities developed in classes, they felt a significant growth on their confidence to talk through the application of the communicative activities.

**Figure 25**



*Figure 25 illustrates the increase on students' confidence after the implementation of communicative activities  
Source: Researcher's creation*

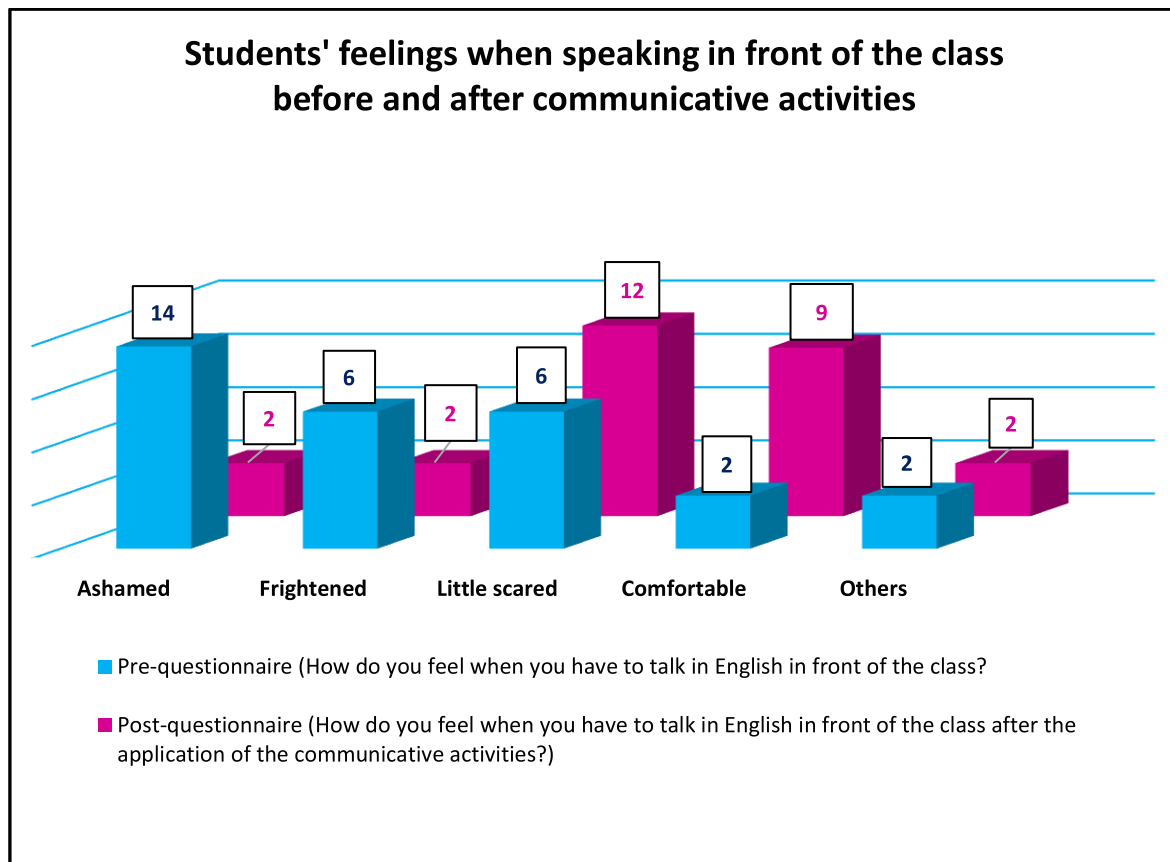
Figure 25 shows the increase on the confidence of students after the implementation of the communicative activities. In this case, the 46% of the group which corresponds to 11 answers from the learners felt a lot of confidence the moment they practiced the oral area of the language. Additionally, 10 students which correspond to the 42% of the English class considered to improve quite a lot their confidence when speaking the target language.

Moreover, there were 3 students who mentioned that their confidence after the development of the communicative activities was just a little. Also, the number of students

who mentioned no significant growth on the production of the oral area of the language was zero students.

Question number 6 of the post-questionnaire, was created with the purpose to compare the feelings of students when using the oral area of the language in the pre and post-questionnaire.

**Figure 26**



*Figure 26 Illustrates the Students' feelings when speaking in front of the class before and after communicative activities*

*Source: Researcher's creation*

In the case for the pre-questionnaire, 14 out of the 24 students manifested to feel shame the moment they had to speak in the target language. Meanwhile in the post-questionnaire only 2 students out of the 24 felt ashamed after the communicate activities implementation.

In addition, the amount of learners during the pre-questionnaire who mentioned to feel frightened when speaking the language, were 6 students. In the meantime, the post-questionnaire presented only 2 students who continued feeling frightening.

Furthermore, the learners who answered on the pre-questionnaire to feel a little scared were 6. Meanwhile, after the application of the communicative activities, 12 learners in the post-questionnaire declared feeling a little scared when practicing the oral area of the language in front of the class. Also, only 2 students out of the 24 felt comfortable when speaking the English language. However, in the post-questionnaire 9 students out of the 24 declared to feel comfortable to use the oral area of the language to communicate.

Additionally, in the pre-questionnaire there were other answers in which 2 of the learners manifested to feel fear and panic when producing the language orally. On the other hand, in the post-questionnaire any of the students mentioned to feel the same way.

On the contrary, two females on the questionnaire commented to feel calmer and with confidence when speaking the target language after the implementation of the communicative activities.

On question number 7 of the post questionnaire, the intention was to know the opinion of the students about the increase of their English level after the implementation of the communicative activities.

Figure 27

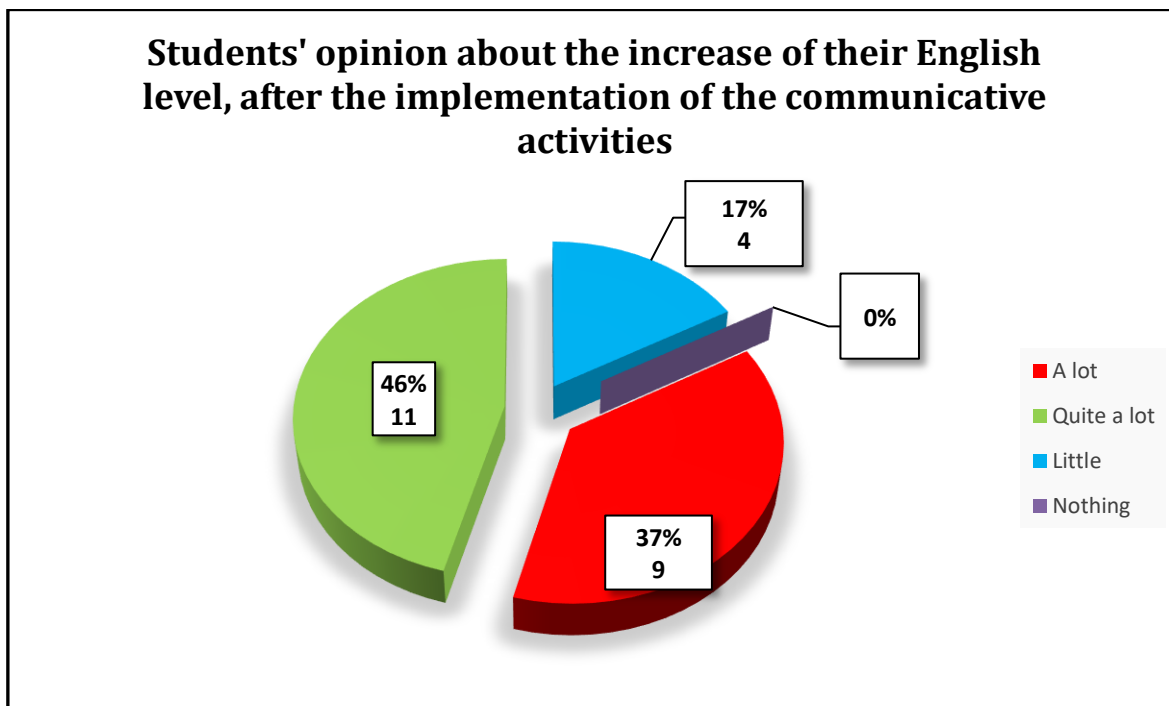


Figure 27 Illustrates the Students' opinion about the increase of their English level, after the implementation of the communicative activities  
 Source: Researcher's creation

Figure 27 shows the opinion of the students about the increase on the English level the learners considered to obtain after the development of the communicative activities.

