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**TITLE:**

**USE OF COMMUNICATIVE LANGUAGE TEACHING  
METHODOLOGY AND ITS INFLUENCE IN DEVELOPING  
LISTENING-SPEAKING SKILLS IN STUDENTS OF 7<sup>º</sup> BASIC  
GRADE EDUCATION AT JAHIBE ELEMENTARY SCHOOL  
DURING SEPTEMBER – NOVEMBER 2012**

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**JUNE 2014**

## APPROVAL SHEET

We, Mg Marcos Morales, Mg Monica Pinto , director, and co-director are pleased to certify that the Research Project under the title **“USE OF COMMUNICATIVE LANGUAGE TEACHING METHODOLOGY AND ITS INFLUENCE IN DEVELOPING LISTENING-SPEAKING SKILLS IN STUDENTS OF 7º BASIC GRADE EDUCATION AT JAHIBE ELEMENTARY SCHOOL DURING SEPTEMBER – NOVEMBER 2012”**., developed by Tania Sangoquiza who has finished all the subjects in Applied Linguistics in English Program of the Universidad de las Fuerzas Armadas-ESPE, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining, are authorized on the correspondent university instance.

Sangolquí, June 2014

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## **STATEMENT OF RESPONSIBILITY**

Tania Marilis Sangoquiza Castro

### **I DECLARE THAT:**

The graduation project entitled " Use of communicative language teaching methodology and its influence in developing listening-speaking skills in students of 7<sup>o</sup> basic grade education at JAHIBE elementary school during september – november 2012", has been developed based on extensive research, respecting intellectual rights third, according to the citations contained in the foot corresponding page, whose sources are included in the bibliography. Consequently this work is my total responsibility.

Under this statement, I am responsible for the content, accuracy and scientific scope of the project grade in question.

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Tania Marilis Sangoquiza Castro

## **DEDICATION**

I dedicate this Research Project to God and my family who have helped me to accomplish this academic goal with a big effort and unconditional support, to my parents who have inculcated me important values, ethic, morale and this personal achievement is very important for me as a person and professional because I will share everything I have acquired with the society I belong to.

To my three daughters who are a real miracle in my life Desiré, Amy and Taimy who are the reason of my life and the inspiration to accomplish one of my dreams.

*Tania Marilis*

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*Tania Marilis*

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## SUMMARY

This thesis presents the application of Communicative Language Teaching Methodology (CLT). Our approach is to develop the English Language skills, Listening and Speaking in a group of seventh grade students. This work is focused on developing English skills and to increase students' confidence at the moment of speaking in English. This theory includes not only the method and the different ways that the teachers and learners can use to develop listening and speaking skills. The purpose is to show how to develop the interaction in English during the class and its influence in students' attitude in a real English conversation but outside the classroom. After describing the method I can say that the first part of my thesis is devoted to the identification of the problem, the objectives and stuff related like justification. The second part has to do with the theoretical framework in which I describe everything related to the method proposed and some activities carried out during the process. The third part is about the methodological frame that has to do with the type of research, the sample and instruments of data collection. The fourth part is devoted to verify the hypotheses with graphical exposition of the data collected and finally; The fifth part which is a description of the activities that authorities can develop in the institution as a proposal. One potential application of CLT is the many useful activities and we, as teachers can adapt them depending on our students' necessities; however it is important to have the appropriate technology and didactic material to improve our work.

**KEYWORDS:** LANGUAGE TEACHING, REAL COMMUNICATION, REAL INTERACTION, LANGUAGE TEACHING AND LEARNING, DEVELOPING LISTENING AND SPEAKING

## RESUMEN

En esta tesis se presenta la aplicación del Método Comunicativo de Enseñanza (CLT). Nuestro enfoque es el desarrollo de las habilidades de idioma Inglés, escuchar y hablar en un grupo de estudiantes de séptimo grado. Este trabajo se centra en el desarrollo de habilidades en el inglés y para aumentar la confianza de los estudiantes en el momento de hablar. Esta teoría no sólo incluye el método y las diferentes maneras en que los maestros y los estudiantes pueden utilizar para desarrollar habilidades de escucha y habla. El propósito es mostrar la forma de desarrollar la interacción en Inglés durante la clase y su influencia en la actitud de los estudiantes en una verdadera conversación Inglés, pero fuera del aula. Después de describir el método de lo que puedo decir que la primera parte de mi tesis está dedicada a la identificación del problema, los objetivos y cosas relacionadas, como justificación. La segunda parte tiene que ver con el marco teórico en el que describo todo lo relacionado con el método propuesto y algunas actividades llevadas a cabo durante el proceso. La tercera parte trata sobre el marco metodológico que tiene que ver con el tipo de investigación, la muestra y los instrumentos de recolección de datos. La cuarta parte está dedicada a verificar las hipótesis con la exposición gráfica de los datos recogidos y, por último; La quinta parte, que es una descripción de las actividades que las autoridades pueden desarrollar en la institución en su propuesta. Una aplicación potencial del CLT es que las muchas actividades útiles nosotros, como profesores podamos adaptarlas en función de las necesidades de nuestros estudiantes; sin embargo, es importante contar con la tecnología adecuada y el material didáctico para mejorar nuestro trabajo.

## **PART I**

### **THE RESEACH PROBLEM**

#### **IDENTIFICATION OF THE PROBLEM**

During the observations and practice carried out at JAHIBE ELEMENTARY SCHOOL we have been able that the level of listening and speaking skills of the English language is low. This is , fundamentally, the connect use of Communicative Language Teaching Methodology listening and speaking techniques, the lack of necessary support materials, such as computer programs, Audiovisual equipment, songs, films, posters, charts, flash cards, and include the LS ENGLISH evaluation system to encourage the listening and speaking skills.

Another factor be mentioned is the probable lack of qualified English teachers; as well as their lack of interest in their students to effectively learn the English language. Additionally, the student's families don't encourage them to practice this language, probably because their works don't give them time enough to spend with the children.

This generates a negative environment for the children at this school to lose interest in listening, understanding, speaking, reading and writing English, which in the future will affect their personal development or employment possibilities. The Ecuadorian society is going into globalization, whether we accept it or not, at the same way as the rest of countries in Latin America and the rest of the countries all over the world, where English is precisely the international language.

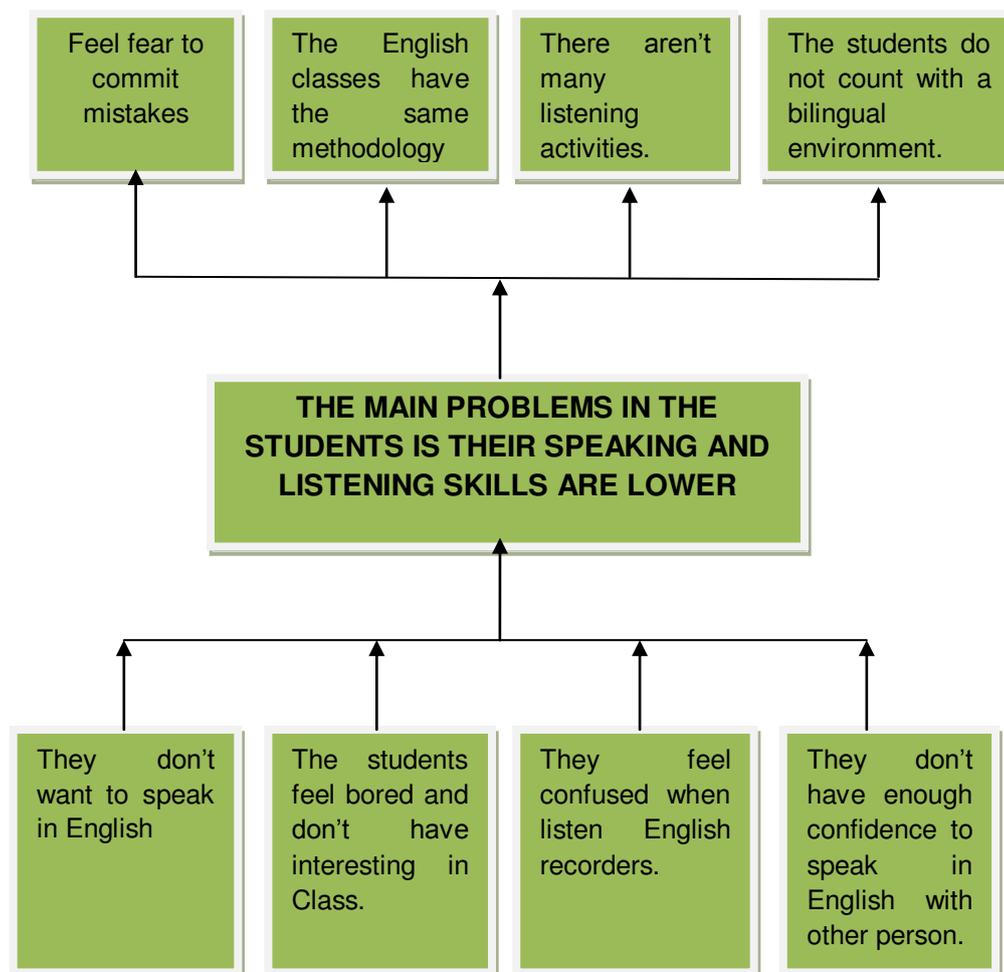
## **PROBLEM SETTING**

Does the previous teaching methodology and its knowledge of the English language affects the development of listening and speaking of the students at the seventh year of basic education class at JAHIBE ELEMENTARY SCHOOL?

Facing this problem of Ecuadorian education reality, and especially of this educational institution, a series of questions and inquiries come out, all about the factors or significant variables that produce this difference.

**THEME:** USE OF COMMUNICATIVE LANGUAGE TEACHING METHODOLOGY AND ITS INFLUENCE IN DEVELOPING LISTENING-SPEAKING SKILLS IN STUDENTS OF 7º BASIC GRADE EDUCATION AT JAHIBE ELEMENTARY SCHOOL DURING SEPTEMBER –NOVEMBER 2012.

## PROBLEM TREE



## **VARIABLES WORKING OUT**

**Independent variable.** Communicative Language Teaching (CLT)

**Dependent variable .-** Listening and Speaking skills

## **OBJECTIVES**

### **GENERAL OBJECTIVES**

- To apply and verify the efficiency of the Communicative Language Teaching Methodology in the learning of English Language.
- To verify the level of development of listening and speaking skills in the students of seventh grade at JAHIBE Elementary School, after applying the Communicative Language Teaching Methodology.

### **SPECIFIC OBJECTIVES**

- To prove that the students learn English Language through communication.
- To apply meaningful classroom activities to communication.
- To improve listening and make students more active learners.
- To help students develop a better fluency level of English Language and encourage them to use it all the time.

## JUSTIFICATION

Many teachers, continue their professional march through history, The methodology applied by school teachers is traditional the students do tasks and repeat words after the teacher, but I think that teachers should motivate to the students to develop your listening and speaking skills. The methodology that I purpose is CLT that can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and my role as a teacher and learners. Let us examine each of these issues in turn. The goal of this method is to create a communicative competence in the students.

The absence of clear or appropriate goals in education is bad for both teachers and learners. At school, children and adolescents often seem to be required to study Mathematic, History or English only because these subjects are on the official curriculum and there are tests to pass. This can have a very negative effect on the learners attitude toward these subjects. The clear definition of appropriate goals is vital to successful English language teaching and learning.

Unfortunately, not everyone recognizes real success in English language learning. Some teachers and learners do not look beyond the grammar and vocabulary currently being practiced, or the next test. Also, the long-term goals of teaching are not always explicit in courses syllabuses. In fact, course syllabuses, materials, and tests sometimes seem to present only a sequence of a short-term objectives. Although short-term objectives are important in giving learners and teachers a feeling of making progress, it is important never to lose sight of the overall long term goal of English language teaching. To enable learners to communicate effectively, and as far as possible accurately, in English.

Always we teach using Grammatical Competence (GC) that refers to the knowledge we have of a language that accounts for our ability to produce sentences. Grammatical competence is the focus of many grammar practice books which typically present a rule of grammar in one page and provide it with exercises on other page, but the Communicative Competence includes different aspects of language knowledge like knowing how to use language for a range of different purposes and functions, how to vary our use of language according to the setting and the participants, knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication. To produce and understand different types of text: narratives, reports, interviews, conversation.

Maintain communication despite having limitations in one's language knowledge. An emphasis on learning to communicate through interaction in the target language. The introduction of authentic texts into the learning situation. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities, students have to become comfortable with listening to their peers in group work or pair work task, rather than relying on the teacher for a model. The teacher now had to assume the role of facilitator and monitor.

Finally I hope accomplish with all the formulated objectives during the period of time of experimentation with the students.

## Part II

### THEORETICAL FRAMEWORK

#### CHAPTER I

##### 1. METHODS FOR TEACHING ESL

###### 1.1 MOST COMMON METHODS

There have been a lot of methods and approaches through history, and they are related to a historic point in time, they worked and functioned but in the actual times many of them are not longer useful or used.

Many methods have derived new ones which are used in the daily teaching, it would be crazy to mention every method so far used, that is why I will talk about the most important ones related to our study.

###### a) The Natural Approach

The Natural Approach and the Communicative Approach share a common theoretical and philosophical base. The Natural Approach to L2 teaching is based on the following hypotheses:

- **The acquisition-learning distinction hypothesis**

Adults can "get" a second language much as they learn their first language, through informal, implicit, subconscious learning. The conscious, explicit, formal linguistic knowledge of a language is a different, and often non-essential process.

- **The natural order of acquisition hypothesis**

L2 learners acquire forms in a predictable order. This order very closely parallels the acquisition of grammatical and syntactic structures in the first language.

- **The monitor hypothesis**

Fluency in L2 comes from the acquisition process. Learning produces a "monitoring" or editor of performance. The application of the monitor function requires time, focus on form and knowledge of the rule.

- **The input hypothesis**

Language is acquired through comprehensible input. If an L2 learner is at a certain stage in language acquisition and he/she understands something that includes a structure at the next stage, this helps him/her to acquire that structure. Thus, the in concept, where the stage of acquisition.

## **b) Content-Based Instruction**

In recent years content-based instruction has become increasingly popular as a means of developing linguistic ability.

The focus of a CBI lesson is on the topic or subject matter. During the lesson students are focused on learning about something. This could be anything that interests them from a serious science subject to their favourite pop star or even a topical news story or film. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

There are many ways to approach creating a CBI lesson. This is one possible way.

## **Preparation**

- Choose a subject of interest to students.
- Find three or four suitable sources that deal with different aspects of the subject.

## **During the lesson**

- Divide the class into small groups and assign each group a small research task and a source of information to use to help them fulfil the task.
- Then once they have done their research they form new groups with students that used other information sources and share and compare their information.
- There should then be some product as the end result of this sharing of information which could take the form of a group report or presentation of some kind.

## **c) A Task-based approach**

In recent years a debate has developed over which approaches to structuring and planning and implementing lessons are more effective. This article presents an overview of a task-based learning approach (TBL) and highlights its advantages over the more traditional Present, Practice, Produce (PPP) approach.

## **Present Practice Produce (PPP)**

During an initial teacher training course, most teachers become familiar with the PPP paradigm. A PPP lesson would proceed in the following manner.

- First, the teacher *presents* an item of language in a clear context to get across its meaning. This could be done in a variety of ways: through a text, a situation build, a dialogue etc.
- Students are then asked to complete a controlled ***practice stage***, where they may have to repeat target items through choral and individual drilling, fill gaps or match halves of sentences. All of this practice demands that the student uses the language correctly and helps them to become more comfortable with it.
- Finally, they move on to the production stage, sometimes called the 'free practice' stage. Students are given a communication task such as a role play and are expected to *produce* the target language and use any other language that has already been learnt and is suitable for completing it.

### **TBL Methodology**

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level and help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

Why choose TBL as language teaching method? We have to ask ourselves that question, because if we, as language teachers, don't know which method we are teaching according to or if we do not think about teaching methodology in relation to the different types of learners, to levels, to materials and last but not least to the learning processes of the individual learner, we might as well not teach!

Therefore, when we choose TBL, there should be a clear and defined purpose of that choice. Having chosen TBL as language teaching method, the teacher thereby recognizes that “teaching does not and cannot determine the way the learner’s language will develop” and that “teachers and learners cannot simply choose what is to be learned”. “The elements of the target language do not simply slot into place in a predictable order” (Peter Skehan 19). This means that we, as teachers, have to let go of the control of the learning process, as if there ever was one! We must accept that we cannot control what each individual learner has learnt after for example two language lessons and as Peter Skehan says “instruction has no effect on language learning” (18).

In TBL the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it.

One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities.

## **1.2 THE FOUR SKILLS INVOLVED IN LEARNING A NEW LANGUAGE**

### **English Skills**

The 'four skills' of listening, speaking, reading, and writing are the main areas to develop in our students of course other skills such as pronunciation, grammar, vocabulary, and spelling all play an important role in effective English communication. Here I am going to explain about them in a briefly way because there is a wider explanation in chapters two and three.

#### **a) Listening**

Listening skills are vital for learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.

There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions. To add more challenge, learners can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model

(for example, order a cake from a bakery), or participate in real-time conversation.

## **b) Speaking**

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-plays.

### **c) Reading**

We encounter a great variety of written language day to day -- articles, stories, poems, announcements, letters, labels, signs, bills, recipes, schedules, questionnaires, cartoons, the list is endless. Literate adults easily recognize the distinctions of various types of texts. This guide will not cover instruction for learners with little or no literacy in their native language; you will need to work intensively with them at the most basic level of letter recognition and phonics.

