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“OBSERVATION OF THE COMMUNICATIVE ACTIVITIES USED BY THE TEACHER TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN BÁSICA CLASS “E” AT UNIDAD EDUCATIVA RIOBAMBA, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017-2018.”

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UNIVERSIDAD NACIONAL DE CHIMBORAZO
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Los miembros del Tribunal de Graduación del Proyecto de Investigación titulado:

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En calidad de tutora de tesis previa a la obtención del título de Licenciatura en Idiomas Especialización Ingles, certifico que el presente trabajo de investigación realizado por: Fatima Lizett Vistín Zuñiga con el tema: "OBSERVATION OF THE COMMUNICATIVE ACTIVITIES USED BY THE TEACHER TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN BÁSICA CLASS "E" AT UNIDAD EDUCATIVA RIOBAMBA, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017-2018" ha sido elaborado por dicha estudiante, revisado y analizado en un 100% con el asesoramiento pertinente de mi persona, por lo cual se encuentra apta para ser sometida a la defensa respectiva.

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AUTHORSHIP

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Riobamba, May 16th, 2018



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Sincerely,
Lizett Vistín

DEDICATORY

I want to dedicate this research to God who has been my guide, to my beloved mom Rosita who gave me life and filled it with love. I will always be grateful with my sisters Marcia, Mariana and Gladys for their advice and unconditional support; with my nieces Mabel, Monserath, Camila and nephew Kenneth who fill my life with joy. Besides, I dedicate this thesis to my boyfriend Jesús for giving me his love and being part of my life.

Lizett.

SUMMARY

El desarrollo de la habilidad de hablar es esencial para alcanzar una comunicación real, por esta razón es fundamental que los docentes usen actividades comunicativas las cuales estimulen a los estudiantes a intercambiar sus ideas, expresar sus opiniones, desarrollar su pensamiento crítico y alcanzar una interacción real entre ellos. Las actividades comunicativas, tales como: role play, juego, information gap, and debate son diseñadas para incentivar a los estudiantes a practicar el lenguaje en situaciones reales y crear la necesidad de una comunicación espontánea de los estudiantes. Esta investigación fue realizada en la Unidad Educativa Riobamba con los estudiantes de Decimo año de Educación Básica en el cual hay 37 estudiantes y un profesor; para conseguir la información necesaria se usó una hoja de información basada en los objetivos y fundamentación teórica. El proceso de investigación fue durante 12 horas de clase, cada una de 45 minutos desde Enero 24 hasta Febrero 28. El propósito de la investigación fue determinar la efectividad de las actividades comunicativas para desarrollar la destreza oral. La información fue recopilada durante el proceso de observación y esta fue analizada críticamente e interpretada en base a la fundamentación teórica; la investigación mostró que las actividades comunicativas como: role play, juego y debate no fueron desarrolladas con propósitos comunicativos por el profesor; estas fueron desarrolladas mecánicamente sin la interacción de los estudiantes y sin información oculta para fomentar la comunicación entre los estudiantes.

PALABRAS CLAVES: Actividades comunicativas, procedimiento, efectividad, habilidad del habla.

ABSTRACT

ABSTRACT

The development of speaking skill is essential to reach a real communication, for this reason is fundamental that the teachers use activities which stimulate students to exchange their ideas, express their opinions, develop their critical thinking and get a real interaction among them. The communicative activities such as: role play, game, information gap and debate are designed to encourage students practice the language in real situation and create the necessity of a spontaneous communication by the students. This research was performed at the Unidad Educativa Riobamba with the students of Décimo Año de Educación Básica in which there are 37 students and 1 teacher; for gathering the necessary information it was used an observation sheet based on the objectives and the theoretical framework. The observation process was made during 12 class hours each one of 45 minutes from January 24th to February 28th. The purpose of this investigation was to determine the effectiveness of communicative activities for developing the oral skill. The information was gathered during the observation process and it was critically analyzed and interpreted based on the theoretical framework; the investigation showed that the communicative activities like: role play, game and debate were not developed with communicative purposes by the teacher; these were developed mechanically, without students' interaction and without hidden information to encourage communication among students.

KEY WORDS:

Communicative activities, procedure, effectiveness, speaking skill.