Despite the majority of the learners (16 students) considered on the pre-questionnaire to have a low English level, and the other 8 students mentioned to have a basic English level. The post-questionnaire on figure 27 illustrates that 9 students represented as the 37% of the English class, after being working on communicative activities considered a significant growth on their English level. Meanwhile, 11 students (46% of the class), felt their growth on the English language was quite a lot.

Additionally, 4 students represented as the 17% of the English class, considered to improve a “little” their English level after the implementation of the communicative activities.

Finally, it is positive to mention that none of the students indicated an increase of nothing about their English language.

## **Chapter V**

### **Conclusions and Recommendations**

This chapter contains the entire conclusion regarding to the researcher topic which was focused on knowing the effect of applying communicative activities as a tool to improve English speaking skills in tenth grade students. These conclusions are obtained through the results of three specific objectives stated at the beginning of the investigation through the analysis of the data collected during the implementation of the communicative activities, and the instruments designed on each stage of the investigation. Additionally, the restatement of the researcher question will be analyzed with the purpose to know if the main objective of the investigation was accomplished or not at the end of what had been investigated.

Finally a set of recommendations will be given to those future investigators that will like to apply the communicative activities to improve the speaking skill of the English language on students.

#### **5.1 Conclusions**

##### **5.1.1 To Identify the Difficulties Tenth Grade Students from Marco Tulio Salazar National Virtual High School Face at the Moment of Speaking English**

This first objective was very important. The reason was that in order to start working on the communicative activities, the researcher needed to identify the problems or difficulties that the tenth grade students from Marco Tulio Salazar National Virtual High School face the moment learners tried to produce the English language. In order to understand the difficulties of the learners when speaking the target language, the researcher first had to apply three observation classes. These observations will help the investigator to know more about the

issues of the students. During the observation, the researcher noticed that learners never used the target language to communicate. The students normally used their native tongue to answer the questions of the teacher or when the learners needed to ask for something they did in Spanish too.

In addition, one of the main difficulties presented by the learners the moment they had to speak the target language was the lack of practice students presented during their English lessons in the oral area of the language. Unfortunately, the students found difficult to speak in the target language. This last point is supported by the teacher interview diagnose. It mentioned the students never interacted among themselves in the target language, and almost never used communicative activities during her classes because of the basic-low English level oral production practice they suffered.

Additionally, on figure 7 for the pre-questionnaire, the majority (14) of the learners mentioned on question number 7 to feel ashamed, other 6 to feel scared, others a little scared, and only 2 said they felt comfortable. These statistics are definitely evidence that learners needed to practice the language in order to overcome the fears they had over the oral production of the language. Furthermore, learners commented the researcher that another fear they had was their poor pronunciation because it was very bad. Also, students added that they sometimes did not remember grammatical structures of the language.

In fact, during the implementation of the communicative activities, the learners were very scared starting the first activity. Fortunately, when the student-teacher encouraged students to participate, despite the mistakes of the students on grammar and pronunciation, the learners felt better, and learners really tried to do their best. In order to solve the issues of the students, the student-teacher in charge of the investigation told them they could ask for

clarification before the learners spoke the language; if that reduced the insecurities of students when speaking the language. In addition, the student-teacher had the opportunity to see during the implementation of the communicative activities that learners needed to refresh basic grammatical structures of the language and also, that learners definitely needed to work on vocabulary and verb tenses.

On the first communicative activity (Storytelling) based on the Cause and Effects of Natural Resource Misuse content, it was the activity in which the researcher noticed the major problems of the learners since it was something new to the students. On the activity, learners had to continue the first piece of the story given by the researcher or the student-teacher.

The teacher noticed that students usually forgot the use of past tense during the story, but then the students corrected them the moment they heard a partner using the past tense correctly. Also, the students almost never used transitional word during the story. After each sentence, the learners usually repeated the conjunction “and” to join what other partner had said.

According to the information previously explained, the present investigator concluded that the first specific objective was accomplished since the moment the observation class check-list, the diagnostic teacher interview, the questionnaire for students, and the progress check-list of students were applied, the researcher can conclude learners faced the following problems when speaking the target language: lack of practice of the oral area of the language, pronunciation problems, embarrassment, fear, panic, insecurity when speaking the language due to the learners did not know if the sentences were correct. Also, students struggled with grammatical structure of the language (verb, verb tenses, and transitional words), vocabulary, but students especially needed to put into practice the oral production of the language since it

was the main difficulty learners presented. As mentioned before, if students do not practice, the learners will not learn.

### **5.1.2. To Apply Communicative Activities to Encourage Students to Increase English Speaking Oral Skills in the Language Classroom**

In order to achieve the specific objective number two, the researcher first needed to know the current English level the learners had. The way to obtain this information, the researcher used not only the observation class applied; the investigator also used the interview responses of the teacher in which the professor affirmed that 10-2 students were actually between the basic and low English level. Additionally, the students on the pre-questionnaire (see figure 8) also answered they had a basic (represented by 16 students) and low (represented by 8 students) English level. The idea to have knowledge about the English level average of the students was in order to have a better understanding and consciousness about their English situation; in that way the researcher might know which communicative activities to develop for the group 10-2.

Therefore, it was also important to have into consideration the preferences of the students when they were asked to complete an assignment. To this, the student-teacher used the answers of the students on the pre-questionnaire illustrated on figure 9, and with the answers of the teacher from the interview. Based on this information, the investigator decided to select activities in which the students had to work in pairs, but there were also activities that required the participation of the entire group in order to accomplish the task. This was really important due to the fact that the use of group work or pair work will help to promote and increase the speaking ability of the students during the English classes (Bailey, 2004, p. 55). Also, through this, the students could work and help each other the moment the learners felt

insecurity. Besides, the intention to use pair or group work was to promote communicative activities without isolating the students in front of other learners during the class.

Additionally, the participation of the teacher during the communicative activities was highly important. The reason is that according to Mrs. Trejos (teacher in charge of 10-2 group), learners needed a leader to help, motivate, and force them to use the target language despite of the mistakes or fear the learners had based on the poor amount of English used in the English classes which consisted on a less of a 30% from Trejos point of view.

In order to encourage students to increase English speaking oral skills in the language classroom, the researcher mostly had to take into account the weaknesses, strengths of the students and let them know the mistakes made during the communicative activities. According to Bailey, on the second principle of speaking, the author mentioned the teacher should bring the students accuracy and fluency practice without interrupting them to make corrections while the students speak (Bailey, 2004, p. 55).

Furthermore, on figure 11 during the implementation of the communicative activities, the learners showed during each activity applied an important improvement on reducing their fear and nervousness at the moment of speaking. Besides, the frequency in which students increased their confidence was notorious on figure 14.

Moreover, the implementation of communicative activities such as Storytelling, Spot the difference, Information gap, Discussion, and Role-play demonstrated that learners felt encouraged during the development of the activities. The reason was the growth in a productive manner, as well as the interest and enthusiasm of students (represented on figure

19) on the frequency in which learners expressed ideas and opinions during the English speaking oral skills of the language.

Despite the students had some trouble during the communicative activities applied (see figure 20), the learners made a great effort to create accurate sentences during the activities. Additionally, on the post activities of the learners, group 10-2 received a review in general of the grammatical areas in which the students presented deficiencies. This, with the purpose to overcome the issues the moment the learners spoke the language.

After the previous points, the researcher can conclude that after implementing the communicative activities with the 10-2 group students from Marco Tulio Salazar National Virtual High School, the results showed that learners did not only enjoy the activities, but also were able to increase in a positive way the oral skills of the language.

### **5.1.3 To Evaluate the Effects of the Different Communicative Activities Applied in the English Tenth Grade Language Classroom Marco Tulio Salazar National Virtual High School.**

The pre-and post-questionnaire of students are related to the third specific objective since the instruments mentioned will help to evaluate the effects of having applied the different types of communicative activities to the tenth grade students.

