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TEMA:

Communicative Activities for Speaking Skills in Fifth Grade A2 Level Students.

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DEDICATION

To God who gave us the wisdom, capacity to break obstacles in difficult times, and the opportunity to work again with my colleague like twelve years ago.
Our parents, whose moral support, lovely and advices allow us to go ahead constantly with our work, in happiness, faith and hope to achieve our dream.
The culmination of this formative stage is a tribute to the constancy and responsibility to have done this academic performance. Both are our strength and inspiration.

By: Lcda. Sandra Lucia Ipiales Flores

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RESUMEN

Este trabajo de tesis titulado "Actividades comunicativas para mejorar las habilidades de expresión oral en estudiantes de nivel A2 en quinto grado" busca diseñar, aplicar y evaluar estrategias pedagógicas que potencien las habilidades aprendiendo hablar en inglés en este nivel. La investigación surge ante la necesidad de fortalecer la competencia comunicativa en contextos escolares, promoviendo métodos innovadores que motiven a los estudiantes a participar activamente en actividades discursivas.

El estudio se estructura en tres capítulos principales. El primero, fundamentado en la revisión teórica, analiza los enfoques metodológicos y los fundamentos lingüísticos relacionados con la enseñanza de la expresión oral, apoyándose en autores como Thornbury, Schmitt y Vygotsky. Este capítulo también presenta el marco conceptual que sustenta las actividades comunicativas diseñadas.

El segundo capítulo describe la metodología empleada, incluyendo el diseño de las actividades, las técnicas de recolección de datos y el proceso de intervención en el aula. Se aplicaron instrumentos mixtos, cuestionarios, entrevistas, observaciones y pruebas de progreso para evaluar tanto el avance lingüístico como los aspectos afectivos, como la confianza y motivación de los estudiantes.

El tercer capítulo presenta los resultados y las conclusiones. Los datos demuestran un incremento significativo en las habilidades de fluidez, pronunciación y autoconfianza, evidenciando que las actividades comunicativas, como juegos interactivos, tareas grupales y recursos visuales, contribuyen eficazmente al aprendizaje oral. Además, se analiza la importancia de crear ambientes de aprendizaje seguros y participativos para reducir la ansiedad y fomentar la interacción espontánea.

Finalmente, se señalan algunas recomendaciones pedagógicas que subrayan la incorporación de metodologías variadas y actividades contextualizadas para favorecer la competencia comunicativa y el desarrollo integral de los estudiantes. Este estudio aporta evidencia de que las estrategias comunicativas adaptadas a las necesidades de los estudiantes son fundamentales para mejorar su desempeño oral en inglés.

ABSTRACT

This academic work, titled "Communicative Activities to Improve Speaking Skills in Fifth Grade A2 Level Students", aims to design, implement, and evaluate pedagogical strategies that enhance the speaking skills of learners at this level of English proficiency. The research arises from the need to strengthen communicative competence in school contexts by promoting innovative methods that motivate students to actively participate in spoken interaction.

The study is structured into three main chapters. The first, grounded in a theoretical review, analyzes methodological approaches and linguistic foundations related to teaching speaking skills, drawing upon the works of authors such as Thornbury, Schmitt, and Vygotsky. This chapter also outlines the conceptual framework that supports the communicative activities designed.

The second chapter describes the methodology employed, including the design of the activities, data collection techniques, and the classroom intervention process. A mixed-methods approach was applied, incorporating questionnaires, interviews, observations, and progress tests to assess both linguistic development and affective factors, such as students' confidence and motivation.

The third chapter presents the results and conclusions. The findings reveal a significant improvement in fluency, pronunciation, and self-confidence, demonstrating that communicative activities—such as interactive games, group tasks, and visual resources—effectively contribute to the development of speaking skills. Furthermore, the importance of creating safe and participatory learning environments is highlighted as a means to reduce anxiety and foster spontaneous interaction.

Finally, several pedagogical recommendations are proposed, emphasizing the integration of varied methodologies and contextualized activities to foster communicative competence and the holistic development of students. This study provides evidence that communicative strategies tailored to learners' needs are essential for improving their speaking performance in English.

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INTRODUCTION

Education in Ecuador has been a central component in the country's development agenda, with the primary objective of guaranteeing access to quality education that promotes equity and social inclusion. In recent years, the Ecuadorian government has implemented a series of educational reforms and policies aimed at improving the quality and relevance of the educational system, as well as guaranteeing universal access to education at all levels.

These efforts have led to significant advances, such as expanding educational coverage, improving school infrastructure, and increasing investment in teacher training programs. However, despite these achievements, important challenges persist that affect various sectors of the Ecuadorian population, particularly the mestizo and indigenous communities.

The mestizo community represents the majority of the Ecuadorian population and has historically been the main beneficiary of the country's educational policies. However, socioeconomic and regional inequalities remain an obstacle to equitable access to quality education. In many rural and marginalized areas, the lack of adequate school infrastructure, the scarcity of educational resources and the low quality of teaching are persistent problems that negatively affect the mestizo community.

On the other hand, indigenous population of Ecuador faces even greater challenges in the educational field. Despite efforts to promote inclusion and recognition of cultural diversity, indigenous communities continue to face significant barriers to accessing quality education that respects and values their cultural and linguistic identity. The lack of bilingual schools and

culturally relevant educational programs, as well as discrimination and racism in the educational system, are some of the challenges faced by the indigenous population in Ecuador.

In this frame, the teaching and learning of English acquires particular importance as a tool for social mobility and access to educational and employment opportunities. Both the mestizo and indigenous communities recognize the importance of English proficiency in today's globalized world and seek opportunities to improve their language skills. However, disparities in access to educational resources and differences in socioeconomic conditions can influence their learning opportunities and the effectiveness of English teaching programs.

According to Brumfit et al. (2003 as cited in Ningsih, 2020: 1415) since young learners love repetition and are very active, teaching them by using some expressive and purposeful media and activities can catch their attention and increase their motivation. Young learners are both curious and willing to learn new things and learn faster than adult learners. Since fun is the key aspect to attract young learners' attention, in teaching English the teacher should be supported by songs, videos, realia, games, cartoons, etc.

Brumfit argued that young learners benefit from practical activities involving realia, which effectively capture their attention while facilitating language acquisition in the classroom alongside their peers. Children acquire language faster than adults due to their developmental stage, often referred to as the "golden age" of learning. This stage enables them to enhance their speaking abilities in English with ease, similar to the way they acquire their native language, facing fewer struggles in the process.

Moreover, Makmun, M., Yin, K. Y., & Zakariya, Z. (2020) suggest, Gallery Walk encourages active participation of students, collaboration within group and peers and the use of this method also encourages students' critical thinking since students are more likely to exchange views among a team of peers. Teachers also should be periodically trained to adopt innovative and creative teaching strategies such as the use of mobile learning method in gallery walk to further enhanced the benefits for students. Head teachers, principals, school administrators are also encouraged to support teachers to use gallery walk in class since it involves experimentation and demonstration that can increase students' achievement.

Some further research outcomes by Abidin et al. (2012) highlight that speaking involves activities where students express their ideas orally under the guidance of the teacher (Guntur et al., 2023). One of the main advantages of using pictures for speaking practice is that it allows learners to focus on pronunciation and intonation, reducing the emphasis on grammar and vocabulary. This boosts learners' confidence when speaking and enhances the enjoyment of the language learning process (Nadia & Hilalina, 2020.)

Additionally, the pedagogical experiences of the authors of this research highlight some outcomes while dealing with the speaking skills in English with fifth grade students in Republica del Ecuador from Otavalo city. The development of English-speaking skills aligns with a number of challenges outside and inside the classroom. Firstly, lack of motivation can influence students' commitment and interest in learning the language. Furthermore, the focus on English as a graded subject can reduce the perception of the language to merely a set of rules to be memorized for good academic results.

This limited perspective can lead students not to consider English as a real communication tool and they do not think of the language naturally, but rather translate from their native language first. Lack of oral practice is a significant factor, especially when English is not the students' native language and they do not have many opportunities to use it outside of the classroom. This, combined with a lack of vocabulary and fluency, can make effective oral expression in English even more difficult. Pronunciation and intonation also present challenges, as students may have difficulty reproducing certain English sounds and intonation patterns. As well, the fear of making mistakes and being judged can inhibit active participation in oral communication in English. Another problematic found is the socio-cultural differences between English and students' native language can affect their ability to communicate effectively in the foreign language.

These challenges have been barriers in the importance of implementing effective, student-centered pedagogical approaches to foster the speaking skills in A2 level learners, being the main difficulties:

- Lack of motivation that influences students' commitment and interest in learning the language

- A poor perception of the English language as a real communication tool
- Lack of oral practice due to a poor vocabulary, fluency, pronunciation and intonation
- Fear of making mistakes and being judged during oral communication in English.

Hence, the scientific problem is: How to improve the English-speaking skills of fifth grade students? This research not only seeks to address a specific and urgent need in the Ecuadorian educational field, but also to contribute to the advancement of inclusive and student-centered pedagogical practices that benefit their skills in FLT, specifically in speaking.

The object of investigation is the teaching learning process of speaking in 5th grade. The teaching and learning of the English language have intensified in response to the growing global demand for linguistic competencies in this language. The integration of English into the educational curriculum in 5th grade has been seen as a key strategy to prepare students for an increasingly interconnected and multicultural world. This recognition has led to the implementation of programs and policies aimed at strengthening the teaching of English at all educational levels, from primary education to university education.

General objective: to implement a set of adapted communicative activities to improve speaking skills in fifth grade students in A2 level students.

Specific objectives:

- To analyze the theoretical foundations that supports the communicative activities and speaking skills in English.
- To diagnose the current situation of speaking skills in English A2 level in 5th grade.
- To adapt communicative activities for improving speaking skills in the classroom.
- To validate the communicative activities for improving speaking skills.

Theoretical methods: analysis-synthesis; induction- deduction

The theoretical method of analysis-synthesis, as applied to "Communicative activities for improving speaking skills in A2 level students in fifth grade," involves two main stages: analysis and synthesis.

Analysis: the focus is on examining existing theories, and research findings related to communicative language teaching (CLT), language acquisition, and speaking skill development. It is applied to analyze and examine the research finding about what issues, doubts and implications learner have to communicate fluently in speaking skills.

Synthesis: to integrate the insights gained from the analysis into the development of communicative activities tailored to the needs of A2 level students in fifth grade. It will allow optimal insights to find resolutions to the difficulties perceived in children.

Inductive – deductive: to analyze the investigations about the theme, testing the existing theories and pointing out generalizations and viewpoints to infer and confirm theoretical formulations about the object.

Descriptive Method: it serves as a research approach to investigate and analyze the effectiveness of communicative activities in enhancing speaking skills among fifth-grade A2 level students.

The research approach for this theme would likely involve a combination of qualitative and quantitative methods to gain a comprehensive understanding of the effectiveness of communicative activities in improving speaking skills among fifth-grade students at the A2 level. Qualitative methods would help explore the experiences, perceptions, and attitudes of both students and educators towards these activities, while quantitative methods would allow for the measurement of speaking skill improvement quantitatively.

Through these methods, researchers gather qualitative data to comprehend the nuances of language learning experiences and instructional practices, aiding in the evaluation of communicative activities' effectiveness in improving speaking skills among fifth-grade A2 level students.

Empirical methods

- Oral Diagnostic Test: an oral quiz aimed to assess initial speaking skills in English to students. The set of questions served as a root to measure the speaking proficiency of students before adapted the communicative activities.

- Student Survey on Speaking Skills: to assess the students focused on the two variables of the research work. The survey included questions related to the Language in Context, Social Interaction and Effective Learning Environment of communicative activities and the other side, pronunciation, vocabulary, fluency, and confidence in speaking skills.

- Teacher Questionnaire: to assess and obtain feedback about how educators employ the communicative activities in their own teaching experience when develop speaking classes.

Statistical methods: descriptive mathematics, Alpha de Cronbach: these methods involve the application of mathematical principles and statistical tools to summarize, describe, and make inferences about the characteristics of a dataset.

Regarding the variables, communicative activities is considered as the independent variable. It refers to interactive tasks or exercises designed to promote communication and language development among individuals. These activities are widely utilized in educational settings, language learning programs, and professional development contexts.

Speaking Skill is the dependent variable. It is a crucial aspect of language proficiency that involves a range of interconnected components: pronunciation, fluency, vocabulary usage, grammatical accuracy, coherence and confidence.

The main beneficiaries are the fifth-grade students parallel "C" at Republica del Ecuador High School in Otavalo city. The universe is around 2420 students, the learner's population in four grades of fifth is 152 and the sample is 38 students who are between the ages 9 to 10. In this institution there are 8 English teachers, but principal beneficiaries will be just 3 educators who work in primary school.