Finding authentic reading material may not be difficult, but finding materials appropriate for the level of your learners can be a challenge. Especially with beginners, you may need to significantly modify texts to simplify grammar and vocabulary. When choosing texts, consider what background knowledge may be necessary for full comprehension. Will students need to "read between the lines" for implied information? Are there cultural nuances you may need to explain? Does the text have any meaningful connection to the lives of your learners? Consider letting your students bring in their choice of texts they would like to study. This could be a telephone bill, letter, job memo, want ads, or the back of a cereal box. Motivation will be higher if you use materials of personal interest to your learners.

Your lesson should begin with a pre-reading activity to introduce the topic and make sure students have enough vocabulary, grammar, and background information to understand the text. Be careful not to introduce a lot of new vocabulary or grammar because you want your students to be able to respond to the content of the text and not expend too much effort analyzing the language. If you don't want to explain all of the potentially new material ahead of time, you can allow your learners to discuss the text with a partner and let them try to figure it out together with the help of a dictionary. After the reading activity, check comprehension and engage the learners with the text, soliciting their opinions and further ideas orally or with a writing task.

#### **d) Writing**

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that. For many adult ESL learners, writing skills will not be used much outside your class. This doesn't mean that they shouldn't be challenged to write, but you should consider their needs and balance your class time appropriately. Many adults who do not need to write will enjoy it for the purpose of sharing their thoughts and personal stories, and they appreciate a format where they can revise their work into better English than if they shared the same information orally.

Two writing strategies you may want to use in your lessons are free writing and revised writing. Free writing directs students to simply get their ideas onto paper without worrying much about grammar, spelling, or other English mechanics. In fact, the teacher can choose not to even look at free writing pieces. To practice free writing, give students 5 minutes in class to write about a certain topic, or ask them to write weekly in a journal. You can try a dialog journal where students write a journal entry and then give the journal to a partner or the teacher, who writes another entry in response. The

journals may be exchanged during class, but journal writing usually is done at home. The main characteristic of free writing is that few (if any) errors are corrected by the teacher, which relieves students of the pressure to perform and allows them to express themselves more freely.

### **e) Grammar**

Grammar is often named as a subject difficult to teach. Its technical language and complex rules can be intimidating. Teaching a good grammar lesson is one thing, but what if you're in the middle of a reading or speaking activity and a student has a grammar question? Some students may have studied grammar in their home countries and be surprised that you don't understand, "Does passive voice always need the past participle?" But even if your student's question is simple and jargon-free, explaining grammar is a skill you will need to acquire through practice. If you don't know how to explain it on the spot, write down the specific sentence or structure in question and tell the student you will find out.

### **f) Pronunciation**

Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. 'What are you going to do?' becomes 'Whaddaya gonna do?' English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self-esteem, facilitate communication, and possibly lead to a better job or a least more respect in the workplace. Effective communication is of greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go. Remember that your students also

need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal.

A student's first language often interferes with English pronunciation. For example, /p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Sometimes the students will be able to identify specific problem sounds and sometimes they won't. You can ask them for suggestions, but you will also need to observe them over time and make note of problem sounds. Another challenge resulting from differences in the first language is the inability to hear certain English sounds that the native language does not contain. Often these are vowels, as in 'ship' and 'sheep,' which many learners cannot distinguish. The Japanese are known for confusing /r/ and /l/, as their language contains neither of these but instead has one sound somewhere between the two. For problems such as these, listening is crucial because students can't produce a sound they can't hear. Descriptions of the sound and mouth position can help students increase their awareness of subtle sound differences.

## CHAPTER II

### 2. COMMUNICATIVE LANGUAGE TEACHING (CLT)

#### 2.1. COMMUNICATIVE LANGUAGE TEACHING AND ITS BACKGROUND

The communicative approach and communicative language teaching CLT is an approach to language teaching which gives utmost importance to the interaction as a means and an end goal in learning a language.

It is also known as the communicative approach.

Historically, the communicative approach was considered the response to Audio Lingual Method and an extension of the notional-functional approach.

##### a) The Audio Lingual Method as a preliminary background

The ALM has emerged as a direct result of the need to possess good oral and hearing a foreign language during and after the Second World War.

In the classroom, lessons are usually organized from a grammatical structure presented in short dialogues. Normally, students listened to a series of recordings of conversations over and over again and then try to repeat the exact pronunciation and grammatical structures of these dialogues.

Critics of the ALM stated that too much emphasis on repetition and linguistic accuracy did not help students acquire communicative competence in the target language. Sought new ways of presenting and organizing the teaching of language and defended the notional-functional approach and the communicative approach as the most effective strategies for teaching a foreign language.

## **b) The notional-functional approach**

A notional-functional program is a way of organizing the curriculum for language learning approach or teaching method. In a notional-functional program, teaching is not organized around grammatical structures as had been done with the ALM, but is based in terms of "concepts" and "functions." In this model, "concept" refers to the context in which people communicate, while "function" is the specific intent of the speaker in a given context. For example, the concept or context shopping requires several functions of language. These include: asking price, ask about product characteristics and bargaining. Likewise, the notion festival requires many functions including: to show, greet and talk about interests and hobbies. Proponents of this approach was stated that solutions to the deficiencies that had the ALM as helping students develop their ability to communicate effectively in a variety of real-life contexts.

## **2.2 COMMUNICATIVE LANGUAGE TEACHING GOALS**

The communicative approach also puts emphasis on helping students to use the target language in a variety of contexts and give importance to learning the functions of language. Unlike the ALM, its primary goal is to help students create meaningful phrases rather than helping to build perfectly correct grammar or pronunciation to get a perfect. This means that learning a foreign language is assessed in terms of how students develop their communicative competence, which could be defined as the ability of the student to use their knowledge of formal and sociolinguistic aspects of language to communicate properly.

The communicative method is characterized by a general teaching approach rather than a teaching method with clearly defined classroom practices.

**Among the main goals developed by David Nunan (1991) we have:**

1. An emphasis on communication in the foreign language through interaction.
2. Introduce authentic texts in the learning situation.
3. Offer students opportunities to think about the learning process and not only in the language.
4. Giving importance to students' personal experiences as contributing to classroom learning.
5. Try to relate the language learned in the classroom with activities outside it.

The classroom as a space of communication, language is the key element of the curriculum, resources, spaces and discursive practices and favorable teaching tends to greatly promote learning by means of communication in action. There are other several goals as secondary ones to keep in mind as follows:

- **Freedom of expression:** The speaker decides the content, form, tone, timing.
- **Feedback:** The verbal and nonverbal reactions of his partner tell how far the student is achieving its goal in the conversation.

The dynamics of communicative interaction requires a process of accommodation or adaptation by the learner to different role models in the classroom.

The most common pattern of interaction in the classroom is to teacher - students, which is characterized by the following structure (Davies and Pearse, 2000):

**Table N° 1****Interaction Structure**

Teacher's explanation	→	Student's silence
Teacher's verbal model	→	Student's repetition
Teacher's questions	→	Student's answer

However, it would be more desirable to promote other models of interaction based on student-student ratio, representing different everyday communicative situations and distances, therefore, dependability characteristic of the teaching-learning context. It has to go further in developing their communication skills, deepen their creative or expressive potential flow.

It is convenient from time to time vary the dynamics of interaction in the foreign language classroom, thus ensuring the maintenance of attention and motivation processes, essential for the development of the language learning process. We must change with regularity on the dynamics of interaction, rather than constantly since then may be negative. It added that the presentation of varied work, new, disturbing and challenging helps to stimulate curiosity and student participation. Be guaranteed, therefore, an optimal level of interaction in the foreign language classroom to accelerate the dynamics of the classroom and contribute to the gradual consolidation of the speakers' communicative competence.

Communicative interaction activities pose a challenge for the learner who will have to take many risks language in an effort to achieve on communicative competence. Learners need to practice constantly target language, taking up all available language resources. Language learning

situations based on the development of communicative interaction that foster the learner is faced with their own shortcomings or deficiencies in language skills, forcing some way to activate their language resources in order to communicate (**Hedge, 2000**). To some extent the interaction promotes the development of linguistic creativity and communicative spontaneity. These opportunities for oral communication in the classroom will enable the learner to express themselves freely, giving free rein to their imagination, and also develop their language skills for improvisation.

Communicative interactions enable the development of cooperative relations between the students, providing valuable opportunities to work in the negotiation of meaning (**Larsen-Freeman, 2000**). Finally, we must not forget that these situations of interaction can also trigger certain problems of discipline in the classroom dynamics to be resolved immediately to avoid conflicts of greater importance.

Attitudes can be observed and difficult to control certain behaviors settled in mere passivity. Regain their attention and interest, and encourage their participation in the class dynamics pose a challenge for teachers (**Davies and Pearse, 2000**).

### **2.3 AUTONOMY OF THE STUDENT IN THE COMMUNICATIVE LANGUAGE APPROACH**

The students are the protagonists of their learning. The trend is to organize the classes so as to facilitate the socialization, the interaction between students, motivation towards learning and increased student performance time and real communication. It was also encourages group work in pairs and individually. In short, the student must be in the foreground, as it tries to achieve so that each take most out of private resources. This democratization of teaching and learning process contributes to increasing

importance to the typological differentiation of students in the classroom. The role of the teacher, on the other hand, builds to accompany, encourage and assist students in their learning process.

The autonomy of the learning part and is closely linked to the design of communicative language teaching. Therefore, it is intended to help each student find their own learning strategies that enable this autonomy. They show students different strategies that will lead to digest, memorize and expand their knowledge. They are also taught self-learning techniques to continue their studies independently at home. In short, it seeks to promote student autonomy so that you can make the most of every opportunity to improve their communication skills in the classroom and beyond. To do this, it is intended that the student is able, on their own and independently, to seek information, obtain and use different materials, discovering different contents, make the content analysis, and use strategies that allow more easily understood a written or oral, to write more correctly and speak more fluently and freely.

To continue the promotion of autonomy students have to make their own additional exercises provided by the teacher / a, and the workbook exercises for correction relying on solutions that appear in the same book exercises or by the solutions provided by the professor / a. In class be done and corrected only those who have caused great difficulty or who need some additional grammar explanation.

Another important aspect of learner autonomy is self-evaluation and self-correction by the student, which means that the teacher / a is not limited to the correction of mistakes, but observe the individual and collective

problems, guide and inform the students properly. This topic will detail below under "Treatment of error."

In addition to the above, the student must reflect on their own learning process, it should raise issues about whether it is achieving the objectives it had set, the student must take a critical stance towards all that surrounds her learning process.

Therefore, the teacher / a class seeks to develop so that the student has to take responsibility for their learning and encourages students to contribute their own initiative for such learning.

### **2.3.1 THE COMMUNICATIVE APPROACH FOCUS ON MEANING**

With regard to the implementation of this approach is expressed that this new approach to literary language the content is focused on ensuring that students become effective communicators, able to understand and construct a coherent text, depending on the needs communication made to them and different communicative situations in which people will interact with. This new concept is called communicative approach in meaning.

This approach stimulates mental activity constructivist student. As pointed out by Piaget and Vygotsky, there is a relationship between language and thought (noesis and semiosis) and its impact in shaping perceptual reality.

Another of its principles is the concept of language as a sign system involved in social communication.

Within a communicative approach can distinguish three different working methods, for tasks, projects and global simulation, in which teachers select the most useful to bring to the classroom. The three methods are very similar techniques. In general, a task is performed in one, two or three days of class, while a global project or a simulation can take more than twenty hours.

There has been a significant progress in the development of student communication, but when you know the final product or task to be faced at the end of the instructional task system that develops in the unit of study, and if they respond to meet the needs of linguistic, communication effectiveness will be more effective.

The acquisition of a language involves the mastery of the four main skills by students: listening, reading, speaking and writing. In addition, the acquisition of communicative competence requires a method that avoids dealing with different skills in isolation. Most authors who advocate a communicative approach to talk about the integration of these four skills, and what is more, understanding the language as "communication skills" is not simply mastering the four skills, but this value is attached to conceptual functional value means knowing how to adapt the first at the appropriate time, ie to achieve practical language skills as the situations.

The following diagram shows the interrelationship of the four skills **(Byrne, 1976)**

Spoken language  
 Skills – Understand    talk - Skills  
 Receptive - reading,    writing - productive  
 Written language

For their relevance and complexity is extremely difficult to summarize the intellectual development of the theory of communicative competence.

After generativism Chomskyan linguistic studies are beginning to move away from the idea that language is only a system of signs, and are the current language of the sixties and seventies (British functionalism, psycholinguistics, sociolinguistics and the ethnography of communication), which "opened the door" to a number of extralinguistic factors considered so far outside the language as a system, of which we have discussed above (the context, the speaker-listener interaction, etc.), and This way all the elements involved in the process of communication begin to be considered fundamental to explain the language.

Hymes proposes that the speech act must be replaced by the linguistic code as a central focus of the study of languages, and sets out the components and functions of communicative activity, leading to a new point of departure for the analysis of communicative competence . In this reformulation Hymes identifies four sectors: what can be (grammatically), which is feasible, what is appropriate and what is done.

Recently, several dimensions have been added to complete the concept of communicative competence, considering this as the ability of learning the language to express, interpret and negotiate cultural meanings in the interaction between two or more persons, or between a person and a text or

oral written so that the communication process is efficient and is qualified by appropriate action modes.

Taking into account the concept of communicative competence, we infer that this is achieved to the extent that the student to become an effective communicator, which means:

- a. Being able to understand what others are trying to mean, understood as an act of understanding individual, original and creative.
- b. Have a linguistic and literary culture gained in the process of analyzing different texts and the discovery of language resources used by the author for their construction.
- c. Build texts in different styles depending on the requirements of the communicative situation in which it is and making effective use of linguistic means necessary to communicate in accordance with the characteristics of the different standards.
- d. Setting the linguistic basis for the communicative approach so the student will be able to acquire the language soon after by means of practicing and repetition of communicative drills.

## **2.4 THE SOCIAL NATURE OF LEARNING**

Educational activities are always based schemes do not necessarily explicit about human nature and processes of learning. The most influential of these schemes are perhaps part of the implicit theories of common sense that guide normal interactions between individuals: for example, many of our relationships are built on the idea that others possess an internal symbolic world (as ourselves what we have) and are able to regulate, by themselves, their behavior.

We tend to think also that people not only learn what they do effectively, but also what they see others doing.

Educational base our tactics on the assumption that students are motivated by criteria, expectations and reinforcements are provided to themselves, and not only by external sanctions imposed by others. In addition, we teach these skills; teach to use their internal symbolic world, regulate their behavior themselves, motivated by criteria and expectations that are proposed to themselves, think for themselves, learn from the behaviors of others. These goals are the most fundamental of education and skills involved are some that allow us, for example, attribute responsibility to the students regarding their own educational process.

Although we do not stop long to think of them, are both basic premises and objectives in educational relations.

These assumptions determine, in large part, the teaching methods the teacher uses and resources used to motivate students. However, been questioned by some explicit learning theories, human nature and the causes of behavior, made by some psychologists. Thus, there are theories that emphasize the importance of internal impulses and motives unconscious character, and do so much to devalue the role of conscious intentions and purposes of the subject in regulating their own behavior. From the perspective of dynamic theories, such behavior is, above all, the interplay between internal forces, for the most part, are below the level of consciousness.

A theoretical and a very fundamental sense, is noted by Albert Bandura, the founder of social cognitive theory of learning, "the concept of human nature assumed by the psychological theories is more than just a

philosophical question . When human knowledge is implemented, the concepts on which social technologies support even larger implications. These can indicate the type of influence human potential to be developed and which not. Thus, the theoretical concepts can influence what they really become individuals "(1987, p. 21).

Bandura If this comment applies to all social technologies, it is even more education, which has the explicit goal of developing human potential.

Social cognitive theory by Bandura is made to provide as complete characterization possible systematic factors, both internal and external, that influence human learning processes. It should be noted that the theory is fundamentally descriptive, so to speak, classification, taxonomy. It's like a grand scheme of synthesis which describes in detail the determinants of behavior.

Behaviors depend on the environments and the personal. These, in turn, of their own behaviors and environmental contexts, which are affected by two factors.

When environmental conditions are very restrictive and can virtually force applicants to perform a given behavior. This happens, for example, in educational settings extremely managers and with a high degree of structure, as set out in cases in special education: the student is asked a specific and targeted response that is rewarded immediately and issuance of which almost agrees with verbal or physical assistance. In other conditions, where environmental pressures are weaker, personal factors are playing an important role in the regulatory system.

## Diversity

It has established various types of communicative teaching to teaching a foreign language as shown below.

Activities using the language in which students practice the language they are learning. Activities are more similar to actual acts of speech where the goal is communication.

Activities focus on language form in which content systematized and worked very specific aspects of it.

Monitoring activities of the process of learning the language that refers to activities related to the evaluation of the learning process and programming.

## 2.5. SKILLS TO BE TESTED IN THE COMMUNICATIVE LANGUAGE TEACHING

To learn the English language or any language is very necessary to develop the 4 skills which are:

- a. Listening:** This ability develops in students the hearing and listening can enhance dialogues, readings, songs, conversations, etc.
- b. Speaking:** This ability is clear aim of achievement for students, where classes should be taught in English in order to familiar with idioms, sentence formation and powers of perception.
- c. Reading:** Reading provides a better insight into the language in this case English, creating situations of doubt and sequence are seeking new words and also helps improve reading writing and pronunciation.

- d. Writing:** This ability is important for students because they can transmit their ideas in an orderly manner and concrete, through simple text or paragraphs.

## **2.6 TEACHERS AS CO-LEARNERS IN CLT**

The adoption of a communicative approach is for teachers to redefine their traditional role in the classroom. The development of communicative competence occurs through a process that occurs within the student. The teacher can offer encouragement and experience that these processes require, but have no direct control over them so that, regardless of what the teacher to intervene in this process, students will continue their natural sequence of learning.