Figure 21 on chapter IV, illustrates that students presented an important growth on the interest of the English subject after the implementation of the communicative activities. Also, another positive effect the learners presented was the desire of the students to increase and to successfully accomplish the speaking area of the language. The reason was that all twenty-four students considered they obtained good results since at the end of the activities students could

create simple sentences in the target language. Besides, the students felt an improvement on the listening and the reading area of the language as well. They felt fulfilled especially on the listening area, since the learners had to pay attention to what the other students said and vice versa during the communicative activities. These activities were considered hard to the learners because they required an interchange of information to accomplish a task, as in the case of the Information gap, the Storytelling, and Spot the difference.

In addition, despite that students were not so excited to put in practice the oral area of the language at the beginning, on the third communicative activity (the Information gap activity), learners were even impatient to develop the communicative activity (see figure 23). After the communicative activities, the feeling of students to practice the oral expression of the language significantly increased and it is stated on the post-questionnaire in which almost the whole class manifested to like a lot the practice of oral production of the English language.

Besides, the enthusiasm to continue using communicative activities in the English class was another notorious improvement. This, because according to the students and teacher answers on the instruments applied, the learners almost never used activities which inspired them to practice the oral skill of the language. However, the learners on the post-questionnaire on figure 24 demonstrated that a majority of them, represented on 21 students, the desire to continue using communicative activities. Only three of the learners mentioned the desire to use the activities just sometimes. The previous meant that learners felt motivated; and despite, they continue having difficulties the moment they want to keep practicing the activities. Hence, the students felt that their confidence also increased during and after the communicative activities.

Equally important, it is the feeling of the learners on the pre and post communicative activities. On figure 26, fear and frightening of learners was reduced on the post questionnaire. As a consequence, the confidence of the students grew; and finally, the majority of the students felt less scared, comfortable and even two females added to feel calmer and with confidence to speak the language in front of the class. Eventually, this was a positive improvement to the learners in study. It is important to clarify that despite few learners still have fear and frightening when speaking the language, the number of students who manifested the same feeling as in the pre-questionnaire, were only 4 students out of the 24.

Finally, despite that the amount of time was not enough to change the English level of the students exponentially; the students expressed on their majority (11) to increase quite a lot their English level as represented on figure 27. Also, 9 students believed the growth of the English level considerably after the implementation of the communicative activities. And the rest, only 4 students, believed to have a little improvement after the whole communicative activities were done.

The previous results demonstrated that through the correct implementation of the tools, in this case the communicative activities based on the communicative language teaching, the objectives stated at the beginning of the study were successfully accomplished. Fortunately, the communicative technique applied to the tenth grade students from Marco Tulio Salazar National Virtual High School on a night shift system showed excellent results in the oral production of the language of the students.

## 5.2 Restatement of the Research Question

The purpose of the main objective of the present investigation was to analyze the effect of applying communicative activities as encouraging tools to improve English speaking skills in the language classroom in tenth grader students at Marco Tulio Salazar National Virtual High School of Liceo Calle Fallas during the last quarter of 2017; The main purpose of applying different types of communicative activities, it was to analyze the behavior of the students during the pre and post application of the communicative activities. In order to analyze this purpose, the researcher developed some instruments that were used to measure the results of the learners. Also, what the researcher wanted to obtain from these results at the end of the implementation, it was to know if communicative activities were or not an effective tool to encourage students to improve English speaking skills in the classroom.

There were different communicative activities applied to the tenth grade students of the night shift high school. In total, the activities applied were six. Those activities had a relationship to the target content that learners were studying. Before the students developed the communicative activities, an observation class check-list, a diagnostic teacher interview, and a questionnaire to students were applied in order to notice the perception of the speaking area of students on the English language. Later, a progress check-list was applied to the students during the development of the communicative activities to see their reaction among the activities. Finally, a post-questionnaire to students was also administered again to obtain the feeling and perception of students about the use of the communicative activities to increase the speaking skill of the English language during the lessons.

To sum up, the analysis on the pre and post questionnaire answers to students, and the progress check-list to them, demonstrated very positive results. They definitely encouraged

learners to improve and use the speaking English area of the language. Therefore, the present researcher concluded that it was not necessary to make changes on the main objective proposed in chapter I.

### **5.3. Unexpected Results**

During the investigation the researcher noticed that learners felt more comfortable when expressing ideas and thoughts in the target language. Also, the students manifested on the post-questionnaire an improvement on the reading and listening skills of the language. Additionally, the investigator saw that every time the students made communicative activities, the learners understood instructions in a more positive way. In addition, students commented to remember vocabulary after the implementation of the communicative activities and they improved their grades during the last quarter.

### **5.4 Recommendations**

After being observed and analyzed the before, during and after the implementation of all communicative activities and instruments on the tenth grade students at Marco Tulio Salazar National Virtual High School, the present investigator considered that some important aspects should be taken into account by any other researcher who will like to use communicative activities to improve and encourage the students speaking skills of the English language.

The first point is that the researcher considers important to substitute the pre and post-test for a debate activity in which students bring their agreement and disagreement about a particular topic given instead of having to imagine hypothetical situations, that if well the storytelling achieved its purpose, some students made a lot of noise after they gave the

statement for the story. Besides the researcher noticed, that in the storytelling the students had a lot of time to think about their statements, and the student-student interaction was not as fluid as in the other communicative activities.

As a second point, the researcher considers necessary to add another criteria to the progress check-list of students that will measure the student-student interaction between the communicative activities. The reason is to evaluate which activities are more profitable to enhance the implementation of the oral production of the language.

The third point consists on implementing an interview with the students. Its purpose will be to know the likes of the students. In this way, the researcher may understand more about the interests and social life of the students. The choice of topics according to the likes of the students in order to improve the motivation and participation might be easier; and thus, the improvement of the oral expression skills of the students. In some cases, it was plain to see that students were not as enthusiastic about carrying out the communicative activity, as an example the role play at the beginning of the activity.

As a fourth point, the grammar review of the language before the implementation of the communicative activities. The present researcher considers that a very good idea will be that a week before the use of the communicative activities, to make a short review of grammatical structures and verb tenses of the language. This, in order that the investigator may notice sometimes learners struggle with grammatical structures of the language and verb tenses. The reason is that students do not remember basic structures of the language, due to the fact that learners rarely put into practice previous concepts studied. As a consequence, it will be very productive if students make a review before the communicative activities in order to feel more motivated the moment they have to speak in the target language.

Point number five is dedicated to work on pronunciation of the language. During the investigation and the implementation of the communicative activities, the researcher saw that learners were also afraid, and they did not want to speak since the learners presented fear of wrong pronunciation of words. For this reason, the researcher considers viable that learners practice the pronunciation of the vocabulary required first for the communicative activities; which in the case of the present investigation, the communicative activities were connected to the target content the learners were studying.

As point number six, the researcher states that for further investigations on the same topic, it is recommended to implement the communicative activities on lower grade students in order to overcome the fear to use the target language of learners on an early stage of the learning process.

To conclude, the present investigator considers suitable for further investigations the option to work on grammar and pronunciation techniques in order to improve the fluency and pronunciation of the oral production of the English language.

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## Appendix 1

### Pre-test

#### Storytelling Communicative Activity

ENGLISH – EDUCACION DIVERSIFICADA - 10th GRADE

Target content: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE

Remember to use the simple past tense when create the sentences as well as transitions words between sentences.

**Instructions:** the teacher will introduce to the students a first paragraph related to the target content about: Cause and Effects of Natural Resource Misuse. Then, the teacher will ask to the students to make a circle, and then, the teacher reads an introductory paragraph of the story. Next, each student, one by one has to add something new to the story while the teacher writes all the ideas and sentences created by the students in her computer or in a paper. Besides, the teacher emphasizes to the students the importance of the closure in the story, so the students most to be aware in order to follow the sequence of the story in order to conclude it, in the best possible way. At the end, the teacher will read the story created by the students.

#### Teacher- introduction:

Two weeks ago, Angelina Jolie was walking in the middle of San José down town. She was very happy to visit the most beautiful country of the world, but then, she saw a lot of garbage in the street, and a lot of contamination in the rivers because people throw many kinds of waste everywhere, provoking pollution in our country and in the world.....

Students' Production:

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## Appendix 2

### Spot the difference

On this activity the students will work on the vocabulary of the language.

