

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“USING COMMUNICATIVE APPROACH-BASED ACTIVITIES FOR
DEVELOPING CONVERSATIONAL SKILLS IN A1 ENGLISH
LEVEL STUDENTS IN AN ECUADORIAN PUBLIC HIGH SCHOOL:
AN EXPLORATION OF STUDENTS’ PERSPECTIVES AND THEIR
SPEAKING IMPROVEMENT”**

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Presentado por:

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DEDICATION

This work is dedicated to God, my husband, my beloved children Doménica and Mathews, my parents, my sister, my nephews, niece and the rest of my family whose encouragement make me able to finish this work.

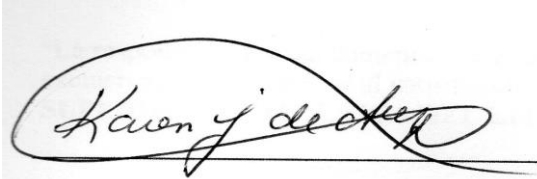
WENDY MOREIRA CELORIO

DEDICATION

This work is dedicated to God, my beloved wife, and my family, who have served as my inspiration to successfully develop this work.

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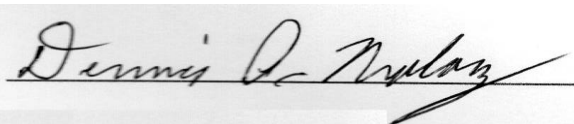
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ABSTRACT

This study explores A1 students' perceptions of the application of communicative approach-based activities for developing conversational skills in an Ecuadorian public high school. The participants used surveys and opinion sharing activities in class. The study combined the elements of the qualitative and quantitative research approaches. The qualitative data was collected through individual interviews and a focus group. Quantitative data was obtained through the administration of a pre- and a post-test. Both tests assessed students' speaking skills before and after the intervention, measuring the progress of the participants. The results showed that the implementation of communicative based-approach activities (surveys and opinions sharing activities) in EFL classrooms does contribute to developing students' conversational skills after using them on a regular basis.

KEYWORDS: surveys, opinion sharing activities, Communicative Language Teaching Approach, communicative activities, EFL classroom, students' interaction.

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ABBREVIATIONS

| | |
|------|--|
| CLTA | Communicative Language Teaching Approach |
| EFL | English as a Foreign Language |
| MOE | Ministry of Education |
| Ss | Surveys |
| OSAs | Opinion Sharing Activities |
| II | Individual Interviews |
| FG | Focus Group |
| CEFR | Common European Framework of Reference for Languages: Learning, Teaching, and Assessment |
| SPSS | Statistical Package for the Social Sciences |

CHAPTER I

1.1 Introduction

In the Ecuadorian public institution, place of the intervention, there are A, B and C levels per scholar year for EFL classes. Students participating in this study are first – year baccalaureate students whose English level is A1. These students use an Oxford University Press textbook which is suitable for A1 English level students and according to the requirements of the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR). CEFR states that users at an A1 level: “Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help” (Council of Europe, 2016).

Even though students use textbooks aligned with the CEFR whose content include speaking activities, they do not use English for communicative interaction in classrooms. Developing students’ ability to use English for conversational purposes is one of the educational issues that instructors have to face on a daily basis in public high schools in Ecuador.

Consequently, to enhance students’ conversational skills, the authors of this study develop this work with the aim of exploring students’ perspectives about the use of communicative approach-based activities (surveys and opinion sharing activities) for speaking skill development. This intervention consists of promoting students’ interaction in classrooms through information gathering activities where students have to gather information by conducting surveys and opinion sharing activities where participants have to discuss a particular topic.

The importance of this study resides in determining if the application of Communicative Approach-based activities promote A1 level students conversational skill in a public Institution of the Coastal Region of Ecuador. This is done through the use of individual interviews, focus group discussions, a pre-test, and a post-test. In this respect, we will employ the competencies of the Common European Framework of Reference for Languages for speaking interaction at the A1 proficiency language level.

1.2.1 General objective

Identify A1 English Level Students' perceptions of the application of Communicative Approach-based activities for developing conversational skills.

1.2.2 Specific objectives

- a. Interview students individually and through focus group discussions to determine their views about the use of communicative-based activities such as student-conducted surveys and opinion sharing activities for developing conversational skills.
- b. Measure A1 students' conversational skills development through a pre- and post-test.

1.3 Research Questions

The authors of this study posed the research questions to find out the effect of Communicative Approach-based activities such as student-conducted survey and opinion-sharing activity on students' conversational skills development as well as to analyze students' perceptions of the application of those communicative activities. This study attempted to answer the following:

How do Communicative Approach-based activities such as student-conducted survey and opinion-sharing activity influence the conversational skills development of A1 English Level Students in an Ecuadorian Public Institution?

1.3.1 Sub-research questions

- 1) Are there any improvement in the conversational skill development as a result of the communicative language teaching approach based-activities on the first year of baccalaureate students in an Ecuadorian Public Institution?
- 2) What are the A1 English Level students' perceptions of the application of the communicative approach based activities to improve their conversational skill?

1.4 Conclusion

The development of this study determines the importance of the implementation of communicative approach-based activities (surveys and opinion sharing activities) for enhancing students' conversational skills. It also contributes to the improvement of the teaching practice due to the information included in this study serves as a reference for teachers to make significant decisions that positively impact their teaching quality.

CHAPTER II

2.1. Introduction

This study is carried out in an Ecuadorian Public high school. The students who take place in this study are first-year baccalaureate students whose English level is A1. Because students do not use the target language in classroom interactions, the researchers carried out this study after obtaining permission of the authorities of the Institution. Furthermore, as that students were minor we also asked for permission to their parents by sending them an informed consent form. We informed them that the purpose of the research was enhance students' speaking skills through the application of communicative approach-based activities (surveys and opinion sharing activities) in EFL classes. The findings of this research will give teacher insights to identify which aspects interfere in students speaking skill development.

2.2 The Institution, its Students and Instructors

The Institution where the study is carried out is a public high school located in a Coastal city of Ecuador. This Institution was private until 2014, but by the Ministerial Agreement No. MINEDUC-ME-2015-00077-A of May 2015, this educational unit is part of the public system now. However, they still work with the same English as a foreign language (EFL) curriculum they used when it was private. They do so, because of guidelines issued by the Ministry of Education to the Military Educational Institutions sending by means of a memo No. MINEDUC-CZ7-2016-013797-M.

The latter agreement gave the Institution the autonomy to manage the EFL classes according to the Institutional policies. In this respect, unlike other public high schools, in this institution, EFL classes are delivered by levels A, B, and C per scholar year according to their English proficiency. By applying a placement test, this public institution determines the students English proficiency level at the beginning of the scholar year. In every class, there is an average of forty students. Students who have C level are the ones who achieved the highest scores on the placement test. Students who have B level are students whose proficiency level is intermediate. Finally, students whose level is A obtained the lowest score on the placement test. It is important to state that teachers design the placement test taking into consideration the content of the textbook of each level.

Students and teachers do not use the English book provided by the Ministry of Education but textbooks from Oxford University Press. The content of the textbook, Solutions elementary, is according to the Common European Framework of Reference for

Languages: Learning, Teaching, and Assessment which prepares students to obtain the A1 English proficiency level.

After applying the MM publication online placement test to the first year baccalaureate students, the ones who obtained A1 English level (according to the CEFR) participated in this study. CEFR states that users at an A1 level: “Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help” (Council of Europe, 2016).

Even though students at this level are expected to use the target language for communicative interaction, they are not able to hold basic conversations in the classroom setting. It is important to highlight that the participants involved in this study have acquired the range of vocabulary and basic grammar structures necessary for developing short dialogues. However, they find it difficult to do it. According to the researchers, the aspects that hinder the students’ speaking development are:

- The conditions set in these schools as the number of students per class (from 38 to 45)
- The lack of proper speaking activities in the textbook.
- The deadlines to complete the annual plan, do not allow teachers to put the appropriate emphasis on developing this skill in students.

One of the researchers is an instructor in the institution where the study was conducted so this was considered as an advantage because students received the EFL classes while the intervention was implemented. The other researcher carried out other activities such as supporting the instructor at the time of applying the communicative activities in the classroom and recording students’ answers when conducting individual interviews and focus group discussions.

2.3 The Need for this Research Project

During the time we have taught English as a foreign language in Ecuadorian public institutions, we have realized that students have a particular difficulty with speaking skills. Even though most students have command of basic vocabulary and grammar structures, they have difficulties in holding a basic conversation using the target language. In fact, students avoid using English for communication in classrooms. For that reason, it is underpinning to mention that one of the possible reasons for this problem is the lack of

speaking practice in real life context and also the scarce use of proper activities that promote student interaction in class.

2.4 Conclusion

This work will serve as a reference for teachers who are concerned about developing students' speaking skills through the application of Communicative approach based-activities (surveys and opinion sharing activities). Furthermore, it will create new insights about the effective implementation of communicative activities in EFL classroom for students' conversational skill development.

CHAPTER III

3.1 Communicative Approach

The Communicative Approach, also known as Communicative Language Teaching Approach (CLTA), is one of the most widely used approaches for language teaching in EFL contexts. It emerged decades after the Second World War when the society experienced changes in education (Swarbrick, 2002). In the 1980's, the interest in learning English increased for many reasons namely business, vacations, and especially for accessing education, which led to classrooms filled with heterogeneous learners. Interested individuals required to develop communicative skills fast and the CLTA offered them such results through a wide variety of communication-focused activities (Richards, 2005). The combination of these circumstances resulted in the emergence of the CLTA which up to these days has had a great impact on the language teaching curricula all over the world, especially in contexts where non – native English teachers teach English as a foreign language.

Richards (2005) states that the CLTA is a set of rules which guides the whole teaching learning process towards better results in the classroom (p. 2). To Savignon (2007), the foundation of the CLTA is to encourage learners to develop their communicative competence. Canale & Swain (1980) add that CLTA approach focuses on developing communicative functions like apologizing, describing, inviting, promising, among others that require the learners to use grammatical forms and structures of the language for communicating effectively.

Richards (2005) states that the CLTA approach is based on pair or group activities in the classroom to improve the students' speaking skill. Moreover, Ellis (2003) states that speaking skills help students communicate effectively (p. 340).

Mustapha & Yahaya (2013) also mention that CLTA contributes to the improvement of classroom practices. Widdowson (1989) points out; in his work, this author confirms that the continuous use of English in communicative activities fosters language acquisition. Canale & Swain (1980) suggest that it is essential to involve second language learners in authentic communicative activities where the learners interact with other speakers in real-life-like situations. Such activities embrace a great variety of topics according to the students' learning purposes (Jacobs & Farrell, 2003).

CLTA activities include role plays, dialogues, task completion activities, information-gathering activities (surveys, interviews, and searches), information-sharing

activities, information-transfer activities, and task based language teaching activities (Richards, 2005). In fact, CLTA tasks give the learners the responsibility of their learning as they have been designed to be developed mainly in groups. Jacobs & Farrell (2003) point out that CLTA activities have several advantages such as (1) learners can assimilate information through listening language while they are interacting; (2) group work positively influence learning motivation; and (3) it results in fluency development.

To sum up, when learners take part in activities which encourage them to use the language for transmitting their ideas and actually use the target language instead of just language structures, it ensures overall learners' skills development. In this sense, (1991) indicates that communicative activities are effective only if learners have the necessity to convey and use the language for communicative purposes.

3.2 Communication

To address Communicative approach-based activities for developing conversational skills, it is essential to talk about communication, act through which people share information. Alberts, Nakayama, & Martin (2015) state that communication is one of the expressions of human beings (p. 4). It is marked by different contexts that hamper the communicating process (Findlay, 1998, p. 33). Briguglio (2000) points out that the cultural environment impacts the development of speaking skills due to people interpret the world according to their culture.

According to Pinker (1995) language is present in all aspects of our lives and people can start a conversation with anyone effortlessly. In other words, language comes from within human beings, and it is used since childhood with no awareness of any rules, until it is the same in every adult, with a slight difference in the way they interpret information. On the other hand, learning a foreign language is a process which takes time and patience (Larrotta, Moon, & Huang, 2016, p. 171).

One of the most relevant aspects of language teaching is to identify the activities which could have a positive impact on students' conversational skills development. If students do not receive authentic exposure to the language, they will not be able to use the target language for communication (Ellis, 2005). That is the reason why it is essential to find a proper methodology that promotes students participation resulting in "genuine communicative situations in the language classroom" (Dörnyei & Thurrell, 1994, p. 40). Allwright (1984) points out in his study that the immersion of students in daily conversation provides authentic communication practice.

To develop students' speaking ability, it is indispensable for teachers to emphasize interaction in the classroom setting through activities with a specific real-life focus. According to Widdowson (1989), it is proper to use the target language according to the circumstances "adjusted to the communicative purpose required of the context" (p. 136). That is why the application of the Communicative Language Teaching Approach in EFL classrooms is one of the best alternatives to develop conversational skills in high school students of public institutions in Ecuador as we cite next.

3.3 Role of the Communicative Approach in the Ecuadorian EFL Curriculum

The CLTA is within the core principles in the EFL curriculum and it asserts that "language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized" (EFL Curriculum, 2016, p.243). In this sense, CLTA has the intended purpose of preparing students to use English effectively in written and oral communication. It is important to highlight that the CLTA is one of the essential elements of the EFL curriculum of Ecuador and its main objective is to develop students' conversational skills instead of increasing students' "linguistic content learning". Consequently, to develop students' speaking skills, the EFL curriculum emphasizes the use of a great variety of activities which engage students in daily interaction (EFL Curriculum, 2016, p.243).

3.4 Proficiency Levels in the Ecuadorian EFL Curriculum

The levels of proficiency entailed in the EFL Curriculum of Ecuador conform to the outcomes specified in the Common European Framework of Reference for Languages (CEFR). The main objective of placing parallel the CEFR with the levels of Proficiency of the EF Ecuadorian Curriculum is to have students effectively develop their critical thinking while they are using the target language in a great variety of situations in the classroom setting. (EFL Curriculum, 2016)

According to Estándares de Calidad Educativa (2012), "the proficiency levels set by the CEFR and established as the benchmarks for Ecuador' English Language Learning Standards [ELLS] are A1, A2, and B1. The progression of the level is the following: (1) Level A1: At the end of 9th year Educación Básica General (2) Level A2: At the end of 1st year Bachillerato (3) Level B1: At the end of 3rd year Bachillerato (p. 10)."

With regard to the Level A1 which is the level of the participants of this study, the CEFR (2001) asserts that according to the Level A1, learners can talk to another

person whenever it is about familiar topics and when the other person speaks slowly and is willing to help them answer correctly (p. 26).

Hence, The EFL curriculum considers it fundamental to take into account students' background regarding their cognitive, social, emotional and physical aspects "as well as their language abilities" while they are moving forward through the different levels of the CEFR (EFL Curriculum, 2016). It is imperative to mention that the EFL Ecuadorian curriculum emphasizes the importance of motivating learners to learn English through meaningful tasks that encourage them to take part in the activities developed in the class as well as increasing their interest in learning by way of activities which get students' attention.

3.5 Speaking Skills Development

Speaking is the most crucial skill in the language learning and has been the focus of much research developed by linguistics and psychologists for years (Lightbown & Spada, 2013). Nazara (2011) presents arguments to emphasize that language learners find speaking as one of the hardest ability to master due to the fact this skill is one of the productive ability required for effective communication development (Boonkit, 2010).

Palmer (2014) points out that "the vast majority of our communication is oral" (p. 106). This author also expresses that when people are impressed by the way a well-known speaker gives a lecture, we do not take into consideration the proper use of the grammatical structures in his speech, but the way the speaker uses the language for conveying his message and engaging the public.

The language acquisition begins when children make the first vocalizations and this takes place at birth when they cry. Furthermore, for children, crying is a way of communicating when they are hungry or they do not like something. They also make sounds when they are happy and see the world around them. Generally, at 12 months old they begin to produce a word or two that everyone recognizes. At two year old, they produce at least 50 different words. At the same age, they can make simple sentences in which mention the most important grammatical functions and they omit some parts of real sentences but they have word order. At three year old, children's cognitive development is better so they show better languages features but they do not use temporal adverbs: tomorrow, or last week (Moerk, 1996 & Lightbown & Spada, 2013).

Lightbown & Spada (2013) Children communicate to others from preschool and in school years this ability expands and grows (p. 13). Moreover, at school years, reading improves metalinguistic awareness which helps children understand and use words to communicate with their friends and family (Lightbown & Spada, 2013, p. 13).

Now, according to the behaviorist theory of language acquisition, children learn their first language through selective imitation of new words and structures, and when these elements become familiar they continue to imitate new ones (Lightbown & Spada, 2013, p. 16). Clark (2009) points out that adults are a great source for language acquisition when interacting with children. Another theory about language acquisition is the innatist. Lightbown & Spada (2013) stated that the innate universal principles are the basis of human languages (p. 20). Furthermore, Chomsky stated that the innate property in children's brains, also called universal grammar, helps them take advantage of the input from the environment easily; therefore, learning a language does not need formal instruction (Lightbown & Spada, 2013, p. 20). Penfield & Roberts (1959) state that human beings learn their native language thanks to a natural endowment they are born with and interaction at every stage while they grow.

In addition, the interactionist - developmental perspectives also explain first language acquisition. For instance, Developmental and cognitive psychologists have stated that the interaction between children and the environment yields language acquisition, which is also supported by children's cognitive development through the stages they go through while growing (Lightbown & Spada, 2013, p. 24). Regarding this aspect, Clark (2009) remarks that the exchange of information between children helps them to adapt to the language they are using. Language acquisition from the behaviorist perspective indicates that the environmental elements are essential factors for allowing children to recognize and make relations between circumstances and inner conditions of mind (Ingram, 1989).

3.6 Development of Speaking Skills in Second Language Contexts

Speaking is a fundamental element for language learners because they are constantly making use of the language for social interaction for communicative purposes (Saville-Troike, 2006). Some researchers believe that students add structures to their language knowledge as they use them; then they convey messages through the combination of these structures (Nunan, 1991).

Moreover, information from second language classrooms demonstrates that people communicate in a second language vertically or discursively by using the expressions they already know, using and improving the expressions they hear, and comparing two formulaic utterances Ellis (1984) as cited by Nunan (1991, p. 46). In fact, most students' classroom communication involves incomplete expressions or utterances with some important elements absent (Ellis, 1994).

In 1991, Nunan pointed out that according to some SLA researchers second languages acquisition happens throughout a mechanism created by language learners; such mechanism is generally the use of some important pieces of the language and even though these structures are not completely well structured, they still convey a message.

According to Cook (2013) & McLaughlin (1977), children are more likely to acquire an improved pronunciation than teenagers since it was not possible to acquire an accurate accent during the period of the previous to their teens. Cook (2013) also indicates in his work, that even though older learners are not good at pronunciation, they are good on other aspects like vocabulary. As a consequence, the language learning is generally influenced by learners' age in some way, but there are other aspects that impact language acquisition such as social interaction with people from different ages and foreign language contexts. McLaughlin (1977) indicates that there are some specific differences in the way children and adults learn a language; children first language acquisition depends on the natural environment and adults' language acquisition depends on instruction.