This does not mean that the teacher is not necessary, since the class is not a natural environment, and unless that kind of language is intentionally structured, it will provide students with adequate exposure to the foreign language nor the motivation to communicate through it. Rather, the teacher must be prepared to subordinate their own behavior to the needs of students.

In a broad sense, the teacher is a facilitator of the learning process, and will have different roles:

- As head of the class has to manage and organize all aspects of the activity itself, such that the different activities constitute a coherent progression and lead to greater communicative competence.

- Many activities will have to perform the traditional role of instructor, introducing new content, exercising direct control over student learning, evaluating and correcting it.
- In other cases intervene after the start of activities, but that learning will take place independently.

During the process of independent activity, the teacher will act as an adviser, helping when needed. Class will move to control the difficulties and the skills of students, which will serve as a basis for planning future activities.

One of the main functions of the teacher is conducive to learning, to foster positive attitude towards the language and culture taught.

We can say that the communicative approach implies a close relationship between teacher and student, where the student is not a passive entity, and the teacher is a mediator for the appropriation of content, not to mention the connection between new knowledge and those who have been previously transmitted to the student.

## **2.7 ACTIVITIES OF ACCURACY VS. FLUENCY IN CLT**

Many students who are learning English can read accurately and automatically and still not understand. To teach fluency, try not to focus primarily on developing student's reading speed at the expense of reading with expression and comprehension. Since fluency is multidimensional, it is important to teach and supervise the following skills:

1. To decode words accurately
2. Speed (automatic recognition of words in connected text)
3. Expressive and meaningful interpretation of the text

The three dimensions of fluency can be assessed using the following strategies.

Accuracy refers to the percentage of words that a reader can correctly read a given passage. For example, if a student reads a passage of 100 words and 10 words not read well, is said to have read the passage with 90% accuracy. It is important to know the functional reading level of each student to plan appropriate instruction. The three functional reading levels are:

- Independent level: 98-100%
- Learning level: 90-97%
- Frustration level: less than 90%

At the independent level, students can read the text without help. At the level of learning, students can read with some help from the teacher. When readers are at the level of frustration, the text is very difficult to read, even with help.

The teaching of reading is often directed to the student whose level is learning, but also includes independent level readers to improve fluency.

The contents should be read independently or at the level of learning. It is advisable to read to the students when they are in their level of frustration.

### **Evaluate the expression in reading**

Fluent readers read with the emphasis, pitch variations, intonation and phrasing appropriate. Rating systems are often used to evaluate the expression. You can listen to a student reading for sixty seconds and to assess their reading prosody scale as described below:

Table N° 2

**Evaluation of Expressiveness in Reading**

<b>SCORE</b>	<b>CRITERIA</b>
<b>4</b>	Reads primarily in large and significant groups of phrases. Some regressions, repetitions and deviations from the text. Reads most of the story with expressive interpretation. Read at an appropriate speed.
<b>3</b>	Reads primarily in groups of sentences of three and four words. The majority of phrasing seems right and preserves the syntax of the author. Shows little or no expressive interpretation. Usually read at an appropriate speed.
<b>2</b>	Reads primarily in groups of two-word phrases. Sometimes read word for word. The groups of words may seem unnatural and disconnected from the broader context of the sentence or passage. Significant sections of the text reads slowly or excessive speed.
<b>1</b>	Reads primarily word by word. Lacks expressive interpretation. Read the text too slowly or too quickly, without respect for punctuation and other phrase boundaries. Read a minimal or no expression.

To improve students' communicative skills we should start by reading a line from a tale: "Now remember," Mother Said, "your father and I are Bringing guests by, so please keep the house neat."

Then, discuss with your students: Did you hear how I grouped the words "Now remember"? It is because they must go together. And then I did a little pause before reading the words Mother said. This point (point to point) indicated that I should make the break. Did you hear how I raised my voice to sound like the warning of a mother? Now read with me as I read.

## **2.8 ACTIVITIES FOR A BETTER LEARNING**

They cannot be based learning in traditional or known way, with the passage of time and research has gone to develop new activities that help make learning much easier and fun as mentioned below.

#### **a. Work completion**

The work of completions are widely used in learning to improve writing and spelling as in this way has a greater capacity to retain the structure of words, how letters are arranged and what the correct way to write.

#### **b. Activity of briefings**

Learning is largely based on briefings of participants and it involves the exchange of knowledge and experience, this method is useful for teaching foreign languages and this procedure enriches the knowledge of participants.

#### **c. Activity of shared views**

Shared views to help improve learning, with the help of this method students exchanged knowledge and correcting errors when speaking or pronouncing words in a dialogue or conversation.

**d. Activity for information**

Currently one of the main forms to exchange information used in learning a foreign language as English is the internet, as through this medium can connect with people who speak and live in a country where the language is the official English and are looking for new friends or knowledge of a new language like ours, this is because this medium to help share valuable information around the world.

**e. Initial actions of reasoning**

The reasoning is inherent to the human condition (in fact this is the measurable difference between humans and other animals) learning to reason is like learning to walk, is a need to be developed in order to live fully.

Reasoning is understood as a process through which we reach a belief as a result of prior knowledge and belief as a mental state the nature of a habit, of which the person is conscious, induce humans to act differently from what they would have taken the habit. (Peirce, 1901)

Reasoning was also considered as a process in which the reasoner is aware that a trial, the conclusion is determined by a separate trial or trials, so that by using the argument for learning a language other than native relates certain words with specific definitions of concepts and language to be learned.

## **f. Representation of characters**

Theater in education as a teaching technique to be used in learning English and Literature. When it comes to stage performance we mean performance as attack a play at school. Many are those who believe that the staging of a work only serves to encourage children to play the star system and that the center's director and teachers, for their part, are very good.

This final performance is not a consumer product of bourgeois society, says **Giuseppe Bartolucci (1975, 9)**. Representation is a team effort by a group of students. This final, and no product is consumed, digested and understood by other students who do not have to be the class that you made. Thus understood, the experience is shared by the largest number of partners.

The quality of this teaching that reaches others, seems better to worry only of those taking part in the action.

This is a situation in which a group of students communicate their knowledge to other local students. They are sitting sharing this educational process.

## **g. Emphasis on pair work and group work**

Teamwork enhances the comparability of efforts, offering additional viewpoints, encourages the search for alternative solutions, improving individual knowledge, adds value to work, opens avenues for further reading,

balance loads, discloses views transmitting truths, and improves performance. In the teaching of English specifically get the following benefits:

- Enables interaction for the development of dialogue, discussion of current issues, the practice of verbal expression, use of learned schemes, creation of questions and answers, and evaluation of knowledge.
- Enable role-play where you can impersonate various scenes of daily life in order to build vocabulary and structures for dialogue
- Allows learning and verification of the correct spelling of words, their meaning, the search for synonyms and antonyms.
- The correct pronunciation and vocalization is a task that requires practice and competition facilitators to listen and evaluate.
- When sharing an activity such as English, motivation flourishes, the focus is achieved in a easier, more enjoyable and entertaining study, enables the practice, assessment tools are learned and added value to the topic by providing additional information and multiple.

## **CHAPTER III**

### **3. LISTENING AND SPEAKING SKILLS**

#### **3.1. LISTENING SKILL**

##### **HEARING**

In recent times, has been evident to members of the Association of Language Teaching, the existence of a radical change in the interest of studying a foreign language, so new techniques that address communication have been implemented. In this sense, the kind of EFL has been increased attention to the development of listening skills in students learning the language, not only from the educational point of view but also from a research perspective. Here are some listening techniques that help make this process easy and educational.

##### **PROCESS OF HEARING**

The development of auditory comprehension ability should be the starting point for learning English as a foreign language. The process of listening comprehension ability should be so designed as to ensure the formation and development of this skill effectively.

Is expected to not only learn the phonological, lexical and grammatical, but to use it spontaneously during exchanges in the oral communication process where the auditory process is indispensable.

The phonological system of language begins to acquire at an early age through a gradual process driven by the need to communicate with the surrounding world. At an early age is beginning to show that the learning process has begun imitating some sounds that let you communicate until he learns to imitate the phonological system and comes to dominate the whole.

In adulthood, the phonological system of language allowing you to use the language in the communication process, but any presence of the phonological system of another language will be rejected as foreign and, of course, incomprehensible, only recognize the elements of the phonological system of their mother tongue and not the other language.

The ear behaves to the phonological system of a foreign language very similar to the pathological ear hearing impaired. The foreign language student begins to learn through a process of perception and perceptual discrimination. The joint hearing and then constitute the starting point of the process of learning a foreign language. A student repeats a sound, word or phrase correctly because they perceived it correctly.

The subjective nature / active listening skills required of teacher time and preparation. Be aware of the importance of this skill that serves as a starting point for the student to make use of language in the communication process in its role as receiver. If you are unable to perceive sounds, intonation, pauses, accents, words and / or phrases cannot interpret what is being said (much more in the absence of a clear body language) or may produce no message unable to imitate the English phonological system. The teacher must ensure that the teaching-learning process to flow from its first steps, which are those of perception through the sense organs, in this case the

ears, through which they perceive sounds, words, phrases and supra segmental elements.

"To develop the skills of listening, the student must identify and discriminate the sounds produced by the teacher, other students or other recording of sounds produced by the environment, as well as words and phrases spoken by other students." The rapid succession of sounds should be segmented into units that make up the words and in turn set the syntax to decode the message, and then encode an appropriate response. "(Language Teaching Scheme by Education Teachers by Anne Anderson and Tony Lynch.)

## **HOW TO LISTEN TO ENGLISH**

First is to make a clarification, when speaking of listening, is not the same "hearing" to "listen."

- Hearing is a passive activity and refers simply to the detection of sounds in our ears.
- Listening is an active process and involves the conscious desire to understand what is being heard.

Now, listen in our native language or in a foreign language is a more complex process than seems at first sight. One has to understand the main idea of what you're listening, but also to understand its meaning in the context in which the conversation takes place. Additionally it is important to capture the emotions and views expressed.

As if this were not enough, there are certain variables that can complicate the understanding of what is heard. Some of these are:

- The person talks too fast.
- The person speaks too low.
- Two or more people talking at the same time.
- There is background noise.
- There are other distractions.
- The caller and / or the subject under discussion is boring.
- The lack of focus on what is said.
- Lack of knowledge about the topic of conversation and / or terminology.
- Use complex vocabulary and phrases.

Very often one is faced with several of these situations at the same time at the time of listening to another person or a conversation, which makes it more difficult to correct understanding.

Keep in mind that to listen properly, we must "erase" from our minds any thought that is not related to what is being said at that time.

The listening takes time and effort. If you want to be more skillful in this activity, take into account the following tips:

- Look at the person speaking. His facial expressions, eyes and body language that uses add value to what he says and gives you clues about what is meant.
- Focus on understanding. Although this sounds obvious, sometimes not so.

Remember all the points mentioned above and complicate the action of listening.

Pay attention to the tone in which the other person speaks. The volume and rate changes with different voice inflections are important and help to understand what is heard.

Try to summarize what you heard. If you can do in one sentence, you have probably misunderstood what you heard.

Basically, if you look at the person you are speaking, focuses on understanding what it says and pay attention to the tone you use and thus be able to summarize in one sentence what you heard, quickly improve the way we listen.

### **Some tips to improve listening comprehension in English:**

- Getting audio in English with stories or conversations you can hear. Many times you can get famous books or audio-taped conversations and transcripts. This material allows you to hear and read at the same time, which helps develop the ear and improve your listening skills.
- . Again this is a great way to practice your listening skills.
- Play songs in English is a very nice activity also helps you improve your listening skills.
- Reading and using a notebook to record new vocabulary Work on increasing your vocabulary and also help improve listening comprehension.

- Talk with native English is undoubtedly one of the best ways to improve. Do not be shy. Remember, the more you talk to other people, more talk with you and you can practice more.

### **a) Radio**

Anglo language learning is to be a long and difficult process and that languages like English do not use the same grammar as in Spanish. When listening to music in English you are guaranteed to be a good listener, with new vocabulary you will be able to learn new words by listening to the songs.

### **b) Television**

Television can be a great tool if you know how to use it. It may seem strange to link the television to learning. However, there may be a useful tool. Best TV series are allowing us to hear casual dialogue, everyday language at the same pace and speed at which you would hear live and direct. The plays are ideal for trying to decipher the word games. View a chapter we have seen on another occasion can be an interesting exercise if we take the captions. And for those who are starting a good idea can see a program for children, including cartoons, because the pronunciation of them is very correct and very clear.

### **c) Music / Songs**

On the other hand, thanks to new technologies and new media and communication as the Internet is very profitable download the lyrics of the songs on the music of our taste, backed by an English translator Castilian is

very easy to know the meaning of the letters and hence is suitable to implement the pronunciation of new language we are learning. Completed this step sure anyone will be able to speak to perfection, encouraging listening and follow to the letter with rhythm and cadence the song you're listening.

Therefore when we apply this technique to try to keep learning the songs and sing them aloud, if no errors no problems, is a song and repeat it as many times as need until our mind and understanding to reason, adapt it and distinguish the vocabulary and the true meaning of the lyrics, far from a literal translation into Spanish, but you should not forget that the English to have a different grammar should not be translated literally as phrases and sentences would change the overall sense of composition.

#### **d) Film**

Whether home alone or in a language course, the film has much to teach us, and we can enjoy two hours of tape.

To work with a movie, you should find that the variety of language as she speaks is the same study. It is common knowledge the difference between British English and American English, and if you study one of the two, watching a movie the other variety you may find unfamiliar terms (in addition to an accent that will feel strange to your ears).

A good choice is to choose a cartoon movie: the actors' voices are very clear, because they have no body language to express themselves.

Moreover, as are designed for children, usually find a standard grammar and not too informal expressions.

However, the most important thing is that you can enjoy the film, involved in the story told to take advantage of the language being studied. If your English level is intermediate to low, a good option is to watch the DVD with subtitles posts (but in the original language!). Listening and reading at the same time, the phrase is easily fixed, with the help of context; you can understand much of what is said.

Finally, the fact of watching a movie we like and we catch it, is an important element of motivation.

### **3.2 SPEAKING SKILLS**

Oral communication has resulted, for a long time, quite neglected in foreign language teaching. For years, shortcomings in educational research have led teachers to use their own intuition and use their experience in trying to promote and develop oral skills in the classroom.

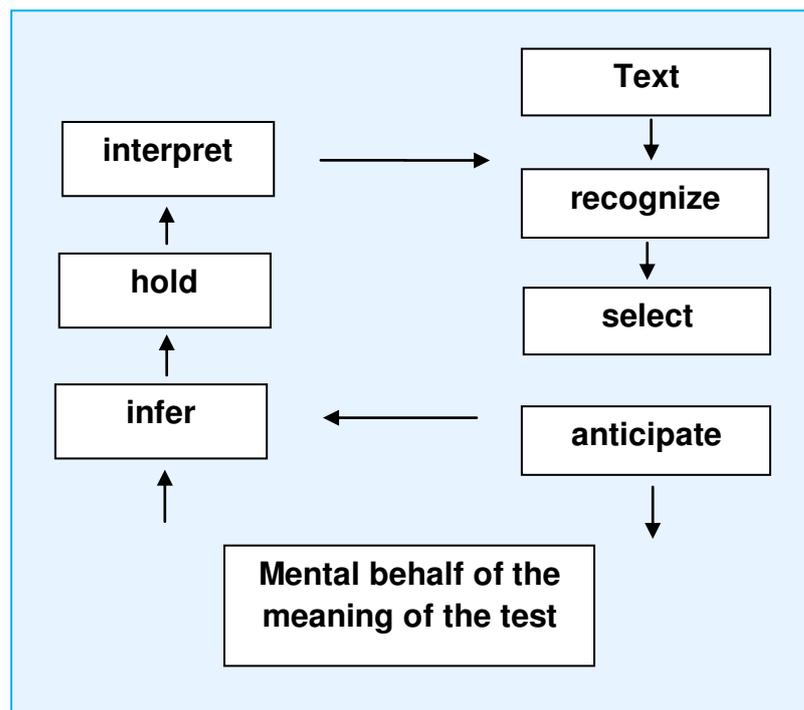
This latent concern about oral language is not the result of random research motivations, but a need to revalue in a tradition premium for the prestige of writing skills, then presents a series of oral skills used in the English teaching.

## THE ORAL PROCESS

The oral process starts with a situation of oral communication, involving the following elements.

**Table N° 3**

### Oral Process



This oral process applies to learning any language.

### The importance of practice speaking

It is considered that the practice of speaking is important when learning other language than native because this way the individual learns to pronounce it and remove the fear to start a conversation or have any questions in the language you are learning.

**a) At school**

According to researcher Alejandra Dold, "the young child can take the words you hear proper pronunciation and accent more easily than adults. Achieve better speak a second language, using the same areas of the brain to process both languages, as opposed to adults, using different areas."

Teaching a foreign language can be presented to children as a game. Thus, it makes teaching and learning process to learn to enjoy a moment. Children are easily motivated, are remarkably receptive and also have in their favor, with the absence of the prejudices of adolescents or adults. It's a shame to waste these favorable conditions.

**b) Associations conversation**

There are currently several different conversation centers foreigners, is important to know whether the meetings held by speaking the language you want to learn and try to enter these to become part of the conversations you have with each other and that in this way can achieve a greater understanding of language and also get some tips and fixes when we talk on their part.

Into different categories that will help improve the skills of listening or listening comprehension.

Today there are hundreds of websites that contain conversations and dialogues in English online in MP3 format. The dialogues are real and come with written conversations so they can understand better. It is

### **c) Oral Presentation**

In a common kind of English it is used as an object of study or content. A strategy commonly used in EFL, with its communicative approach, using English as medium of communication, not only as content. To develop the kind one hundred percent in English, the student is embedded in a context and language environment that challenges and pushes to interact in that language provides language input that otherwise would not, and serves the student's linguistic model. At bottom, this strategy seeks to create an English language environment conducive to learning the language. It makes no sense to teach English in Spanish.