Instructions: first, the teacher organizes the students in pairs. Then, the teacher hands out to each couple two pictures which contains some differences. Then, the teacher explains to the students that without showing each other the pictures, they have to ask yes/no question by taking turns in order to find the number of differences indicated by the instructor. The teacher will reward the students' effort by giving the three couples who finish first a chocolate.

Time: 25 minutes

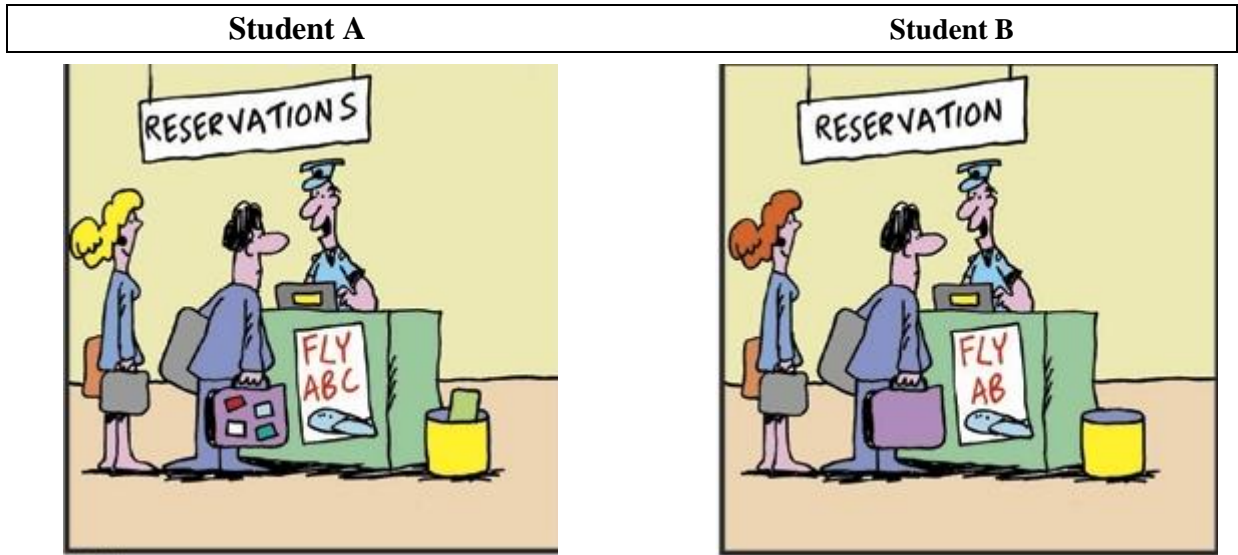
Picture #1

Does your picture have a....?  
 Is there a..... in the picture?  
 There is..... one..... in the picture?  
 There are.....two/three/four or more.... In the picture?  
 Is he/she wearing a.....?

man      woman suitcase  
 garbage trash      hair  
 stickers      sign      garbage  
 letter              missing

Spot the 6 differences in the picture

Spot the 6 differences in the picture



Answer key: 1. "S" left off Reservation      2. Stickers on man case      3. Woman hair  
 4. Sign on counter 5. No rubbish in garbage trash      6. "C" left off FLY ABC

## Picture # 2

Does your picture have a ..... ?  
 Is there a..... in the picture?  
 There is..... one..... in the picture?  
 There are.....two/three/four or  
 more.... In the picture?

Lamp shade    nose    Hole    cat  
 painting    bigger    wearing  
 glasses    mouse    man  
 small    walls    pants

Spot the 5 differences in the picture

**Student A**



Spot the 5 differences in the picture

**Student B**



**Answer key**

1: Man is wearing glasses. 2: Painting at top left is missing. 3: Cat has no nose. 4: Mouse-hole is bigger. 5: Design on lamp shade missing.

## Appendix 3

### Jigsaw activity (Picture Matching Description)

**Time: 30 minutes**

#### Instructions

Step 1: the students have to work in pair or in in order to complete a divided message (based on the content: Common Illness and new Diseases and Epidemics). For this activity, the teacher gives to the half of the class, let say group A, a disease tittle with a picture that describes it. Then, the teacher will give to each student of the B group the definition of a disease.

Step 2: each person in the group A, will have a different picture disease that will have to match it, with the rest of the information (the description) obtained from the group B.

Step 3: the students have to ask question regarding to the pictures and the text in order to identify the correct description according to the symptoms' description.

If you..., will you have...fever, stomachache, .....?

If I eat too much sugar, I will have insulin problems... tooth decay ...?

It happens when the body does not produce .....?

One symptom of this illness/disease is:

How Does ..... spread?

What are the symptoms of the illness?

What's the most affected African country?

Headache - Red eyes - chills - abdominal pain - cough - runny nose - weakness - coughing - red spots - fever for about four days - strong pain in the chest - hematoma of tissue

Cramps - fever - sore throat - muscle pain - throat inflammation - head pain - neck pain - high blood sugar - insulin problems - eating disorder - obsessive fear of gaining weight -



(Student A)

Flu

**It is also called influenza, is a respiratory infection caused by a virus.** It is a common, contagious illness that is like a very bad cold. The symptoms are **high fever (over 100 °F), cough, sore throat, stuffy or runny nose, muscle pain, and weakness.**



(Student A)

### **Ebola**

**Symptoms of the virus include a sudden high fever, a headache, a sore throat, intense weakness, muscle pain, bleeding and central nervous system damage. There is no vaccine or cure**



(Student A)

### **High Blood Pressure**

**More men than women have it, and it usually begins in middle or old aged persons. It sometimes runs in families. It can provoke a heart disease.** If you have high blood pressure, what can you do about it? If you are heavy, losing weight will help. Some patient's blood **it goes down when they reduce eating over salted food. Other people can be better by learning how to relax and by doing the right kind of exercise.**



(Student A)

### **Measles, or Rubella**

**Measles, or rubella, is a viral infection of the respiratory system. Measles is a very contagious disease that can spread through contact with infected mucus and saliva. An infected person can release the infection into the air when they cough or sneeze.**

**Its symptoms are: high fever, cough, runny nose, and red, watery eyes (conjunctivitis).**

**Two or three days after symptoms begin, tiny white spots (Koplik spots) may appear inside the mouth.**



(Student A)

### **Sore Throat**

**A sore throat refers to pain, itchiness, or irritation of the throat. It may cause difficulty swallowing food and liquids, and the pain may get worse when you try to swallow. Throat pain is the primary symptom of a sore throat.**



(Student A)

### Earache

Earaches usually **occur in children**, but they **can occur in adults** as well. It **may affect one or both ears**, but **the majority of the time it is in one ear**. It may be constant or come and go, and **the pain may be dull, sharp, or burning**.



(Student A)

### Stomachache

A stomach ache, including abdominal **cramps** or **abdominal pain**, **flatulence**, **indigestion**, and **constipation**. It doesn't usually last long and isn't usually caused by anything serious.



(Student A)

### Toothache

A toothache refers **to pain in and around the teeth and jaws** that's usually **caused by tooth decay**.

You may feel toothache in many ways. It can come and go or be constant. **Eating or drinking can make the pain worse**, particularly if the food or **drink is hot or cold**.



<b>(Student B)</b>	<b>ILLNESSS:</b> _____
Does the illness cause respiratory infection?	Yes _____ no _____
Does it has another name?	Yes _____ no _____
Does the illness is caused by a virus?	Yes _____ no _____
If I have it, will it be very contagious?	Yes _____ no _____
It produces high fever?	Yes _____ no _____
Could you tell me about the symptoms of the illness? If you have it, will you have....?	
<b>SYMPTOMS: cough, sore throat, stuffy or runny nose, muscle pain, and weakness.</b>	



<b>(Student B)</b>	<b>ILLNESSS:</b> _____
Does the illness produce high fever?	<b>Yes</b> _____ <b>no</b> _____
Does the illness produce headache?	<b>Yes</b> _____ <b>no</b> _____
Sore throat is another symptom of the illness?	<b>Yes</b> _____ <b>no</b> _____
Intense weakness and muscle pain are two symptoms of the illness?	<b>Yes</b> _____ <b>no</b> _____
Is there more symptoms of the illness that you can tell me?	<b>Yes</b> _____ <b>no</b> _____
Another symptoms: bleeding and central nervous system damage.	
Does it have a cure?	<b>Yes</b> _____ <b>no</b> _____
If you have it, will you have....?	