Boxer (2004) states that the explanation of the ability to speaking a first and a second language lies in "three theoretical models" such as Language Identity, Language Socialization, and Sociocultural Theory (p. 8). Tomlin argues [...] that L2 speakers tend to consistently foreground pivotal information in discourse while L1 speakers maintain some proportion between the pivotal and nonpivotal information (as cited in Frawley & Lantolf, 1984).

Flege, Frieda, & Nozawa (1997) state that the Critical Period Hypothesis enlightens L2 learners foreign accent (p. 170). However, McLaughlin (1977) states that the CPH does not explain which mechanism in the human body loses its capacity to generate vowels and consonants in the L2 when people age (p. 171).

Furthermore, in (2009), Weissheimer & Mota state that "one way to address L2 speech production is to investigate the impact of working memory capacity on speech performance" (p. 93). Similarly, according to Temple (as cited in Mizera, 2006), [...] the

working memory capacity has a stronger influence on L2 oral production in the early stages, when the processes underlying speech are less automatized.

Also, Ellis (1997) state that learners acquire a second language as a result of the interaction between the discourse from the environment and the internal language processing they have (p. 44). Therefore, in order to develop conversational skills in second language learners, it is important to have them speak English among them and to the teacher in the classroom, based on CLTA activities.

3.7 Development of Speaking Skills in Foreign Language Contexts

Nunan (1991) as cited in Leong & Ahmadi (2017, p. 34) states that developing the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. Perry, Broughton, and Brumfit (1979) declare that at the beginning of learning a new language the students' production depends on the teacher, then as the student advances, he is permitted to speak on his own as long as his utterances make sense.

According to Brown & Yule (1983), the main purpose for EFL learner is to use the target language for communication. In fact, the authors indicate in their study that "it is obvious that all foreign learners of English, who wish to learn the spoken form of the language, need to be able to express their transactional intentions" (p. 14). In this sense, Leong & Ahmadi (2017) remark that the lack of knowledge of the language hinder students from communicating in another language efficiently.

Leong & Ahmadi (2017) state that teachers do not give enough opportunities so that students can speak English inside the classroom, supposedly because it will not be in the examinations. However, Bashir, Azeem, & Dogar stated that teachers could use short questions and short dialogues in the classroom to develop their students' speaking skill (as cited in Leong & Ahmadi, 2017).

Moreover, Asher (2003) confirms that students like to repeat their teacher's utterances immediately after he finishes speaking. Mazouzi (2014) states that classroom practice boosts students' communicative competence and language knowledge (p. 8).

The role of the teacher's stimuli and direction in the classroom is vital to the development of the speaking skills in the students, through the application of the appropriate activities (Hughes, 2002). It is important to highlight that the students' emotions affect their right use of the target language when they have to produce oral utterances to express their ideas (Tanveer, 2007). Therefore, Hembree (1988) claimed that

through the cognitive, affective, and behavioral approaches, teachers could help students overcome their fear to speak in another language (as cited in Kondo & Ying-Ling, 2004).

Developing speaking, listening, reading, and writing in students is hard when English, for instance, is not spoken out of the classroom and its only source of practice is the teacher's methodology and ability to motivate his students (Ellis, 1996). Also, the reason why learning another language is hard for foreign language learners with is because they do not have good oral, or written language skills in their native language, nor innate foreign language aptitude (Miller, Bender, & Schuh, 2006).

Moreover, pronouncing a foreign language accurately is difficult for older learners (Flege & Davidian, 1984). Krashen, Long, & Scarcella (1979) state that childhood is the best time of life to learn a second language (p. 573).

In the field of foreign language teaching and learning, it is vital that students concentrate on meaningful communication in the classroom, with no attention to other elements of the target language since this way they will communicate orally easily (Schmidt, 1995). Erkaya (2005) indicates that the learners' understanding from short stories in English help them develop their speaking skill in English.

As spoken language helps people maintain social relationships and share information; therefore, interaction is essential for spoken language to happen (Shumin, 2002). Consequently, Rivers (1987) states that language teachers who create learner – learner interaction through meaningful classroom activities promote their communicative development (as cited in Shumin, 2002, p. 208).

In fact, for EFL teachers it is fundamental to create an effective learning environment for socializing the elements of speaking skills needed for language acquisition and also to promote students participation in EFL settings (Pawlak, Waniek-Klimczak, & Majer, 2011). Therefore, learning to speak our native language or another language requires learners to have a good sense to be able to know when to use their language tools in order to produce, and interact successfully (Pawlak, Waniek-Klimczak, & Majer, 2011).

In relationship to the knowledge that a foreign language learner can use, Kormos (2014) points out that episodic memory, semantic memory, syllabary and a store for declarative knowledge are long – term memory (p. 167).

To develop the foreign language learner's abilities, DeKeyser (1998) claimed that even though drills and exercises can be useful up to a point, what learners need is meaningful practice in which they can employ specific structures of formulaic chunks under real operating conditions.

Regarding improving speaking in foreign language learners, there are activities that promote students speaking practice like the one mentioned in Arevart & Nation's (1991) study called 4/3/2 technique. In this technique, learners deliver a 4-minute talk on a familiar topic to a partner. Then they change partners and deliver the same talk to a different partner but with a 3-minute time limit. Finally, they change partners again and deliver the same talk in two minutes to their new partner (Arevart & Nation, 1991).

According to Pawlak (2006), "in the light of the fact that both structural and task-based syllabuses are not without their problems when used in isolation, it appears necessary to integrate the message – centered and code – focused components in the overall foreign language curriculum" (p. 334). In other words, for speaking production takes place in the foreign classroom it is important to apply activities which integrate the structural components of the language with communicative activities.

3.8 Speaking Typologies: Conversations

3.8.1. Conversational skills.

According to Haslett (1984), "early childhood marks the child's transition from a nonverbal communicator to a verbal communicator; the child verbally communicates with others through conversations" (p. 108). Larger [...] claimed that much of our communicative behavior is "mindless" [...] (as cited in Haslett, 1984, p. 110). On the other hand, [...] Jerome Bruner, demonstrated that babies begin to understand the fundamental nature of conversational interaction through adult/child preverbal routines (as cited in Haslett, 1984, p. 113).

Similarly, Golinkoff pointed to three kinds of evidence to support her claim that infants are intentional communicators in the sophisticated sense: "Infants negotiate episodes, infants reject incorrect interpretations of their signals, and infants creatively repair their signals, and infants creatively repair their failed signals" (as cited in Shatz & O'Reilly, 1990, p. 133).

According to Thornbury & Slade (2006), "conversation is co-constructed reciprocally and contingently: that is to say, speakers respond to, build upon and refer to the previous utterances of other speakers" (p. 15). Moreover, "we can thus define

conversational competence as that subset of linguistic and strategic competencies that are implicated in conversation” (Thornbury & Slade, 2006, p. 188).

On the other hand, “Conversational competence refers to the ability to make use of eight conversational resources that are indispensable to a successful small talk conversation, namely, discourse marker [...], listener responses, evaluative comments, return questions, expansions, follow-up questions, new topic initiation, and repair strategies” (Iwai, 2007, p. 122, 123). According to Eckard & Kearny (1981), “the skills that a second language learner needs in order to converse freely and effectively with native speakers include both linguistic skills and communicative skills” (p. 4).

3.8.2 Spoken interaction.

The interaction takes place when learners acquire the ability to use the target language to convey an authentic message. For instance, the situation when students are interacting with the purpose of interchanging valuable information whose content is “of interest” to both speakers (Rivers, 1987, p.4). As a consequence, it is an underpinning to highlight that the active participation in dynamic communicative activities among learners promotes student interaction (Rivers, 1987).

Brown & Yule (1983) state that the main functions of spoken language are to be nice to people, and to negotiate and share information. Richards (2006), relates talk as interaction to illustrate this aspect he associates the exchange of information between people like “When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly [...]” (p. 2). In other words, it is talk as interaction.

Equally, Richards (2006) indicates that talk associates with other activities. For example, students may be engaged in hands-on activities. In this case, it is known as talk as a transaction. This transaction involves two kinds of talks. The first one comprises the situation developed when the language is the tool for communicating it means for obtaining information. The second one happens when the transaction focuses on getting good customer support, for instance, the interaction we developed at the airport or in a hotel when we are asking for “good services” (p. 3).

Moreover, there is a third type of talk. In fact, Jack & Richards (2008) states that talk as performance is for formal presentations before an audience (p. 27).

Now, talk as interaction is also conversation. In fact, Dörnyei & Thurrell (1994) assert that different from what people believe, everyday conversation obeys specific rules (p. 40).

3.9 CLTA Activities

3.9.1 Cooperative work.

Damon (1984) points out that the constructive feedback happens when learners are involved in discussions, debates, among others, which encourage students to work collaboratively to analyze the information for developing proper solutions to real-world problems. This aspect emerges when students work in collaborative groups where the activities resulting from peer interaction encourage students to share opinions, clarify misconceptions, and find solutions to a specific problem. As a consequence, group interaction brings benefits to language learners; one of the most relevant advantages is that it foments an environment of support that motivate students to use the target language for interaction. Similarly, Long & Porter (1985) remarks that group work fosters the use of a wide range of vocabulary as well as the use of the target language in speaking practice.

3.9.2 Surveys.

There is a great variety of CLTA activities in the group of “Information-gathering activities: student-conducted surveys, interviews, and searches” the tasks above involve students in peer interaction which allow them using the target language in order to gather information (Richards, 2006, p.19). Cambridge Advanced Learner's Dictionary (2008) defines the word survey as “an examination of opinions, behavior, etc., made by asking people questions”.

3.9.3 Opinions sharing activities.

According to Richards (2006), opinion-sharing activities provide plenty of opportunities to practice the language as well as foster peer interaction in the classroom. In these activities students make up their minds on the basis of values, opinions, or beliefs to choose the best option (p. 19).

3.10 Advantages of Using CLTA for Enhancing Conversational Skills

3.10.1 Grammar structure acquisition with the application of CLTA.

Harmer (1991) remarks that promoting the use of the target language in the classroom setting and creating opportunities for students to practice is a fundamental element for enhancing conversational skills. Hamer (1991) states that meaningful communication and accurate grammar use are the objectives of CLT through student

interaction (p. 69). Savignon (1991) confirms in his study that the students' exposure to communicative activities encourage students to pay attention to grammar structures when they are performing communicative tasks. Equally, he remarks that grammar is a fundamental element in language learning and learners are more likely to acquire grammar structures through communicative activities.

3.10.2 Vocabulary.

Vocabulary is a fundamental element required for language development. According to Akkakoson (2016), to improve target language fluency in spoken English it is necessary to increase the vocabulary range and create strategies that enhance vocabulary development. Richards (2005) points out that an effective way for building vocabulary is through activities that promote student interaction. When students are listening to each other, they learn from what they hear in the activities developed in the classroom setting.

3.10.3 Motivation when participating in speaking activities.

Students increase their confidence to speak English when teachers give them the opportunity to constantly practice the language they are learning. In their study, Sato & Kleinsasser (1999) associate “[...] students' motivation to continue language study” with “[...] their success in actually learning to speak the language” (p. 502). In this sense, Tsou (2005) mentions that motivation has a positive effect for speaking improvement. He also mentions that creating an effective learning environment increases motivation and interest in language learning.

3.10.4 Critical thinking.

Damon (1984) confirms that cognitive skills develop through peer communication activities to solve specific situations. He also states that the responsibilities assigned to the members of the groups provide opportunities to put their abilities or their “problem-solving capacities” into practice (p. 134). In the same way, Jacobs & Farrell (2003) confirm that CLTA activities promote students critical thinking development due to they have to analyze situations to give proper solution to a specific problem stated in the task.

3.11 The Application of CLTA Activities within Large Classrooms

One of the aspects that negatively influence EFL classroom activities is the class size. According to Bettinger et al. (2017), large class sizes tend to impede the achievement of the learning goals. As consequence, if we do not take into account effective classroom management techniques, the activities developed in large classrooms will result in disruptions. Moreover, Xie & Zhang (2013) states that for developing activities in English

Classrooms is valuable to take into account students' habits of learning and also to deal with techniques that allow teachers using pair and group work effectively in English classes.

3.12 Lack of Confidence

Lack of confidence is one of the main aspects that limit students communicative' performance. Liu's (2007) states that low student performance when their English proficiency is limited, hinders their communicative development. For that reason, it is so fundamental to build an effective learning environment where learners feel motivated to take part in the activities.

3.13 Conclusion

For students to interact meaningfully, in another language other than their native one; language instructors have to encourage them to use the target language through communicative and cooperative activities. Also, it is vital that language instructors create friendly environments for students to improve their oral skills. Considering this, the CLT approach focuses on motivating students to participate in pairs or group classroom activities which in the end will bring about their conversational skills development.

CHAPTER IV

4.1 Research Paradigm

4.1.1 Definition and rationale.

This chapter provides a holistic perspective on the research methods applied while conducting this study. Also, it describes in detail how we collected the data to obtain the information describing students' perspective regarding the use of Communicative based-approach activities (surveys and opinion sharing activities) for speaking skill improvement.

4.1.2 Ontological, epistemological and axiological stances.

Since this thesis has the purpose of exploring students perspectives regarding the use of communicative teaching approach activities to improve conversational skills, we, as researchers, take a constructivism position at the ontological level, which asserts that this is a relativist paradigm and “assumes multiple, apprehendable and sometimes conflicting social realities that are the products of human intellects,…” (Guba & Lincoln, 1994, p.111). Additionally, Bryman (2012) confirms that:

“...social phenomena and their meaning are continually being accomplished by social actors. It implies that social phenomena and categories are not only produced through social interaction but that they are in a constant state of revision”.

For that reason, the activities will expose students to different real-life situations where there is no single reality. During the interaction triggered for the communicative teaching approach activities whose topics will encourage them to share different opinions with each other. During this process, they will tap into those different realities to construct and assimilate new knowledge. Regarding the knowledge resulting from students' exposition to the language, it is important to mention that according to Bryman (2012) knowledge is in a constant state of change due to it “is seen as indeterminate” (p.33).

From the epistemological point of view, we take the constructivist position at the epistemological level which states that this paradigm is “somewhat similar but broader transactional/subjectivist assumptions that see knowledge as created in the interaction among investigator and respondents”. (Guba & Lincoln, 1994, p.111).

On the other hand, this research is going to be focused on the interpretative paradigm of the epistemological level because this work will have “a subjective understanding of the social interaction between individuals. This is due to the fact that the collected data and the results of the thesis are interpreted by the researcher”. (Roger, 2013,

p.15) As researchers, we are going to interpret the reality of the group of participants based on the data collected.

4.1.3 Methodological stances.

4.1.3.1 *Researcher's role*

Two researchers participated in this study, both are also English teachers. One was the active participant, the English teacher applying the communicative approach activities during the instruction and the other was the passive participant, the English teacher who interacted with the focus group and collected data with a questionnaire of semi-structured questions. Another role of the passive participant was interviewing the students through a set of semi-structured questions and also collaborating with students' assessment applying pre-tests and post-tests.

It is important to emphasize that the instruments for data collection used in this study were taken from another study previously validated and published. The teacher who collected data through the instruments previously described was the passive participant because he was not involved directly in the teaching and learning process through the application of the Communicative Learning Activities.

4.1.4.2 *Participants' role*

The thirty students who participated represent the total population of this study. The researchers decided to choose these students for four reasons. First, they were enrolled in a class where there is the recommended number of participants for conducting a study, which, according to Manion, & Morrison (2007), is thirty participants. Second, the thirty students involved in the study are at A1 level according to the results of an online placement test. So, they share similar characteristics regarding their English proficiency level. Third, the high school placed these students within the highest level of English proficiency which is level B. However, they do not demonstrate the conversational skill development required for this level. Fourth, the students have been selected to be part of this study because a positive characteristic of convenience sampling is that participants are at hand, and time, money, and effort required are minimum (Marshall, 1996, p. 523). Additionally, Henry (1990) confirms that a convenience sample is proper if the study requires "individuals who are readily available to participate" (p.18).

4.2 Research Tradition: Action Research

We employed an action research approach to develop this study because the stakeholders (researchers and participants) involved in this research jointly worked with the aim of investigating which aspects require action or need to be analyzed so as to find a proper solution to the problem we are facing in the educational setting (Kothari, 2004). Mackey & Gass (2015) point out that action research is a kind of study that has the purpose of finding a proper solution to a research problem whose main focus is on “instructor and learner development” (p.4).

4.2.1 Definition and rationale.

We decided to conduct this kind of study for the following reasons: (1) we identified that students are not able to use English for communication in classroom; (2) we realized that the speaking activities included in the textbook were not proper for conversational skill development; (3) we were not creating opportunities for students to practice the target language in the educational setting. Consequently, to improve the conversational skills in A1 level students, the researchers explored students’ perspective of the application of communicative based-approach activities (surveys and opinion sharing activities). In fact, this information helped us to identify if the implementation of the communicative activities mentioned above resulted in conversational skills development.

Because the Ecuadorian English Curriculum (2016) asserts that it is an underpinning for language development to create plenty of opportunities for students’ interaction while learners “prepare for university context and workforce” (p. 7). Therefore, it is fundamental for EFL teachers to find which communicative activities promote speaking skills enhancement. In this respect, this study provides teachers with insights into the proper use of surveys and opinion sharing activities as an option for speaking skill improvement in EFL classrooms.

4.2.2 Type: action research.

The purpose of using an action research approach in this study was to find a suitable solution to one of the most common problems in EFL teaching which is the case of speaking skill development. In this respect, Crookes (1993) remarks that the action research is the result of teachers’ concerns and their perceived needs in the educational setting.

This work provides relevant information and evidence about what aspects negatively influence speaking skill development in EFL classrooms. Also, the results of

this study will allow teachers to assess and reflect on their teaching practice to identify which aspects need to be improved and modified for enhancing the quality of teaching.

4.2.3 Ascertaining the warrant for the issue of validity and reliability.

4.2.3.1 *Validity.*

To test the validity in this study, we applied the triangulation research strategy for which we used different sources of data collection through two research methods individual interviews and focus group discussions in order to explore students' perceptions of the use of communicative activities for conversational skill development. We did that, to confirm that the data collected coincided with the information obtained through the application of both methods. Golafshani (2003) explains in his study that validity is related to fact of if the methods of data collection are measuring what it claims to measure.

Equally, Joppe (2000) (as cited by Golafshani, 2003) points out that validity defines the truthfulness of the results in a research. Particularly, if the data collecting method allow the researcher to measure what he intend to measure.

4.2.3.1 *Reliability.*

Golafshani (2003) relates reliability with the idea of "whether the result is replicable" (p.599). It means that if the findings are congruent "...over the time and an accurate representation of the total population under study to be reproduced under a similar methodology then the research instrument is considered to be reliable." (Joppe, 2000, p.1) (As cited by Golafshani, 2003). In this regard, the authors of this study showed that the application of different kind of data collection methods such as individual interviews and focus group discussion led them to establish the "truth of the results" and confirm that the results are reliable (Merriam, 1995, p.55).

