DEPARTMENT OF LANGUAGES

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AUTHORS: GUERRERO ANDRADE, MARIA EUGENIA
PUGA CEVALLOS, MARTHA CATALINA

TITLE: THE INCIDENCE OF THE COMMUNICATIVE APPROACH ON THE LEVEL OF THE SPEAKING SKILL DEVELOPMENT IN STUDENTS ATTENDING THE FIRST YEAR OF BASIC EDUCATION AT THE RUDOLPH STEINER SCHOOL DURING THE SECOND TERM, 2007–2008 SCHOOL YEAR

Director: Miguel Ponce Medina, MS.
Co-Director: Néstor Bonilla Bonilla, MG.

SANGOLQUI, APRIL 2014

CERTIFICATION

We certify that the present research work was carried out in its entirety by: Martha Catalina Puga Cevallos and María Eugenia Guerrero Andrade as a research submitted in partial fulfillment of requirements for the degree of Bachelor in Applied Linguistics in English Program at Universidad de las Fuerzas Armadas as a requirement previous to obtain the title.

Miguel Ponce Medina, MS.
Director

Néstor Bonilla Bonilla, MG.
Co- Director

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Martha Catalina Puga Cevallos – María Eugenia Guerrero Andrade

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Quito, 17 de Abril del 2014

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Martha Catalina Puga Cevallos   María Eugenia Guerrero Andrade

DEDICATION

We dedicate this work to our families who were always encouraging us to continue and supported us with their love and patience.

Catalina Puga

María Eugenia Guerrero

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First of all we want to thank God for giving us the health and the blessing of friendship that let us accomplish our goal, … to finish our career.

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ABSTRACT

This research is specifically concerned with the incidence of the Communicative Approach on the level of the Speaking Skill development in students of first year of education.

This work makes a comparison between two groups of students a Control Group which received English with the traditional method and an Experimental Group in which the Communicative Approach was applied.

First, it presents a brief description of the school, its history and facilities. Then, information about Communicative Approach, its origins, role of the teacher, and principles, the Speaking Skill, and its development, and finally all the work done with the Experimental Group using Communicative Approach techniques and activities. Communicative Approach let students learn the language through activities related with daily life events that made students participate orally and in a relaxed way. This way students built their knowledge because they were living what they were learning. The Control Group maintained its traditional methodology.

Data for this research were collected through a pre-test to assess the level of English in the students from both groups before the application of Communicative Approach and a post test at the end of the work.

The results from the pre-tests showed that both groups started with a same level of English. After the post-test it is shown that Communicative Approach has a positive incidence on the speaking skill. The information contained in this work is written using language easy to understand so it is a helpful tool

for ESL teachers who want to work with Communicative Approach in their classrooms.

Key Words

Communicative Approach

Linguistic Skill

Language Development

Task Based Activities

Language Functions

THE INCIDENCE OF THE COMMUNICATIVE APPROACH ON THE LEVEL

OF THE SPEAKING SKILL DEVELOPMENT IN STUDENTS ATTENDING

THE FIRST YEAR OF BASIC EDUCATION AT THE RUDOLPH STEINER

SCHOOL DURING THE SECOND TERM, 2007– 2008 SCHOOL YEAR

Nowadays the importance of being at least a bilingual person has increased greatly. The number of methods that have been researched for the teaching of English as a Second language is every time bigger and most of them focus on learning grammar rules, and following a text which requires to be completed at the end of the course. After a review of a few methods we felt motivated to research on Communicative Approach which focus on communication and task based learning. In this work communication refers to Speaking Skill development, a process that is very important because it shows how language in being acquired.

This study presents the definition for Communicative Approach, its origin and shows classroom procedures and techniques with this Approach, and the role played by the teacher and the students.

Regarding the Speaking Skill, the study includes a clear definition of this skill and focus on the Linguistic knowledge and Linguistic development that is essential to understand and follow the development of the kids' language through the process.

The research was done with two groups of kindergarten learners.   Group A the Control Group which received Grammar translation teaching method and Group B the Experimental Group in which was implemented the Communicative Approach.

The groups were evaluated using a PRE-TEST to assess their level of English. After three months of application of the Communicative Approach a POST-TEST was administered. The tests were designed according to the age of the kids and the school requirements.

Comparing the results from both tests we verified the incidence of the Communicative Approach on the level of speaking skill development. Once the speaking skill is in process of development the writing skill will be acquired easily as it happens when learning a native language.

Communicative Approach let students not only complete a book and memorize rules; it helps internalize the language through experience.

PART I

RESEARCH PROBLEM

The incidence of the Communicative Approach on the level of the Speaking Skill development in students attending the first year of basic education at the Rudolph Steiner School during the second term, 2007– 2008 school year.

1.1 Identification of the problem

Effect 1.1 As students first learn to read in Spanish they find difficult to learn to read in English, they do not have the speaking skill in process.	Effect 2.1 Students learn only basic English.	Effect 3.1 Students will reject to continue learning because they feel they can not speak the language.
Effect 1 Students may be able to copy letters and write them but their vocabulary is reduced.	Effect 2 Students are not familiarized with daily life language as teachers do not use it in the class	Effect 3 Students feel uncomfortable and insecure with the foreign language the moment they need to speak using it.

The students can not express themselves; their ability of speaking is not up to standard.

Cause 1 Teachers focus more on developing motor skills than the speaking skill.	Cause 2 Teachers consider kids are too young to learn the language.	Cause 3 Students do not have opportunity of practicing the language at home.
Cause 1.1 Teachers do not plan activities to develop speaking skill in their planners. (activities like drama, oral participations, real situations)	Cause 2.1 Teachers have no experience teaching English to very young learners	Cause 3.1 Students speak only a reduced numbers of words in English in class

Figure 1 Identification of the Problem

For long time English has been an important tool of communication among the world. Children and people in general are taught mostly the grammar part which will be learned at that moment, but as happens most of the time grammar is memorized and easily forgotten.

Students at most of the schools in Ecuador do not have the opportunity of practicing speaking since very young ages (pre kinder and kindergarten students). Schools teach English as a subject and do not use it all the time during the class, only a few minutes to show the students meanings and sounds of the words. The small number of words children learn they easily forget.

The fact that students do not practice speaking makes them feel uncomfortable and insecure with the foreign language the moment they need to speak using it, and their future learning will be more difficult.

It is very important to take advantage of that young children (age 4 – 5) acquire language at a very rapid rate and grammar is learned at the same time they are learning to speak the language. Children start speaking with grammar mistakes as they do when learning their first language.

For this reason it is very important to expose the students to the foreign language in activities in which they hear and watch native language speakers, that way they internalize sounds, meaning and grammar.

How can we do this? Applying the Communicative Language Approach since pre kinder in the teaching of English as a second language.

Communicative Language Approach focus mainly on communication and requires all the activities to be designed thinking on real situations, so students learn real language which will be essential to avoid fears about using the target language because they will feel familiar with the situation and will have the vocabulary needed to express and communicate. Also, their first knowledge will be strong basis to continue learning the language in upper grades.

1.2 Problem-formulation

This research took place at Rudolf Steiner Private School of Quito, from February to May, the groups that we worked with were children from 5 to 6 years old. The question that we wanted to answer was: What is the incidence of the Communicative Approach on the level of speaking skill development in students attending the first year of basic education at the Rudolf Steiner School during the second term 2007 – 2008 school year?

1.3 Variables Matrix

Table 1 Variables Matrix

	DEFINITIONS	DIMENSIONS	SUB-DIMENSIONS
Independent Variable THE COMMUNICATIVE APPROACH	The communicative method precisely defines objectives headed by free communication through conversation, reading, listening comprehension and writing. For those aims, the communicative method uses contemporary elements of tele-, radio communication, etc. which are natural in the world of exchanging information. Nevertheless, a book remains the main but not the only tool of language learning at school.	Origins	. **Basis – focus**
		Role of the teacher	. **Student centered class**
		Principles	· **Stimulus responses**
		Techniques	· **Communication**
		Methodology	· **Conversation**
		Contents	· **Daily life events** · **Topics included in the book**
		Resources	· **Books, tv, movies, radio, pictures, flash cards**
		Evaluation	· **Listening and answering the questions** · **Listen / read and retell the story**
Dependent Variable THE SPEAKING SKILL	Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). **linguistic process** - the cognitive processes involved in producing and understanding linguistic communication; "he didn't have the language to express his feelings"	Kinds of linguistic knowledge	· **phonology** · **semantics** · **syntax** · **pragmatics**
		Stages of linguistic development	· **pre linguistic** · **holophrastic stage** · **telegraphic stage** · **early complex sentences** · **complex sentences** · **linguistic intuitions**

1.4 Objectives

1.4.1 General

· To facilitate the learning process of a second language developing free communication through conversation (teacher uses daily life language in class).

· To help students overcome the reticence of being embarrassed or shy to use the second language and encourage them to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do.

· To determine the incidence of the Communicative Approach on the level of speaking skill development in students attending the first year of basic education.

1.4.2 Specific

- To get students to understand instructions in order to work in class (task-based activities). Emphasize understanding and use of language.

- To help learners create meaning rather than help them to develop perfect grammar.

- To carry out a pre-test for students in kindergarten in order to diagnose their level of English. The test will include a speaking, a listening and a writing part.

- To encourage students to begin to participate in oral interaction by helping them building up a stock of minimal responses that they can use in different types of exchanges.

- To include in the current planning speaking activities interacting with native language material so that students get use to native pronunciation.

- To use simple material and adapt the classroom environment to develop speaking activities that will help develop communicative competence.

- To develop a post test, in order to establish the difference on the level of speaking skill after having implemented the Communicative Approach in the experimental group.

- To make of this research a useful tool for teachers in their classrooms.

1.5 Justification

Nowadays the importance of speaking English as a Second language is becoming bigger and bigger.   In all of the schools all over the world English has become a subject as Mathematics, or Science.   The levels and methods

used in the different institutions vary depending on their directors. At the Rudolf Steiner School we observed that the method used in the initial years of school like nursery, pre kinder, and kindergarten was the traditional. Traditional method focuses on grammar more than communication.

We realized that very young children received the Language in a way that they soon forgot and did not internalize the language. In order to develop communication it is not enough for students to only have knowledge of the target language forms and meanings. Students need the interaction between the speaker and listener to have clear meanings. Teachers teach students patterns and rules rather than using activities for real purposes. The learning process should be based on creative role plays, simulations, games, etc. that produce spontaneity and improvisation.

In the ages of 3 to 5 there is not going to be a fluent oral production of language but the sounds, words and images will be stored in their brains in the way that happens when we are learning our first language or mother tongue. If very young learners are exposed to language as part of their lives the developing of the second language (English) in future years will be easier.

In this work we applied The Communicative Language approach in one of the groups and showed the incidence of this method on the speaking skill at the age of 5 years old. We provided opportunities in the classroom for

students to engage in real – life communication in the target language. We motivated teachers to feel interested in finding the best way to teach their students so that students learn and never forget. Teachers must always be creative, informative, and never forget to plan in advance all the activities that will help to get their students learn and enjoy their learning.

All the material included in this work is available as information and support for teachers.

PART II

THE THEORETICAL FRAMEWORK

CHAPTER I

RUDOLF STEINER SCHOOL

1.1 GENERAL INFORMATION

CAMPUS NAME: Colegio Internacional Rudolf Steiner

ADDRESS: Av Francisco Montalvo 212 y Mariscal Sucre

DISTRICT: Cochapamba

PROVINCE: Pichincha

CANTON: Quito

PARISH: Cotocollao

TELEPHONE: 244 3315 - 331 6317

SUPPORT: Private

SECTIONS: Basic and High School

SPECIALTIES: Bachelor of Science and International Baccalaureate

FINANCING: Charging students tuition

NUMBER OF STUDENTS: 505

NUMBER OF TEACHERS: 35

AUTHORITIES:

Chairman of the Board   Dr. Margoth Saltos

Executive Chairman   Mr. Fabrizio Gaibor

Principal   Mr. Gustavo Ramos

Academic   Director   Dr. Maria Gordillo

English Department Director	Mrs. Pamela Hidalgo
Interpersonal Relations	Mr. Fernando Rojas
Medical Department	Dr Clarisa Escalante
Educational Psychology Dep.	Dr. Sofía Torres
Public Relations Director	Carolina Escalante

FACILITIES:

Swimming pool, Basketball court, Soccer court, Tennis court, Volley Ball court, Playground, Administrative offices, Art room, Music room, Dance room, Chemistry, Biology and Physics laboratories, Library, Computers rooms

1.2 HISTORY TRAITS (school document)

Quito - Ecuador, the Ministry of Education with the 773 Agreement, having studied the statutes of the Foundation "Loyo Luis Alfredo Davila", by the Legal Department of the Ministry, as stated in the Memorandum No. 1203-AJ October 22, 1976 issued a favorable opinion.

Agrees:

To approve the Statutes of the Foundation "Loyo Luis Alfredo Davila," for not contravene laws, and made the following observation:

1.- Add an item to read: in case of dissolution of the Foundation shall proceed in accordance with the Arts. 596 and 598 of the Civil Code.

Inform .- In Quito, October 29, 1976.

F) Eduardo Granja G. Dr. Assistant Secretary of Public Education. "

In 1979 the Foundation initiated the formalities to obtain authorization for the creation and operation of the kindergarten using the same name of "Rudolf Steiner", it was approved and authorized by Agreement No. 125 on September 3, 1979. The kindergarten began its work in the Chaupicruz Parish, at Isla Fernandina Street and Rio Coca Ave. No. 733 from 1979 to 1980.

The Foundation itself made the arrangements for the establishment and operation of the entire primary section up to sixth grade during 1986 - 1987 by agreement No. 111 of December 10, 1986.

The Foundation created the Educational Institute "Rudolf Steiner" in order to devote part of their cultural activities to the teaching of Ecuadorian children in Waldorf education.

In 1983 the Foundation couldn´t continue to maintain and run the Institute due to its various cultural activities, so, on December 27, 1983 the General Assembly resolved to give in and transfer all the rights and actions of the Institute to a natural person or someone having equal social and educational purposes.

On April 30, 1984 the transfer was made to Alarcón and Julio Miguel Erazo Sonia Gordon's widow.   Waldorf teachers from the Institute took the authorization given by the General Assembly.

In August 1989, the partnership between Mr. Julio Miguel Alarcon and Mrs. Gordon's widow Sonia Erazo ended.   She proceeded to sell the Educational Institute "Rudolf Steiner" with all the rights and powers to Mrs. Margoth Iralda Saltos President of Board of Directors. Margarita Saltos Dr., assumed the leadership of the school, she was a person with great initiative and dedication to service.   She changed the school methodology to an educational style in which the training of students took place in a family atmosphere tinged with academic quality, organization and discipline.

In 1993 at the request of parents of sixth grade, students proceeded to complete the requirements designed to ensure the establishment and operation of the secondary section.   On December 3, 1993 with agreement N. 3195 the operation of the first course was approved.

The school continued to grow gradually throughout the secondary ending with the Sixth course in which students obtained a Bachillerato degree on Science Specialty Chemicals - Biological, Social and Informatics in accordance to the Ministerial Agreement No. 293 of February 28, 2000.

Then the directors proceeded to seek the approval of the Campus Educational Project, and of a Bachillerato´s degree with one specialty Bachillerato of Science.

On March 27, 2001 the project was approved with Agreement No. 6 issued by the Director of Education from the Pichincha province, and on June 19, 2001, it was approved by the National Director of Educational Planning by Resolution No. 643, Agreement that to this day remains in force.

Mr. Fabrizio Gaibor´s proactivity, coupled with the will of authorities and highly professional teachers working teams, strengthened by an ongoing practice of values, the institution has made a real space to learn and relearn in the continuous pursuit of excellence and refinement.