The research context will be developed in the Republica del Ecuador High School, this institution is located in an urban area of Otavalo city. That is public school, the way how the students receive English classes is kind of traditional that means, the same procedure and strategies. The school does not have an English Lab to open new pathways for enhancing the

English knowledge in different prospective. The students of fifth grade had their first English classes online and that was difficult for some of them and complex to understand the Second Language.

When they return to presential classes, their challenges were remarkable, because for some indigenous students were hard to relate the new information with the native language. Other struggle identified was when they try to translate in Spanish, they got frustrated, but when the teacher translated the vocabulary in Kichwa language, students automatically could comprehend. Other point was, at the first time when the learners had opportunity of listening songs, dialogues, short stories, tales among others, they felt scared, surprised and they expressed many feelings because of they never had the chance to practice this input activities. In the same way happened with the other skills in English Language.

The practical contributions of the proposal are to implement a set of adapted communicative activities to improve speaking skills in fifth grade students in A2 level students. Through a strategic selection of engaging exercises and interactive tasks, the initiative aims to cultivate and refine the students' speaking abilities, thereby facilitating their effective communication in the target language. By embracing a dynamic approach that caters specifically to the linguistic needs and developmental stage of the students, the proposal endeavors to nurture a conducive learning environment wherein students can actively engage in meaningful conversations, express themselves fluently, and enhance the oral proficiency in their linguistic competence.

The significance of the proposal in the professional realm lies in its encouragement for educators to embrace and implement appropriate strategies that are specifically geared towards enhancing oral communication skills among students. By advocating for the adoption of these strategies, the proposal aims to equip teachers with the necessary tools and methodologies essential for fostering effective communication within the classroom setting. Through systematic methodological procedures and rigorous analysis, teachers are empowered to assess students' current proficiency levels.

This research work is divided into three chapters. Chapter one contains the theoretical foundations about communicative activities in speaking skills. Chapter two describes the study

design, current situation of participants, and the interpretation and analysis of data collection. Chapter three details the methodological proposal and its validation.

CHAPTER I

THEORETICAL FOUNDATIONS ABOUT COMMUNICATIVE ACTIVITIES AND SPEAKING SKILLS

This chapter analyzes some essential issues related the communicative activities and speaking skills highlighting the importance of theories and methodologies for understanding and implementing communicative activities that effectively enhance speaking skills in young learners.

1.1. Fundamental theories about the communicative activities.

Most of the authors in their theories claim applying the different methods in the learning process offer a guaranteed classroom management where the learners adopt the English with easier understanding and so the knowledge of the learners is visualized in their abilities and the teacher can carry out the contents of the best way.

The development of effective speaking skills in young learners is crucial in language acquisition, especially for A2 level students in fifth grade. As children progress through their early years of language education, the ability to speak confidently and fluently in English becomes a fundamental aspect of their overall linguistic competence.

In this respect, communicative activities can enhance speaking abilities in these learners. To understand how communicative activities can enhance speaking skills, it is essential to delve into the theories that underpin language acquisition and effective teaching methodologies.

Various theories suggest that interactive and engaging methods in the classroom significantly improve language learning outcomes.

For instance, research by Lightbown and Spada (2013) supports the notion that communicative activities provide learners with opportunities to practice language in context, which is crucial for developing fluency. These activities create an environment where learners can experiment with language, receive immediate feedback, and learn from their peers, thereby fostering a more dynamic and effective learning experience.

Moreover, important theories and methodologies provide a robust framework for understanding and implementing communicative activities that effectively enhance speaking skills in young learners. They highlight the importance of interaction, social context, comprehensible input, and task-based engagement in fostering improved language proficiency. Applying these theoretical insights, educators can create dynamic and effective learning environments that significantly improve students' speaking skills.

They also suggest that interactive and engaging methods in the classroom significantly improve language learning outcomes. Communicative Language Teaching (CLT) emphasizes interaction as both the means and ultimate goal of learning a language. It advocates for the use of language in real-life situations, which is essential for improving speaking skills (Richards, 2006).

This approach emphasizes interaction as both the means and the end goal of language learning. It actively promotes the use of language in real-life situations, which is essential for improving speaking skills. By focusing on authentic communication, it fosters an environment where students can practice and use the language in a meaningful way. This method also highlights the importance of students' active participation in real conversations, which helps them develop fluency and confidence in their language skills.

Besides, the **Sociocultural Theory**, as studied by Vygotsky (1978), highlights the importance of social interaction in cognitive development. Language learning is viewed as a socially mediated process, where communicative activities provide the necessary context for learners to practice and improve their speaking skills (Vygotsky, 1978).

The author highlights the relevance of social interaction in cognitive development, emphasizing that learning does not occur in isolation, but through collaboration and dialogue with others. Language learning is understood as a socially mediated process, where exchange and cooperation are fundamental for progress. In this context, communicative activities play a crucial role as they provide the necessary environment for students to practice and refine their speaking skills. These interactions not only improve linguistic competence, but also develop broader cognitive skills, encouraging deeper and more effective learning.

On the other hand, the Input Hypothesis, developed by Krashen's theory (1985), posits that language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency level. Communicative activities can provide such input, facilitating the improvement of speaking skills (Krashen, 1985).

Krashen suggests that effective language learning occurs when learners receive input that is understandable, but also challenging, as it is slightly above their current level of proficiency. This concept, known as "i+1," is crucial because it keeps students in an optimal learning state, where the material is accessible enough to be understood, but also advanced enough to promote growth and language acquisition.

In this context, communicative activities play an essential role by providing the necessary input in a natural and contextualized way. By engaging in conversations and other forms of communicative interaction, students not only practice their speaking skills, but also receive the comprehensible input required to advance their linguistic proficiency. Therefore, Krashen's theory underscores the importance of designing learning activities that not only engage students, but are also carefully calibrated to foster their continued linguistic development.

The **Interaction Hypothesis**, as presented through Long's theory suggests that interactional modifications help language learners process language input more effectively, leading to better language acquisition. Engaging in communicative activities allows learners to negotiate meaning, thereby enhancing their speaking abilities (Long, 1996).

Long claims that Interaction Hypothesis proposes that interactional modifications help language learners process input more effectively, leading to better language acquisition. By engaging in communicative activities, students have opportunity to negotiate meanings, which

significantly improves their speaking skills. This active interaction not only facilitates comprehension but also allows students to practice and refine their use of the language in real contexts. In summary, Long's theory underlines the importance of interaction and negotiation in language learning, highlighting how communicative activities can enhance students' linguistic competences.

The theoretical elements as analyzed by the authors of this scientific project permit to realize how language acquisition occurs when learners are exposed to comprehensible input supported by communicative activities that could engage the learners in meaningful conversations. This communicative interaction enables the speaking skills practice, and the comprehensible input required to advance their linguistic proficiency.

1.2. Teaching methods that contribute to communicative activities.

Task-Based Language Teaching (TBLT) involves using tasks as the central unit of planning and instruction. TBLT provides meaningful opportunities for language use, making it conducive to improving speaking skills through targeted communicative activities (Ellis, 2003).

According to Ellis, this method offers significant opportunities for language use, making it especially effective in improving speaking skills through specific communicative activities. By engaging students in authentic and relevant tasks, TBLT fosters a learning environment where language is practiced in a contextualized and meaningful way. This not only improves communicative competence but also motivates students by showing them the practical application of their language skills.

A review of the existing literature reveals a consensus among educators and researchers about the effectiveness of communicative activities in language learning. Studies have shown that engaging students in interactive tasks not only enhances their speaking skills but also boosts their confidence and motivation to use the language. For instance, a study by Richards and Rodgers (2001) highlights the success of the Communicative Language Teaching (CLT) approach in promoting oral communication skills. CLT emphasizes the use of language for meaningful communication, aligning with the goal of this research.

Communicative activities refer to interactive tasks or exercises designed to promote communication and language development among individuals. These activities are widely utilized in educational settings, language learning programs, and professional development contexts. Apart from this, language teaching focuses on real-life situations to promote communication among learners. These activities aim to engage students in meaningful interactions, enhancing language acquisition through practice and interaction. The communicative approach emphasizes the importance of communication as the primary goal of language learning, moving away from traditional methods that focus solely on grammar and translation.

Communicative activities serve a multifaceted purpose in language learning and development. Their primary goal is to nurture effective communication skills encompassing speaking, listening, reading, and writing in both verbal and non-verbal forms. These activities are designed to actively engage participants through real-life scenarios, role-plays, discussions, debates, problem-solving tasks, and collaborative projects, thereby fostering authentic interactions. By simulating practical and meaningful language use, communicative activities bridge the gap between language learning and everyday experiences, promoting engagement and relevance.

Through ample opportunities for language practice in supportive environments, participants can apply grammar, vocabulary, and language structures contextually, leading to enhanced fluency and proficiency. Integral to this process is feedback, which guides learners on language use, pronunciation, grammar, and overall communication effectiveness, aiding in skill refinement. Moreover, communicative activities integrate elements of culture, encouraging exploration and understanding of cultural nuances associated with language use, thereby fostering intercultural competence and appreciation for diversity.

Additionally, research by Lightbown and Spada (2013), supports the notion that communicative activities provide learners with opportunities to practice language in context, which is crucial for developing fluency. These activities create an environment where learners can experiment with language, receive immediate feedback, and learn from their peers, thereby fostering a more dynamic and effective learning experience.

Altogether, communicative activities play a crucial role in language acquisition and proficiency development by providing learners with opportunities to practice, engage, and interact in meaningful communication contexts. Through these activities, individuals can enhance their language skills while gaining valuable cultural insights and fostering connections with others.

1.2.1. Different types of Communicative Activities

Smith (2022) states communicative activities are essential in language education for developing both speaking skills and social competencies. Improving speaking skills, communicative activities also foster essential social skills such as collaboration, empathy, and problem-solving. Working in pairs or groups, students learn to listen to others, articulate their viewpoints, and cooperate to achieve common objectives. These skills are invaluable both within and beyond the classroom, preparing students for successful interactions in diverse social and professional settings.

In general, communicative activities are a vital component of modern language education. They provide a practical, interactive, and student-centered approach to language learning, ensuring that students not only learn the language but also become proficient and confident communicators. As following we can mention five innovative communicative activities designed to improve speaking skills in fifth-grade A2 level students:

1.- Gallery Walk

A Gallery Walk is an interactive instructional strategy where students engage in a form of gallery exhibition within the classroom. In this activity, students create visual displays or posters on various topics related to the curriculum, which are then exhibited around the room. Peers walk around the room, view the displays, and provide feedback or engage in discussions based on the exhibited work. This method encourages active learning, fosters critical thinking, and promotes peer-to-peer interaction.

"Gallery Walks are an effective strategy for promoting student engagement and deepening understanding. By creating and interacting with visual displays, students enhance their critical thinking and collaborative skills while gaining diverse perspectives on the subject matter." (Smith, 2020).

Johnson description about Gallery Walks to be spot-on. This strategy truly energizes the classroom by making learning more interactive and visually engaging. It allows students to delve into material in a hands-on way, fostering deeper understanding through the creation and evaluation of visual displays. Moreover, the Gallery Walk promotes critical thinking and peer interaction, which are essential for developing comprehensive language skills. In general, it is a versatile method that can be adapted for various topics and encourages active participation, making it a valuable tool in any educational setting.

A Gallery Walk offers several educational benefits. It promotes active learning by encouraging students to engage with the material and participate in a dynamic process, rather than just listening passively. Peer learning is also fostered, as students gain insights and perspectives from their classmates, deepening their understanding. Additionally, presenting their work helps students build confidence and refine their public speaking skills. Finally, by evaluating and discussing the work of others, students enhance their critical thinking and analytical abilities, strengthening their overall academic skills.

In conclusion, a Gallery Walk is a versatile and effective teaching strategy that promotes active learning, collaboration, and communication skills among students. By engaging in this dynamic activity, learners can deepen their understanding of the subject matter and develop essential skills for academic and personal growth.

2.- Telephone Game

Harris (2021), states the Telephone Game is an effective and enjoyable method for developing students' listening and speaking skills. It illustrates the impact of message distortion and reinforces the importance of clear communication in both academic and everyday contexts. He accurately captured the value of the Telephone Game in developing listening and speaking skills. It's an engaging way to show how messages can become distorted and underscores the need for clear communication. This fun activity effectively reinforces important language concepts through practical experience.

The Telephone Game, also known as the "Chinese Whisper" game, is an engaging classroom activity often used to practice listening and speaking skills. In this game, a message is whispered from one student to the next in a chain, and the final student's version of the message

is compared to the original. The game highlights how information can become distorted as it passes through multiple people, illustrating the importance of clear communication and active listening.

The Telephone Game provides various advantages for students. It helps sharpen listening skills by requiring them to pay close attention and accurately hear messages. It also enhances communication skills, encouraging students to articulate their thoughts clearly and precisely. Additionally, the game demonstrates how messages can change or become distorted as they are passed along, highlighting the importance of effective communication. Finally, the Telephone Game adds a fun, interactive element to language practice, making it more engaging and motivating for students to actively participate in the learning process.