4.2.4 Ethical considerations.

In order to avoid ethical issues, a request for authorization to develop the present study was obtained from the principal of the high school. Moreover, considering that we were going to work with minors, we also asked for permission from their parents. According to Cohen, Manion, and Morrison (2007), "first researchers [should] consult and seek permission from those adults responsible for the prospective subjects" (p. 54). Therefore, we sent an informed consent form to the parents of the students who took part in the study in order to get their permission. Moreover, in 2007, Cohen et al stated that as a second step, the researchers should "approach the young people themselves" (p. 54).

Consequently, we explained in detail the activities that were going to be part of

the study. These activities included the following: the intervention in the classroom (surveys and opinion sharing activities) and collecting data activities (focus group discussions, individual interviews, pre-test and post-test) to the participants. Finally, they told us if they were willing or not to be part of the research.

4.3 Methodology

4.3.1 Definition and Characteristics.

With the purpose of measuring students' conversational skill improvement, the researchers applied a pre-test in order to evaluate their speaking skills at the beginning of the intervention and after the intervention, they applied a post-test. Dimitrov & Rumrill (2003) indicate that "pre-test and post-test designs are widely used in behavioral research, primarily for the purpose of ... measuring change resulting from experimental treatments" (p. 159). Regarding the instrument used for the evaluation of the participants' conversational skill we employed a validated checklist.

To explore students' perspective regarding the use of Communicative based-approach activities (surveys and opinion sharing activities) for speaking skill improvement, the authors of this study applied individual interviews. According to Griffie (2005), "interviewing is a popular way of gathering qualitative research data because it is perceived as "talking", and talking is natural. Interviews do not presuppose any statistical knowledge, and persons to interview, called respondents, might be close at hand and willing" (p. 36). Another technique to collect data in this study was the focus groups discussions. Kitzinger (1995) stated that focus groups are a way to generate data through encouraging the interaction of the participants so that they talk to each other about their perspective on something all of them are related to (p. 299). In fact, "some researchers have also noted that group discussions can generate more critical comments than interviews" (Kitzinger, 1995, p. thirty0). Moreover, in focus groups, participants share the same facts about their daily activities (Kitzinger, 1995, p. thirty0).

4.3.2 Methods of Data Collection.

The methodology applied in this study is a mix of qualitative and quantitative, with emphasis on the qualitative methods because it explored the students' perspectives about the influence of the communicative approach-based strategies in conversational skill development and also to measure their progress during and at the end of the study. Bryman (2012) refers that the integration of the qualitative and quantitative research in the same

study, it is called mixed methods research.

To obtain the quantitative data the researchers applied pre- and post-tests sessions, students worked in pairs asking each other a set of semi-structured questions about personal information, favorite activities, likes and dislikes, favorite clothes, and plans. The checklist used to collect the data in the pre- and post-tests included parameters such as topic, fluency, pronunciation, grammar and pragmatic competence. Most of these parameters are considered as elements of the communicative competence of individuals. This instrument was adapted from Chou's study (2013) and was used with previous permission of its author.

To know if the application of the Communicative Approach-based activities such as student-conducted survey and opinion-sharing activity influence the conversational skills development of students, we applied the paired-T test for comparing the results from the before and after interventions (pre- and post-test outcomes) (Chan, 2003). The results of this paired-T test were analyzed using IBM through Statistical Package for the Social Sciences (SPSS) software version 24.

Regarding qualitative data, the authors of this study applied personal interviews and focus group discussions. This research conducted individual interviews with 20 students. For the individual interviews, we used five semi-structured questions to ask about students' perspectives regarding the application of the communicative approach-based activities during the instruction. This interview was applied once and at the end of the intervention.

Another technique the authors used to collect data in this study was focus groups discussions. Tong, Sainsbury & Craig, J. (2007) confirm in their study that the number of students for forming a focus group are between 4-12 students whose interactions will include discussions about topics related to subject matters that draw their attention and promote students' interaction. The focus group involved ten students and was developed at the end of the intervention. We used the same five semistructured questions applied in the individual interviews. In other to avoid participants misunderstanding, we asked students to develop this session using their native language. The information resulted from this individual interviews was recorded and transcribed. The transcribed information was coded and categorized in order to organize the collected data for analyzing.

4.3.3 Selection of the sample.

The thirty A1 level students enrolled in the first year of Baccalaureate represent the total population of this study. The researchers decided to choose these students for four reasons. First, they were in a class where there was the recommended amount of participants for conducting a study, which according to Cohen, Manion, & Morrison (2007) is 30 participants. Second, the thirty students who were involved in the study hold A1 level according to the results of the online placement test. So, they shared similar characteristics regarding the English proficiency level. Third, the high school placed these students within the highest level of English proficiency which was level B according to the class they were, however, they did not demonstrate any conversational skill development required for this level. Fourth, the students of one of the two researchers were taking part in this study because a positive characteristic about convenience sampling is that participants are at hand, and time, money, and effort required are minimum (Marshall, 1996, p. 523). Additionally, Henry (1990) confirms that a convenience sample is proper if the study requires “individuals who are readily available to participate” (p.18).

Subsequently, the researcher who led the individual interviews and focus group discussions did not belong to the institution where we conducted the study. We decided to do this, in order to avoid students feel forced to give answer susceptible to bias about the activities we developed in the classroom as part of the intervention. Finally, we ask students to truthfully answer the semi-structured questions included in the individual interview and focus group discussions to avoid participants’ responses altering the study outcomes.

4.3.4 Participants and its background.

The participants of this study were thirty out of thirty-seven students enrolled in the first year of baccalaureate. In this grade, students were between 15 – 16 years old and came from middle and high-class economic backgrounds. The researchers selected specifically those students holding an A1 English proficiency level. The participants took an online placement test from MM Publications at the beginning of the research process in order to determine the English proficiency level. MM publications is an important publishing company devoted to supporting the EFL teaching and learning process through teaching materials such as books and tests. The MM Online Placement Test is a reliable technological resource which effectively determine students’ level of proficiency in the English language (MM Publications, 2016). Written authorization will be obtained from

MM Publications to use their online placement test. The aim of applying this online placement test is to ensure that all students who will take part in the study have the same English proficiency level.

4.3.5 Sessions.

During the time we were carrying out the intervention we applied the CLTA activities. These activities were developed two days a week within two months from November to December. For this intervention, we used CLTA activities such as *students - conducted survey*, where students had to use their English knowledge to gather information and *opinion - sharing activity*, where students talked to each other in pairs about something specific. For instance, who they might get married to or go on a date on the basis of their belief (Richards, 2005). This author states in his work that for developing conversational skills is extremely necessary that learners be focused on the type of the language to be used taking into consideration the characteristics of people that will take part in the task.

The topics selected for developing these activities were closely related to the information included in the textbook that participants used in EFL classes. In the case of the OSAs, teachers designed Power Point Presentations about a specific topic; then they presented the meaning of the most relevant words using pictures, realia or synonyms. Finally, teachers created a group of five students to discuss five questions related to the presentation. This discussion encouraged students to give their point of view regarding the questions and analyze the pros and cons of the students' arguments.

Regarding Ss, teachers designed the survey based on the content of the class, and it generally consisted in vocabulary. Teachers prepared their class according to the information included in the lesson planning it means to develop every aspect involved in the phases of the learning process (activation, connection, and affirmation). Then, students were asked to conduct a survey to gather information with their fellows. This activity fosters student interaction because the participants have to ask and answer questions about a specific topic. The questions and answers types administered in the survey had the purpose of enhancing vocabulary acquisition which allowed students to apply the vocabulary in real life context activities.

4.3.6 Research questions.

This study has the aim of examining students' perceptions of the use of communicative approach-based activities for speaking skills development and their speaking improvement. Therefore, it attempted to answer the following research questions:

How do Communicative Approach-based activities such as student-conducted survey and opinion-sharing activity influence the conversational skills development of A1 English Level Students in an Ecuadorian Public Institution?

4.3.6.1 Sub-research questions.

1) Are there any improvement in the conversational skill development as a result of the communicative language teaching approach based-activities on the first year of baccalaureate students in an Ecuadorian Public Institution?

2) What are the A1 English Level students' perceptions of the application of the communicative approach based activities to improve their conversational skill?

4.4 Triangulation

In order to ensure the validity of this study, the authors of this research work applied a triangulation research strategy which allowed them to confirm if the data collected through two different methods which in this case were individual interviews and focus group discussions provide different perceptions of the same problem. According to Patton (2001) "triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches" (p. 247).

4.5 Analysis of the Findings from the Interview

4.5.1 Participants' code.

In order to keep confidentiality of participants' identity, we avoided including information that would identify participants' names in the student' codes. "Often, participant anonymity is the mechanism through which privacy and confidentiality are maintained, but although this affords protection of identity, it might also foster particular ethical and pragmatic concerns" (Giordano et al., 2007. p. 264). In this regard, the author of this study created the following codes to protect participants' identity.

FG: Focus Group

II: Individual Interview

Ann: Female

Matt: Male

#: Identity

4.6 Conclusion

The proper implementation of data collection methods ensures the validity and reliability of the results. Because the methodology applied in this study is mixed qualitative and quantitative, with emphasis on the qualitative methods we used different data collection techniques. For gathering the qualitative data, we used individual interviews and focus group discussions and for quantitative data, we applied both a pre- and a post-test. We consider it fundamental to take into consideration which data collection techniques best fit with the type of research approach we are applying in the study.

In the next chapter, the researchers present the results of the intervention which includes the information gathered through the individual interviews and focus group discussions. This information was coded and categorized to facilitate their analysis. Also, we present the results gather through the pre- and post-test sessions which were organized to determine students' conversational skill improvement.

CHAPTER V

5.1 Presentation Findings

In this section, we present the qualitative results obtained from the individual interviews and focus group discussions accompanied by the five questions applied to collect these data (see Table 1). The chapter also includes the quantitative results obtained from the analysis of the data collected through the pre- and post-tests. Likewise, Table 4 shows the checklist used for collecting the data in the pre- and post-test sessions.

From the qualitative analysis of the students' responses, the authors created the tables of categories with their corresponding codes (see Tables 2 and 3). Following the tables of categories and codes, we include other tables which encompass the information relating to the categories. These tables include codes and supporting samples for each category. (see Table 2.1, Table 2.2, Table 2.3, Table 3.1, Table 3.2, Table 3.3, and Table 3.4). The information entailed in these tables corresponds to the participants' responses. We transcribed participants' answers in their original language (Spanish) and translated them into English. At the end of each sample, there is a number in parentheses which represents the order of the participants' answers in the transcription, presented in Appendix A.

Finally, below each table of categories, we present samples (translated into English) of participants' answers gathered from the individual interviews and focus group discussions; these samples belong to the code or codes of the corresponding table. Again, the number between parentheses at the end of each sample represents the order of the participants' answers in the transcription.

From the analysis of the quantitative data, the authors created a table which includes a summary of the scores assigned to the participants in both the pre- and post-tests (See Table 5). Below Table 5 is Table 6. Table 6 contains the results of the inferential analysis of the quantitative data which we obtained by using the IBM SPSS software version 24.

5.2 Qualitative Findings

5.2.1 Semi-structured questions for individual interviews and focus group discussions.

Table 1 Semi-structured questions for individual interviews and focus group discussions

| QUESTIONS IN SPANISH AS IT WAS ASKED TO STUDENTS | ENGLISH TRANSLATION OF THE QUESTIONS ASKED TO STUDENTS |
|---|---|
| 1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida? | 1. How did you feel when participating in the surveys and the opinion sharing activities? |
| 2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no? | 2. Would you like to have surveys and opinion sharing activities as a part of the English class? Why? Why not? |
| 3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué? | 3. Do you think surveys and opinions sharing activities helped you to develop your conversational skills in English? Why? |
| 4. ¿En su opinión cuál es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés? | 4. In your opinion, what are the advantages of using surveys and opinion sharing activities to develop conversational skills in English? |
| 5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés? | 5. In your opinion, what are the disadvantages of using surveys and opinion sharing activities to develop conversational skills in English? |

5.2.2 Findings from individual interviews.

Table 2 shows the category called “*Students’ feelings when participating in the Ss and OSAs and reasons for these feelings*” which originated from the answers provided by the students to the first question; The category “*Reasons why students believe that the Ss and OSAs help to develop conversational skills*” was created from the answers to the second, third and fourth questions. Finally, the category “*Disadvantages of using Ss and OSAs to develop their conversational skills*” is the result of the answers to the fifth question. Next to each category, there are their corresponding codes.

Table 2 Categories and codes from individual interviews

| CATEGORIES | CODES |
|---|--|
| Students' feelings when participating in the Ss and OSAs and reasons for these feelings | Gladness |
| | Confidence |
| | Enthusiasm |
| Reasons why students believe that the Ss and OSAs help to develop conversational skills | They facilitate the internalization of vocabulary |
| | They allow learners to practice the language and feel more confident when speaking |
| | They have a positive effect on pronunciation |
| | They create a feedback environment |
| | They avoid monotony |
| | Students develop critical thinking |
| | They help to assimilate new grammatical structures |
| Disadvantages of using Ss and OSAs to develop their conversational skills | They increase students' interest in learning English |
| | Students need more control when teachers apply Ss and OSAs in large classrooms |
| | Students may feel ashamed or shy when speaking in English |

Table 2.1 Category: Students' feelings when participating in the Ss and OSAs

| CODES | SPANISH TRANSCRIPTION | ENGLISH TRANSLATION |
|----------|--|---|
| Gladness | MATT1. Muy bien ya que pudimos interactuar entre nosotros. (1) | MATT1. Very well, as we could interact with each other. (1) |
| | MATT2. Yo me sentí bien, porque los maestros aplicaron un método para que mejoremos nuestro "speaking"... (6) | MATT2. I felt well because teachers applied a method so that we could improve our speaking... (6) |
| | ANN2: Bien porque aparte de ayudar, el profesor nos ayudó a unirnos como compañeros cuando hicimos las entrevistas... (11) | ANN2. Fine, because apart from helping us, by having us make the interviews, the teacher helped us get closer as friends ... (11) |
| | MATT7: Me sentí bien al rato de estar dialogando con más personas sobre aquel tema practicabas más tu pronunciación ... (36) | MATT7. I felt fine, because when we were talking with other people about the topic we practiced more our pronunciation... (36) |
| | MATT6. ... me sentí un poco importante... cuando fui respondiendo me di cuenta cómo | MATT6. ... I felt a little bit important because I was improving my English |

| | | |
|------------|--|---|
| Confidence | aprendí a responder y aprendí a responder de una manera correcta. (31) | when I was answering and I realized how I learnt to answer in a proper way. (31) |
| | ANN3. Realmente interesada porque no solo participé, también hacía preguntas a mis compañeros con los que me ayudaban a formular un poco mejor todas estas cuestiones ... (16) | ANN3. Really interested, because I didn't participate only, I also made questions to my friends they helped to make much better all those questions... (16) |
| Enthusiasm | ANN4: Bueno, me sentí emocionada. de que pudimos compartir momentos entre compañeros (21) | ANN4: Well, I was very excited, because we could share moments between partners... (21) |
| | ANN5: Muy entusiasmada porque pudimos interactuar con personas con las que quizás no pudimos tener un vínculo durante todo el año. (26) | ANN5. Very enthusiastic because we could interact with people that maybe we couldn't have a link during all year (26) |
| | ANN8: Muy curioso, al saber la opinión de diferentes puntos de vista y especialmente en la variedad de encuestas de diferentes temas. (46) | ANN8. Very curious for knowing the opinion of several people and especially in the variety of surveys of different topics. (46) |

Q1. How did you feel when participating in the surveys and the opinion sharing activities?

Gladness

MATT2. I felt well because teachers applied a method so that we could improve our speaking... (6)

Confidence

MATT6. ... I felt a little bit important because I was improving my English when I was answering and I realized how I learnt to answer in a proper way. (31)

Enthusiasm

ANN5. Very enthusiastic because we could interact with people that maybe we couldn't have a link during all year. (26)

Table 2.2 Category: Reasons why students believe that the Ss and OSAs help to develop conversational skills

| CODES | SPANISH TRANSCRIPTION | ENGLISH TRANSLATION |
|--|---|---|
| They facilitate the internalization of vocabulary | ANN2. ... cuando hacemos las preguntas, vamos aprendiendo nuevas palabras y vocabulario.(14) | ANN2. ... when we make the questions, we are going to learn new words and vocabulary. (14) |
| | ANN9. ... uno se puede desenvolver más con los nuevos términos... (58) | ANN9. ... we can develop more with the new phrases... (58) |
| | MATT12. ... en la encuesta aprendí más temas, con los cuales me reforcé yo mismo en áreas como en los verbos... (78) | MATT12. ... in the surveys I learned more topics, with which I studied myself in areas with the verbs ... (78) |
| | ANN8: Te ayuda a mejorar tu léxico... (49) | ANN8. It helps me to improve my lexicon... (49) |
| They allow learners to practice the language and feel more confident when speaking | MATT1. ...porque la mayoría [de estudiantes] va a practicar Inglés. (2) | MATT1. ... because the most students are going to practice English. (2) |
| | MATT2. ... nos hacemos preguntas mutuamente a los compañeros, y preguntándonos, donde vivíamos, etc. eso nos sirve [para adquirir conocimientos](9) | ANN5. ... we make us questions each other, and asking where we lived, etc and that's help us [to knowledge acquisition] ... (9) |
| | ANN2. ... al momento de preguntar y responder íbamos desarrollando lo que habíamos aprendido anteriormente. (13) | ANN2. ... at moment to make questions and answer we were going to improve what we have learned previously (13) |
| | ANN3. ... me ayudó a interactuar con mi compañero sobre el tema obligatoriamente en inglés, y realizarle preguntas y cuestiones y ver su forma de hablar ayuda a complementar la mía (18) | ANN3. ... it helped me interact with my pal about the topic necessarily in English and make question, and see his way to speak it helps to complement mine (18) |
| | ANN4. ... la mayoría de las clases practicábamos las encuestas y como que practicábamos más al hablar no solo los verbos... (23) | ANN4. ... the major of the classes we practiced the surveys and as we practiced more at moment to speak don't just verbs ... (23) |
| | ANN5. ... [S y OSAs] desarrollarían nuestra forma de interactuar... (27) | ANN5. ... [S and OSAs] would develop our way to interact... (27) |
| | ANN5. ... antes de esas encuestas yo no hablaba para nada inglés, ahora yo hablo más o menos y me ayudaron a desarrollar [la habilidad del speaking]. (28) | Anne5. ... before these surveys I did not speak English at all, now I speak a little [English] and the surveys helped me to improve [speaking skill] (28) |