Dynamic, visionary and clear humanistic orientation, the School has experienced tremendous growth both in the number of students, teachers, and in its infrastructure which has become modern, stylish, tech and functional.

The school´s educational offer is becoming increasingly attractive among schools that year after year are more competitive. Its integration into the world of International Baccalaureate IB schools is an example of that. On May 24, 2007 the school received from the International Baccalaureate

Organization the letter of authorization to offer the Diploma Program, which now is in full force.

The Rudolf Steiner International School has overcome the traditional education to become a modern institution, enterprising, open to new times and the demands of a changing society.

CHAPTER II

COMMUNICATIVE APPROACH

2.1 ORIGINS

The idea of creating an approach that had as main objective communication arose when educators and linguists said that students were not learning enough realistic, whole language. Students did not know how to communicate using appropriate social language, gestures, or expressions.

"Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom activities where students engaged in real communication with one another became popular." (The Communicative Approach in English as a Foreign language Teaching)

"The communicative approach was developed by Robert Langs MD, in the early 1970's. It is a new theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally-charged events with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously). The approach gives full credence to the unconscious side of emotional life." (What is the Communicative Approach)

"The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When

learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language". (British Council Communicative Approach)

"In 1960's and 70's foreign language learning was widely extended with the establishment of comprehensive schools. This led to the teaching of a foreign language to virtually all children and created pressure for a change in teaching methods and curriculum to suit the needs of non-traditional groups of learners.

Communication embraces a whole spectrum of functions. Example: seeking information/ apologizing/ expressing likes and dislikes, etc." (Communicative Approach) Thus, the Communicative Approach considers inadequate the traditional grammar/translation methods and also structural methods with emphasis on meaningless pattern drills and repetition. Focuses on language as a medium of communication, recognizes that all communication has a social purpose - learner has something to say or find out.

Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of the target language forms, meanings, and functions. Students must be able to apply his knowledge in negotiating meaning. It is through the interaction between speaker and listener that meaning becomes clear. The listener gives the speaker feedback as to

whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary".

"Graded Objectives in Modern Languages - movement which flourished in 1970's and 80's - raised pupils' motivation through short-term objectives and through teaching language appropriate to a range of relevant topics and situations. Example: shopping/ hobbies/ exchanges." (Graded objectives in Modern Languages)

"One has to learn a language at 'medium' (repetition) level first in order to be able to exercise it at 'message' (practice) level. The problem is that a great number of teachers never used to go beyond 'medium' level and use the language for true purposes of sending and receiving 'messages'. They were teaching pupils 'about' the language, about its patterns and rules, rather than using it actively for real purposes." (Communicative Approach)

"The learning process should be emphasized on creative role-plays, simulations, surveys, projects, play lets, etc. that would produce spontaneity and improvisation - not just repetition and drills. And active modes of learning, including pair-work and group-work - often not exploited enough by teachers fearful of noisy class.

Communicative approach emphasize on oral and listening skills in the classroom. Contact time with language is important - paves way for more fluid command of the language / facility and ease of expression. Not just hearing the teacher, but having personal contact with language, practicing sounds, and getting a chance to make mistakes and learn from doing so. Constant correction is unnecessary. Correction should be discreet, noted by teacher, let them talk and express themselves - form of language becomes secondary." (Communicative Approach DOC)

"Communicative approach is not just limited to oral skills.   Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas. By using elements encountered in variety of ways (reading/ summarizing/ discussion/ debates) - makes language more fluid and pupils' manipulation of language more fluent.

Communicative approach seeks to personalize and localize language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.

Communicative approach seeks to use authentic resources. These are more interesting and motivating. Newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news bulletins, discussion programs - all can be exploited in variety of ways.

Every visual stimulus such as flashcards is very important to provoke practical communicative language. Visual resources can be exploited at whatever level one wishes, it helps to motivate and focus pupils' attention.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics." (Call Center for Applied Linguistics, 1993)

According to Margie S. Berns "Language is interaction, is an interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)". (The Communicative Approach in English as a Foreign language Teaching)

2.2 ROLE OF THE TEACHER

"Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning". (Larsen Freeman, 1986)

"The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning". (Call Center for Applied Linguistics, 1993)

2.3 PRINCIPLES

According to Dorit Sasson, "the goal of the communicative approach is to have the student communicatively competent which means using the language to communicate, which is the most effective way to learn a language."

"The set of principles which underlie this theory include:

- Learners learn a language through using it to communicate.

- Authentic and meaningful communication should be the goal of classroom activities.

- Fluency is an important dimension of communication.

- Communication involves the integration of different language skills.

- Learning is a process of creative construction and involves trial and error."

(Sasson)

"It is a principle of Communicative Approach that task-based activities enhance learning" (The Asian EFL Journal, 2007). In language learning, task-based activities are those which stimulate effective use of language but involve no conscious analysis of language. An exercise which instructs learners to change the tense of verbs is not task-based because it is language-focused. Getting learners to listen carefully to instructions in order to draw a picture, make a model or play a game are examples of a task-based approach. The purpose perceived by the learners is non-linguistic. The understanding and use of language is necessary but the analysis of language is not. To play a game is to enjoy competing alone or in groups against other players, against time or against the challenge of the game, and not to think consciously about the language involved in doing so. In other words, games may be seen as tasks. If they successfully engage the learners' attention as a proper children's game should, then learning will be supported.

Another important principle of Communicative Approach is that the teaching situation must be learner-centered. Learners' needs both as future language users and active language learners should be the chief criterion for assessing how appropriate syllabus and methods are. A high affective filter causes the learner to be a relatively inefficient learner and is likely to result from anxieties, disturbances or inhibitions. A low affective filter which may result from feelings of relaxation, well-being or success maximizes learning efficiency. If it is a condition of games that they contain an element of fun and that they absorb the interest of the learner, it seems clear that using them in the classroom will produce a low affective filter in participants. Accordingly, the capacity of learners to learn should be acknowledged and brought out. Teachers of young learners may find acknowledging the natural tendencies and desire of children to play and incorporating games into classroom activities in a well-ordered and purposeful way to be an effective strategy.

2.4 BASIC PRINCIPLES FOR TEACHERS (Communicative Approach

DOC) The teacher's main role is as facilitator and monitor rather than leading the class.

- Lessons are usually topic or theme based, with the target grammar "hidden" in the context Example: a job interview using the Present Perfect tense.

- Lessons are built round situations/functions practical and authentic in the real world Example: asking for information, complaining, apologizing, job interviews, telephoning.

- Activities set by the teacher have relevance and purpose to real life situations - students can see the direct benefit of learning.

- Dialogues are used that center around communicative functions, such as socializing, giving directions, making telephone calls.

- Emphasis on engaging learners in more useful and authentic language rather than repetitive phrases or grammar patterns.

- Emphasis on communication and meaning rather than accuracy. Being understood takes precedence over correct grammar. The fine tuning of grammar comes later.

- Emphasis is put on the "appropriacy" of language. What is the most appropriate language and tone for a particular situation.

- Communicative competence is the desired goal. i.e. being able to survive, converse and be understood in the language.

- Emphasis is put on correct pronunciation and choral (group) and individual drilling is used.

- Authentic listening and reading texts are used more often, rather than artificial texts simply produced to feature the target language.

- Use of songs and games are encouraged and provide a natural environment to promote language and enhance correct pronunciation.

- Feedback and correction is usually given by the teacher after tasks have been completed, rather than at the point of error, thus interrupting the flow.

2.5 BASIC PRINCIPLES FOR LEARNERS

- Learners are often more motivated with this approach as they have an interest in what is being communicated, as the lesson is topic or theme based.

- Learners are encouraged to speak and communicate from day one, rather than just barking out repetitive phrases.

- Learners practice the target language a number of times, slowly building on accuracy.

- Language is created by the individual, often through trial and error.

- Learners interact with each other in pairs or groups, to encourage a flow of language and maximize the percentage of talking time, rather than just teacher to student and vice versa.

- Unless the focus is on the accuracy stage of the lesson, learners are corrected at the end of an activity so as not to interrupt their thought process.

PRINCIPLES AND APPLICATIONS OF THE COMMUNICATIVE

APPROACH TO ESL (Larsen & Robinson, 2000, 1986)

Table 2 Adapted from Principles and Application of the Communicative Approach

Principle	Application
Authentic materials are used	Teacher uses newspaper columns, job advertisements, weather reports, menus, catalogues…
One function can have many different forms	Students can communicate for a specific purpose in many ways
Students need to learn cohesion and coherence	Teacher uses activities such as scrambled sentences
Students should be given the opportunity to express their opinions	Games are useful as are activities where students must communicate and receive feedback (did the listener/reader understand?)
Errors are tolerated to a certain extent	Other students and teacher ignore errors
Encourage cooperative relationships among students; opportunity to negotiate meaning	Teacher uses strip stories; students work together to predict next picture
The social context of the communicative is essential	Teacher uses role-plays
Learning to use language forms appropriately is important	Teacher reminds student of the role they are playing or the particular situation they are in and how that impacts on the communication; teacher encourages students to develop independent learning skills
Teacher acts as advisor/facilitator	Teacher moves from group to group, offering advice and answering questions; teacher collaborates with students to select goals, content and processes
Speakers have choices in communication of *what* to say and *how* to say it	Students and teacher suggest alternative forms that could be used
Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers	For homework, students are asked to listen to a debate on the radio or watch one on television

2.6 TECHNIQUES (Larsen & Robinson, 2000, 1986)

Communication

The communicative approach (Communicative Language Technique or CLT) emphasizes communication as the means and goal of foreign language learning. It aims to help students use the target language in a variety of contexts, and focus in helping learners create meaning rather than help them develop perfect grammar or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how learners have developed their communicative competence.

Communicating is the achievement of a common understanding between two or more people. People communicate with each other, and not just inform.

Informing is the dissemination of information, irrespective of the meaning that may be attached to it by the recipient.

How Communication Works

Communication is a complex process, and any message is distorted by:

- the experience/filters of both speaker and listener
- the medium used to communicate

Filters

If you are not interested in football, or have never seen Everton or Wales play, then you may never have heard of Gary Speed, the footballer. Therefore, your experience, or lack of it, excludes "the footballer" as a possible response.

If you are someone who deals every day with drugs and drug addicts, the first thing you may think of is drugs.

Alternatively, if you are a scientist planning how to send a rocket into space, the first thing you may think of is 'distance over time'.

Individual experience changes the meaning of the words we hear. That experience acts like a filter, removing some meanings and accentuating others.

Media

When writing the word "speed" there are two common alternatives: "speed" or "Speed".

The latter version has a capital letter at the start which, when not at the start of the sentence, strongly implies it is a proper name.

However, when the word is said, the listener is unable to tell whether it is 'capitalised' or not.

That is, the medium used (written or spoken word) also acts as a filter on the information communicated, and can distort its meaning.

Don't Assume

The mistake made in "informing" is that person informing thinks the recipient of the information will attribute the same meaning to that information.

This is very often not the case! And what's worse, when people miscommunicate, they don't even realize that they have misunderstood each other. They "assume" they have understood.

Feedback

The way around this problem is to get feedback from those with whom you have informed on what they have understood by your information. If the feedback agrees, then you have likely communicated.

Effective communication therefore involves the following interactive process:

1. Inform
2. Get feedback

3. Check the feedback vs your intended meaning

4. If they agree, then you have communicated and you can stop the process here.

5. If they contradict (or if there is still potential for misunderstanding) re-inform, using different words.

The Communicative Approach focuses on language as a medium of communication.

Teacher using Communicative Approach has the responsibility of creating situations which are likely to promote communication, and provide an authentic background for language learning.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. "The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics". (JBen)

WHAT ARE SOME EXAMPLES OF COMMUNICATIVE EXERCISES? (The Communicative Approach in English as a Foreign language Teaching) In a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name printed on it. The teacher then proceeds to model an exchange of introductions in the target language.

"Thank you. Who is Wolfie? Reply: "I am Wolfie," for example. Using a combination of the target language and gestures, the teacher conveys the task at hand, and gets the students to introduce themselves and ask their classmates for information. They are responding in English to a question in English. They do not know the answers beforehand, as they are each holding cards with their new identities written on them; hence, there is an authentic exchange of information.

The following exercise is called "Eavesdropping," is aimed at advanced students.

Instructions to students - Listen to a conversation somewhere in a public place and are prepared to answer, in the target language, some general questions about what was said:

1. Who was talking?

2. About how old were they?

3. Where were they when you eavesdropped?

4. What were they talking about?

5. What did they say?

6. Did they become aware that you were listening to them?

The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the

topic, and a class discussion could follow, in the target language, about their experiences and viewpoints. The approach seeks to personalize and localize language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.

Even the most trifling dialogue can be transformed to a communicative. If the dialogue starts boring and predictable, the dialogue is not informative, and similar to those which the students must learn by heart in terms of a prepared situation recipe.

A: - How are you?   B: - And you?

By contrast, the dialogue below is unpredictable, interesting and informative:

A: - How are you?

B: - Is it true, that you ... or

A: - I heard that you found 100,000 dollars in a bad outside your home.

B: - Tell me, what are you going to do with it?

The answer is unexpected and related to the questions only associatively. During a language lesson, such dialogues can reflect spontaneous situations. Example of a communicative activity: Asking open ended questions, wide enough to generate a variety of responses. Relating to current events could be a good starting point.

Communicative Learning

Learners learn by doing or in this case, speaking. Avoid random corrections of errors and allow students to share their ideas.

2.7 ACTIVITIES

- Games

- Role play

- Interviews

- Information gap

- Surveys

- Pair work

- Language exchange

Games

To play a game is to enjoy competing alone or in groups against other players, against time or against the challenge of the game, and not to think consciously about the language involved in doing so. In other words, games may be seen as tasks. If they successfully engage the learners' attention as a proper children's game should, then learning will be supported. (Charades, Pictionary, bingo, etc.)

Example:

1. People bingo (Nabiong)

Each pupil has an activity sheet which contain words or phrases describing a person, say, a math wizard, has a friend abroad, loves to read,

likes to eat out, etc. They must use the language while interacting with their classmates. Once they discover a classmate fits the description, they would write his name in the box bearing the description. Then, look for another pupil, have a short talk and so on. Upon completing the activity sheet, they submit it to the teacher; the teacher then would announce the winner. Variations can be applied here. They could do the activity in the gym, or in the multi-purpose hall, or outdoors.

2. Draw your guardian angel (Nabiong)

Children love to draw and they would love it more if they are given a chance to showcase their own creativity and imagination. Teacher must provide the materials, say, the questions to be asked to a learning- partner. But when they are used to it, they could then formulate their own questions.

In pairs they also can draw an angel.   One asks this: Does your angel have a "halo"? Does she/he have wings? The other, instead of answering orally, draws. Then, he will explain his drawing to his learning-partner; then, reversal of role. Variations could be: draw your monster, favorite fruit, teacher, etc.

Role Play (Krish)

Larsen-Freeman (1986) explains that role plays, whether structured or less structured, are important in the communicative approach because they

give learners an opportunity to practice communicating in different social contexts and in different social roles.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse (1987), role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Example:

1. Choose a topic based on common life in your country or in the course book, prepare a list with vocabulary related to this topic and give it to your children, asking them to make pictures in color about the words of the vocabulary and put these pictures on the classroom walls if you can.

2. Prepare a dialogue using the vocabulary and based on the same topic too.

3. Write the dialogue (remember, an easy and short dialogue) on the board and practice pronunciation with your children.

4. Now, ask your children to play the dialogue in teams and in front of the group. Don't erase the dialogue on the board so they can read it.

5. Ask them to change words of the dialogue if they want.

6. By the time they learn dialogues by heart and even create their own.

Children like to imagine they are other people and enjoy if you give them different characters to be played.