<b>(Student B)</b>	<b>ILLNESSS:</b> _____
Does it affects women and men equally?	<b>YES</b> _____ <b>NO</b> _____
Does it affect middle or old aged people?	<b>YES</b> _____ <b>NO</b> _____

What can provoke the illness?	YES _____	NO _____
If the patient reduces salted food, they can be better?	YES _____	NO _____
Which are another way to feel better? _____		



(Student B)

illness or disease: \_\_\_\_\_

Is that a viral infection of the respiratory system? YES \_\_\_\_\_ NO \_\_\_\_\_

Does it is very contagious disease? YES \_\_\_\_\_ NO \_\_\_\_\_

Could you tell me about its symptoms?

**They are: high fever, cough, runny nose, and red, watery eyes (conjunctivitis).**

It is an illness or a disease? ILLNESS \_\_\_\_\_ DISEASE \_\_\_\_\_

How does it spread?

**R/ IT can be spread through the contact with infected mucus and saliva. An infected person can release the infection into the air when they cough or sneeze.**

What happen two or three days after symptoms begins?

**R/ tiny white spots may appear inside the mouth.**



(Student B)

illness or disease: \_\_\_\_\_

It is an illness or a disease? ILLNESS \_\_\_\_\_ DISEASE \_\_\_\_\_

Does it produce itchinness and irritation? YES \_\_\_\_\_ NO \_\_\_\_\_

Does it cause difficulties when swallow? YES \_\_\_\_\_ NO \_\_\_\_\_

Which is its primary symptom? \_\_\_\_\_



(Student B)

illness or disease: \_\_\_\_\_

Does it occurs in children? YES \_\_\_\_\_ NO \_\_\_\_\_

Does it affect a part of the body? YES \_\_\_\_\_ NO \_\_\_\_\_

The part of the body that is affected is the ear? YES \_\_\_\_\_ NO \_\_\_\_\_  
 How is the pain? \_\_\_\_\_



(Student B)

illness or disease: \_\_\_\_\_

If you have it, will you have...?

Does the illness cause indigestion? YES \_\_\_\_\_  
 NO \_\_\_\_\_

Does it may be a serious illness? YES \_\_\_\_\_  
 NO \_\_\_\_\_

The illness may cause abdominal cramps or abdominal pain? YES \_\_\_\_\_ NO \_\_\_\_\_



(Student B)

illness or disease: \_\_\_\_\_

Does it can cause a pain around the teeth and jaws? Yes \_\_\_\_\_ NO \_\_\_\_\_

Does the problem is usually caused by tooth decay? Yes \_\_\_\_\_ NO \_\_\_\_\_

Eating or drinking can make the pain worse? Yes \_\_\_\_\_ NO \_\_\_\_\_

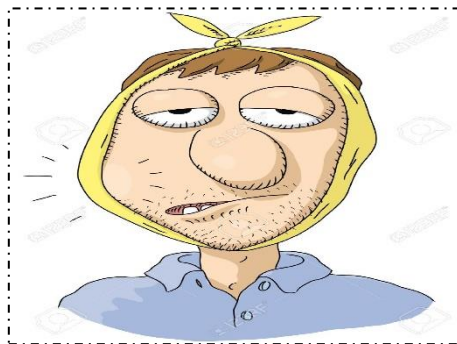
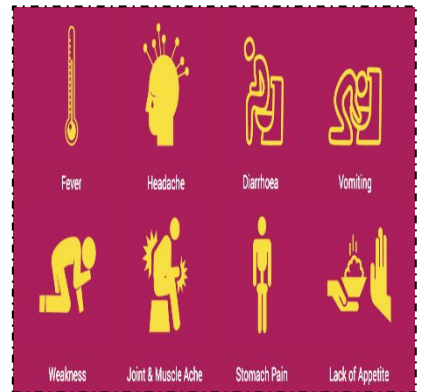
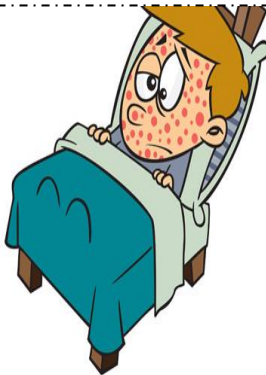
If you drink hot or cold beverages, will the illness get worse? Yes \_\_\_\_\_ NO \_\_\_\_\_

Student A-B

Blood Pressure



- . Fever
- . Red eyes
- . Cough
- . Muscle aches
- . Sore throat
- . Runny nose
- . White spots inside the mouth



## Appendix 4

### Discussions

Instructions: The students will work with the target content: Careers, Jobs, and Lifestyles by using the simple future will or going to when teacher asks students for the students' dream job or career.

First: the teacher plays an interview video regarding the topic (Careers, Jobs, and Lifestyles), then, the teacher asks the students to take notes about specific aspects. Second, the students will be sitting in a semicircle. Third, the teacher will use a small ball, in which each student will pass the ball, and the student with the ball must have to mention an important event about the video that he or she saw. Finally, the teacher will end the activity with a summary of what the students say, and finally ask students to indicate which they consider is the best job that better suits them.

**Materials need:** video, paper, pencil, small ball.

**Time:** 20 minutes.

### Practice

- ✚ Students will watch a video about jobs, then, they will answer questions orally.
- ✚ <https://www.youtube.com/watch?v=tLgNKRKSvDc>

Questions:

1. Which profession do you remember?  
Lynn: American Automobile Association.  
Lillian: flight attendant.  
Chris: physician  
Allan: actor.  
Ellen: domestic engineer/Housewife.  
Ken: English teacher.  
Elton: writer.  
Paula: salesperson / cosmetics  
Jack: plant manager.  
Patty: mailwoman.
2. Which job is more tired? Lillian or Chris?
3. If you study English as a career, what will be your job?
4. What do you know about domestic engineer?

## Appendix 5

### Role-play activity

The role-play activity is focus on the target content: Careers, Jobs, and Lifestyles. Also, the students have to practice the simple past, present and future tense of the language during the role-play.

Instructions: first the teacher divides the class into two groups (1 group is going to be the interviewer and the group 2 will be the applicants). Second, the teacher explains to the students that the roleplay consist in a job interview for a new big hotel (Paradise) in the Guanacate. Third, each students of each group most have to take a paper wich contains the character such as doctor, lawer, dentist, teacher, Dj, writer, reporter, janitor, maid, waitress, chef, su-chef, priest, or engineering, that the students will performance. The teacher provides to the students helpfull sentences that will help them to have a better idea of the roleplay. The problem for the applicants is that there are only 10 or 8 vacancies for the hotel personnel.

After that, students change their roll.

Time: 30 minutes

### Interviewer



**Welcome to Paradise Resort!**

**What ids your name?**

**Which is your marital status?**

**Which position are you interesting in?**

**What can you offer to this hotel?....**

**Why should I hire you?.....**

**Why do you think you are better than the other applicants?**

**Ok, we will call you back!**

**Applicants**



**DJ**

**Offer concerts to the hotel guest**

**Play some music**

**Create a good and relaxing environment**



**Accounting:**

**Accounting staff members are in charge of making sure that the hotel is properly recording all of its income and expenses, paying its bills, taxes, and employees.**



**Hotel Manager:**

**The hotel manager is usually where the "buck stops." He or she is ultimately in charge of all aspects of the running of the hotel. He or she taking care about all the necessities, security, unconformities of the guest.**

**Chiropractor**

**Offer massages for the guest of the hotel**

**Therapy massages types:**

1. Aromatherapy Massage
2. Hot stone massage
3. Deep Tissue Massage
4. Thai Massage ( is more energizing than other forms of massage).
5. Pregnancy Massage
6. Reflexology
7. Sport massage

**Janitor**

**Keep the hotel clean**

**Clean bathrooms**

**Clean swimming pool**

**Gardener**

**To maintain the green areas of the hotel**

**Plant trees, flowers, bushes**

**Palms near to the beach and swimming pool**

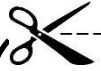
**Lawyer**

**Bring legal advisor**

**Be aware of all legal aspects of the hotel**

**Weddings**

**Divorce**



### **Reporter**

Investigate about the tours near to the area

Interview people from the hotel

Know the guest experience of the hotel

Make and interview to the hotel's owner

Interview the chef and staff of the hotel



### **Waiter/Waitress:**

**If the hotel has a restaurant, it also needs waiters and waitresses. In a hotel, the most requested meal is usually breakfast, so be prepared to work early hours.**