| | | |
|--|---|---|
| | <p>MATT6. ...porque en un futuro me gustaría moverme a un lugar donde sepan inglés y me realicen un tipo de pregunta como esta y no sepamos responder y esto nos ayuda a responder de forma inmediata y bien hecha. (32)</p> <p>MATT9. ... antes yo sentía un poco de miedo al hablar en inglés pero con estas encuestas he perdido ese miedo, ese temor a equivocarme al hablar. (53)</p> <p>MATT10. ... poner en práctica lo que es el inglés, hablándolo y tratando de entender (64)</p> <p>MATT10. ... porque ahora cuando hablo en inglés lo hago de una manera fluida... (63)</p> <p>ANN10. ... allí uno puede perder el miedo a hablar en público o a equivocarse en frente de los demás compañeros. (69)</p> <p>ANN16. ... al estar en clases siempre nos hacían encuestas, nos pedían opiniones para cada tema y así pude aprender un poco más. (88)</p> | <p>MATT6. ... because in a future I would like to go to a place where people know English and if they ask me this kind of question and I might not know how to answer. This is going to help us to answer immediately and in a proper way. (32)</p> <p>MATT9. ... before I felt a little bit scared when I spoke English but with the surveys I have lost this fear to make a mistake. (53)</p> <p>MATT10. ... we put into practice what is English, through speaking and trying to understand (64)</p> <p>MATT10. ... because now I speak English, I do it more fluency... (63)</p> <p>ANN10. ... there we can lose the fear to speak in public or make a mistake In front of others classmate. (69)</p> <p>ANN16. ... when I was in class they always made us surveys, they asked us opinions for each topic and so I could learn a little more. (88)</p> |
| | <p>ANN7. ...ese tiempo [de la intervención] nosotros practicábamos speaking y actividades, y gracias a eso pudimos ir mejorando nuestra pronunciación (43)</p> | <p>ANN7. ... during this time [interventions] , we practiced speaking and activities and thank to that we could improve our pronunciation (43)</p> |
| They have a positive effect on pronunciation | <p>ANN4. ... nos ayuda a desenvolvernos, aprender más la pronunciación... (24)</p> <p>MATT9. ... se puede desenvolver mejor en ese idioma, ya que habitualmente es muy cotidiano la educación porque solo te enseñan lo que es texto, pero nunca te hacen pronunciar, ni hablar entre compañeros (54)</p> <p>ANN14. ... me hizo pensar en palabras y a pronunciarlas en mi mente para que queden bien y tengan sentido y coherencia (83)</p> | <p>ANN4. ... it helps to develop us, to learn more about the pronunciation... (24)</p> <p>MATT9. ... we can perform better in this language, because it is very common in education to teach only what is in the book. But they [teachers] never make you pronounce, nor speaking among partners (54)</p> <p>ANN14. ... it made me think in words and tell them in my mind in order to structure sentences well and have proper meaning and coherence. (83)</p> |

| | | |
|--|---|---|
| | ANN4. ...aprender más la pronunciación ... (24) | ANN4. ...to learn more about the pronunciation... (24) |
| They create a feedback environment | ANN10. ... la mayoría de las cosas que yo decía, la mayoría me equivocaba, por ejemplo allí podían [profesores y estudiantes] corregirme. (68) | ANN10. ...most of the phrases I said were wrong, for example there they [teachers and students] could correct me. (68) |
| | ANN3: ... voy a tener mi forma de hablar y ... realizar las oraciones y obviamente la otra persona pueda estar más avanzada o atrás y yo también puedo aprender de ello. (19) | ANN3. ... I am going to have my way to speak ... make sentences and obviously the other person may be more advanced or retarded and I also can learn about that. (19) |
| | ANN7. Conocer ciertas cosas que nos hacen falta, así los que nos encuestaron nos pueden ayudar a mejorar nuestras habilidades.(44) | ANN7. To know certain things that we need, so the interviewers can help us to improve our skills. (44) |
| | ANN10. ... porque algo que yo no sepa o yo me equivoque puedo pedir ayuda y que me pueda corregir [profesores y estudiantes] en lo que me estoy equivocando (67) | ANN10. ... because something that I did not know or if I made a mistake, I could ask for help and they [teachers and students] could correct me (67) |
| They avoid monotony | ANN4. ... para salir de la rutina ... (22) | ANN4. ... it's a way to break the routine ... (22) |
| | ANN9. Si porque a veces no solo hay que concentrarnos en un libro sino lo que aprendemos ponerlo en práctica (57) | ANN9. "Yes, because sometimes we should not concentrate in a book but putting into practice what we learn ..." (57) |
| | MATT12. Si, porque la clase sería más divertida (77) | MATT 12. Yes, because the class would be funnier... (77) |
| Students develop critical thinking | ANN14. ... porque me pongo a pensar en que voy a decir o porque lo voy a decir y me pongo a pensar y recuerdo palabras en inglés que ya había olvidado (82) | ANN14. ... I feel that I learn more because I start thinking about what I am going to say or why I am going to say it. Therefore, I start thinking and I remember phrases in English that I have forgotten (82) |
| They help to assimilate new grammatical structures | ANN5. ... poder interpretar las preguntas y aprender a formular las respuestas. (29) | ANN5. ... we can understand the questions and learn how to answer in a proper. (29) |
| They increase students' interest in learning English | MATT7: Te toca averiguar sobre el tema que te preguntan y otro que te toca que tienes que aprender a hablar el idioma (39) | MATT7: One must research about the topic they are asking, and consequently one learns the language. (39) |

Q2. Would you like to have surveys and opinion sharing activities as a part of the English class? Why? Why not?

Q3. Do you think surveys and opinions sharing activities helped you to develop your conversational skills in English? Why?

Q4. In your opinion, what are the advantages of using surveys and opinion sharing activities to develop conversational skills in English?

They facilitate the internalization of vocabulary

ANN2. ... when we make the questions, we are going to learn new words and vocabulary. (14)

They allow learners to practice the language and feel more confident when speaking

ANN5. ... before this surveys I did not speak English at all, now I speak so-so and they helped me to improve [speaking skill] (28)

MATT9. ... before I felt a little bit scared when I spoke English but with the surveys I have lost this fear to make a mistake. (53)

They have a positive effect on pronunciation

ANN7. ... during this time [interventions], we practiced speaking and activities and thank to that we could improve our pronunciation (43)

MATT9. ... we can develop better using this language since it is very common in the education field just teaching what it is in the text, but they [teachers] never make you speak, neither between partners (54)

They create a feedback environment

ANN10. ... because something that I did not know or if I made a mistake, I could ask for help and they [teachers and students] could correct me (67)

They avoid monotony

ANN9. Yes, because sometimes we should not concentrate in a book but putting into practice what we learn ... (57)

Students develop critical thinking

ANN14. ... because I think what I am going to say or what I am going to say for, and I think and I remember the phrases in English that I have forgotten (82)

They help to assimilate new grammatical structures

ANN5. ... we can understand the questions and learn how to answer in a proper. (29)

They increase students' interest in learning English

MATT7: One must research about the topic they are asking, and consequently one learns the language. (39)

Table 2.3 Category: Disadvantages of using S and OSA to develop their conversational skills

| CODES | SPANISH TRANSCRIPTION | ENGLISH TRANSLATION |
|--|--|---|
| Students need more control when teachers apply Ss and OSAs in large classrooms | ANN5. La desventaja es que... se hacía relajo a veces hacíamos trampa porque hablábamos directamente en español y no practicábamos la pronunciación.(thirty) | ANN5. The disadvantage is ... we made acts of indiscipline we did trap because we spoke in Spanish and we did not practice the English pronunciation (thirty) |
| | ANN4. ... algunos compañeros formaban la indisciplina ... (25) | ANN4. ... some classmates fomented misbehavior in class... (25) |
| | MATT9. ... si no se sabe llevar el clima en el aula se puede quedar en el desorden y no se puede entender nada debido a ese bullicio y desorden. (55) | MATT9. ... If you did not know how to control the class it could end up in a mess and students could not understand nothing due to the noisy. (55) |
| | MATT10. Hay muchas personas que no lo toman en serio, y en vez de hacerlo bien se ponen a jugar. (65) | MATT10. There are a lot of people that do not take it seriously and instead of practicing the activities, they begin to play. (65) |
| Students may feel ashamed or shy when speaking in English | ANN4: ... algunos eran tímidos y no les salía lo que de verdad querían. (25) | ANN4. ... some students were shy and they could not say what they wanted (25) |
| | ANN10: Puede ser que al momento en que te equivoques se puedan reír o burlar o criticar (70) | ANN10. ... Maybe at the moment when you make a mistake the others can laugh of you (70) |
| | ANN7. Hay ciertas personas que no les gusta que los encuesten o no saben cómo responder y eso sería vergonzoso... (45) | ANN7. There are some people that do not like to be surveyed or they do not know how to answer and it would be embarrassing... (45) |

Q5. In your opinion, what are the disadvantages of using surveys and opinion sharing activities to develop conversational skills in English?

Students need more control when teachers apply Ss and OSAs in large classrooms

ANN5. *The disadvantage is ... we made acts of indiscipline we did trap because we spoke in Spanish and we did not practice the English pronunciation (thirty)*

Students may feel ashamed or shy when speaking in English

ANN4. *... some students were shy and they could not say what they wanted (25)*

5.2.3 Findings from focus group discussion.

Table 1.1 shows the category called “*Students’ feelings when participating in the Ss and OSAs and reasons for these feelings*” which originated from the answers provided by the students to the first question; The category “*Reasons why students believe that the Ss and OSAs help to develop conversational skills*” was created from the answers to the second, third and fourth questions. Finally, the category “*Disadvantages of using Ss and OSAs to develop their conversational skills*” resulted from the answers to the fifth question. Next to each category, there are their corresponding codes.

Table 3. Categories and codes from the focus group discussion

| CATEGORIES | CODES |
|---|--|
| Students’ feelings when participating in the Ss and OSAs and reasons for these feelings | Gladness |
| | Enthusiasm |
| Reasons why students believe that the Ss and OSAs help to develop conversational skills | They facilitate the internalization of vocabulary |
| | They allow learners to practice the language and feel more confident when speaking |
| | They have a positive effect on pronunciation |
| | They create a feedback environment |
| | They avoid monotony |
| Disadvantages of using Ss and OSAs to develop their conversational skills | They increase students’ interest in learning English |
| | Students need more control when teachers apply Ss and OSAs in large classrooms |

Table 3.1 Category: Students’ feelings when participating in the S and OSA

| CODES | SPANISH TRANSCRIPTION | ENGLISH TRANSLATION |
|-------|---|--|
| | ANN1. ... estuvo bien porque nos ayudó a ver cómo pronunciar mejor lo que estamos aprendiendo de esta clase como es ingles expresar nuestro vocabulario... (93) | ANN1. ... these Ss were nice because it helped us to see how to speak better what we were learning about this class, for example to express our vocabulary... (93) |

| | | |
|------------|---|--|
| Gladness | MATT5. Bien a gusto porque se podía conocer más de una persona además de eso se pudo compartir, tener los mismos gustos o si podía pensar diferente ... (94) | MATT5: Well, satisfied because we could know more than one person furthermore we could share, to have the same tastes or if we could think different ... (94) |
| | MATT8. ... me sentí bien en las encuestas porque me ayudó a reforzar más mi vocabulario en inglés... (96) | MATT8. ... I felt ok in the Ss because it helped me to improve more my vocabulary in English... (96) |
| | ANN13. Me sentí bien porque pude compartir con el resto de la clase mis opiniones.... (98) | ANN3. I felt ok because I shared with the others classmates my opinions... (98) |
| | ANN6. ... realmente me sentí bien porque de paso de que pudo mejorar el speaking por que antes no sabía hablar nada pude también compartir un poco más con mis amigos... dar mi opinión en inglés de ciertas problemáticas ... (99) | ANN6. ... really I felt fine because while I could improve the speaking because I couldn't speak in English before. I could share opinions with my friends...to give my opinion using the English language about certain topics...(99) |
| Enthusiasm | MATT13. ... era en cierta parte divertido ya que interactuábamos con otros compañeros lo cual fortalecía nuestros lazos de amistad. (91) | MATT13. ... in a certain way was funny since we interacted with others classmates which it strengthened our bonds of friendship. (91) |
| | ANN17. Hubo actividades más dinámicas y pudimos aprender de nosotros mismos pudimos mejorar nuestro vocabulario y ya pues fue chévere. (92) | ANN17: There were fun activities and we could learn about ourselves we could improve our vocabulary and it was cool. (92) |

Q1. How did you feel when participating in the surveys and the opinion sharing activities?

Gladness

MATT5: Well, satisfied because we could know more than one person furthermore we could share, to have the same tastes or if we could think different ... (94)

Enthusiasm

ANN17: There were fun activities and we could learnt about ourselves we could improve our vocabulary and it was cool. (92)

Table 3.2 Category: Reasons why the students believe that the S and OSA help them to develop their conversational skills

| CODES | SPANISH TRANSCRIPTION | ENGLISH TRANSLATION |
|--|--|---|
| They facilitate the internalization of vocabulary | ANN17. Me parece bien porque esto ayuda a nuestro vocabulario porque si no sabíamos una palabra preguntábamos. (114) | ANN17. It seems a good idea because this helps to our vocabulary because if we didn't know a word we asked. (114) |
| | MATT5... ayudó a mejorar el vocabulario, a comprender mejor las palabras... (121) | MATT5. ... It helped us to increase vocabulary, to understand the words better... (121) |
| | MATT8. Nos ayudó [a incrementar] en nuestro vocabulario ... (120) | MATT8. It helped us in [increasing] our vocabulary ... (120) |
| | ANN17. ...[a incrementar] más vocabulario, ser un poco más fluido... (122) | ANN17. ... [to increase] more vocabulary, to be more fluent when speaking English ... (122) |
| They allow learners to practice the language and feel more confident when speaking | MATT11. ... interactuamos todos entre amigos podemos conocer mejor las palabras y llevarnos bien ... (103) | MATT11. ... we interact between friends, we can know the words better and we get along well ... (103) |
| | ANN1. ... en vez de estar leyendo lo de los libros podemos estar hablando en Inglés que es mejor. (101) | ANN1. ... instead of reading books, we could be speaking in English that it is better. (101) |
| | MATT3. ... porque se mejora también nuestra habilidad de hablar en inglés y comunicarnos con otras personas en ese idioma. (107) | MATT3. ... because we also improve our speaking skill in English and communicate with other people in this language. (107) |
| | ANN6. ...y si seguimos haciendo eso vamos a ir desarrollando más esa habilidad [el habla] porque uno lo necesita entonces ahí se va mejorando el speaking, la habilidad conversacional y así puede uno aprender. (116) | ANN6. ...if we do [the surveys and OSAs] it again we are going to continue developing more that skill [speaking] because we need it. We are thereby going to improve the speaking skill, the conversational skill and in this way we can learn. (116) |
| | ANN6. Si porque a medida que uno, que ustedes nos van preguntando a uno de ley le toca o sea sacar lo que uno sabe de inglés y tratar de crear una opinión... (116) | ANN6. Yes, because when you ask me I must answer, it means I have to show what I know about English and try to create an opinion ... (116) |
| | MATT8. Nos ayudó... a desenvolvemos un poco más en las conversaciones. (120) | MATT8. It helped us ... to develop a little better in conversations... (120) |

| | | |
|--|--|--|
| | ANN17. Dar nuestra opinión... (122) | ANN17. To give our opinion... (122) |
| | ANN1. ... podemos conocer las opiniones de un grupo como es nuestra aula. (123) | ANN1. ... we can know the opinions of our class. (123) |
| | MATT3. ... es para mejorar la forma de comunicarnos con las demás personas. (124) | MATT3. ... is for improving the way of communicating with other people. (124) |
| | ANN6. Como ya dije la práctica nos hizo sacar el vocabulario que tenemos guardadito... (125) | ANN6. As I already said the practice made us to use the vocabulary that we have kept inside ... (125) |
| They have a positive effect on pronunciation | MATT13. ...nos ayuda a pronunciar mejor las palabras en Inglés... (118) | MATT13. ... it's also going to help us to pronounce the words in English better...(118) |
| | MATT13. ...aplicamos más la pronunciación en inglés... (118) | MATT13. ... to apply more the English pronunciation... (118) |
| | MATT11. ...La ventaja sería que mejoraría el inglés en hablar mejor, pronunciar bien las palabras y el vocabulario. (119) | MATT11. The advantage may be that we would improve the way we speak in English and pronounce the words and the vocabulary better. (119) |
| They create a feedback environment | ANN1. Yo creo que sí, porque cada vez que hablábamos la profesora nos podía corregir y podíamos saber que estábamos haciendo mal y que bien. (113) | ANN1. Yes, of course, because each time that we spoke, the teacher could correct us and we could know what we were doing wrong or right. (113) |
| | MATT3. Si, porque me han corregido ustedes los profesores en la forma de hablar o la pronunciación ... (115) | MATT3. Yes, because the teachers and classmates have corrected me the way I speak or pronounce... (115) |
| They avoid monotony | ANN6. ...es un poco más entretenido que estar en libros y estar leyendo como siempre. (100) | ANN6. ...this is a little more interesting than reading books as always. (100) |
| | ANN1. Yo pienso que está bien ya que hacemos más amena la clase en vez de estar leyendo lo de los libros... (101) | ANN1. ...I think that it's convenient since we find the class more enjoyable instead of spending time reading books... (101) |
| | ANN16. ... eso hace la clase más dinámica más entretenida no tan aburrida como los libros. (102) | ANN16. ... this makes the class funnier no so bored as when we work with books. (102) |
| | MATT13. ... no es tan aburrida como simplemente llenar un libro... (106) | MATT13. ...it's not so bored like simply fill out a book... (106) |

| | | |
|--|--|---|
| They increase students' interest in learning English | MATT3. ... se hace más interesante la clase al momento de compartir en Inglés... (107) | MATT3. ...the class turn more interesting at the moment of sharing our ideas using the English language ... (103) |
| | MATT8.... vimos la clase un poco más divertidas y le prestamos atención. (104) | MATT8. ...we saw the class a little funnier and we were focused in the activities. (104) |

Q2. Would you like to have surveys and opinion sharing activities as a part of the English class? Why? Why not?

Q3. Do you think surveys and opinions sharing activities helped you to develop your conversational skills in English? Why?

Q4. In your opinion, what are the advantages of using surveys and opinion sharing activities to develop conversational skills in English?