3.- Descriptive Drawing

Descriptive Drawing is an educational activity where students create drawings based on detailed descriptions. The process typically involves one student describing an image or scene in detail while their partner or group draws it based on the description. This activity helps develop students' listening and interpretation skills, enhances their ability to visualize and communicate ideas, and fosters creativity.

This strategy provides various advantages for students. It improves listening skills by encouraging them to pay close attention to descriptions to accurately interpret and represent them. The activity also enhances visualization, helping students better conceptualize and imagine detailed information. Additionally, it boosts communication skills by requiring students to describe objects or scenes clearly and precisely. Finally, it fosters creativity, promoting creative expression and attention to detail both in describing and drawing the subject matter.

Miller (2022), Descriptive Drawing is a valuable exercise for developing listening, visualization, and communication skills. By translating detailed descriptions into drawings, students enhance their ability to convey and interpret complex information. Miller aptly points out that Descriptive Drawing is excellent for honing listening, visualization, and communication skills. By converting detailed descriptions into drawings, students learn to convey and interpret complex information more effectively. This activity enriches both their language and creative abilities.

This strategy offers several benefits to students. It enhances communication skills by improving both speaking and listening, as participants need to convey and interpret detailed information accurately. The activity also aids in vocabulary development, encouraging the use of descriptive language related to shapes, sizes, colors, and spatial relationships. Participants further develop visual-spatial awareness as they translate verbal descriptions into visual representations. Additionally, it fosters collaboration and peer feedback, promoting active engagement in constructive criticism and reflection.

Variations of the activity, such as progressive drawing, where participants add details in stages, and partner switch, where students' alternate roles as describer and illustrator, add variety and deepen the learning experience. Descriptive drawing activities are versatile and can be adapted for various age groups and proficiency levels. They provide a fun and interactive way to practice language skills while stimulating creativity and critical thinking in a classroom setting.

1.3. Fundamental theories about speaking skills

Zuhriyah (2017) states that speaking skill is the ability to express and communicate ideas orally, making it crucial for students learning English. Bashir, et al. (2016) also defines speaking skill as the ability of a language speaker to speak fluently and without much hesitation.

Speaking skill is fundamental for students learning English as it enables them to express and communicate their ideas orally. The first author says its importance in ensuring effective communication. Bashir explains further elaborate that speaking skill involves speaking fluently and with minimal hesitation. This fluency signifies a strong grasp of the language, allowing for smooth and coherent interactions. In general, mastering speaking skills is crucial for successful language learning and effective communication.

According to Owens, (2012), there are four theories that explain most of speech and language development: behavioral, nativistic, semantic-cognitive, and social-pragmatic. The author identifies these theories that explain speech and language development:

The behavioral theory suggests that language is learned through interaction and reinforcement. The nativistic theory posits that language ability is innate and hardwired in the brain. The semantic-cognitive theory emphasizes the importance of meaning and cognitive

processes in language acquisition. Lastly, the social-pragmatic theory focuses on the role of social interaction and communication in language development.

The behavioral theory, associated with B.F. Skinner, proposes that language is acquired through imitation, reinforcement, and conditioning. Children learn to speak by mimicking the speech of adults and receiving positive feedback for correct usage, which reinforces their learning. The nativistic theory, championed by Noam Chomsky, argues that humans are born with an inherent ability for language acquisition, facilitated by an innate structure known as the Language Acquisition Device (LAD). The semantic-cognitive theory, influenced by Jean Piaget, highlights the role of cognitive development and the understanding of meaning in learning language, suggesting that as children grow and their cognitive abilities expand, so does their language proficiency. The social-pragmatic theory, advocated by Lev Vygotsky, emphasizes the importance of social interaction and communicative intent in language development, asserting that children learn language in the context of social exchanges and practical use. Each of these theories contributes a unique perspective to our understanding of how language and speech are developed in fifth grade A2 level students.

Vocabulary Usage encompasses the breadth and appropriateness of words employed in communication, influencing the precision and richness of expression.

Schmitt, N. (2000) says, vocabulary refers to the set of words known and used by an individual. In the context of learning English, it is crucial because it forms the foundation for constructing meaningful sentences and expressing ideas. A rich and precise vocabulary is essential for effective communication, especially in speaking skills, as it allows learners to articulate thoughts, express opinions, and engage in conversations confidently.

Vocabulary is the collection of words that a person knows and uses. In the process of learning English, having a strong vocabulary is essential because it helps build meaningful sentences and convey ideas. A broad and accurate vocabulary is key for effective communication, particularly in speaking, as it enables learners to express their thoughts, share opinions, and participate confidently in conversations.

Nation, I. S. P. (2001) points, the characteristics of vocabulary in English language learning include breadth, depth, and flexibility. A broad vocabulary enables learners to express a

wide range of ideas and emotions, making it easier to engage in detailed conversations. Depth refers to a deep understanding of words, allowing learners to not only recall them but also choose the most appropriate word for each context. Flexibility involves adapting vocabulary based on the situation, audience, and context, helping learners communicate more effectively in various settings.

Vocabulary is crucial and can be understood through three key characteristics: breadth, depth, and flexibility. Breadth refers to knowing a wide variety of words, which helps learners express different ideas and emotions, allowing for more detailed conversations. Depth involves having a strong understanding of words' meanings and their subtle differences, enabling learners to choose the right word for each situation. Flexibility is about adapting word choices based on the context, audience, and purpose, helping learners communicate effectively in various situations. Together, these traits allow learners to communicate more precisely and confidently.

Speaking is one of the productive skills in language learning, and vocabulary plays a pivotal role in its development. A limited vocabulary can restrict a learner's ability to express ideas, while an expansive one empowers them to speak more freely and fluently. According to Nation (2001), vocabulary knowledge is central to developing language proficiency, as it is essential for both understanding and producing meaningful language. Nation emphasizes that learners need to acquire a balance of high-frequency words and topic-specific vocabulary to become effective communicators.

Speaking is a crucial productive skill in language learning, and vocabulary is undeniably central to its development. A learner's ability to express ideas is directly linked to the size and diversity of their vocabulary. When a learner has a limited vocabulary, they may struggle to convey their thoughts clearly and effectively, resulting in hesitations, misunderstandings, and frustration. On the other hand, an expansive vocabulary allows learners to express themselves more fluently and accurately, increasing their confidence and ability to engage in conversations. Having a broad vocabulary not only helps with everyday communication but also allows learners to discuss more complex and specialized topics.

An essential aspect of vocabulary acquisition is finding the right balance between high-frequency words, which are commonly used in daily conversations, and topic-specific

vocabulary, which is necessary for discussing specialized subjects. This balance helps learners navigate both general and more specific conversations, improving their overall communicative competence. In this perspective, the importance of teaching vocabulary in a way that is both comprehensive and context sensitive. By emphasizing both breadth and depth, educators can equip learners with the tools they need to communicate effectively across a variety of situations. Therefore, prioritizing vocabulary instruction should be central to any language learning curriculum, especially for speaking skills.

Schmitt (2000), emphasizes the importance of vocabulary learning in second language acquisition, particularly for speaking. He suggests that without an extensive vocabulary, learners may struggle to convey their messages adequately, thus hindering their overall communicative competence. Schmitt states, “Vocabulary knowledge is indispensable for the development of speaking fluency”.

Vocabulary is essential for effective communication in a second language, especially in speaking. Without a broad vocabulary, learners may struggle to express their ideas clearly, hindering their fluency and overall communicative competence. Building an extensive vocabulary helps learners convey messages accurately and confidently. Prioritizing vocabulary development is key to improving speaking skills. It provides learners with the tools to engage in meaningful and fluent conversations.

Rubio (2009), argues that linguistic competence is not only about grammar and syntax but also involves an extensive vocabulary. He claims that vocabulary knowledge enables learners to communicate effectively in various contexts, making it a crucial component of communicative competence in both speaking and writing. According to Rubio, “the more words you know, the more accurately you can describe your thoughts and understand others”

The author highlights that linguistic competence goes beyond just grammar and syntax; it also heavily relies on an extensive vocabulary. He argues that having a strong vocabulary allows learners to communicate more effectively in different contexts, which is essential for both speaking and writing. This underscores the importance of vocabulary in language learning. The more words learners know, the better they can articulate their thoughts and understand others,

leading to clearer and more meaningful communication. Therefore, vocabulary development should be a central focus in any language curriculum.

Pronunciation refers to the accurate articulation of sounds and the clarity of speech, which contributes to effective communication. Pronunciation training improves speaking abilities by helping learners to develop clear speaking skills. Clarity of speaking improves intelligibility and minimizes effort for interlocutors. We know that pronunciation training can also help develop perception abilities, even though experimental evidence is still limited (Linebaugh & Roche, 2015). In turn, clarity of perception also improves listening and understanding of naturally fluent, connected speech— also called running speech (Brown, 2011; Gilbert, 1995). So, owing to its potential to promote clear perception, pronunciation practice can help develop listening comprehension along with word segmentation skills (the ability to recognize separate words in running speech).

Pronunciation training enhances speaking abilities by helping learners produce clearer speech. Clear pronunciation improves intelligibility and reduces the effort required by listeners to understand the speaker. In addition, while research is still limited, pronunciation training has the potential to improve learners' perceptual skills. This enhanced perception can also contribute to better listening comprehension, particularly in understanding fluent, connected speech, often referred to as "running speech." As a result, pronunciation practice not only helps in clarity of speech but also aids in the development of word segmentation skills, the ability to recognize individual words in continuous speech.

According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. Pronunciation? Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning.

Pronunciation is essentially the way we produce sounds in a language to convey meaning. It's learned by repeating these sounds and fixing any mistakes when they're not pronounced

correctly. As learners begin to focus on pronunciation, they develop new habits and work through challenges that arise from the influence of their first language. Over time, this helps them produce the sounds more accurately, enabling clearer communication.

According to Yates and Zielinski (2009), much attention to English pronunciation indicates that pronunciation has a key role in learning English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their EFL learners, nobody will certainly do it. This is the responsibility of EFL teachers to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their EFL classes. EFL teachers should explore new ways of indicating, practicing, and giving feedback on English pronunciation that are actually appropriate for learners to learn English pronunciation easily and effectively.

Focusing on English pronunciation is crucial because it plays a key role in learning the language. If teachers don't introduce the essential rules and guidelines for clear pronunciation to their students, no one else will. It's the responsibility of teachers to help learners by teaching them the correct sounds, words, sentences, and phrases, as well as providing suitable materials for clear pronunciation in the classroom. Teachers should find new methods for demonstrating, practicing, and giving feedback on pronunciation, ensuring these techniques are effective and help students learn pronunciation more easily.

According to Hismanoglu (2006), pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. Although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. The problems of pronunciation instruction have been demonstrated by some researchers. Morley (1991) said that it is necessary for teachers to teach English pronunciation in ESL and EFL classes although many teachers do not pay attention to it in their instruction.

Pronunciation instruction is crucial for effective oral communication and is a key aspect of overall language proficiency. Despite its importance in learning English, many teachers do not give enough focus to teaching pronunciation. Research has highlighted challenges in teaching pronunciation, with some experts pointing out that it is essential for teachers to incorporate

pronunciation lessons in both ESL and EFL classrooms, even though many educators overlook this area in their teaching.

Confidence in Oral communication is essential for expressing oneself assertively and engaging in meaningful interactions with others.

MacIntyre, P. D. (1999) says, confidence in oral communication plays a crucial role in the development of speaking skills in children. It is widely recognized that when children feel confident in speaking, they are more likely to engage in conversations, express their thoughts clearly, and practice language skills more frequently. Confidence helps reduce anxiety, which is often a barrier to effective communication, especially in second language acquisition.

Confidence in speaking is a key factor in helping children develop their communication skills. When children are confident, they are more likely to take part in conversations, express themselves clearly, and practice their language skills regularly. This confidence also reduces anxiety, which can often hinder effective communication, especially when learning a second language.

According to Bandura (1997), self-efficacy refers to an individual's belief in their ability to succeed in specific situations. In the context of language learning, children with high self-efficacy are more likely to participate in speaking activities, leading to greater language development.

Self-efficacy refers to a person's belief in their ability to succeed in various situations. In language learning, when children believe in their capacity to communicate effectively, they are more likely to participate in speaking activities. This increased engagement helps them practice and improve their language skills. As a result, a strong sense of self-efficacy can lead to better language development. The more confident children are in their abilities, the more likely they are to grow in their speaking proficiency.

Vygotsky's (1978) theory of scaffolding emphasizes the importance of support from more knowledgeable individuals, such as teachers or peers, in helping children build confidence. Scaffolding in oral communication allows children to gradually develop speaking skills through guided practice.

The author highlights how essential it is for children to receive support from those with more knowledge, like teachers or peers, to help boost their confidence. This support in oral communication enables children to develop speaking skills step by step, with guided practice that makes the learning process more manageable and effective.