Make dialogues using puppets. This way the children can use and experiment with the language without feeling too self-conscious. Use a lot of TPR too (Total Physical Response). For example, tell a story, pick out some key words and the children have to invent an action for that word. When they hear that word in the story they show the action. It works in reverse too once they know the story well, teacher performs the actions and the students shout out the story based on the actions.

Interview

"A conversation is when one person, the interviewer, elicits information from another person, the subject or interviewee". (Nordquist)

Example

Interview star pupil (Nabiong)

Say, a child is good in math. His classmates, of course, would love to hear his secret study habits. He then takes the center seat while his classmates are seated around him throwing questions like: "What makes you tick as a pupil?", "What are your study habits?", etc. Here, questions thrown must be related to the topic or within pupils' level of ability. Variations could be: a new pupil in the school, a little champion, new class president, etc.

Information gap

"An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Typical types of information gap activities you might find include; describe and draw, spot the difference, jigsaw readings and listening and split dictations". (Teaching English)

Example:

Students are divided into A – B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A picture. Students must sit back to

back and ask questions to try to find out how many differences there are between the two pictures. (Richards, Cambridge University Press, 2006)

Surveys

"Class surveys are fun and not overly challenging. They are very effective as ice-breaking activities at the beginning of a course. They also let learners know that class will be more than sitting at a desk and copying the teacher´s words.   It is important to do something with the survey information. Otherwise there is no intrinsic reason for gathering the information. Therefore, plan ways to process the information.

Make sure the survey questions are appropriate to the class.   For example, if everyone in the group is from Mexico, then asking "What country are you from?" will not be pertinent.   Similarly, asking a group of elderly seniors, "How many of your children go to school?" may not be appropriate.

Learners gather information about a particular topic.   They increase proficiency and confidence in asking one or more questions". (Linguistics C. F.)

Group discussion

Developing group discussion skills is useful for everyday life as we regularly find ourselves having discussions amongst friends, family and colleagues. These may vary from very informal chats about day-to-day

things, to more serious topics, for example a discussion about a recent news story or a problem that needs to be solved.

Group discussions offer an opportunity for extended speaking (and listening) practice by all of the contributors.

There are a variety of different types of discussions that occur naturally and which we can recreate in the classroom. These include discussions where the participants have to:

Make decisions

Example: decide who to invite to a party and where to seat them.

Give and / or share their opinions on a given topic

Example: discussing beliefs about the effectiveness of capital punishment.

Create something

Example: plan and make a poster as a medium for feedback on a language course.

Solve a problem

Example: discussing the situations behind a series of logic problems.

"Depending on the types of group discussions that you plan to do with your class, it is useful to draw up a list of useful functional language for the students to refer to. This could include phrases for functions such as 'Giving reasons', 'Giving your opinion', 'Agreeing and disagreeing', etc. You can either make up the list yourself and distribute it or get the students to do this. For each group discussion, you can then refer them to the appropriate section of the list and give them a few moments to consider the language before beginning the discussion. Group discussions are useful for all types of students. They can be done as extended speaking practice simply to increase fluency." (BBC, 2010)

Pair work

"Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class". (Council, Teaching English)

Example:

"Learners are answering comprehension questions in pairs after reading a text. This allows them to compare answers, and clarify problems together using English.

In the classroom teachers can evaluate the impact and effectiveness of pair work on their learners by using action research tools such as asking the

learners how they feel about working like this or by actually participating in an activity in a pair and evaluating this experience afterwards" (Council, Teaching English).

Language exchange in education

"Learning a second language through a language exchange involves regular spoken practice with one to three native speakers. Some language exchange groups are limited to two partners, while others can include up to four people". (Farrer)

Example:

Social networks now offer students the ability to find language partners around the world, and speak or text chat through instant messengers. This has allowed students who previously could not find foreign language partners to search online for native speakers of that language.

2.8 EVALUATION

2.8.1 Methods of Assessment (Dr.Chaugule)

As the communicative approach is adapted to language learning, methods of assessment may change. A student performance can no longer be measured solely by a predetermined checklist of speaking and listening skills, but must reflect the effective use of language in different social situations. A student performance includes the speaker's hearer's ability to accomplish tasks with language, the ability to communicate and interpret

intentions, knowledge of the functions that language can serve; the strategies that can be used to accomplish each function, and the knowledge of constraints of various social situations.

These abilities can only be observed and assessed over a variety of situations in which various performances are appropriate. Wells G in his book named as 'The Meaning Makers: Children Learning Language and Using Language to Learn' (1986) has concluded after twelve years of research that linguistic interaction is a collaborative activity involving the establishment of triangular relationship between the speaker, the listener, and the context of the situation. Assessment must take place over a variety of realistic Classroom situations.

2.8.2 Testing

Testing is an integrative part of the process of learning.

"Communicative approach stresses how people actually use language for a variety of different purposes while other approaches are concerned with formal patterns of language such as "old school" or prescriptive grammar and vocabulary. Communicative testing is an attempt to integrate the testing of skills and not separate them as the formal approach does. Also this type of tests reflects the culture of a particular country because of their emphasis on context as well as the use of authentic materials. Communicative tests are

based on precise and detailed specifications of the needs of learners".
(Coughlin)

Example: you give students the following text:

A trip round the lighthouse

"Tom and Mary are having a trip in a motor-boat. Every fine day in the summer the Skylark goes on a trip round the lighthouse. It is a windy morning and the sea is rather rough, but Tom and Mary are enjoying it. It takes half an hour to reach the lighthouse. Tom says he would like to be a light house keeper, but his Daddy just smile when he says this. Mary likes sitting in front watching the nose of the boat cuts its way through the water".

After reading out such a text, the teacher gives questions in jumbled order, aiming at problems of logic and grammar:

1. The sea is rough because
- it is cloudy,
- the sun shines,
- it is summer,
- the wind is blowing.

2. How do Tom and Mary travel?
- by bus,
- by ferry,

- by boat,

- by motor-boat.

Such grammar questions force students to think logically, and the grammar will be perceived as a natural part of the whole language complex.

Testing must check all aspects of language: listening comprehension, reading comprehension, and writing abilities.

That is why examination can be taken according to the students' level.

CHAPTER III

THE SPEAKING SKILL

"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

Language functions (or patterns) that tend to recur in certain discourse situations.

Example: declining an invitation or requesting time off from work, can be identified and charted (Burns &Joyce, 1997). For example, "when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence)". (Linguistics C. f.)

Speaking is very rarely carried out in isolation and naturally it becomes an interactive skill. Widdowson(1978:58) comments; "What is said is dependent on an understanding of what else has been said in the interaction". If one cannot understand what is said, one is certainly unable to respond.

Language is a form of social action because when communication takes place in the context of structured exchange, meaning is thus socially regulated.

"To speak a language one must know how the language is used in a social context". (Pungothai)

3.1 LINGUISTIC PROCESS

"Linguistic process is a process involved in human language. The cognitive processes involved in producing and understanding linguistic communication; "he didn't have the language to express his feelings". ((MLA), 2014)

Linguistics "Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypothesis, emotions, desires, and all the other things that need expressing. Linguistics is the study of these knowledge systems in all their aspects". (UC Santa Cruz homeLINGUISTICS)

To study language, linguists focus on two levels of description: pragmatics, the study of how context affects language use, and grammar, the description of how humans form linguistic structures from the level of sound up to the sentence.

Whether it is spoken, written, or signed, every language has structure which can be described by: Rules and Principles.

Rules are studied under the rubric of grammar, principles in relation to pragmatics.

Rules governing the pronunciation of sounds; the ways that words are put together; the manner in which phrases, clauses, and sentences are structured; and, ultimately, the ways that meaning is created, Principles stipulating how the structures that rules create should be used (Example: which forms will be polite in which contexts, which forms will not).

Linguistic rules are different from the rules that people learn in school: "Don´t end sentences with prepositions"; Don´t begin a sentence with But". These are prescriptive rules and are intended to provide guidance to students as they learn to speak and write so-called Standard English. Linguistic rules, in contrast, serve to describe what people know about language: the unconscious knowledge of language they possess that is part of what Noam Chomsky describes as our linguistic competence.

Rules of grammar operate at various levels: phonology, morphology, syntax, and semantics.

3.1.1 PHONOLOGY

This level focuses on the smallest unit of structure in language, the phoneme. Linguistic rules at this level describe how sounds are pronounced in various contexts.

3.1.2 MORPHOLOGY

This level of structure is the morphene, the smallest unit of meaning in language. Rules of morphology focus on how words (and parts of words) are structured.

3.1.3 SYNTAX

The largest level of structure is the clause, which can be analyzed into what are called clause functions: subject, predicator, object, complement, and adverbial.

3.1.4 SEMANTICS

The study of semantics is typically focused on such topics as the meaning of individual words.

The various rules that were described above are part of the study of grammar. Grammar is a word with many meanings. To some, it involves mainly syntax: a study of the parts of speech (nouns, verbs, prepositions, etc.) or syntax in general. To others, it covers usage: correct and incorrect uses of language. For many linguists, however, grammar involves the study of linguistic rules that are part of our linguistic competence: the unconscious knowledge of the rules of a language that any fluent speaker possesses.

How language is structured also depends heavily on context: the social context in which language is used as well as the linguistic context – the larger body of sentences – in which a particular linguistic structure occurs. The study of this facet of language is conducted within the domain of pragmatics, which is concerned less with How grammatical constructions are structured and more with Why they have the structure that they do.

When individuals communicate, they arrive at interpretations of utterances by doing more than simply analyzing their structure: their interpretations are also based on a variety of purely social considerations: the age of communicants as well as their social class, level of education, occupation, and their relative positions on the power hierarchy (i.e. whether they are equals, disparate, or intimates).

3.2 LINGUISTIC DEVELOPMENT

"Researchers have proposed several different theories to explain how and why language development occurs. For example, the behaviorist theory of B.F. Skinner suggests that the emergence of language is the result of imitation and reinforcement. The nativist theory of Noam Chomsky suggests that language is an inherent human quality and that children are born with a language acquisition device that allows them to produce language once they have learned the necessary vocabulary." (Cherry)

3.3 STAGES OF LINGUISTIC DEVELOPMENT

The following information about all the periods of Linguistic Development was taken from the document Linguistic Development written by Andrew Matthews because we considered this the precise information for our research.

3.3.1 Pre Linguistic Period (Matthews, 1996, págs. 17-26)

"When spoken to neonates will often open their eyes and gaze at the speaker and after 3 days they are able to recognize their mother's voice. They then prefer the sound of their mother to that of a female stranger. In the first few days of life, speech already elicits more activity in the left hemisphere than in the right. This pattern persists into adulthood, and suggests that hemispheric specialization for processing different types of acoustical stimuli occurs before birth and may be innate (although left handers are less hemispherically dominant than right handers.)

Young infants will suck faster in order to be able to hear sounds of recorded speech, in preference to instrumental or rhythmical sounds. In short, babies are able to discriminate speech from other sounds from the moment of birth. They pay close attention to speech and will listen to speech in preference to other kinds of auditory stimulation.

By 2 days of age babies are able to discriminate between the vowel sounds of /a/ and /i/. It is unlikely that different samples of speech seem all alike to a newborn. By 0 to 1 (months) infants are as able as adults in distinguishing between the consonant sounds /ba/ and /pa/ and /da/ and /ta/, even though the children have never been able to produce the sounds. The ability to discriminate speech and non-speech sounds is probably innate, or learned in the first few days of life.

From birth to about 1 month the child produces sounds which are stimulated by their physical state.

They are still able to convey several different kinds of information. It would seem that temporal characteristics of crying patterns are able to convey info that enables babies to make their needs known.

From 0 to 1(months) onwards babies are able to make a cooing sound that seems to be produced in response to pleasurable sociable interactions. They

occur particularly in dialogues - arising between mother and child, such as in nappy, changing or bathing.

Although many conversations between mother and child appear to be completely one sided, video recordings show that the baby will stare at the face of the adult and display signs of enjoyment.

It has been argued that early interactions between mother and child of this sort form the basis for language learning at a later period.

From 6 to 9 (months) the baby enters the babbling or echolalia stage, in which the baby reproduces vowels and some consonants. The baby is therefore no longer connected to the simple vocal patterns of the first few months.

Echolalia is the frequent repetition of syllabic sounds such as /adadadadada/ or /mamamamama/ in which the baby engages. During this period the baby spends a lot of the time making noises while alone. Perhaps this is a stage in which the child is rehearsing its linguistic skills.

The child is also at this time learning other types of behavior which they use only with familiar people. Initially during this period the parent expends a lot of effort in interpreting the baby's utterances. She is creating or providing

a social framework for the child, or is integrating the child into a social system.

At the age of 9 months a new pattern of behavior appears. The baby produces strings of utterances which have the intonations of language, even though they do not contain meaningful sounds. This period is often called the Jargon period. By this stage the baby appears to understand what is being said to it since it is able to obey simple instructions such as -COME here- or -STOP it!- During this stage babies also learn another useful skill - turn taking.

Studies have shown that in the interaction between parent and child from the ages 3 to 6 months, one of the main characteristics is that the interaction is of a conversational nature. The parent alternately gives data and tries to elicit it. The pattern thus emerges of two way conversations.

Beyond 7 months this process increases when the baby starts to produce more meaningful output. By 1 year old mother and child have a repertoire of shared activities which can last for several minutes. In this stage the mother will begin to expand and rephrase the babble that the baby produces as if they were words.

From around 1 year old babies begin to use words consistently to refer to things that they want, or to name people or objects. At this time they often condense the meaning of words so that they mean different things in different

social psychological states. They are able to create variations in the meaning of the word by intonation, context, gesture and volume to produce a richer form of expression. For this reason the single words are often known as holophrases because they are used to represent a whole idea.

3.3.2 The Holophrastic Period

The word Holophrastic is used to mean the single word phrase stage. It starts at around the age 1 year old and ends at about 2 years old. As its name suggests the only verbal means that the baby has of communicating is through the use of single word sentences. These words are not as basic as the meaning of just that single word. The child is able to imbue the word with a set of other meanings which are expressed using intonation patterns and gestures as well as volume. It is the fact that the child is able to express more than one meaning with a single word, the linguists say that the words are holo-phrases.

At the age around 1 year and a half the child's vocabulary begins to grow at a phenomenal rate. The words are accumulated at a rate of around 15 words per day for around the next 15 years. This rate and duration may seem absurd, but the latest estimate for the size of our vocabularies is vastly larger than was originally thought. Indeed, given that we learn generative morphological rules as part of our linguistic development, we have the capacity to use an infinitely large set of words in our language.

Pronunciation improves during the Holophrastic stage and the vocabulary consists of a large proportion of person and object words. There are some relational words but they do not form a large part of the language of a child until the telegraphic period. The kinds of relational words which are used are normally like 'up', 'no', or 'more'.

It seems from much research that has been done recently in the computer modeling of language development that there is a critical mass of knowledge that the child must accumulate before he can start to make connections between the items of knowledge. Hence the vocabulary must be of a certain size and consistency before the syntactic development of the telegraphic stage can commence.

Likewise the increased comprehension that the child has of adult speech means that he can start to deduce many more facts about the content of sentences and the meanings of words.

A child is able to understand very simple instructions and questions, during this period. Examples are: DON'T do that! or STOP that!.

From 1year and 6 months to 1year and 9months a child's vocabulary will expand from around 20 words to 200 words. These words will include action names, state names and the odd functional word which refer to kinds of events.

Most of the vocabulary at this stage will consist of naming words (nouns) particularly of objects in the child's environment that it can manipulate, such as toys, clothes, food or people.

3.3.3 The Telegraphic Period

The telegraphic period is so called because of its terseness and lack of function words such as tense endings, verb endings, prepositions, conjunctions and articles. It occurs between the ages of 1 year and a half to 3 years old and is thought of as the period during which function words are added to the multiword sentences. Consequently it is the most thoroughly studied of all of the periods of linguistic development.