They facilitate the internalization of vocabulary

ANN17. It seems a good idea because this helps to our vocabulary because if we didn't know a word, we asked. (114)

They allow learners to practice the language and feel more confident when speaking

ANN6. ... Yes, because when you ask me I must answer, it means I have to show what I know about English and try to create an opinion... (116)

They have a positive effect on pronunciation

MATT11. The advantage may be that we would improve the way we speak in English and pronounce the words and the vocabulary better. (119)

They create a feedback environment

ANN1. Yes, of course, because each time that we spoke, the teacher could correct us and we could know what we were doing wrong or right. (113)

They avoid monotony

ANN1. ...I think that it's convenient since we find the class more enjoyable instead of spending time reading books... (101)

They increase students' interest in learning English

MATT8. ...we saw the class a little funnier and we were focused in the activities. (104)

Table 3.3 Category: Disadvantages of using Ss and OSAs to develop their conversational skills

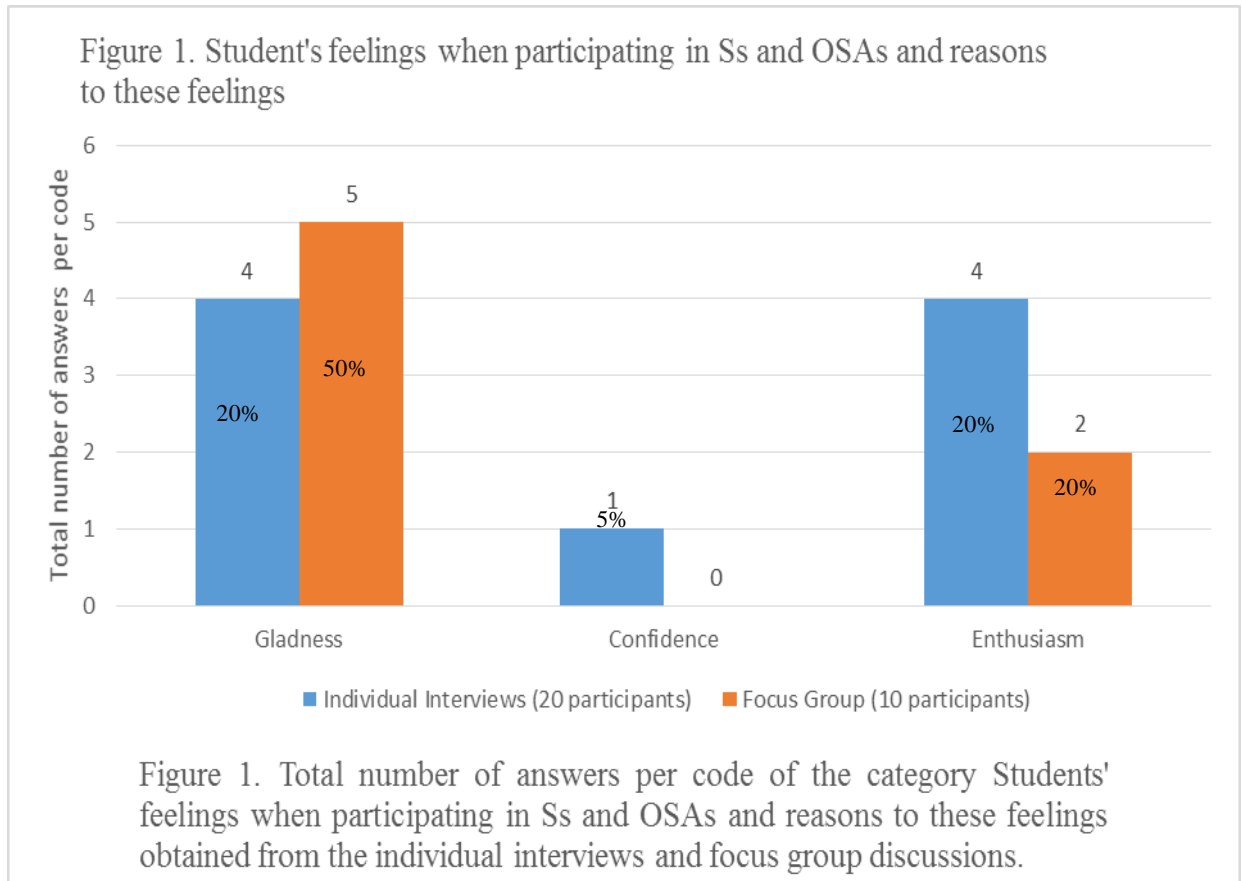
| CODES | SPANISH TRANSCRIPTION | ENGLISH TRANSLATION |
|--|---|---|
| Students need more control when teachers apply Ss and OSAs in large classrooms | ANN6. ...algunos se dedicaron a molestar y eso no dejaba pensar muy bien en la opinión que uno iba a dar. (133) | ANN6. ...some students disturbed in classes they did not allow developing the activities in a proper way. (133) |
| | MATT11. Que algunos de nuestros compañeros no esperábamos que nos hicieran las preguntas si no que nos dieran las respuestas. (1thirty) | MATT11. Some of our classmates did not wait that we made them the questions but they gave us the answer in advance. (1thirty) |
| | MATT3. Algunos no fueron honestos... (131) | MATT3. Some people were not honest... (131) |
| | ANN17. ...algunos no colaboraron con las pruebas. (132) | ANN17. ...someone did not collaborate with the Ss. (132) |

Q5. In your opinion, what are the disadvantages of using surveys and opinion sharing activities to develop conversational skills in English?

Students need more control when teachers apply Ss and OSAs in large classrooms

ANN6. ...some students disturbed in classes they did not allow developing the activities in a proper way. (133)

5.2.4 Bar graphs that illustrate the general categories, codes and the total numbers of answers per code.



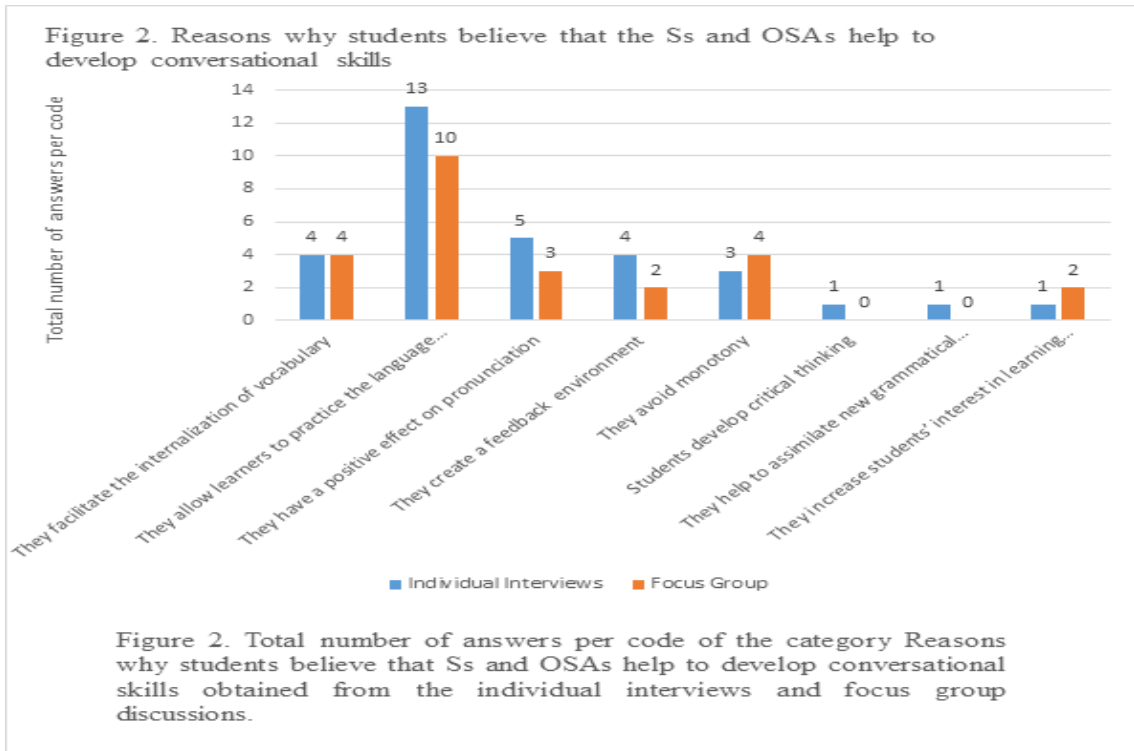


Figure 2. Reasons why students believe that the Ss and OSAs help to develop conversational skills

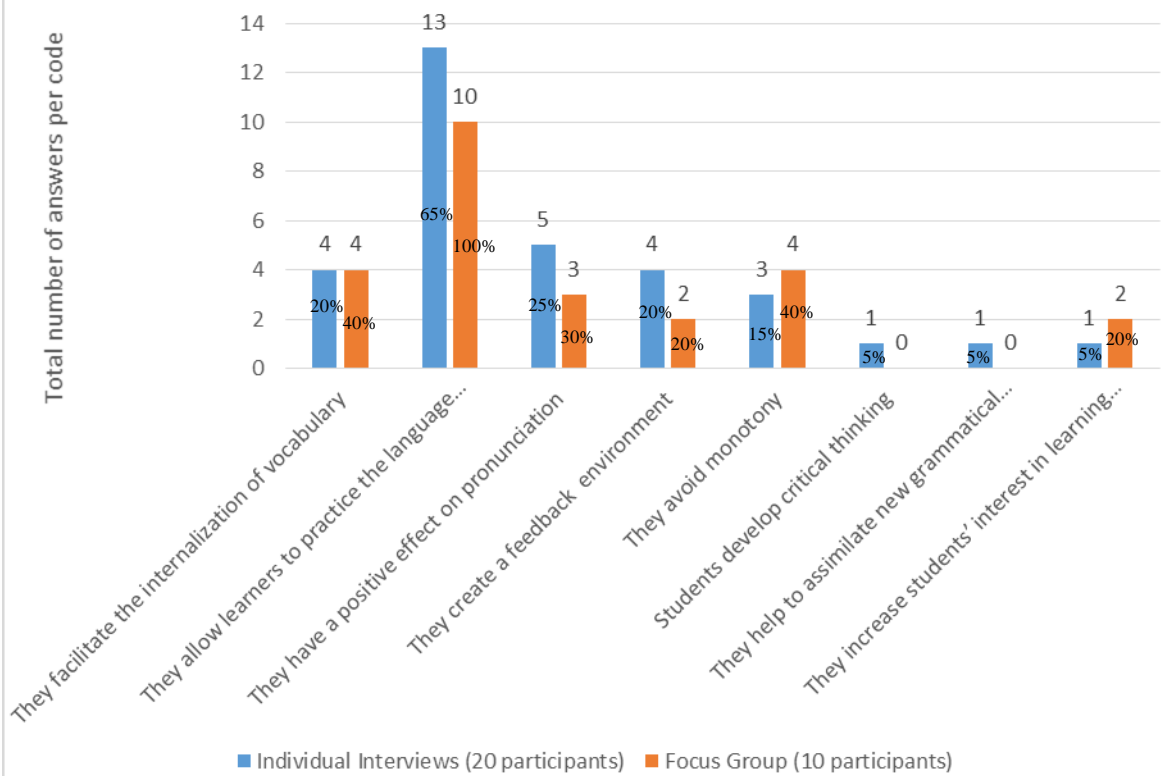


Figure 2. Total number of answers per code of the category Reasons why students believe that Ss and OSAs help to develop conversational skills obtained from the individual interviews and focus group discussions.

Figure 3. Disadvantages of using Ss and OSAs to develop their conversational skills

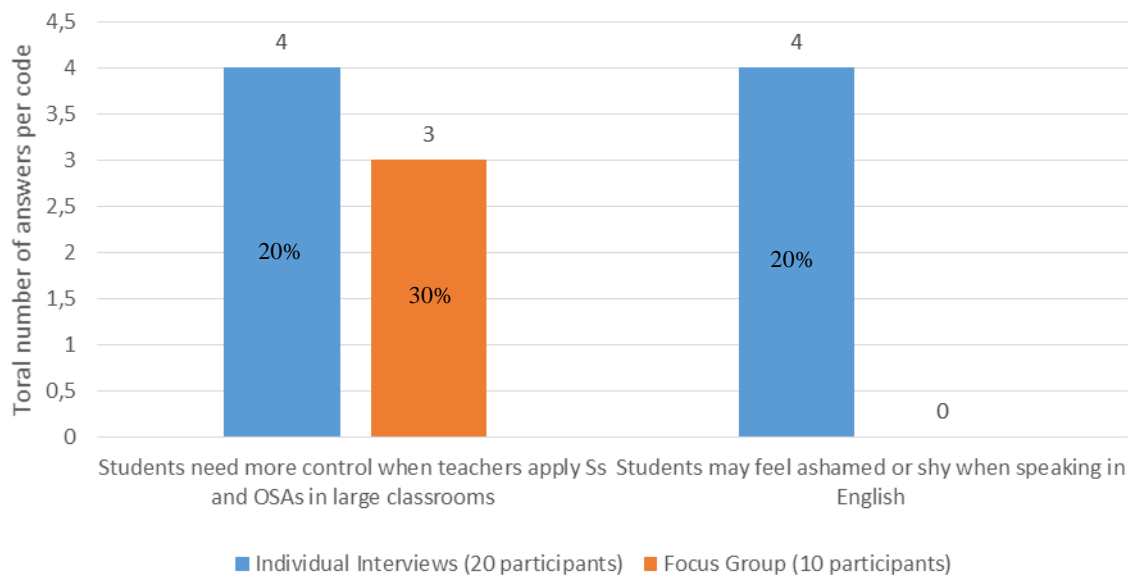


Figure 3 . Total number of answers per code of the category Disadvantages of using Ss and OSAs to develop their conversational skills obtained from the individual interviews and focus group discussions.

5.3 Quantitative Findings

Table 4 displays the checklist used as the instrument for the evaluation of the participants' conversational skills during the pre- and post-tests. In this sense, the checklist was the tool used in the collection of quantitative data.

Table 4. Checklist

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL (ESPOL)
Master’s Degree in TEFL – Seventh Cohort
Researchers: Lic. Wendy Moreira and Lic. Gary Bazurto

STUDY: “Using Communicative Approach-based activities for developing conversational skills in A1 English Level Students in an Ecuadorian Public High School: An exploration of students’ perspectives and their speaking improvement.”

CHECKLIST

Rating checklist for speaking test

Name:

| | | Totally | Partially | Somewhat | Not at all |
|---------------------------------|---|------------|------------|------------|------------|
| Topic Fluency | 1. Are required topical elements covered? | __3 | __2 | __1 | __0 |
| | 2. Is the language fluent? | __3 | __2 | __1 | __0 |
| Pronunciation | 3. Is the pronunciation correct? | __3 | __2 | __1 | __0 |
| Grammar | 4. Is grammar used correctly? | __3 | __2 | __1 | __0 |
| Pragmatic Competence | 5. Is the participant responding correctly & appropriately to the interlocutor’s utterances? | __3 | __2 | __1 | __0 |

Note. Adapted from: Chou, M. H. (2013). Teacher Interpretation of Test Scores and Feedback to Students in EFL Classrooms: A Comparison of Two Rating Methods. *Higher Education Studies*, 3(2), 86. Copyright 2013 by Mu-Hsuan Chou. Used with permission of the author

Table 5 displays a summary of the results obtained through the pre- and post-test. Specifically, this table includes the parameters we considered to evaluate the participants' conversational skills. It also entails the score assigned to the participants according to their oral production with relation to every parameter.

Table 5. Summary of the results obtained in the pre- and post-test.

| N | SUBJECTS | TOP IC PRE - TES T | TOP IC POS T- TES T | FLUE NCY PRE- TEST | FLUE NCY POST- TEST | PRONUNCI ATION PRE-TEST | PRONUNCI ATION POST-TEST | GRAM MAR PRE- TEST | GRAM MAR POST- TEST | PRAGMA TIC COMPET ENCE PRE- TEST | PRAGMA TIC COMPET ENCE POST- TEST |
|----|----------|-----------------------------------|------------------------------------|-----------------------------|------------------------------|-------------------------------|--------------------------------|-----------------------------|------------------------------|---|--|
| 1 | ANN1 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| 2 | MATT1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 3 | ANN2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 |
| 4 | MATT2 | 1 | 2 | 0 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| 5 | ANN3 | 2 | 3 | 2 | 3 | 1 | 2 | 1 | 2 | 1 | 3 |
| 6 | MATT3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| 7 | ANN4 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 |
| 8 | MATT4 | 1 | 2 | 0 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| 9 | ANN5 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 10 | MATT5 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 0 | 2 |
| 11 | ANN6 | 1 | 3 | 1 | 2 | 1 | 2 | 1 | 2 | 0 | 2 |
| 12 | MATT6 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 13 | ANN7 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| 14 | MATT7 | 1 | 2 | 0 | 2 | 0 | 2 | 1 | 2 | 0 | 2 |
| 15 | ANN8 | 2 | 3 | 2 | 3 | 1 | 3 | 1 | 3 | 1 | 3 |
| 16 | MATT8 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 |
| 17 | ANN9 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 18 | MATT9 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| 19 | ANN10 | 1 | 2 | 0 | 2 | 1 | 2 | 0 | 2 | 1 | 2 |
| 20 | MATT10 | 2 | 3 | 1 | 3 | 1 | 3 | 1 | 2 | 2 | 3 |
| 21 | ANN11 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| 22 | MATT11 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 |
| 23 | ANN12 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| 24 | MATT12 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

| | | | | | | | | | | | |
|----|--------|---|---|---|---|---|---|---|---|---|---|
| 25 | ANN13 | 1 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 1 | 2 |
| 26 | MATT13 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| 27 | ANN14 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 |
| 28 | ANN15 | 2 | 2 | 1 | 3 | 1 | 3 | 1 | 2 | 2 | 3 |
| 29 | ANN16 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 30 | ANN17 | 1 | 3 | 0 | 3 | 1 | 3 | 1 | 3 | 1 | 3 |

Table 6 shows the statistical analysis of the results obtained in the pre-test and post-test. This analysis was developed by using the IBM SPSS software version 24. Since this research work involves two related interventions (pre-test and post-test) per participant, we ran the Student T-test for paired samples test (Chan, 2003).

Table 6. Statistical analysis of the results obtained in the pre- and post-test.

| Paired Samples Test | | | | | | | | | |
|---------------------|--|--------------------|----------------|-----------------|---|-------|---------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | TOPIC PRE TEST - TOPIC POST TEST | -.567 | ,626 | ,114 | -.800 | -.333 | -4,958 | 29 | ,000 |
| Pair 2 | FLUENCY PRE TEST - FLUENCY POST TEST | -1,200 | ,610 | ,111 | -1,428 | -.972 | -10,770 | 29 | ,000 |
| Pair 3 | PRONUNCIATION PRE TEST - PRONUNCIATION POST TEST | -.800 | ,761 | ,139 | -1,084 | -.516 | -5,757 | 29 | ,000 |
| Pair 4 | GRAMMAR PRE TEST - GRAMMAR POST TEST | -.767 | ,679 | ,124 | -1,020 | -.513 | -6,185 | 29 | ,000 |
| Pair 5 | PRAGMATIC COMPETENCE PRE TEST - PRAGMATIC COMPETENCE POST TEST | -.833 | ,747 | ,136 | -1,112 | -.555 | -6,113 | 29 | ,000 |

CHAPTER VI

6.1 Discussion of Findings

In this section, the authors will interpret the data obtained from the intervention developed with thirty participants in an Ecuadorian public high school. The researchers addressed this study to explore students' perspectives towards the application of Communicative Approach-based activities -surveys and opinion sharing activities- for developing conversational skills and their speaking improvement. Regarding this point, Mazouzi (2014), mentions that for developing communicative competence it is proper to take into consideration the daily classroom practice. In fact, students will assimilate the grammar structures meanwhile they learn "how the language system works in a correct and appropriate way" (p. 8).

The findings of this study provide valuable qualitative information about students' perspectives regarding the implementation of opinion sharing activities and surveys as Communicative Approach-based activities for developing conversational skills. These findings also provide important quantitative information that shows the improvement of students' speaking skills after the intervention conducted by the researchers. The categories and codes presented in Tables 2, 3 and the numerical data entailed in Table 5 and 6 facilitate the analysis and the discussion of the results of this study.

