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TEMA:

**COMMUNICATIVE ACTIVITIES TO IMPROVE THE SPEAKING SKILL OF TENTH
GRADE STUDENTS AT UNIDAD EDUCATIVA ADOLFO KOLPING IN RIOBAMBA-
ECUADOR**

Autor:

Ing. Cruz Torres María Alejandra

Tutor:

MSc. Orozco Jurado Vanessa Viviana

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RESUMEN

Este estudio investigó el impacto de actividades comunicativas en la mejora de las habilidades de habla inglesa en estudiantes de décimo grado de la Unidad Educativa Adolfo Kolping. Se enfocó en cuatro actividades principales: diálogos, exposiciones, lectura en voz alta y juegos de habla, utilizando un diseño de prueba previa y posterior.

La evaluación se realizó mediante rúbricas que consideraban aspectos como tarea, precisión, fluidez, vocabulario, lenguaje corporal y confianza. Los resultados mostraron una mejora significativa en las habilidades orales de los estudiantes, pasando de un nivel "insuficiente" a "suficiente" según los estándares del Marco Común Europeo y Cambridge A2.

La lectura en voz alta resultó ser la actividad más efectiva, seguida por juegos de habla, exposiciones y diálogos. El mayor avance se observó en la pronunciación, con un aumento en la puntuación media de 1,13 a 2,26. Sin embargo, la fluidez continuó siendo el aspecto más difícil de mejorar.

El estudio destacó la importancia de abordar aspectos lingüísticos, confianza y lenguaje corporal para un desarrollo integral de las habilidades comunicativas. Los resultados confirmaron que las habilidades orales pueden mejorar significativamente a través de actividades comunicativas auténticas.

Basándose en estos hallazgos, se recomienda diseñar actividades específicas para mejorar la fluidez, desarrollar estrategias para fomentar el uso del inglés fuera del aula y mantener un enfoque en la pronunciación mediante ejercicios específicos.

PALABRAS CLAVE

Palabras clave: Actividades comunicativas; pronunciación; juegos de habla; lectura en voz alta; estrategias pedagógicas.

ABSTRACT

This research study explored the impact of communicative activities on improving English speaking skills among tenth-grade students at Unidad Educativa Adolfo Kolping. It focused on four main activities: dialogues, presentations, reading aloud, and speaking games, using a pre- and post-test design.

Assessment was conducted using rubrics that considered aspects such as task completion, accuracy, fluency, vocabulary, body language, and confidence. Results showed significant improvement in students' oral skills, progressing from an "insufficient" to a "sufficient" level according to the Common European Framework and Cambridge A2 standards.

Reading aloud proved to be the most effective activity, followed by speaking games, presentations, and dialogues. The most significant advancement was observed in pronunciation, with an increase in mean score from 1.13 to 2.26. However, fluency remained the most challenging aspect to improve.

The study highlighted the importance of addressing linguistic aspects, confidence, and body language for comprehensive development of communication skills. Results confirmed that oral skills can significantly improve through authentic communicative activities.

Based on these findings, recommendations include designing specific activities to enhance fluency, developing strategies to encourage English use outside the classroom, and maintaining a focus on pronunciation through targeted exercises.

This research underscores the potential benefits of adopting pedagogical approaches that prioritize authentic communication in the classroom for improving students' English speaking skills.

KEYWORDS

Keywords: Communicative activities: pronunciation; speaking games; reading out loud; pedagogical strategies.

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1 Chapter I: Introduction.

1.1 Research topic.

Communicative activities in the EFL speaking skill improvement.

1.2 Problem statement

There is a significant gap between theory and practice in effectively applying of speaking skills due to limited use of student's skill

1.3 Contextualization of the problem

Within the world today, there are countless benefits to the use of English language as a second language, considering that there are several aspects in which English is believed to be an exceptional language, being highly preferred and chosen for education, professional occupation, and communication among today's society (Pandarangga, 2015).

Furthermore, English is one of the main languages most used when speaking is essential due to its global reach. Has become a necessity of this era, taking into account that learning is based on the use and constant practice it is understood that English is not a luxury, but an undeniable necessity (Chávez-Zambano, et al., 2017).

Nowadays, English has an important place in Ecuador, understanding that it is beneficial in any aspect. In 2016, Ecuador implemented necessary and significant changes in its educational policies. Ministry of Education promote “To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students’ motivation to continue learning English throughout EGB and BGU, as well as work and beyond”. (Educación, 2016)

Despite the changes in the Curricular Reform, according to EF English Proficiency Index, Ecuador is in 80th place out of a total of 113 countries evaluated, classified as having a “Low Proficiency” level, obtaining a score of 467, and being in the penultimate position of the Latin American countries (EF, 2023).

However, at Unidad Educativa Adolfo Kolping at the beginning of the pandemic, learning difficulties increased, such as long-distance education, obstacles in feedback and evaluation on

English speaking skills, lack of digital resources with few or no internet connectivity, social isolation, and stress due to the physical presence of teachers and students. (Zawadka, et al., 2021)

Over time, the problems mentioned above have been solved in class and improved with various alternatives within education to prepare students' minds, confidence, and participation among all those who make up the class (Oliva, 2020). Considering all these aspects, the Unidad Educativa Adolfo Kolping teacher is looking to support students to improve their speaking skills and encourage them to speak fluently.

Communicative activities in teaching English are a modern way of language teaching. This practice is based on the idea that the best way to learn a language better and faster is through communication, with the opportunity to practice it actively. Students must use English to speak in conversational activities, as well as to listen and understand. (Aquino Rojas, et al., 2023)

1.4 Development- Prognosis

If it were not for the research, it would not have been possible to verify the significant changes in the oral skills of the students with the use of communicative activities, in the same way, confirm the improvement in the ability to interact in another language among classmates, also considering There could be changes in each student's confidence when sharing with native English speakers.

At the same time, if there is a positive change in the practice of speaking skills through communicative activities, the students' speaking skills will make a reliable improvement in communication regardless of the person or place.

1.5 Research Questions

- What is the impact of communicative activities, such as speaking games, reading out loud, dialogues and expositions, on the application of students' speaking skills at Unidad Educativa Adolfo Kolping?
- Which speaking sub-skills are improved with the use of communicative activities?

- What level do communicative activities contribute to overcoming shyness and encouraging the active participation of students at Unidad Educativa Adolfo Kolping?

1.6 Delimitation of the research object

Field: Methodology

Area: EFL methodology

Subject: Communicative activities in the speaking skill improvement

Spatial delimitation

Unidad Educativa Adolfo Kolping

Time delimitation

Second quarter of the school year 2023-2024

1.7 Justification.

Learning a second language, such as English, has become of utmost importance since technological and cultural globalization are necessary for social interaction in many parts of the world. (SRINIVAS, 2019). For this reason, it has been considered that the development of communicative activities is required and very important. Communicative activities have been considered a great alternative to improve speech in English, considering that they are also a safe source for the student who puts them into practice. (Aquino Rojas et al., 2023)

According to several studies, EFL students have problems expressing themselves in the English language independently because they need to develop their skills to speak English adequately. Many students also need more confidence and feel frustrated when they try to express themselves, starting a long-term problem of little or no participation in the classroom. (Jones, 2007)

When the teacher is working in the classroom with students, the use communicative activities such as short and straightforward dialogues to begin this research work, role-playing games, brainstorming, presentations with topics of interest to students, and to end debates. These actions will indicate improvements in students' oral skills with good results.

The use of communicative activities achieves a positive impact on promoting learning actively; it allows students to feel motivated and confident as the communicative activities are developed in the classroom, a space where they can express themselves freely without feeling pressure for comments and improving their ability to speak meaningfully (Cendra & Sulindra, 2022). In addition, it allows students to work, produce, and exchange information interactively among classmates, putting aside fear and overcoming communication barriers with others, inside or outside the class.

This research addresses the need for more use of the English language to connect how practical communicative activities improve spoken language in students from tenth grade at Unidad Educativa "Adolfo Kolping." In addition, to find out what fun activities can help improve speaking skills. This study will define how these activities work and what the students think about trying different fun activities to help them feel motivated and speak better, monitoring how they do before and after these activities.

Furthermore, this study allows the teacher to develop an active and innovative class with the use of communicative activities, in which it will also be possible to verify which of the communicative activities used in class are the ones that give more benefit and motivation for participation to the student, improving their ability. Oral expression, pronunciation, fluency, and confidence when speaking.

1.8 Objectives

1.8.1 General objective

- To establish if the use of communicative activities improves the speaking skills of tenth grade students at Unidad Educativa Adolfo Kolping

1.8.2 Specific objectives

- To analyze which of the communicative activities present higher improvement to develop student's speaking skills.
- To estimate which parameter used in the evaluation rubric upgraded on the use of speaking communicative activities

- To Assess if the students' sub skill in pronunciation improved with the application of communicative activities

2 Chapter II: Theoretical framework

2.1 Definition of EFL and Teaching Qualities

EFL stands for English as a Foreign Language and is related to the language acquisition that takes place in various levels of education and business. In this sense, Ma (2015) argues that the concept of English as a Foreign Language (EFL) instruction involves a pedagogical process, which embraces teaching and learning the English language within the educational context of a nation or country where English does not hold the status of an official or predominant language.

In addition, Knight (2001) stands out that it is evident that the advancement of English as a Foreign Language is supported by a diverse selection of methodologies and approaches, each one offering unique benefits and playing important roles in the multifaceted teaching-learning process. These methodologies and approaches are used as indispensable tools in the educational arsenal, providing educators with meaningful strategies to effectively address the diverse needs, preferences, and learning styles of English as a Foreign Language learners.

Moreover, developing various pedagogical techniques, help educators to be able to create dynamic and inclusive learning environments that cater to the individual needs of learners, improving engagement, motivation, and meaningful language acquisition. For this reason, the application of varied methodologies and approaches emerges as a cornerstone of successful English language instruction, enhancing the teaching-learning process and empowering learners to achieve linguistic proficiency and fluency in English environments.

On the other hand, Krieger (2012) highlights the crucial importance of including a sense of motivation and active engagement among students in their language acquisition development, particularly within the context of learning English as a Foreign Language (EFL). This term refers to individuals who are focusing in enhancing their English language skills while residing in a country where English is not the primary language spoken.

Within this context, it becomes imperative for educators to create safe learning environments that inspire and empower students to take ownership of their language learning journey, instilling within them a deep-seated desire to excel and thrive in their linguistic pursuits. It is important to realize that at the moment of developing intrinsic motivation and fostering meaningful engagement, educators can effectively support EFL students in breaking the challenges and complexities of language acquisition, facilitating their journey towards linguistic proficiency and fluency in English.

2.2 Teaching qualities

Teaching qualities are related to those skills and characteristics that educators have developed and are devoted to use in their classes, just to make the teaching learning process more effective and productive. In this concern, Graham et al. (2020) agree that teachers' experience is a key factor to demonstrate their qualities and abilities, which ensure a better students' learning, the authors also recall that experienced educators are able to set a more positive environment and manage learners' behavior in an effective way.

Furthermore, Altan and Alkan (2023) highlight that teachers' qualities nowadays involve digital competences, innovation and a variety of pedagogical tools that clearly support their students and the teaching process; in this sense, it is necessary that permanent training takes place in order to keep teachers updated with the modern educational needs and the outcomes reveal the effectivity of teaching in face to face and online classes.

Additionally, Liakopoulou (2011) argues that when considering the attributes that teachers should possess, it's important to recognize a range of qualities that contribute to effective teaching. These include a well-developed sense of humor, a distinctive personality that increases positive rapport with students, creative approaches to instruction that engage learners, persistent determination to overcome challenges, and a genuine enthusiasm and passion for the subject matter and the teaching profession itself. All of these qualities help to form the foundation of successful teaching practices and contribute to a dynamic and inspiring learning environment.

2.3 Theories of thinking in oral communication and their application in teaching communication skills

There are several theories that contribute to enhance the students' oral communication skills and support teachers' beliefs and performance in their everyday classes. In this concern, Mousena, and Sidiropoulou (2018) coincide that effective communication plays an important role in improving interaction and social skills. The authors emphasize the significance of employing both the transmission model and the dialogic model to obtain practical and assertive communication. It is pertinent to notice that while the transmission model emphasizes the transference of information, experiences and ideas to ensure clarity and coherence in communication, the dialogic model is highlighted for its capacity to enhance oral communication skills by encouraging meaningful dialogue, active listening, and collaboration among the speakers. When teachers are able to integrate these complementary models into their classes, educators can create an effective communicative environment that supports students' communicative competence and develops their ability to engage in constructive interpersonal interactions.

Moreover, He et al. (2022) claim that there are some internal and pedagogical factors in the classroom that cause a positive effect in oral communication; that is why, the authors highlight the classroom environment, English instruction and, as one of the most effective factors motivation, which enhance significantly the students' oral communicative skills.

On the other hand, Koutroubas and Galanakis (2022) emphasize that Social Learning Theory contributes to improve oral communication skills, since people acquire language and communication patterns through observing and modeling the behaviors of others, as well as receiving feedback and reinforcement for their own communicative efforts.

It is important to consider the research conducted by Ismajli, and Krasniqi (2022) who state that Constructivist Theory of Communication plays an active role in constructing meaning and comprehension by provoking the interaction of learners and their environment. In regards to oral communication, learners are actively involved in the process of creating and refining understanding through dialogue, collaborative efforts, and reflective practices. This engagement allows for the negotiation of meaning and the development of effective communication skills.

2.4 Social Constructivism

Social constructivism is a theory that has become a fundamental pillar in education. In this sense, Rannikmäe et al. (2020) claim that Social constructivism is a theory of learning that emphasizes the role of social interaction and collaborative processes in knowledge construction and meaning-making. According to the authors, learners actively construct their understanding of the world through meaningful interactions among them and the cultural context in which they live. To sum up, this theory emphasizes that learning is a social and dynamic process influenced by cultural patterns, shared experiences, and social interaction.

Similarly, Brau (2020) argue that Social constructivism suggests that people grow and learn through their interactions with others in different social settings. This includes kids, teenagers and adults who share experiences and work together on various tasks; these social situations help people build knowledge and develop different skills from childhood to adulthood. It is also remarked that interacting with other people helps them understand the world better and shapes how they grow emotionally, socially, and mentally in various contexts. When people collaborate and participate actively in different activities, they are capable to enhance their abilities and points of view, leading to manage and develop a better communication that empowers social interaction and learning.

Furthermore, Abderrahim and Plana (2021) mention to Dewey, Piaget and Vygotsky as contributors to the development of social constructivism and recall the importance support that this theory brings out for pedagogical improvement and language learning in various social and educational context, since people's experience is considered as a tool of learning process. It is also essential to provide information about the influence of social constructivism in educational settings, in this concern, Amineh and Asl (2015) mention Piaget, Vygotsky, and Perkins as very influential people in the fields of psychology, education, and cognitive science. The authors highlight that their contribution to education permitted to improve the teaching learning process and communicative competence among learners who would be able to solve problems by using cognitive process and their acquired experience.

In addition, Barak and Green (2021) mention that social constructivism also supports online learning and the students can take advantage of this kind of modality as they can identify troubles

and apply problem solving as a strategy to improve their knowledge, learn from others and improve virtual communication from their homes and through the use of technology.