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INTRODUCTION

Nowadays, it is widely accepted that English language has become one of the most spoken languages in the world as consequence of globalization. According to Sprachcaffe Languages Plus organization (2017), learning English is a necessity to get better education, access to current and information. At least of 56% of websites are edited in the English. Therefore the Ecuadorian System of Education through the New National Curriculum Guideline 2016 has focused on the Communicative Language Teaching which suggests to teachers the usage of communicative activities like information gap, role plays, games, and debates; since these help students increase their vocabulary for expressing their ideas, thoughts, and feelings; and gradually improve their speaking skill (Ministerio de Educación, 2016).

The use of communicative activities such as games, role plays, debates, and information gap is essential in the development of speaking skill because these activities help students to increase their vocabulary to express their feelings, ideas and opinions. In addition, communicative activities developed in classes give students the opportunity to practice the English language, because the student's environment outside the class is not adequate for practicing the target language (Frost, 2017). Hence, the development of speaking skill is very difficult for students because of English acquisition environment, which they are exposed is poor.

The purpose of the research was to determine the effectiveness of communicative activities used by the teacher for developing speaking skill and for getting a real communication with students of Décimo año de Educación Básica class "E" in which there are 37 students and one English teacher, at Unidad Educativa "Riobamba", city of Riobamba, Chimborazo province.

The research type is qualitative, exploratory level and the method is ethnographic. The applied instrument was an observation sheet and an observation guide done by the researcher, permitting to get the results about the effectiveness of the communicative activities for developing the students' speaking skill. Furthermore, it was possible because of the information was provided by the Unidad Educativa "Riobamba" and its authorities.

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

Chapter I Referential Framework. - The preliminary aspects, objectives, justification, and problem definition.

Chapter II Theoretical Foundation. - Scientific Support about communicative activities for developing speaking skill.

Chapter III Methodological Framework. - The process followed by the researcher to get the enough information to complete the investigation.

Chapter I Analysis and Interpretation of results. - The gathered information through the observation sheet which was contrasted with the theoretical foundation.

Chapter V Conclusions and Recommendation.- Final judgment based on the observation process.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. THE RESEARCH PROBLEM

Although teacher uses role plays and games students cannot express their ideas.

1.2. PROBLEM STATEMENT

The research problem is that the students cannot express their ideas because they do not know enough vocabulary for expressing their opinions. The problem was made evident through the Pre-professional practices with students of Décimo año de Educación Básica class “E” at Unidad Educativa Riobamba, during the academic term 2016-2017.

During the Pre-professional practices, it was possible to identify the activities that the teacher applied were not developed with communicative purposes since the process that the teacher followed was not the most suitable because students could not participate actively, develop their critical thinking, and work cooperatively.

The communicative activities performed were passive and the target language was not widely practiced, it means that there was not an exchange of information among the students, and the teacher and students communicate in English language sometimes, in concordance to what Frost (2017) suggests, the teacher should stimulate to the students to practice the English language most of the time, to participate during the task, to work cooperatively with the classmates, to share information and to engage in the activities.

1.3. FORMULATION OF THE PROBLEM AND GUIDE QUESTIONS

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
TECHNIQUES		What communicative activities are being used to promote students' communication?		To identify the communicative activities used by the teacher when working with speaking activities.
	How does the teacher perform the communicative activities for developing speaking skill?	How the communicative activities are applied?	To observe the effectiveness of the communicative activities used by the teacher to develop speaking skill in students.	To describe the methodological process applied by the teacher in order to compare with the theoretical foundation and determine if communicative activities were accurately developed in Décimo año de Educación Básica class "E" at Unidad Educativa Riobamba.

By Lizett Vistín

1.4. OBJECTIVES:

1.4.1. GENERAL OBJECTIVE

To observe the effectiveness of the communicative activities used by the teacher to develop speaking skill in students of Décimo año de Educación Básica class “E” at Unidad Educativa Riobamba, in Riobamba city, Chimborazo province, during the academic term 2017-2018.

1.4.2. SPECÍFIC OBJECTIVES

- To identify the communicative activities used by the teacher of Décimo año de Educación Básica class “E” at Unidad Educativa Riobamba, when working with speaking activities.
- To describe the methodological process applied by the teacher in order to compare with the theoretical foundation and determine if communicative activities were accurately developed in Décimo año de Educación Básica class “E” at Unidad Educativa Riobamba.