The essence of telegraphic speech is economy. The words that are used are the absolute minimum required to convey the meaning. The kinds of words that are likely to be omitted are article, prepositions, pronouns and auxiliary verbs. Young children tend to follow the same strategy, even in their imitations of adult speech. It was thus thought, initially, that the reasons for such economy were limitations in memory capacity; this view was rejected once researchers noticed that children were capable of producing 3, 4 or even 5 word telegraphic sentences.

Presumably a child that can only generate short sentences will choose to omit those that do not contribute so much towards the content of the

utterance. They therefore allow more effective communication through the omission of redundancy.

Surprisingly children from very different cultures produce similarly structured sentences even though they have been exposed to strikingly different language structures during their first few years. Telegraphic speech thus represents a universal child language.

To analyze child language just on syntax would not convey the meaning the child learned to express in the holophrastic stage using intonation, stress and pitch etc.

"Brown analyzed the telegraphic speech of children of several countries and produced a semantic grammar. A semantic grammar is an analysis of the semantic relationships (meanings) expressed in the earliest sentences. The most common of these relationships are shown below." (Brown, 1973)

Table 3 Semantic Relation

Semantic Relation	Examples
Agent + Action	mommy come; daddy sit
Action + Object	drive car; eat grape
Agent + Object	mommy sock; baby book
Action + Location	go park; sit chair
Possessor + Possessed	my Teddy; mommy dress
Entity + Attribute	box shiny; crayon big
Demonstrative + Entity	that money; this telephone

(Brown, 1973)

It is presumed that given the rules the next task in the developmental cycle is to combine them into longer telegraphic utterances. For example, an

agent/action relationship such as \mommy drink can be added to an agent/object relation such as \drink milk to yield an agent/action/object rule for \mommy drink milk.

If such a milestone is passed then we could conclude that the child is ready to acquire the rules of syntax. The child would be ready to produce the grammar that more closely resembles the language.

The semantic rules which it is born with can be combined in a variety of ways which can reflect the language community in which it is born.

In the prelinguistic stage prior to the development of intelligent speech babies have still developed a means of communicating with their care-givers. Example: crying, cooing, laughing, whining and particularly pointing. Perhaps by pointing at an object the mother is prompted to give a name to that object. So the use of pointing and other gestures may serve the purpose of increasing the linguistic input that the child receives.

The babies will also be using other gestures to disambiguate telegraphic sentences. By 2 years to 2 and a half years old children have also learnt that there are other keys to effective communication, such as hearing others properly by placing yourself near them and making yourself heard by speaking up.

The order of development is fairly predictable and is the same for all languages that share the same system of noun and verb suffixes. Until children have learnt suffixes that make word order flexible they have no way to produce unambiguous word orderings.

Towards age 3 the child is able to determine the subject and object of a sentence without having to make reference to the word ordering. They are able to do this by examining the relationships between the verb and the other sentence parts. The cognitively simplest grammatical morphemes are learnt first. For instance the present tense third person singular /-s/ as in -he goes- develops before the past tense endings such as -he goed-.

There are also fewer variations in the structure of the present tense third person singular forms of verbs than there are in the past tense forms.

From 1 year and a half onwards the child is already beginning to produce two word sentences, even though single word sentences continue to be used for some time.

At 1 year and a half the baby is becoming skilled at monitoring and comprehending the responses of others, even though they have not really mastered the grammatical rules of language. At 1 year 9 months to 2 years old the child is able to adapt their form of communication if they are not able to make themselves understood (repair). By introducing flexibility to find

some means of communicating the child is actively seeking out a rudimentary syntactic/semantic system.

By 2 years old they are regularly producing 3 to 4 word sentences, often ungrammatical by adult standards but certainly obeying some rules of grammar. The rules are fewer and simpler but that have been shown to exist. Their understanding of the grammatical rules of language used by adults is expanding very quickly. They will start to reorder the words in sentences in accordance with syntactic rules for the conversion of declarative sentences to questions or negations etc. The children will at this stages start to practice dialogue when they are alone. It seems that they are practicing new words and grammar forms and playing with sounds and rhymes. They are trying to make sense of the world by ordering events in a systematic way.

R. Brown in 1970 distinguished two types of semantic relationship used in telegraphic speech:

1. Those expressed by combining a single constant term or pivot word Example: more, all gone with another word which refers to an object, action or attribute.
2. Those which do not involve the use of pivot words.

The acquisition of telegraphic speech was thus attributed to the acquisition of two kinds of combinatorial rule, namely pivotal or categorical rules. Children vary widely in the amount that they use the two types of rules.

It has been argued that the use of rules in language must reflect some underlying understanding.

Children form schemas to understand the world and then talk about them. Thus the child must form the idea of object permanence before it can begin to use words for naming purposes. If the child has not made such connections then the first strings of words are likely to be random collections of words.

Such a view of language development is consistence with Piaget's view of cognitive development.

3.3.4 The Complex Period

During the early complex period the first examples of grammatical markers appear.

It should be noted that different commentators use different schemes of development, and some regard the development of grammatical markers as one of the features of the telegraphic period.

Between the ages of 2 years and a half and 5 years old the Mean Length of Utterance (MLU) increases dramatically. Sentences become considerably more sophisticated. Brown (1973) kept records of three children and noted their progress in the acquisition of 14 semantic markers that frequently occur in English sentences. He found much variation in the age at which they learnt to use the markers and in the time that it took them to learn all 14.

He also found that in all of the subjects studied the morphemes were learnt in precisely the same order.

In order to find an explanation Brown rejected the idea that this ordering represented a frequency of occurrence of a certain type of morpheme. Rather, he found that the morphemes learnt first required less cognitive sophistication. The morphemes occur in language with roughly equal frequency.

For example the first morpheme to arrive is the –ing- present progressive form, this describes ongoing action which appears before the past regular -ed that describes action and a sense of an earlier time. -ed conveys two semantic features and is thus acquired earlier then the uncontractible forms of the verb to be such as is, are, was, were, these specify 3 semantic relationships: number (was v. were), tense (is v. was) and action.

It also seems that children in the post-telegraphic phase employ processing strategies that are designed to maximize their chances of finding the new grammatical morphemes. They will pay more attention to the ending of words. Thus they find suffixes easier to learn than prefixes, they will also tend to look for regularities in the language that they hear, and avoid or discount any exceptions to the rules that they discover. Even if it seems that they have learnt the exception already.

There are in addition to grammatical morphemes, certain of the transformational rules that children use to convert declarative statements into questions. In English, people learn to transform declaratives into wh-questions by placing a wh-word such as who, what, when, where, why and how at the Morpheme Example:

Table 4 Order of acquisition of English grammatical morphemes

Morpheme	Example
Present Progressive: - ing	he is sitting down
Preposition: in	the mouse is in the box
Preposition: on	the book is on the table
Plural: -s	the dogs ran away
Past Irregular: Example: went	the boy went home
Possessive: -´s	the girl's dog is big
Uncontractible Copula be: Example: are,was	Are they boys or girls was that a dog?
Articles: the, a	he has a book
Past Regular: -ed	he jumped the stream
Third Person Regular: -s	she runs fast
Third Person Irregular: Example: has,does	does the dog bite?
Uncontractible Auxiliary be: Example: is,were	is he running? were they at home?
Contractible Copula be: Example: -´s, -´re	that´s a spaniel
Contractible Auxiliary be: Example: -´s, -´re	they´re running very slowly

Beginning of the sentence, and then inverting the order of the subject and the auxiliary verb by applying such rules we could change the statement -I was eating pizza- into -why was I eating pizza?-.

Other transformational rules allow us to generate negations, imperatives, relative clauses, and compound sentences:

> I was not eating pizza
>
> Eat the pizza!
>
> I who hates cheese, was eating pizza
>
> I was eating pizza and john was eating spaghetti

As the child's mean length of utterance rises above 2.5 they will begin to produce variations in the declarative model. However, young children acquire the transformational rules in a step by step fashion. If, in order to produce a certain kind of sentence such as a negated question -why was john not eating pizza?-, one had to employ both the wh-transformation and the negation-transformation.

But if one only knew the correct form of the wh-transformation then the result might seem a bit strange:

> why not was I eating pizza?
>
> not why was I eating pizza?"

There are two main kinds of question; those which yield a yes/no answer, questions which ask whether a declarative statement is true or false. In contrast wh-questions are asking respondents to provide information other than a simple yes/no.

In early stages of the telegraphic phase the child will issue interrogatives by using a declarative sentence. Wh-words are occasionally placed at the beginning of the telegraphic sentences generating simple wh-questions such as where doggy? or where doggy go? Later on the children will use auxiliaries.

In an interesting parallel to the way in which grammatical morphemes develop in the simplest first order, the kind of questions which children ask are generally those which contain similar concepts to the grammatical morphemes. For instance the first questions usually contain the wh-words what where and who. Only later on they are followed by the why, when and how.

The what, where and who have concrete referents. (objects, locations and persons). Such words can be easily understood by a cognitively immature child, whereas when, why and how require an appreciation of the more abstract concepts of time and causality. Their onset must wait for the appropriate insights in the child's non-linguistic learning.

The strategy for producing negations is very similar to the rule for wh-questions. The initial strategy is to simply place a negating word such as –no- or -not- at the beginning of the sentence.

Example: "no sit there" the negation has been placed at the beginning of a positive declaration.

The children pass through a second stage in which the negative markers are placed within the sentence next to the word stem to be modified, so that sentences of the form - I no want milk - or - I not am going home. Eventually at the third stage the child will combine negative markers with auxiliary verbs to negate affirmative sentences in much the same way as adults do.

Telegraphic speech is still evident at this stage. Or use of pitch to indicate negation from 2 years old to 2 years and 4 months because adults raise the pitch during negation.

At the age of 2 years old or 3 years and 6 months the child will begin to produce more complex sentences. The first complex constructions generally tend to be embedded sentences in which a noun phrase or wh-clause serves as the object of a verb. For example - I remember where it is (a wh-clause is the object).

Within weeks of passing this milestone children will start to produce relative clauses that modify nouns, for example \that's the box that they put it in. They also learn to join simple sentences with conjunctions such as and, or, because or so. - he was stuck and I got him out - or - I want some milk 'cause I've got a cold-.

By the age of 5 or 6 the language is very much like that of an adult. The children have acquired a working knowledge of the principles of grammar.

Sentences become more complex at that stage because the child has started to appreciate relational contrasts such as big/little, tall/short, in/on, before/after, here/there and I/you. Naturally the application of such relations follows a very similar path to that of the application of the transformational rules or the semantic morphemes. If a child learns that there is a certain characteristic such as height is normally associated with size then the child will initially overextend such a characteristic so that short and fat blocks are deemed smaller than tall thin blocks even if they are heavier and have more volume.

3.3.5 The Intuitive Linguistic Period

Although most of the language has been learned in the period up to age 5 there are still many linguistic skills to be learnt in the years from 6 to 14.

Children will be using larger words and longer and more complex sentences. They will also develop the capacity to think about language itself in a way which was previously impossible. This is the so called "linguistic intuitive period".

There is later syntactic development after age 5, personal pronouns are still not used properly and they are refined from 5 to 8 years old.

After the age of 6, children will tend to produce tag questions. Tag questions are placed at the end of declarative sentences.

Example: he will come, won't he? or You like Brighton don't you?.

From 7 until 9 the child is beginning to understand passive sentences involving mental state verbs such as like or know. This occurs at the age at which a child's speech for the self becomes internalized.

Perhaps the internalization of speech for the self is also associated with a heightened ability for introspection.

The period from 5 to 12 is evidently on of linguistic refinement. The language that a child employs is perfectly capable of enabling communication with others. It lacks the subtlety, ambiguity and expressive power of adult speech.

The understanding of semantics grows throughout the period, by 6 the child is likely to understand between 8000 and 14,000 words, their productive capacities continue to grow at the rate of 15 words per day for many years to come.

Children are also becoming more proficient at drawing inferences about the meaning of what they hear; they are able to contemplate propositions as hypotheses.

Surprisingly those that are able to draw inferences from statements often do not realize in retrospect that what they inferred from the sentence was not actually included in the sentence itself.

By 10 it is likely that the child will have managed to recognize the fact of their making inferences, and they are more affective at making these inferences. The reason that children are able to go beyond the information that is contained in the sentences is that they are developing a Metalinguistic Awareness.

A Meta-Linguistic awareness is knowledge of language and its properties, an understanding that it can be used for purposes other than communication. This reflective ability is present to some degree since around the age of 6. We are able to display more phonemic awareness during this stage as well.

There appears to be a distinct correlation between early Meta-Linguistic awareness, especially around 5 or 6, and reading proficiency at a later age.

Various opinions are held on all sides but the results show that reading instruction and other literary experiences promote Meta-linguistic awareness, whereas a certain amount of Meta-linguistic awareness makes reading easier."

CHAPTER IV

COMMUNICATIVE APPROACH AND THE SPEAKING SKILL

The work was done with two groups. Kindergarten A (control group) in which there were 16 students and Kindergarten B (experimental group) with 18 students.

Both groups began their school year under the traditional method of teaching. Each group had an English teacher only for the group.

Students worked in big classrooms. Each group had 15 hours of English per week; schedules were established by the Students Coordinator. For their class they had the "I Can" book and a CD with songs and readings. Additionally, students used the book "Little Book 2", with a CD of all the readings and rhymes from the book (Figure 2 and Figure 3).

During the first term students reviewed what they learned during the last year, practiced commands to work in class like: may I go to the bathroom please, open your book, close your book, color the picture, cut, glue, trace, and learned new commands like: match, circle, and cross out.

Figure 2 I Can Student Book (Rebecca Williams) RICHMOND
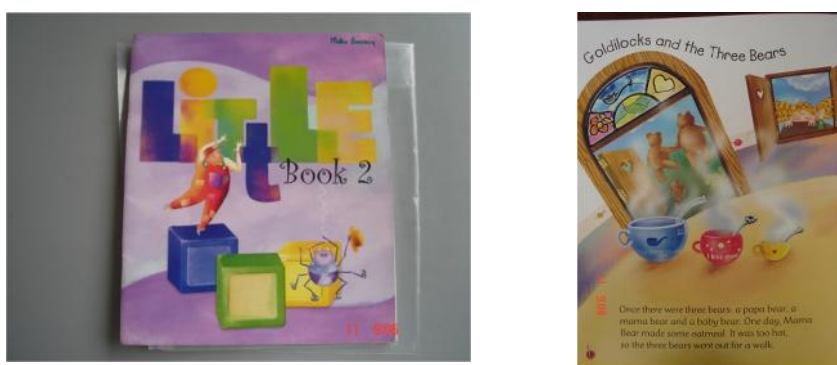
Figure 3 Little Book 2 (Rebecca Williams) RICHMOND

4.1 PRE-TEST

A Pre-Test was administered to both groups on February 2008. The goal of the test was to register the students´ level of English (knowledge) before applying Communicative Approach.

The Pre-test (Annex 1) was formulated including three parts: listening, speaking and writing. It was designed considering the requirements of the school, the age of the group, and contents taught in pre- kinder. Before administering the test, the kids had two weeks devoted to refresh their knowledge.

For the listening part in the test the teacher read the questions and students worked out the answers on the test doing what the instruction said. It assessed student´s oral understanding of general language of the classroom and the school.

Example:

draw a line to the pets   /   circle the persons   /   go to the squares corner

For the speaking part, students were called individually and the teacher had to write on the tests the student´s answers. It assessed fluency, pronunciation and vocabulary. The test administrator had to rate student´s answers as they were given.

Example:

How many cars are there? Teacher writes on the line for the answer.

For the writing part the teacher read the questions and students had to work out the answers on their test. It assessed calligraphy and numbers. Students were required to write their names and numbers up to 5.