2.5 Chomsky's nativist theory

Chomsky's nativist theory, introduced by the esteemed linguist Noam Chomsky, claims that humans are inherently provided with the ability to learn languages since they born. In this regard, Singh (2021) cites Chomsky theory in which it is noticed that language acquisition is not only influenced by the environment or external factors, but rather, it is determined by an innate understanding of language structure embedded in the human brain. The author also mentions that Chomsky proposed that children naturally possess a linguistic competence that allows them to comprehend the fundamental rules and patterns of language without explicit instruction. This means that language learning is an inherent part of human nature, and people are predisposed to embrace the complexities of language since very young.

From another research, Endayani, (2021) claims that Chomsky was a nativist who believed that people born with an innate capacity for language acquisition. However, language cannot be quickly learned through simple imitation. Therefore, it is thought that certain elements of the language system must be inherently present in humans since they were born.

According to Heather (2020), Chomsky's ideas were deep in regards to children and their language acquisition, the author affirms that this theory establishes that language learning goes beyond simple environmental influences or experiential learning; it is suggested that people have intrinsic cognitive frameworks that facilitate the acquisition of language. In accordance with Heather and his studies about Chomsky's theory, there exists a universal grammar shared among all languages, consisting of fundamental principles and rules the structure and organization of language. It is also highlighted that Chomsky's nativist theory has had a profound impact on the field of linguistics, challenging behaviorist theories; that is why, his theory has had plenty of criticism till these days.

2.6 Vygotsky's social theory

Vygotsky's theories have contributed to the improvement of education and learning, in this concern, Alkhudiry (2022) states that Vygotsky's Socio-Cultural Theory highlights the significance

of meaningful human interaction in facilitating language learning. According to his theory, interactions with different language activities among language learners can have instructional implications for their cognitive development. Consequently, this theory indeed demonstrates a positive impact on students' language learning proficiency, being able to foster a meaningful and constructivist learning experience.

Furthermore, Brau (2020) mentions that according to Vygotsky, culture has a significant influence on cognitive development, it is included that children possess innate cognitive abilities at birth, which are subsequently improved through social interactions with others. Over time, these social cognitive skills evolve into more complex mental processes as children engage in different social interactions and cognitive experiences.

On the other hand, Sarmiento – Campos et al. (2022) affirm that Vygotsky's Sociocultural Theory examines the impact of social interaction on cognitive development. This theory also emphasizes the role of cultural tools and social interaction in developing individual learning. The scaffolding method, derived from Sociocultural theory, provides structured support to learners as they are engaged in various activities beyond their current abilities. In the context of English as a Foreign Language learning, scaffolding has demonstrated enhancing speaking achievement. It is also remarked that scaffolding can help EFL learners build confidence and competence in oral communication.

2.7 Motivation in EFL Teaching

Motivation is considered as a powerful tool that encourages people to overcome hard times and improve their performance. In this concern, Vonkova et al. (2021) assert that motivating students is really necessary and mandatory, since it can influence in an appropriate and positive learning, the authors also include that technology is an influential learning tool, which contributes to encourage students in their learning process. In addition, Pishghadam et al. (2021) agree that teachers have an essential influence and important role in the student's learning success, since positive and pertinent communication with their students can enhance the learners' active and passive motivation for acquiring a new language; in this way, the students are able to enhance their knowledge and their receptive and productive skills.

From another research, Erarslan and Asmalı (2022) coincide that motivation is really important for teachers who are teaching EFL. It has a big effect on how well they teach and how much students learn. Teachers have a lot of different jobs to do, and each one comes with its own reasons for motivation. Some of these reasons come from inside the teachers themselves, like their personal goals and desires. When teachers are motivated, they work hard to create a good learning environment for students, which helps students do well in school, as a consequence, learners are also motivated and the outcomes improve their language proficiency.

2.7.1 The self-determination theory and its application to students' intrinsic motivation

The self-determination theory has been applied to understand the students' behavior and what motivate them to have success in their learning process. In this concern, Ryan and Deci (2020) claim that the self-determination theory is related to the various factors that influence peoples' intrinsic and extrinsic motivation, particularly within educational contexts. The authors include that people have three fundamental psychological needs: autonomy, competence, and relatedness. In regards to intrinsic motivation, the authors recall that when these needs are adequately fulfilled, they are more likely to experience intrinsic motivation, which in turn enhances their engagement and persistence in improving their learning and knowledge.

Furthermore, in educational practice, implementing the self-determination theory entails creating learning environments that empower students to exercise autonomy, offer opportunities for them to develop competence in various skills and knowledge areas; this determination also fosters positive relationships among both actors (learners and educators). When recognizing and addressing in a proper way these psychological needs within the educational environment, teachers can effectively develop and improve the students' intrinsic motivation, conducting to more profound and meaningful learning outcomes.

In another research conducted by Luo et al. (2021), it is highlighted the importance and the role that intrinsic motivation has with relation to online self-regulated learning, because when students enjoy the tasks, they feel engaged and encouraged to develop their autonomy for keeping learning without any external pressure or reward.

From the words of the researcher, Luria (2020) reports that Self-Determination Theory is a psychological theory that focuses on the innate human needs for autonomy, competence, and relatedness, and how these needs influence motivation and behavior. The author includes that intrinsic motivation is often considered as the most powerful type of motivation because it fulfills people's natural psychological desires for feeling skilled, independent, and connected to others. These desires are seen as the foundation of self-driven behavior and engagement.

2.7.2 The self-determination theory and its application to students' extrinsic motivation.

The self-determination theory has caused positive impact to understand some factors that influence the students' extrinsic motivation. In this regard, Guay (2022) states that when external factors such as rewards, punishments, or other kind of pressures influence behavior, students are able to develop extrinsic motivation. In the educational field, applying the self-determination theory to students' extrinsic motivation involves creating a variety of environments that offer appropriate rewards and recognition for desired behaviors. In this case, teachers have an important role to encourage and support students' autonomy and competence. It is essential to indicate that using awards or external incentives with students' intrinsic needs, educators can effectively develop extrinsic motivation, which help to enhance learning outcomes and conduct to positive student engagement.

In regards to extrinsic motivation, Luria (2020) emphasizes that while extrinsic motivation, which involves external rewards such as getting good grades, recognition or pressures to avoid negative consequences, can initially prompt action, it often fails to sustain long-term engagement and may even undermine intrinsic motivation. Even though the author highlights the importance of extrinsic motivation, it is also suggested to develop and keep intrinsic motivation by supporting the students' autonomy, competence, and relatedness needs.

That is the reason, it is necessary to inculcate and promote genuine interest and engagement in activities. On the other hand, Luo et al. (2021) mention online self-regulated learning as the process that students are able to develop and control their independent learning, in this concern, external motivation only contributes to the initial phase, which is planning, setting goals and selecting activities to develop in a virtual way.

2.7.3 *Intrinsic motivation VERSUS Extrinsic motivation in improving oral expression*

Undoubtedly, motivation produces positive effects in learners of EFL and the supports the improvement of oral communication. In this regard, Sakhria (2013) affirms that it is essential to apply motivational strategies in order to improve the students' communicative abilities. On the other hand, the author claims that lack of motivation affects heavily the teaching learning process and the language acquisition.

In another research, Putra (2017) argues that intrinsic motivation is the internal desire that propels people to engage in activities because of personal interest, rather than being motivated by external incentives or rewards. It means that people do activities or practice their oral communication because they feel interested and want to improve speaking skills freely.

This form of motivation centers on experiencing fulfillment and satisfaction through the process of engaging in using oral communication, prioritizing the intrinsic enjoyment derived from the task over any external rewards or pressure. On the other hand, the same author claims that external motivation requires someone or something to encourage people to fulfill the activity or enhance oral skills. In this case, external influence could be rewards, teachers' performance and parents, all of them can interfere positively in the learning process and help to improve the students' language acquisition and communicative skills.

In addition, Salehpour and Roohani (2020) affirm that both extrinsic and intrinsic motivation can influence the students' behavior and the enhancement of oral competence, while extrinsic motivation encourages people to develop their speaking skills by rewards or showing good performance to others, intrinsic motivation is often considered more desirable as it supports the improvement of genuine interest, engagement, and satisfaction in activities and oral production. However, setting a balance and analyze extrinsic and intrinsic motivators is necessary in some contexts and educational environments in order to identify the ones that motivate the learners' individual needs and promotes better performance.

2.8 Impact of verbal communication in classrooms.

Verbal communication can have positive a negative impact in students. That is why, teachers need to be careful when they assign a task or communicate with their students. On

this concern, Megawati and Hartono (2020) agree that verbal communication significantly impacts students' language development, serving as a vital support for linguistic growth. It is also remarked that an effective method to encourage students to engage in spoken language is by applying a variety of questioning techniques during classroom interactions. In this sense, through the thoughtful implementation of various types of questions, educators can actively stimulate students' oral communication, that is why, students can be able to improve their language proficiency and communication abilities.

Similarly, Sutiyatno (2018) stands out that educators should consistently explore various strategies, techniques and activities, which can improve the development of students' oral communication skills. Furthermore, it is evidenced that effective communication not only enhances learners' capacity to convey their experiences and ideas each other but also facilitates practical engagement and interaction among peers. Thus, the ongoing pursuit of diverse approaches to oral communication instruction remains integral to improve students' communicative competence and promote meaningful exchange within the learning environment.

From a similar perspective, Webster and Johnson (1987) report that effective verbal communication between teachers and students can enhance understanding, engagement, and collaboration, leading to improve academic outcomes. It is also stated that clear and specific verbal instructions help students understand concepts and topics more easily. It is important to set reliable open and respectful communication, since it supports a positive classroom environment, which contributes to an effective and productive learning.

Moreover, verbal communication makes possible to involve students in meaningful interactions, which at the same time allows learners to express their thoughts, ask questions, articulate ideas and participate actively in formal and informal classrooms discussions, talks or debates.

2.9 Role of verbal communication in the development of self-confidence and self-esteem of adolescents.

Verbal communication has a crucial role in the development of adolescents' self-esteem and self-confidence. Based on this, Meškauskienė (2018) points out that the environment in which students learn plays an important role in how they feel about themselves, their ability to express

their thoughts, and their freedom to be creative. This includes various aspects like the school's values, rules, relationships between students and teachers, the overall mood, how the school is managed, and the teaching methods used by teachers. All these factors together shape the learning experience for students and support their self-confidence and self-esteem development.

Furthermore, Sampthirao (2016) indicates that the way that people communicate has a great impact on adolescents and support their self-esteem growth, the author also affirms that self-esteem and self-confidence can be significantly enhanced by avoiding negative comments and vague arguments, embracing mistakes, and acknowledging strengths evident in daily activities. It is also stated that, when there is positive communication practices and embracing a growth mindset, adolescents can experience an improvement in their self-esteem and confidence levels, creating the way for personal growth and well-being.

On the other hand, Whitaker (2018) argues that many adolescents find themselves lacking the essential competencies required for problem-solving, and effective communication abilities, part of these drawbacks are attributed to low self-esteem. Therefore, it is essential to build students' self-esteem and self-confidence when they need to apply oral communication and talk to their peers.

2.10 Carrying out oral expression activities

Oral expression or oral communication is very important, since it supports students in expressing their thoughts and ideas in everyday situations. That is why, Gabriel (2021) affirms that oral communication used by learners not only allows them to engage in meaningful interactions but also empowers them to acquire meaningful knowledge when they exchange ideas and thoughts with their conversation partners. This process of oral communication facilitates the interchange of ideas and information, which causes deeper understanding and insight among senders and receivers.

It is claimed that through active participation in oral communication, learners not only develop their articulation skills but also create and enhance critical thinking abilities. Furthermore, the act of expressing oneself orally promotes social interaction and empathy, as learners learn to listen actively, respect and respond thoughtfully to their peers' comments and suggestions. Nowadays,

oral communication is also considered as a tool for transformative learning experiences, which contributes to improve the language skills and communicative competence.

From another research, Pratiwi and Sofiawati (2018) state that applying solving problem activities are useful to improve oral communication, and asking questions, giving advice, interviewing peers are the most effective activities that contribute to the enhancement of oral skills and positive interaction. Additionally, Kayi (2006) includes a variety of activities such as brainstorming, information gaps, role plays, simulations, storytelling, interviews, playing cards, describing pictures and finding differences as oral expression activities that seriously contribute to enhance the students' communicative competence. Furthermore, the author suggests teachers to encourage students to apply their communicative skills and leave out memorizing activities, which do not contribute to enhance the learner's oral communication and their interactive skills.

2.11 Discussions and presentations to improve the fluency and clarity of speech

The improvement of oral communication requires practice and dedication, in this sense, discussions and presentations are considered as interactive pedagogical tools for developing speaking.

Oral presentations are useful strategies that help students to expertise their performance. Therefore, Tsang (2020) argues that presentations are an important part of how students learn and show what they know across various subjects. They're commonly used to enhance the students' language productive skills and the elements of speaking, and of course, it is important to highlight that it proves that practice supports improvement.

Similarly, Brooks and Wilson (2015) emphasize that oral presentations offer numerous pedagogical advantages that contribute significantly to enhancing learners' communicative competence. Through the process of preparing and delivering speeches or presentations, students not only develop their public speaking skills but also refine their ability to articulate thoughts clearly, organize information effectively, and engage with the audience. Additionally, those activities foster critical thinking, creativity, and self-confidence, thus giving confidence to learners to express themselves proficiently in various personal, academic, and professional contexts.

In regards to discussions, Sotoudehnama and Hashamdar (2016) firmly believe that classroom discussions are exceptionally effective pedagogical tools, which provide various benefits for the development of oral communication skills, the primary objective of setting discussions is to promote collaboration and foster stronger interpersonal connections among learners. Through these exchanges, the students not only are able to enhance their ability to express themselves orally, but they also develop other essential skills in active listening, solving problem, critical thinking and values such as empathy, tolerance and mutual understanding. In conclusion, both oral activities are advised to be used in classrooms, since both are complementary and their success depends on the learners' personality.

2.12 Integration of linguistic games and dialogues to promote spontaneity and creativity in speech.

These days, a variety of meaningful activities demonstrate that learners can improve their linguistic abilities in an easier and faster way. In this concern, Pinter (2017) lists several benefits of using technology and games to develop the learners' oral skills. The author remarks that group games can develop collaboration in team work, together with imagination enhancement and motivation to be successful in fulfilling the tasks. In addition, learners have the opportunity to create and develop dialogues when they are playing in small groups and peers.

Going farther, Zhai and Wibowo (2023) assert that incorporating modern techniques and the artificial intelligence in learning English provide plenty of benefits, since students can improve their oral communicative competence in EFL, in this way, the software called dialogue system promotes great interaction between users and the AI dialogue system, since conversations are engaging and supports effectively oral production improvement.

From another research, Eremina and Tomin (2020) are convinced that training games have become essential educational tools that notably improve student's speech interaction and their creativity, in this case, the application of role playing in the development of language skills is mentioned as one of the most popular and efficient communicative activity.

2.13 Digital tools designed to improve speech in adolescents.

Digital tools are innovative solutions that permit learners to get engaged and improve their oral communication competence. In this concern, Subrahmanyam et al. (2011) suggest that digital tools such as, online applications, games and learning interactive platforms provide plenty of opportunities, which can improve and motivate the adolescent's communicative competence in a great way. However, it is also included that some tools need the supervision of teachers and parents, since it is extremely important that learners (children and adolescents) know the correct use of modern instruments that belong to the world of technology.