6.1.1 Discussion presentation.

According to the National Curriculum (2016), CLTA is one of the most important elements in the EFL curriculum whose main aim is to enhance students' conversational skills throughout applying activities based on CLTA in daily students' interactions (EFL Curriculo, 2016, p.243). In this respect, we consider extremely necessary for English teachers to teach English using CLTA activities to prepare students for using English as a means of communication. By doing this, the students' communicative competence will be effectively developed through involving learners in using the language properly in a real-life context. In this respect, Widdowson (1989) mentions that learners who constantly use the English language in communicative interaction can acquire a great variety of phrases in a range of "correlating context." (p. 131)

Therefore, the purpose of this study is to gain information related to the students' perspectives toward the application of Communicative Approach-based activities for developing conversational skills and their speaking improvement as well as learning about

the effectiveness of these activities from the opinions of their students. To accomplish this objective, the authors administered pre- and post-tests to collect quantitative data and personal interviews and focus group discussions for the collection of qualitative data. For the latter, the authors used five semi-structured questions which resulted in categories that will be thoroughly analyzed in this chapter.

In the discussion of findings, we start discussing the qualitative results. First, we include a general view of the categories that resulted from the analysis of these data. Then we assign the category with the correspondent code whose information was chosen considering the most important aspects exposed by the participants in personal interviews and focus group discussions. Also, after the analysis of each category, we include information provided by other authors whose findings support our point of view with regard our study. At the end, we provide a general analysis of the quantitative results taking into consideration the information gathered from the pre- and post-tests.

6.1.2 Discussion of findings.

Qualitative findings.

In the category *Students' feelings when participating in the Ss and OSAs and reasons for these feelings*, students who were interviewed individually stated that while participating in Ss and OSAs they felt gladness, confidence, and enthusiasm because these activities encouraged them to interact with their peers, become closer and share special moments with them. The communicative activities also allowed them to build their confidence when speaking. Participants of the focus group discussions expressed similar feelings, except for confidence. Similar to the participants of the individual interviews, they reported having these feelings because the application of Ss and OSAs provided them opportunities for communicative interaction. In addition, they also mentioned feeling in that way because they could apply the vocabulary they knew and expand it.

Through the analysis of the category *Reasons why students believe that the Ss and OSAs help to develop conversational skills*, students considered that Ss and OSAs have a positive effect on their speaking development and also enhanced their learning experience in the classroom. Even though the participants mentioned that the implementation of the Communicative Approach-based activities has many advantages for the conversational skills development, the participants also listed some disadvantages while participating in the activities in class. The disadvantages are reflected in the category *Disadvantages of using Ss and OSAs to develop their conversational skills*. With this regard, they considered

that at the time of developing the activities in class students require more control when teachers apply Ss and OSAs in large classrooms. On the other hand, some students stated that the fact of taking part in the speaking activities did not make them overcome their fear of speaking English.

6.1.2.1 Students' feelings when participating in the Ss and OSAs:

Gladness.

The participants who took part of the study in both methods expressed that when they worked with Ss and OSAs they felt gladness because teachers developed activities that helped them improve their conversational skills. For example, one of the participants of the interviews, MATT2, stated: *"I felt well because teachers applied a method so that we could improve our speaking..."* Additionally, several students of both interview and focus group stated that Ss and OSAs gave them the opportunity to interact with each other, for that reason, they felt glad.

The CLTA is the foundation of the current EFL Ecuadorian Curriculum. This approach highlights that the proper way to learn English is not by assimilating knowledge, but students' interaction (Curriculo, 2016, p.247). In this regard, we can deduce that the application of Ss and OSAs would improve their conversational skills development by means of students' interaction with peers while participating in Ss and OSAs. Richards (2005), confirms that the main aim of the CLT approach is to develop tasks that foster students' participation in pair or group classroom activities.

6.1.2.2 Students' feelings when participating in the Ss and OSAs:

Confidence.

On this point, participants referred that the immersion in Ss and OSAs encouraged them to speak in English and this ensued in increasing their confidence and motivation because they learned how to answer the questions included in the activities accurately. For instance, MATT6 (II) mentioned: *"I felt a little bit important because I was improving my English when I was answering, and I realized how I learned to answer properly."* The findings of Tsou's study report that motivation and oral practice are closely related and have a positive effect in speaking improvement (Tsou, 2005). He also points out that the classroom environment is an important aspect for increasing motivation and interest in language learning, (Tsou, 2005). Similarly, Nazara (2011) considers necessary the implementation of a proper approach, engaging activities, and high motivation to achieve success in speaking class.

6.1.2.3 Reasons why students felt gladness, confidence, and enthusiasm when participating in Ss and OSAs: They felt glad and enthusiastic because they could become closer.

In this matter, the participants emphasized that the reason why they felt gladness, confidence, and enthusiasm when participating in Ss and OSAs is the effective ways they could interrelate with their fellows. For example, ANN5, who participated in the individual interviews, stated “...because we could interact with people that maybe we couldn't have a link during all year”, referring to the reason why she felt enthusiastic. Similarly, students who participated in the FG expressed that they felt enthusiastic due to the activities promoted a friendly relation with each other. In this sense, MATT13 (FG) asserted “...in a certain way was funny since we interacted with other classmates which it strengthened our bonds of friendship”. The findings in this aspect are supported on what is pointed out by Damon (1984), who confirms that peer interaction bring benefits to the students due to the exchange of information makes them work equally. Also, students interaction allow them establishing priorities in their work as well as, foster “peer dialogue” because they [...] “share ideas, seek consensus, compromise willingly with one another, and remain open to new insights [...]” (p. 334).

6.1.2.4 Reasons why students felt gladness, confidence, and enthusiasm when participating in Ss and OSAs: They felt glad, confidence, and enthusiastic because they could improve their conversational skills.

In relation to this point, participants expressed that one of the reasons why they felt gladness, confidence, and enthusiasm when participating in Ss and OSAs is that these activities triggered them off to enhance their conversational skills. To illustrate this fact, we use MATT6's words (II participant). This student asserted “... when I was answering I realized how I learned to answer properly”. From this assertion, we can conclude that due to the day to day practice and language exposition through the exchange of opinions during the development of the Ss and OSAs, students improved their conversational skills. In this respect, Tsou (2005) states that “with more practice in their oral communication skills, students will feel more comfortable in speaking. This oral practice and confidence in speaking should help to improve their speaking proficiency” (p. 47). This finding is consistent with what Liu (2007) mentions in his study by expressing that the lack of confidence and lack of practice influence students' speaking performance.

6.1.2.5 Reasons why students believe that the Ss and OSAs help to develop conversational skills: They facilitate the internalization of vocabulary.

Taking into consideration participants' responses on this matter, they coincided in the answers obtained in both data collection methods and expressed that the participation in Ss and OSAs promoted vocabulary acquisition. In particular, ANN2 (II) pointed out "... when we make the questions, we are going to learn new words and vocabulary". In addition to that, ANN17 (FG) asserted "*It seems a good idea because this helps our vocabulary because if we didn't know a word, we asked*". In this regard, in his study, Akkakoson (2016) mentions that increasing vocabulary is important for fluency improvement. In like manner, Richards (2005) asserts that CLT activities ensue in language learning due to students build up their vocabulary size from listening "other members of the group" during communicative interactions. (p. 20).

It is important to emphasize that the collaborative work among students when applying communicative activities is a valuable aspect that teachers must take into consideration at the moment of developing Ss and OSAs. Long & Porter (1985) confirm that the group work benefits students' language learning because student interaction exposes students to a wide range of vocabulary used during their conversations. In this regard, we realized that the constant practice in collaborative groups or pairs promotes the development of students' conversational skills.

6.1.2.6 Reasons why students believe that the Ss and OSAs help to develop conversational skills: They allow learners to practice the language and feel more confident when speaking.

Participants who took part in this intervention believe that the application of the Ss and OSAs provides students with opportunities for practicing the language in meaningful ways as well as increasing their confidence when speaking. In this respect, Richards (2005) confirms that group work (such as the group work performed in Ss and OSAs) in CLT increases students learning motivation which results in more confident students when speaking English.

To illustrate this aspect, we take three students' opinions; ANN5, MATT9, and ANN6. ANN5 (II participant) stated "... *before these surveys I did not speak English at all. Now, I speak a little (English) and the surveys helped me to improve (my speaking skills)*". In the same way, MATT9 (II participant) asserted "... *before I felt a little bit scared when I spoke English but with the surveys I have lost this fear to make a mistake*".

On her part, ANN6 (one of the FG participants) emphasized “... *if we do (the Ss and OSAs) again, we are going to continue developing more that skill (speaking) because we need it. We are thereby going to improve the speaking skill, the conversational skill and in this way we can learn*”. Considering these assertions, it is important to mention that for developing Ss and OSAs, it is necessary to promote a positive learning environment where students feel the willingness to take part in them. Participants of Liu’s (2007) study, stated that it is fundamental for motivating students to develop oral activities; to promote a “non-threatening classroom learning environment” (p. 133). Therefore, we can suggest that a positive learning environment prompts students to speak more confidently and motivates them to express their ideas in English.

6.1.2.7 Reasons why students believe that the Ss and OSAs help to develop conversational skills: They have a positive effect on pronunciation.

After the application of the semi-structured questions in both methods used in this study, the authors found out that the application of Ss and OSAs had a significant impact on pronunciation improvement. In this regard, ANN7 (II participant) stated “... *during this time (interventions), we practice speaking and activities and thanks to that, we could improve our pronunciation*”. MATT9 (II participant) commented “... *one can perform better in this language, because it is very common in education to teach only what is in the book. But, they (teachers) never make you pronounce or speak among partners*”. Similarly, MATT11 (FG participant) remarked: “*The advantage may be that we would improve the way we speak in English and, pronounce the words and the vocabulary better.*” In this regard, Elmaksoud (2013) points out that the organized application of communicative activities creates opportunities for students to practice pronunciation and foster language learning in a real life context. Consequently, Ss and OSAs provide opportunities for students to improve their pronunciation which is an important aspect at the moment of making oneself understood during a conversation.

6.1.2.8 Reasons why students believe that the Ss and OSAs help to develop conversational skills: They create a feedback environment.

In this aspect, taking into consideration the data collected using the individual interviews, the participants’ responses indicate that a feedback environment resulted from the application of Ss and OSAs. This aspect enabled students to develop their conversational skills. For instance, ANN10 (II participant) stated “...*because something that I don’t know or if I make a mistake, I can ask for help and they (teachers and students)*

can correct me". On this point, Irons (2008) mentions that feedback promotes students' learning and encourages them to accomplish their learning goals. Likewise, Damon (1984) points out that when learners are involved in collaborative activities such as discussions and debates, among others they promote constructive feedback.

6.1.2.9 Reasons why students believe that the Ss and OSAs help to develop conversational skills: They avoid monotony.

The authors of this study infer that the application of Ss and OSAs dynamically enhances students' conversational skills development because these activities promote student interaction, making students participate more actively in the classroom. Students' responses suggest that Ss and OSAs helped to turn the speaking activities into more active and enjoyable activities because they were not focused just on completing the activities from the book but they also were applying their knowledge in real life-like activities. To illustrate this aspect, we consider ANN9's (II) opinion; she stated: "*Yes, because sometimes we should not concentrate on a book but be putting into practice what we learn ...*". ANN1 (FG) asserted "*...I think that it's convenient since we find the class more enjoyable instead of spending time reading books...*" In this regard, Jacobs & Farrell (2003) point out that CLT activities embrace a wide range of topics, avoiding learners to keep working just on one book.

6.1.2.10 Reasons why students believe that the Ss and OSAs help to develop conversational skills: Students develop critical thinking.

Taking into account the students' responses got from the individual interviews and focus group discussions, the researchers deduce that the application of Ss and OSAs encourage students to expand their knowledge due to these activities foster students critical thinking. For instance, ANN14 (II) stated "*... I feel that I learn more because I start thinking about what I am going to say or why I am going to say it. Therefore, I start thinking and I remember phrases in English that I have forgotten*". In this respect, Damon (1984) confirms that peer communication generates problem-solving scenarios where learners work collaboratively applying cognitive skills. According to this author, the purpose of peer communication is to find a proper solution to a specific situation. In the same way, this author also mentioned that students develop problem-solving abilities when we distribute responsibilities between the participants of the group to analyze or discuss a specific topic. In the same way, Jacobs & Farrell (2003) stated that the implementation of

thinking skills is a valuable aspect of CLT activities due to students have to analyze the information and also give proper solutions to a specific problem posed in the task.

6.1.2.11 Reasons why students believe that the Ss and OSAs help to develop conversational skills: They help to assimilate new grammatical structures.

According to participants' responses, the application of Ss and OSAs helps students to internalize grammatical structures". With this regard, Harmer (1991) states that for promoting students' development of knowledge and skill it is important to create opportunities for students to practice the language they are learning. As a matter of fact, "activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use" (Harmer, 1991, p. 69). To illustrate this, we take into consideration what one the participants of this study states, ANN5 (II) "... we can understand the questions and learn how to answer properly". About what the participant mentions, Savignon (1991) indicates that grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences. Consequently, it is important to comment that Ss and OSAs were designed taking into consideration the content and grammar topics students were learning at that moment.

6.1.2.12 Reasons why students believe that the Ss and OSAs help to develop conversational skills: They increase students' interest in learning English.

Based on the results obtained using individual interviews and focus groups discussion, the authors of this study coincide that the application of Ss and OSAs for improving students' conversational skills increases students' interest in learning English. The activities developed have a real communicative purpose rather than just practicing the language. We designed the activities with the aim of involving students in real life-like conversations, keeping students focused on the tasks. To illustrate this, MATT7 (II) stated "One must research the topic they are asking, and consequently one learns the language" in the same way MATT8 (FG) stated "... we saw the class a little funnier, and we were focused on the class". On this point, in their study, Sato & Kleinsasser (1999) confirm that teaching students how to use language for communicating purposes is one of the characteristics of CLT. They also mention that learners' motivation to language learning is closely linked with their "success in actually learning to speak the language" (p. 502).

6.1.2.13 Disadvantages of using Ss and OSAs to develop their conversational skills: Students need more control when teachers apply Ss and OSAs in large classrooms

Besides mentioning the advantages of using Ss and OSAs, the participants also mentioned the disadvantages of using these activities. For instance, ANN5 (II) asserted “*The disadvantage is ... we made acts of indiscipline we did trap because we spoke in Spanish and we did not practice English pronunciation*”, in the same way, ANN6 (FG) asserted “*...some students disturbed in classes they did not allow developing the activities in a proper way*”. According to Xie & Zhang (2013), it is essential for teachers to take into consideration students’ characteristics of learning at the moment of designing activities. They also point out that teachers must domain “some teaching skills of creating situations, organizing interaction, and so on” (Xie & Zhang, 2013, p. 160).

6.1.2.14 Disadvantages of using Ss and OSAs to develop their conversational skills: Students may feel ashamed or shy when speaking in English.

Regarding the disadvantages of using Ss and OSAs to develop their conversational skills, the authors of this study consider that it is relevant to motivate our students to speak during the class activities to have them lose their fear of speaking in class. In this respect, ANN4 (II) pointed out “*... some students were shy and they couldn’t say what they wanted.*” In this regard, Nazara (2011) mentions in his study that motivation in speaking classes is an essential element for students’ speaking improvement as well as increase their confidence to take part in the speaking activities.

Quantitative findings.

Now, we move to discuss the numerical results. The quantitative outcomes resulted from the information gathered in the pre- and post- tests sessions using a checklist. The purpose of the pre- and post- tests was to assess students’ conversational skills before and at the end of the intervention as well as to explore if the application of the Communicative Approach – based activities (surveys and sharing opinion activities) ensued in students’ speaking improvement.

For the pre- and post- tests sessions, students worked in pairs asking each other a set of semi-structured questions about personal information, favorite activities, likes and dislikes, favorite clothes, and plans. The questions that students employed in these sessions were designed taking into consideration the outcomes suggested by the CEFR for learners with an A1 proficiency level.

The checklist used to collect the data in the pre- and post- tests included parameters such as topic, fluency, pronunciation, grammar and pragmatic competence. Most of these parameters are the elements of the communicative competence of individuals. These elements were graded on a scale from 0 to 3 with 3 being the highest score. Each number of the rating scale represents the following: 3 (totally); 2 (partially); 1 (Somewhat); 0 (Not at all).

For the discussion of the quantitative data, we decided to address the analysis from two perspectives: (1) an analysis considering a manual descriptive average score of the results and; (2) an analysis of the results based on the statistical computer software SPSS.

The following chart facilitates the interpretation of the results based on the manual descriptive average score. They show an overall perspective the average scores obtained in the pre- and post-tests sessions, including each parameter that we considered for the assessment of students' conversational skills.

Table 7 shows the average score that resulted from the pre- and post-test sessions

| No. | Questions | Pre-test | Post-test |
|-----------------------------|---|---------------|---------------|
| | | Average Score | Average Score |
| Topic | | | |
| 1 | Are required topical elements covered? | 1,40 | 1,97 |
| Fluency | | | |
| 2 | Is the language fluent? | 0,90 | 2,10 |
| Pronunciation | | | |
| 3 | Is the pronunciation correct? | 1,20 | 2,00 |
| Grammar | | | |
| 4 | Is grammar used correctly? | 1,00 | 1,77 |
| Pragmatic Competence | | | |
| 5 | Is the participant responding correctly & appropriately to the interlocutor's utterances? | 1,17 | 2,00 |

According to the information in Table 7, the overall average score presents a variance among the pre- and post-tests outcomes. Generally, we can observe that the intervention applied in the classroom through Communicative Approach – based activities (surveys and sharing opinion activities) ensued in language learning improvement.

We detail the participants’ speaking improvement as follows: In the parameter regarding Topic, participants had an overall average score of 1,40 while in the post-test the respondents had a 1,97. The overall score obtained by each respondent in the parameter related to fluency in the pre-test was 0,90 and in the post-test 2,10.

All thirty participants involved in the study reported a significant improvement in the five parameters considered for the participants’ conversational skills evaluation. However, the highest average score that resulted from the pre- and post-tests lies in the parameter related to fluency. Therefore, we can conclude that the intervention had a positive effect on students’ speaking performance specifically in the students’ oral fluency parameter.

Table 8 shows the average score resulted from the pre- and post-tests sessions categorized by gender (male and female)

| No. | Question | Male | | Female | |
|----------------------|--|---------------|---------------|---------------|---------------|
| | | Pre-test | Post-test | Pre-test | Post-test |
| | | Average Score | Average Score | Average Score | Average Score |
| Topic | | | | | |
| 1 | Are required topical elements covered? | 0,63 | 0,83 | 0,77 | 1,13 |
| Fluency | | | | | |
| 2 | Is the language fluent? | 0,37 | 0,83 | 0,53 | 1,27 |
| Pronunciation | | | | | |

| | | | | | |
|-----------------------------|---|------|------|------|------|
| 3 | Is the pronunciation correct? | 0,50 | 0,83 | 0,70 | 1,17 |
| Grammar | | | | | |
| 4 | Is grammar used correctly? | 0,43 | 0,70 | 0,57 | 1,07 |
| Pragmatic Competence | | | | | |
| 5 | Is the participant responding correctly & appropriately to the interlocutor's utterances? | 0,47 | 0,80 | 0,70 | 1,20 |

The information involved in Table 8 shows the overall average score categorized by gender (male and female). With the purpose of contrasting the participants' outcomes we present the results in a broader point of view. Generally, we can determine that there was a difference between both groups' results after the intervention applied in the classroom through Communicative Approach – based activities (surveys and sharing opinion activities). In consequence, the table 8 reveals that female participants' outcomes are higher than male participants' outcomes. The female average score reflect a significant improvement among male participants.