The test was designed to take up to 30 minutes and was attached to its evaluation rubric (Annex 2). All the questions were simple and were written using vocabulary from the book "I Can".

The rubric was designed with four levels of grading: Excellent, Good, Average, Low average, and three categories: Listening, Speaking and Writing.

The part of listening had a score of 9 points, speaking 9 points and writing 2 points giving a total of 20 points.

4.1.1 PLANNERS AND DEVELOPMENT OF CLASS

ANNUAL PLANNER Annex 5

The type of planner that was used was Goals for Understanding Planner; it included all the units for the year, the approximate time to be expended in each unit, throughliness, justification, generative topics, comprehension goals and performances of understanding.

Performances of understanding are divided into three parts: Exploration, Guided Research, and Synthesis project. In the exploration phase was included the warm up activity (Example: a song, a short story, a riddle, etc.), and reviewed previous knowledge. In the guided research students were led to awake their curiosity through activities based on Communicative Approach.   The use of flashcards was very helpful to motivate students to speak, one of the activities using flashcards was to take the flashcards and ask the student to say as much as he/she can about the picture on the card. Kindergarteners were able to say colors, shapes, family members, animals, numbers, compare sizes, etc. (it helped to develop Speaking Skill).

As closure of the class there was a synthesis project which referred to a short evaluation.

It is important to mention that in the planner are written the most significant activities carried out in the class, other activities planned arose as consequence of the topic and are included in the daily planner.

WEEKLY PLANNING Annex 6

Weekly planning had a day by day format; it included: the skill to develop for example, Speaking, the content (family members), the activities to be done (watch a short video about family, using play dough ask students to make a father a mother a brother and a sister, ask students to show you who is who).

Every day, before beginning the constructivist activities, children had a warm up to start the class. As a warm up teacher mimes different actions and students identify what the teacher is doing, students name the actions aloud (Speaking Skill).

The activities planned using Communicative Approach were activities in which students had the opportunity to experience the things they were learning and building their knowledge.   Materials like pictures, short videos, power point presentations, dialogues about the theme, realia, were used to

help students imagine real places or choosing a project in which they could build their knowledge.

Example: a visit to the farm, talk about the products we can get from the farm animals like milk, wool, and eggs).

To teach prepositions it was used realia and placed it in different parts like under the table, on the books, behind the door. Before any of these activities the new vocabulary that was going to be used was presented so students were able to understand the instructions and apply new knowledge.

During the class the teacher taught daily life expressions like: excuse me, by grouping the students on one side of the class and trying to move across so that they were able to watch the situation and listened to the teacher expression, then the teacher asked them to repeat. Also, other expressions such as I am sorry, could you please give me a, etc. Other example of a useful activity that was done was to simulate a visit to a restaurant. For this, first it was introduced all the vocabulary related, we used a poster to create environment and helped students to act out as if they were really visiting a restaurant. Students learned new language and had the opportunity of practicing speaking.

To end the lesson there were used evaluation tools "exit tickets" and observation check lists. The exit tickets were small cards with the format of a

movie ticket with the name of the student and the word or words that helped the student win the exit ticket. It was given to a student who could remember new things learned in that class.

Exit tickets were given at the end of the class, one student stood up in front of the class and presented his / her work (motivate to develop speaking skill). Students felt happy when they received their Exit Ticket. This tool also helped the teacher because students paid attention to the entire class in order to win their exit ticket.

In every class the students had the opportunity of experiencing what they were learning by constructivist activities such are touching, smelling, and building things. They were exposed to a 95% of use of English by the teacher in class, it helped to develop the listening skill and increased their vocabulary. Also, students used their "Little book 2", to learn songs and rhymes which helped them to practice pronunciation. The book had an audio CD that students kept at home and practiced every time they wanted. It was a very good book because it had songs and rhymes that children enjoyed a lot.

Students also had a vocabulary envelope in which they had all the pictures related to the unit of the book and when they had free time they were allowed to pick up their envelopes and practice playing with their vocabulary cutouts naming each picture playing with a partner.

Along the process of application of the Communicative Approach it was verified that students went first through a silent period, learned vocabulary, slowly repeated new words.

From around 1 year old babies begin to use words consistently to refer to things that they want, or to name people or objects, understood and acted commands (A child is able to understand very simple instructions and questions, during this period.

Examples: DON'T do that! or STOP that!.

Then they tried to communicate using the vocabulary learned one or two words not complete sentences telegraphic utterances. For example, an agent-action relationship such as -mommy drink- can be added to an agent-object relation such as -drink milk to yield an agent-action-object rule for -mommy drink milk-. At the end of the semester the children felt comfortable with the language, understood much vocabulary that will be the basis for starting to build complete sentences and expressions. First morpheme to arrive is the -ing present progressive form, this describes ongoing action which appears before the past regular -ed that describes action and a sense of an earlier time. -ed conveys two semantic features. Thus it is seen that students that learned with the Communicative Approach went through a process similar to the process that children go through when they learn to speak their first language.

4.2 POST-TEST

The Pre-Test was administered to both groups, after this test Communicative Approach was applied only in kindergarten B which is the Experimental Group.

In order to assess the influence of Communicative Approach in the Speaking Skill of the students after this period of application, it was applied a Post-Test.

The Post-Test's structure (Annex 3) was very similar to the Pre-Test's structure but the vocabulary and contents were more difficult considering that both classes had been receiving new vocabulary since the Pre-Test.

In the listening part students executed instructions given by the teacher:
 Example: Look and match   /   color the school orange

In the speaking part the teacher read the question and wrote on the test the student´s oral answer.

This part of the test was the longest because of the importance of speaking skill in our research.

Example:

Look at the picture,

Where is the bee?

What is this?

When do you eat breakfast?

How many frogs are there?

For the writing part, students were required to write their names, count pictures and write the corresponding number.

The rubric (Annex 4) was designed with four levels of grading: Excellent, Good, Average, Low average, and three categories: Listening, Speaking and Writing.

The part of listening had a score of 7 points, speaking 10 points and writing 3 points giving a total of 20 points. The speaking part in this test had more points because it is what was mainly evaluated.

The application of Communicative Approach should be constant that means that the teacher talks to the students in English the entire day. (Things that are complicated to understand, or are new for the students should be told in Spanish.) And plan activities in which students can see, touch, move, speak, etc.

According to Brumfit in 1980, this is the map of how the process goes in the Traditional and the Communicative Approaches.

Traditional:

Present	→	Drill	→	Practice in context

Communicative:

Communicative as far as possible with all available resources	→	Present language items shown to be necessary to achieve effective comprehension	→	Drills if necessary
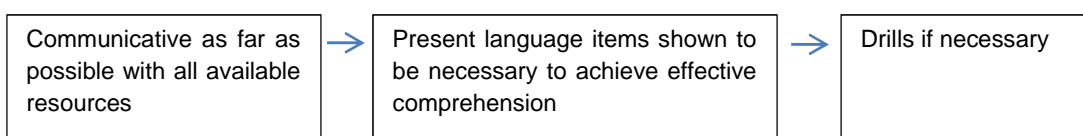
(Qinghong, 2009)

Figure 4 Procedures of Introducing New Language – Brumfit 1980

After a few days of applying the communicative approach we saw how the first signs of the linguistic process were demonstrated. Thus, students at first only listened to the teacher, then they tried to use new vocabulary as separate words (yes, no, bathroom, eat, shoes, etc.) or in short sentences like, this is a car, the pencil is yellow, etc.

The other class was using the traditional grammar method; there was no exposure of the students to extended time in the English language and there was no environment recreation.

4.3 HYPOTHESIS SYSTEM

4.3.1 NULL HYPOTHESIS

Communicative Approach does not affect the level of Speaking Skill development in students attending the first year of basic education at the Rudolf Steiner School.

4.3.2 WORKING HYPOTHESIS

Communicative Approach affects positively the level of speaking skill development in students attending the first year of basic education at the Rudolf Steiner School.

PART III

METHODOLOGICAL DESIGN

1.1. RESEARCH TYPE AND DESIGN

This research was basic, descriptive and of field.

This research used a quasi-experimental design, quantitative and transversal

· Control group

· Experimental group

1.2. SIZE AND SAMPLE

The study was done with the whole population, no sample.

Kindergarten A (control group) 16 students and Kindergarten B (experimental group) 18 students.

1.3. FIELD WORK

PRE-TEST

The Pre-test was formulated including three parts: listening, speaking and writing. Considering the requirements of the school and the age of the group we reviewed the material the group used the last year (pre kinder) and selected the topics they should be familiar with.

For the listening part we read the questions and students worked out the answers according what they had understood. It assessed their oral understanding of general language of the classroom and the school.

For the speaking part students were called individually and we wrote on the tests their answers. It assessed fluency, pronunciation and vocabulary.

For the writing part we read the questions and students had to work on their test. It assessed calligraphy and numbers.

The test was designed to take up to 30 minutes and an evaluation rubric was attached at the end of the test.   Annex 3

POST-TEST

After the students took the pre-test, we applied the Communicative approach in one of the groups (kindergarten B – Experimental Group) for three months.

The post test was designed similarly as the Pre-Test and was administered at the end of the term.

1.4. INSTRUMENTS FOR DATA COLLECTION

Tests

1.5. PROCESSING AND ANALYSIS

Process and analysis was done with statistics techniques: means of central tendency and dispersion.

The data processing and analysis was done on the SPEAKING skill. The skills of WRITING and LISTENING were included in the test because the test was taken in the school and it had to fulfill with school requirements.

LISTENING and WRITING could be affected by other facts not only the teaching process. All the students were required to present an audio exam inform at the begining of the year, so, that the school had the information that the students had no problems for listening. Regarding the WRITING skill it depends on the development of motor skills.

PART IV

TESTING THE HYPOTHESIS

GRAPHICAL REPRESENTATION OF RESULTS

1.1 PRE-TEST CONTROL GROUP

KINDER A

SPEAKING   Question 5   What is this?

Table 5 Students data results to question 5 of the Pre-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right	15	94 %
Wrong	1	6 %
Total	16	100%

Figure 5 Results for the fifth question of the Pre-Test Control Group

Analysis

According to this question a number of 15 students answered correctly to the question which represents to the 94% in blue color and only 1 student had a wrong answer which represents to the 6% in red color.

Question 6

How many are there?

Table 6 Students data results to question 6 of the Pre-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right number	15	94 %
Wrong number	1	6 %
Total	**16**	**100%**
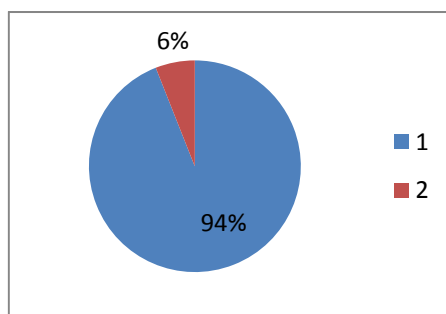
Figure 6 Results for the sixth question of the Pre-Test Control Group

Analysis

According to this question a number of 15 students answered the right number which represents to the 94% in blue color and only 1 student answered a wrong number which represents to the 6% in red color.

Question 7

What color are the cars?

Table 7 Students data results to question 7 of the Pre-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right color	15	94 %
Wrong color	1	6 %
Total	**16**	**100%**
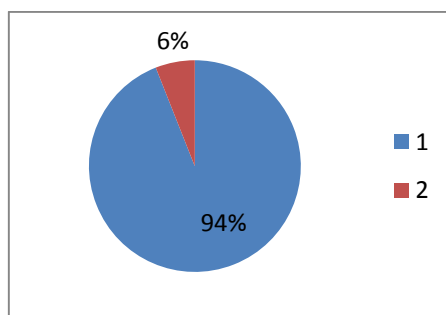
Figure 7 Results for the seventh question of the Pre-Test Control Group

Analysis

According to this question a number of 15 students answered the right color which represents to the 94% in blue color and only 1 student answered a wrong color which represents to the 6% in red color.

Question 8

Is this a boy or a girl?

Table 8 Students data results to question 8 of the Pre-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	14	87 %
Wrong answer	2	13 %
Total	16	100%

Figure 8 Results for the eight question of the Pre-Test Control Group

Analysis

According to this question a number of 14 students answered correctly which represents to the 87% in blue color and only 2 students answered wrong which represents the 13% in red color.

Question 9

Where is he?

Table 9 Students data results to question 9 of the Pre-Test Control Group

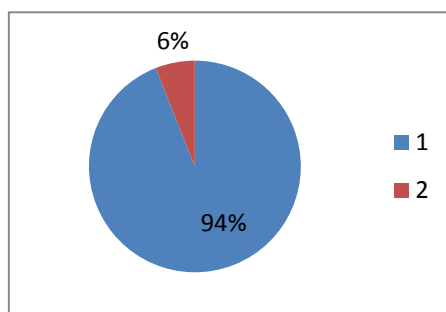| OPTION	FREQUENCY	PERCENTAGE
Right answer	8	50 %
Wrong answer	8	50 %
Total	**16**	**100%**
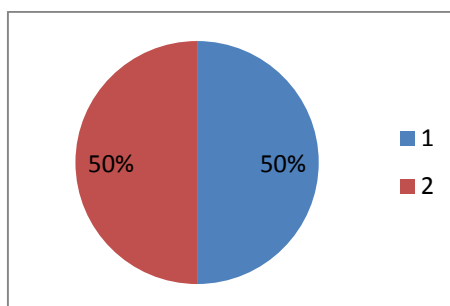
Figure 9 Results for the ninth question of the Pre-Test Control Group

Analysis

According to this question a number of 8 students answered correctly which represents to the 50% in blue color and 8 students answered wrong which represents the 50% in red color.

Question 10

What is missing?

Table 10 Students data results to question 10 of the Pre-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	13	81 %
Wrong answer	3	19 %
Total	16	100%
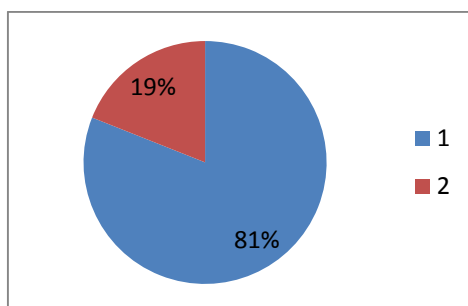
Figure 10 Results for the tenth question of the Pre-Test Control Group

Analysis

According to this question a number of 13 students answered correctly which represents to the 81% in blue color and 3 students answered wrong which represents the 19% in red color.

Question 11

Do you like milk?

Table 11 Students data results to question 11 of the Pre-Test Control Group

| OPTION	FREQUENCY	PERCENTAGE
Understands the word LIKE	13	81 %
Doesn´t understand the word LIKE	3	19 %
Total	**16**	**100%**

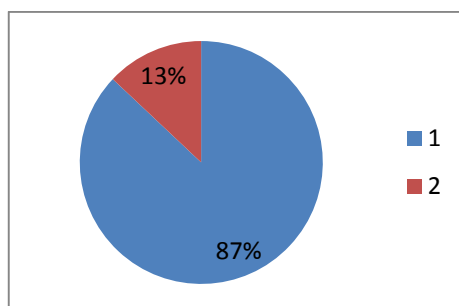**Figure 11 Results for the eleventh question of the Pre-Test Control Group**

Analysis

According to this question a number of 13 students answered correctly they understood the word LIKE which represents to the 81% in blue color and 3 students answered wrong they did not understand the word LIKE which represents the 19% in red color.

1.2 PRE-TEST EXPERIMENTAL GROUP

KINDER B

SPEAKING   Question 5

What is this?