From a similar point of view, Malik et al. (2021) agree that it is important to state that digital technology and social platforms have broken educational barriers and also contributed to the improvement of language skills, in this concern, adolescents are able to communicate each other easily and develop their knowledge and technical skills with more confidence.

On the other hand, Ciccone (2019) claims that online communication supports the students' oral skills greatly, and it is evidenced that digital conversation spaces possess the capacity to harness significant collective intelligence, but their transformative potential is enhanced only when learners are able to demonstrate thoughtfulness, reflection, and proficiency in engaging with a variety of perspectives. Adolescents also can effectively manage digital conversation spaces as dynamic forums for collaborative learning, innovation, and knowledge exchange.

From more modern research, Alelaimat et al (2023) observed that the influence of YouTube vlogging on communication skills for adolescents who suffer some speech or language disorders was successful and reassuring, since the use of YouTube platform developed confidence and improve their communicative skills. Over and above that, it should be appreciated the positive role of vlogging, because of its impressive capacity to actively involve adolescents in generating pertinent content. Besides through vlogging, learners are encouraged to express themselves by using their creativity, displaying meaningful engagement and contributing to the development of effective communication skills.

2.14 Evaluation of the effectiveness of different pedagogical approaches to improve speaking in the classroom.

There are a variety of pedagogical approaches that contribute to enhance the communicative competence of learners. In this concern, Maksimović (2009) states that the evaluation of effective approaches has to consider various pedagogical factors, and learning outcomes helps to evaluate the extent to which each pedagogical approach contributes to achieving specific learning objectives related to speaking proficiency, such as the improvement of fluency, clarity, pronunciation, and a variety of communication strategies.

In addition to the previous information, Silva Herrera (2024) is convinced that developing and enhancing English language proficiency needs to integrate modern approaches and creative activities that help to encourage students in expanding their knowledge and oral communicative skills. Given this priority, it is essential to explore and apply innovative methodologies and creative strategies that effectively support the learners' communicative competence in different environments. In this regard, Content and Language Integrated Learning (CLIL) is mentioned as a pedagogical approach that focuses on combining language and different subjects content to increase the students' oral competence.

In this regards Ulla (2020) claims that Task-based language teaching (TBLT) represents an innovative methodology within the area of English language instruction, centering its instructional framework around the implementation of various tasks as the primary source for language acquisition and proficiency development. This approach emphasizes the active engagement of learners in specific tasks that reflect authentic communicative situations. Task –based language teaching also encourages students to apply language skills in practical contexts, facilitating not only linguistic competence but also communicative competence. In summary, the application of Task-based language teaching indeed promotes positive outcomes and encourages students to fulfill their tasks.

Furthermore, Santhanasamy and Yunus (2022) affirm that the flipped learning approach stands as a pioneering pedagogical strategy that reevaluate the teaching and learning paradigm, focusing in enhancing the quality of educational experiences and elevate students' speaking proficiency. In consequence, this pedagogical approach, in fact, supports the enhancement of speaking skills.

In addition, Eissa (2019) asserts that digital storytelling refers to the practice of using digital tools and multimedia elements to create and share narratives. Its benefits for speaking skills include providing opportunities for learners to practice oral communication in a creative and engaging way, it also supports the development of fluency, clarity, expression, and creativity. Additionally, digital storytelling encourages collaboration, technology proficiency, and real-world application of speaking skills.

Another approach that is considered as an effective pedagogical tool that contributes to increase speaking skills in different classrooms is Communicative Language Teaching. In this sense, Dos Santos (2020) explains that Communicative Language Teaching is an instructional approach that focused in authentic communication and interaction in the target language as its fundamental principle. Within this approach, several activities such as information gaps, and communicative tasks are used to improve language use in genuine and relevant context.

Consequently, Communicative Language Teaching helps to develop meaningful learning experiences for students. It is also remarked that by engaging in these interactive tasks, students are encouraged to participate actively in communicative exchanges, effectively applying language skills to practical situations and enhancing the communicative linguistic competence.

2.15 Socioeconomic conditions that affect the educational learning of students

It is considered that in Ecuador, there are problems of equality and quality in the educational field. It begins with the social and economic problems that Ecuadorian society has. The student's needs are not considered during the educational process. These needs, such as emotional state, socioeconomic conditions, social class, level of nutrition, health, and housing, change according to social status. Socioeconomic conditions are one of the leading causes that have come to stand out in school benefits regarding problems arising from poverty. All of this is due to the poor functioning or management of the rulers in power, which has brought high levels of unemployment and, therefore, a decrease in the contribution of households to education. (Jama Zambrazo & Cornejo Zambrazo, 2016)

According to investigations made (AGUALONGO QUELAL & GARCÉS ALENCASTRO, 2020) "children from families of low socioeconomic level have greater difficulties in solving and acquiring new skills" in this specific case, the foreign language.

It is known that students of low socioeconomic levels show more significant deficiencies in academic performance compared to a student of medium or high socioeconomic level, coming to understand the importance of education, the medium and methodology provided by the teacher, being the main engine of social development within the classroom and the environment in which students develop. The teacher comes to give knowledge and creates cognitive learning environments for the students. (AGUALONGO QUELAL & GARCÉS ALENCASTRO, 2020)

3 Chapter III: Methodological Framework

3.1 Hypothesis

H1. Students' speaking skills improve through communicative activities.

H0. Students' speaking skills do not improve through communicative activities.

3.2 Variable statement

Independent variable: Communicative activities

Dependent variable: Speaking skill development

3.3 Research Design

This research used a case study design, considering that the main purpose is to test a causal hypothesis by employing one independent variable, guide for review and understanding of the study.

The case study in the research was chosen due to its ability to provide a complete and thorough understanding by focusing on the relevant aspects of using communicative activities to improve the speaking skills of students, as well as various sub-speaking skills. It is also valuable since it

allows the researcher to consider different kinds of data about the case, such as interviews, documents, and observations. It also provides the chance to get an in-depth look at the classroom activities and interactions where the researcher can better understand the students' natural environment (Schoch, 2020).

In addition, a unique quantitative design is used, where a deep and meaningful interpretation of how communicative activities can improve students' ability to speak English.

3.3.1 *Single-case*

Facilitates understanding of the communicative activities carried out in the research, such as dialogues and presentations, that benefit the ability to speak English in a group of students, in addition to allowing a detailed interpretation of the factors that can influence the improvement of speaking English. In the same way, it seeks to understand and explore the effects of communicative activities on students' English-speaking skills. (Ebadi & Asakereh, 2017)

3.3.2 *Quantitative*

Allows the study of the experiences, perceptions, and effects of communicative activities on students' English-speaking skills. A quantitative approach collects detailed and characteristic data through rubrics, and verbal student materials analysis. This method will help understand the communicative aspects and interactions in the classroom between students. (Fistia, 2021)

3.4 Sampling Approach

Non-probability theoretical sampling aims to provide a complete understanding of the selection of participants incorporating different levels of speaking in English and participation in previous communicative activities, affirming that the data collected are appropriate to answer the research questions and gain a deep understanding of the topic. (Velázquez, 2024)

Also, it allows to explore different aspects such as speaking sub- skills, pronunciation, confidence and particularities that influence the improvement of communicative activities in the group of students at Unidad Educativa Adolfo Kolping.

3.5 Instrumentation

The instruments or tools that will be used for the study are the following:

3.5.1 *Rubrics*

A rubric function as a guide to facilitates a qualification in parts that may be indefinite, or complex, particular and through which it can present a physical, clear, and an accurate of each student's grades through a set of criteria that give learning value to the knowledge or skills achieved by the student. Also, evaluate student performance when using communicative activities. (Rivera, 2014)

For this purpose, rubrics specify evaluation criteria on Pre-test and Post- test, including all communicative activities were made on this research. Considering with four specific communicative activities: Speaking games, Expositions, Dialogs and Reading out loud.

Each parameter was graded and participating inside of the class day with dialogues, presentations, games, including in each activity the parameter graded in a quantitative scale between 5 with the higher grade and 1 with the lower grade. Using this method increase and facilitates feedback on English speaking skills. (Andrade & Du, 2019)

The best rating range was identified in the use of the rubrics proposed for this research work, matching the clarity of the parameter to be rated, the distinction between levels, and the ease of use during the use of communicative activities, as well as considering that the rubric must provide sufficient information to reflect the quality of the activities carried out with the students, having fair and equitable results at their level of participation. The choice of four parameters or levels was made, considering the complexity of the task and the specific educational context. (Mideros, et al., 2023)

Interview Rubric

Objective: Identify and improve students' speaking skills by providing a clear and detailed assessment of their performance in pronunciation, fluency, vocabulary, listening comprehension, as well as their body language and confidence.

Table 1:

Diagnostic Interview

CRITERIA	Advanced (4)	Intermediate (3)	Basic (2)	Very Basic (1)
Fluency and Coherence	The student speaks fluently and coherently.	The student speaks with some pauses, communication is clear.	The student speaks with frequent pauses but manages to communicate.	The student speaks with many pauses and difficulty.
Pronunciation	The student pronounces clearly and accurately, almost without mistakes.	The student pronounces mostly with correct pronunciation, but there are some mistakes.	The student pronounces with understandable pronunciation but needs to correct some things.	The student pronounces words with unintelligible pronunciation and makes many errors.
Vocabulary	The student presents extensive and varied vocabulary and uses synonyms.	The student uses diverse and adequate vocabulary	The student uses basic vocabulary with some repetitions.	The student uses minimal vocabulary and has many repetitions.
Comprehension and Response	The student understands all questions and detailed answers.	The student understands most questions and has adequate answers	The student includes some questions with limited answers.	The student needs help understanding questions and answers that are out of context.
Body Language and Confidence	The student has constant eye contact, an open and relaxed posture, expressive and natural gestures, and a firm and	The student has Frequent eye contact, relaxed posture, appropriate gestures, and clear and loud voice.	The student has occasional eye contact, sometimes rigid posture, minimal gesticulation, low but audible voice.	The student avoids eye contact, has a rigid posture, lacks gesticulation, and speaks in a low or

	enthusiastic voice.		monotonous voice.
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Communicative activities rubric

Objective: Students complete different activities using conversation, entertainment, practice, pronunciation with diverse actions to increase and develop a higher level of speaking, ensuring clear English pronunciation, rich vocabulary, accuracy and positive body language.

Table 2:

Communicative activities rubric.

SPEAKING- SELF ASSESMENT CRITERIA				
	EXCELLENT (4)	GOOD (3)	SUFFICIENT (2)	INSUFFICIENT (1)
INTRODUCTION				
Greeting	The student completes a proper greeting	The student completes a basic greeting	The student completes a short incomplete greeting	The student did not complete greeting
Knowledge of the content	The student show knowledge about the topic for the exposition	The student shows few knowledge about the topic for the exposition	The student shows minimal knowledge about the topic for the exposition	The student did not show knowledge about the topic of the exhibition.
Task	Full and effective completion of the task. Responses appropriate. Clear and coherent discourse	Usually, completion of the task. Responses generally appropriate	Generally ineffective completion of the task. Responses lacking of details	No effective completion of the task. No substance on details
PRONUNCIATION				
Accuracy	The student not present error in pronunciation, no interfere in the topic	The student had few errors in pronunciation, interfere few in the topic	The student present errors in pronunciation and are significant. more errors in pronunciation and interfere in the topic	The student had all exposition with errors and interfere in all the topic
Tone and volume	The student had excellent tone and volume in the topic	The student had an appropriate tone and volume in the topic	The student had a short basic tone and volume in the topic	The student did not have appropriate tone and volume in the topic
Speed	The student talks satisfactory with no mistake	The student talks properly with few mistake	The student talks slow with some mistake	The student talks really slow with many mistakes
Fluency		The exposition is good, with short pauses between words	The exposition is slow, with pauses between words	The exposition is really slow, with long pauses between words

	The exposition is fluent, with short pauses between words			
GRAMMAR, LANGUAGE, VOCABULARY				
Grammar mistakes	The student did not have grammar mistakes	The student had few grammar mistakes	The student had many grammar mistakes	The student had all grammar mistakes
Vocabulary	The student uses all vocabulary learned in class	The student uses few vocabulary learned in class	The student use 2- or 3- words vocabulary learned in class	The student did not use vocabulary learned in class
CONFIDENCE				
Body language and confidence	The student had a excellent posture, confidence and body language	The student had a good posture, confidence and body language	The student has shy posture, few confidences and body language	The student did not participate at the exposition, without confidence

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3.6 Data Collection and Processing

Data Collection and Processing needs to obtain specific information to answer the research questions and achieve the study's objectives.

Data collection needs immediate classroom observations during communicative activities to record student behavior, their level of participation, motivation, and social interactions among peers. In addition, data processing uses Triangulation to combine different instruments to obtain a more complete interpretation of the study type.

3.6.1 *Unstructured observation*

It will help record the students' work and their behavior during the implementation of communicative activities to improve speaking skills, as it will allow quick note-taking, capturing aspects of the student's participation. In addition, it will help achieve learning objectives. (GOMEZ, 2019)

3.6.2 *Data Triangulation*

It works with a quantitative instrument, in this case two types of evaluation rubrics to achieve a more complete and specific interpretation by checking students' responses in different communicative activities summits with their scores and linguistic skills tests to identify patterns and trends. (Olsen, 2004)

3.6.3 *Statistical techniques*

Given a set of data that is going to be analyzed, the requirement arises to choose the treatment or the choice of appropriate methodology for this research work, which is why we begin with a descriptive statistical analysis, where the mean is considered as the mean and median that falls in the middle of the results without decimals, standard deviation to calculate the variation or spread by which individual data points differ from the mean and coefficient of variation, to compare the variation of the minimum and maximum ranges of the data to review. (Troya, 2019)

In addition, inferential statistics is better to work, which helps to generalize to a study population and thus will allow obtaining the results in a probabilistic sample selected from it. To test its validity, the difference between the hypothesis value and the actual value of the sample is determined. The smaller the difference, the greater the probability that the hypothetical value is correct. However, this indication does not occur on all occasions; the difference between the population's hypothetical parameter and the sample's statistical parameter is so significant that the hypothesis is automatically rejected, nor so small that it is immediately accepted (Troya, 2019)

To consider more than three quantitative variables in this work, one-way ANOVA is applied since it allows the dependent quantitative variable to be compared against the levels of a single explanatory variable. It is also why it is used since the data obtained with the evaluation rubric are not in pairs. It is necessary to know if there are significant differences between the means of the random variable and if it continues at the different levels of another factor. (Nabi, 2022)

For a comprehensive comparison of means, we turn to the Tukey statistical analysis. This method, as detailed in our research work, provides a thorough understanding of the differences between means, ensuring a well-informed analysis.

3.6.4 *Processing*

3.6.4.1 *Diagnostic*

Interviews: It made out individually with each student on two occasions, at the beginning and the end of the investigation, to evaluate the students' speaking levels during the process. Through the interview, activities were identified that could increase students' confidence in practicing and completing the communicative activities assigned in class.