### **d) Dialogue practice**

When the goal is to speak English fluently, being creative, and express ideas naturally, you need to listen to conversations in which we find all kinds of structures and vocabulary. English dialogue by listening mind slowly begins to get used to certain phrases. When we learn grammar and various structures in classes is important to use such structures when we converse in English. Many students think that just knowing grammatical formulas and passing exams to take them to magically be able to speak fluently.

### **e) Native Speaker**

Learning English by practicing with a native speaker who is learning Spanish is one of the most entertaining ways and that through this method each write in the language they are learning and so the other corrects.

A language exchange complements other forms of learning such as classroom instruction, language immersion and the use of multimedia technologies, and practicing what you have learned with native speakers in a safe and supportive environment.

Among the advantages of learning through the exchange of languages include:

- Learn the real English language (slang, idioms, etc.) As used by ordinary native speakers.
- It is used to the way native speakers speak in conversations (informal) real.
- Make friends who speak native English.
- Learning through language exchange is also inexpensive because it provides tips and conversation lesson plans that allow free exchange of languages on their own.

### **Other ways to acquire speaking**

Practice using spoken voice chat

## **f) Speech**

Many times it becomes a little more complicated to make a speech even though it is in a language foreign to the native, is for them that for one in a different language that is spoken should make a structure of how they are to this compound, at Once this process should start thinking and writing in the foreign language together with the help of a teacher or a dictionary for clarification on certain words or sentence structures.

### **3.3 COMMUNICATIVE LANGUAGE TEACHING APPLICATION IN CLASS**

The CLT methodology is very flexible, so the application of some activities were carried out in classroom

#### **3.3.1 CARDS SHOWTIME (FLASH CARDS, PICTURES, ETC)**

##### **METHODOLOGY**

The use of cards is a Methodological tool to improve the speaking and listening skills in students. The idea is to use any kind of card that contains an image so the student can use his imagination to describe what is in it.

##### **GOAL**

To reproduce spoken language through the use of a card in order to improve vocabulary and fluency in a natural way.

## ACTIVITY DEVELOPMENT

### Steps

1. Present the card to the group of students.



2. Ask students to say what is shown in the picture, one or two words is enough.
3. Choose students randomly to describe the images they see in the card, the description they say must have some regulations given by the teacher.



4. After repeating many times in the class you the teacher must create a story which must be short and with the words given by the students, use a clear speech and easy to understand
5. Ask freely for two students to re tell the story or create their own one, do not be so tough remember they are just learning.

6. Reinforce the class asking questions and encouraging students to answer in the best possible way.

### **Student's evaluation**

The teacher can use the following scale:

	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
	\1	\2	\3	\ 4
<b>Fluency</b>				
<b>Pronunciation</b>				
<b>Comprehension</b>				
<b>Vocabulary</b>				
<b>Grammar</b>				
<b>TOTAL</b>				

### **3.3.2 WATCHING SHORT OR BRIEF VIDEOS**

#### **METHODOLOGY**

Download some brief an interesting videos which are available on internet for teaching purposes or use short videos provided in the material included in the material, once you have the videos ready for the age or the purpose you are going to teach, show them in class for the benefit of students since they like the visual part more than any other activity you could carry out inside the class.

#### **GOAL**

To develop the speaking skills through watching videos.

## DEVELOPMENT ACTIVITY

### Steps

1. Choose a video according to the age or interest of the student or to reinforce what they see in class, if there is any difficulty just show a specific part of a movie containing what you want to show.



2. Make the students to predict about the video, write down the outstanding
3. Vocabulary on the board.
4. Present part of the video and make the students to tell what is going to be the end of the story, encourage the students to do a very good story, you can also ask some students to tell you what they saw and encourage them to use the same words they already heard in the video.
5. Pass the video again and let it finish, so the student can have the whole idea about it.
6. Present the video again but this time without stopping at any time, a variation could be taking notes of the most relevant part of the video so the students can write the story at the end.
7. Ask for the characters of the video make the students say who they liked the most and why, ask them to tell the role the character had in the video and why they chose that character.
8. Make them to repeat the whole story trying to use the vocabulary they heard in the video.

9. Make them to write about the video , this final activity is to reinforce writing and too

**Table N° 4**

**Student's evaluation**

	Poor	Average	Good	Excellent
	\1	\2	\3	\ 4
Fluency				
Pronunciation				
Comprehension				
Vocabulary				
Grammar				
<b>TOTAL</b>				

### 3.3.3 EASY AND BRIEF CHANTS OR SONGS

#### METHODOLOGY

One of the activities children and students in general enjoy the most are those related to singing songs or chants or just part of them, the main idea is to reinforce and develop some skills they have not achieved in the class, paying attention to a song definitely will help students in mastering what they hear it will help in the acquisition of that important fact when teaching and learning a new language.

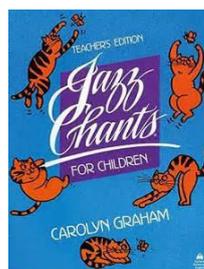
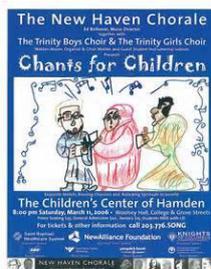
#### GOAL

To develop the listening and speaking skills through the singing of chants or songs.

## DEVELOPMENT ACTIVITY

### Steps

1. Decide what chant or song suit the purpose of your class



2. Introduce the vocabulary they are going to listen to the song
3. Write down on the board the lyrics of the song and make the students read it as many times as they feel they master the pronunciation.
4. Make the students follow the first paragraph and stop the music, then make them to repeat with your help that first paragraph.
5. Once they have enough confidence in themselves, try the whole group singing the first paragraph, you have to make them to repeat as many times as you consider is time to pass to the next paragraph and repeat the same process until you have covered the whole chant or song.
6. To reinforce make them to listen to it again but this time you will share a paper with the lyrics on it but you must leave some blank spaces so they can reinforce what they already saw in class and at the same time they will put in practice the vocabulary acquired at the very beginning.

### Student's evaluation

	Poor	Average	Good	Excellent
	\1	\2	\3	\ 5
Fluency				
Pronunciation				
Comprehension				
Vocabulary				
<b>TOTAL</b>				

## **PART III**

### **3.4 METHODOLOGICAL DESIGN**

#### **3.4.1 RESEARCH TYPE AND DESIGN**

Communicative competence means being able to use the language appropriately in a given social context. This requires the knowledge of the linguistic forms, meanings and function. Students of seventh grade of JAHIBE elementary school, must be able to manage the process of debate with their classmates. An enhancement of the learner's personal experiences as important contributing elements to classroom learning, attempt to link classroom language learning with language activation outside the classroom.

This is an applied research, which concerns field activities and a quasi experimental level of investigation.

#### **3.4.2 POPULATION AND SAMPLE**

The individuals will be survey are the children attending seventh grades specially the new students at JAHIBE Elementary School. They will serve as the basic to diagnose the outstanding variables that have both positively and negatively influenced in their speaking and listening English Language Learning skills. Then, an aptitude test will be administrated in order to determine their level of knowledge both in speaking listening comprehension of the English language. These students will be prepared for a trimester using the teaching materials made by the author of the present research; and finally their new attitudes in the handling and comprehension of the English Language will be evaluated.

I did not get a sample because the population whose I will work on, is not significant. They are only 20 students, so it is not worthy to get a sample.

### **3.4.3 FIELDING**

The present research will be applied at JAHIBE Elementary School to seventh grades students of this educational institution between September and November of the year 2010. The institution is located in Capelo, Sangolqui, Pichincha Province.

### **3.4.4 INSTRUMENTS FOR DATA COLLECTION**

#### **INSTRUMENTS**

- Classroom observation sheet
- Register of grades
- Test of Abilities
- Students and teachers' Surveys
- Rubrics
- Pre and post test

#### **ACTIVITIES**

I will also register information using the following activities and techniques.

- Tasks activities
- listening exercises
- Games for learning activities.
- Many enjoyable games also teach academic and social skills.
- Pair and group work to develop tasks
- Expositions, discussions, debates, conversations, role play, games and activities.
- Ordering and sorting,
- jigsaw tasks,
- information gap tasks,

- comparing, creative tasks.
- Acting out a short text that represent any kind of conflict

### **3.4.5 PROCESSING AND STATISTICAL ANALYSIS OF THE DATA**

After the application of the method, frequency charts will be elaborated. After that, the results will be structured for the application of the hypothesis test, a statistical method that correlates the variables before and after the experiment; and in a scientific way to confirm or deny the work hypothesis for this investigation. The whole statistical treatment will be supported by the statistical functions available in the Excel Software.

For this research the “ The median, the modal, chi square(x2) Test” will be carried out as a model of a hypothesis test, which will enable to determine if the pattern of frequency observed in the students of the seventh grade corresponds or fits the prospective or expected pattern. That is to say, that the previous knowledge of communicative competence is not enough.

## PART IV

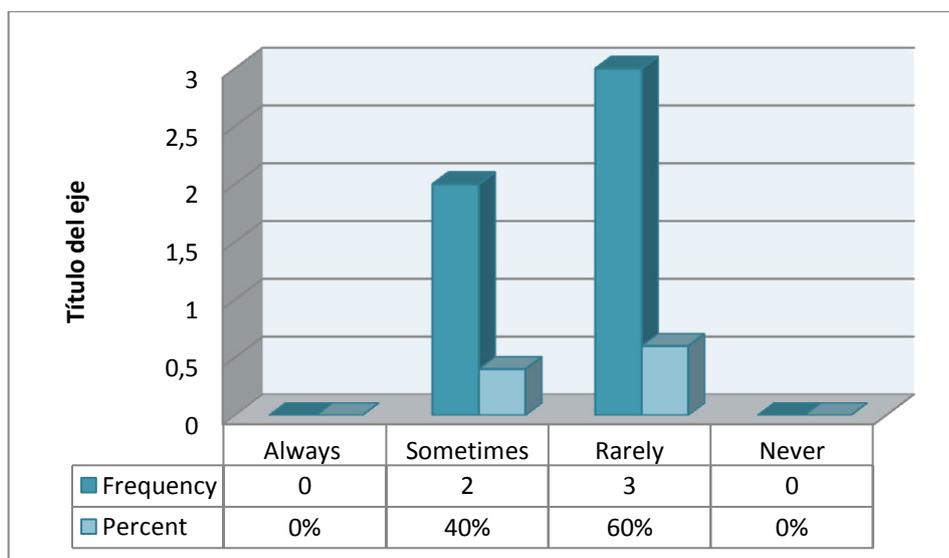
## 4.1. GRAPHICAL EXPOSITION OF RESULTS

## Results for Teachers' survey

Table N° 5

1. Do you use stories or biographies of famous people to develop listening skills?

OPTIONS	FREQUENCY	PERCENT
Always	0	0%
Sometimes	2	40%
Rarely	3	60%
Never	0	0%
<b>TOTAL</b>	<b>5</b>	



**Graphic N° 1:** Do you use stories or biographies of famous people to develop listening skills?

## Analysis

60 percent of teachers answered that they rarely use biographies of famous people to develop listening skills in students and only 40 percent use biographies but with a frequency of sometimes.

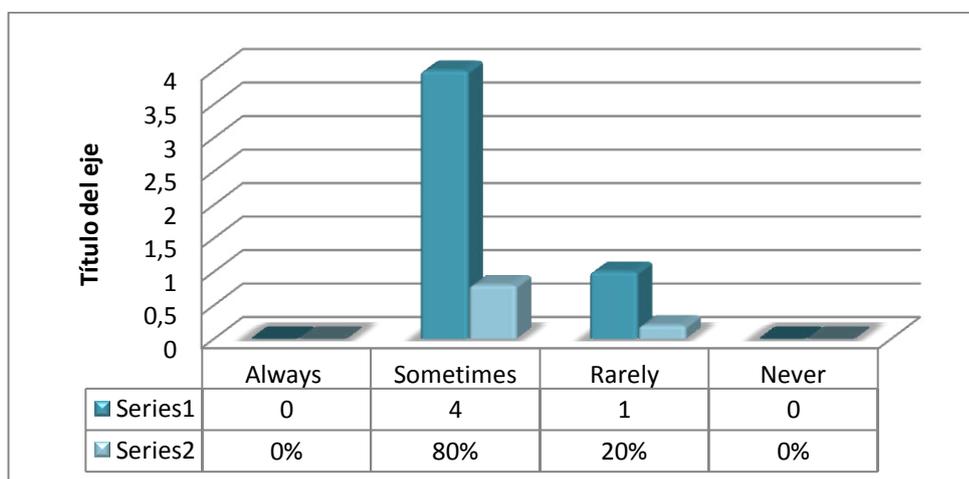
## Interpretation

The use of biographies as a tool for improving listening is scarcely used by teachers in the institutions, we can observe that most teachers do not feel that, so the great majority just answered that they use biographies rarely than frequently or normally in the class, and a group of them representing the forty percent just answered that they use them sometimes which means that the frequency is again scarce.

**Table N° 6**

**2. Do you use T.V. programs or short videos to help to improve the pronunciation of your students?**

OPTIONS	FREQUENCY	PERCENT
Always	0	0%
Sometimes	4	80%
Rarely	1	20%
Never	0	0%
<b>TOTAL</b>	<b>5</b>	



**Graphic N° 2:** Do you use T.V. programs or short videos to help to improve the pronunciation of your students?

### Analysis

80 percent of teachers answered that they sometimes use TV or short videos to improve pronunciation in students and only 20 percent rarely use them in class

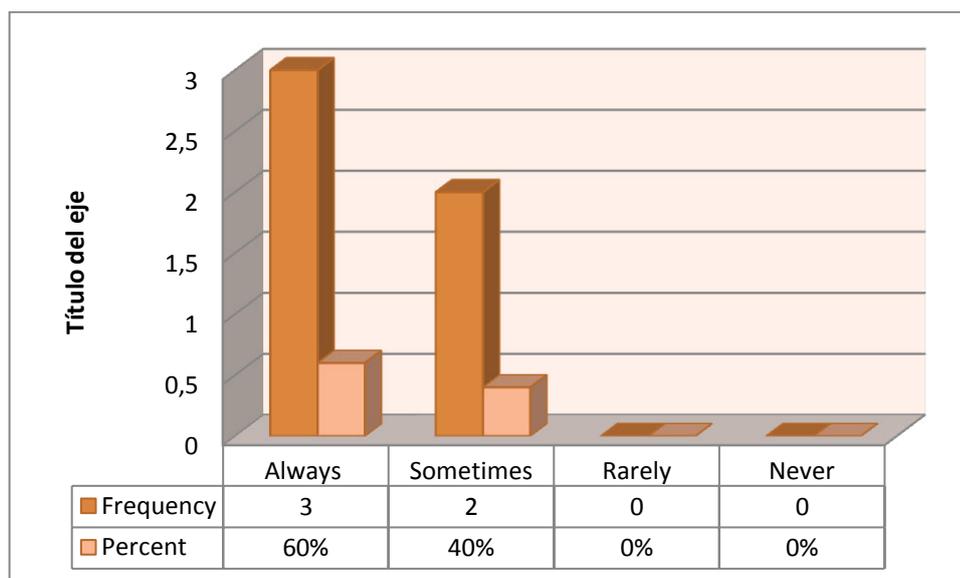
### Interpretation

The use of TV and videos is more accepted among teachers to improve pronunciation but the frequency showed is rather poor because the most of them just answered that they use them sometimes instead of normally or frequent and the twenty percent accepted that they rarely use videos in their classes.

**Table N° 7**

**3. Do you play and analyze songs in English to improve students listening/ pronunciation skills?**

OPTIONS	FREQUENCY	PERCENT
Always	3	60%
Sometimes	2	40%
Rarely	0	0%
Never	0	0%
<b>TOTAL</b>	<b>5</b>	



**Graphic N° 3:** Do you play and analyze songs in English to improve students listening/ pronunciation skills?

### Analysis

60 percent of teachers answered that they always use songs to teach pronunciation in students and 40 percent sometimes use them in class.

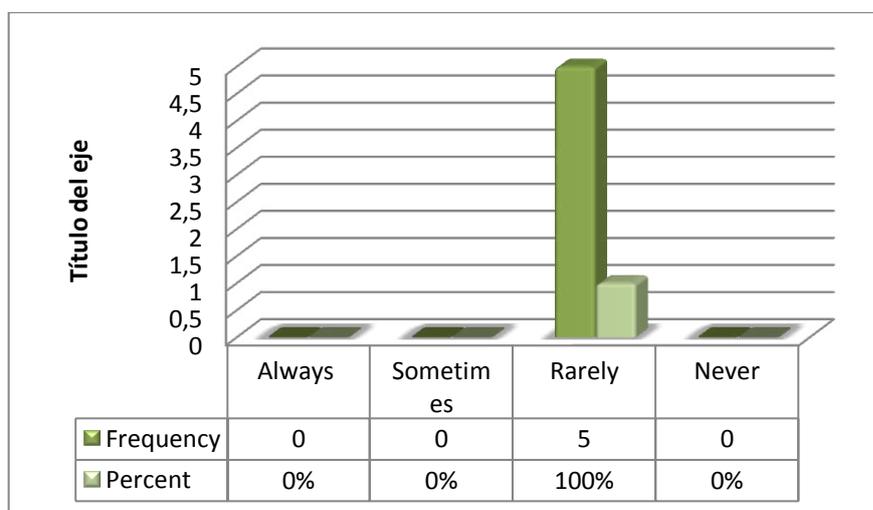
### Interpretation

The use of songs in English to improve students listening/ pronunciation skills is accepted in most teachers, the frequency range is high getting a top of 60 percent, even in the second group of teachers the level of use is rather acceptable but with a frequency not so high.