Table 12 Students data results to question 5 of the Pre-Test Experimental Group

OPTION	FREQUENCY	PERCENTAGE
Right	15	87 %
Wrong	3	13 %
Total	18	100%
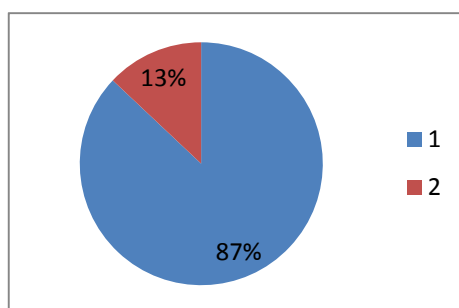
Figure 12 Results for the fifth question of the Pre-Test Experimental Group

Analysis

   According to this question a number of 15 students answered correctly to the question which represents to the 87% in blue color and 3 students had a wrong answer which represents to the 13% in red color.

Question 6

How many are there?

Table 13 Students data results to question 6 of the Pre-Test Experimental Group

OPTION	FREQUENCY	PERCENTAGE
Right number	18	100%
Wrong number	0	0%
Total	**18**	**100%**
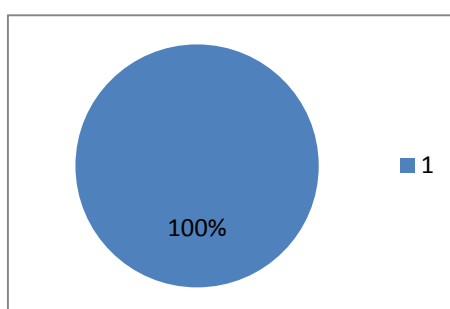
Figure 13 Results for the sixth question of the Pre-Test Experimental Group

Analysis

According to this question a number of 18 students answered the right number which represents to the 100% in blue color and 0 students.

Question 7

What color are the cars?

Table 14 Students data results to question 7 of the Pre-Test Experimental Group

OPTION	FREQUENCY	PERCENTAGE
Right color	18	100%
Wrong color	0	0%
Total	**16**	**100%**
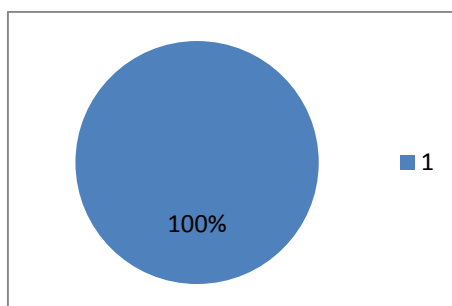
Figure 14 Results for the seventh question of the Pre-Test Experimental Group

Analysis

According to this question a number of 18 students answered the right color which represents to the 100% in blue color and there were no wrong answers.

Question 8

Is this a boy or a girl?

Table 15 Students data results to question 8 Pre-Test Experimental Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	14	78 %
Wrong answer	4	22 %
Total	**18**	**100%**
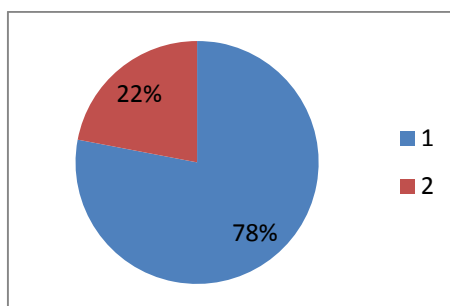
Figure 15 Results for the eight question of the Pre-Test Experimental Group

Analysis

According to this question a number of 14 students answered correctly which represents to the 78% in blue color and only 4 students answered wrong which represents the 22% in red color.

Question 9

Where is he?

Table 16 Students data results to question 9 Pre-Test Experimental Group

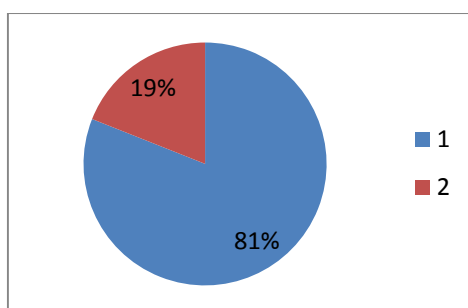| OPTION	FREQUENCY	PERCENTAGE
Right answer	8	44 %
Wrong answer	10	56 %
Total	18	100%
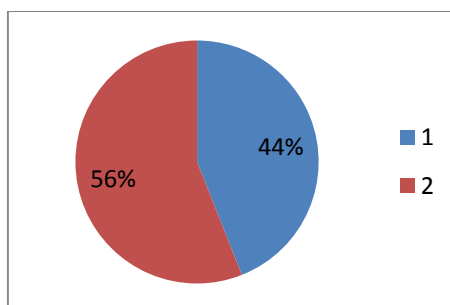
Figure 16 Results for the ninth question of the Pre-Test Experimental Group

Analysis

According to this question a number of 8 students answered correctly which represents to the 44% in blue color and 10 students answered wrong which represents the 56% in red color.

Question 10

What is missing?

Table 17 Students data results to question 10 Pre-Test Experimental Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	14	78 %
Wrong answer	4	22 %
Total	18	100%

Figure 17 Results from the tenth question of the Pre-Test Experimental Group

Analysis

According to this question a number of 14 students answered correctly which represents to the 78% in blue color and 4 students answered wrong which represents the 22% in red color.

Question 11

Do you like milk?

Table 18 Students data results to question 11 Pre-Test Experimental Group

| OPTION	FREQUENCY	PERCENTAGE
Understands the word LIKE	16	89 %
Doesn´t understand the word LIKE	2	11 %
Total	18	100%

Figure 18 Results for the eleventh question of the Pre-Test Experimental Group

Analysis

According to this question a number of 16 students answered correctly they understood the word LIKE which represents to the 89% in blue color and 2 students answered wrong they did not understand the word LIKE which represents the 11% in red color.

1.3 POST-TEST CONTROL GROUP

KINDER A

SPEAKING Question 4

What is your name?

Table 19 Students data results to question 4 Post-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Answered with his/her name	7	44 %
Did not answer	9	56 %
Total	16	100%

Figure 19 Results for the fourth question of the Post – Test Control Group

Analysis

According to this question a number of 7 students answered correctly to the question which represents to the 44% in blue color and 9 students had a wrong answer or no answer which represents to the 56% in red color.

Question 5

What is this? (look at the picture)

Table 20 Students data results to question 5 Post-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	9	56 %
Wrong answer	7	44 %
Total	**16**	**100%**

Figure 20 Results for the fifth question of the Post-Test Control Group

Analysis

According to this question a number of 9 students answered correctly to the question which represents to the 56% in blue color and 7 students had a wrong answer or no answer which represents to the 44% in red color.

Question 6

Where is the bee? look and answer

Table 21 Students data results to question 6 Post-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	3	19 %
Wrong answer	13	81 %
Total	**16**	**100%**

Figure 21 Results for the sixth question of the Post-Test Control Group

Analysis

According to this question a number of 3 students answered correctly to the question which represents to the 19% in blue color and 13 students had a wrong answer or no answer which represents to the 81% in red color.

Question 7

How many frogs are there?

Table 22 Students data results to question 7 Post-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	10	62 %
Wrong answer	6	38 %
Total	16	100%
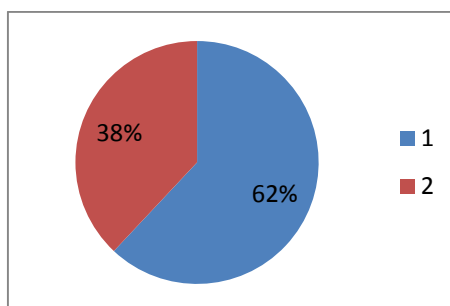
Figure 22 Results for the seventh question of the Post-Test Control Group

Analysis

According to this question a number of 10 students answered correctly to the question which represents to the 62% in blue color and 6 students had a wrong answer or no answer which represents to the 38% in red color.

Question 8

When do you eat breakfast?

Table 23 Students data results to question 8 Post-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	9	56 %
Wrong answer	7	44 %
Total	**16**	**100%**

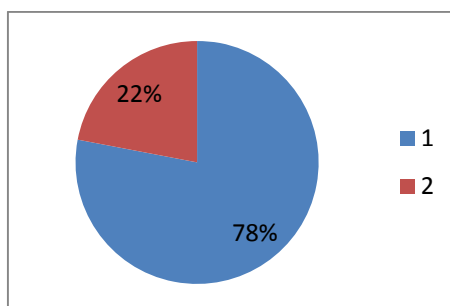**Figure 23 Results for the eighth question of the Post-Test Control Group**

Analysis

According to this question a number of 9 students answered correctly to the question which represents to the 56% in blue color and 7 students had a wrong answer or no answer which represents to the 44% in red color.

Question 9

What do you need to brush your teeth?

Table 24 Students data results to question 9 Post-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	12	75 %
Wrong answer	4	25 %
Total	16	100%

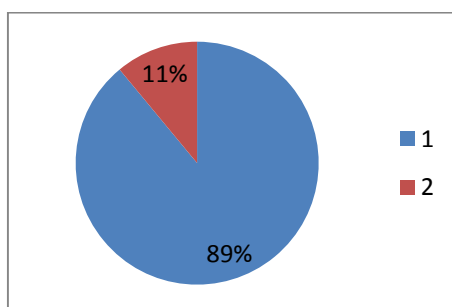**Figure 24 Results for the ninth question of the Post-Test Control Group**

Analysis

According to this question a number of 12 students answered correctly to the question which represents to the 75% in blue color and 4 students had a wrong answer or no answer which represents to the 25% in red color.

Question 10

What number is missing?

Table 25 Students data results to question 10 Post-Test Control Group

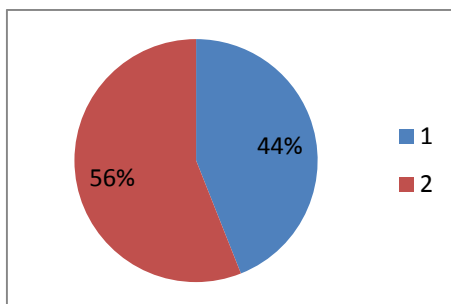| OPTION	FREQUENCY	PERCENTAGE
Right answer	11	69 %
Wrong answer	5	31 %
Total	**16**	**100%**

Figure 25 Results for the tenth question of the Post-Test Control Group

Analysis

According to this question a number of 11 students answered correctly to the question which represents to the 69% in blue color and 5 students had a wrong answer or no answer which represents to the 31% in red color.

Question 11

Do you like pizza?

Table 26 Students data results to question 11 Post-Test Control Group

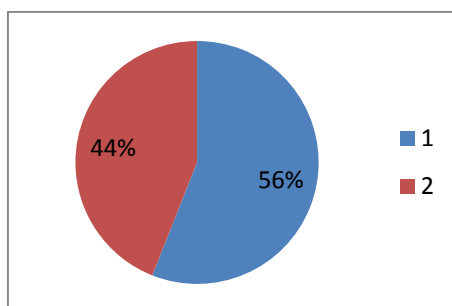| OPTION	FREQUENCY	PERCENTAGE
yes	16	100 %
no	0	0 %
Total	16	100%

Figure 26 Results for the eleventh question of the Post-Test Control Group

Analysis

According to this question a number of 16 students answered YES to the question which represents to the 100% in blue color and there were no wrong answers.

Question 12

Do you eat or drink milk?

Table 27 Students data results to question 12 Post-Test Control Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	6	38 %
Wrong answer	10	62 %
Total	**16**	**100%**

Figure 27 Results for the twelfth question of the Post-Test Control Group

Analysis

According to this question a number of 6 students answered correctly to the question which represents to the 38% in blue color and 10 students had a wrong answer which represents the 62% in red color.

Question 13

If we use vegetables to make soup, we are making a ……….. soup

Table 28 Students data results to question 13 Post-Test Control Group

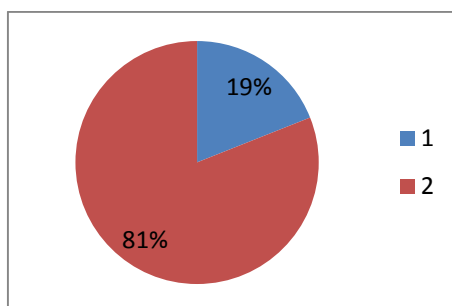| OPTION	FREQUENCY	PERCENTAGE
Right answer	0	0 %
Wrong answer	16	100 %
Total	16	100%
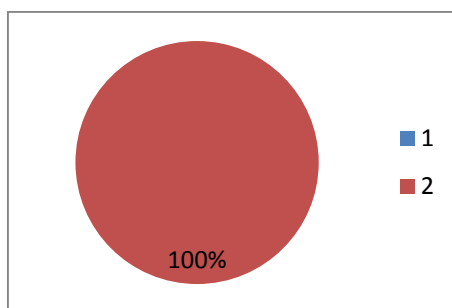
Figure 28 Results for the thirteenth question of the Post-Test Control Group

Analysis

According to this question 0 students answered correctly to the question which represents to the 0% in blue color and 16 students had a wrong answer which represents the 100% in red color.

1.4 POST – TEST EXPERIMENTAL GROUP

KINDER B

SPEAKING Question 4

What is your name?

Table 29 Students data results to question 4 Post-Test Experimental Group

| OPTION	FREQUENCY	PERCENTAGE
Answered with his/her name	16	89 %
Did not answer	2	11 %
Total	**18**	**100%**

Figure 29 Results for the fourth question of the Post-Test Experimental Group

Analysis

According to this question a number of 16 students answered correctly to the question which represents to the 89% in blue color and 2 students had a wrong answer or no answer which represents to the 11% in red color.

Question 5

What is this? (look at the picture)

Table 30 Students data results to question 5 Post-Test Experimental Group

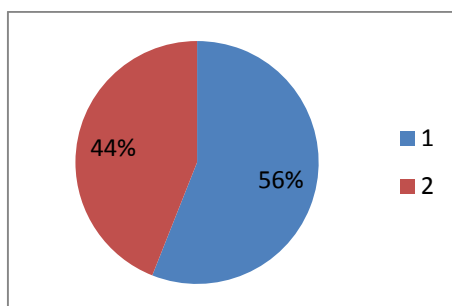| OPTION	FREQUENCY	PERCENTAGE
Right answer	13	72 %
Wrong answer	5	28 %
Total	**18**	**100%**

Figure 30 Results for the fifth question of the Post-Test Experimental Group

Analysis

According to this question a number of 13 students answered correctly to the question which represents to the 72% in blue color and 5 students had a wrong answer or no answer which represents to the 28% in red color.

Question 6

Where is the bee? look and answer

Table 31 Students data results to question 6 Post-Test Experimental Group

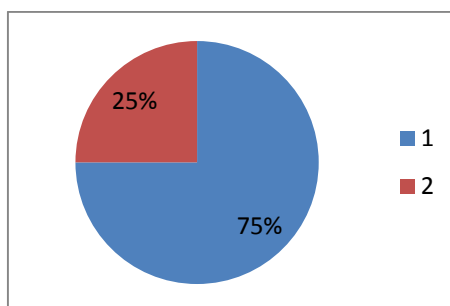| OPTION	FREQUENCY	PERCENTAGE
Right answer	7	39 %
Wrong answer	11	61 %
Total	18	100%

Figure 31 Results for the sixth question of the Post-Test Experimental Group

Analysis

According to this question a number of 7 students answered correctly to the question which represents to the 39% in blue color and 11 students had a wrong answer or no answer which represents to the 61% in red color.

Question 7

How many frogs are there?