The interview structure was in two spoken parts:

First Part: Students had to answer the question "Tell me something about yourself," with the expectation of providing a response of at least one minute of conversation, reaching an average response level. This evaluation process was complemented by a rubric explicitly designed for this activity, which included parameters such as pronunciation, vocabulary, task, body language, and confidence.

Second Part: The students had to describe a simple image, attached in Annex 1, in detail for at least one minute. Students were assessed on their ability to observe and communicate as many details as possible about the image.

For the final interview, the same structure was used: students again answered the question "Tell me something about yourself" and described the same image, with the aim of observing improvements in the quantity of details provided and in speaking time. This process allowed us to witness the significant progress made by the students, instilling a sense of optimism about the effectiveness of our assessment process.

3.6.4.2 *Communicative activities*

Expositions: The communicative activity expositions was implemented during eight weeks on six occasions during class on Fridays. The first presentation, on a free topic, was used as a Pre-test to evaluate the speaking level and the parameters established in the evaluation rubric. The last presentation, also on a free topic, was considered a post-test to compare progress.

The presentations were held every fourth class, that is, every 15 days, where the students presented basic topics according to the unit guide of the quarterly planning. The comprehensive range of topics covered included personal information, hobbies, family

members, daily routine activities, healthy food, and free topics, ensuring a thorough assessment of the student's speaking level and confidence.

For the evaluation, a general rubric of activities allowed the same parameters to be evaluated in each communicative activity of this research: task, Accuracy, Vocabulary, Body Language and Confidence.

Dialogues: The communicative dialogue activity was carried out in pairs to improve the student's level of performance by practicing their speech with another person. For this purpose, this activity was implemented for eight weeks on six occasions during the class day on Thursdays. The first dialogue participation involved a conversation using the topic of favorite food as a Pre-test to evaluate the level of speaking and the parameters established in the evaluation rubric. The last dialogue participation was also on the same topic and considered as a post-test to compare the progress of time, pronunciation, and fluency.

The dialogues were used every third class, that is, every 15 days, where the students could talk about topics of personal taste. The topics covered included personal primary information such as favorite food, family, hobbies, travel, and free-time activities.

Reading: The communicative activity of reading aloud was implemented over eight weeks on 12 occasions during the class day on Thursdays and Fridays. The first reading worked on a grammatical action such as the present simple, indicated in Annex 2; it was used as a Pre-test to evaluate the reading, speaking, and pronunciation level, considering and evaluating the parameters established in the evaluation rubric. The last reading activity was in the same paragraph where the activity started; a post-test was used to compare progress.

Reading aloud was a diverse experience, with each class featuring at least one paragraph for each student. Whether it was a grammatical activity, reading a general book, or even a song lyric, the variety of reading materials enriched the learning experience.

For the evaluation, a general rubric of activities allowed the same parameters to be evaluated in each communicative activity of this research.

Speaking Games: The communicative activity of speaking games was implemented over eight weeks on 12 occasions, on Thursdays and Fridays, as warm-up and de-stress activities after written grammar activities. The first activity was carried out before class and at the end of some grammar review with new vocabulary for the students. The most frequently used games were "complete the sentence," "synonyms and antonyms," and "nouns that begin with the last letter of the previous word"

These activities were practiced for pre-tests to evaluate the level of speaking, participation, pronunciation, and understanding of the vocabulary reviewed in class. All of these activities were evaluated using the parameters established in the evaluation rubric. The last game activity, also based on "completing the sentence," was used as a post-test to compare progress.

The speaking games were practiced in each class, two days per week, where students demonstrated participation skills and use of vocabulary, following the unit guide of the quarterly planning. A general rubric of activities was used for the evaluation that allowed the same parameters to evaluate in each communicative activity of this research.

3.7 Ethical Considerations

3.7.1 Establish Purpose and Relevance

Explain to the students the purpose of the communicative activities, how their feedback will contribute to the project enhancement, and why their perceptions are valuable.

3.7.2 Obtaining Permission

To obtain permission from the rector, the principal authority of the institution by submitting formal requests to do the research investigation in students from fifteen years old.

3.7.3 Clarify Expectations

Provide information about the purpose of the Instrumentation, how all these activities will be used and protected, and any incentives or benefits offered for participation.

3.7.4 *Feedback and Appreciation*

Express gratitude to participants for participating in the research and provide feedback on their input has contributed improve their speaking skills. Share key findings or insights from the study with participants to show appreciation for their time and contribution.

3.8 Content analysis.

This study was made through initial bibliographic information research to obtain the required theoretical foundations. In this process, the researcher has gathered, organized and evaluated the content of the information that was valuable for the objectives and the problem of this study. The information has been collected from scientific articles, English books, magazines, and other tools.

3.9 Field research

The unique qualitative design for this research was done in the student's natural learning environment, their classrooms at Unidad Educativa Adolfo Kolping. The researcher participated in the school to collect data and controlled the independent variable- communicative activities.

3.10 Population and sampling

Unidad Educativa "Adolfo-Kolping" is located in Yaruquíes, formed in 1999; it has 230 students from 1st EGB to 13th BGU, where it welcomes an indigenous population to provide quality education. In addition, it provides a technical profession in three branches: Gastronomy, Mechanics, Carpentry, and furniture construction. With this, students have a perfect chance of finding a suitable job immediately. (Koping, 2020)

3.10.1 Sampling

Tenth grade students made up the population of this study, at Unidad Educativa Adolfo Kolping from ages between fourteen to sixteen years old.

Table 3:

Population of the research.

Population	Number
Students	23
English Teacher	1

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Table 4:

Students per gender.

Gender	Number of students
Male	15
Female	8
Total	23 students

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Table 5:

Independent variable.

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES	MEASUREMENT INSTRUMENT
<i>Communicative Activities</i>	Activities	Roles	Students Teacher	Check list Speaking skill rubrics A2 Observation	Speaking skill rubrics A2
Communicative activities are necessary to practice and communicate the English language in situations that help students improve their speaking, fluency, pronunciation, and confidence in class through dialogs,	Task types	Meaningful content	Dialogs Expositions Speaking games Speaking videos Reading		

expositions, games, speaking videos					
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Table 6:

Dependent variable.

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS	TECHNIQUES	MEASUREMENT INSTRUMENT
<p><i>Speaking skill development</i></p> <p>A valuable English language skill involves the development of sub-skills such as pronunciation,</p>	<p>Sub-speaking skills</p>	<p>Pronunciation</p> <p>Vocabulary</p> <p>Fluency</p> <p>Motivation</p> <p>Confidence talks</p>	<p>Speaking skill rubrics A2</p> <p>Post-test</p>	<p>Speaking skill rubrics A2</p>

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intonation, vocabulary, fluency, motivation, and application, which are evaluated with Estimate criteria.	Estimate criteria	Vocabulary Grammar structure Pronunciation		
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4 Chapter IV: Results and Discussion

The results at the beginning of the research with the students resulted in a deficient level of speaking, guided by the achievement of skills suggested by the Ministry of Education and the A2 international qualification (Cambridge, 2024), which indicates that the student must obtain a level where “Demonstrates that can participate in a conversation by answering and asking simple questions” while in the Common European Framework of Reference for Languages (Cervantes, 2002) indicates that “In addition to understanding everyday phrases and expressions, the student must be able to describe the tasks you perform, aspects of their past and environment.”

4.1 Analysis of Communicative Activities for the development of speaking skills

4.1.1 Communicative activity Dialog

The results obtained from the communicative activity DIALOG were presented and developed in 2 stages, the first stage as a Pre-test. A general average of 1.04 was determined according to the rubric methodology scale applied, where a range of 1 was determined as insufficient, with a coefficient of variation of 14.08 applying the parameters: task, accuracy, fluency, body language, and confidence, with the means for each of them of $1.04 \pm$, 1.00, 1.00, 1.13, 1.04, respectively, shown in table N° 7.

Through the Anova analysis applied, it is evident that there is a probability of 0.18 in the activity studied, which is higher than 0.05; therefore, the null hypothesis is accepted, and it is concluded that there are no significant differences between the means of the parameters, which also when applying Tukey's analysis is demonstrated this statement.

Once the statistical analysis has been carried out, despite homogeneity in the parameters applied in the DIALOG communicative activity, Fluency (1) and Accuracy (1) parameters are the ones the students have the least development.

The Fluency parameter showed a minimum progress of 1.0 to 1.26. This data may resemble the observations of (Skehan, 2009) where students often prioritize clarity over fluency, and it is due to anxiety, avoiding or making linguistic errors. This discovery emphasizes the need for additional strategies to improve the development of fluency with the use of communicative activities.

These results were obtained because the students have low use of the English language, considering that one of the student's greatest fears is making mistakes in front of a group. This fear can lead to devoting less concentration when expressing thoughts and emotions with the right words and even less pronouncing them correctly or appropriately. There are even cases where students, due to the environment in which they interact and live, need more opportunities to practice the English language outside the educational institution.

Post test

In the second stage, called "Post-test," a general average of 1.9 was determined according to the rubric methodology scale applied where a range of 2 sufficient is obtained, with a coefficient of variation of 27.9 applying the parameters: task, accuracy, fluency, body language and confidence, with the means for each of them of 2.17, 1.87, 1.26, 2.00 and 2.04, respectively, shown in table N° 7.

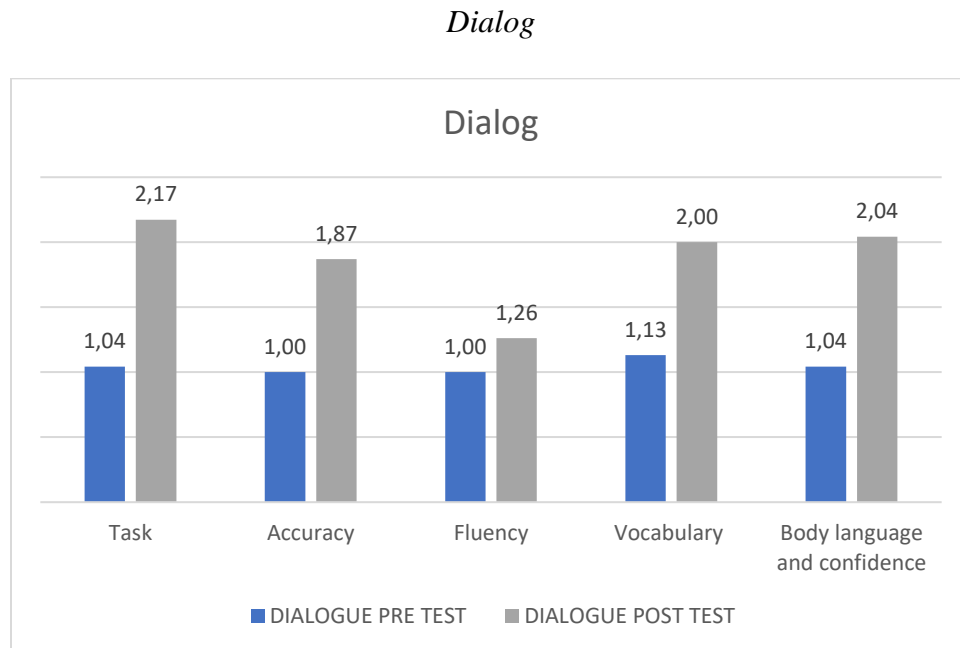
To continue with the statistical process, is essential to highlight that it has a probability of $3.97E-07$, which is less than 0.05. Therefore, the null hypothesis is not accepted, and we conclude that significant differences do exist between the means of the pre-test and post-test parameters.

Once the statistical analysis is completed, it can be seen that, despite the existence of homogeneity in the parameters applied, in the communicative activity Task (2.17) is the parameter that has been developed mainly in the students, in comparison to the fluency parameter, which is the one that has the least developed and statistically the one that differs with a value of 1.26.

Task has significantly improved its performance through practice with authentic communicative activities. By adapting these activities, students work with known grammatical structures and vocabulary, leading to a deeper understanding of the language. Furthermore, they improve the ability to understand specific instructions, benefiting a more precise understanding of the instructions presented by the teacher.

Between Pre-test and Post-test

Figure 1:



Created by: Cruz, A. (2024)

Results show that with the application of dialogue as a communicative activity, students start with a range of 1 insufficient and end with two according to the rubric used with sufficient, according to the skills required for a CAMBRIDGE A2 general grade, demonstrating that the speaking skills of Students improve through communicative activities represented in graph N°1

Likewise, the parameter that improved with this communicative activity was Task, where the results indicate that the understanding of activities and actions within the class increased,

Maximum	2,00	3,00	1,00	3,00	1,00	2,00	2,00	3,00	2,00	3,00
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Created by: Cruz, A. (2024)

4.1.2 *Communicative activity Reading*

The data obtained from the application of the Reading communicative activity indicate that as it was developed in 2 stages, the first being the Pre-test, a general average of 1.56 was found according to the rubric methodology scale applied where was a range of 1 insufficient was obtained, with a coefficient of variation of 34.02 applying the parameters: task, accuracy, fluency, body language and confidence, with the means for each of them of 1.83, 1.30, 1.17, 1.70, 1.78, shown in table N° 8.

The ANOVA analysis, a safe statistical method, yielded a compelling result with a probability of 5.2E-05, less than 0.05. This outcome led to the rejection of the null hypothesis, and it is concluded that significant differences between the means of the parameters exist, a conclusion further supported by Tukey's analysis.

Once the statistical analysis has been carried out, it is seen that there is no homogeneity in the parameters applied since all the activities have different means, but especially in the communicative activity, Accuracy (1.30) and Fluency (1.17) are the least developed parameters in the students.

It is important to note that the parameters will only sometimes show progress, as is the case with Fluency. This information is by the research of (Rizqiyanti, 2023), who expresses that Fluency in students almost always needs more time and constant practice to develop fully, especially in foreign language learning situations where exposure to the language outside the classroom is limited. The difficulty in Fluency, even though obtaining improvements, shows the importance of providing additional opportunities for language practice outside the classroom (Mora & Mora-Plaza, 2023)

Adapting online technologies and resources can be a positive strategy to increase exposure to the language and optimize fluency in situations where opportunities to put the language into practice are minimal. (Rezalou & Firat Altay, 2022)

It is crucial to consider that the results achieved by the Pre-test reflect that students use Spanish excessively both in and out of the classroom, which limits and reduces the necessary practice of English, affecting precision and fluency. Constant practice is essential to improve both parameters. Furthermore, students do not see the need to practice the language outside of the classroom due to their home country's lack of cultural and economic opportunities.

Continue with the second stage, "Post-test," where a general average of 2.33 was determined according to the rubric methodology scale applied where a range of 2 sufficient was obtained, with a coefficient of variation of 27.48 applying the parameters: task, accuracy, fluency, body language and confidence, with the means for each of them of 2.52, 2.22, 2.0, 2.30 and 2.61, respectively, shown in table N° 8.

It is important to note that the null hypothesis is rejected, with a probability of 0.04, less than the significance value of 0.05. This rejection concludes that significant differences exist between the means of the Pre-test and Post-test parameters.

Once the statistical analysis is completed, it can be seen that, despite almost all the parameters being homogeneous, the communicative activity Body language and confidence (2.61) is the parameter that has developed with an increase in the students.

These results are because, by reading aloud, students develop confidence in their oral expression and become aware of their pronunciation and body language in front of their peers. It is accomplished in a safe environment that reduces the anxiety associated with public speaking. Over time, students become accustomed to hearing and understanding self-spoken English, thus improving their personal communication skills.