For the analysis of the quantitative data, we used the statistical IBM SPSS software version 24. We applied a paired t-test due to we have paired data (related sample) or said, in other words, results from a pre- and post-tests (Chan, 2003). This analysis had the purpose of determining if the outcomes of the students in the pre- and post-tests reflected progress as a result of the intervention.

According to Bryman & Cramer (2011), SPSS is one of the most commonly used computer programs which deal with the analysis of findings to know the significance level of the study. This statistical program “usually provides with the exact number of level of significance for each test” (Bryman & Cramer, 2011, p.111). When the results of a study are at or below the 0,05, they reflect that the interventions had a higher level of significance. It means that there was a positive difference between the results of the pre- and post-test and that the intervention took effect. Therefore, we can reject the null

hypothesis, which expresses that there is no difference between the results of the pre- and post-tests.

The results obtained from the statistical analysis of the pre- and post-tests using the SPSS software yield a 0,000 level of significance for the five parameters evaluated with a confidence interval of 95% (see Table 6). Therefore, we can conclude that the students' scores obtained from the evaluation of students' conversational skills before and after the intervention with the Ss and OSAs reflect a considerable improvement on students speaking skills.

6.2 Conclusion

This improvement is not only shown in numbers but also in the reflections of students' opinions as we discussed in the qualitative findings section. The improvement was not only in participants' speaking skills but also in students' attitudes toward speaking activities, as they mentioned in the individual interviews and focus group discussions.

CHAPTER VII

7.1 Final Conclusion

7.1.1 Conclusions and implications.

The objective that motivated this study was to “Explore A1 English Level Students’ perceptions towards the application of Communicative Approach-based activities for developing conversational skills”. The main research question of this study was “How do Communicative Approach-based activities such as student-conducted survey and opinion-sharing activity influence the conversational skills development of A1 English Level Students in an Ecuadorian Public Institution? This research question is vital during the intervention as shown in tables 1, 2, and 7.

To fulfill this objective, we developed an intervention which included individual interviews and a focus group discussion to obtain participants’ perceptions of the activities applied for speaking improvement. Furthermore, we applied pre- and post-tests which allowed us to evaluate the participants speaking skills before and after the intervention to know if the Communicative Approach-based activities (surveys and opinion sharing activities) had a positive effect in students’ conversational skills development.

It is essential to mention that even though the application of Communicative based-approach activities help students to enhance their conversational skills, it is also essential to take into consideration the number of students per class to develop them properly. This aspect is fundamental for promoting an effective learning environment where students use the target language as a means of communication as if they were in real context.

Given the above and based on the analysis and discussions in the previous section, the authors of this study conclude that the implementation of Communicative based-approach activities (surveys and opinions sharing activities) in EFL classrooms does contribute to developing students’ conversational skills after using them consistently. Students developed a command of grammar and their fluency, pronunciation, and pragmatic competence improve considerably. Such communicative based-approach activities also contribute to the enhancement of other aspects (psychological, social, neurological, and environmental) that are important in the language teaching-learning process.

- The psychological aspect embraces students’ confidence when speaking.
- The social aspect entails the promotion of collaborative work in the classroom.

- The neurological aspect implicates the increase in students' attention, motivation, and engagement in the academic setting.
- The environmental aspect involves the improvement of the learning environment and the teaching practice through the avoidance of monotonous activities as well as creating opportunities for students to practice the target language and internalize vocabulary.

Communicative based-approach activities such as surveys and opinions sharing activities enhance the learner's' ability to ask and answer questions about familiar topics, which is one of the outcomes expected of students in an A1 level according to the CEFR. Finally, even though we have mentioned that the implementation of communicative approach-based activities with EFL students is an effective alternative for enhancing classroom teaching practice, it is fundamental to monitor the proper application of the activity for obtaining the desired results, considering the number of students per class.

7.2 Limitations of the Study

Time was one of the main constraints in this study because we had to develop the activities of the course book as the same time as we were developing the intervention.

This aspect did not allow us to apply more Ss and OSAs. We think this circumstance could slightly affect our study in the way that the intervention might not effectively reflect the desired results in all the aspects that were evaluated in the pre- and post-tests.

Another aspect that could moderately impact the results of this study was the participants' lack of confidence when answering the semi-structured questions applied in the individual interviews and focus group discussions. Some participants answered with yes/no answers and did not provide further information to support their ideas. The data collected through these kinds of methods provide valuable information about an intervention. For that reason, it is important that we provide participants with detailed and rich data when answering the questions due to this information is going to support the analysis of the study.

7.3 Future Directions and Further Areas for Research

The results of this analysis might be used for future studies with the aim of promoting the improvement of the conversational skills of public high school students in Ecuador and other foreign language contexts. These activities could be implemented and tested in other educational contexts. For instance, with primary school students or in classes with a lower number of students. Students' perceptions towards the use of the

communicative teaching activities such as students-conducted surveys and opinion-sharing activity to improve their conversational skills should be compared with the results obtained in the contexts previously mentioned.

The authors of this study also suggest the implementation and study of other CLTA activities like roleplays, dialogues, task completion activities, information-gathering activities, information-sharing activities, information-transfer activities, and reasoning-gap activities in order to know their effectiveness in filling students' needs regarding the development of speaking skills in foreign contexts.

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APPENDICES

Appendix A

FEBRUARY 13, 2017

INDIVIDUAL INTERVIEWS

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

1) **MATT1.** Muy bien ya que pudimos interactuar entre nosotros

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

2) **MATT1.** Eh... si puede ser, Porque la mayoría va a practicar el inglés.

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

3) **MATT1:** Si porque al momento que interactuamos tenemos que describir lo que vemos y más, tenemos que hacerle preguntas a nuestros compañeros, como se desarrollan

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

4) **MATT1:** La encuesta nos ayuda a interactuar, aprendemos más del inglés y aprendemos contestar una encuesta

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

5) **MATT1:** Ninguna

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

6) **MATT2:** Yo me sentí bien, porque los maestros aplicaron un método para que mejoremos nuestro speaking. A mí en realidad me gustaba pero era un método muy fundamental para que nosotros mejoremos nuestro speaking.

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

7) **MATT2:** No me gustaría

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades conversacionales en inglés? ¿Por qué?

8) **MATT2.** No porque yo tenía un rendimiento bajo en inglés, pero para los que, si tienen

un nivel alto si les ha sido importante el estudio

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

9) **MATT2:** Ventajas, por ejemplo en una conversación o para referirnos a algo porque en las encuestas nos hacemos preguntas mutuamente a los compañeros, y preguntándonos, donde vivíamos, etc eso nos sirve

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

10) **MATT2:** Yo pienso que no hay desventajas, es algo para mejorar porque los maestros no van a buscar algo que nos dificulte el aprender

P1: ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

11) **ANN2:** Bien porque aparte de ayudar, el profesor nos ayudó a unirnos como compañeros cuando hicimos las entrevistas y creo que aprendimos un poco para el futuro.

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

12) **ANN2:** Si me gustaría, pero que no sean tan repetitivas, por ejemplo una vez a la semana no más, porque cuando se hacen muy repetitivas ya se hace muy aburrido

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversacionales en inglés? ¿Por qué?

13) **ANN2:** Si, porque al momento de preguntar y responder íbamos desarrollando lo que habíamos aprendido anteriormente

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

14) **ANN2:** Como lo dije anteriormente ayuda bastante porque lo que hemos aprendido anteriormente lo podemos ir desarrollando cuando hacemos las preguntas, vamos aprendiendo nuevas palabras y vocabulario.

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades C de inglés?

15) **ANN2:** Una desventaja puede ser que a todos no les gusta opinar si no solo palabras cortas como si o no.

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

16) ANN3: Realmente interesada, porque no solo participé, también hacía preguntas a mis compañeros con los que me ayudaban a formular un poco mejor todas estas cuestiones esperando que alguna vez las pueda utilizar

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

17) ANN3: Realmente a mí no me gustaría, porque esto pasaría a ser una nota más y en caso de que en una encuesta yo salga mal, eso afectaría mi nota y a mí no me gustaría eso

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

18) ANN3: Bueno, la verdad si porque me ayudo a interactuar con mi compañero sobre el tema obligatoriamente en inglés, y realizarle preguntas y cuestiones y ver su forma de hablar ayuda a complementar la mía

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

19) ANN3: Bueno, las ventajas como ya las mencioné un poco antes, son que yo puedo hablar con alguien más sobre un tema en específico y obviamente yo voy a tener mi forma de hablar y la forma en la que yo se realizar las oraciones y obviamente la otra persona pueda estar más avanzada o atrás y yo también puedo aprender de ello

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

20) ANN3: No sé, la verdad desventajas para las personas que no saben hablar inglés y yo pienso que unas personas pueden quedar realmente mal a lado de otras que sepan al menos lo básico del inglés.

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

21) ANN4: Bueno, me sentí emocionada de que pudimos compartir momentos entre compañeros y a la vez aprender acerca de hablar en inglés, verbos y como utilizarlos

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

22) ANN4: Si porque es una manera como para salir de la rutina y sería una forma buena de aprendizaje para el estudiante, para que sea más fácil la facilidad

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

23) ANN4: Bueno si, porque la mayoría de las clases practicábamos las encuestas y como que practicábamos más al hablar no solo los verbos, la rutina si no que saber que decir al momento de hablar.

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

24) ANN4: Sería que nos ayuda a desenvolvemos, aprender más la pronunciación, que decir, y compartir un momento entre compañero

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

25) ANN4: Sería que algunos compañeros formaban la indisciplina y no dejaban escuchar bonito y tal vez que algunos eran tímidos y no les salía lo que de verdad querían.

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

26) ANN5: Muy entusiasmada porque pudimos interactuar con personas con las que quizás no pudimos tener un vínculo durante todo el año

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

27) ANN5: Si me gustaría porque de una manera u otra desarrollaría nuestra forma de hablar de interactuar, nuestros gestos, nuestras maneras y expectativas para aprender

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

28) ANN5: Bueno, si porque antes de esas encuestas yo no hablaba para nada inglés, ahora yo hablo, más o menos y me ayudaron a desarrollar

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

29) ANN5: Unas ventajas es aprender más del tema, entablar una conversación en inglés, poder interpretar las preguntas y aprender a formular las respuestas

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

30) ANN5: Las desventajas es que perdíamos horas de clases, se hacía relajó y a veces hacíamos trampa porque hablábamos directamente en español y no practicábamos la pronunciación

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de

opinión compartida?

31) **MATT6:** Bueno me sentí un poco importante, o sea fue mejorando mi inglés cuando fui respondiendo me di cuenta como aprendí a responder y aprendí a responder de una manera correcta

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

32) **MATT6:** Bueno si me gustaría, porque en un futuro me gustaría moverme a un lugar donde sepan inglés y me realicen un tipo de pregunta como esta y no seamos responder y esto nos ayuda a responder de forma inmediata y bien hecha

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

33) **MATT6:** Bueno, en algunos caso si, porque aprendí muchas cosas con la ayuda de la profesora a responder de una manera más correcta y a dialogar más

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

34) **MATT6:** Aprendemos mejor porque nos acercamos más a la vida cotidiana y lo que realizamos y con la gramática aprendemos la base

P5. Encuestador: En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

35) **MATT6:** Por lo general, no podemos hablar muy rápido y no sabemos como contestar.

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

36) **MATT7:** Me sentí bien, porque al rato de estar dialogando con más personas sobre aquel tema practicabas más tu pronunciación y también te estás culturizando con el tema

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

37) **MATT7:** Claro me gustaría porque eso apoya a la parte del procedimiento del inglés

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

38) **MATT7:** Si me han ayudado, porque al rato de estar hablando te toca hablar para defenderte en el área.

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión

compartidas para desarrollar las habilidades conversacionales del inglés?

39) MATT7: Te toca averiguar sobre el tema que te preguntan y otro que te choca que tienes que aprender a hablar el idioma

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

40) MATT7: No le veo ver ninguna desventaja, porque si te equivocas significa que estas aprendiendo

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

41) ANN7: Fue una buena actividad porque ayudamos a nuestra profesora a realizar su tesis, y también aprendimos como expresarnos en inglés, y a decir palabras que no podíamos y no me gusta mucho el inglés

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

42) ANN7: A veces, tal vez una o dos veces por año, realmente no me gustan las encuestas

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

43) ANN7: si porque, era dos o tres veces a la semana y durante ese tiempo, nosotros practicábamos speaking y actividades, y gracias a eso pudimos ir mejorando nuestra pronunciación

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

44) ANN7. Conocer ciertas cosas que nos hacen falta, así los que nos encuestaron nos pueden ayudar a mejorar nuestras habilidades

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

45) ANN7: Hay ciertas personas que no les gusta que los encuesten o no que no saben como responder y eso sería vergonzoso y esa sería una desventaja no para el que encuesta si no para el encuestado.

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

46) ANN8: Muy curioso, al saber la opinión de diferentes puntos de vista y especialmente en la variedad de encuestas de diferentes temas.

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

47) ANN8: Si durante un tiempo determinado por que no le veo la parte mala de hacer unas encuestas y también es interesante

P2. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

48) ANN8: Si porque hable de lo que yo pensaba y me dio gran libertad de expresión en inglés y eso me gustó y fue una gran oportunidad para mí y para mis compañeros

P3: ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

49) ANN8: Te ayuda a mejorar tu léxico, y te ayuda a escuchar la opinión de otro

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

50) ANN8: No creo que hay desventajas, porque no hay nada malo en aprender temas nuevos

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

51) MATT9: Me sentí bien ya que mi nivel de estudio mejoró, puede mejorarme en inglés

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

52) MATT9: Si me gustaría porque interactuamos más en la clase

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

53) MATT9: Yo creo que sí, porque antes yo sentía un poco de miedo al hablar en Inglés pero con estás encuestas he perdido ese miedo, ese temor a equivocarme al hablar

P4: ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

54) MATT9: Yo creo uno se puede desenvolver mejor en ese idioma, ya que habitualmente es muy cotidiano la educación porque solo te enseñan lo que es texto, pero nunca te hacen pronunciar, ni hablar entre compañeros

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

55) MATT9: Yo creo que si no se sabe llevar el clima en el aula se puede quedar en el

desorden y no se puede entender nada debido a ese bullicio y desorden

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

56) ANN9: Bueno, esas actividades que hicimos, fueron algo que nos ayudó a como desenvolvemos en ese idioma, y si me sentí bien porque dialogamos un poco con nuestros compañeros

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

57) ANN9: Si porque a veces no solo hay que concentrarnos en un libro si no lo que aprendemos ponerlo en práctica y dialogar un poco con nuestros compañeros para que también nosotros podamos desarrollar el lenguaje, o el idioma Inglés

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

58) ANN9: Si me ayudaron, porque uno se puede devolverse más con los nuevos términos para cuando uno quiere dar un ensayo o proponer algo o hacer un debate, nos puede servir de algo.

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

59) ANN9: Si nos ayudaron porque es lo que más hacemos, más preguntamos, como hacer un dialogo, pero acá son preguntas

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

60) ANN9: Las desventajas fueron pocas, por ejemplo, referirnos solo a esas preguntas y esas respuestas no se podía dar nuestra opinión, cuando hacíamos diálogos, allí si podíamos dar nuestra opinión propia

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

61) MATT10: Bien, muy bien

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

62) MATT10: Si porque yo creo que nos ayuda a socializarnos más con el inglés al ponerlo en práctica y cuando vayamos a hablar y todo eso

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a

desarrollar sus habilidades de conversación en inglés? ¿Por qué?

63) **MATT10**: Si, me ayudaron mucho, porque ahora cuando hablo en inglés lo hago de una manera fluida, no tanto como las personas que ya saben bastante.

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

64) **MATT10**: Como ya lo dije, poner en práctica lo que es el inglés, hablándolo y tratando de entender.

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

65) **MATT10**: Que hay muchas personas que no lo toman en serio, y en vez de hacerlo bien se ponen a jugar.

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

66) **ANN10**: Primero, cómoda porque sabía que si me podía equivocar no pasaba nada, también era interesante porque podíamos saber lo que opinaban los demás y compartir las mismas opiniones

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

67) **ANN10**: Si me gustaría porque algo que yo no sepa o yo me equivoque puedo pedir ayuda y que me pueda corregir en lo que me estoy equivocando

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

68) **ANN10**: Si, porque la mayoría de las cosas que yo decía, la mayoría me equivocaba, por ejemplo allí podían corregirme

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

69) **ANN10**: Porque allí uno puede perder el miedo a hablar en público o a equivocarse en frente de los demás compañeros

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

70) **ANN10**: Puede ser que al momento en que te equivoques se puedan reír o burlar o criticar

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de

opinión compartida?

71) ANN11: Pues me sentí bien, porque al realizarlas pudimos aprender un poco más de lo que es inglés, saber cómo expresarte según tu vocabulario, aprender el léxico y en mi opinión también pude desarrollar como persona al poder entablar una conversación

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

72) ANN11: Si me gustaría que hagan más clases así para que uno pueda desarrollar y aprender un poco más

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

73) ANN11: Si me ayudó para poder compartir con otras personas

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

74) ANN11: Pues, conocer que le gusta también a otra persona, conocer más sobre que piensa y mejor si es en inglés

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

75) ANN11: Una de las ventajas puede ser que hay muchas personas que no les gusta interactuar, que no les gusta hablar, entonces es mucho más fácil cuando tú lo escribes.

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

76) MATT12: Me sentí bien, porque fui aprendiendo cosas de inglés que no sabía encuestando a compañeros y aprendí de temas relacionados con la clase

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

77) MATT12: Si, porque la clase sería más divertida, todo hablaríamos más sobre el tema y aportaríamos con comentarios y aprenderíamos más

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

78) MATT12: Si, porque en la encuesta aprendí más temas, con los cuales me reforcé yo mismo en áreas como en los verbos

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

79) **MATT12**: Es que todos aprendemos al momentos de hacernos preguntas sobre algún o algunos temas.

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

80) **MATT12**: Solo la copia entre otros compañeros

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

81) **ANN14**: Me sentí un poco incomoda, ya que nunca me habían hecho una encuesta y estar así en grupo

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

82) **ANN14**: Si me gustaría porque siento que aprendo más porque me pongo a pensar en que voy a decir o porque lo voy a decir y me pongo a pensar y recuerdo palabras en inglés que ya había olvidado

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

83) **ANN14**: Si, porque esto me hizo pensar en palabras y a pronunciarlas en mi mente para que queden bien y tengan sentido y coherencia

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

84) **ANN14**: Bueno una de las ventajas es que podemos hablar inglés fluido e ir practicando poco a poco

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

85) **ANN14**: No veo desventajas en eso.