1.5.JUSTIFICATION

The research is relevant since today English language has become a necessity as consequence of globalization. The most current and reliable information is uploaded on internet in English language therefore, for getting it, students and professionals need to know English. Besides, it has become a requirement to obtain a good and well paid job in any field.

From the academic aspect, this investigation is important because it helps to determine the effectiveness of the communicative activities used by the teacher for developing speaking skill at Décimo año de Educación Básica class “E”. The communicative activities like role plays and games help students to express their ideas, opinions and get a meaningful communication in a real situation. In addition, the research allows the teacher develop communicative activities to satisfy the necessity of communication.

Also, the research is helpful for English teachers because they need to develop the communicative activities to encourage communication inside the class. It benefits to the researcher to know the correct application of communicative activities in order to satisfy the students’ necessities.

The research is a goal at Universidad Nacional de Chimborazo, Unidad Educativa Riobamba because it will help them to know how to apply communicative activities to develop speaking skill correctly.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND STUDIES REGARDING TO THE PROBLEM TO BE INVESTIGATED

After reviewing Repository Library of Universidad Nacional de Chimborazo there are some researches similar to the present one; like:

“The Communicative Activities to Teach Speaking Skill in Students Of 2do Año de Bachillerato en Aplicaciones Informáticas Parallel “A” at “Isabel de Godín” High School, in the City of Riobamba, Chimborazo Province, during the school year 2014-2015.” by Gabriela Elizabeth Cava Paguay and Irene Margoth Pilataxi Yaucán mentioned that the bad usage of didactic resources and the game activities causes the students’ disinterest for learning English Language.

2.2.COMMUNICATIVE ACTIVITIES.

Communicative activities engage students to participate and express their ideas, opinions, feelings and emotions in a real communication. It is meaningful for students because it helps them to practice the language and improve their speaking skills. Also, it is developed with communicative purposes and the main characteristic is to interact with the purpose of share information that some students do not already know.

Communication activity allows a spontaneous communication in order that students participate without worrying about making grammar mistakes. In addition, during these activities the teachers must correct students at the end of the task because learners do not have to be interrupted to avoid the students fell embarrassed and frustrated. (Frost, 2017)

2.2.1. Characteristics:

- Communication activities are learner-centered; it means that these are emphasized in the students’ interaction and participation.
- The teachers act as a monitor. They intervene if is necessary for giving instructions, clarify any doubt and provide an appropriate environment for learners to interact and exchange information.
- The errors and mistakes have to be accepted and treated as a natural result of the development of communication ability.

- Teacher has to teach the language properties such as: cohesion and coherence which are helpful for the students can combine sentences together (Uk Essays, 2015).

Activities that are really communicative also have three features in common; they are information gap, choice and feedback

Information gap. - It exists when students A share information that students B do not already know and vice versa.

Choice. - Speakers choose what they will say and how they will say it. It is meaningful because they can express freely without worrying about following a pattern.

Feedback. - It is very important because it helps speaker to realize if the aim has been achieved. Also, it allows a real communication since students can express their opinions and exchange information for clarifying the topic.

2.2.2. Advantages of communicative activities

- Students increase their vocabulary
- Learners improve their self-confidence
- Students practice the target language in a real situation
- The activities are developed in pairs, teams for sharing information (Rhalmi, 2015).

2.2.3. There are two varieties of communicative activities, such as:

2.2.3.1. Controlled communicative activities.

The activities are passive and limited because teachers establish how students must develop it and how the language must be used to communicate their ideas. It is not advisable because students cannot be critical and give their own ideas; it means that there is not a meaningful communication. These activities do not allow students a spontaneous intervention because there is just a correct answer that the teacher already knows.

2.2.3.2. Free communicative activities.

Teachers give clear instructions and the students choose what say and how the activity will be performed. Also, the students can produce English language using the target content freely since the teachers give them the opportunity to personalize the language and include what they already know, for example: grammar structure, vocabulary and native expressions (Lemus, 2014).

2.2.4. Stages for getting an effective communicative activity

Before the activity

- The teachers have to choose the theme according to students' interest and level. If the students like the topic they will put attention and participate.
- Teachers have to establish a goal; it means what teachers want to achieve with the activity.
- Teachers have to establish a time for developing the task. Preparation time helps them avoid the pressure that comes with having to be creative while using the language mechanically.
- Determine what type of grouping will be appropriate for the task; pairs, groups and teams.
- The brainstorming must be applied because it helps students to lose their fear for sharing their ideas and experiences.