Table N° 8

## 4. Do you use reading activities to increasing student's vocabulary?

OPTIONS	FREQUENCY	PERCENT
Always	0	0%
Sometimes	0	0%
Rarely	5	100%
Never	0	0%
<b>TOTAL</b>	<b>5</b>	



Graphic N° 4: Do you use reading activities to increasing student's vocabulary?

## Analysis

100 percent of teachers answered that they rarely use reading activities to increase student's vocabulary.

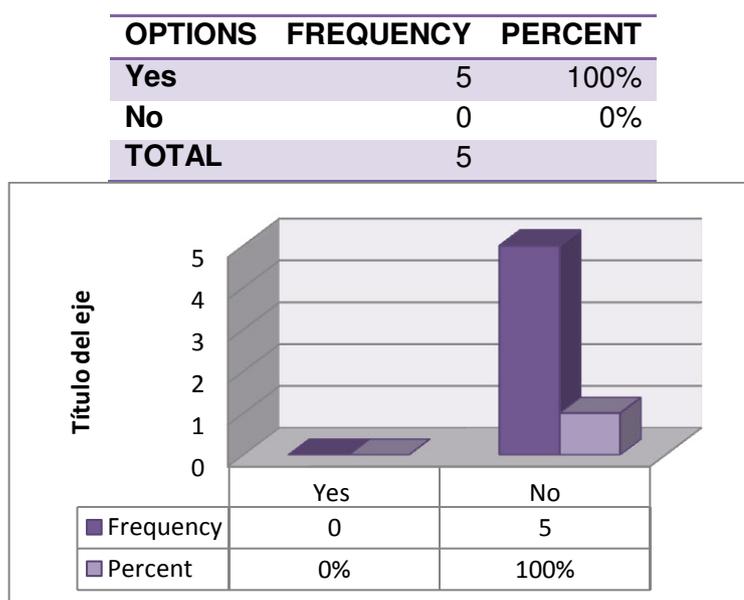
## Interpretation

The use of readings in English to improve students vocabulary is not widespread among teachers, this constitutes a weak point in the teaching of

a new language moreover if reading is a key element for vocabulary and language acquisition.

**Table N° 9**

**5. Do the students have the opportunity to practice speaking with a native speaker?**



**Graphic N° 5:** Do the students have the opportunity to practice speaking with a native speaker?

### Analysis

100 percent of teachers answered that they do not have the chance or opportunity to speak or interact with a native speaker.

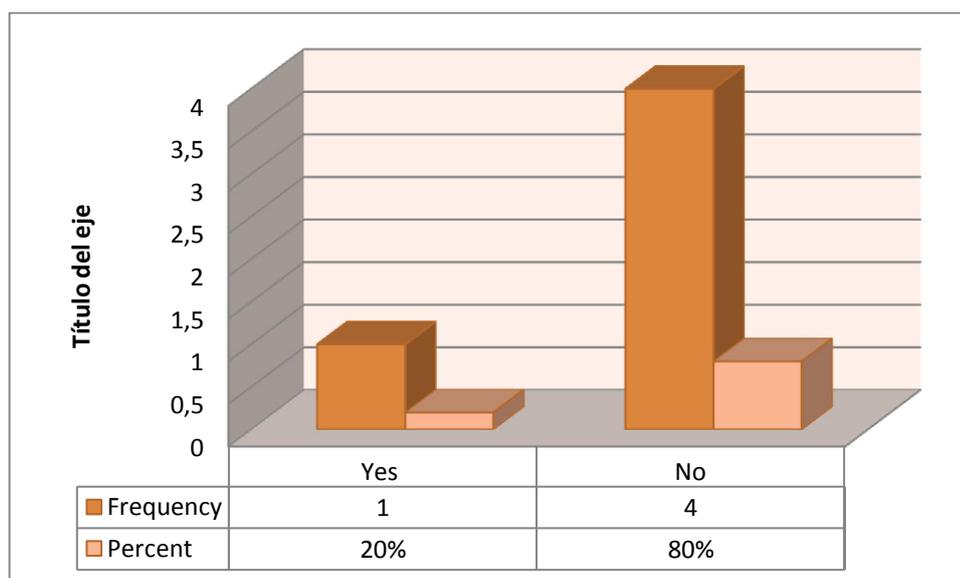
### Interpretation

The interaction with a native speaker is completely null they have not have the chance of that interaction so they do not use the language outside the classroom and are not able to understand the real level they might have.

Table N° 10

6. Do you use the easy language and clear pronunciation of cartoon movies to develop the listening and speaking skills of your students?

OPTIONS	FREQUENCY	PERCENT
Yes	1	20%
No	4	80%
<b>TOTAL</b>	<b>5</b>	



**Graphic N° 6:** Do you use the easy language and clear pronunciation of cartoon movies to develop the listening and speaking skills of your students?

### Analysis

20 percent of teachers answered that they use easy language and clear pronunciation of cartoon movies to develop the listening and speaking skills in students, 80 percent answered they do not use that clear language in class.

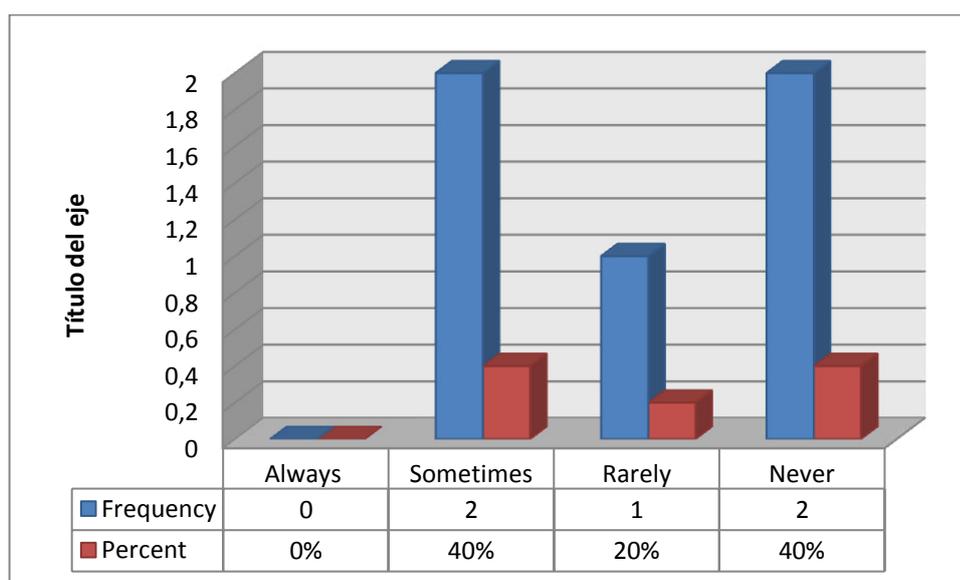
### Interpretation

Most teachers do not use the easy language of cartoon movies to improve listening or speaking skills in students and only twenty percent have answered yes, leaving an important tool out of this process.

**Table N° 11**

**7. Do you use virtual readings and make activities to encourage the listening comprehension of your students?**

OPTIONS	FREQUENCY	PERCENT
Always	0	0%
Sometimes	2	40%
Rarely	1	20%
Never	2	40%
<b>TOTAL</b>	<b>5</b>	



**Graphic N° 7:** Do you use virtual readings and make activities to encourage the listening comprehension of your students?

**Analysis**

40 percent of teachers answered that they use virtual readings and make activities to encourage the listening comprehension of students, the same percentage have never used virtual readings and 20 percent have rarely used it.

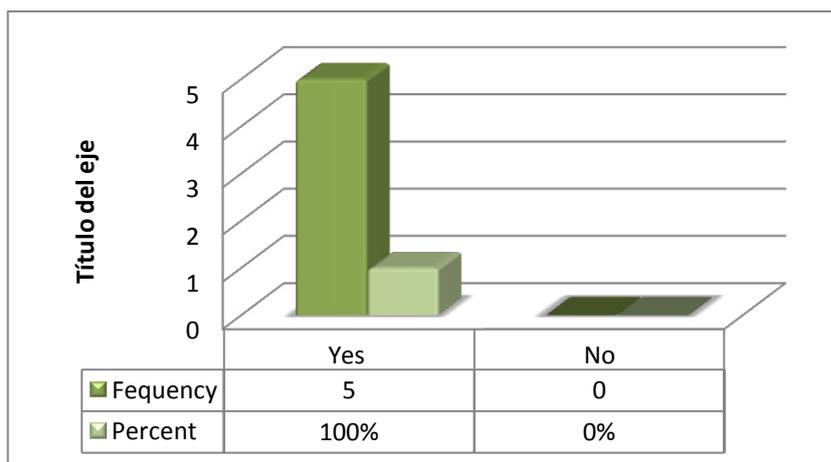
## Interpretation

Most teachers do scarcely use virtual readings to help students encourage listening comprehension.

**Table N° 12**

**8. Does your school have enough technological tools (digital screem, infocus, CD player, DVD) to be applied in class?**

OPTIONS	FREQUENCY	PERCENT
Yes	5	100%
No	0	0%
<b>TOTAL</b>	<b>5</b>	



**Graphic N° 8:** Does your school have enough technological tools (digital screem, infocus, CD player, DVD) to be applied in class?

## Analysis

100 percent of teachers recognize the School has enough technological tools (digital screem, infocus, CD player, DVD) to be applied in class

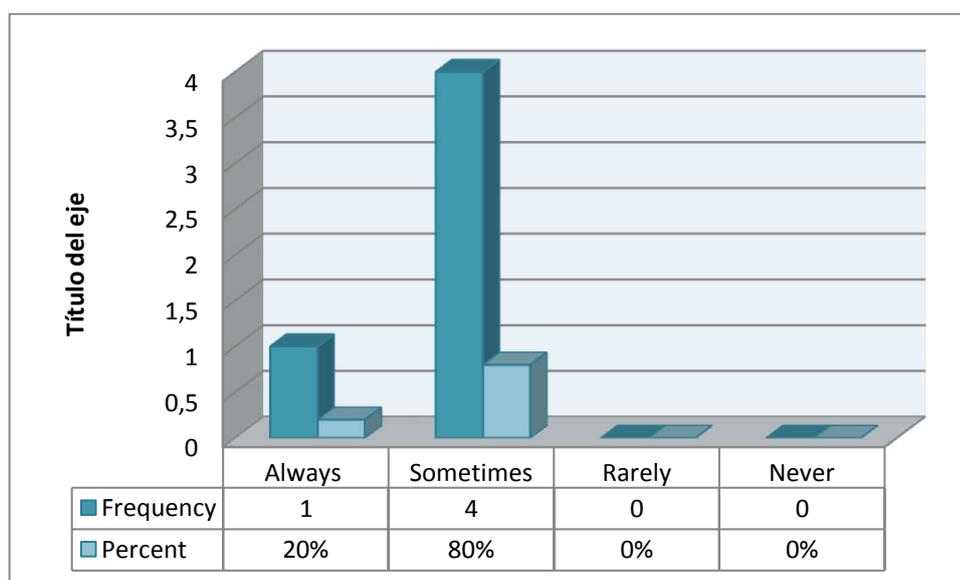
## Interpretation

Teachers know that the school has technological tools which could be used in class, it means that technology is present there.

**Table N° 13**

**9. Does you use the internet listening and speaking resources to develop the student's English knowledge?**

OPTIONS	FREQUENCY	PERCENT
Always	1	20%
Sometimes	4	80%
Rarely	0	0%
Never	0	0%
<b>TOTAL</b>	<b>5</b>	



**Graphic N° 9:** Does you use the internet listening and speaking resources to develop the student's English knowledge?

## Analysis

Only 20 percent of teachers always use the internet listening and speaking resources to develop the student's English knowledge and the large percentage of teachers use it in a not frequent way.

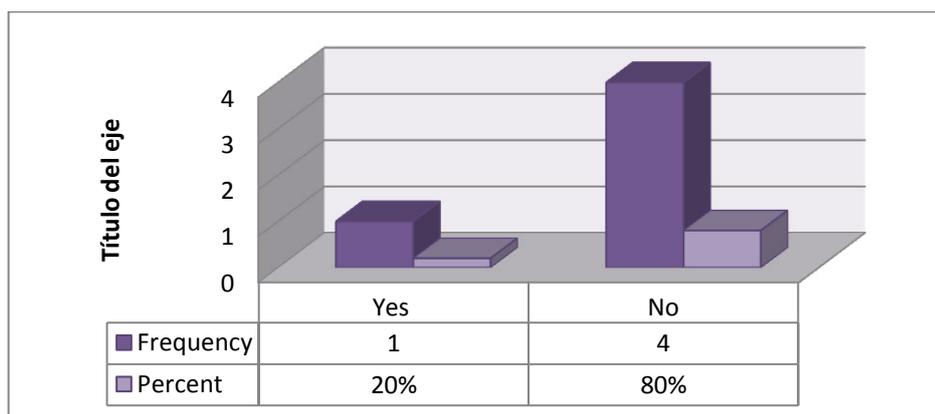
## Interpretation

Most teachers do not take advantage of using internet resources in class because they mention that they sometimes use it, leaving a great resource a part from their classes, and a very small percentage say that the use of internet is always present in class.

**Table N° 14**

**10. Would you like to have the opportunity to practice speaking with a native speaker?**

OPTIONS	FREQUENCY	PERCENT
Yes	1	20%
No	4	80%
<b>TOTAL</b>	<b>5</b>	



**Graphic N° 10:** Would you like to have the opportunity to practice speaking with a native speaker?

## Analysis

100 percent of teachers would like to have the opportunity to practice speaking with a native speaker.

## Interpretation

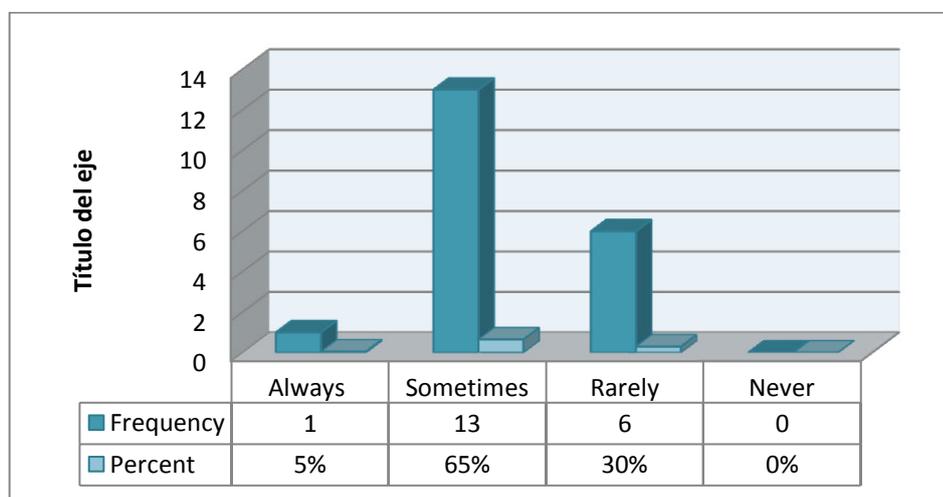
The teachers are waiting for a chance to interact with a native speaker it means that the opportunities must be created so they can have the contact they need to develop or maintain skills needed as a teacher

## 4.2 SURVEY FOR STUDENTS TO DETERMINE THE ACTIVITIES THEY ENJOY THE MOST INSIDE THE ENGLISH CLASS

Table N° 15

### 1. Do you watch and analyze videos in your English class?

OPTIONS	FREQUENCY	PERCENT
Always	1	5%
Sometimes	13	65%
Rarely	6	30%
Never	0	0%
<b>TOTAL</b>	<b>20</b>	



Graphic N° 11: Do you watch and analyze videos in your English class?

### Analysis

65 percent of students answered that they watch and analyze videos in the English class, 30 percent say that they just rarely watch videos and 5 percent accepts that always watch videos in class.

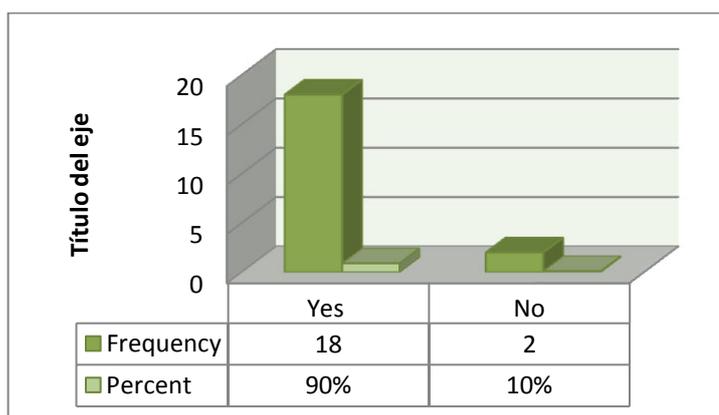
## Interpretation

The use of videos is not a tool used in class, students recognize the lack of the use of them and sixty five percent just mention that videos are passed in class, according to new methodologies the use of media is important specially in the language acquisition

**Table N° 16**

### 2. Are you encouraged to speak English in class?

OPTIONS	FREQUENCY	PERCENT
Yes	18	90%
No	2	10%
<b>TOTAL</b>	<b>20</b>	



**Graphic N° 12:** Are you encouraged to speak English in class?

## Analysis

90 percent of students feel they are encouraged by teachers to speak English in class and a small percentage of 10 say that they do not feel that .