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

86) **ANN16**: Bueno, fue muy divertido porque a la vez pudimos aprender más inglés y pues hacer preguntas en inglés y pues mejorar mi “Speak” y ya.

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

87) **ANN16**: Si, si me gustaría porque si es que podemos interactuar entre compañeros sobre diferentes temas que están ahora en la actualidad o algún tema de clases

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

88) ANN16: Buen en sí un poco, no tanto, pero si pude mejorar mi “Speaking” porque al estar en clases siempre nos hacían encuestas, nos pedían opiniones para cada tema y así pude aprender un poco mas

P4. ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

89) ANN16: Podemos hablar un poco más en inglés y podemos conocer más palabras que no conocíamos

P5. En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

90) ANN16: A veces perdíamos un poco clases y al día siguiente nos tocaba hacer bastante

FEBRUARY 20, 2017

FOCUS GROUP DISCUSSION

P1. ¿Cómo se sintió cuando participaba en las encuestas y en las actividades de opinión compartida?

91) MATT13: No solo aprendíamos más ingles sino que era en cierta parte divertido ya que interactuáramos con otros compañeros lo cual fortalecía nuestros lazos de amistad, esto nos generó a fortalecer la forma de hablar en inglés, nuestra pronunciación y todo eso, incluso como ya lo mencione reforzó nuestros lazos de amistad incluso logre hacer nuevos amigos.

92) ANN17: Hubo actividades más dinámicas y pudimos aprender de nosotros mismos pudimos mejorar nuestro vocabulario y ya pues fue chévere

93) ANN1: yo pienso en lo personal que estas encuestas fue estuvo bien porque nos ayudó a ver como pronunciar mejor lo que estamos aprendiendo de esta clase como es ingles expresar nuestro vocabulario, si nos equivocamos la profesora nos corregía y me pareció excelente

94) MATT5: Bien a gusto porque se podía conocer más de una persona además de eso se pudo compartir, tener los mismos gustos o si podía pensar diferente

95) MATT11: Me sentí bien porque yo estaba aprendiendo más el idioma al pronunciar bien las palabras... ah... también a comunicarme mejor con mis amigos, interactuar más en clase y nada más

96) **MATT8**: yo me sentí bien en las encuestas porque me ayudó a reforzar más mi vocabulario en inglés y todos nos sentíamos así más unidos y fue una dinámica súper chévere y me parece muy bien todo lo que hicieron.

97) **MATT3**: Me sentí muy bien estoy agradecido por eso también se mejora bastante lo que es nuestra forma de comunicarnos al momento de usar el inglés con los demás.

98) **ANN13**: Me sentí bien porque pude compartir con el resto de la clase mis opiniones todas las costumbres que yo tengo y si tuvimos tiempo entre compañeros.

99) **ANN6**: Yo la verdad es que me sentí bien porque de paso de que puedo mejorar el speaking por que antes no sabía hablar nada pude también compartir un poco más con mis amigos y conocerlos un poquito más como sobre cómo piensan de varios temas acerca de varios temas de dar opinión en inglés de ciertas problemáticas que van a ver es muy poquito.

P2. ¿Le gustaría tener encuestas y actividades de opinión compartida en la clase de inglés? ¿Por qué? ¿Por qué no?

100) **ANN6**: Yo digo que sí porque esto es un poco más entretenido que estar en libros y estar leyendo como siempre

101) **ANN1**: yo pienso que está bien ya que hacemos más amena la clase en vez de estar leyendo lo de los libros podemos estar hablando en inglés que es mejor

102) **ANN16**: Parece que eso hace la clase más dinámica más entretenida no tan aburrida como los libros

103) **MATT11**: yo pienso que es mejor así la clase porque interactuamos todos entre amigos podemos conocer mejor las palabras y llevarnos todos bien

104) **MATT8**: yo también pienso lo mismo ya que somos un grupo más unido y son súper chéveres las dinámicas y nos entretenemos un poco más y vimos la clase un poco más divertidas y le prestamos atención.

105) **MATT5**: Si profesora siempre y cuando haya rose entre compañeros

106) **MATT13**: creo que la clase se torna así más interesante y no están aburrida como simplemente llenar un libro sino que un poco más interesante y una mejor forma de aprender

107) **MATT3**: estoy de acuerdo porque se hace más interesante la clase al momento de compartir en inglés porque se mejora también nuestra habilidad de hablar en inglés y comunicarnos con otras personas en ese idioma

108) **ANN13**: si me gustaría porque así nos entretenemos más y no nos aburrirnos con tanto libro.

P3. ¿Cree que las encuestas y las actividades de opinión compartidas le ayudaron a desarrollar sus habilidades de conversación en inglés? ¿Por qué?

109) **MATT5**: no mucho no se estaba bien todo pero no le puse mucho interés al tema

110) **MATT13**: No, pero si, si porque la idea era muy Buena sin embargo alguno de nosotros, me incluyo, no le prestamos mucho interés y lo hacíamos a la maldita sea

111) **MATT11**: Yo pienso lo mismo que mi compañero porque no prestábamos mucha atención y aunque usted profe, era buena, nosotros no le prestábamos mucha atención.

112) **MATT8**: Era una buena idea hacer dinámicas así todos juntos, pero como dice mi compañero, hacían relajo y se pasaban en el celular o sino pasaban conversando o riendo y no prestaban mucha atención pero avía algunos que si prestaban atención, yo era uno de los pocos.

113) **ANN1**: yo creo que sí, porque cada vez que hablábamos la profesora nos podía corregir y podíamos saber que estábamos haciendo mal y que bien

114) **ANN17**: me parece bien porque esto ayuda a nuestro vocabulario porque si no sabíamos una palabra preguntábamos

115) **MATT3**: Si, porque me han corregido ustedes los profesores en la forma de hablar o la pronunciación y también me va a ayudar en un futuro cuando tenga que utilizarlo

116) **ANN6**: si porque a medida que uno, que ustedes nos van preguntando a uno de ley le toca o sea sacar lo que uno sabe de inglés y tratar de crear una opinión con los conocimientos que uno tiene y si seguimos haciendo eso vamos a ir desarrollando más esa habilidad porque uno lo necesita entonces ahí se va mejorando el Speaking, la habilidad conversacional y así puede uno aprender

117) **ANN13**: No porque todavía no me puedo desenvolver bien en el inglés

P4. Encuestador: ¿En su opinión cual es la ventaja de utilizar encuestas o actividades de opinión compartidas para desarrollar las habilidades conversacionales del inglés?

118) **MATT13**: Las ventajas de esto sería aplicamos más la pronunciación en inglés y también un listening de una forma indirecta porque tenemos que escuchar las preguntas y entenderlas y eso nos ayuda a pronunciar mejor las palabras en Inglés y también a escribirlas porque tenemos que leerlas

119) **MATT11**: Las ventajas serían que mejoraría el inglés en hablar mejor, pronunciar bien las palabras y el vocabulario

120) **MATT8**: Nos ayudó en nuestro vocabulario y a desenvolvernos un poco más en las conversaciones que tengamos en algún futuro con alguna persona extranjera porque saber inglés es de nivel mundial

121) **MATT5**: Profesora, si ayudó a mejorar el vocabulario, a comprender mejor las palabras, a hablar en inglés pero no va a ver avance si es que las personas no ponen de su parte

122) **ANN17**: Dar nuestra opinión, más vocabulario, ser un poco más fluido

123) **Anne1**: las ventajas es que podemos conocer las opiniones de un grupo como es nuestra aula

124) **MATT3**: La única ventaja que yo ya dije es para mejorar la forma de comunicarnos con las demás personas

125) **ANN6**: Como ya dije la práctica nos hizo sacar el vocabulario que tenemos guardadito y tal vez nos hizo aprender nuevo vocabulario, eso es una ventaja

126) **ANN13**: La ventaja es que podemos conocer las opiniones de nuestros compañeros y conocer lo que no sabíamos de ellos

P5. Encuestador: En su opinión, ¿Cuáles son las desventajas de usar encuestas y actividades de opinión compartidas para desarrollar las habilidades conversacionales de inglés?

127) **MATT13**: En mi opinión las desventajas podrían ser que como faltaban horas de clases, nos quedábamos atrasados en la materia y en la clase

128) **MATT8**: Claro, nos atrasábamos en el libro y en la materia que nos estaban dando en todo el año y como segundo bachillerato está un poco más adelantado que nosotros y siempre que teníamos clases con usted nos ponía a hacer demasiado y era muy cansado

129) **ANN1**: las desventajas son que perdíamos clases y a veces no podíamos completar el libro

130) **MATT11**: Que alguno de nuestros compañeros no esperábamos que nos hicieran las preguntas si no que nos dieran las respuestas

131) **MATT3**: Algunos no fueron honestos y eso puede ser una de las desventajas

132) **ANN17**: las desventajas pueden ser que algunos no colaboraron con las pruebas

133) **ANN6**: Las desventajas son como no estábamos en clases, algunos se dedicaron a molestar y eso no dejaba pensar muy bien en la opinión que uno iba a dar.

134) **ANN13**: Yo creo que nos atrasábamos en todo y cuando hacíamos las actividades salíamos tarde de clases y no teníamos tiempo de hacer las tareas

Appendix B

AUTHOR'S PERMISSION TO USE THE CHECKLIST

From: **Chou Mu-hsuan** mhchou@gmail.com
Subject: Re: Permission to use your rating checklist for the role play
Date: November 21, 2016 at 07:44
To: Gary Bazarro gbazarro@icloud.com

CM

Dear Ms. Moreira and Mr. Bazarro,

You have my permission to use the checklist, and just remember to cite this paper in the Methodology section, saying you use my checklist. That's enough for me. I don't use electronic signature here, and hope it will not cause any inconvenience to you. Thank you.

Best wishes,
Mu-Hsuan Chou

2016-11-21 11:21 GMT+08:00 Gary Bazarro <gbazarro@icloud.com>:

Dear. Sirs. Department of Foreign Language Instruction, Wenzao Ursuline College of Languages, Kaohsiung, Taiwan,
We are two students of the Master's degree in Teaching English as a Foreign Language at Escuela Politécnica del Litoral (ESPOL),
Guayaquil - Ecuador. We are elaborating our thesis "*Using Communicative Approach-based activities for developing conversational skills in A1 English Level Students in an Ecuadorian Public High School: An exploration of students' perspectives and their speaking improvement.*" We have decided to apply a pretest and a post-test to assess the students conversational skills. Therefore, we want to use your rating checklist which is on page # 90 of your study "*Teacher Interpretation of Test Scores and Feedback to Students in EFL Classrooms: A Comparison of Two Rating Methods.*" because it is suitable for our purpose and in order to do it, we need you to give us permission through an email with a letter with an electronic signature since it is a requirement of ESPOL that validated documents have to have an official authorization from the authors.

We will be looking forward to your reply. Thanks for your understanding.

Kind regards

Wendy Moreira, Gary Bazarro

Appendix C

CONSENTIMIENTO INFORMADO

TÍTULO DE LA TESIS: La aplicación de actividades basadas en un enfoque comunicativo para desarrollar las habilidades conversacionales en estudiantes con Nivel A1 en una Colegio Público Ecuatoriano: Un estudio exploratorio de las perspectivas de los estudiantes y su mejoramiento de la habilidad oral.

INFORMACIÓN DEL PARTICIPANTE: _____

Por favor, indique su categoría, marque todo lo que aplica.

- Administrador del Programa
- Estudiante / Participante
- Profesor colegio / Profesor universitario
- Padres de los participantes menores de 18 años de edad
- Otro, (por favor explique)

Yo _____ en calidad de representante del estudiante _____, quien ha sido invitado a participar en éste estudio de investigación, el cual me ha sido explicado por Lic. Gary Bazarro Bravo y Lic. Wendy Moreira Celorio. Ésta investigación es parte del desarrollo de la tesis de la Maestría de Enseñanza del Idioma Inglés como Lengua Extranjera, Séptima promoción de la Escuela Politécnica del Litoral (ESPOL) y será conducida para crear conocimiento con respecto a la aplicación de actividades basadas en el enfoque comunicativo para mejorar las habilidades conversacionales en un Colegio público del Ecuador.

PROPÓSITO DEL ESTUDIO DE INVESTIGACIÓN

EL propósito de este estudio de investigación es informar sobre cómo desarrollar las habilidades conversacionales en estudiantes con nivel de inglés A1 en un colegio público del Ecuador, usando actividades basadas en un enfoque comunicativo. Además, se dará a

conocer las perspectivas de los estudiantes sobre las actividades comunicativas y el mejoramiento de su habilidad oral, también.

DESCRIPCIÓN DE LOS MÉTODOS DE INVESTIGACIÓN

Los métodos y las técnicas de investigación que serán usadas en este estudio serán, **pre-test, post-test, grupo de enfoque y entrevista.**

REQUISITOS DE LOS PARTICIPANTES

Los participantes tienen que tener nivel A1 de Inglés y cumplir con los requisitos, los cuales son entregar firmada el acta de consentimiento aceptando su participación en la investigación.

Los participantes tomarán un pre-test para conocer sus habilidades orales antes de iniciar la intervención con actividades basadas en el enfoque comunicativo, serán parte de un grupo focal, y de una entrevista individual para saber su perspectiva sobre las actividades basadas en el enfoque comunicativo aplicado durante la intervención. Finalmente, tomarán un post-test para evaluar el progreso de los estudiantes participantes luego de la intervención.

Cabe mencionar que los dos docentes investigadores aplicarán los métodos de investigación, y la intervención a los estudiantes participantes con la autorización y supervisión de las autoridades del establecimiento educativo.

BENEFICIOS PARA LOS PARTICIPANTES

Los participantes recibirán el beneficio de ser parte de actividades conversacionales extracurriculares que potencialmente podrían elevar su nivel comunicativo en el idioma Inglés como lengua extranjera, en relación a los estudiantes que no serán parte de la investigación.

RIESGOS Y MOLESTIAS

La única molestia o riesgo previsible para el participante es el tiempo para completar las encuestas y / o cuestionarios.

Por favor, comuníquese con los investigadores Lcdo. Gary Bazurto Bravo, teléfono 0993057122, correo electrónico gbazurto@espol.edu.ec. y Lcda. Wendy Moreira Celorio, teléfono 0958775371, correo electrónico wenmaddy@hotmail.com.

CONFIDENCIALIDAD

Entiendo que cualquier información sobre mí obtenida como resultado de mi participación en esta investigación será mantenida de manera más confidencial y legal posible. En todas las publicaciones que resulten de esta investigación, no se incluirán, ni mi nombre, ni ninguna información a través de la cual yo pueda ser identificado.

PARTICIPACIÓN VOLUNTARIA

La participación en este estudio es voluntaria. Entiendo y soy libre de retirar mi consentimiento para participar en este estudio u otras actividades específicas en cualquier momento. Entiendo que ni mi situación laboral, ni mi situación académica se verán afectados si decido no participar en este estudio. Se me ha dado la oportunidad de hacer preguntas sobre la investigación, y he recibido respuestas sobre áreas que no entendía. Los datos que proveo en este estudio permanecerán anónimos. Al firmar este formulario de consentimiento adjunto, y manifiesto que entiendo los términos asociados con el estudio. Consiento voluntariamente participar en este estudio.

Firma Representante del participante

Fecha

Shaw, 2009

Appendix D

AUTHORITIES PERMISSION



UNIDAD EDUCATIVA
"ALFG. VÍCTOR NARANJO FIALLO"



Oficio No. LICJAM-REC-2016-182-O-OF

Pto. Bolívar, 01 de noviembre del 2016

Lcda. Wendy Moreira Celorio
Lcda. Gary Bazurto Bravo
DOCENTES DE INGLÉS
Ciudad

De mi consideración:


Reciba un cordial y atento saludo de quienes formamos la Unidad Educativa Fiscal "ALFG. Víctor Naranjo Fiallo".

En atención a la solicitud sin número del 31 de octubre del 2016, en calidad de Rector de esta Unidad Educativa autorizo a la Lcda. Wendy Moreira Celorio y Lcda. Gary Bazurto Bravo, el desarrollo del Proyecto de Tesis Titulado "**Using Communicative Approach-based activities for developing conversational skills in A1 English Level Students in an Ecuadorian Public High School: An exploration of students' perspectives and their speaking improvement**" el mismo que servirá para la obtención del Título de Master in Teaching English as a Second Language otorgado por la Escuela Superior Politécnica del Litoral (ESPOL).

El Proyecto de Investigación se llevará a cabo con los estudiantes del Primer Año de Bachillerato Paralelo "C", curso que está a cargo de la Lcda. Wendy Moreira Celorio.

Particular que informo para los fines pertinentes.

Atentamente,
Ciencia, Honor y Disciplina,


Ing. Jefferson Saavedra Ríos
RECTOR



Copia:
- Archivo

A.Mora

Puerto Bolívar, Octubre 31 del 2016.

Ingeniero

JEFFERSON SAAVEDRA

RECTOR UNIDAD EDUCATIVA

ALFG. VÍCTOR NARANJO FIALLO

Ciudad

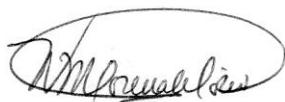
De mis consideraciones:

Quienes suscriben **Lic. Wendy Moreira Celorio** y **Lic. Gary Bazarro Bravo**, por medio de la presente nos permitimos solicitar a usted se nos conceda autorización para desarrollar el Proyecto de Tesis titulado ***"Using Communicative Approach-based activities for developing conversational skills in A1 English Level Students in an Ecuadorian Public High School: An exploration of students' perspectives and their speaking improvement"*** el mismo que servirá para la obtención del Título de Master in Teaching English as a Second Language otorgado por la Escuela Superior Politécnica del Litoral (ESPOL).

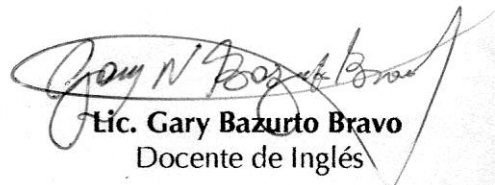
El Proyecto de Investigación se llevará a cabo con los estudiantes del Primer Año de Bachillerato Paralelo "C", previo consentimiento de sus representantes legales.

Esperando que la presente tenga una favorable acogida, nos suscribo de usted.

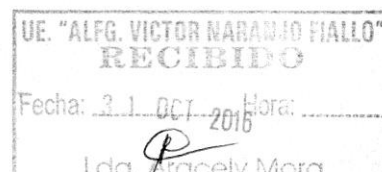
Atentamente,



Lic. Wendy Moreira Celorio
Docente de Inglés



Lic. Gary Bazarro Bravo
Docente de Inglés



Appendix E



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17 November 2016

To Wendy Moreira
Gary Bazurto

MM Publications, the sole proprietor of the copyright of the MM Placement Test, confirms that you may use MM online Placement Test for the academic purposes of your thesis "Teaching English as a Foreign Language" at Escuela Politécnica del Litoral (ESPOL) and until the submission of your thesis to Escuela Politécnica del Litoral (ESPOL), only. This permission is not valid for any commercial purposes. A digital copy (pdf file) of your thesis has to be sent to our company (info@mmpublications.com) upon its completion.

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