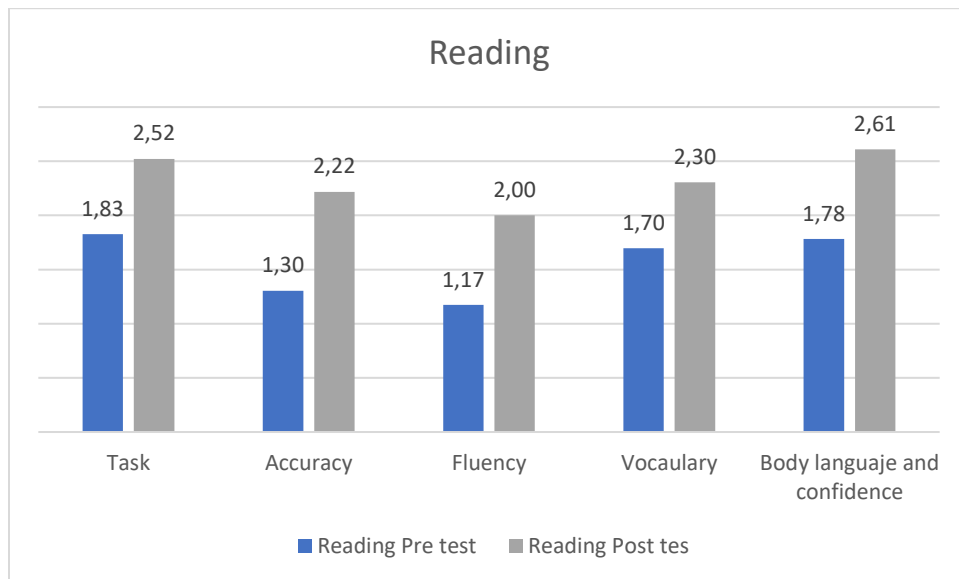
The development of oral confidence in speaking English through reading aloud is supported by (Shalchian, et al., 2014), who found that this practice helps students gain confidence in speaking English, especially when done regularly. This finding suggests that repeated exposure to controlled speaking situations can positively impact students' self-efficacy.

Furthermore, (Abdullah, 2019) states that this type of activity helps encourage greater attention to the non-verbal aspects of communication, such as posture and gestures.

Between Pre-test and Post-test

Figure 2:

Reading.



Created by: Cruz, A. (2024)

The results in graph N° 2 show that with the application of the reading communicative activity, students improve their speaking level positively since they begin with an average of 1.56 (insufficient) to 2.33 (sufficient) on the applied rubric scale.

The data on the increase in speech with reading communicative activity is consistent with the study (Brown & Lee, 2018), which has demonstrated the efficiency of this communicative activity in the development of speaking skills. In addition, the improvement in the parameters of "Task" and "Body language and confidence" is notable, with increases in the pre-test and post-test means from 1.83 to 2.52 and from 1.78 to 2.61. These results indicate that reading activities can improve speaking ability and increase students' confidence and body language when using the English language.

A study by (Gadis, et al., 2024) showed that reading aloud significantly improves students' phonetic accuracy, allowing them to identify and correct pronunciation errors.

Table 8:

Reading Statistic Analysis

	Task		Accuracy		Fluency		Vocabulary		Body language and confidence	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
Half	1,83	2,52	1,30	2,22	1,17	2,00	1,70	2,30	1,78	2,61
Typical error	0,14	0,16	0,10	0,19	0,08	0,00	0,10	0,19	0,14	0,14
Median	2,00	2,00	1,00	2,00	1,00	2,00	2,00	2,00	2,00	3,00
Mode	2,00	2,00	1,00	2,00	1,00	2,00	2,00	2,00	2,00	2,00
Coefficient of variation	36,07	40,69	37,66	25,16	33,01	0,00	35,61	31,34	27,75	40,19
Standard deviation	0,65	0,79	0,47	0,90	0,39	0,00	0,47	0,93	0,67	0,66
Sample variance	0,42	0,62	0,22	0,81	0,15	0,00	0,22	0,86	0,45	0,43
Minimum	1,00	1,00	1,00	1,00	1,00	2,00	1,00	1,00	1,00	2,00
Maximum	3,00	4,00	2,00	4,00	2,00	2,00	2,00	4,00	3,00	4,00

Created by: Cruz, A. (2024)

4.1.3 *Communicative activity Speaking Games*

The results achieved in the communicative activity Speaking games were demonstrated in two different stages; the first pre-test, where was obtained a general average of 1.20 according to the rubric applied with the methodology scale, where a range of 1 insufficient was present, with a coefficient of variation of 31.40 applying the parameters: task, accuracy, fluency, body language and confidence, with the means for each of them of 1.35, 1.26, 1.00, 1.26, 1.13, respectively, shown in table N° 9.

Using the Anova statistical analysis, we found a probability of 0.9, which is greater than 0.05. This led us to accept the null hypothesis, concluding that there are no significant differences between the means of the parameters. This conclusion was further confirmed by the application of Tukey's analysis, leaving us with a clear and certain understanding of the results.

Once the statistical analysis has been carried out, it can be seen that, despite homogeneity in the parameters applied, in the communicative activity speaking games, the fluency parameter (1.00) is the parameter the students have the least developed.

It can occur, as in previous cases already described, where students outside the classroom do not see the need to practice the language, decrease English fluency, and stop practicing entirely in cases where there is no motivation to learn the language.

This finding aligns with the observations of (Parvaneh & Hunter, 2017), who emphasized that while fluency is one of the most challenging aspects to develop in second language learning, it can be significantly improved with appropriate communicative activities, offering a beacon of hope for educators and learners alike.

Post-test

The second stage was with Post-test, where a general average of 2.12 was obtained according to the rubric methodology scale applied where a range of 2 sufficient is obtained, with a coefficient of variation of 37.00 applying the parameters: task, accuracy, fluency, body

language and confidence, with the means for each of them of 2.22, 2.48, 1.96, 2.30 and 1.65, respectively, shown in table N° 9.

The research continued with the statistical process; the Anova statistical analysis demonstrated that it has a probability of 0.008, less than 0.006. Therefore, the null hypothesis is rejected, and concluded that there are significant differences between the means of the Pre-test and Post-test parameters, also taking into account that the information was confirmed with the application of the Tukey statistical analysis, allowing us to demonstrate that the results are correct.

Once the statistical analysis was complete, it can be seen that, despite there being homogeneity in most of the parameters applied, the parameter that demonstrated the most remarkable change and benefit from the communicative activity Speaking games is Accuracy (2.48), which differs significantly from Body language and confidence (1.65) being these parameters the highest and lowest average that have developed in the students.

Guided communicative activities with play are particularly effective in improving these aspects of speech. This finding is consistent with the study by (Yukselturk, et al., 2018), who explain that educational games significantly improved grammatical accuracy and vocabulary use in EFL learners.

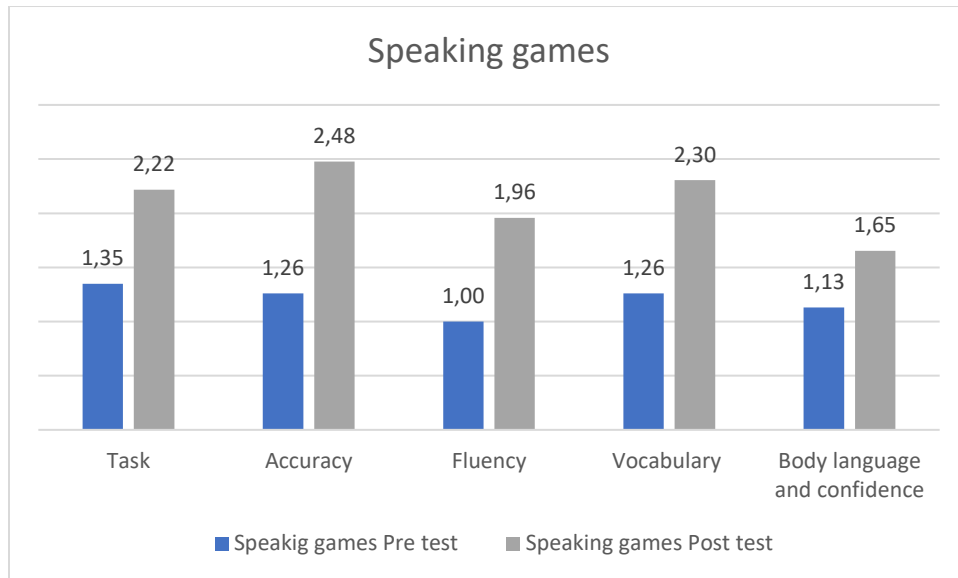
Accuracy increased greatly due to practice and active listening, allowing students to use the language instantly and effectively. Communicative activities and games allowed students to apply the language in a more natural and meaningful way. I also stress the importance of greater social interaction between colleagues, as it significantly contributes to building personal confidence, making the value of their efforts more apparent.

However, body language and confidence showed the slightest improvement, from 1.13 to 1.65. The information can be aligned with research by (Jean-Marc, et al., 2017), suggesting that the affective aspects of language learning may require additional interventions or more time to develop fully, giving necessary space for the factors of emotions that students can present and linguistic anxiety in language learning.

Between Pre-test and Post-test

Figure 3:

Speaking Games.



Created by: Cruz, A. (2024)

The results have shown that with the application of Speaking games as a communicative activity, students have achieved significant improvement in all the evaluated parameters. The general mean increased from 1.20 (insufficient) in the Pre-test to 2.12 (sufficient) in the post-test, according to the skills evaluated in this research. Thus, with these data, a statistically significant improvement was observed in the students' speaking skills, a testament to the potential of speaking games in language learning.

Regarding the specific actions, we can infer that the increase in precision (accuracy) is the parameter that obtains the most remarkable change of all. This finding is consistent with the study by (Kaur & Abdul Aziz, 2020), where they consider that the communicative activities done through games significantly improved the phonological accuracy of the students when practicing the English language.

Games can also increase and even evolve students' learning skills and how they influence them. Students with this communicative activity have improved pronunciation, vocabulary, fluency, and grammar, making learning pleasant and interactive. (Sinambela, et al., 2022)

Table 9:

Speaking games Statistic Analysis

	Task		Accuracy		Fluency		Vocabulary		Body language and confidence	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
Half	1,35	2,22	1,26	2,48	1,00	1,96	1,26	2,30	1,13	1,65
Typical error	0,13	0,21	0,11	0,16	0,00	0,12	0,09	0,19	0,07	0,13
Median	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00
Mode	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00
Coefficient of variation	42,89	31,89	30,46	39,18	0,00	28,74	48,02	45,01	35,61	40,19
Standard deviation	0,65	1,00	0,54	0,79	0,00	0,56	0,45	0,93	0,34	0,65
Sample variance	0,42	1,00	0,29	0,62	0,00	0,32	0,20	0,86	0,12	0,42
Minimum	1,00	1,00	1,00	2,00	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	3,00	4,00	3,00	4,00	1,00	3,00	2,00	4,00	2,00	3,00

Created by: Cruz, A. (2024)

4.1.4 Communicative activity Exposition.

To continue with the results obtained in the Exposition communicative activity are presented in two stages, starting with Pre-test, where a general average of 1.23 was determined according to the rubric methodology scale applied where a range of 1 insufficient is obtained, with a coefficient of variation of 40.44 applying the parameters: task, accuracy, fluency, body language and confidence, with the means for each of them of 1.22, 1.17, 1.22, 1.26, 1.30, respectively, shown in table N° 10.

Using the Anova statistical analysis, it was possible to show that it has a probability of 0.92, which is more significant than 0.05. Therefore, the null hypothesis is accepted, and concluded

that there are no significant differences between the means of the parameters. This information could also be corroborated using the Tukey statistical analysis, which verifies the same parameters.

The statistical analysis has revealed an interesting finding. Despite the overall homogeneity in the parameters applied in the Exposition communicative activity, the Accuracy parameter (1.17) stands out as the least developed among the students. This discovery underscores the importance of research and the potential for targeted improvement in language teaching and assessment.

Post-test

We continued with the second stage Post-test, determining a general average of 2.01 according to the rubric methodology scale applied where a range of 2 sufficient is obtained, with a coefficient of variation 36.8 applying the parameters: task, accuracy, fluency, body language, and confidence, with the means for each of them of 2.09, 2.22, 1.78, 2.30 and 1.65, respectively, shown in table N° 10.

Rejection of the Null Hypothesis: A Significant Finding Similarly, the Anova statistical process revealed that this communicative activity has a probability of 0.012, which is less than 0.05. This significant result led to the rejection of the null hypothesis, indicating that there are indeed significant differences between the means of the pre-test and post-test parameters.

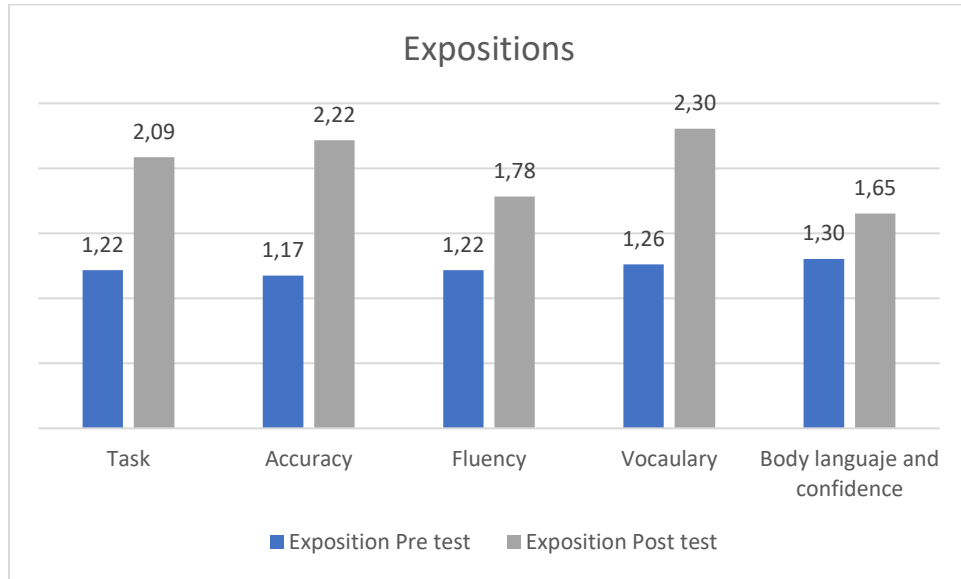
Once the statistical analysis was complete, it was seen that, despite the homogeneity in the parameters applied in the communicative activity Vocabulary (2.30), the parameter had been developed mainly in the students.

This result is particularly encouraging since vocabulary is crucial in developing communicative activities. As (Rafique, et al., 2023) point out, a broader vocabulary allows students to express themselves with greater precision and confidence in real communicative situations.

Between Pre-test and Post-test

Figure 4:

Exposition



Created by: Cruz, A. (2024)

The results have been able to demonstrate that with the application of Exposition as a communicative activity, students do improve the parameters evaluated in a general way since they start with one and end with two according to the rubric used with sufficient according to the skills required for a general qualification CAMBRIDGE A2.