**The next most frequently served meal is dinner.**

**You will need to take guests' orders, and serve the meals, making sure they have everything they need. Some hotels allow guests to bill to their rooms, while others take payment. You will**



### **Executive Chef:**

**The executive chef plans the menus for all meals, according to hotel policies and guidelines.**

**He or she is in charge of supervising all other line cooks, sous chefs, and similar kitchen employees. He or she may also be in charge of ordering all of the food and maintaining a budget.**



### **Doctor**

**A doctor can help and cure a guest of the hotel when they are sick.**

**Emergencies**

**Families will feel secure**

**I'll be there whenever you need me 24/7-365 days**



### **Housekeeping:**

**Having a quality housekeeping staff on the premises ensures that the hotel is clean, rooms are clean, and guests will return. As a member of housekeeping you may have to clean guest rooms, wash bedding and towels, replace toiletries that have been used, and clean other areas of the hotel**



### **Teacher**

**I can help foreigners with the language**

**The hotel can offer English- Spanish classes**

**Reduce communication problems**



### **Porters**

**As soon as a guest checks in at the front desk, the porter helps the guest take his or her luggage to the room and makes sure the room is acceptable to the guest. Often the porter is asked questions about other services at the hotel, so he or she should be knowledgeable of all the hotel has to offer. Porters are usually hired at full service hotels, not motels.**



### **Architect**

**Build new rooms for the hotel**

**Bigger pool**

**Remodeling hotel**

**Create new amazing attractions according to the costumers' needs**

## Appendix 6

### Post-test

ENGLISH – EDUCACION DIVERSIFICADA - 10th GRADE

#### Target content: Giving Advices (should/shouldn't)

Remember to use the simple past tense when create the sentences as well as transitions words between sentences.

### Storytelling Communicative Activity

**Instructions:** the teacher will introduce to the students a first paragraph related to the target content about: Giving Advices (should/shouldn't). Then, the teacher will ask to the students to make a circle, and then, the teacher reads an introductory paragraph of the story. Next, each student, one by one has to add something new to the story while the teacher writes all the ideas and sentences created by the students in her computer or in a paper. Besides, the teacher emphasizes to the students the importance of the closure in the story, so the students most to be aware in order to follow the sequence of the story in order to conclude it, in the best possible way. At the end, the teacher will read the story created by the students.

Teacher- introduction:

Once upon a time, Keylor Navas was very ill and did not know what to do. He had diabetes and cholesterol because he usually ate a lot of fast food. Also, he had a terrible cough because he smoke three packages of cigarettes every week.

Additionally, he has obesity, but he wanted to lose weight, but he did not how. Furthermore, he had terrible headache because he usually listened to the music so loud. Jonny, also slept in the couch because he watched TV until he felt asleep in the couch; as the result, he had a backache and also, felt dizzy and tired due to he didn't sleep enough.

So one day Keylor went to the Marco Tulio Salazar National Virtual High School and asked to the students of the group 10-2 a recommendation for all of his illnesses, so he asked the students what should he did to feel better.

One student, Hower, spoke first and recommended him that he

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## Appendix 7

<b>Observation class check-list</b>  <b>Group: _____</b>	<b>(4) Always</b>	<b>(3) Sometimes</b>	<b>(2) Rarely</b>	<b>(1) Never</b>
The teacher uses lesson plans for her classes				
The teacher uses printed material for her classes (book/ booklets)				
The teachers shows preparation and organization during her classes				
The students communicate among other in the target language				
The teacher encourages students to use the target language during her lessons				
The teacher uses communicative activities in her classes				
The teacher applies meaningful activities during her lessons				
The teacher uses authentic material in her lessons				
Students understand teacher instructions in the target language				
The teacher shows well class' management				
The teacher promotes the student-student interaction during the activities				
The teacher participates actively in the class' activities				
The teacher shows concern about the students learning				
The teacher constantly monitors the students doubts and questions				
The students speak in the target language during the English lesson				
Comments:				

## Appendix 8

Observation checklist to evaluate students' progress during the application of the communicative activities.

<b>Students' Progress Check-list</b>				
<b>Aspect to evaluate</b>	<b>(4) Always/ A lot</b>	<b>(3) Sometimes/ A little</b>	<b>(2) Rarely/ Very little</b>	<b>(1) Never/ Nothing</b>
Activity name: _____				
Students show afraid or nervousness at the moment of speak.				
Students show difficulties when speak the target language.				
Students are able to develop acceptable sentences in the target language.				
Students use target language in the class regularly.				
Students are able to carry instructions out.				
Students' fluency improve during the activity.				
Students express ideas and opinions during the activities.				
The activity adjusts to the group's oral competence level and needs.				
Students show interest in, and enthusiasm for, during the communicative activity.				
Students have trouble with vocabulary and structures.				
Comments:				

## Appendix 9

<b>Teacher Communicate Activities Observation Check-list</b>				
Activity name: _____	(4) Always	(3) Sometimes	(2) Rarely	(1) never
Students work in negotiation of meaning during the communicative activity.				
Teacher promotes and facilitates the student's communication in the classes during the communicative activity.				
The teacher works as the students' advisor during the communicative activity.				
Teacher monitors students' performance during the communicative activity.				
The teacher answers students' doubts and questions during the communicative activity.				
The students' work in groups such as small groups, pairs or triads during the communicative activity.				
The students feel motivated by the professor during the communicative activity.				
The students are able to share ideas and express their own opinions during the communicate activity.				
The students are capable to use different linguistic forms to transmit one same meaning during the communicative activities				
The students acquire the four language skills during the communicative activity.				
The teacher emphasizes oral production skills during the communicative activity.				
The students learn about cohesion and coherence of the English language during the communicative activities.				
Students' errors are tolerated by the teacher during the communicative activities.				
Comments:				

## Appendix 10

Thank for helping the present investigator to improve the methodology in oral communication in the institution. Please answer the following questions by providing real information to what really occurs in your English classes. This interview is focus on speaking production. Please mark with an (X) inside of the parenthesis the answer that most adjust to the question.

### Diagnostic Teacher interview

Objective: The purpose of this interview, is to gather information of the group in study, in order to analyze the answers provided by the teacher. Through this, the investigator will have a better understanding of the group interaction, level, and needs according to the teacher point of view and experience.

1. Do the students find English classes entertained?
  - a) Never
  - b) Rarely
  - c) Sometimes
  - d) Always
2. Do your students interact among themselves in the target language?
  - a) Never
  - b) Rarely
  - c) Sometimes
  - d) Always
3. In general what is the tenth grade students' English level?
  - a) Low
  - b) Basic
  - c) Intermediate
  - d) High

How many students do you consider have a high English level in your class?

\_\_\_\_\_students

How many students do you consider have an intermediate English level in your class?

\_\_\_\_\_students

How many students do you consider have a basic English level in your class?

\_\_\_\_\_students

How many students do you consider have a low English level in your class?

\_\_\_\_\_students

4. How much is the general amount of English language used by your tenth grade students during your class?

- a) 0%
- b) Less than 30%
- c) Between 30 and 50%
- d) Between 50 and 75%
- e) Between 75 and 90%
- f) 100 %
- g) Other \_\_\_\_\_

5. How frequently do the students practice oral production inside of the class?

- a) Never
- b) Almost never
- c) Sometimes
- d) Regularly
- e) Always

6. How often do you use communicative activities in your lessons?

- a) Never
- b) Almost never
- c) Sometimes
- d) Regularly
- e) Always

7. How difficult is for the students to communicate orally in the target language?

- a) Very difficult
- b) Slightly difficult
- c) Regular
- d) Little easy
- e) Easy

8. How do the students usually work?

- a) Alone
- b) Pairs
- c) In groups
- d) Whole group

9. Which areas of the language do consider the students most need to work on? Why?

- a) Speaking
- b) Listening
- c) Reading
- d) Writing

10. How much do you consider that Communicative Activities are important for the students learning process?

- a) Highly important
- b) Few important
- c) Irrelevant

11. What do you consider is the major problem when students speak in the target language?

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12. Based on your experience what is the best way to increase student-student interaction?