During the activity

- Teachers must give clear instructions and make sure if students understood
- The teachers should introduce the topic using pictures and headings to active the students' knowledge and get participation of them.
- For getting a better understanding and contribution of the students during the task, the new vocabulary must be explained by the teachers.
- Students need to know the time limit to perform the task; it allows them to be active and interact in order to participate and finish the activity.
- Teachers must provide a model for a better understanding since it acts as guide o example about how the activity must be perform.
- The monitoring is very important because the teacher could clarify the students' doubts and know if the students are practicing the language

At the end of the activity

According to students' necessity, the teachers have to provide feedback to clarify the students' doubts and make sure that all students understood the activity. In addition, the feedback must be focused on promote communication in order to the students express their ideas, opinions about the subject treated (Ngan, 2013).

2.2.5. The role of the teacher

The teachers' role is taken according to the type of interaction activity:

Facilitator. - Teachers create situations in which the students have to communicate to complete the task. Also, the teachers are active participants of the communicative process in order to students feel comfortable for speaking (Desai, 2017).

Monitor. – The teachers monitor the behavior of the students during learning process. They do not interrupt the students' participation, they just note the errors and correct them at the end of the task. Furthermore, if the students have doubts, the teacher explain them for a better understanding (Castellà, 2017).

Instructor. - Teachers give clear explanations, provide models to get a better understanding about the task, also teachers create opportunities to the students to be more active in the classes (Abebe1, Davidson and Biru, 2012).

2.2.6. Fluency and Accuracy in Communicative activities

These factors are very important in the development of speaking skills since fluency and accuracy are the goal in the communication for the English teachers.

On the other hand, Robert Sheppard (2015) argues that the communicative activities should be focused on developing the fluency than the accuracy due to the fluency encourages students to communicate spontaneously without pauses and the accuracy is focused on correct grammar mistakes and indeed grammar mistakes do not prevent a real communication among the students.

In the oral activities the most important is to give students the opportunity to practice the English language, express their ideas, feelings and opinions in order to reach a real interaction.

2.2.7. COMMUNICATIVE ACTIVITIES

2.2.7.1.ROLE PLAY

Role-play is considered as a speaking activity when learners put themselves either in somebody's shoes or they imagine to be doing something different. It allows learners to practice the language that they already know in several situations that look like real settings. Students work together to develop the task, resolve a problem. This activity helps to improve students' self-confidence for speaking and their motivation for leaning more (Ms. Souhila Benabadji, 2015).

Role play based on dialogues. - Students have the opportunity to practice the language and they learned in a creative manner. Teachers have make sure that learners resemble person they are imitating and stimulate they use native expression, body language and not just read the dialogue. Basic steps to fallow are:

- Practice the dialogue
- Write the key words on the board as guide for students
- Repeat the dialogue, demonstrate it with two classmates at the front of the class.

- Give to the students the opportunity to add information according to their real situation.
- Establish a time limit
- Request student to develop

Role play based on situation. - The teachers establish the situation and the students create how the event will be developed and what they will say. It will help to increase their vocabulary and confidence since learners need to talk and share their ideas to complete the activity. Some general steps for performing the task:

- Establish the situation
- Discuss what speaker could say and write key words for guiding.
- Teachers have to monitor to the students for clarifying the doubts
- Let students organize the discussion based on the key words and practice it
- Establish the time limit
- Request student to develop (Torres, 2017).

2.2.7.2. Effective usage of role play

- Role-play encourage a spontaneous communication
- Encourages students to express their ideas, opinions and feelings in a comfortable environment created by them.
- Permits learner to make sense of real-life situations and use the language various circumstances.
- It allows to practice the oral skill
- It gets better the confidence level of students through of the interaction and also it helps them in critical thinking
- It develops students' creativity and imagination.
- It encourages students' competition and cooperation
- This helps the introverted students to speak and feel
- Enables the teacher to understand the students' capabilities and at the same time teacher can also motivate them to develop the skills (Ashok, 2015).