Building confidence in oral communication involves both emotional and cognitive development. Children need to feel safe making mistakes, as these are integral to the learning process. This aligns with the idea of error correction and growth mindset, where mistakes are viewed as opportunities to improve rather than failures (Dweck, 2006). Teachers who encourage trial and error, offer constructive feedback, and create interactive speaking activities can foster both confidence and speaking skills in children.

Building confidence in oral communication requires both emotional and cognitive growth. Children must feel comfortable making mistakes, as these are an essential part of learning. Viewing mistakes as opportunities for improvement, rather than failures, helps nurture a growth mindset. When teachers promote a trial-and-error approach, provide constructive feedback, and design interactive speaking activities, they can effectively support the development of both confidence and speaking skills in children.

Many scholars agree that confidence is an essential component of language learning. MacIntyre and Gardner (1991) emphasize the role of anxiety in language learning, particularly in oral communication. When children feel anxious, they are less likely to speak and engage in conversations, hindering their speaking development. Creating a supportive, low-pressure environment can help mitigate this anxiety and build confidence.

It is widely accepted that confidence plays a vital role in language learning. Anxiety, especially in oral communication, can significantly affect children's willingness to speak and participate in conversations, which in turn hinders their language development. By creating a supportive and low-pressure environment, educators can help reduce this anxiety, encouraging children to engage more freely. This, in turn, allows them to build the confidence needed to improve their speaking skills.

To sum up, confidence in oral communication is fundamental in the development of speaking skills in children. By fostering an environment that supports trial, error, and positive

reinforcement, teachers can help children build the confidence they need to communicate effectively and develop their language skills. Encouraging a growth mindset and reducing anxiety are essential components in this process.

Fluency pertains to the smoothness and fluidity of speech, including the ability to maintain a natural pace and rhythm while expressing ideas.

Azlina Kurniati, Eliwarti & Novitri (2019) Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

Fluency is the ability to speak smoothly and accurately, and it is a key goal for many language learners. Indicators of fluency include a relatively quick speaking pace and minimal pauses. These signs suggest that the speaker is not spending much time searching for the necessary words to convey their message. Based on these ideas, it can be concluded that fluency is an essential component, referring to the ability to speak clearly and accurately with few interruptions.

Fluency in speaking skills is seen as an important factor in the language learning development because it indicates the ability of the speaker’s communication (Gorsuch, 2011).

Gorsuch suggests, speaking fluency is often used as a measure of success for students learning a foreign language. The main goal of communication is to ensure the listener understands what the speaker is trying to convey. However, helping students improve their fluency in communication is not an easy task for teachers. Below are two case studies aimed at helping students enhance their speaking fluency.

Fluency in language learning is often understood as the ability to produce spoken language smoothly and effortlessly, with minimal hesitation. Fluency is not synonymous with grammatical accuracy or the correct use of syntax; rather, it refers to the ability to communicate

ideas clearly and fluidly, even if minor mistakes occur along the way. In this sense, Skehan (1996) describes fluency as the "ability to communicate ideas in an uninterrupted, smooth, and efficient manner, without the cognitive load of focusing on form" (p. 46). This definition highlights that, unlike accuracy, fluency involves a speaker's capacity to articulate thoughts seamlessly and adaptively, fostering meaningful conversation and interaction.

The author emphasizes an important distinction between fluency and grammatical accuracy in language learning. Fluency is not about speaking perfectly, but about communicating ideas smoothly and without excessive hesitation. It suggests that language learners should focus on conveying their thoughts naturally, even if some mistakes happen along the way. This approach fosters more meaningful and fluid conversations, as it prioritizes communication over perfection. It's a reminder that language learning is about expression and connection, not just correctness.

Together, these components collectively shape an individual's ability to express thoughts, convey information effectively, participate in conversations, and engage in social interactions verbally.

In assessing speaking skill as the dependent variable, researchers and educators employ various methods tailored to capture different aspects of proficiency, such as:

- Oral proficiency interviews to provide opportunities for students to demonstrate their speaking abilities in interactive, real-life scenarios.
- Speaking assessments that may include tasks such as giving presentations, engaging in role-plays, or participating in discussions to evaluate students' communicative competence.
- Performance tasks to assess students' ability to perform specific language functions or complete communicative tasks, providing insights into their practical language use.
- Presentations to organize and deliver spoken information effectively, demonstrating their speaking skills in a formal context.
- Peer evaluations and self-assessments involve students reflecting on their speaking performance and receiving feedback from peers or themselves, promoting self-awareness and self-improvement.

For the authors of this scientific project, the above methods and procedures represent a useful tool for improving the students' speaking skills in the fifth-grade classroom. By targeting this dependent variable, it is intended an engaging and interactive learning environments that foster students' language development and proficiency. Through meaningful communication experiences, fifth-grade students can enhance their speaking abilities, build confidence, and become proficient communicators in spoken language, thereby preparing them for effective communication in A2 level students.

Improving speaking skills, communicative activities also foster essential social skills such as collaboration, empathy, and problem-solving. Working in pairs or groups, students learn to listen to others, articulate their viewpoints, and cooperate to achieve common objectives. These skills are invaluable both within and beyond the classroom, preparing students for successful interactions in diverse social and professional settings.

Besides, communicative activities are a vital component of modern language education. They provide a practical, interactive, and student-centered approach to language learning, ensuring that students not only learn the language but also become proficient and confident communicators.

CHAPTER 2

RESEARCH METHODOLOGY AND DIAGNOSTIC STAGE

This chapter describes the methodology employed throughout the scientific project. It explains the research stages followed by the conceptualization and operationalization of the variables, description of population and sample, the instruments applied, data processing and interpretation of results.

2.1. Research methodology

Creswell (2014) defines quantitative research as a method for testing objective theories through the examination of relationships among measurable variables, employing statistical techniques for analysis. This approach focuses on collecting numerical data to detect patterns, test hypotheses, and forecast outcomes. Quantitative research relies on structured instruments like surveys, questionnaires, and statistical software to gather and interpret data systematically. Consequently, quantitative assessment data serves to pinpoint individual student requirements, evaluate the broader impact of communicative activities, and track advancements in speaking proficiency over time.

According to Creswell (2013), qualitative research is distinguished by its emergent design, allowing the research process to adapt and evolve as data is gathered and analyzed. This approach emphasizes exploring and comprehending the meanings individuals or groups attribute to social or human issues. Qualitative research typically involves collecting data in natural settings and analysis of the document to gain profound insights. Additionally, qualitative feedback mechanisms such as student surveys and questionnaires provide valuable perspectives on students' perceptions, attitudes, and experiences regarding speaking activities.

Johnson and Onwuegbuzie (2004) argue that mixed methods research provides investigators with the conceptual and analytical tools to integrate qualitative approaches (such as semi-structured interviews, observations, and focus groups) with traditional quantitative methods, enhancing overall understanding. This approach enables researchers to blend diverse research methodologies, combining qualitative techniques for deeper insights alongside quantitative methods like surveys and statistical analysis. By employing this mixed methods approach,

researchers can effectively explore how adapted communicative activities enhance speaking skills among fifth grade students, thereby enriching the research's comprehensiveness and depth.

In conclusion, the implementation of adapted communicative activities significantly improved the speaking skills of fifth-grade students at the A2 level. Using a mixed-methods approach blending quantitative assessments with qualitative feedback, the research evaluates how activities like gallery walks, descriptive pictures, and telephone game impact speaking proficiency. Quantitative analysis provides statistical insights into activity effectiveness, while qualitative methods explore students' perceptions and experiences. This combined methodology promises valuable insights into educational dynamics, offering innovative classroom strategies to significantly improve student learning outcomes.

2.2. Conceptualization and Operationalization of Main Categories

The operationalization matrix of variables (Annex 1) presents the main categories that establish the framework for exploring the effectiveness of adapting communicative activities in improving speaking abilities among fifth grade students at Republica del Ecuador High School in Otavalo city. These categories are crucial for organizing and analyzing the data collected during the research process.

The main categories identified for this study include:

1. Communicative Activities: refer to interactive tasks or exercises designed to promote language in context, social interaction and effective learning environment, focus on real-life situations to promote communication among learners.

Communicative activities are pedagogical tasks designed to involve learners in authentic, meaningful communication. These activities prioritize real-life language use, promoting fluency and interaction through collaborative tasks, discussions, and role-playing scenarios." (Ellis, 2020).

2. Speaking Skills: refers to the ability to express and communicate ideas orally including pronunciation, vocabulary usage fluency and confidence in oral communication to foster the speaking skills for getting successful language learning in fifth grade learners.

Speaking skills are the abilities needed to communicate clearly and effectively through speech. This involves pronouncing words correctly, speaking smoothly, and engaging the listener. (Thornbury, 2020)

2.3. Beneficiaries Description. Delimitation of population, sample, and sampling.

The specific group of learners enrolled in fifth grade parallel “C” of Elementary Middle education in the Ecuadorian educational system. This group is fluctuated between 9 to 10 years with A2 English Level.

According to Moore, McCabe, & Craig, (2012), population encompasses the entire group of individuals or instances that researchers aim to study. While Gravetter & Wallnau, (2016), they claim a sample is a smaller subset selected from this population, intended to represent the whole group. For instance, the sampling is the process of choosing this subcategory to estimate the characteristics of the larger population.

The population at Republica del Ecuador High School, located in Otavalo city. The universe is around 2420 students, the learner’s population in four grades of fifth is 152 and the sample is 36 students. The ages of these students fluctuate between 9 to 10 years old. This group manages A2 level in this institution 18 girls and 18 boys and there are 8 English teachers, but the principal beneficiaries will be just 3 educators who work in primary school. The specific group of learners enrolled in fifth grade parallel “C” of Elementary Middle education in the Ecuadorian educational system. This group fluctuated between 9 to 10 years with A2 English Level.

2.3.1. Research context

The current study was developed at República del Ecuador High School in Imbabura Province. It is a public institution located next to San Luis hospital in Otavalo city, on Sucre and Neptali Ordoñez Street. The institution is conformed by 2480 students and 92 teachers. 50 % of the students come from indigenous communities, and the other group is composed of are mestizos learners with different social statuses. Moreover, there are 8 English teachers of which 3 are the sample.

2.3.2. Research Stages

The application of the survey and the diagnostic test was interactive face-to-face class because the research work looked for relevant collecting data. First, the learners had a task using

an innovative app called Flip Grid in which students uploaded a video where they exposed themselves according to the topic “Introducing Myself”. It was the key to realize the strengths and weaknesses that learners have in their speaking skill, through this analysis as researchers started up in finding solutions that help to improve speaking skills.

In the second stage the researchers gathered information about previous studies to create a question problem and define appropriate proposal research topic. After that, the instruments were designed to be submitted to the students who participated in the research work. The instruments used were an initial test, a final test, a survey for the students, and a questionnaire for teachers. These instruments were reviewed and approved by an expert. Next, in the fourth stage, the researchers applied an initial test, a survey, and a questionnaire to obtain data for the analysis and results of the study. In the fifth stage, data was analyzed to gather results that allowed to realize the improvement of the students. In the sixth and last stages, the results were presented as well as the conclusions and recommendations in a final report of the information obtained during the study.

2.3.3. Research Scope

The research was robustly aligned in the analysis-synthesis method. It required a deep analysis to engage the students’ needs in communicative activities for improving speaking skills in fifth grade in Unidad Educativa República de Ecuador. This method helped ensure that the activities were theoretically grounded, pedagogically sound, and responsive to the specific requirements of the target learners.

The analysis was combined with the inductive and deductive methods which emphasize the authentic language and interactive practice to foster the learners’ level in oral communication. As well as, the findings researched of the traditional activities needed to update to encourage learners to acquire an effective development of skill, due to the adapted communicative activities has been implemented in this study.

Furthermore, the current research aimed to implement a set of adapted communicative activities to improve speaking skills in fifth grade students in A2 level students by conducting pre-tests and analyzing the data gathered. As researchers applied suitable instruments to obtain real outcomes with positive bias according to the practical insights and real-life experiences.

2.3.4. Type of Research

The research was primarily field and experimental study. The field study was justified by the need to gather empirical data directly from the school environment, including student participants and classroom activities. Field research allowed to assess and interact with the learners, and the implementation of the instruments. It provided the opportunity to collect real-time data through pre-tests, surveys for students, and questionnaires for teachers. This approach was indispensable in understanding the authentic language to practice the communicative activities in context of the level of the learners in the school. Moreover, the field research method allowed for the collection of both quantitative and qualitative data, providing a comprehensive view of the research question and aligning with the mixed-method approach chosen for the study. The employment of field research was therefore considered most appropriate for achieving the objectives of the study and practical insights for educators and researchers interested in language learning and teaching practices.

This work was also experimental as it sought to investigate the communicative activities for improving speaking skills in A2 level fifth grade students. The experimental nature of the study allowed to make an analysis of how the speaking skill activities took control in this group of learners. Most of them feel nervous to talk face to face with the teacher, others feel comfortable working in groups and the most impact was observed in the majority of them who enjoy the activities and were ready to be assessed, in spite of their lack of knowledge.