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## Appendix 11

**Pre-Questionnaire for students**

Group: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

- Instructions: The document that you are going to fill is a method that will be used with the purpose to obtain the needed information for an investigation project of the International University of the Americas. The information that you bring in this questionnaire will be absolutely confidential and it does not require to bring personal data. Please mark an (X) in the boxes that you most identify you, please if necessary that you complete ALL the questions below.

1- Do you like English subject?

- a) Nothing
- b) Little
- c) A lot

2- Are you interesting in learning English? If your answer is not please explain why?

- a) Nothing
- b) Little
- c) A lot

3- In which areas of the English language are you considered strong?

- a) Speaking
- b) Listening
- c) Reading
- d) Writing

4- Which area of the English language do you consider you need to work on? Why?

- a) Speaking
- b) Listening
- c) Reading
- d) Writing

5- How often do you speak English in class?

- a) Never
- b) Almost never

- c) Sometimes
- c) Regularly
- d) Always

6- Do you like to practice oral expression?

- a) Nothing
- b) Little
- c) A lot

7- How do you feel when you have to talk in English in front of the class?

- a) Ashamed
- b) Frightened
- c) Little scared
- d) Comfortable

Other \_\_\_\_\_

8- What English level do you consider you have?

- a) Low
- b) Basic
- c) Intermediate
- d) High

9- How do you prefer to complete oral activities?

- a) Alone
- b) In pairs
- c) In groups
- d) Whole class

10- How often do you use communicative activities in the English lessons?

- a) Never
- b) Almost never
- c) Sometimes
- d) Regularly
- e) Always

## Appendix 12

**Post- questionnaire for students** Group: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

- **Instructions:** The document that you are going to fill is a method that will be used with the purpose to obtain the needed information for an investigation project of the International University of the Americas. The information that you bring in this questionnaire will be absolutely confidential and it does not require to bring personal data. Please mark an (X) in the boxes that you most identify you, please is necessary that you complete ALL the questions below.

1- After the application of Communicative Activities, have your interest for the English subject increased?

- a) A lot
- c) Little
- d) Nothing

2- Which English areas do you consider you have improved after the application of the Communicative activities?

- a) Speaking
- b) Listening
- c) Reading
- d) Writing

3- After the application of the communicative activities, do you like to practice oral expression?

- a) Nothing
- b) Little
- c) A lot

4- How often would you like to continue using Communicative activities during the English lessons?

- a) Always
- b) Sometimes
- c) Never

5- How much do you think your confidence has increased when you speak English in front of the class after the application of the communicative activities?

- a) A lot
- b) Quite a lot
- c) Little
- d) Nothing

6- How do you feel when you have to talk in English in front of the class after the application of the communicative activities?

- a) Ashamed
  - b) Frightened
  - c) Little scared
  - d) Comfortable
- Other \_\_\_\_\_

7- How much do you consider your English level has increased?

- a) A lot
- b) Quite a lot
- c) Little
- d) Nothing

## Appendix 13

### 1- Lesson Plan (see appendix 1)

#### ENGLISH - EDUCACION DIVERSIFICADA

School: Marco Tulio Salazar National Virtual High School

Level: 10th grade

Student-Teacher: Stephanie Ramos Mata

#### TARGET CONTENT N° 6: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Identifying text types.</li> <li>Eliciting language spoken at normal speed with some interference.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Discussing alternative possibilities and their consequences.</li> <li>Criticizing.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> <li>Understanding the communicative value (function) of sentences and utterances.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Redrafting writing tasks already given, with support guidance. Expressing and justifying ideas, opinions or personal points of view.</li> </ul>	<p>Natural resources:</p> <p>A solution could be ____.</p> <p>I think/believe that ____.</p> <p>I agree/don't agree ____.</p> <p>It's better to ____.</p> <p>What about ____, etc.</p> <p>____ may be correct ____.</p> <p>I would ____.</p> <p>Functions:</p> <p>Instructing others to do something.</p> <p>Stating cause and effect.</p> <p>Expressing opinions</p>	<p><b>WARM UP</b></p> <p>Students create a brainstorm about the different types of pollution.</p> <p><b>PRESENTATION</b></p> <p>The teacher reads a short story about pollution.</p> <p><b>PRACTICE</b></p> <p>The students practice on vocabulary of the language.</p> <p><b>PRODUCTION (1° Communicative Activity)</b></p> <p><b>Practice the past tense of the language, as well as the use of linking and transitions words in context.</b></p> <p>The students work on a Storytelling.</p> <p>The teacher introduce a small paragraph of the story. Then one by one, the students have to complete the story.</p> <p><b>CLOUSURE</b></p> <p>Students commented the activity.</p>	<p>Appreciation of natural resources.</p> <ul style="list-style-type: none"> <li>Commitment to sustainability</li> <li>National and international campaigns to preserve natural resources.</li> <li>Importance of preserving our flora and fauna.</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Ways used in Costa Rica and in other countries to preserve the environment.</li> </ul>	<p>Getting the gist from spoken messages.</p> <ul style="list-style-type: none"> <li>Skimming, scanning, making inferences, etc.</li> <li>Summary of spoken /written texts.</li> <li>Analysis of ideas expressed, opinions or reasons about different topics.</li> <li>Production of pieces of writing with appropriate use of the language.</li> </ul>

## Appendix 14

### 2- Lesson Plan (see appendix 2-3)

School: Marco Tulio Salazar National Virtual High School

Level: 10th grade

Student-Teacher: Stephanie Ramos Mata

Target Content: N° 9: COMMON ILLNESSES AND NEW DISEASES AND EPIDEMICS

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING • Drawing inferences. • Identifying the purpose of short messages.</p> <p>SPEAKING • Making themselves understood with little or no difficulty. • Formulating propositions and doubts and answering questions.</p> <p>READING • Selecting written material that is appropriate to their competence to read independently. • Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</p> <p>WRITING • Structuring ideas. • Linking sentences and paragraphs.</p>	<p>Common illnesses, diseases, epidemics and prevention: What's the matter? How do you feel? Have you seen a doctor? Do you know about ___? You need to take/drink/stay in bed etc. What are the symptoms of ___? What are some sexual diseases? Etc.</p> <p>Functions: Requesting and offering information on symptoms of different common diseases, epidemics and illnesses. Expressing concerns about others' health</p>	<p><b>WARM UP</b> Spot the difference activity.</p> <p><b>PRESENTATION</b> Students watch a video about common illnesses <a href="https://www.youtube.com/watch?v=A2WM6QCMpcw">https://www.youtube.com/watch?v=A2WM6QCMpcw</a></p> <p><b>PRACTICE</b> Students review vocabulary Booklet practice</p> <p><b>PRODUCTION</b> 1° practice vocabulary of the language. 2° Practice the present tense, and the use of the first conditional of English language. Teacher applies the Information gap activity. About common illnesses and diseases</p> <p><b>CLOSURE</b> Students talk about the activity.</p>	<p>Tolerance towards the others • Respect for own body</p> <p>• Sharing with others • Solidarity with others • Appreciation for public health</p> <p><b>CULTURE •</b> Compare diseases found in Costa Rica and those found in English speaking countries</p>	<p>Production / interpretation of ads, notes, passages.</p> <p>• Getting the gist from spoken or written messages.</p> <p>• Summary of spoken /written texts.</p> <p>• Expressions of ideas expressed, opinions or reasons about different topics</p>