2.2.8. DEBATE

A debate is a speaking situation in which there are two group and each one of them defend their opposite view point. It is about the real or simulated problem. The learners must to be prepared with a huge knowledge about the theme in order to they can argue and

convince to opposite group. At the end of task, they may have to reach a concrete decision or put the issue to a vote.

Debate is one of effective communicative activity which encourages learners to improve their speaking skill. Debates are most suitable for intermediate and advanced students who have been guided in how to prepare the task (Somjai and Janssem, 2015).

2.2.8.1. Effective usage of Debate

- Start the debate by permitting any team that would start with the speaker for presenting their views
- Students have to speak one at a time and each side the same amount of time and opportunity to express their point of view
- Teachers have to intervene with controversial questions related to the material to encourage to speak, share their opinions and improve students' critical thinking
- During the debate teachers can evaluate to students through the questions and also teachers have to say motivation words for increasing students' self-confidence
- At the end of the debate, it is not necessary to decide which groups win; draw a circle class and converse what students learned from experiencing debate (Mahmoud, 2015).

2.2.9. INFORMATION GAP ACTIVITY

Information gap is a meaningful way to practice the English language. It requires two students A and B or two groups; students A have information that students B do not have and vice versa. The goal of this activity is that students need to interact and share information among them in order to finish the task. In addition, it allows students a spontaneous communication in a real situation (Fuqaha, 2015).

2.2.9.1. Effective use of information gap

Students need to talk as much as possible. - The period of time allotted to the activity is in fact occupied by them since information gap activities can also reinforce vocabulary, native expressions and a variety of grammatical structures taught in the class.

The participation is even. - Classroom conversation is not controlled by a minority of chatty participants: all students have to get the same opportunity to speak, and the contributions are evenly distributed.

Motivation is high. - Teachers have to stimulate learners to share ideas and opinions through interesting and current topics for getting their attention and interest.

Language is of an acceptable level. Learners express themselves in utterances that are simple and not always well structured grammatically and it have to be allowed because it does not affect the communication, on the contrary, it helps students to lose the fear of speaking and to get a spontaneous communication (Jondeya, 2011).

2.2.10. GAMES

Communicative games are effective for developing student' communicative skill. It is a dynamic and entertaining process of communication in which learners participate as thinking beings, emotional beings and communicators instead of knowledge receptors. Game activity motivate to shy students to take part in and interact with their classmates. Furthermore, games encourage the cooperative work in which students contribute in a creative way their ideas to reach the aim of the task (Zhu, 2012).

2.2.11. Suggestions for getting an effective result

Choice an appropriate game. - It has to be pedagogical and according to students' knowledge, students' interest to facilitate the leaning. The game has to be designed to promote interaction and communication in a fun and entertaining way in order to catch their interest (Torres, 2017).

Time limit. - Set the time limit to complete the task is very important since it helps students to be active and work cooperatively to complete the task. Furthermore, it avoids the distraction of the students and stimulate them to work faster and better.

Preparation. - Teachers should ensure clear instructions and make sure that students understood how it will work out; the students will be instructed in what to do. Students have to know the vocabulary that will be used. Moreover, it is so important to try to anticipate some logistic or linguistic problems that could happen in order to be able to deal with them effectively.

Management. - It allows students to be engaged and active. Teachers guide the activity to get a meaningful learning and control the behavior in order to maintain a comfortable environment.

Feedback. - It is important to clarify the students' doubts and stimulate the participation and interaction. Also, it is used to evaluate the task and know if the goals were achieved (Zhu, 2012).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The research is descriptive with a qualitative approach because the gathered information was obtained through the observation to the students and teacher in their natural setting in order to determine the effectiveness of communicative activities to develop speaking skill. Also, the ethnographic method was used to describe the target audience's variety of behavior observed in the students' classes for the subsequent interpretation of meanings.

3.2. RESEARCH TYPE

It is a qualitative research because the interpretation of the results is based on the observation of the natural comportment of the teacher and students. The gathered information through the observations was contrasted with the theoretical foundation lest to know if the communicative activities were currently and appropriately applied in the students of Décimo año de Educación Básica class "E" at Unidad Educativa "Riobamba".

3.3. RESEARCH LEVEL

The research by the level of knowledge was an exploratory scope due to it provided insights where a small amount of information exists with the purpose to know the nature of the problem. It helped to get a better understanding of the problem and the data collection was through an observation sheet, which contained statements based on theoretical foundation to determine the effectiveness of the communicative activities for developing speaking skill in the students of Décimo año de Educación Básica class "E" at Unidad Educativa "Riobamba".