2.3.5. Ethical Considerations in Research Methodology

Ethical considerations were critical to ensuring that research involving younger learners was conducted in a way that respected their rights and well-being. For this study on communicative activities designed to improve speaking skills in fifth grade A2 level students, several ethical principles were rigorously adhered to. Since the participants are minors, it was essential to obtain informed consent from their parents and mentors. This document clearly outlines the research objectives, procedures, potential risks and benefits, ensuring that students and teachers are fully aware of what participation entails. In addition, it was important to seek verbal or written consent from the students themselves, using age-appropriate language to help them understand the nature of their participation in the research work.

This approach guarantees teachers' and students' adequate participation in this investigation. As researcher's implementation of strict measures to protect participants' personal information is required. This included secure storage of data, both digital and physical, and ensuring that access is restricted to authorize only participants selected. Anonymizing data helped prevent the identification of individual students, whilst maintaining their privacy. Participants and mentors were informed about how their data would be used, kept and who would have access to it, for reinforcing data protection.

The study carefully assessed and mitigated any risk of harm associated with the research activities. This involved tailoring communicative activities that are engaging but do not overwhelm or stress students. Activities were age-appropriate and students emotional and psychological wellbeing was demonstrated. Also, researchers were prepared to offer support if any students experience discomfort or distress, ensuring there is a clear plan in place to address such issues.

Communicative activities were tailored to improve students speaking skills in a way that is enjoyable and beneficial to their learning. As researchers were attentive to avoid any negative impact or stress, continually reviewing activities remained supportive and constructive. The research provided equal opportunities for all students to participate, avoiding bias in selection. Furthermore, the benefits and risks of the research work were distributed fairly, ensuring that no group of students was disproportionately affected or advantaged.

Maintaining integrity and honesty throughout the research process was essential. As researchers ensured the accuracy of the results, avoiding any form of manipulation of the data. In addition, potential conflicts of interest were disclosed to maintain transparency and credibility of the research results.

The research proposal was submitted for review to ensure compliance with ethical standards, addressing any comments from the validation committee experts and complying with their recommendations was critical to maintaining ethical integrity. The study ensured all communicative activities, and they were culturally inclusive and relevant to the contexts of the students, materials and approaches were adapted to respect and reflect the cultural diversity of the

participants. Finally, the research was conducted in a way to respect and protect the participants, ensuring the findings of the study achieved through a responsible and ethical approach.

2.4. Description of the Instruments.

2.4.1. Oral Diagnostic Test

The diagnostic test (Annex 2) was an oral quiz aimed to assess initial speaking skills in English to students. The test consisted of five questions that promote the students to introduce themselves, in individually way, say the price of the items or clothes in teams, look for the same or different of two pictures in pairs, analyze and describe the picture to the picture face to face, and say the tongue twister with fluency in big groups of six. The set of questions served as a root to measure the speaking proficiency of students before.

2.4.2. Student's Survey on Speaking Skills

The student survey was a self-report with a set of questions and statements (Annex 3) designed to assess the students and focused on the two variables of the research work. The survey included questions related to the Language in Context, Social Interaction and Effective Learning Environment of communicative activities and the other side, pronunciation, vocabulary, fluency, and confidence in speaking skills. The survey used a Likert scale with different response options ranging from: very low, low, regular, high and very high.

2.4.3. Teacher's Questionnaire

The teacher questionnaire was a self-report with open-ending questions and statements designed to assess and obtain feedback about how educators employ the communicative activities in their own teaching experience when developing speaking classes. (Annex 4) The questionnaire included items related to the common communicative activities, the strategies or techniques they use, providing a good atmosphere in the class, and obtaining their point of view about their practical speaking experience in the classroom. The questionnaire used a Likert scale with different response options ranging from: Poor confidence, low confidence, moderate confidence, high confidence, and very high confidence.

2.5. Data analysis and interpretation of results

- Pre-test

In grading the student's confidence in speaking English, the findings reveal a diverse range of results, as shown in Table 1. Specifically, 12.50% of learners exhibit a low level, as indicated by their uncertainty during interviews about their performance. In contrast, the majority 81.24% demonstrate a moderate level of confidence. This highlights the significant impact that effective strategies can have on enhancing speaking skills. Notably, only 3.13% of learners display high or very high levels of confidence. These results emphasize the importance of guiding learners toward achieving greater self-confidence to improve their proficiency and reduce the fear of making mistakes.

Table 1: Confidence among classmates

SCALE						
DIMENSION	VERY LOW	LOW	REGULAR	HIGH	VERY HIGH	TOTAL
CONFIDENCE	0	4	26	1	1	32
%	0,0 %	12,50 %	81,24 %	3,13 %	3,13 %	100 %

Besides, confidence among classmates was also graded. Table 2 exhibits a result of 12,50 % who feel excited to speak in English with the other mates. Meanwhile, another small group of students represented by 15,62%, illustrates that they sometimes feel confidence, but 59,38 % which means the majority of the students feel nervous to develop this ability in front of their classmates. This data suggests incorporating activities with interesting questions, enjoyable speaking performance without hesitation to foster interaction in pairs or small groups.

Table 2: Who feel excited to speak in English with the other mates

DIMENSION	EXCITED	SOMETIMES	NERVOUS	TOTAL
CONFIDENCE	4	5	19	32
%	12,5 %	15,62 %	59,38%	100 %

In reference to the activities learners want to practice in English classes a notable pattern observed in Table 3 reveals that 34.38% of students express a preference for engaging in the "Gallery Walk" activity to enhance their language fluency. Similarly, 31.24% favor the "Telephone Game," while another 34.38% are inclined to participate in the "Descriptive Drawing" activity. These results suggest that dynamic activities are needed to increase children's attention, as effective tools for improving their fluency. Through such engaging exercises, students will be likely to achieve meaningful progress in their language development.

Table 3: Learners activities

DIMENSION	GALLERY WALK	TELEPHONE GAME	DESCRIPTIVE DRAWING	TOTAL
FLUENCY	11	10	11	32
%	34,38 %	31,24 %	34,38%	100%

Some interesting arguments were provided to sustain that the activities can improve speaking. Table 4 shows the average score in vocabulary criteria is 40.63%, indicating that a significant proportion of students perceive speaking activities as having a positive impact on fostering oral communication. Furthermore, 37.5% of the results reflect a considerable level of agreement among students, suggesting that these activities enable them to apply their knowledge effectively in another language. However, a lower percentage 21.87% of learners strongly agree that developing speaking skills contributes to classroom engagement. These results demonstrate that the telephone game, gallery walk, and descriptive drawing as strategies to promote the acquisition of extensive vocabulary will have brilliant impacts in the classroom.

Table 4: Positive impact on fostering oral communication

DIMENSION	TOTALLY AGREE	AGREE	PROBABLY	TOTAL
VOCABULARY	7	12	13	32
%	21,87 %	37,5 %	40,63 %	100 %

Fifth grade students, at an A2 level of English, develop their speaking skills with a focus on building confidence. The most common strategy reported was saying things aloud (28.12%), which suggests that students feel more confident when they actively speak during practice. As represented in Table 5, body language (25%) and taking turns (21.88%) were also popular strategies, indicating that both non-verbal communication and peer interaction play an important role in their speaking development.

Other strategies included imitation (15.62%), which aligns with typical learning behavior at this level, as students often gain confidence by repeating language models. Eye contact (9.38%) was the least used strategy, possibly due to shyness or discomfort with direct interaction at this age. Overall, the results highlight a range of approaches students use to feel more confident while speaking English, with a strong emphasis on active participation and supportive communication techniques.

Table 5: Pronunciation`s Dimension

	SCALE					
DIMENSION	Always	Usually	Sometimes	Rarely	Never	Total
PRONUNCIATION	2	5	18	5	2	32
%	6,26%	15,62%	56,25%	15,62%	6,25%	100%

The quest about the challenge of speaking English provides results pointing out that (56.25%) of the students responded they sometimes face difficulties with pronunciation, as presented in Table 6. Additionally, (15.62%) said they usually face difficulties and (15.62%) said they rarely find that challenging, showing variation in individual experiences. A smaller percentage (6.25%) reported that pronunciation is always or never a challenge. Overall, these results reflect that although students are beginning to develop this skill, the pronunciation dimension needs practice and significant support.

Table 6: Challenge of speaking English

	SCALE					
DIMENSION	Always	Usually	Sometimes	Rarely	Never	Total

PRONUNCIATION	2	5	18	5	2	32
%	6,26 %	15,62 %	56,25 %	15,62%	6,25%	100 %

Concerning the time they practice speaking in class, the analysis revealed consistent trends in student responses. Table 7 portrays the largest proportion (28,13 %) reporting speaking for either 5 to 10 minutes or 10 to 15 minutes suggesting a moderate, yet uneven, level of engagement. An equal percentage (21,87%) mentioned practicing speaking for less than 5 minutes or for an hour, while no students reported practicing for more than one hour. These findings suggest that speaking practice is generally brief and lacks uniformity, which may hinder the development of strong oral communication skills at this proficiency level. Increasing and standardizing speaking time could support greater fluency and confidence in English.

Table 7: Time that students practice speaking in class

SCALE						
DIMENSION	Less than 5 minutes	5 to 10 minutes	10 to 15 minutes	One hour of classes	More than that	total
PRONUNCIATION	7	9	9	7	0	32
%	21,87 %	28,13%	28,13%	21,87 %	0%	100 %

Before speaking approximately 40.63% of learners utilize memory techniques demonstrating how storing and recalling essential vocabulary enhances fluency, comprehension, and confidence. Additionally, 31.25% consider dictionaries a valuable tool for communication progress, enabling learners to build a strong vocabulary through synonyms, antonyms, and phonetic transcriptions to improve pronunciation accuracy. Meanwhile, 25% of learners emphasize repeating words with a teacher to refine pronunciation and vocabulary acquisition. Notably, only 3.12% believe keywords are unnecessary for fluency development. These results as presented in Table 8 indicate that retaining vocabulary effectively is an advantage for learners' confidence when interacting with peers.

Table 8: Interacting with peers

SCALE						
DIMENSION	I use my memory	I use vocabulary Keys	I repeat with the teacher	I use dictionary	I use some sticky notes	Total
Vocabulary	13	1	8	10	0	32
%	40,63%	3,12%	25%	31,25%	0%	100 %

At the time of developing speaking activity Table 9 reveals that they most frequently engage in group settings (46.87%), indicating a clear preference for collaborative learning environments where they can feel more supported and less anxious. Pair work (15.63%) and individual presentations (15.63%) are also common, suggesting that teachers are incorporating a balanced variety of speaking formats, though students may still feel more comfortable sharing ideas with a partner or in smaller groups. Face-to-face interactions (12.5%) and whole class activities (9.37%) are the least common, likely due to the higher level of pressure and performance anxiety these formats can provoke in young learners with limited English proficiency. In general, the data point out the importance of promoting speaking activities that build students' confidence gradually, starting with group and pair work and progressively integrating more individual and whole class speaking opportunities as students develop their fluency and self-assurance in English.

Table 9: Time of developing speaking activity

SCALE						
DIMENSION	Groups	Pairs	Whole class	Individually Presentation	Face to face	Total
CONFIDENCE	15	5	3	5	4	32
%	46,87%	15,63%	9,37%	15,63%	12,5%	100 %

When developing oral communication 31.25% of the learners prefer working outside the classroom. As indicated in Table 10 most students seek opportunities to engage their speaking ability in different parts of the school. Furthermore, conducting interviews and listening to others each account for 25%, demonstrating that learners tend to speak less and avoid sharing extensive information. This shows that they may lack of extensive vocabulary to express their ideas effectively.

Moreover, working with pictures received a total of 18.75%, highlighting that students are highly motivated to participate in speaking classes when visual aids are involved. This indicates that visual activities are perceived as less complex and help students overcome their fear of speaking English.

Table 10: Seek opportunities to engage their speaking ability

SCALE						
DIMENSION	Moving around	Working with pictures	Working outside	Listening	Interviewing	Total
CONFIDENCE	0	6	10	8	8	32
%	0%	18,75%	31,25%	25%	25%	100 %

- Teacher's Questionnaire

The teachers questionnaire instrument for the research on communicative activities among 5th-grade students at Unidad Educativa Republica del Ecuador consisted of ten questions with multiple options. They were applied to four teachers with the objective was to explore which potential strategies educators use can foster speaking skill in learners according to their needs. The questions were designed to assess the teachers' insights about the communicative activities and how to apply in case to know them, keeping the self-confidence, interaction in groups, and providing a good atmosphere in which students do not feel fear or making mistakes.

Encompassing valid data of teacher perceptions show a wide range of activities is employed, such as conversations, videos, debates, games, and songs, puzzles, flashcards, readings, craftpaper and brainstorming reflecting diverse pedagogical approaches. However, few

of them promote and support the oral skill which needs a boost in strong speaking skill according to students' level to have a positive impact that motivates and engages teacher and learner interaction. These findings suggest that proposal research with adaptive communicative activities could further enhance teaching effectiveness.