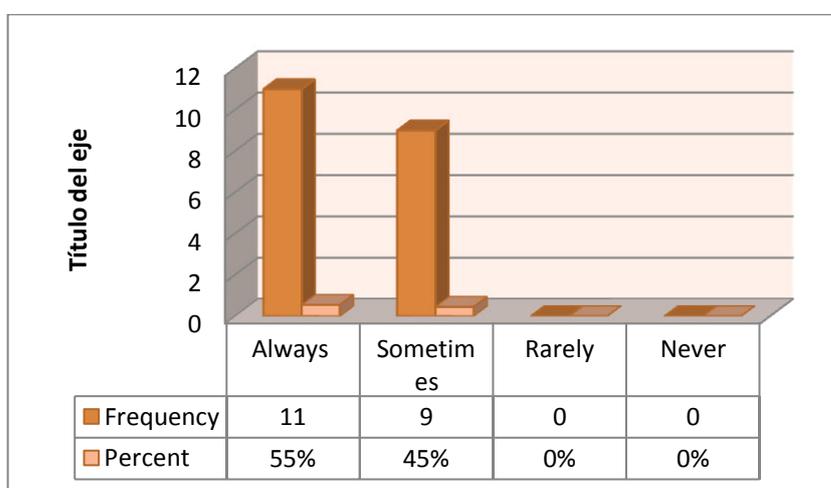
## Interpretation

Students feel that teachers want them to speak in class it means that there is a good desire of teachers to make the students participate and adquire the language, thatis a positive fact to be considered in the institution

Table N° 17

### 3. Does your teacher use songs to practice listening and pronunciation during the class?

OPTIONS	FREQUENCY	PERCENT
Always	11	55%
Sometimes	9	45%
Rarely	0	0%
Never	0	0%
<b>TOTAL</b>	<b>20</b>	



**Graphic N° 13:** Does your teacher use songs to practice listening and pronunciation during the class?

#### Analysis

55 percent of students say their teacher use songs to practice listening and pronunciation during the class, 45 percent say the opposite

#### Interpretation

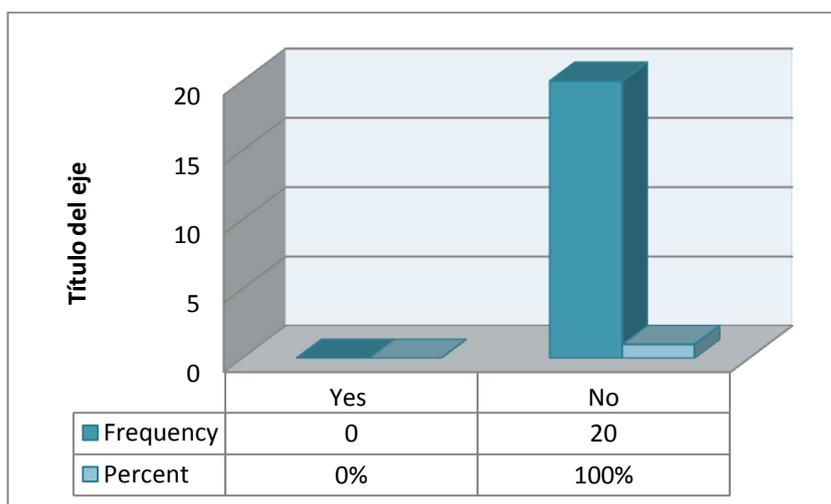
The slightly superior number of students say that teachers use English songs in class with didactic purposes but on the other hand there is a group that do not recognize the use of songs in the English class, anyway the use

of songs should be promoted since the students like activities like those in class.

**Table N° 18**

**4. Does your teacher only use the white board most of the time?**

OPTIONS	FREQUENCY	PERCENT
Yes	0	0%
No	20	100%
<b>TOTAL</b>	<b>20</b>	



**Graphic N° 14:** Does your teacher only use the white board most of the time?

**Analysis**

100 percent of students say teachers use other than the blackboard in class

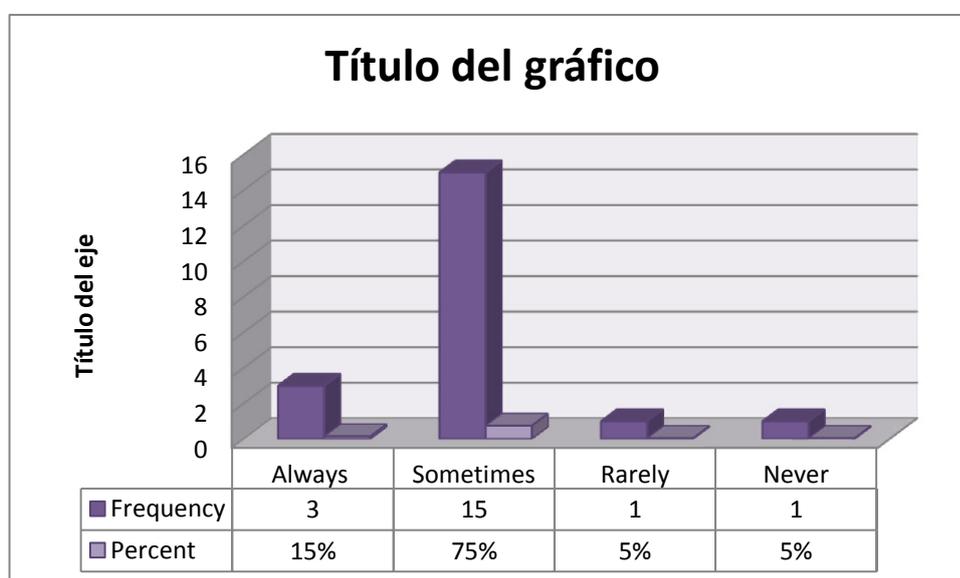
**Interpretation**

Students recognize that teachers are no longer using the blackboard only, it means that teachers are using more tools for the students development.

Table N° 19

5. Does your teacher use stories written dialogues to develop your vocabulary?

OPTIONS	FREQUENCY	PERCENT
Always	3	15%
Sometimes	15	75%
Rarely	1	5%
Never	1	5%
<b>TOTAL</b>	<b>20</b>	



**Graphic N° 15:** Does your teacher use stories written dialogues to develop your vocabulary?

### Analysis

75 percent of students say that teachers sometimes use stories /written dialogues to develop vocabulary, 15 percent say that teachers always use stories / written dialogues in class and only a small percentage say that rarely.

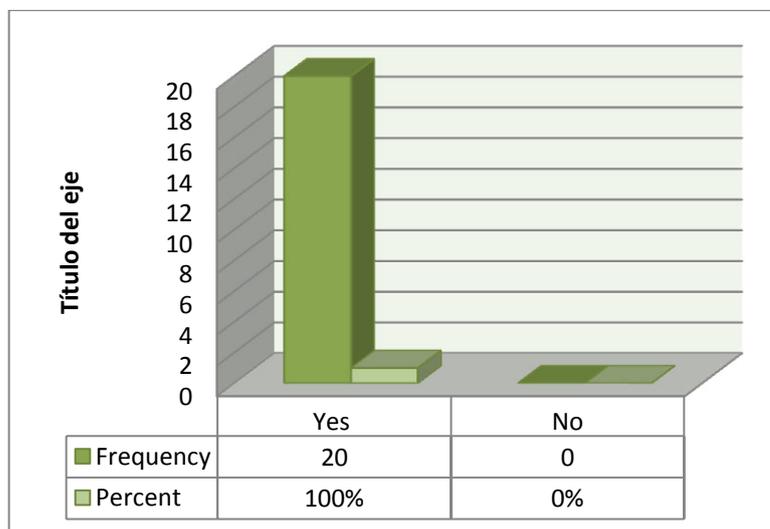
## Interpretation

The use of stories and written dialogues is not widespread among teachers to regularly pass in their classes because the frequency is rather poor, but the tendency shows us the acceptance they could have in the learning process.

**Table N° 20**

**6. Does your teacher use the easy language and clear pronunciation of cartoon movies to develop the listening and speaking skills?**

OPTIONS	FREQUENCY	PERCENT
Yes	20	100%
No	0	0%
<b>TOTAL</b>	<b>20</b>	



**Graphic N° 16:** Does your teacher use the easy language and clear pronunciation of cartoon movies to develop the listening and speaking skills?

## Analysis

100 percent of students say their teacher use the easy language and clear pronunciation of cartoon movies to develop the listening and speaking skills

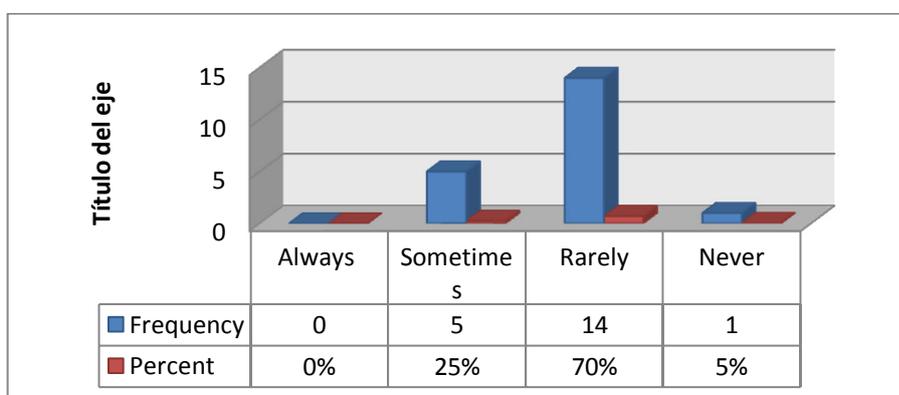
## Interpretation

Using cartoon videos movies is a great idea to be taken into account, students enjoy the content of those movies and the clearness of the language spoken on them is easy to understand by students and gain the confidence they need to express their ideas

**Table N° 21**

**7. Does your teacher use virtual readings and make activities to encourage the listening comprehension?**

OPTIONS	FREQUENCY	PERCENT
Always	0	0%
Sometimes	5	25%
Rarely	14	70%
Never	1	5%
<b>TOTAL</b>	<b>20</b>	



**Graphic N° 17:** Does your teacher use virtual readings and make activities to encourage the listening comprehension?

## Analysis

25 percent of students say that teacher sometimes use virtual readings and make activities to encourage the listening comprehension and 70 percent say that teachers rarely do these kind of activities.

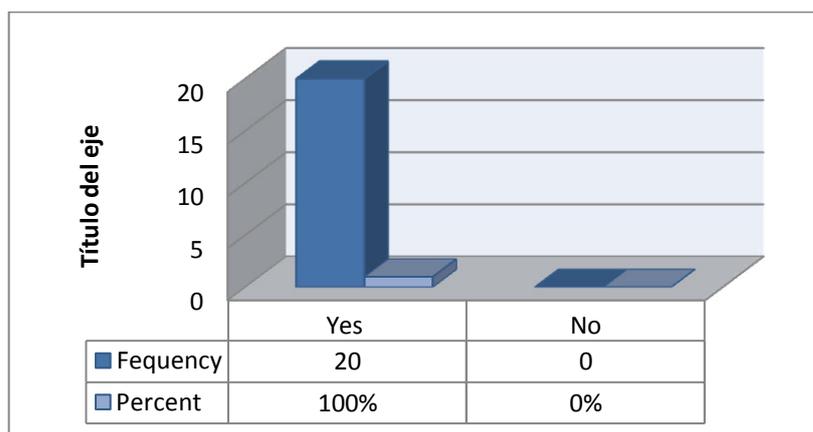
## Interpretation

Most of students agree on the fact that teachers rarely use virtual readings in class which is by far the feeling they could have towards the activities done in class, there is a group that say that sometimes these things happen in class but the frequency observed is rather poor.

**Table N° 22**

**8. Does your school have enough technological tools (digital scream, infocus, CD player, DVD) to be applied in class?**

OPTIONS	FREQUENCY	PERCENT
Yes	20	100%
No	0	0%
<b>TOTAL</b>	20	



**Graphic N° 18:** Does your school have enough technological tools (digital scream, infocus, CD player, DVD) to be applied in class?

## Analysis

100 are aware of the technological tools that the school has, they are pretty conscious that technology is not part of their daily problems they might face

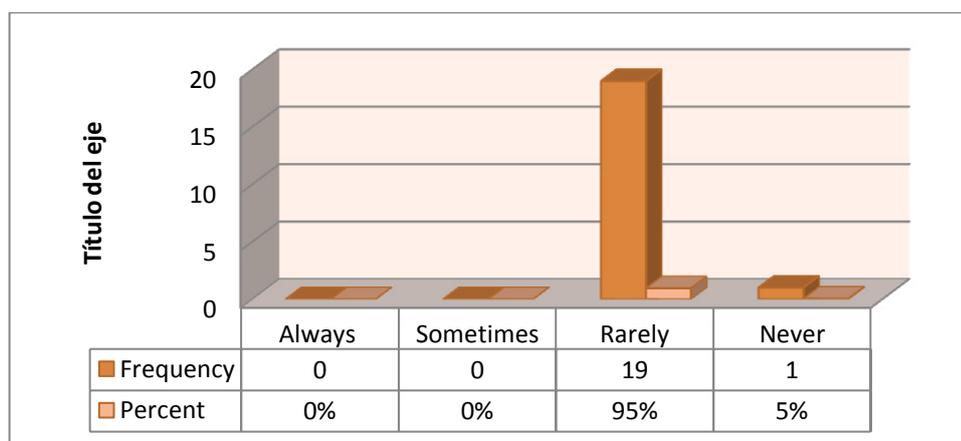
## Interpretation

The use of technology is important nowadays and students know this fact and of course they also know that the institution have those tools in benefit of the whole educational process

**Table N° 23**

**9. Does your teacher use the internet resources to encourage your English knowledge?**

OPTIONS	FREQUENCY	PERCENT
Always	0	0%
Sometimes	0	0%
Rarely	19	95%
Never	1	5%
<b>TOTAL</b>	<b>20</b>	



**Graphic N° 19:** Does your teacher use the internet resources to encourage your English knowledge?

## Analysis

95 percent of students say that teachers rarely use internet resources in class and 5 percent say that never.

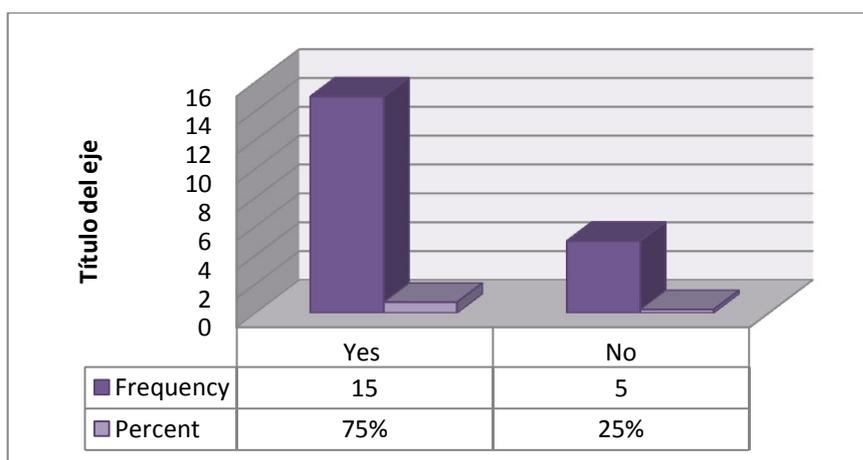
## Interpretation

The internet use in class is null which is harmful in the teaching process since technology is immerse in every field of the human society and teachers must be the first ones in that use since everything we need could be found there

**Table N° 24**

**10. Do you like to have the opportunity to practice speaking with a native speaker?**

OPTIONS	FREQUENCY	PERCENT
Yes	15	75%
No	5	25%
<b>TOTAL</b>	<b>20</b>	



**Graphic N° 20:** Do you like to have the opportunity to practice speaking with a native speaker?

## **Analysis**

75 percent of students say they would like practicing with a foreign person, 25 percent say they do not want.

## **Interpretation**

Practicing the language with a native speaker is always important and that is why most of students want to live that experience, there is a small percentage but maybe they are a little afraid of communication their feelings because of the lack of confidence.

### **4.3. Pre Test results and analysis**

**Listening:** This test was applied to evaluate the student's listening level, the methodology applied was based on some chunks of information, fill in the blanks and complete the ideas through the given topic, so the student could have the general idea of the issue.

**Speaking:** This test was applied to evaluate the student's speaking level. And it was based in the technique of describing images or objects and providing information through Wh questions.