## Appendix 15

### 3- Lesson Plan (see appendix 4)

School: Marco Tulio Salazar National Virtual High School

Level: 10th grade

Student-Teacher: Stephanie Ramos Mata

Target Content: N°1: CAREERS, JOBS AND LIFESTYLES

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Eliciting language spoken at normal speed with some interference.</li> <li>Understanding ideas and information in the text through making inferences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Speaking with intelligible pronunciation and intonation.</li> <li>Making themselves understood with little or no difficulty.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> <li>Understanding the communicative value (function) of sentences and utterances.</li> </ul>	<p><b>Careers, jobs, lifestyles:</b></p> <p><b>Which professions are ___? What professions do you ___?</b></p> <p><b>What do you know/think of ___? Are there as many ___ as ___?</b></p> <p><b>Which are the benefits of ___? I'd like (to) ___ because ___.</b></p> <p><b>How much does a ___ earn/cost at ___? What does he/she do? Where can you major in ___? ___ is better than ___.</b></p>	<p><b>WARM UP</b></p> <p>Teacher ask students about the difference of a job and carrier.</p> <p><b>PRESENTATION</b></p> <p>Teacher introduce a list of the different jobs and carries through pictures.</p> <p><b>PRACTICE</b></p> <p>Students study vocabulary and work on the booklet exercise.</p> <p><b>PRODUCTION</b></p> <p><b>Work on the future tense of the language.</b></p> <p>Discussion activity.</p> <p>Students watch a video about the jobs.  <a href="https://www.youtube.com/watch?v=tLgNKRKSvDc">https://www.youtube.com/watch?v=tLgNKRKSvDc</a></p> <p>Then the students have to responds some questions and that teacher will ask to enhance the students conversation</p> <p><b>CLOSURE</b></p> <p>Students talk about their dream job</p>	<p><b>Effort to do the best</b></p> <ul style="list-style-type: none"> <li>Self-realization</li> <li>Respect for others' activities, interests and abilities.</li> <li>Appreciation for equal job opportunities for men and women.</li> <li>Mention the cultural aspects bound to each profession.</li> <li>Responsibility to complete a task</li> <li>Honesty</li> </ul>	<p><b>Production of interviews on topics such as: sports, music, jobs and others.</b></p> <ul style="list-style-type: none"> <li>Production / interpretations of ads, notes, passages.</li> <li>Getting the gist from spoken or written messages.</li> <li>Analysis of ideas expressed, opinions or reasons about different topics.</li> <li>Role-play of situations.</li> </ul>

## Appendix 16

### 4- Lesson Plan (see appendix 5)

School: Marco Tulio Salazar National Virtual High School

Level: 10th grade

Student-Teacher: Stephanie Ramos Mata

Target Content: N°11: CAREERS, JOBS AND LIFESTYLES

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Eliciting language spoken at normal speed with some interference.</li> <li>Understanding ideas and information in the text through making inferences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Speaking with intelligible pronunciation and intonation.</li> <li>Making themselves understood with little or no difficulty.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Making effective use of resources to vary the style and scope of their own writing.</li> </ul>	<p><b>Careers, jobs, lifestyles:</b></p> <p><b>Which professions are ____? What professions do you ____? What do you know/think of ____? Are there as many ____ as ____? Which are the benefits of ____? I'd like (to) ____ because ____.</b></p> <p><b>How much does a ____ earn/cost at ____? What does he/she do? Where can you major in ____? ____ is better than ____.</b></p>	<p><b>WARM UP</b></p> <p>Review of vocabulary</p> <p><b>PRESENTATION</b></p> <p>Students brought a picture of their parents job</p> <p><b>PRACTICE</b></p> <p>Students create sentences related to the topic</p> <p><b>PRODUCTION</b></p> <p><b>The students will work on the simple present, past tense, and simple future tense of the language during the development of the activity.</b></p> <p>Role-play communicative activity</p> <p><b>CLOSURE</b></p> <p>Job riddle activity</p>	<p><b>Effort to do the best</b></p> <ul style="list-style-type: none"> <li>Self-realization</li> <li>Respect for others' activities, interests and abilities.</li> <li>Appreciation for equal job opportunities for men and women.</li> <li>Mention the cultural aspects bound to each profession.</li> <li>Responsibility to complete a task</li> <li>Honesty</li> </ul>	<p><b>Production of interviews on topics such as: sports, music, jobs and others.</b></p> <ul style="list-style-type: none"> <li>Production / interpretations of ads, notes, passages.</li> <li>Getting the gist from spoken or written messages.</li> <li>Analysis of ideas expressed, opinions or reasons about different topics.</li> <li>Role-play of situations.</li> </ul>

## Appendix 17

## Job Riddles

Can you find out who I am?



I move people around.  
I drive a car.  
I charge a fare.  
I drive a taxi.

I wear a uniform.  
I work in a surgery.  
I work in a hospital.  
I make sick people better.

I wear a uniform.  
I often have a gun.  
I conduct traffic.  
I catch thieves.

I wear a uniform.  
I am often a woman.  
I work in a hospital.  
I help a doctor.

I like the ocean.  
I have nets.  
I work on a boat.  
I catch fish.

I work outdoors.  
I work with cement.  
I wear a hard hat.  
I build houses.

I use markers or chalk.  
I work in a school.  
I have students.  
I give homework.

I work in the sky.  
I'm often a woman.  
I serve food and drinks.  
I'm usually good-looking.

I don't have a job.  
I stay at home.  
I am a woman.  
I take care of my family.

I wear a uniform.  
I travel a lot.  
People call me captain.  
I fly planes.

I put things together.  
I often work in shifts.  
I work in a factory.  
I work on an assembly line.

I work in an office.  
I make phone calls.  
I send emails.  
I make appointments.

I work on weekdays.  
I often work weekends.  
I have a cash register.  
I have a shop.

I wear a uniform.  
I often wear green.  
I have a gun or rifle.  
I defend my country.

I drive a tractor.  
I grow vegetables.  
I have animals in the field.

I work with scissors.  
I work in a salon.  
I wash, dry and brush.  
I cut hair.

I'm a sports star.  
I make a lot of money.  
I play for big clubs.  
I wear football boots.

I wear a uniform.  
I work in shifts.  
People in trouble call me.  
I put out fires.

I wear a uniform.  
I walk or cycle a lot.  
I don't like dogs.  
I deliver mail.

I wear a uniform.  
I drive a vehicle.  
I pick up people.  
I drive a bus.

I wear a white hat.  
I feed people.  
I work in a kitchen.  
I cook.

**Appendix 18**

Can you find out who I am?

ANSWER KEY

Taxi driver	Doctor	Police officer (police man/woman)
Nurse	Fisherman	Construction worker/builder
Teacher	Flight attendant	Housewife
Pilot	Factory worker	Secretary
Shopkeeper	Soldier	Farmer
Hairdresser	Football player	Firefighter (fireman)
Postman (mailman)	Bus driver	Cook Chef

## Appendix 19

### 5- Lesson Plan (see appendix 5)

School: Marco Tulio Salazar National Virtual High School

Level: 10th grade

Student-Teacher: Stephanie Ramos Mata

Target Content: Giving Advises

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>Eliciting language spoken at normal speed with some interference.</li> <li>Understanding ideas and information in the text through making inferences.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>Speaking with intelligible pronunciation and intonation.</li> <li>Making themselves understood with little or no difficulty.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> </ul>	<ol style="list-style-type: none"> <li>You should / shouldn't...</li> <li>If I were you, I'd...</li> <li>You really ought to...</li> <li>Why don't you...</li> <li>It would be a good idea to...</li> <li>I strongly advise you to...</li> <li>You could</li> <li>How about...</li> </ol>	<p><b>WARM UP</b></p> <p>Teacher asks students to give her an advice for a problem.</p> <p><b>PRESENTATION</b></p> <p>Magisterial explanation</p> <p>Students watch a video.</p> <p><a href="https://www.youtube.com/watch?v=uyd-eCfwqhg">https://www.youtube.com/watch?v=uyd-eCfwqhg</a></p> <p><b>PRACTICE</b></p> <p>Students practice on their booklets exercise</p> <p><b>PRODUCTION</b></p> <p>The students work on a Story telling.</p> <p>Students practice in giving advises, past tense, transitions by include it in the story telling II.</p> <p>The teacher introduce a small paragraph of the story. Then one by one, the students have to complete the story.</p> <p><b>CLOUSURE</b></p> <p>Review of grammar explanation.</p>	<p><b>Effort to do the best</b></p> <ul style="list-style-type: none"> <li>Self-realization</li> <li>Respect for others' activities, interests and abilities.</li> <li>Appreciation for equal job opportunities for men and women.</li> <li>Mention the cultural aspects bound to each profession.</li> <li>Responsibility to complete a task</li> <li>Honesty</li> </ul>	<p><b>Getting students familiar with different ways of giving advice/making suggestions.</b></p> <ul style="list-style-type: none"> <li>Analysis of ideas expressed, opinions or reasons about different topics.</li> </ul>