Table 32 Students data results to question 7 Post-Test Experimental Group

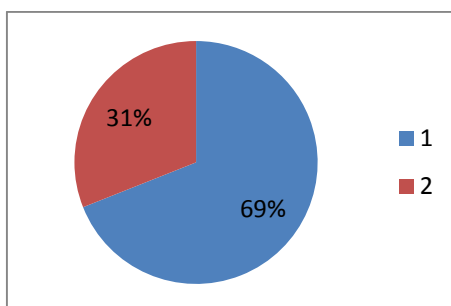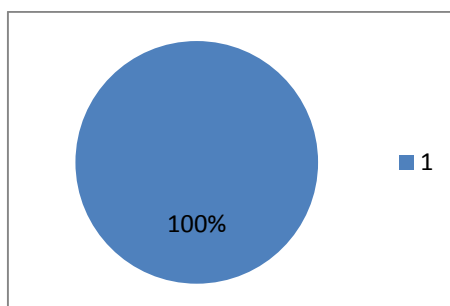| OPTION	FREQUENCY	PERCENTAGE
Right answer	16	89 %
Wrong answer	2	11 %
Total	18	100%

Figure 32 Results for the seventh question of the Post-Test Experimental Group

Analysis

According to this question a number of 16 students answered correctly to the question which represents to the 89% in blue color and 2 students had a wrong answer or no answer which represents to the 11% in red color.

Question 8

When do you eat breakfast?

Table 33 Students data results to question 8 Post-Test Experimental Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	15	83 %
Wrong answer	3	17 %
Total	18	100%
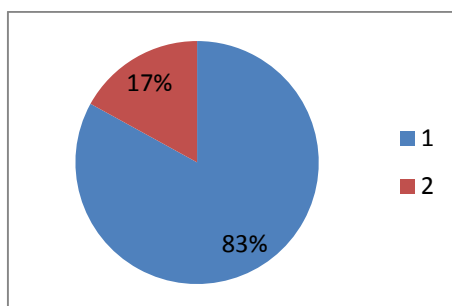
Figure 33 Results for the eighth question of the Post-Test Experimental Group

Analysis

According to this question a number of 15 students answered correctly to the question which represents to the 83% in blue color and 3 students had a wrong answer or no answer which represents to the 17% in red color.

Question 9

What do you need to brush your teeth?

Table 34 Students data results to question 9 Post-Test Experimental Group

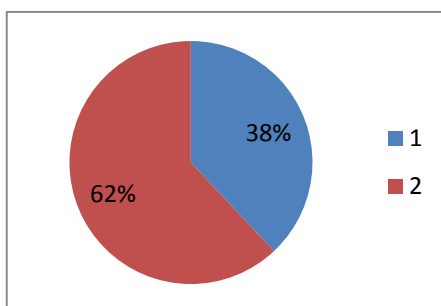| OPTION	FREQUENCY	PERCENTAGE
Right answer	10	56 %
Wrong answer	8	44 %
Total	18	100%
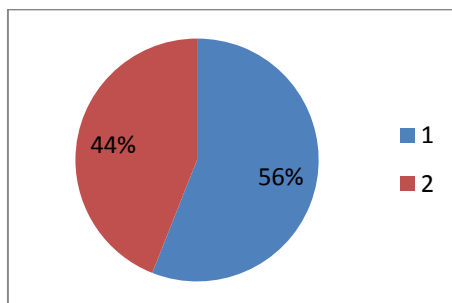
Figure 34 Results for the ninth question of the Post-Test Experimental Group

Analysis

According to this question a number of 10 students answered correctly to the question which represents to the 56% in blue color and 8 students had a wrong answer or no answer which represents to the 44% in red color.

Question 10

What number is missing?

Table 35 Students data results to question 10 Post-Test Experimental Group

OPTION	FREQUENCY	PERCENTAGE
Right answer	13	72 %
Wrong answer	5	28 %
Total	18	100%
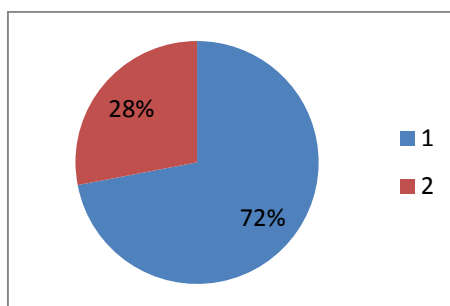
Figure 35 Results for the tenth question of the Post-Test Experimental Group

Analysis

According to this question a number of 13 students answered correctly to the question which represents to the 72% in blue color and 5 students had a wrong answer or no answer which represents to the 28% in red color.

Question 11

Do you like pizza?

Table 36 Students data results to question 11 Post-Test Experimental Group

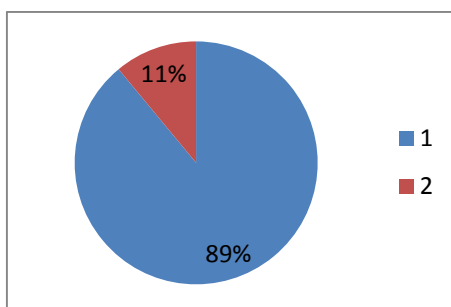| OPTION	FREQUENCY	PERCENTAGE
yes	18	100 %
no	0	0 %
Total	18	100%
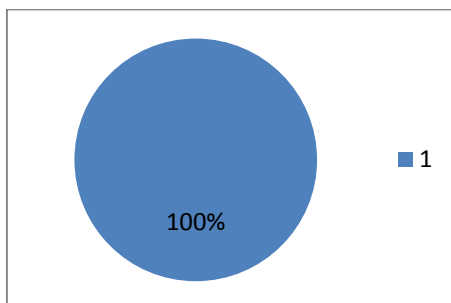
Figure 36 Results for the eleventh question of the Post-Test Experimental Group

Analysis

According to this question a number of 18 students answered YES to the question which represents to the 100% in blue color and there were no wrong answers.

Question 12

Do you eat or drink milk?

Table 37 Students data results to question 12 Post-Test Experimental Group

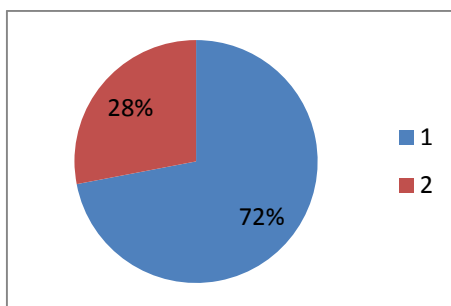| OPTION	FREQUENCY	PERCENTAGE
Right answer	13	72 %
Wrong answer	5	28 %
Total	18	100%
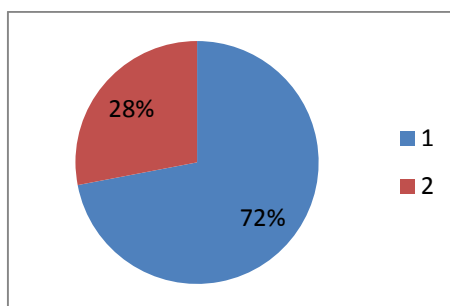
Figure 37 Results for the twelfth question of the Post-Test Experimental Group

Analysis

According to this question a number of 13 students answered correctly to the question which represents to the 72% in blue color and 5 students had a wrong answer which represents the 28% in red color.

Question 13

If we use vegetables to make soup, we are making a ……….. soup

Table 38 Students data results to question 13 Post-Test Experimental Group

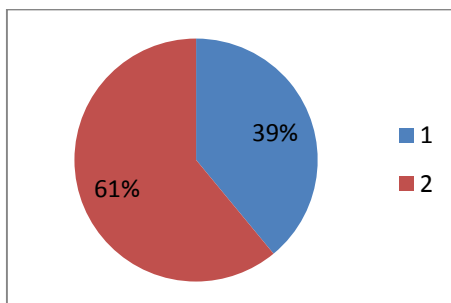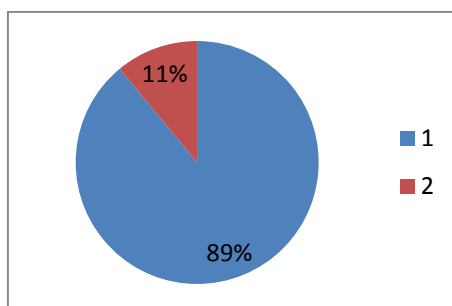| OPTION	FREQUENCY	PERCENTAGE
Right answer	16	89 %
Wrong answer	2	11 %
Total	18	100%
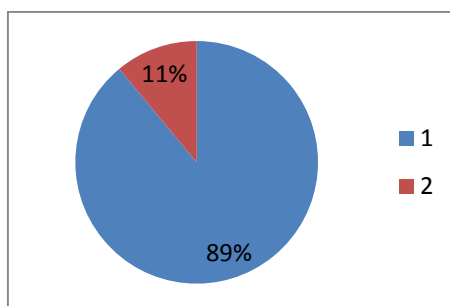
Figure 38 Results for the thirteenth question of the Post-Test Experimental Group

Analysis

According to this question 16 students answered correctly to the question which represents to the 89% in blue color and 2 students had a wrong answer which represents the 11% in red color.

1.5 T – STUDENT ANALYSIS PRE-TEST

Kinder "A" Control Group	
Name	**Speaking (9)**
Mateo Carrillo	3
Mateo Velástegui	8
Ethan Ortega	5
Pedro Emilio Yanez	9
María Dolores Cela	9
Melissa Herrera	8
David Peña	7
Nicolás Bejarano	8
José Andrés Corrales	6
Camila Castillo	9
Emilio Chavan	9
Luis Fernando	8
Edú Montoya	8
Martin Cazco	9
Erick Zambrano	8
José Emilio Pazmiño	9

Kinder "B" Experimental Group	
Name	**Speaking (9)**
Dominique Villacréz	6
Sebastián Sánchez	7
Gabriel Román	4
Ronald Pareja	8
Melissa Alomia	5
Damian Flores	5
Matheo Olayes	7
Joaquin Pazmiño	8
Isaac Ribas	5
Ariel Reyes	9
Diego Merizalde	6
Juan I Andrade	9
Daniel Chamorro	9
Said Maldonado	8
Mateo Barrera	8
Eduardo Nuñez	9
Maya Gonzalez	8
Dominique Dávila	8

Table 39 T-Student Analysis Pre-Test Control Group – Experimental Group

Kinder "A" Control Group	Kinder "B" Experimental Group
$\bar{x}_1 = 7.6$ 875	$\bar{x}_2 = 7.1$ 667
$\sigma_1^2 = 1.7017$	$\sigma_2^2 = 1.6179$
$n_1 = 16$	$n_2 = 18$
t = 0.9116	
p = 0.1844	

H_0 : there is no difference between the means of the Pre-Tests applied to the two groups of students

$$\mu_1 = \mu_2$$

The results of the t - student of this application of difference between the population means Kindergarten "A" and Kindergarten "B" in the pre-test, let us state that we I cannt reject the null hypothesis, there is no difference between the means, the value of p (0.1844) is high and greater than 0.05 (5% significance level), which means that the compared results are the same.
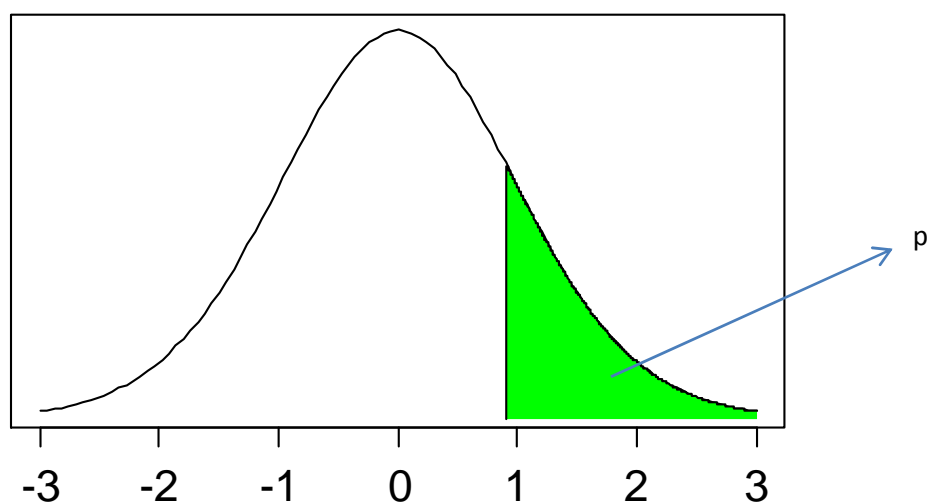
Figure 39 T-Student Analysis Pre-Test Control Group – Experimental Group

1.6 T – STUDENT ANALYSIS POST-TEST

Kinder "A" Control Group	
Name	Speaking (10)
Mateo Carrillo	2
Mateo Velástegui	8
Ethan Ortega	2
Pedro Emilio Yanez	8
María Dolores Cela	3
Melissa Herrera	8
David Peña	5
Nicolás Bejarano	4
Mateo Padilla	1
Camila Castillo	5
Emilio Chavan	5
Luis Fernando	7
Edú Montoya	4
Martin Cazco	7
Erick Zambrano	6
José Emilio Pazmiño	8

Kinder "B" Experimental Group	
Name	Speaking (10)
Dominique Villacréz	10
Sebastián Sánchez	10
Gabriel Román	5
Ronald Pareja	5
Melissa Alomia	5
Damian Flores	4
Matheo Olayes	9
Joaquin Pazmiño	6
Isaac Ribas	5
Ariel Reyes	9
Diego Merizalde	9
Juan I Andrade	10
Daniel Chamorro	9
Said Maldonado	8
Mateo Barrera	6
Eduardo Nuñez	9
Maya Gonzalez	9
Dominique Dávila	9

Table 40 T-Student Analysis Post-Test Control Group – Experimental Group

Kinder "A" Control Group	Kinder "B" Experimental Group
875	111
$\bar{x}_1 = 2.3726$	$\bar{x}_2 = 2.1182$
$n_1 = 16$	$n_2 = 18$
$t = 3.1260$	
$p = 0.0019$	

The results of the t - student of this application of difference between the population means Kindergarten "A" and "B" in the post-test, let us state that the null hypothesis is rejected, meaning that there is a difference between the

means, very small p-value (0.0019), less than 0.05 (5% significance level), allowing us to conclude that there is a noticeable difference in the results of the post-test between the two groups.
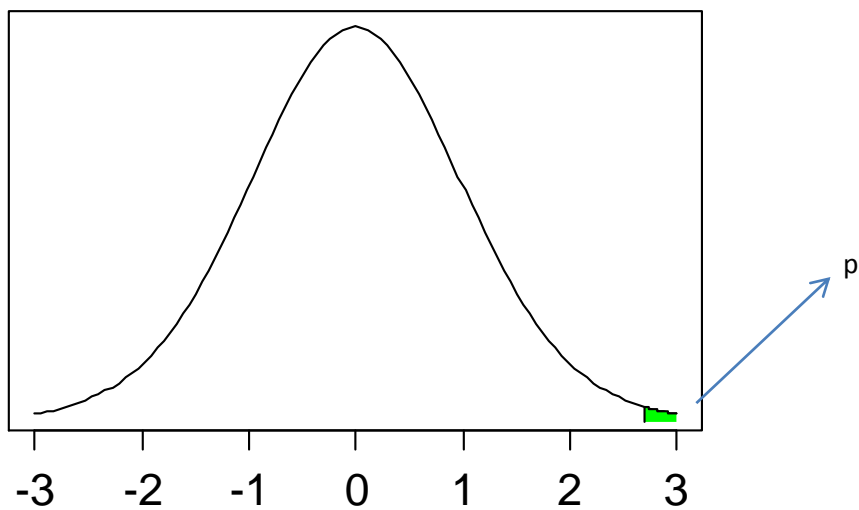
Figure 40 T-Student Analysis Post-Test Control Group – Experimental Group

1.7 T – STUDENT ANALYSIS CONTROL GROUP PRE-TEST AND POST-TEST   CONTROL GROUP (CG)

STUDENTS	PRE-TEST CG	POST-TEST CG
1	3	2
2	8	8
3	5	2
4	9	8
5	9	3
6	8	8
7	7	5
8	8	4
9	6	1
10	9	5
11	9	5
12	8	7
13	8	4
14	9	7
15	8	6
16	9	8

Table 41 T-Student Analysis Pre-Test and Post-Test Control Group

	PRE TEST CG	POST TEST CG
Mean	7,6875	5,1875
Standard Deviation	1,7017	2,3726
Size	16	16

Standard error =	0,7299
t =	-3,4249
degree of freedom =	30

p-value = 0,0009
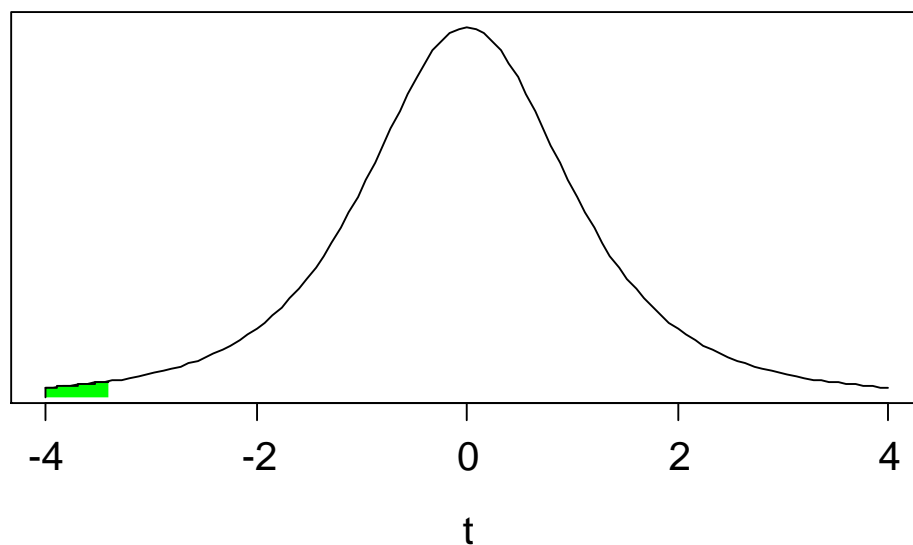
Figure 41 T-Student Analysis Pre-Test and Post-Test Control Group

The average score of the control group after taking the POST-TEST is lower than the average score of the PRE-TEST. It is observed that the POST-TEST exam is more complicated than PRE-TEST and control group students obtained lower grades.