Vocabulary was the parameter that showed the most outstanding development, with an average of 2.30 in the post-test. This result is particularly encouraging since vocabulary is crucial to developing communicative competence.

However, it is essential to note that some parameters, such as fluency (1.78) and body language and confidence (1.65), showed more modest progress, suggesting that these areas may require additional teaching strategies or a more specific focus within exposure activities. (Cao, 2023) argues that fluency and confidence often require practice and exposure to the language to develop fully.

Furthermore, although a general improvement is observed, students must reach high levels on the evaluation scale, which may give the need to use communicative activities in longer interventions as a next step.

Table 10

Exposition Statistic Analysis

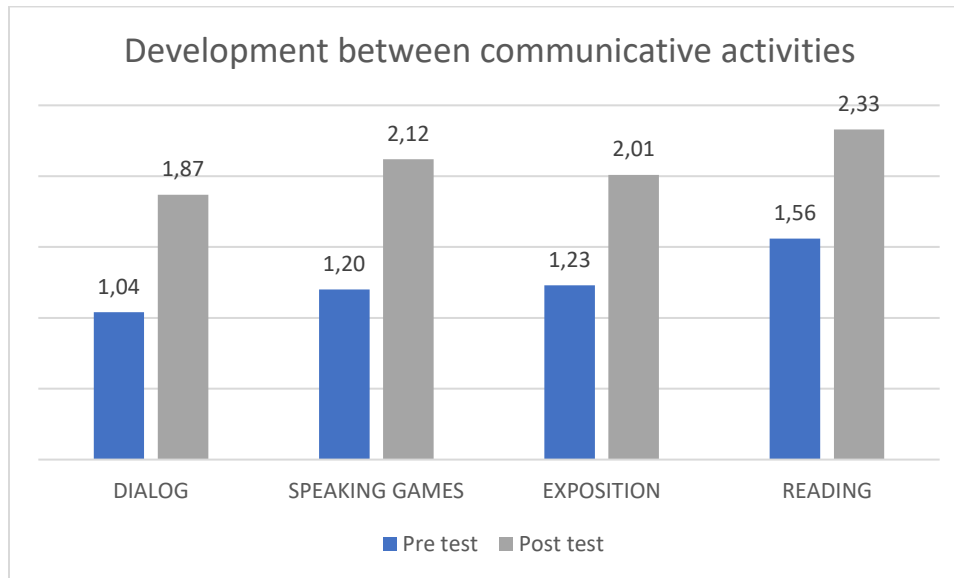
Created by: Cruz, A. (2024)

4.1.5 Development between communicative activities

	Task		Accuracy		Fluency		Vocabulary		Body language and confidence	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
Half	1,22	2,09	1,17	2,22	1,22	1,78	1,26	2,30	1,30	1,65
Typical error	0,09	0,20	0,08	0,11	0,11	0,14	0,13	0,15	0,12	0,16
Median	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00
Mode	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00	1,00	1,00
Coefficient of variation	33,01	23,38	42,84	46,91	42,59	37,66	34,64	45,49	49,11	30,50
Standard deviation	0,42	0,95	0,39	0,52	0,52	0,67	0,62	0,70	0,56	0,78
Sample variance	0,18	0,90	0,15	0,27	0,27	0,45	0,38	0,49	0,31	0,60
Minimum	1,00	1,00	1,00	2,00	1,00	1,00	1,00	2,00	1,00	1,00
Maximum	2,00	4,00	2,00	4,00	3,00	3,00	3,00	4,00	3,00	4,00

Figure 5:

Development between activities.



Created by: Cruz, A. (2024)

The results demonstrated in this research have provided valuable information about the effectiveness of different communicative activities in improving the speaking level of students.

The ANOVA analysis of variance carried out in the Pre-test revealed significant differences between the groups ($p = 0.0015$), suggesting that initially, there were variations in the students' oral competence level between the different activities implemented.

Notably, the post-test revealed a leveling effect on students' oral skills across all the communicative activities studied (dialogues, speech games, exposition, and reading), as indicated by the disappearance of significant differences ($p = 0.14$) observed in the Pre-test.

Among the activities evaluated, reading emerged as the parameter with the highest score (2.33), followed by speaking games (2.12), exposition (2.01), and dialogues (1.87). These results suggest that reading positively impacts the development of students' oral skills.

The effectiveness of reading in improving oral skills is supported by previous research. For example, (Jiang, 2016) found that extended reading can significantly improve students' oral naturalness in learning other languages. Similarly, (Rodríguez-Fuentes, et al., 2023)

demonstrated that reading aloud activities can improve pronunciation and intonation in speech.

It is necessary to point out that all the communicative activities studied showed improvements in the post-test scores compared to the Pre-test. The result is in line with the findings of (Sato & Lyster, 2024), who emphasized the importance of various communicative activities for the comprehensive development of oral skills.

Speaking games, which received the second-highest score, have been recognized for their ability to create a relaxed and motivating learning environment. (Makhachashvili & Semenist, 2022) speaking games can reduce anxiety and increase students' willingness to communicate in the target language.

4.2 Analysis of improvement between parameters used in the evaluation rubric

The results obtained between parameters were presented and developed in two stages, the first being Pre-test with a general mean of 1.33 ± 0.13 , which determined with the range of the rubric scale applied for the evaluation of each communicative activity, where The range of 1 was determined as insufficient, with a coefficient of variation of 13.7, applying the parameters: task, accuracy, fluency, body language and confidence, with an average for each of them of 1.46 ± 0.19 , 1.25 ± 0.04 , 1.13 ± 0.07 , 1.41 ± 0.14 , 1.41 ± 0.19 respectively, shown in table No. 11.

These results were obtained through Anova statistical analysis, which showed that the probability is 0.54, more significant than 0.05. The null hypothesis is accepted, and it is concluded that there are no significant differences between the means of the parameters.

Furthermore, the statistical analysis reveals that while there is homogeneity between all the parameters evaluated in the communicative activities, the Fluency parameter (1.75) begins with the lowest value. This discovery provides a guide to the reasons previously described why students do not feel the need to use the English language outside of the classroom. It also underscores the practical relevance of this research, as it sheds light on the most difficult aspect of working on the development of learning a language such as English.

Post-test

To continue with the second stage of the research, the Post-test was continued, with a general mean of 2.76 ± 0.14 , which was determined with the range of the rubric scale applied for the evaluation of each communicative activity, where the range of 2 was determined as sufficient, with a coefficient of variation of 13.75, applying the parameters: task, accuracy, fluency, body language and confidence, with a mean for each of them of 2.25 ± 0.09 , 2.20 ± 0.12 , 1.75 ± 0.17 , 2.23 ± 0.08 , 1.99 ± 0.23 respectively, shown in table No. 11

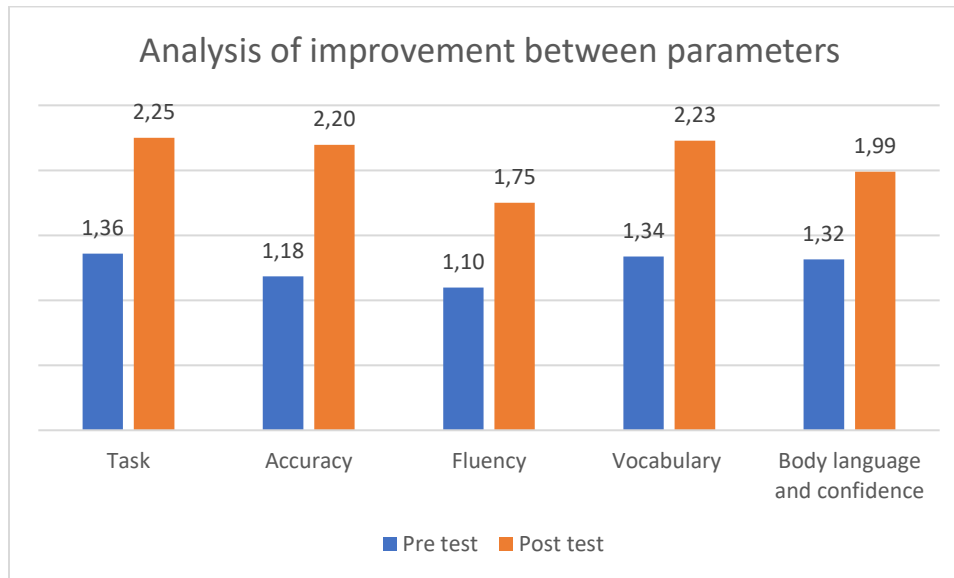
The ANOVA and Tukey statistical analyses of the Post-test results revealed a probability of 0.13, which is greater than the standard 0.05. This suggests that the null hypothesis can be accepted, indicating that there are no significant differences between the means of the parameters. This is a significant finding that supports the overall conclusions of the research.

Although there is homogeneity between all the parameters reviewed in the communicative activities, the Task parameter (2.25) obtains the highest value after using the communicative activities, followed by Speaking games (2.23).

Between Pre-test and Post-test

Figure 6:

Improvement between parameters.



Created by: Cruz, A. (2024)

Notably, the fluency parameter presented the lowest score (1.13 ± 0.07), which agrees with the observations of (Tavakoli & Hunter, 2017), who explain that fluency is one of the most challenging parameters and even tricky in learning a second language, especially in situations where students have limited opportunities for practice outside the classroom.

Post-test analysis revealed valuable improvement in all parameters, with the overall mean increasing to 2.76 ± 0.14 . This increase may be due to the fact that the communicative activities implemented had a positive impact on the students' speaking skills. It is exciting to note that the "Task" parameter obtained the highest score (2.25 ± 0.09) in the post-test, followed closely by "Speaking games" (2.23 ± 0.08). These results align with the findings of (Li & Suwanthep, 2017), who were able to present that structured communicative activities and speaking games can significantly improve the oral proficiency of EFL learners.

The notable increase in the 'Task' parameter in the post-test can be attributed to the students' growing familiarity with the structures of the communicative tasks and their increasing confidence in approaching them. This finding aligns with the research of (González-Lloret, 2020), who underscores the crucial role of repeated exposure to communicative tasks in

improving general competence in the target language. This knowledge can guide educators in designing effective language learning programs.

Table 11.

Improvement between parameters Statistic Analysis.

	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Descriptive statistics	Task		Accuracy		Fluency		Vocabulary		Body language and confidence	
Half	1,46	2,25	1,25	2,20	1,13	1,75	1,41	2,23	1,41	1,99
Typical error	0,19	0,09	0,04	0,12	0,07	0,17	0,14	0,08	0,19	0,23
Median	1,35	2,20	1,26	2,22	1,17	1,87	1,26	2,30	1,30	1,85
Mode	0,00	0,00	0,00	2,22	0,00	0,00	1,26	2,30	0,00	1,65
Standard deviation	0,32	0,19	0,07	0,25	0,12	0,34	0,25	0,15	0,34	0,45
Sample variance	0,10	0,04	0,00	0,06	0,01	0,12	0,06	0,02	0,11	0,20
Coefficient of variation	8,4	2,65	11,4	1,65	19,4	2,33	6,8	4,00	22,7	0,28
Minimum	1,22	0,43	1,17	0,61	1,00	0,74	1,26	0,30	1,13	0,96
Maximum	1,83	2,09	1,30	1,87	1,22	1,26	1,70	2,00	1,78	1,65

Created by: Cruz, A. (2024)

4.3 Analysis of interview for the improvement of pronunciation with communicative activities.

It is important to add that there were eight weeks for interventions, and during that process, a variety of communicative activities were applied. In addition, to analyze this table results, close answers evaluated with a scale rubric was used in the 23 students 'responses.

The results obtained in the diagnostic interview developed in 2 stages, at the beginning and end of the research, the first being Pre-test, where a general average of 1.09 was determined according to the methodology scale of applied rubric 1, where a range of 1 insufficient, with a variance of 0.08 applying the parameters: Pronunciation, Vocabulary, Task, Body language, and confidence, with the means for each of them of 1.13 ± 0.07 , 1.13 ± 0.07 , 1.09 ± 0.06 , 1.00 ± 0.0 , respectively, shown in table N ° 11.

The Anova analysis, a statistical tool used in the research, yielded a probability of 0.35, which is greater than the standard 0.05 leading to accepting the null hypothesis concluding that there are no significant differences between the means of the parameters.

Once the statistical analysis had been carried out and the results were corroborated with the Tukey analysis, the student's body language and confidence parameter (1.00) was the least developed parameter despite homogeneity in the parameters applied in the diagnostic interview.

The low body language and confidence parameter score can be attributed to a lack of student confidence. Many students exhibit resistance to participation, fearing judgment or criticism from their peers. This anxiety is particularly pronounced when using English, a language they do not fully master. Their lack of confidence in their words and occasional low self-esteem further exacerbate this issue, potentially hindering their language learning progress.

It was verified that although communicative activities are practical for improving students' speech, such as pronunciation and vocabulary, additional interventions may be necessary to address emotional aspects that may influence oral activity (Barrera Sáenz & Vivas Castañeda, 2019). These findings coincide with the importance highlighted by (MacIntyre & Devaele, 2014) about considering emotional aspects in language learning.

Post-test

Continued with the second stage Post-test, determining a general average of 2.05 according to the applied rubric methodology scale, where a range of 2 sufficient is obtained, with a variance of 0.69 applying the parameters: Pronunciation, Vocabulary, Task, Body language, and confidence, with the means for each of them of 2.26 ± 0.22 , 2.13 ± 0.17 , 1.96 ± 0.12 and 1.87 ± 0.17 , respectively, shown in table No. 11

Using the Anova statistical analysis, with a probability of 0.39, greater than the standard 0.05, provides a robust basis for the conclusion that no significant differences exist between the means of the pre-test and post-test parameters.

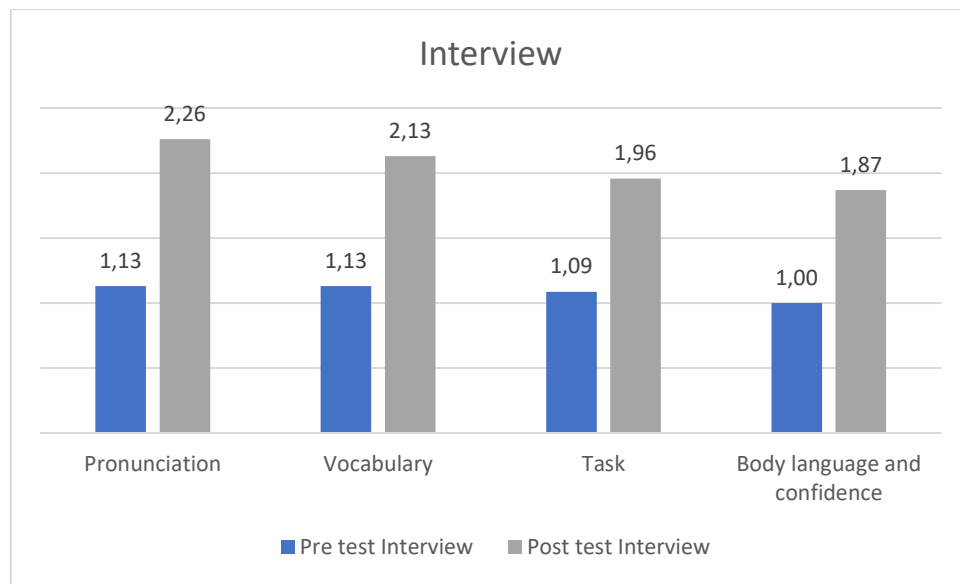
Once the statistical analysis has passed out, it is seen that, despite homogeneity in the parameters applied in the diagnostic interview, the Pronunciation parameter (2.26) is the most developed in the students at the end of the research.