This information was interpreted to define the problem and possible solutions that would help the teacher and students in the teaching-learning process of English language.

3.4. POPULATION AND SAMPLE

In the Unidad Educativa "Riobamba" was made evident the necessity to get better the teaching - learning process. It was taken 37 students and 1 teacher as sample the students of Décimo año de Educación Básica, class "E" due to the feasibility of the study and easy access to the information.

3.5. PROCEDURE

The activities of this investigation was divided in: preparatory, field work and analytical.

Preparatory phase. – The researcher did the pre-professional practices at Unidad Educativa “Riobamba” with the students of Décimo año de Educación Básica class “E”. The investigator observed that communicative activities were not well applied because the students could not express their ideas, opinions and emotions easily. The researcher was interested in this investigation since as future teacher has to be aware of the importance of English language in this globalized world and how important it is for students to communicate in English.

To establish the problem definition three levels were taken into account: macro, meso and micro. First in macro level the scenery was chosen at the Unidad Educativa “Riobamba” located in the Chimborazo Province, city of Riobamba, Lizarzaburo Parish. Second the research was carried out with Décimo Año de Educación Básica class “E” specifically, considered as the meso level of the research. Finally, the problem was defined at micro where Students had difficulties for expressing their ideas because they do not develop communicative activities in the classroom.

Field work phase. – The investigation was made during 12 class hours each one of 45 minutes from January 24th to February 28th through an observation sheet based on the objectives of the investigation and according to the theoretical foundation.

The observation sheet and the schedule of activities was revised, corrected and approved by the thesis tutor PhD Mónica Torres.

Analytic phase. – The information was gathered by the researcher and it was analyzed, interpreted and contrasted with the theoretical foundation to determine which kind of communicative activities are used by the teacher and the effectiveness of them for developing speaking skills with the students of Décimo año de Educación Básica class “E”.

The analysis and interpretation of the observations was revised, corrected and approved by the thesis tutor PhD Mónica Torres.

3.6. WORK FIELD

For performing the observation process it was necessary to get the authorization of the headmaster of the Unidad Educativa “Riobamba” since this process had to be done in regular English classes. The observations were made during 12 class hours each one of 45 minutes from January 24th to February 28th with the students and teacher of Décimo año

de Educación Básica class “E”.

The data was gotten by using the observation technique and its corresponding instrument an observation sheet, which was elaborated considering the most important aspects of communicative activities and their methodological process, which are deeply described in the theoretical framework.

The researcher attended the class and used an observation sheet which was meaningful for getting the enough information about communicative activities used by the teacher for developing speaking skill. Then all the assembled information was critically analyzed and interpreted based on the theoretical framework giving as a result the conclusions and recommendations of this investigation.

The sources used for this research were taken from of relevant documents, online information, books about methodology and some experiences of the pre-professional practices.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The information was obtained through observations applied in the students and teacher of Décimo año de Educación Básica class “E” during 12 class hours each one of 45 minutes from January 24th to February 28th, this process helped to determine which kind of communicative activities were used by the teacher and the effectiveness of them for developing speaking skills.

4.1.ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET

SPECIFIC OBJECTIVES	ITEM	OBSERVATION/COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>To identify the communicative activities used by the teacher of Décimo año de Educación Básica class “E”.</p>	<p>Communicative activities used in the classroom:</p> <ul style="list-style-type: none"> a. Information gap b. Role play c. Games d. Debate 	<p>The teacher used role play about Aliens, hangman game based on Adjectives and debate about homeschooling for developing speaking skill but these were developed mechanically.</p>	<p>The observation showed that the teacher used communicative activities like: game, role play and debate but they were mechanical activities that students prepared and memorized in advance.</p>	<p>According to Frost, (2017) communicative activities engage to students in the usage of language for expressing their ideas, opinions, feelings and emotions in a real communication. It is meaningful for students because it helps them to practice the language and improve their speaking skill.</p>