Table N° 25

## CONTROL GROUP. - Pre test results

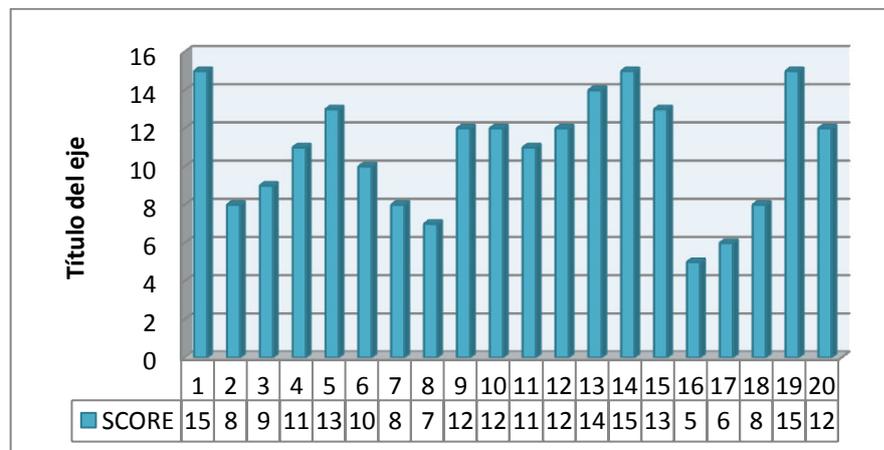
PRE TEST				
ORD.	SCORE	MEAN	(S-M)	(S-M) <sup>2</sup>
1	15	10.8	4.2	17.64
2	8	10.8	-2.8	7.84
3	9	10.8	-1.8	3.24
4	11	10.8	0.2	0.04
5	13	10.8	2.2	4.84
6	10	10.8	-0.8	0.64
7	8	10.8	-2.8	7.84
8	7	10.8	-3.8	14.44
9	12	10.8	1.2	1.44
10	12	10.8	1.2	1.44
11	11	10.8	0.2	0.04
12	12	10.8	1.2	1.44
13	14	10.8	3.2	10.24
14	15	10.8	4.2	17.64
15	13	10.8	2.2	4.84
16	5	10.8	-5.8	33.64
17	6	10.8	-4.8	23.04
18	8	10.8	-2.8	7.84
19	15	10.8	4.2	17.64
20	12	10.8	1.2	1.44
Total	<b>216</b>			<b>177.2</b>
Media	<b>10.80</b>			
Variance	<b>9.33</b>			
<b>Standard Deviation</b>	<b>3.05</b>			

Table N° 26

## EXPERIMENTAL GROUP. - Pre test results

PRE TEST				
ORD.	SCORE	MEAN	(S-M)	(S-M) <sup>2</sup>
1	12	10.8	1.2	17.64
2	10	10.8	-0.8	7.84
3	11	10.8	0.2	3.24
4	11	10.8	0.2	0.04
5	13	10.8	2.2	4.84
6	10	10.8	-0.8	0.64
7	10	10.8	-0.8	7.84
8	15	10.8	4.2	14.44
9	12	10.8	1.2	1.44
10	12	10.8	1.2	1.44
11	12	10.8	1.2	0.04
12	12	10.8	1.2	1.44
13	14	10.8	3.2	10.24
14	13	10.8	4.2	17.64
15	13	10.8	2.2	4.84
16	12	10.8	1.2	33.64
17	9	10.8	-4.8	23.04
18	9	10.8	-2.8	7.84
19	14	10.8	4.2	17.64
20	10	10.8	1.2	1.44
<b>Total</b>	<b>217</b>			<b>176.4</b>
<b>Media</b>	<b>10.80</b>			
<b>Variance</b>	<b>9.33</b>			
<b>Standard Deviation</b>	<b>3.05</b>			

## PRE TEST RESULTS



Graphic N° 21: Pre Test Results

**PRE- TEST**

$$\sum \frac{x}{n} = \frac{216}{20}$$

$$\bar{x} = 10.80$$

$$S^2 = \frac{\sum(x - \bar{x})^2}{n - 1}$$

$$S^2 = \frac{177.20}{19}$$

$$S^2 = 9.33$$

$$DS = \sqrt{9.33} \quad DS = 3.05$$

According to the given results I can conclude that the thesis is accepted, because of an increasing of the media value was observed.

**4.4. Activities to demonstrate the hypothesis**

After applying the pre test I applied some activities to improve the performance of the experimental group, I mention those activities and the way they were applied, I explain them as a summary because they are fully explained in part four, they were carried out to demonstrate the hypothesis.

**1. Cards Showtime (flash cards, pictures, etc)**

The use of cards is a Methodological tool to improve the speaking and listening skills in students. The idea is to use any kind of card that contains an image so the student can use his imagination to describe what is in, the criteria used for cards Showtime is the following: Rubric table

Table N° 27

## Rubric table

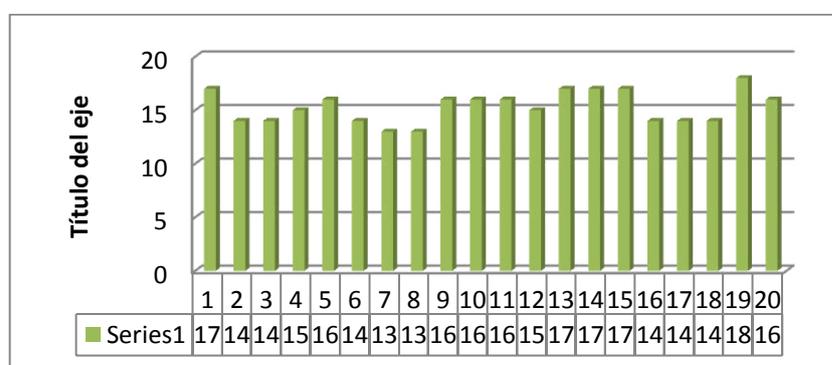
<b>CRITERIA</b>	<b>5 POINTS</b>	<b>4 POINTS</b>	<b>3 POINTS</b>	<b>2 POINTS</b>	<b>1 POINT</b>
<b>ORIGINALITY</b>	The student uses different colors and great amount of interesting features	The student uses different colors and many interesting features	The student uses not too many different colors and not many interesting features	The student uses a few colors and a few interesting features	The student does not use different colors and poor features
<b>USE OF LANGUAGE</b>	The student uses the grammar correctly when describing	The student uses the grammar correctly but there are some little mistakes when describing	The student has minor grammar mistakes when describing	The student has many grammar mistakes when describing	The student has too many grammar mistakes when describing
<b>FLUENCY WHEN DESCRIBING</b>	The student speaks clearly and the pitch is adequate	The student speaks clearly but the pitch is rather slow	The student speaks not so clear and the pitch is adequate	The student speaks not so clear and the pitch is not adequate	The student speaks not clear at all and the pitch is not good either
<b>DEGREE OF CONFIDENCE</b>	The student shows security when talking all the time	The student shows security when talking most of the time	The student shows sort of security when talking	The student shows little bit security when talking	The student does not show security at all

Table N° 28

Table to evaluate gradually the speaking abilities of the students

N°	The student uses different colors and great amount of interesting features	The student uses the grammar correctly when describing	The student speaks clearly and the pitch is adequate	The student shows security when talking all the time	Total
	5 points	5 points	5 points	5 points	
1	4	4	5	4	17
2	3	4	3	4	14
3	4	3	3	4	14
4	3	4	4	4	15
5	5	3	4	4	16
6	4	4	3	3	14
7	3	4	2	4	13
8	4	3	4	2	13
9	4	4	4	4	16
10	4	5	3	4	16
11	4	5	4	3	16
12	3	4	5	3	15
13	5	4	4	4	17
14	4	4	4	5	17
15	4	5	4	4	17
16	3	4	3	4	14
17	4	3	4	3	14
18	3	4	3	4	14
19	5	4	5	4	18
20	4	5	3	4	16

## Cards Showtime (flash cards, pictures, etc)

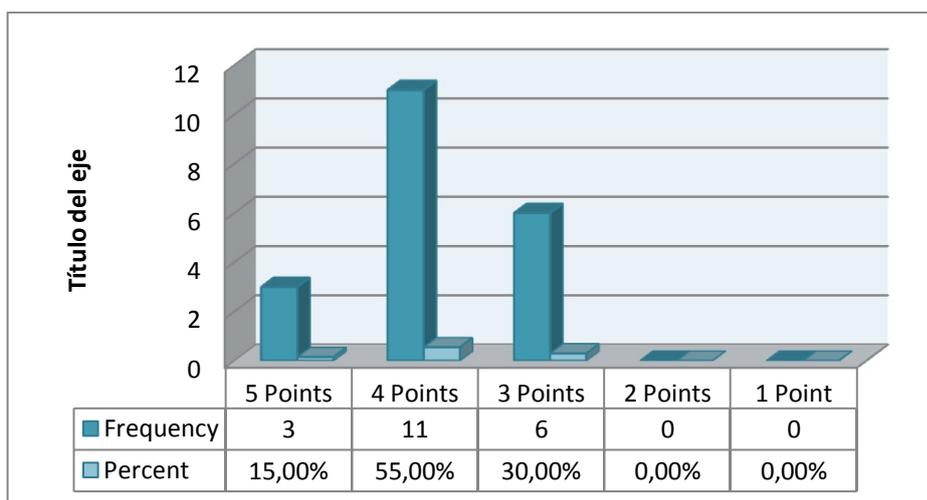


Graphic N° 22: Cards Showtime

Table N° 29

The student uses different colors and great amount of interesting features		
Options	Frequency	Percent
5 Points	3	15.00%
4 Points	11	55.00%
3 Points	6	30.00%
2 Points	0	0.00%
1 Point	0	0.00%
<b>Total</b>	<b>20</b>	<b>100.00%</b>

**The student uses different colors and great amount of interesting features**



**Graphic N° 23:** The student uses different colors and great amount of interesting features

## 2. – Watching short or brief videos for developing listening

Some brief and interesting videos were used. Students watched them and liked a lot more than any other activity. For getting information about the video I used a guide of questions and answers.

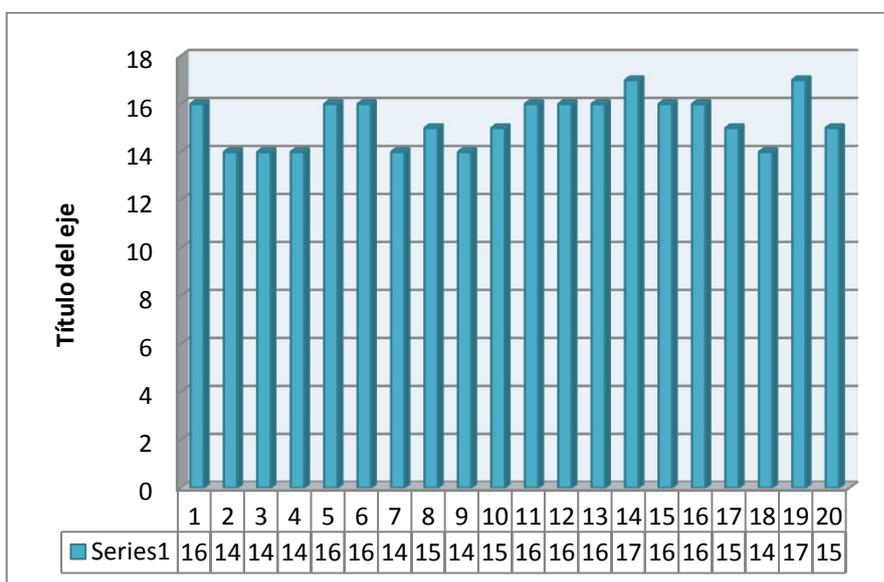
Name	Class
1. What is the video about?	
2. Who is the main character?	
3. What title would you put to the video?	

Table N° 30

Table to evaluate the students Listening skills.

N°	The student listens and understands what the video is about?	The student recognizes who the main character is?	The student is able to provide a title to what he could see in the video just because of the images projected.	The student shows self confidence when describing something or when he answers some questions	Total
	5 points	5 points	5 points	5 points	
1	5	4	4	3	16
2	3	4	3	4	14
3	3	4	4	3	14
4	4	4	3	3	14
5	3	4	5	4	16
6	3	4	4	5	16
7	4	5	3	2	14
8	4	3	4	4	15
9	2	4	3	5	14
10	3	3	4	5	15
11	4	5	3	4	16
12	5	3	4	4	16
13	4	3	5	4	16
14	4	5	4	4	17
15	4	3	4	5	16
16	5	4	3	4	16
17	5	4	3	3	15
18	4	5	3	2	14
19	4	5	5	3	17
20	3	3	5	4	15

### Watching short or brief videos for developing listening



**Graphic N° 24:** Watching short or brief videos for developing listening

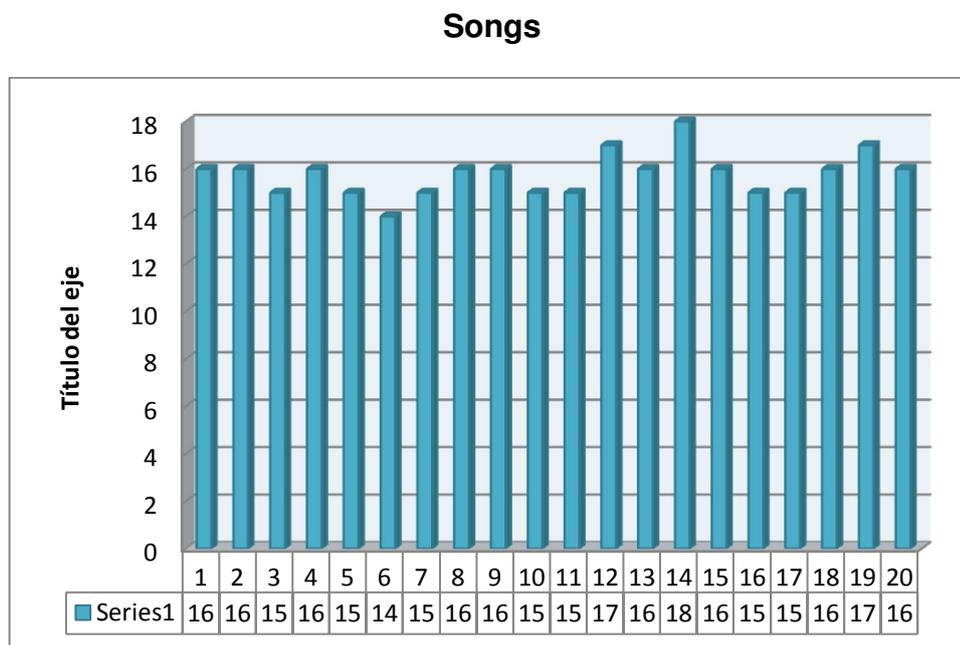
### 3.- Brief chants or songs

One of the activities children and students enjoy the most are those related to singing songs or just part of them. The main idea is to reinforce and develop some skills they have not achieved in the class. Paying attention to a song definitely will help students to master what they hear. It will help in the acquisition of that important fact when teaching and learning a new language. For getting information I used a Chart of scales. Chants were applied after concluding some activities just to reinforce what the students saw in class.

**Table N° 31**

Table to follow the students advance in listening, speaking, pronunciation and confidence.

<b>N°</b>	<b>listens and follows the lyrics properly</b>	<b>Shows confidence</b>	<b>Pronounces clearly</b>	<b>Speaks out loud</b>	<b>Is proactive</b>	<b>Total</b>
	<b>4 points</b>	<b>4 points</b>	<b>4 points</b>	<b>4 points</b>	<b>4 points</b>	
1	3	4	3	3	3	16
2	2	4	3	4	3	16
3	4	3	2	2	4	15
4	4	3	3	4	2	16
5	3	4	3	2	3	15
6	2	4	3	2	3	14
7	3	4	3	2	3	15
8	4	3	2	3	4	16
9	3	4	2	4	3	16
10	2	3	4	3	3	15
11	3	4	2	4	2	15
12	3	4	3	4	3	17
13	2	3	4	5	2	16
14	3	3	4	4	4	18
15	3	4	3	3	3	16
16	3	4	2	3	3	15
17	2	2	3	4	4	15
18	3	3	4	3	3	16
19	3	3	4	3	4	17
20	3	4	2	4	3	16



**Graphic N° 25: Songs**

The graphic shows us that the student's Listening and speaking skills level up and the media is rather high than before.

#### **4. Post test results**

After I applied the activities that I am proposing, the students took another test:

Listening: They have to listen a CD recorder (story) then they have to answer some questions about that.

Speaking: The students have to apply the techniques in a little presentation showing fluency, speaking clear and confidence to talk.

Table N° 32

## Post Test results

POST TEST				
ORD.	SCORE	MEAN	(S-M)	(S-M) <sup>2</sup>
1	18	16.05	1.95	3.8025
2	17	16.05	0.95	0.9025
3	14	16.05	-2.05	4.2025
4	17	16.05	0.95	0.9025
5	15	16.05	-1.05	1.1025
6	16	16.05	-0.05	0.0025
7	17	16.05	0.95	0.9025
8	14	16.05	-2.05	4.2025
9	16	16.05	-0.05	0.0025
10	15	16.05	-1.05	1.1025
11	18	16.05	1.95	3.8025
12	15	16.05	-1.05	1.1025
13	17	16.05	0.95	0.9025
14	15	16.05	-1.05	1.1025
15	16	16.05	-0.05	0.0025
16	16	16.05	-0.05	0.0025
17	15	16.05	-1.05	1.1025
18	17	16.05	0.95	0.9025
19	16	16.05	-0.05	0.0025
20	17	16.05	0.95	0.9025
Total	<b>321</b>			<b>26.95</b>
Media	<b>16.05</b>			
Variance	<b>1.42</b>			
Standard Deviation	<b>1.19</b>			

## POST - TEST

$$\sum \frac{x}{n} = \frac{321}{20}$$

$$\bar{x} = 16.05$$

$$S^2 = \frac{\sum(x - \bar{x})^2}{n - 1}$$

$$S^2 = \frac{26.25}{19}$$

$$S^2 = 1.42$$

$$DS = \sqrt{1.42}$$

$$DS = 1.19$$

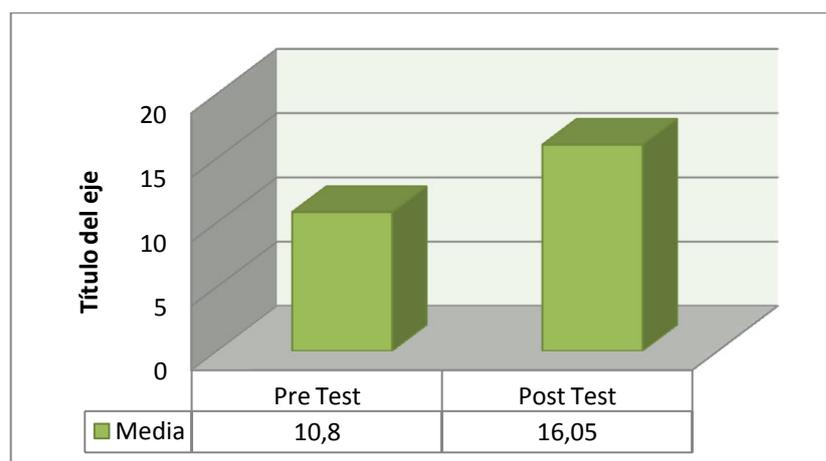
After applying the post test I can say that the results are different, there is an increasing in the media and the standart deviation. Which in conclusion is because the activities were worthy and the improvement is noticeable.