The communicative activities in the research have significantly enhanced the students' pronunciation skills. By practicing English in a natural and reliable environment, students were exposed to the pronunciation of their peers and the teacher, leading to a noticeable improvement in their ability to distinguish and reproduce English sounds.

Between Pre-test and Post-test

Figure 7:

Interview results



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The results can be demonstrated between the pre-test and Post-test with a diagnostic interview, allowing us to show that students improve their speaking level since they start with 1 (insufficient) and end with 2 (sufficient) in all parameters. Evaluated according to the rubric carried out, managing to improve a general score the skills required for a general qualification CAMBRIDGE A2, which considers that students in terms of speaking must have communication skills in everyday situations with a level of fluency, Pronunciation, interaction and participation, understanding, confidence and body language (Cambridge, 2024)

Notably, the parameter that saw the most significant improvement in the research was Pronunciation. The results indicate a substantial development, with the average score increasing from 1.13 in the pre-test to 2.26 in the post-test. This was followed closely by vocabulary, which also showed a remarkable improvement, increasing from an average of 1.13 in the pre-test to 2.13 in the post-test. These impressive improvements in Pronunciation and vocabulary should leave no doubt about the effectiveness of the approach to communicative activities.

This finding agrees with studies such as that of (Abrar, 2018), who conclude that communicative activities, especially those that involve real situations, have a more significant impact on the Pronunciation of students who study a foreign language such as English.

The research has shown a promising overall improvement in all parameters evaluated. The mean score increased from 1.09 (insufficient) in the pre-test to 2.05 (sufficient) in the post-test. This increase, similar to that reported by (Zhu, et al., 2020) should inspire optimism and hope about the potential impact of research on students' speaking skills.

Table 11:

Improvement of pronunciation with communicative activities.

	Pronunciation		Vocabulary		Task		Body language and confidence	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
Half	1,13	2,26	1,13	2,13	1,09	1,96	1,00	1,87
Typical Error	0,07	0,22	0,07	0,17	0,06	0,12	0,00	0,17
Median	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00

Mode	1,00	2,00	1,00	2,00	1,00	2,00	1,00	2,00
Standard deviation	0,34	1,05	0,34	0,81	0,29	0,56	0,00	0,81
Minimum	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
Maximum	2,00	4,00	2,00	4,00	2,00	3,00	1,00	4,00

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5 Chapter V: Conclusions and Recommendations.

5.1 Conclusions

The methodological implementation of communicative activities in students has proven to be a solid strategy to improve student's speaking skills significantly. The results prove valuable progress in all the parameters evaluated, going from an "insufficient" level to "sufficient" according to the Common European Framework of Reference for Languages and Cambridge A2 qualifications standards.

Among the analyzed communicative activities, Reading aloud appeared as the most effective for developing oral skills with this working group, followed by speaking games, presentations, and dialogues. This order provides a guide for prioritizing pedagogical strategies in teaching English.

Detailed analysis of the evaluated parameters revealed notable improvements in "Task" and "Speech Games," suggesting that these activities foster a deeper understanding of linguistic structures and promote a more recognized and motivating learning environment. This finding highlights the importance of adding playful elements and structured tasks in teaching practice.

The most significant improvement was observed in pronunciation, a subcomponent of oral ability. The mean score increased from 1.13 to 2.26, demonstrating a fundamental enhancement. This progress underscores the effectiveness of communicative activities, particularly those that simulate real situations, in improving students' phonetic form when practicing English.

The research has perceptibly presented the importance of a different approach to teach English, which meets the linguistic aspects and the affective and emotional elements that influence language learning. Consideration to elements such as confidence and body language is significant for the comprehensive development of communication skills.

The results of this study are significant, as they confirm the hypothesis that students' speaking skills can be significantly improved through communicative activities. This finding underscores the potential benefits of adopting pedagogical approaches that prioritize genuine and demonstrative communication in the classroom.

5.2 Recommendations

The research has visibly presented the importance of a different approach to teaching English, which meets the linguistic aspects and the affective and emotional elements that influence language learning. Attention to elements such as confidence and body language is decisive for the comprehensive development of communication skills.

The results of this study are significant, as they confirm the hypothesis that students' oral expression skills can be significantly upgraded through communicative activities. This finding underscores the potential benefits of adopting pedagogical approaches prioritizing genuine and demonstrative classroom communication.

Since fluency was the parameter that showed the most negligible development, it is highly recommended that activities be designed and implemented specifically to improve this parameter. This activity could include spontaneous speaking exercises, improvisational discussions, and storytelling.

To address the lack of practice of speaking the language outside the classroom, it is suggested to develop strategies that have the potential to significantly motivate students to use English in everyday contexts. These strategies, such as assigning communication tasks to do at home, creating English conversation clubs, or using apps and digital platforms for language practice, can make a substantial difference.

Considering the significant improvement in pronunciation, activities that contribute to this aspect should be maintained and enhanced. It could include specific phonics exercises, minimal pairs practice, and using voice recognition technology for self-assessment of pronunciation.

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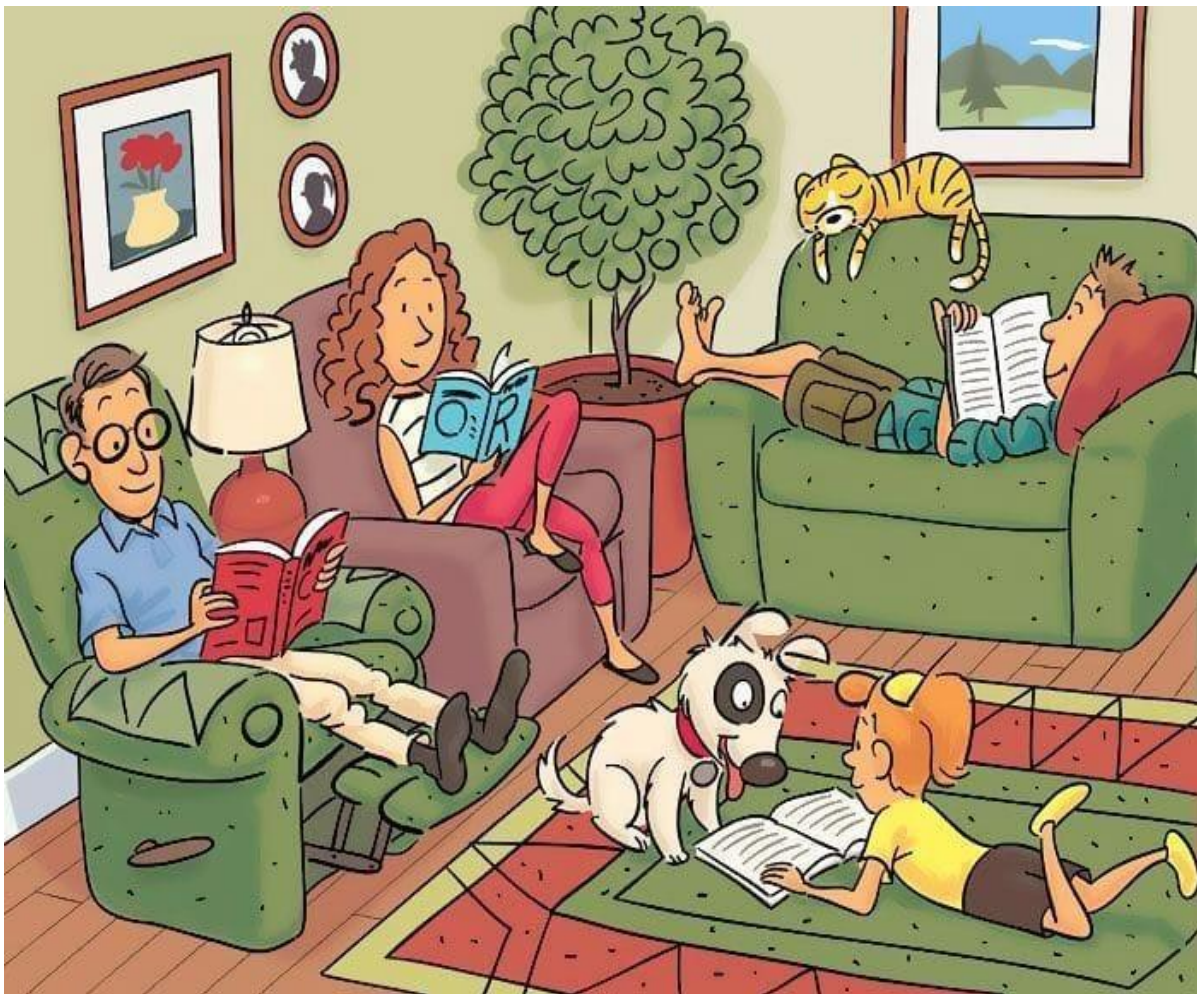
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7 Annex

Annex 1: Diagnostic imagen



Annex 2: *Institution permission*

Martes 09 de abril del 2024.

Ing. Alejandra Cruz
DOCENTE DE LENGUAS EXTRANJERAS DE LA UNIDAD EDUCATIVA "ADOLFO KOLPING"

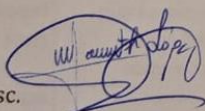
Presente.
De mi consideración.

Me complace informarle que su solicitud para llevar a cabo la investigación sobre "Actividades comunicativas para mejorar la habilidad de hablar el idioma inglés en estudiantes de 10mo año EGB de la Unidad Educativa Adolfo Kolping" ha sido revisada y aprobada.

Con esta carta, confirmamos oficialmente que tiene permiso para llevar a cabo la investigación en nuestras instalaciones durante el periodo lectivo 2023- 2024. Solicito que siga todas las políticas y regulaciones internas de la institución durante el desarrollo de su investigación.

Asimismo, queda a disposición para brindarle cualquier apoyo que pueda necesitar durante el proceso de investigación.

Atentamente,



Msc.
Janeth López
Rectora de Unidad Educativa Adolfo Kolping



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Annex 3: Rubrics evidence.

UNIDAD EDUCATIVA
"ADOLFO KOLPING"
TOPIC: Tourist places in Ecuador.
DATE: FRIDAY, FEBRUARY 2nd, 2024

N.º	NOMINA DE ESTUDIANTES	Appropriate greeting at the beginning		Introduction to the topic and the city they talk about			Use the vocabulary learned in class			Popper pronunciation on the presentation			Body language, if the students feels at ease or uncofortable			Confidence			TOTAL	Observation
		Yes	No	Yes	No	Little	Yes	No	Little	Yes	No	Little	Yes	No	Little	Yes	No	Little		
1	Aguagallo Thania	/				/						/							3.2	ALFELAS CACHA
2	Aunquilla Blanca	/		/		/		/				/		/					8.2	POCANA TAMBO
3	Auquilla Luis Mario	/		/		/		/				/		/					8.2	LAGUNA COLTA
4	Barrionuevo Sebastian	/		/		/		/				/		/					6.6	SUANO
5	Buñay Evelin	/		/		/		/				/		/					4.8	CHAMBO
6	Cajilema Madeley	/		/		/		/				/		/					6.6	RIOMBOA
7	Cando Camilo	/		/		/		/				/		/					3.2	SAN ANDES
8	Cando Joseph	/		/		/		/				/		/					3.2	CASA CONDOR
9	Cando Lionel	/		/		/		/				/		/					9.1	BOSQUE PALMIPIS
10	Carrasco Andrés	/		/		/		/				/		/					7.4	LEVADO CHAMBOA
11	Cayambe Anderson	/		/		/		/				/		/					9.1	TERMALES SUÑATA
12	Correa Micaela	/		/		/		/				/		/					7.5	CEPERO POLDA
13	Guamán Thania	/		/		/		/				/		/					3.2	ALAUZI
14	Maza Maykel	/		/		/		/				/		/					7.4	LA CHORREZA
15	Roto Jeferson	/		/		/		/				/		/					4	TEMPLO NACHAY
16	Roto Ana	/		/		/		/				/		/					7.4	DUNAS PALMIRA
17	Ruiz Josue	/		/		/		/				/		/					5.7	LAGUNA ANTEIRA
18	Sinaluisa Jesús	/		/		/		/				/		/					4	MUSEO CONCEPCION
19	Sinaluisa José	/		/		/		/				/		/					6.6	TAQUOQUES
20	Sinaluisa Luis A.	/		/		/		/				/		/					4.8	EL ALTAE
21	Sinaluisa Magaly	/		/		/		/				/		/					7.4	BAZANAERA CHUMBI
22	Vásconez Elvis	/		/		/		/				/		/					6.5	LAGUNA OROCOCHE

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TOPIC: PERSONAL INFORMATION

DATE: FRIDAY, MARCH 8th 2024

N.º	NOMINA DE ESTUDIANTES	Participation	Cooperation between classmates	Use of correct vocabulary	Good dialogue	Correct English pronunciation	Confidence when speaking	TOTAL	Observation
1	THANIA	3	4	2	3	2	3		MEJORA GENERAL
2	THANIA	4	4	3	3	1	2		REPASO PRONUNCIACION
3	ELUIS	4	4	3	3	3	4		REPASO FLUidez
4	L. ANGEL	2	4	1	2	3	2		REPASO VOCAB.
5	ANDRES	4	3	3	3	2	3		PRONUNCIACION
6	ANDERSON	5	4	4	3	3	4		BUENA PARTICIPACION
7	SEBASTIAN	4	4	4	4	3	2		MEJORA PROC.
8	LIONEL	4	5	3	4	1	4		NO REPASA PRON.
9	BIANCA	4	3	2	3	3	3		NO REPASA VOC.
10	MAGALI	2	3	1	2	3	1		MEJORA GENERAL
11	CAMILO	2	1	3	3	3	1		MAJOR TRABAJO IND. CLASE
12	JESUS	2	2	3	2	2	2		TRAB. INDIVIDUAL CLASE
13	ANITA	4	5	4	5	5	4		BASE PRONUNCIACION
14	MADELEY	4	5	4	3	3	4		MEJORA DIALOGO
15	LUIS HAYO	3	3	2	3	2	3		REPASO VOCABULARIO
16	JOSEF	2	2	2	3	3	2		TRABAJO INDIVIDUAL CLASE
17	SOSUE	2	4	3	2	2	2		TRABAJO INDIVIDUAL PRONUN.
18	JEFFERSON	4	4	2	2	1	1		TRAB. INDIVIDUAL PRONUNCIA
19	EVELIN	4	4	2	3	3	2		NO REPASA VOCABULARIO
20	MICAELA	5	4	4	4	2	3		NO REPASA PRONUNCIAS
21	MAYKEL	3	4	2	2	2	2		MEJORA GENERAL
22	JOSE	3	3	1	2	1	2		MEJORA PRON. VOCAB.

Annex 4: Dialog.

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Student A: Hi, _____! How are you?

Student B: Hi, _____! I'm good, thank you. How are you?

Student A: I'm fine, too. What are you doing?

Student B: I'm reading a book. It's very interesting. Do you like to read?