	<p>Communicative activities comply with the main features:</p> <ul style="list-style-type: none"> a. Information gap b. Choice c. Feedback 	<p>During the three types of activities the teacher did not provided information gap and choice, the teacher just provided feedback to correct grammar mistakes and give some advices about how the activities should have done.</p>	<p>Due to the activities were developed mechanically, in these activities there was not a hidden information which permits the students interact to discover what they do not know. Moreover, the teacher omitted the choice which lets students use the language as they want and need. At the end of the activities the teacher just put in practice the feedback focusing on correcting grammar mistakes only instead of exchange information and get a real communication.</p>	<p>The activities that are really communicative have three main features in common: Information gap. - It exists when students A share information that students B do not already know and vice versa. Choice. - Speakers choose what they will say and how they will say it. Feedback. - It is very important because it helps speaker to realize if the aim has been achieved (Rhalmi, 2015).</p>
	<p>Communicative activities are developed for communicative purposes.</p>	<p>The teacher did not develop activities in order to the students practice the oral skill. The dialogue for the role play was memorized, the content for the debate was provided by the</p>	<p>The activities were not develop with communicative purposes because the content of all activities were memorized and repeated by the students. Furthermore, the teacher did not create the necessity</p>	<p>Communicative activities must to be developed with communicative purposes; students need a reason to communicate and exchange information; it means that students have to talk, in order to tell to the classmates</p>

		teacher and the students memorized it, and the game was mechanic and based on yes/no question.	to communicate as result, the students had not own ideas, they did not exchange information and they only reproduce the content.	things they do not already know (Frost, 2017).
Students' interaction helps to increase their confidence to speak.	During the activities there was not real interaction among students. As they memorized the language sometimes they forgot what to say, so they felt afraid to practice their speaking skill.	The activities organized by the teacher did not promote real exchange of information that is giving and receiving messages created by the students.	Students in a real interaction choose what say and how the activity will be performed. Also, the students have the opportunity to personalize the language and include what they already know, for example: grammar, vocabulary, structures and so on (Lemus, 2014).	
Communicative activities promote a spontaneous communication among listener and speaker.	The students did not communicate spontaneously because they received the lines they had to memorize and the participation was forced.	The activities were not designed to promote communication because the students repeated the given information. Also, the teacher's application was unsuitable since the communicative activities must be designed to stimulate the spontaneous communication.	Communication activities allows a spontaneous communication so students participate focusing on the message they are trying to convey without worrying about grammar mistakes (Frost, 2017).	
In the communicative activities teacher acts	In the activities the teacher acted as instructor because he explained	In spite of the variety of roles which the teacher could have	Facilitator. - It is the responsibility of teachers to construct situations in which	

	as: a. Monitor b. Authority c. Instructor d. Facilitator	the directions about how the activities must be developed and how the language must be used.	applied to promote a meaningful learning he only performed his role as an instructor giving clear orders for the task.	the communication takes place among the learners. (Desai, 2017). Monitor. – The teachers monitor the task of the students during learning process. They do not interrupt the students’ participation; they provide feedback at the end of the task (Castellà, 2017).
To describe the methodological process applied by the teacher in order to compare with the theoretical foundation and determine if communicative	Teacher contributes with controversial questions to stimulate students’ critical thinking.	The teacher did not contribute with controversial questions; what’s more there were not questions at any time during the task.	As there were not controversial questions students did not have the opportunity to think critically and create their view points about the topic.	Teacher should intervene with controversial questions to give students the opportunity to generate their own ideas and develop their critical thinking (Mahmoud, 2015).
	Before starting communicative activities the teacher develops brainstorming.	The brainstorming was not applied the teacher started directly with the activities.	The teacher applied the activities without a spontaneous contribution of ideas by students for this reason the students were not engaged and they did not participate actively in the tasks.	The brainstorming is a great tool for engaging students in the activities developed in class. It encourage students to express their ideas, think creatively and work cooperatively (Ngan, 2013).
	The teacher introduces the topic using	The teacher did not use pictures and headings to introduce the	As the teacher did not use any strategy to introduce the topic, the	The pictures and headings are meaningful strategies for the topic