2.5.1. Implications for the Methodological Proposal

Beyond the implications found and challenges faced, there are aspirations and desires among fifth grade students in República del Ecuador High School, and researchers regarding to take advantage from the previous knowledge in English language. Students shined in English not only to fulfill academic requirements but also to confidently interact with other people, including teachers, classmates and friends. The communicative activities to improve the speaking skill aspire to achieve fluency in English to enhance their proficiency level and interact effectively in the learning process.

CHAPTER III

METHODOLOGICAL PROPOSAL AND ITS VALIDATION

The third chapter elaborates a sophisticated methodological proposal, focused on the adapted communicative activities for speaking skills in fifth grade, A2 level students. The foundations, purposes, characteristics and methodological requirements essential for the effective developing of these activities are described. Furthermore, the proposal outlines have several key components in detail, allowing in deep comprehensive analysis of the results and progress in students' speaking abilities.

3.1. Fundamentals, Purposes, Characteristics and Methodological Requirements of Adapted Communicative Activities for Speaking Skills in Fifth Grade Students of A2 level.

3.1.1. Fundamental of Adapted Communicative Activities for Speaking Skills

The communicative activities offered in the research proposal adapt activities instead of traditional ones, which are based on improving the speaking skills of fifth-grade students. Those are well structured from pedagogical, didactic, and methodological perspectives according to learners' needs to achieve the aim of the study.

For instance, fostering activities that take into consideration enhancing and expanding the target language to make learners more competitive in fluency while they are speaking in a group or pair work, focusing on exchanging thoughts and emotions, allows the communication to be less crucial because the social interaction makes learners feel comfortable while the tasks are performed.

Clearly, understanding the main characteristic of the proposal is providing learners pathways to engage their knowledge effectively so they can then achieve significant advances in speaking with dynamic techniques to support learners' teaching-learning process in a suitable environment.

3.1.2. Purposes of the Adapted Communicative Activities for Speaking Skills

The main purpose of this proposal is to strengthen the speaking skills of fifth-grade A2-level students by using meaningful and engaging communicative activities. These activities go beyond repetition and memorization as traditional class, focusing instead on real-life communication and student participation in pairs or group work. By integrating fun activities inside or outside the classroom in good atmosphere, interactive tasks using pictures, imagination, to negotiate meaning, ask questions, and share ideas in real facts or topics that the most like.

Learners are motivated to speak more and express their ideas freely without hesitation. This consistent oral practice benefits students improve their fluency and confidence in English. As a result, their speaking competence develops in a natural, enjoyable, and effective way.

Offering fluency activities is another essential goal to encourage students speak more smoothly and clearly in continuous speech without focusing too much on accuracy at first. Also, pronunciation short and funny sentences in a game improve the intonation and rhythm through an oral exercise. This creates a positive cycle where greater confidence leads to more participation and better performance.

In conclusion, adapted communicative activities in speaking skills in fifth grade A2 level students seek fostering a positive attitude toward using English as a tool for real communication with interactive and fun tasks where students share ideas, play games, and express emotions, their motivation grows, increases participation and reduces fear of making mistakes.

3.2. Features of the Adapted Communicative Activities for Speaking Skills

Collaborative: the learning occurs when students work in pairs or groups, allowing them to learn from one another through communication, questioning, and feedback. This approach creates an interactive learning environment where students explore their classmates' work, promoting collaboration and meaningful language use while integrating key skills such as reading, speaking, vocabulary development, and critical thinking.

Adaptable: these communicative activities are essential to encourage creativity and communication, allowing students to practice speaking and listening in a playful and meaningful learning, because they can be adapted to different levels, group sizes, according to the learners and teacher's needs, making it suitable for various classroom settings.

Dynamic: engage students' memory, curiosity, cooperation allows learner's interest in each activity as a game, this format not only highlights the importance of clarity in speech. Also, develop active listening, pronunciation, interaction and language practice until learners become sociable and emotional, while studying in the classroom.

In summary, the adapted communicative activities are collaborative, adaptable, and dynamic, promoting effective language learning. They foster peer interaction and feedback, support diverse classroom needs, and keep students engaged through playful tasks. Together, they enhance speaking, listening, vocabulary, and confidence in a meaningful way.

3.3. Methodological functions of the Adapted Communicative Activities for Speaking Skills

The application of **Communicative Language Teaching** (CLT) is central to this proposal, as it emphasizes interaction as both the means and goal of language learning. CLT promotes real-life communication by encouraging students to use English in meaningful and authentic contexts. It shifts the focus from grammar drills to functional language use, allowing learners to express ideas, solve problems, and complete tasks collaboratively. In the fifth-grade A2 context, this approach supports learners in building fluency and confidence. It also aligns with the natural development of oral skills in young learners.

The integration of **Cooperative Learning Strategies** enhances student participation and accountability in group-based tasks. Pair and small-group work fosters peer-to-peer communication, where students learn by interacting, negotiating meaning, and supporting one another. These strategies create a supportive environment that reduces anxiety and motivates learners to speak. Cooperative learning also encourages responsibility and collaboration, essential for developing both language and social skills. It aligns with the proposal's aim to build speaking competence through shared learning experiences.

The use of **visual aids and hands-on materials** such as flashcards, images, task cards, and dice provides essential support for vocabulary acquisition and oral practice. These tools make abstract concepts more concrete and help learners visualize the language, thus enhancing comprehension and retention. They also cater to different learning styles, especially visual and kinesthetic learners, making lessons more inclusive and engaging. In communicative activities,

these materials stimulate interaction and creativity. Their use ensures that speaking tasks are accessible, enjoyable, and contextually relevant.

Total Physical Response (TPR) is another key methodological component that integrates language learning with physical movement. Through TPR, students respond to verbal commands with actions, which support comprehension and long-term memory. This method is particularly effective for young learners, as it engages them physically and cognitively in the learning process. TPR lowers anxiety, increases attention, and builds confidence in speaking without requiring immediate verbal output. When incorporated into communicative tasks, TPR reinforces vocabulary and sentence structures in an active, meaningful way.

Finally, **ongoing, formative oral performance assessment** plays a crucial role in monitoring student progress and guiding instruction. Rather than relying solely on formal testing, this approach evaluates speaking skills continuously through classroom observation, participation, and interaction. It provides immediate feedback; supporting students recognize strengths and areas for improvement. Teachers can adjust activities and strategies based on this feedback to better meet learners' needs. This method ensures a more accurate, responsive, and student-centered evaluation process.

3.4. Adapted and Innovative Communicative Activities

Communicative activities are a fundamental part of contemporary language education, offering a hands-on, interactive, and learner-focused method of language acquisition. They ensure that students not only grasp the language but also develop confidence and competence in their communication. It is important to mention that this set of activities has been researched and adapted to the level and needs of the students in this study. Below three adapted and innovative communicative activities are tailored to boost speaking skills for fifth-grade students at the A2 level.

For the implementation, some procedures are established as basic methodological requirements that guarantee the students' productivity to enhance speaking skills: *select a topic, assign tasks, arrange space, provide guidelines, rotation, interaction, discussion and feedback.*

1. Gallery walk

A Gallery Walk is an engaging, student-centered activity where learners move around the classroom or a designated space to observe, discuss, and reflect on various pieces of work displayed around the room. Each piece of work, often created by the students themselves, is presented on posters, charts, or digital displays.

Features of the Gallery Walk

This technique promotes active learning and integrates multiple language skills, particularly reading, speaking, and vocabulary development. It fosters peer interaction, supports kinesthetic learning styles, and encourages autonomy and critical thinking through discussion and interpretation of content.

Benefits of the Gallery Walk

For fifth-grade students at an A2 English level, the Gallery Walk provides meaningful language exposure in a dynamic environment. It enhances motivation, increases participation, and creates opportunities for contextualized language use, contributing to both linguistic competence and communicative confidence.

Gallery Walk Objective: the aim of this technique is to encourage active participation, critical thinking, and collaborative learning.

Implementation

Select a Topic: choose a theme or subject relevant to the curriculum, such as historical events, scientific concepts, or literary analysis.

Assign Tasks: have students work individually or in groups to create a visual representation of their assigned topic. This could include posters, models, digital presentations, or other creative formats.

Arrange the Space: display the students' work around the classroom or in a larger space if available. Ensure there is enough room for students to walk around and view each display.

Provide Guidelines: give students clear instructions on how to conduct the Gallery Walk. Explain the expectations for their presentations and interactions.

Rotation: divide students into small groups and have them rotate around the room to view each display. Allow sufficient time at each station for students to observe, ask questions, and take notes.

Interaction: encourage students to engage with the creators of each display. They can ask questions, provide feedback, and discuss the content presented.

Discussion: after the Gallery Walk, facilitate a class discussion to reflect on the activity. Ask students to share their insights, what they learned, and how they felt about the presentations.

Feedback: provide constructive feedback on both the content and presentation skills. Encourage peer feedback to foster a supportive learning environment.

Example:

Activity Name: **“All About Animals”**

Objective: to practice speaking and presentation skills while learning about different animals.

Procedure:

"Animals"

This topic allows students to explore animals they are interested in and share their findings with classmates.

Assign Tasks:

Have students choose an animal (woodpecker, hedgehog, racoon, deer, capybara, squirrel, skunk, and beaver) and create a visual presentation. This could be a poster with facts, a simple model, or a digital slideshow.

Provide a list of key points to include, such as the animal's habitat, food (likes and dislikes), physical characteristics, and interesting facts, curious data, guess what? Or did you know? (long life, social animals and daily life).

Arrange the Space:

Set up the classroom with different display areas for each student or group. Ensure there is enough space for students to move around and view each presentation comfortably.

Provide Guidelines:

Explain that each student will have a chance to walk around the room and view the different animal displays. They should read the information, ask questions, and take notes on what they find interesting.

Rotation:

Divide students into small groups. Each group starts at a different display and spends a few minutes exploring the information before rotating to the next station.

Interaction:

Encourage students to ask questions each animal they see and discuss the information with their peers. For example, a student might ask, "What does this animal eat?", "Where does it live?", "Can you describe this animal?" or Do you know a curious data about this animal?

Discussion:

After the Gallery Walk, gather the class and discuss what they learned. Ask questions such as, "Which animal did you find most interesting and why?" and "What new facts did you learn about animals today?"

Feedback:

Provide feedback on both the content and presentation. Highlight what was done well and offer suggestions for improvement. Encourage students to give feedback to each other in a positive manner. For instance, suggest them: Feel free to talk, do not focus in mistakes, because

this is part of the learning, look for the dictionary unknown words to potential their knowledge, use Spanglish if it is necessary but not all the time.

Example Outcome: students will gain a better understanding of various animals and improve their ability to communicate their ideas clearly. The activity encourages them to engage with their peers' work, ask questions, and share their own findings, making the learning process interactive and enjoyable.

In summary, Gallery Walks are highly effective for developing speaking skills in fifth graders by building confidence, increasing practice opportunities, facilitating peer or group feedback, and creating an inclusive, engaging environment where every student is encouraged to participate and speak.

2.- Telephone Game

The Telephone Game is a fun and engaging activity suitable for all ages that helps develop important communication and social skills. It encourages teamwork, active listening, and memory, as players must carefully pass along a message without changing its meaning. The game often results in amusing misunderstandings, making it an enjoyable way to highlight the importance of clear and accurate communication. It also serves as a useful tool for teaching children about the effects of gossip and the value of listening attentively.

Features of the Telephone Game

The Telephone Game, also known as Chinese Whispers, is a classic oral communication activity where participants sit or stand in a line or circle and pass a whispered message from one person to the next until it reaches the last player, who then says the message out loud. According to Hadfield & Hadfield (1999), this game is a highly adaptable classroom tool that promotes attention and listening in a playful context. Its simple structure makes it accessible for learners of all ages and language levels. The game naturally generates humorous errors, which serve as points of reflection on the nature of communication and language distortion.

Benefits of the Telephone Game

The Telephone Game offers several valuable benefits for language learning. It strengthens students' listening skills and memory in a fun, low-pressure setting. At the same time, it promotes teamwork, laughter, and positive interaction among classmates, helping to create a supportive and engaging learning environment. Through repeated participation, students develop key communication skills, learn to express themselves more clearly, and build confidence when speaking. The game also supports vocabulary growth and language development as learners focus on understanding and accurately sharing spoken messages.

Objective of the telephone Game:

The aim of playing the Telephone Game in class is to develop and improve students' communication skills, including clear speaking and active listening, while having fun and fostering social interaction.

Example:

Activity Name: **“Funny Phrases”**

Objective: to practice listening and speaking skills in a fun and engaging way.

Implementation:

Assign Tasks:

Explain to the students that they will play a game where they pass a message from one person to another. The goal is to see how the message changes as it gets passed along.