Student A: Yes, I love to read. What book are you reading?

Student B: I'm reading "Harry Potter." Have you read it?

Student A: Yes, I have. I really like it. My favorite character is Hermione. Who is your favorite character?

Student B: I like Harry the most. He is brave and kind.

Student A: Yes, he is. What are you going to do later?

Student B: I'm going to the movies with my friends. Do you want to come?

Student A: Sure! That sounds fun. What time?

Student B: At 4 o'clock. We are watching a comedy.

Student A: Great! I'll see you there.

Student B: Perfect! See you later, _____!

Student A: Bye, _____!

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Student A: Hi, _____! What are you doing?

Student B: Hi, _____! I'm playing soccer. Do you like soccer?

Student A: Yes, I like soccer, but I'm not very good at it.

Student B: That's okay! It's fun to play. Do you want to join us?

Student A: Sure! I'll try. How do you play?

Student B: It's easy. You just kick the ball and try to score a goal.

Student A: Okay, I'll do my best. What position do you play?

Student B: I'm the goalkeeper. I stop the ball from going into the goal.

Student A: That sounds difficult! Do you play every day?

Student B: Yes, I play after school with my friends. Do you like any other sports?

Student A: I like swimming. I swim every weekend.

Student B: Swimming is great! It's good exercise. Where do you swim?

Student A: I swim at the community pool. Do you swim, too?

Student B: Yes, we should go swimming together sometime.

Student A: Yes, that would be fun! I'll bring my friends, too.

Student B: Great! Let's plan for next weekend.



Annex 5: *Speaking games.*

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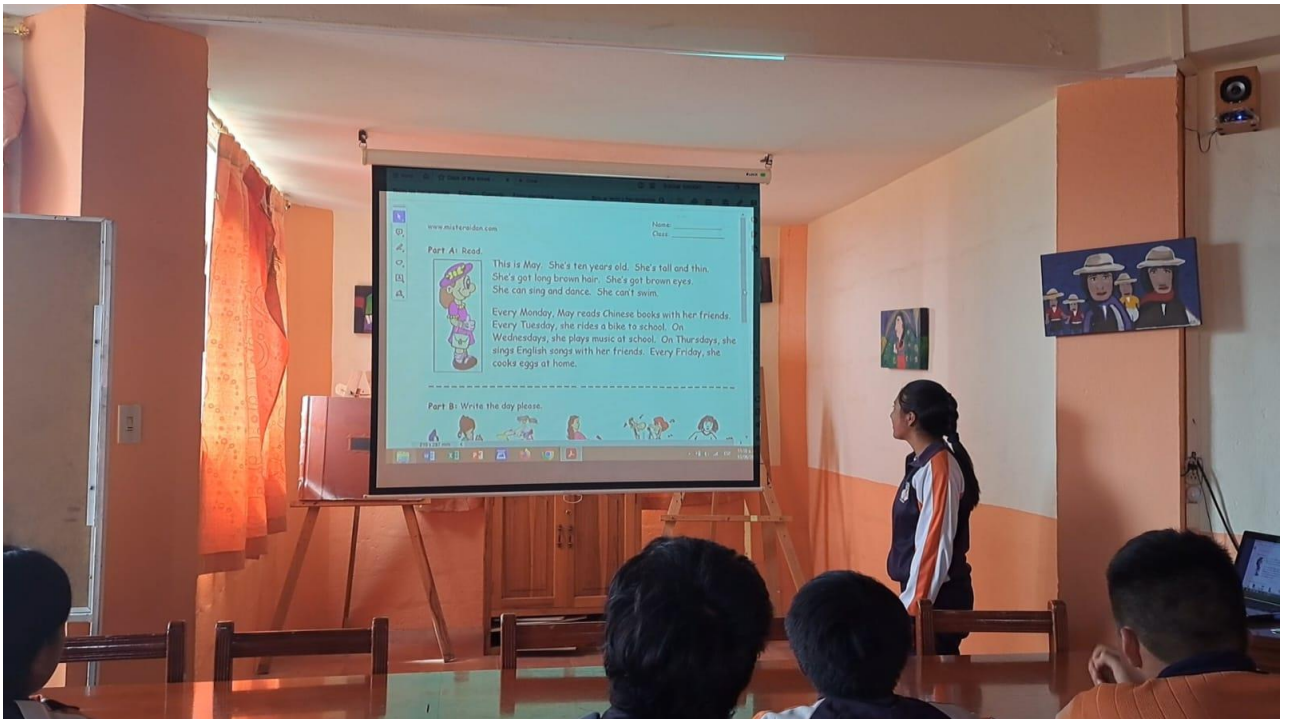


Annex 6: Reading

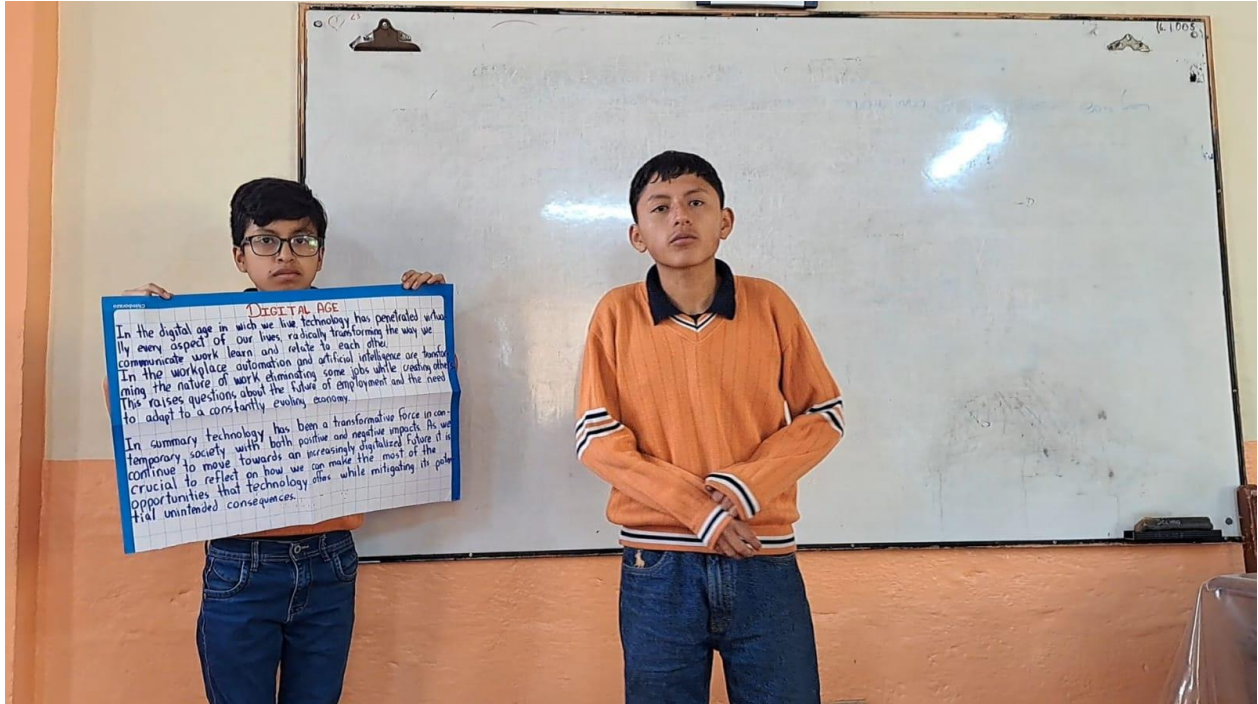


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Annex 7: Expositions.







Annex 8: Statistic Analysis

ANALYSIS BETWEEN VARIABLES

Medidas resumen

PARAMETRO	Variable	n	Media	D.E.	CV	Min	Máx	Mediana
Accuracy	MEDIA	4	1,18	0,13	11,36	1,00	1,30	1,22
Body language and confiden..	MEDIA	4	1,32	0,33	25,09	1,04	1,78	1,22
Fluency	MEDIA	4	1,10	0,11	10,42	1,00	1,22	1,09
Task	MEDIA	4	1,36	0,34	24,70	1,04	1,83	1,28
Vocabulary	MEDIA	4	1,34	0,25	18,47	1,13	1,70	1,26

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,18	0,00	19,90

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,20	4	0,05	0,81	0,5394
PARAMETRO	0,20	4	0,05	0,81	0,5394
Error	0,94	15	0,06		
Total	1,14	19			

Shapiro-Wilks (modificado)

Variable	n	Media	D.E.	W*	p(Unilateral D)
MEDIA	20	1,26	0,25	0,81	0,0010

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,18	0,00	19,90

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,20	4	0,05	0,81	0,5394
PARAMETRO	0,20	4	0,05	0,81	0,5394
Error	0,94	15	0,06		
Total	1,14	19			

Test: Tukey Alfa=0,05 DMS=0,54692

Error: 0,0627 gl: 15

PARAMETRO	Medias	n	E.E.
Task	1,36	4	0,13 A
Speaking Games	1,34	4	0,13 A
Body language and confiden..	1,32	4	0,13 A
Accuracy	1,18	4	0,13 A
Fluency	1,10	4	0,13 A

Medias con una letra común no son significativamente diferentes ($p > 0,05$)

ANALISIS POR PARAMETRO

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Medidas resumen

PARAMETRO	Variable	n	Media	D.E.	CV	Mín	Máx	Mediana
Accuracy	MEDIA	4	1,18	0,13	11,36	1,00	1,30	1,22
Body language and confiden..	MEDIA	4	1,32	0,33	25,09	1,04	1,78	1,22
Fluency	MEDIA	4	1,10	0,11	10,42	1,00	1,22	1,09
Task	MEDIA	4	1,36	0,34	24,70	1,04	1,83	1,28
Vocabulary	MEDIA	4	1,34	0,25	18,47	1,13	1,70	1,26

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,18	0,00	19,90

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,20	4	0,05	0,81	0,5394
PARAMETRO	0,20	4	0,05	0,81	0,5394
Error	0,94	15	0,06		
Total	1,14	19			

Shapiro-Wilks (modificado)

Variable	n	Media	D.E.	W*	p(Unilateral D)
RDUO MEDIA	20	0,00	0,22	0,89	0,0588

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
RABS MEDIA	20	0,20	0,00	83,78

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,07	4	0,02	0,93	0,4708
PARAMETRO	0,07	4	0,02	0,93	0,4708
Error	0,30	15	0,02		
Total	0,37	19			

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Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,18	0,00	19,90

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,20	4	0,05	0,81	0,5394
PARAMETRO	0,20	4	0,05	0,81	0,5394
Error	0,94	15	0,06		
Total	1,14	19			

Test: Tukey Alfa=0,05 DMS=0,54692

Error: 0,0627 gl: 15

PARAMETRO	Medias	n	E.E.
Task	1,36	4	0,13 A
Vocabulary	1,34	4	0,13 A
Body language and confiden..	1,32	4	0,13 A
Accuracy	1,18	4	0,13 A
Fluency	1,10	4	0,13 A

Medias con una letra común no son significativamente diferentes ($p > 0,05$)

FILAS

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,63	0,53	13,31

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,72	4	0,18	6,43	0,0032
PARAMETRO	0,72	4	0,18	6,43	0,0032
Error	0,42	15	0,03		
Total	1,14	19			

Shapiro-Wilks (modificado)

Variable	n	Media	D.E.	W*	p(Unilateral D)
RDUO MEDIA	20	0,00	0,15	0,95	0,5493

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,63	0,53	13,31

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,72	4	0,18	6,43	0,0032
PARAMETRO	0,72	4	0,18	6,43	0,0032
Error	0,42	15	0,03		
Total	1,14	19			

Test: Tukey Alfa=0,05 DMS=0,44510

Error: 0,0281 gl: 15

PARAMETRO	Medias	n	E.E.
READING	1,56	5	0,07 A
VOCABULARY	1,35	1	0,17 A B
EXPOSURE	1,23	5	0,07 A B
SPEAKIG GAMES	1,16	4	0,08 A B
DIALOGUE	1,04	5	0,07 B

Medias con una letra común no son significativamente diferentes ($p > 0,05$)

POST TEST

Medidas resumen

PARAMETRO	Variable	n	Media	D.E.	Mín	Máx
Accuracy	MEDIA	4	2,20	0,25	1,87	2,48
Body language and confiden..	MEDIA	4	1,99	0,45	1,65	2,61
Fluency	MEDIA	4	1,75	0,34	1,26	2,00
Speaking games	MEDIA	4	2,23	0,15	2,00	2,30
Task	MEDIA	4	2,25	0,19	2,09	2,52

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,35	0,18	14,26

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,73	4	0,18	2,06	0,1378
PARAMETRO	0,73	4	0,18	2,06	0,1378
Error	1,32	15	0,09		
Total	2,05	19			

Shapiro-Wilks (modificado)

Variable	n	Media	D.E.	W*	p(Unilateral D)
RDUO MEDIA	20	0,00	0,26	0,96	0,8089

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,35	0,18	14,26

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,73	4	0,18	2,06	0,1378
PARAMETRO	0,73	4	0,18	2,06	0,1378
Error	1,32	15	0,09		
Total	2,05	19			

Test: Tukey Alfa=0,05 DMS=0,64853

Error: 0,0882 gl: 15

PARAMETRO	Medias	n	E.E.
Task	2,25	4	0,15 A
Speaking games	2,23	4	0,15 A
Accuracy	2,20	4	0,15 A
Body language and confiden..	1,99	4	0,15 A
Fluency	1,75	4	0,15 A

Medias con una letra común no son significativamente diferentes ($p > 0,05$)

ENTRE ACTIVIDADES

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Medidas resumen

PARAMETRO	Variable	n	Media	D.E.	Mín	Máx
DIALOGUE	MEDIA	5	1,87	0,36	1,26	2,17
EXPOSURE	MEDIA	5	2,01	0,28	1,65	2,30
READING	MEDIA	5	2,33	0,24	2,00	2,61
SPEAKING GAMES	MEDIA	4	2,24	0,22	1,96	2,48
VOCABULARY	MEDIA	1	1,65	0,00	1,65	1,65

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,41	0,26	13,60

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,84	4	0,21	2,63	0,0760
PARAMETRO	0,84	4	0,21	2,63	0,0760
Error	1,20	15	0,08		
Total	2,05	19			

Shapiro-Wilks (modificado)

Variable	n	Media	D.E.	W*	p(Unilateral D)
RDUO MEDIA	20	0,00	0,25	0,91	0,1433

Análisis de la varianza

Variable	N	R ²	R ² Aj	CV
MEDIA	20	0,41	0,26	13,60

Cuadro de Análisis de la Varianza (SC tipo III)

F.V.	SC	gl	CM	F	p-valor
Modelo	0,84	4	0,21	2,63	0,0760
PARAMETRO	0,84	4	0,21	2,63	0,0760
Error	1,20	15	0,08		
Total	2,05	19			

Test:Tukey Alfa=0,05 DMS=0,75263

Error: 0,0803 gl: 15

PARAMETRO	Medias	n	E.E.
READING	2,33	5	0,13 A
SPEAKING GAMES	2,24	4	0,14 A
EXPOSURE	2,01	5	0,13 A
DIALOGUE	1,87	5	0,13 A
VOCABULARY	1,65	1	0,28 A

Medias con una letra común no son significativamente diferentes ($p > 0,05$)