activities were accurately developed in Décimo año de Educación Básica class “E”.	pictures or headings.	topic.	students could not awake their previous knowledge to participate dynamically in the activities.	introduction since these awakens the previous knowledge or experiences of the students in order to exchange information and practice the target language (Ngan, 2013).
	The teacher worked out the new vocabulary before the activity.	The teacher did not introduce the vocabulary.	Since the teacher did not explain the new vocabulary the content was not comprehended by the students and they could not express their opinions.	The explanation of the new vocabulary is very important because it allows students understand the content and share their ideas with their classmates (Ngan, 2013).
	The teacher provides a model.	The model was not provided by the teacher.	Because of the teacher omitted the model the students did not know how the activity must be exactly performed and the activity was developed as they could; students were not really accurate and coherent.	Giving a model is to make sure that the students understand and realize by themselves how the activity must be developed (Ngan, 2013).
	The teacher puts more attention on fluency or accuracy.	The teacher was focused on students’ grammar mistakes	The students are leaning how reproduce grammatically correct sentences instead of focusing on fluency which encourage students	Robert Sheppard (2015) argues that the communicative activities should be focused on developing the fluency than the accuracy due to the fluency

			<p>to communicate spontaneously; it does not mean that the grammar is not important but the teacher has to be aware that the grammar mistakes do not prevent a good communication.</p>	<p>encourages students to communicate spontaneously without pauses and the accuracy is focused on correct grammar mistakes and truly grammar mistakes do not prevent communication among the students.</p> <p>In the oral activities the most important is to give students the opportunity to practice the English language, exchange their ideas, feelings and opinions in order to get an effective communication.</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The students could not develop speaking skill because the communicative activities such as role play, game and debate were not applied with communicative purposes.
- The students could not express their ideas because of some important methodological processes to encourage the participation were omitted for instance, the topic was not introduced by pictures and headings for explaining the activity, the new vocabulary was not worked out, and the model was not provided so, students misunderstood the activities.
- The students could not interact during the communicative activities so there was not spontaneous communication.

5.2.RECOMMENDATIONS

- The Unidad Educativa Riobamba should organize training courses about methodological processes for developing communicative activities.
- The English teachers should participate actively in the training courses to update their knowledge in order to get better the teaching – learning process and develop the students' language competence.
- The English teachers should investigate meaningfully information and apply the communicative activities following the sequence of the necessary steps which guide students to develop their speaking skill.

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7. ATTACHMENTS

7.1.OBSERVATION SHEET.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

INVESTIGATION PROJECT

“OBSERVATION OF THE COMMUNICATIVE ACTIVITIES USED BY THE TEACHER TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN BÁSICA CLASS “E” AT UNIDAD EDUCATIVA RIOBAMBA, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017-2018.”

Objective:

To observe the effectiveness of the communicative activities used by the teacher to develop speaking skill in students of Décimo año de Educación Básica class “E”

Student: Fatima Lizett Vistín Zúniga.

Area: Methodology		
STATEMENTS	YES	NO
1. Communicative activities used in the classroom:		X
e. Information gap	X	
f. Role play	X	
g. Games	X	
h. Debate	X	
2. Communicative activities comply with the main features:		X
a. Information gap	X	
b. Choice	X	
c. Feedback	X	
3. Communicative activities are:		X
a. Free	X	
b. Controlled		
4. Communicative activities are developed for communicative purposes.		X
5. Students work cooperatively for supporting each other for decision- making and for reaching the group goals.		X

6. Students' interaction helps to increase their confidence to speak.		X
7. The communicative activities stimulate students' participation to complete the tasks.		X
8. Communicative activities promote a spontaneous communication among listener and speaker.		X
9. Teacher contributes with controversial questions to stimulate students' critical thinking.		X
10. In the communicative activities teacher acts as:		X
e. Monitor	X	
f. Authority		X
g. Instructor		X
h. Facilitator		X
11. Before starting communicative activities the teacher develops brainstorming		X
12. The teacher introduces the topic using pictures or headings		X
13. The teacher provides clear instructions	X	
14. The teacher worked out the new vocabulary before e activity.		X
15. The teacher provides a model		X
16. Students have time limit to do the activity	X	
17. The teacher provides a feedback	X	
18. Role plays are developed using dialogues which students have to memorize.	X	
19. Role plays are developed situations in which students can create their own dialogues.		X
20. The teacher hides information to promote students' interaction.	X	
21. The teacher put more attention in accuracy.	X	
22. The teacher put more attention in fluency.		X
23. Teacher takes into account student's level for developing communicative activities.	X	

By: Lizett Vistín

Source: Theoretical Framework