Arrange the Space:

Have students sit in a circle or line so they can easily whisper to the person next to them.

Provide Guidelines:

Start by preparing a simple, funny sentence that is age-appropriate and easy to understand. For example, “A hamster makes a tik tok with a shark.”, “I’m wearing green underwear.”, “My mom is a dinosaur.” or “If you kiss me, I’ll turn into a frog.”

Rotation:

Whisper the sentence to the first student in the circle or line. They then whisper what they heard to the next student, and so on, until the message reaches the last student.

Interaction:

The last student says the message aloud. Compare this message with the original sentence to see how it changed during the game.

Discussion:

Discuss with the class how the message changed and why it might have happened. Ask questions like, “What is the final message?”, “How did the message change during the game?”, “Why do you think this happened?”

Feedback:

Reflect on the importance of clear communication and listening carefully. You should be patient, you can also play a few more rounds with different sentences to practice and have more fun.

Example Outcome: students will enjoy the humorous outcomes of the game and learn about the importance of listening carefully and speaking clearly. The activity helps reinforce their understanding of how messages can get distorted and encourages them to pay attention to details in communication.

In summary, the telephone game is a simple yet highly effective method for improving fifth graders’ speaking skills by practicing, listening, vocabulary, and confidence in an enjoyable and interactive way.

3. Descriptive Drawing

The descriptive drawing activity involves creating visual representations based on verbal descriptions provided by a peer. This instructional strategy effectively enhances students’

speaking skills by fostering the connection between verbal and visual expression, enriching vocabulary, and improving sentence coherence. Additionally, it promotes active listening, effective communication, and collaborative learning within an engaging and meaningful context.

Features of the Descriptive Drawing

A descriptive drawing is a picture that shows something very clearly. It can be a person, an animal, a place, or an object. The goal is to draw with details so other people can understand what it looks like. For example, if they draw a cat, they can show the color of its fur, the shape of its ears, and if it has stripes or spots.

Benefits of the Descriptive Drawing

The benefits of descriptive drawing are many. First, it helps improve understanding, especially when explaining something complex or unfamiliar. In classrooms, it enhances learning by encouraging students to observe closely and describe what they see visually. It also builds communication skills, allowing ideas to be shared visually across different languages or learning levels. Descriptive drawing trains critical thinking as well, since creating it requires careful analysis of form and function. Finally, it blends creativity with structure—developing both artistic talent and precision, which is especially useful in design, science, and architecture.

Example:

Activity Name: “Who’s Who? – Profession and Occupation Drawing

Objective:

To practice vocabulary about professions, descriptive language, and listening skills through drawing people based on partner descriptions.

Implementation:

Assign Tasks:

Tell students they will describe and draw people doing different jobs. One student describes a profession and what the person looks like or what tools they use and the other listens and draws.

Arrange the Space:

Divide the class into pairs. One is the Job Describer, and the other is the Artist.

Provide Guidelines:

The Job Describer thinks of a profession (doctor, pilot, flight attendant, firefighter, teacher, chef, police officer, etc.) and describes:

- The person's clothes or uniform
- Tools or objects they use (e.g., stethoscope, helmet, book, cooking spoon)
- Actions or places where they work (e.g., hospital, school, kitchen)
- Appearance details (e.g., wearing a hat, glasses, boots)

Example: "This person wears a white coat and has a stethoscope around their neck. They work in a hospital and help sick people."

Rotation:

Draw:

The Artist listens and draws the person with the details mentioned.

Switch:

After 6–7 minutes, students switch roles.

Compare:

Pairs compare their drawings with the description and discuss differences or similarities.

Discussion:

Ask a few pairs to share their drawings and describe the professions. Discuss what made the descriptions clear or hard to understand. Ask questions like, "What was the hardest part about describing or drawing?" and "How can we improve our descriptions to make them clearer?"

Feedback:

Reflect on the importance of clear and detailed descriptions should have coherence and use body language to promote the imagination of the partner.

Outcome:

This activity helps students learn and practice vocabulary about professions, improves their speaking and listening skills, and encourages detailed description.

In summary, descriptive drawing acts as a bridge between visual and verbal skills, making speaking practice more accessible and effective for fifth graders by building confidence, enriching vocabulary, and encouraging structured, interactive oral communication.

3.5. Validation of the proposal

According to Creswell (2014), the validation of a research proposal involves ensuring internal consistency between the research problem, purpose, and methods, alongside ethical considerations and expert feedback. He argued every investigation should be validity with accuracy information that ensures the research findings have strong credibility in each stage.

3.5.1. Results and interpretation of the final diagnosis

After a deep analysis of the process with the students, the posttest was carried out to the same 32 learners, considering the similar initial dimensions criteria that were the pronunciation, vocabulary, fluency and confidence in speaking skills over a reference of 5 proficiency scales. The following chart (Table 11) shows the general average of the leaners.

Table 11: Posttest results

KEY speaking rubric dimensions	Performance per criteria over 5
Pronunciation	3,94
Vocabulary	3,81
Fluency	3,66
Confidence	3,5

Source: KEY speaking rubric pretest

Elaborated by: Ana Yamberla and Sandra Ipiales (2025)

Analysis and Interpretation of Posttest Results

Following the implementation of the adapted communicative activities aimed at enhancing speaking skills, the posttest results provide insight into learners' performance across four key dimensions of oral production: pronunciation, vocabulary, fluency, and confidence. These components were evaluated on a five-point scale, offering a measurable perspective on learners' speaking abilities.

As indicated in table 11, pronunciation showed the highest average score of 3.94, suggesting that students demonstrated notable improvement in articulating words accurately. This outcome was attributed to the consistent use of input activities, where learners were prepared by Total Physical Response (TPR) strategies, which supported better phonological awareness.

Vocabulary followed with a mean score of 3.81, highlighting students' capacity to use a broader range of lexical items during speaking tasks. Most of the students enjoy work with pictures, visual aids, flashcards and illustrated materials; the same were analyzed in context according to their needs. This progress is likely the result applying the telephone game and describing pictures as communicative tasks that encouraged active usage of new terms in meaningful scenarios.

Fluency, scoring 3.66, reflects moderate advancement in the ability to maintain speech flow without excessive hesitation. Nevertheless, activities such as training pronunciation through oral presentations, recording audios, upload shorts videos in the flip grid app, riddles, funny phrases tasks promoted spontaneous language use, as a result, meaningful communicative contexts helped reinforce word use in authentic interactions.

Finally, confidence received an average score at 3.5, indicating that students get progress in their authenticity. It means they feel comfortable communicate ideas, organizing their short presentation in pairs or teams without afraid. At first, when they started working in groups they saw it as a funny challenge and students were able to express themselves in a good atmosphere, contributing to the learner's confidence supported by communicative activities and tasks with different classmates in the classroom.

In summary, the posttest outcomes demonstrate a generally positive impact of the adapted communicative activities, particularly in pronunciation and vocabulary acquisition. As well, fluency and confidence had a valid result because children at the beginning of the year were not interesting in speaking other language, but at the end of the school year, they gained confidence and developed speaking activities without too much struggles. Thus, the methodological approach, showed alignment with the A2 descriptors and the communicative needs of fifth-grade learners at Unidad Educativa República del Ecuador.

Table 12: Comparison pre and posttest

KEY speaking rubric dimensions	Pretest	Posttest
Pronunciation	2,72	3,94
Vocabulary	3,09	3,81
Fluency	2,47	3,66
Confidence	2,88	3,5

Source: KEY speaking rubric pretest

Elaborated by: Ana Yamberla and Sandra Ipiates (2025)

Comparison, Analysis, and Interpretation of Pretest and Posttest Results

To evaluate the effectiveness of the adapted communicative activities designed to improve speaking skills in fifth-grade A2-level students, a comparative analysis was conducted between pretest and posttest scores across four key speaking dimensions: pronunciation, vocabulary, fluency, and confidence. As presented in Table 12, all dimensions demonstrated significant improvement, reflecting the positive impact of the instructional strategies implemented at Unidad Educativa República del Ecuador in Otavalo city.

Pronunciation showed the most substantial increase, rising from an average pretest score of 2.72 to a posttest average of 3.94. This notable gain highlights the effectiveness of activities

incorporating Total Physical Response (TPR), pronunciation drills, and listening discrimination exercises, which facilitated learners' awareness of accurate articulation and sound patterns.

Vocabulary also improved, moving from 3.09 in the pretest to 3.81 in the posttest. This result suggests that the use of visual aids, context-based tasks, and interactive word games expanded students' active vocabulary, enabling them to use more varied and appropriate words during oral interactions.

In terms of fluency, scores increased markedly from 2.47 to 3.66, indicating that students became more capable of maintaining speech flow with reduced hesitation. This improvement is likely due to frequent communicative practice through conversations, ask and answer questions to get information and cooperative learning, which encouraged spontaneous language production and helped learners' interaction each other.

Confidence, a critical affective factor in oral performance, rose from 2.88 to 3.5, reflecting enhanced self-assurance when speaking in English. The use of cooperative learning strategies, positive reinforcement, and supportive feedback contributed to creating a safe classroom environment where students felt more comfortable taking risks and expressing themselves.

Overall, the comparative data reveals a consistent upward trend across all measured dimensions, confirming that the adapted communicative activities effectively addressed both linguistic and affective barriers to speaking. These findings align with Communicative Language Teaching (CLT) principles, which emphasize meaningful interaction, learner engagement, and the development of communicative competence. Consequently, the results validate the proposed methodological approach as a suitable means of enhancing speaking skills in young A2-level learners.

CONCLUSIONS

The study reveals the importance of speaking skills in children's learners as the most practical one. Besides, the different approaches reviewed during the research demonstrated how using adequate strategies according their ages and needs have good outcomes. Furthermore, the theoretical frames studied indicate children learn English faster primarily as their brains are sponges. It means they have a great capacity to adapt and form new neural connections to absorb sounds, vocabulary, and grammatical structures almost naturally and without conscious effort.

The implementation of a mixed-method approach in the research work and the application in the learner's evaluation proved essential for ensuring the reliability and validity of the results. Additionally, integrating both quantitative and qualitative instruments, the study achieved greater precision in data analysis and interpretation, facilitating a comprehensive understanding of students' primary difficulties, as well as their subsequent progress and challenges in the development of communicative activities.

An outstanding achievement was appreciated in the pronunciation and vocabulary usage as a remarkable bridge to connect the fluency while speaking and confident in cooperative learning. The adapted communicative activities in the proposal encompassed dynamic activities like telephone game, communicative task through visual aids and pedagogical contents by gallery walk. It contributed in the development of the dimensions and strengthened the communicative competences in the young learners.

The integration of various methodological strategies, including Total Physical Response, cooperative learning, visual aids, and communicative teaching language, supported a comprehensive approach to language teaching. This combination not only enhances linguistic skills but also reduces anxiety and builds learners' self-esteem, which are crucial factors for successful language acquisition.

RECOMMENDATIONS

It is recommended that future research on speaking skills continue to address both the cognitive processes involved in language acquisition and the emotional needs of fifth-grade A2-level learners. Incorporating authentic and meaningful theoretical frameworks will provide solid support for maximizing student engagement and learning, with a particular emphasis on fostering oral interaction. Such an approach will strengthen the connection between classroom instruction and the learners' ability to communicate effectively in English in real-life contexts.

It is advised to maintain the use of a mixed-method approach, integrating both quantitative and qualitative components, to ensure an accurate and comprehensive understanding of learners' progress and challenges in speaking skills. Furthermore, it is advisable to administer a pretest to determine students' initial proficiency level, followed by a posttest to assess the extent of their advancement over the course of the instructional intervention.

It is encouraged to create a good classroom atmosphere where students feel comfortable making mistakes and having an enjoyable learning. Designing contents with flexible activities that allows learners be participated, using body language, enhancing the vocabulary retention to help them to promote confidence and reduce speaking anxiety.

It is advisable to implement a combination of diverse methodological strategies, including Total Physical Response, Cooperative Learning, Visual Aids, and Communicative Language Teaching. This multidisciplinary approach ensures the accommodation of various learning style, visual, auditory, interpersonal, and kinesthetic, thereby facilitating effective speaking performance and fostering greater linguistic competence among English learners.