1.8 T – STUDENT ANALYSIS PRE-TEST AND POST-TEST

EXPERIMENTAL GROUP (EG)

STUDENTS	PRE-TEST EG	POST-TEST EG
1	6	10
2	7	10
3	4	5
4	8	5
5	5	5
6	5	4
7	7	9
8	8	6
9	5	5
10	9	9
11	6	9
12	9	10
13	9	9
14	8	8
15	8	6
16	9	9
17	8	9
18	8	9

Table 42 T-Student Analysis Pre-Test and Post-Test Experimental Group

	PRE TEST EG	POST TEST EG
Mean	7,1667	7,6111
Standard Deviation	1,6179	2,1182
Size	18	18

Standard error =	0,6283
t =	-0,7074
degree of freedom =	34

p-value = 0,2421
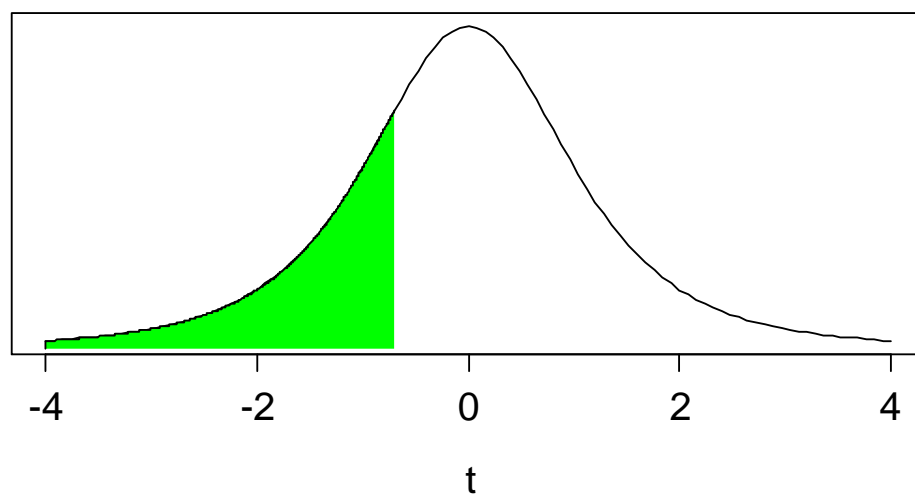
Figure 42 T-Student Analysis Pre-Test and Post-Test Experimental Group

The average score of the experimental group after taking the POST TEST exam is slightly higher compared to the average score of PRE TEST. It is noted that the group could maintain or even raise five tenths, average rating, although the post-test examination had greater difficulty. This contrasts with the performance of CONTROL GROUP, which had a significant reduction in the average, but the EXPERIMENTAL GROUP was able to keep the same test.

1.9 CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The goals stated were accomplished.

- The incidence of Communicative Approach in the speaking skill has been proved; therefore, the application of this approach in the classroom will be a very important tool in the process of teaching and learning English as a second language.
- Students felt less stressed thanks to the activities such as drama, singing, dialogues, etc. that are used as techniques of this approach.
- The speaking skill is developed every day in every class.
- The age of the experimental and control group, 5 years old, showed that grammar was easily learned by creating meaning rather than using grammar rules.

RECOMMENDATIONS

- The application of the Communicative Approach to develop the speaking skill is recommended.
- Once the Communicative Approach is being applied the teacher should reinforce students' knowledge with some grammar depending on the age of the students.
- Teacher should link Communicative Approach and Constructivism in order to be creative and plan activities that will give the opportunity of speaking to all the students. Students won´t forget what they learn when they experience and learn.

- The school should look for a program in which Ecuadorian students may speak with kids from an English speaking country; it will help students to feel more secure and improve their language.

PART V

THE PROPOSAL

1.1 Stakeholder Analysis

Table 43 Stakeholder Analysis

Groups	Interests	Perceived problems	Resources and mandates
Students	The acquisition of a level of English in which students feel secure of their knowledge and can express themselves using the language learned	Students are not exposed to situations in which they can practice using English	Be willing to participate in different activities to feel more confident when speaking in English
Teachers	Compliance of leaving the roots of the English language in students to make their learning process easier and meaningful	The methodology used is not the appropriate	Implement new strategies for English language teaching to young learners
School	The formation of bilingual students since very young ages	Students have more difficulty in learning the language in higher grades	The constant training and updating of knowledge for preschool and primary English teachers

1.2 Problem tree

Effect 1.1
As students first learn to read in Spanish they find difficult to learn to read in English, they do not have the speaking skill in process.

Effect 2.1
Students learn only basic English.

Effect 3.1
Students will reject to continue learning because they feel they can not speak the language.

Effect 1
Students may be able to copy letters and write them but their vocabulary is reduced.

Effect 2
Students are not familiarized with daily life language as teachers do not use it in the class

Effect 3
Students feel uncomfortable and insecure with the foreign language the moment they need to speak using it.

The students can't express themselves, their ability of speaking is not up to standard.

Cause 1
Teachers focus more on developing motor skills than the speaking skill.

Cause 2
Teachers consider kids are too young to learn the language.

Cause 3
Students do not have opportunity of practicing the language at home

Cause 1.1
Teachers do not plan activities to develop speaking skill in their planners. (activities like drama, oral participations, real situations)

Cause 2.1
Teachers have no experience teaching English to very young learners

Cause 3.1
Students speak only a reduced numbers of words in English in class

Figure 43 Problem Tree

1.3 Objectives tree

Students first learn to read in Spanish and are able to learn to read in English, they have the speaking skill in process.

Students learn more than basic English.

Students will continue learning because they feel they can speak the language.

Students are able to copy letters (write them) and increase their vocabulary.

Students are familiarized with daily life language as teachers use it in the class

Students feel comfortable and secure with the foreign language the moment they need to speak using it.

The students can express themselves; their ability of speaking is up to standard.

Teachers focus on developing motor skills as well as the speaking skill.

Teachers consider young kids easily learn the language.

Students have opportunity of practicing the language at home.

Teachers plan activities to develop speaking skill in their planners. (activities like drama, oral participations, real situations).

Teachers have experience teaching English to very young learners.

Students speak a wide number of words in English in class.

Figure 44 Objectives Tree

1.4 Alternatives tree

Students first learn to read in Spanish and are able to learn to read in English, they have the speaking skill in process.

D Students learn more than basic English.

Students will continue learning because they feel they can speak the language.

D Students are able to copy letters (write them) and increase their vocabulary.

C Students are familiarized with daily life language as teachers use it in the class

C Students feel comfortable and secure with the foreign language the moment they need to speak using it.

The students can express themselves; their ability of speaking is up to standard.

A Teachers focus on developing motor skills as well as the speaking skill.

Teachers consider young kids easily learn the language.

A Students have opportunity of practicing the language at home.

A Teachers plan activities to develop speaking skill in their planners. (activities like drama, oral participations, real situations).

B Teachers have experience teaching English to very young learners.

B Students speak a wide number of words in English in class.

Figure 45 Alternatives Tree

1.5 Analytic structure of the proposal

Goal	Students are familiarized with daily life language as teachers use it in the class.

Goal	Students feel comfortable and secure with the foreign language the moment they need to speak using it.

Purpose	The students can express themselves; their ability of speaking is up to standard.

Com	Teachers focus on developing motor skills as well as the speaking skill.

Com	Teachers have experience teaching English to very young learners.

Com	Students have opportunity of practicing the language at home.

Ac	Teachers plan activities to develop speaking skill in their planners. (activities like drama, oral participations, real situations).

Ac	Students speak a wide number of words using English in class.

1
Workshop: Communicative Approach and its use in the classroom (to be held in the school).
Definition and techniques to apply in the classroom.

2
End of the week vocabulary contest in the class.

Figure 46 Analytic Structure of the Proposal

1.6 Logical framework

Table 44 Logical Framework part 1

Narrative summary	Indicators	Means of verification	Assumptions
Objective **1. To help students to familiarize with daily life language.**	Students are able to understand not only when their teacher speaks but to other people speaking English. 90%	Post test results	Students practice speaking English at home
2. To help students feel comfortable and secure with the foreign language the moment they need to speak using it.	Students show spontaneity and confidence when speaking in English. 95%	Post test results	
Purpose **The use of Communicative Approach influence in students ability of speaking**	Number of students that their ability of speaking is up to standard, increases. 90%	Post test results	Teachers are in constant training and updating knowledge. Teachers plan creative activities in which students must speak and use English to communicate.
Components **Teachers focus on developing motor skills as well as the speaking skill.**	Students are able to copy letters and short words, it helps to increase their vocabulary. 80%	Class work activities	Students have the amount of vocabulary that let them express themselves (considering their age and stage of language development.)
Teachers have experience teaching English to very young learners.	It is evident the high level of patience that teachers have. 95%	Observation of class development	
Students have opportunity of practicing the language at home.	Parents express their happiness because their kids are using English words at home. 95%	Parents communications	

Table 45 Logical Framework part 2

Activities	Resources	Costs
1 **Three Hours Workshop: "Communicative Approach and its use in the classroom." (to be held in the school) Definition, techniques to apply in the classroom. Teachers should receive ongoing training to keep Communicative Approach updated after the workshop.**	School Auditorium Facilitator Papers and Pencils Photocopies School In focus projector School Whiteboard School Markers School Laptop Classroom material (flashcards, games, books)	$300,00 $ 10,00 $ 20,00 $ 6,00
2 **End of the week vocabulary contest in the class.**	Flashcards Prizes	$3,00 (per week)

1.7 Budget

Table 46 Budget

RESOURCES	COSTS in US$
Facilitator	**300,00**
Office material (Sheets of Paper, photocopies, etc.)	**36,00**
Weekly prizes	**36,00**
TOTAL	**372,00**

1.8 Timetable

Table 47 Timetable

MONTH ACTIVITIES	september	october	november	december
Workshop on Communicative Approach	x			
Vocabulary contests	x	x	x	
Evaluation and report				x

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GLOSSARY

Audio Lingual Method of language

This method focuses on repetition drills, doesn´t focus on teaching vocabulary, students are drilled in the use of grammar.

B.F Skinner   Burrhus Frederic Skinner

(March 20, 1904 – August 18, 1990) Skinner was psychologist and behaviorist. He favored active learning; he said students were not merely passive recipients of information. He was convinced that a student had to take action.

Coherence

Refers to the logic of the ideas and how they are presented rather than on the language that is used to express these ideas.

Cohesion

Refers to the degree to which sentences are connected so that flow of ideas is easy to follow.

David Nunan

David Nunan (born October 11, 1949 in Broken Hill, Australia) is an Australian linguist who has focused on the teaching of English. His ELT textbook series "Go For It!" is the largest selling textbook series in the world with sales exceeding 300 million copies.

Diane Larsen-Freeman

Diane Larsen-Freeman, Professor of Applied Linguistics at the School for International Training, has published some of the most popular and widely cited works in our field including Discourse Analysis in Second Language Research The Grammar Book (with Marianne Celce-Murcia), Techniques and Principles in Language Teaching, and An Introduction to Second Language Acquisition Research (with Mike Long). She is also series editor of the highly acclaimed ESL Series Grammar Dimensions published by Heinle & Heinle.

Dorit Sasson

Dorit Sasson is an experienced writer and educator. She is dedicated to the goal of helping teachers integrate their English language learners successfully. Her workshops and programs focus on educating, informing

and equipping people with the strategies, wisdom and motivation to take charge of their classrooms.

Ladousse Porter Gillian

Began teaching at the Davies School of English in London. She works on in-service refresher courses with French school – teachers.   She says that role play helps to develop fluency and trains students to deal with the unpredictable nature of language.

Margie S. Berns

Professor and Director of English As a Second Language Program In the Department of English Purdue University

Berns, M. S. (1984). Functional approaches to language and language teaching: Another look. In S. Savignon & M. S. Berns (Eds.), Initiatives in communicative language teaching. A book of readings (pp. 3-21).

Noam Chomsky

Noam Avram Chomsky was born in Philadelphia, Pennsylvania on December 7, 1928.

He is an Institute Professor emeritus and professor emeritus of linguistics at the Massachusetts Institute of Technology. Chomsky is well known in the academic and scientific community as the father of modern linguistics.

Notable ideas: Generative grammar, universal grammar, transformational grammar, government and binding, X-bar theory, Chomsky hierarchy, context-free grammar, principles and parameters, the minimalist program, language acquisition device, poverty of the stimulus, Chomsky Normal Form.

Chomsky argued that it was impossible for people to acquire a language by simple repetition and reinforcement. Children, he said, do not learn a language this way, for they do not, in fact, repeat what adults say, but produce their own sentences, and create phrases which they have never heard before. They also make systematic errors, and no amount of correct input or of error- correction will stop them from doing so. Children do not so much learn the grammar of a language, as they construct it anew.

Robert Langs

Robert Langs, M.D. is the creator of the communicative approach (CA). He is an American psychiatrist and psychoanalyst, analytically trained in a classical Freudian psychoanalytic institute in New York City, who is known today as an important psychoanalytic revolutionary and revisionist.

Roger Brown

(April 14, 1925 – December 11, 1997) Born in Detroit, was social psychologist. Brown was known for his work in social psychology and in children´s language development.

Theoretical linguistics

Is the branch of linguistics that is most concerned with developing models of linguistic knowledge. The fields that are generally considered the core of theoretical linguistics are syntax, phonology, morphology, and semantics.

Widdowson Henry

Widdowson H. was born in 1935, is an authority in the field of applied linguistics and language teaching, perhaps best known for his contribution to communicative language teaching. Widdowson is Emeritus professor of Education, University of London, and has also been professor of Applied Linguistics at the University of Essex and at the University of Vienna.