#### 4.5 TESTING THE HYPOTHESIS

- **Working Hypotheses.-** The use of communicative language teaching methodology helps effectively in developing listening-speaking skills in students of 7<sup>o</sup> basic education.
- **Null Hypotheses.-** The use of communicative language teaching methodology does not help in developing listening-speaking skills in students of 7<sup>o</sup> basic education.

#### THE EXPERIMENTAL GROUP RESULTS

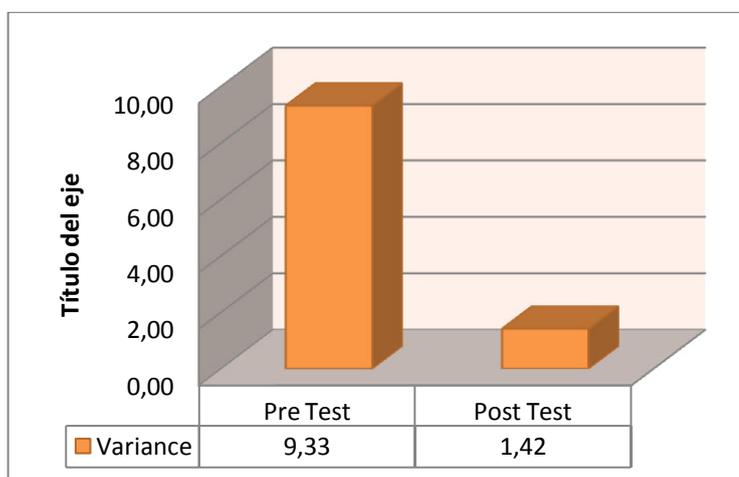
##### Media



**Graphic N° 26:** Media Pre Test – Post Test

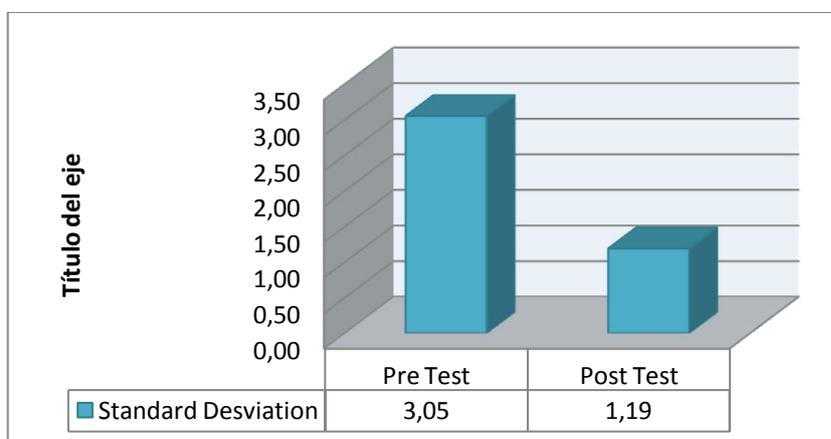
Here, we can appreciate the media in the experimental group before and after the experiment take place and according to this chart there is a significant improvement in the students' achievement at the end the investigation, the post test applied to both groups required a higher knowledge of vocabulary, grammar, reading and writing by students, nevertheless the control which was not exposed to the activities outside of the classroom doesn't show any kind of improvement in contrast, the experimental perform better in the post test and the media was higher.

### EXPERIMENTAL GROUP



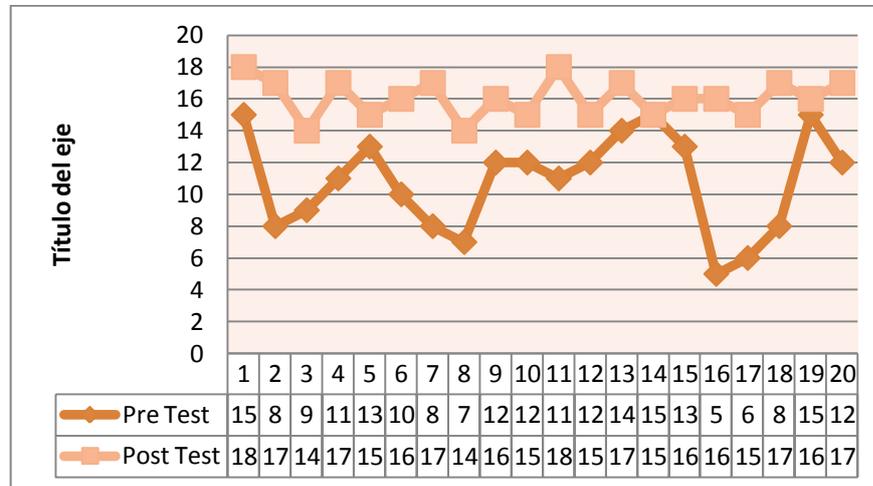
**Graphic N° 27:** Variance Pre Test – Post Test

### Standard Desviation



**Graphic N° 28:** Estándar Desviation Pre Test – Post Test

### Tendency



**Graphic N° 29:** Tendency Pre Test – Post Test

According to the results obtained we can observe that there is an improvement of grades and this is because the application of tools have had an important impact in the performance of students, with all of this I can say that the experiment worked really well

So, the mean of the experimental group (pre-test) 10.80 and the mean of the experimental group (post-test) 16.05 shows a difference of 5.25 points which means there is an improvement in the teachers performance in the evaluation however it is going to be prove the significance of the difference between both results, supported by the hypothesis set in this project.

#### The Hypothesis says:

$$H_0 : \mu_1 = \mu_2$$

$$H_A: \mu_1 \neq \mu_2$$

As sub- next step we proceed to calculate the **Standard error** of the difference between means.

Its formula to calculate the **Standard error** was:

$$S_{x_1-x_2} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n} + \frac{1}{n} \right)}$$

The data in the formula was replaced:

$$S_{x_1-x_2} = \sqrt{\frac{177.20 + 26.95}{20 + 20 - 2} \left( \frac{1}{20} + \frac{1}{20} \right)}$$

$$S_{x_1-x_2} = \sqrt{5.372(0.10)}$$

$$S_{x_1-x_2} = 0.73$$

According to results presented before the working hypothesis is verified and accepted but the null hypothesis is rejected.

## CONCLUSIONS

- ❖ After the application of the Communicative Language Teaching Methodology in the research process which tried to develop communicative competence in students with the activities developed in the classroom, activities in most of the cases developed in real contexts and using authentic material in order to obtain results I can say that the results were actually good and the speaking and listening skills had an increasing range in those students of the experimental group, of course the increasing was according to the time devoted which was only a semester I can say that if we apply this methodology much longer the results could be even better because of the amount of real situations in the target language.
  
- ❖ There are not enough technological tools in the institution to use in the classroom in order to have a more dynamic class full of excitement and motivation to achieve what is the purpose of learning a foreign language, this is a sad reality that most institutions share, and that happens because they do not see the importance of learning a foreign language or in this case the learning of English, to direct this study the researcher had to bring her own material and technological tool by herself, otherwise the research process would be not possible.
  
- ❖ Students really enjoyed the time and the activities developed in class because they were real and motivating and easily caught the attention of them, so they were always able to share and accomplish what the teacher asked them to do no matter what difficult they were at the time of the development of those activities, but if we see then reality we can say that this not normally happens because the institutions specially those public ones do not have the resources to acquire good labs or technological tools for the teaching process.

- ❖ In the survey the teachers recognize that they do not apply the target language all the time and they do not promote the speaking of the students, other important fact is that they do not use the technology neither use authentic material in their classes because of the lack of material and labs and stuff related to the academic improvement of students but they say they would apply them in the case they would have them available.
- ❖ In the survey students mention that they like The English class but their teachers do not do something interesting like playing videos or music or other things they will really enjoy, they also say that teachers explain the activities in Spanish and they also mention that rarely they represent a conversation or something similar in English during the class.

## **RECOMMENDATIONS**

- ❖ After the application of the Communicative Language Teaching Methodology in the experimental group it sounds really important to work with this methodology in the institutions to promote the oral development of the students and the capacity of hearing which are the most important ones when learning another language, the application of this methodology implies the using of authentic material and activities directed to develop the activities formerly mentioned
- ❖ To acquire technological tools in the institution to use in the classroom for having more dynamic classes full of excitement and motivation, of course the authorities have to understand that it means an important amount of money invested in those resources but at the same time they would understand that the profit they will get through time would be bigger.

- ❖ To keep the students motivated because in a way or another they enjoy the English class and that energy should be well directed in the learning of the language, to keep the interest teachers must apply every tool they have in hand at the moment of teaching.
- ❖ Teachers should speak in the target language all the time or most the time if possible even more if they do not have the tools or the authentic material they need in the classroom, the only way students listen to English is in the classroom because our environment out the classroom is Spanish, not having technology in class indeed is a problem but teachers must be creative in class, authorities should also promote the update of teachers through workshops of material and technology use.
- ❖ More activities directed to develop speaking and listening skills should be carried out in class to promote the learning of the target language

## **PART V**

### **5.1. PROPOSAL**

IMPLEMENTATION OF COMUNICATIVE LANGUAGE TEACHING METHODOLOGY ACTIVITIES TO IMPROVE SPEAKING AND LISTENING SKILLS IN THE SEVENTH GRADE STUDENTS OF BASIC EDUCATION AT JAHIBE ELEMENTARY SCHOOL.

### **5.2. DESCRIPTION**

After analysing the results of the data collected, I could notice that the most used didactic resources by teachers are the following: the textbook, in this way I could observe that English classes are not satisfactory enough for students and at the same time they are monotonous, this influences in the academic achievement and performance of the students, especially in the development of the speaking and listening skills.

On the other hand, in Ecuador and in all the world to speak a second language is very important, specially to speak in English language, where we can development in different areas such as in the politic, social, cultural, educational area, etc.

Therefore for develop the skills; especially the speaking and listening skill is necessary to use different didactic resources such as tv, cds, songs, etc.

### 5.3. JUSTIFICATION

There are many technological issues that teachers can use in the daily activities in the classroom, but due to the lack of time or resources teachers do not use them in the classroom in this way the development of speaking activities seem to be far away of the reality of the teaching of English as a foreign language, due to the minimal use of the didactic resources at JAHIBE Elementary school the students of seventh grade cannot develop the speaking and listening skills correctly.

After using the Communicative Language Teaching Methodology and the activities derived from this method, I could realize that this is the best choice to help students in acquiring the skills they need for communication.

Implementing vivid activities in class is what we need to do as teachers of English, there are many methods and activities based on them, but just a few of them have a great impact like the Communicative Language Teaching Methodology, the activities are really worthy and can be applied easily at any time in the classroom.

Another fact to keep in mind is the motivation it causes on students and teachers as well, motivation which is necessary to carry out the whole teaching process, with the CLT, teachers must aware of having a big deal of energy to accomplish everything they want.

#### **5.4. OBJECTIVES**

- To implement the Communicative Language Teaching Methodology to help teachers to develop speaking and listening skills in students.
- To gather specific progressive activities related to speaking
- To develop a curriculum based on listening activities for the English Area.
- To plan activities such as theater, expositions, debates, games

#### **5.5. THEORETICAL FOUNDATION**

It is well known that learning a language involves speaking and listening skills as the first and most important, the idea of being able to speak and understand foreign people is always the main goal when teaching a new language, in the case of English the idea is fresh due to the nearness of The United States, when traveling maybe the first destination is in there, then we have to put in practice new tendencies and methodologies to acquire these two skills.

But the acquisition of a new language involves complex processes to be observed, providing to the students with the tools and the efficacy of practice is really important. Among the approaches and methods for teaching the most suitable is the one that promotes speaking and listening activities in a vivid way so the students are involved all the time they are in class, the communicative language teaching method accomplishes everything a teacher would need to solve and overcome communication problems in students, the idea of this approach is to make the students gain confidence and let him to feel free to speak even though the mistakes they could have.

The class in Ecuadorian schools is still teacher centered because the teacher is the one that set rules, directs and leads the class, it means that the a teacher is in total command of the class and the student is the passive listener who accepts everything the teacher says, the tendency of the actual world is to let the students be the center of the class it means student center methodology in which the student generates all the vocabulary and knowledge he needs to succeed and to be able to speak and listen and understand the new language

### **Structured Input Activities**

Teachers do the input to succeed in this approach, the basic thing is to handle a bunch of words which will be the basis of the whole process, students are forced to learn the new vocabulary so they can solve the exercises in a very simple form, the presentation of cards, pictures, flashcards and the listening of songs and readings recorded and they played in class is what they need and that is the input they clearly need.

### **Communicative Output Activities**

Once the students have gained a lot of vocabulary it is time for them to reproduce or produce what the teacher wants, they are able to describe a picture, a card, or set of images when required by the teacher, they are able to use the vocabulary they learned in class and they are also to create by means of curiosity new vocabulary and use it again in class when making descriptions, they are also able to understand and to speak or answer questions when required by the teacher, their pronunciation is also vital in this process and the output is to pronounce clearly and without difficulties anything that the teacher requires at any time of the class time

## **5.6 DEVELOPMENT OF THE COMMUNICATIVE LANGUAGE TEACHING METHODOLOGY**

### **TEACHING ACTIVITIES FOR SPEAKING AND LISTENING PRODUCTION**

#### **1. Cards showtime**

- 1.1 Imagination in class
- 1.2 Review of the method
- 1.3 The use of didactic material
- 1.4 Cards and pictures use

#### **2. Watching short or brief stories on video**

- 2.1 The use of videos in class
- 2.2 How to use videos to motivate learning
- 2.3 Previous activities for watching videos

#### **3. Brief chants or songs containing vocabulary**

- 3.1 Vocabulary acquisition Theory
- 3.2 Pre- song activities
- 3.3. Repetition drill activities

<b>DIDACTIC UNIT 1</b>				
<b>Subject:</b> Introducing Communicative Language Teaching		<b>Responsible:</b> Miss. Tania Sangoquiza		
<b>Topic:</b> Cards Showtime		<b>Period:</b> 60 minutes	<b>Year:</b> 2014	
<b>CONTENT</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<ul style="list-style-type: none"> <li>- Imagination in class</li> <li>- Review of the method</li> <li>- The use of didactic material</li> <li>- Cards and pictures use</li> </ul>	<p>To reproduce spoken language through the use of a card in order to improve vocabulary and fluency in a natural way.</p>	<ol style="list-style-type: none"> <li>1. Present the card to the group of students.</li> <li>2. Ask students to say what they see in the picture</li> <li>3. Ask students to describe the pictures.</li> <li>4. Make them to repeat several times</li> <li>5. Ask students to retell a story or create a new one.</li> <li>6. Reinforce the class asking questions and encouraging students to answer in the best possible way.</li> </ol>	<ul style="list-style-type: none"> <li>- Cards</li> <li>- Work sheets</li> <li>- Computer</li> <li>- Pencil</li> <li>- Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Description of pictures</li> <li>- Description of cards</li> <li>- Use of new words in sentences</li> <li>- Try a short conversation</li> <li>- Individual Participation</li> <li>- Individual performance</li> <li>- Group performance.</li> </ul>

DIDACTIC UNIT 2				
<b>Subject:</b> Introducing Communicative Language Teaching		<b>Responsible:</b> Miss. Tania Sangoquiza		
<b>Topic:</b> Watching short or brief stories on video		<b>Period:</b> 60 minutes	<b>Year:</b> 2014	
CONTENT	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> <li>- The use of videos in class</li> <li>- How to use videos to motivate learning</li> <li>- Previous activities for watching videos</li> </ul>	<p>To develop the speaking skills through watching videos.</p>	<ol style="list-style-type: none"> <li>1.- Choose a video according to the age or interest of the student.</li> <li>2.- Make the students to predict about the video.</li> <li>3.- Present part of the video and make the students to tell what is going to be the end of the story</li> <li>4.- Show them the end of the video and check predictions.</li> <li>5.- Ask for the characters of the video. Make them to repeat the story with the vocabulary they heard in the video.</li> <li>6.- them to write about the video , this final activity is to reinforce writing</li> </ol>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Work sheets</li> <li>- Computer</li> <li>- Pencil</li> <li>- Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Description of video</li> <li>- Description of characters</li> <li>- Use of new words in sentences</li> <li>- Try a short conversation</li> <li>- Individual Participation</li> <li>- Individual performance</li> <li>- Group performance.</li> </ul>

<b>DIDACTIC UNIT 3</b>				
<b>Subject:</b> Introducing Communicative Language Teaching	<b>Responsible:</b> Miss. Tania Sangoquiza			
<b>Topic:</b> Brief chants or songs containing vocabulary	<b>Period:</b> 60 minutes	<b>Year:</b> 2014		
<b>CONTENT</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<ul style="list-style-type: none"> <li>- vocabulary acquisition Theory</li> <li>- Pre- song activities</li> <li>- Repetition drill activities</li> </ul>	<p>To develop the listening and speaking skills through the singing of chants or songs.</p>	<ol style="list-style-type: none"> <li>1.- Decide a suitable chant or song for your class</li> <li>2.- Introduce the song vocabulary.</li> <li>3.- Write down on the board the lyrics and make them to repeat many times.</li> <li>4.- Once they have enough confidence in themselves, try the whole group singing repeat this with every paragraph</li> <li>5.- To reinforce make them to listen to it again but this time you will share a paper with the lyrics on it but you must leave some blank spaces.</li> </ol>	<ul style="list-style-type: none"> <li>- Track songs</li> <li>- Work sheets</li> <li>- Computer</li> <li>- Pencil</li> <li>- Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Use of new words in sentences</li> <li>- Individual Participation</li> <li>- Individual performance</li> <li>- Group performance.</li> </ul>



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**ANNEXES**