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ANNEXES:**Annex 1: Matrix of variables**

OPERACIONALIZATION MATRIZ – NATURAL APPROACH				
DEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Speaking Skill	Speaking skill refers to the ability to convey thoughts, ideas, or information effectively through spoken language, often in a manner that is comprehensible, coherent, and appropriate to the context and audience. It encompasses both linguistic competence	Pronunciation	Intonation	() Very Low () Low () Regular () High () Very High
		Vocabulary Usage	Basic Vocabulary	
			Use of High-Frequency Words	
			Contextual Understanding	
		Fluency	Pausing	
			Naturalness	
		Confidence in oral communication	Eye Contact	
			Body Language	
			Engagement and Interaction	

	(grammar, vocabulary, pronunciation) and communicative competence (fluency, coherence, interactional strategies) (Celce-Murcia et al., 1995).			
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INDEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Communicative Activities	Communicative activities refer to interactive tasks or exercises designed to promote communication and language development among individuals. These activities are widely utilized in educational settings, language learning	Language in Context		() Poor Confidence
			Descriptive drawing	
			Vocabulary Expansion	
		Social Interaction		() Low confidence
			Interactive Tasks	() Moderate confidence
			Telephone Game	confidence
		Effective Learning Environment	Gallery Walk	() High confidence
			Collaboration and Problem-solving	() Very high confidence
			Speaking Practice	confidence

	<p>programs, and professional development contexts. Apart from this, in language teaching focus on real-life situations to promote communication among learners. (Doe, J. 2021).</p>			
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Annex 2: Stages of the research project

Phase	Overview	Procedures	Agents
Problem Identification	Determine the research focus and methods.	Assess prior studies and relevant literature.	Researcher Tutor
Theoretical framework	Outline the conceptual framework for the study.	Seek scholarly sources for theoretical grounding.	Researcher
Development of Measurement Tools	Set criteria for data collection.	Create and validate a diagnostic test and a questionnaire.	Researcher
Application of Instruments	Execute data collection methods.	Conduct the diagnostic stage, survey, pre-test and post-test.	Researcher
Interpretation of Collected Data	Compile findings to understand the students' current state.	Perform statistical evaluations to draw inferences from the collected data.	Researcher
Compilation and synthesis of findings, conclusions and recommendations.	Consolidate study findings and formulate implications.	Draft the comprehensive report detailing findings, conclusions, and recommendations.	Researcher

Annex 4: Validation Instrument

CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: “Communicative Activities for improving Speaking Skills in A2 level students in fifth grade”

AUTHOR(S): Ipiales Sandra and Yamberla Ana

VARIABLE:

SPEAKING SKILL

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	Pronunciation <ul style="list-style-type: none"> • Intonation 	x		x		x	
2	Fluency <ul style="list-style-type: none"> • Pausing • Naturalness 	x		x		x		
2	Vocabulary <ul style="list-style-type: none"> • Basic Vocabulary • Use of high frequency words 	x		x		x		



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: “Communicative Activities for improving Speaking Skills in A2 level students in fifth grade”

AUTHOR(S): Ipiales Sandra and Yamberla Ana

VARIABLE:

COMMUNICATIVE ACTIVITIES

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
1	Language in Context <ul style="list-style-type: none"> • Interactive Story Circles • Descriptive drawing • Vocabulary Expansion 	x		x		x		
2	Social Interaction <ul style="list-style-type: none"> • Language Learning Stations • Interactive Tasks • Pair taping • Telephone game 	x		x		x		

3	Effective Learning Environment <ul style="list-style-type: none"> • Gallery walk • Collaboration and Problem-solving • Speaking Practice 	x		x		x		

Comments (specify if there is sufficiency): **There is sufficiency**

Assessment of applicability: **Applicable [x]** **Applicable after correction []** **Not applicable []**

Validator's full names. **PH.D. Marisela Jiménez Álvarez** **I.D.M156742**

Validator's area of expertise: **PH.D IN ENGLISH LANGUAGE**

Date: 27th July, 2024.

¹**Pertinence:**The item corresponds to the theoretical concept declared..

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

³**Accuracy:** The item is understandable, concise, direct



Expert's signature.



Annex 5: Pre test Instrument

PRE-TEST QUIZ

Student's Name: _____

Date: _____

Teachers: Ipiales Sandra and Yamberla Ana

Class: 5th grade Parallel: C

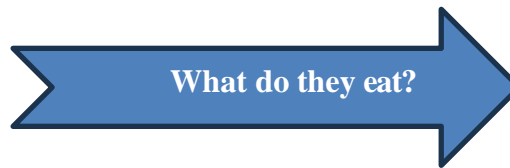
Objective: To assess the speaking skills of 5th-grade students in the Unidad Educativa “República del Ecuador” in the school year 2023-2024 with an A2 English level before adapted Communicative Activities to enhance these skills.

Instructions: Read each question carefully. Then work collaborative to answer the questions orally and gather relevant information from your classmates.

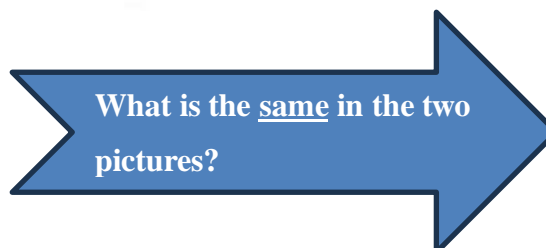
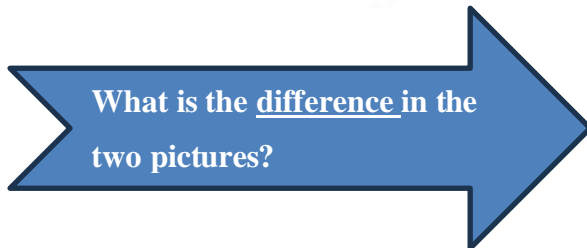
Activity.- Work in pairs, look at the pictures and discuss about these cute animals.



PICTURE 1.



PICTURE 2.




THANK YOU FOR YOUR ACTIVE COLLABORATION.

GOOD

JOB!!!



Elaborated by: Ipiales Sandra and Yamberla Ana (2024)

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Annex 6: Speaking Assessment Rubric



“REPUBLICA DEL ECUADOR” HIGH SCHOOL

Speaking Assessment Rubric

Name: _____ **Date:** _____

Grade: _____

With Scale: 1-5 (1: Low proficiency, 5: High proficiency)

Criteria	Description	Scale				
		1	2	3	4	5
Pronunciation	Ability to pronounce words clearly and accurately, including intonation and stress.	1	2	3	4	5
Vocabulary Usage	Appropriateness and range of vocabulary used in context.	1	2	3	4	5
Fluency	Speaking smoothly without excessive hesitation or pauses	1	2	3	4	5
Confidence	Assurance and poise in delivery; lack of nervousness.	1	2	3	4	5

Scoring Guidelines:

- 1 (Low Proficiency): Significant issues across all aspects; unable to communicate effectively.
- 2 (Basic Proficiency): Limited ability; frequent errors; difficulty in maintaining conversation flow.
- 3 (Moderate Proficiency): Adequate performance; some errors but generally understandable.
- 4 (High Proficiency): Mostly accurate; good flow and coherence; demonstrates confidence.
- 5 (Excellent Proficiency): Near-native proficiency; accurate, fluent, and confident delivery.

Overall Assessment:

Score Range: 6-30

Interpretation:

6-12: Needs Improvement



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13-18: Basic Proficiency

19-24: Good Proficiency

25-30: Excellent Proficiency

Elaborated by: Ipiales Sandra and Yamberla Ana (2024)

Annex 7: Initial Student Survey



“REPUBLICA DEL ECUADOR” HIGH SCHOOL

SURVEY

Name: _____ **Date:** _____

Grade: _____

Initial-Implementation Survey for Student Perceptions (A2 Level, 5th Grade)

Objective: To diagnostic the effectiveness of Communicative activities in the development of the English speaking skills in the 5th-grade students group level A of the Republica del Ecuador High School from Otavalo city in the school year 2023-2024.

Instructions: Please answer the following questions to help us understand your thoughts and expectations regarding the communicative activities we will be implementing in our English class.

1.- How do you grade your confidence in speaking English?

() Very Low

() Low

() Regular

() High

() Very High



2.- How do you feel when you speak English with your classmates?

- Excited
- Confident
- Sometimes Confident
- Boring
- Nervous

3.- Which activities do you want to practice in English classes?

- Gallery walk Descriptive drawing
- Telephone game

4.- Do you think these activities will help you to improve in your speaking English?

- Totally agree
- Agree
- Probably
- Disagree
- Never

5.- When you practice speaking, how do you develop it?

- Eye contact
- Body Language
- Taking turns
- Imitate



Say aloud

6.- Do you think speaking English is a challenge for you?

Always

Usually

Sometimes

Rarely

Never

If you say always, let me know, why?

7.- How much time would you like to practice Speaking in class:

Less than 5 minutes

5 to 10 minutes

10 to 15 minutes

One hour of classes

More than that

8.- How do you do before speaking?

I use my memory

I use vocabulary keys

I repeat after the teacher

I use a dictionary



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Sticky notes

9.- When you do a speaking activity, do you more often do it in :

Groups

Pairs

Whole class

Individually presentation

Face to face (Teacher and student)

10.- When you are developing oral communication, do you like:

Moving around

Working with pictures

Working outside

Listening to sound and music

Interviewing

Elaborated by: Ipiales Sandra and Yamberla Ana (2024)



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Annex 8: Final Student Survey



“REPUBLICA DEL ECUADOR” HIGH SCHOOL

SURVEY

Name: _____ Date: _____

Grade: _____

Final-Implementation Survey for Student Perceptions (A2 Level, 5th Grade)

Objective: To gather to relevant data of the application process of communicative activities in the development of the English speaking skills in the 5th-grade students group level A of the Republica del Ecuador High School from Otavalo city in the school year 2023-2024.

Instructions: Please reflect on your experience with the communicative activities we did in our English class.

1.- Did you find the communicative activities helpful in improving your English-speaking skills?

() Not Helpful at All

() A little Helpful

() Regularly

() Very Helpful

() Extremely Helpful

2.- Which activities did you enjoy the most?

() Interactive Story Circles

() Telephone game



- Language Learning Stations Descriptive drawing
 Gallery walk Pair taping

3.- Do you feel more confident in speaking English after participating in these activities?

- Poor Confidence
 Low confidence
 Moderate confidence
 High confidence
 Very high confidence

4.- Did the activities meet your expectations?

- Always
 Usually
 Sometimes
 Rarely
 Never

5.- What activities do you recommend to other students?

- Interactive Story Circles Telephone game
 Language Learning Stations Descriptive drawing
 Gallery walk Pair taping

6.- How do you feel about working in groups for English speaking activities?

- Excited



Interesting

Strongly

Upset

Boring

7.- Follow grammar structures in speaking skills help to :

Get fluency in speaking

Organize ideas

Have a variety vocabulary

Speak clarity

Less errors in speaking

8.- In which aspects did you improve your speaking skills?

Pronunciation

Fluency

Vocabulary

Confidence

Intonation

9.- In Speaking classes the teacher divides according the needs:

Groups

Pairs

Whole class



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- Individually presentation
- Face to face (Teacher and student)

10.- The adapted communicative activities were practiced:

- Moving around
- Working with pictures
- Working outside
- Listening to sound and music
- Interviewing

Elaborated by: Ipiales Sandra and Yamberla Ana (2024)



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Annex 9: Teacher Questionnaire



REPÚBLICA DEL ECUADOR” HIGH SCHOOL

2024 - 2025

**Teacher Questionnaire on Effectiveness and Practicality of Communicative
Activities (A2 Level, 5th Grade)**

Name: _____ **Date:** _____

Level: _____

Objective: To assess the development of the effective communicative activities applied for English teachers for improving speaking skills among fifth grade students in A2 level, of the Republica del Ecuador High School from Otavalo city in the school year 2023-2024.

Instructions: Your responses are important in helping us evaluate the effectiveness and practicality of the communicative activities implemented in the English class.

1.- How effective do you think the communicative activities are suitable for improving English speaking skills in learners?

() Highly effective

() Significantly

() Considerably

() Moderately

() Highly Low

2.- What communicative activities do you apply in your class? Please enlist them.



3.- Are there any challenges or difficulties in putting these activities into practice in your teaching English class? If yes or no, please specify.

4.- How often do you apply the telephone game in the teaching process?

- Always
- Usually
- Sometimes
- Often
- Never

5.- Having a big number of students, how do you manage the group for practicing oral communication in your classes?

- Groups
- Pairs
- 2 or 3 students only
- Individually presentation
- Face to face (Teacher and student)

6.- Based on your experience, what method do you use to engage learners for improving oral communication? Why?

- TPR Total Physical Response
- CLT Communicative Language Teaching



Gamification

Modeling

Cooperative learning

7.- How would you rate the variety of communicative activities offered in your English classes?

Insufficient

Adequate

Neutral

Good

Excellent

8.- Do you think integrating technology (e.g., online speaking platforms, language learning apps like flip grip, coogle, etc.) could enhance communicative activities in improving speaking skills?
Why?

Always

Usually

Sometimes

Rarely

Never

Why? _____



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9.- According to your own experience, what strategies, techniques or activities did you apply to practice speaking with your students? Detail three or more.

10.- How do you progress your teaching in speaking skills through strategies, techniques or activities you mentioned before?

- Not much improvement
- Some improvement
- Significant improvement
- Unsure
- Improvement

THANK YOU FOR YOUR COLLABORATION.

Elaborated by: Ipiales Sandra and Yamberla Ana (2024)