



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**SISTEMA DE CLASES PARA MEJORAR EL SPEAKING A TRAVÉS DEL
ENFOQUE COMUNICATIVO**

**MOLINA OROZCO NATHALY KAENIA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**AGUILAR DAVILA VICENTE JOEL
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**SISTEMA DE CLASES PARA MEJORAR EL SPEAKING A
TRAVÉS DEL ENFOQUE COMUNICATIVO**

**MOLINA OROZCO NATHALY KAENIA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**AGUILAR DAVILA VICENTE JOEL
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA
2022**



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

**SISTEMA DE CLASES PARA MEJORAR EL SPEAKING A
TRAVÉS DEL ENFOQUE COMUNICATIVO**

**MOLINA OROZCO NATHALY KAENIA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**AGUILAR DAVILA VICENTE JOEL
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

ZALDUA MORAN EDDY MARSHEL

**MACHALA
2022**

PROJECT FOR THE
SYSTEMATIZATION OF
PRACTICAL RESEARCH AND /
OR INTERVENTION
EXPERIENCES
por Joel-nathaly Aguilar-molina

Fecha de entrega: 19-sep-2022 07:33p.m. (UTC-0500)

Identificador de la entrega: 1904043728

Nombre del archivo: THESIS_Aguilar_and_Molina.docx (185.19K)

Total de palabras: 6760

Total de caracteres: 38801

PROJECT FOR THE SYSTEMATIZATION OF PRACTICAL RESEARCH AND / OR INTERVENTION EXPERIENCES

INFORME DE ORIGINALIDAD

0%

INDICE DE SIMILITUD

0%

FUENTES DE INTERNET

0%

PUBLICACIONES

0%

TRABAJOS DEL ESTUDIANTE

FUENTES PRIMARIAS

Excluir citas

Activo

Excluir coincidencias < 10%

Excluir bibliografía

Apagado

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

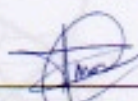
Los que suscriben, AGUILAR DAVILA VICENTE JOEL y MOLINA OROZCO NATHALY KAENIA, en calidad de autores del siguiente trabajo escrito titulado SISTEMA DE CLASES PARA MEJORAR EL SPEAKING A TRAVÉS DEL ENFOQUE COMUNICATIVO, otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Los autores declaran que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

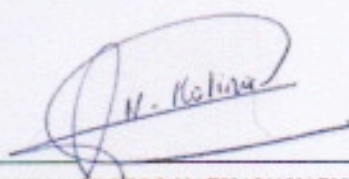
Los autores como garantes de la autoría de la obra y en relación a la misma, declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.



AGUILAR DAVILA VICENTE JOEL

0706850666



MOLINA OROZCO NATHALY KAENIA

0705906493

DEDICATION

To our parents who have always supported us in our degree work and always in our life.

To our teachers who have always taught us in the right way and inspired us to be able to finish and do our career correctly.

ACKNOWLEDGEMENT

We would like to thank all the people who have been part of this very important process, both academically and personally as there have been many valuable experiences.

SUMMARY

Este trabajo de investigación tiene como objetivo mejorar el nivel de speaking en los estudiantes de inglés a través de un sistema de clases, el cual está orientado en el desarrollo de estrategias de comunicación, creación de aprendizaje significativo y fortalecimiento del vínculo entre docente-estudiante.

Esta investigación se defiende en el paradigma cualitativo, empleando métodos teóricos como el histórico-lógico, Inductivo-Deductivo. Así como métodos empíricos tales como la Observación Sistémica y la Prueba Pedagógica. También su estudio se centra en el enfoque comunicativo, el cual, mediante énfasis en la interacción, desarrolla la competencia comunicativa e introduce situaciones reales al campo de aprendizaje que contribuyen a mejorar la confianza y efectividad de los estudiantes en el idioma inglés.

Por lo tanto, se define la propuesta y se aplica el sistema de clases para comprobar la efectividad del enfoque comunicativo para mejorar el nivel de speaking en los estudiantes de inglés.

Palabras claves: enfoque comunicativo, speaking, estrategias de comunicación, interacción, competencia.

ABSTRACT

The purpose of this research work is to improve the speaking level of English students through a classroom system, which is oriented towards the development of communication strategies, the creation of meaningful learning and the strengthening of the teacher-student bond.

This research is defined by the qualitative paradigm, employing theoretical methods such as the historical-logical, Inductive-Deductive. As well as empirical methods such as Systemic Observation and Pedagogical Test. Also, it focuses on the communicative approach, which, through emphasis on interaction, develops communicative competence and introduces real situations to the learning field that contribute to improve students' confidence and effectiveness in the English language.

Therefore, the proposal is defined and the classroom system is applied to test the effectiveness of the communicative approach to improve the speaking level of English language learners.

Key words: communicative approach, speaking, communication strategies, interaction, competence.

INDEX

INTRODUCTION	1
CHAPTER 1.....	5
THE THEORETICAL FOUNDATION OF THE COMMUNICATIVE APPROACH AS A TEACHING METHOD TO IMPROVE SPEAKING IN ENGLISH.....	5
1.1 Historical background on the evolution of the communicative approach to English language learning and speaking.	5
1.2 Conceptualization of the communicative approach for the improvement of speaking in foreign language learning.....	6
1.2.1 Significance of speaking in the learning of a foreign language	6
1.2.2 Communicative approach to English language teaching	7
1.3 Contextual background of the use of the communicative approach in the teaching-learning process of a foreign language.	7
1.3.1 Diagnostics of the current state of the speaking level of the 10th grade students of the Rotary Club Educational Center.....	8
1.3.2.1 Systemic observation analysis	8
1.3.2.2 Speaking proficiency rubric analysis.....	9
CHAPTER 2 METHODOLOGICAL FRAMEWORK	11
2.1 Paradigm and type of research	11
2.2 Research Design	11
2.3 Population and sample or object of study	11
2.4 Research methods.....	11
2.4.1 Theoretical level methods	11
2.4.1.1 Historical-Logical Method	12
2.4.1.2 Inductive Deductive Method	12
2.4.2 Empirical Level Methods.....	12
2.4.2.1 Systemic Observation	12
2.4.2.2 Pedagogical test.	12
2.5 Techniques for data processing	13
2.5.1 Content analysis: Participant observation	13
2.6 Working with the research units of analysis	13
2.7 Working with the unit of study: Speaking Proficiency	13
2.8 Description of the instruments	14
CHAPTER 3 SYSTEM OF CLASSES TO IMPROVE SPEAKING LEVEL THROUGH THE COMMUNICATIVE APPROACH	15

3.1 Theoretical foundation of the class system to improve the level of English through the communicative approach	15
3.2 Description of the class system for speaking improvement.....	16
3.3 Application of the Classroom System to improve speaking through the communicative approach.	18
CHAPTER 4 DISCUSSION OF THE RESULTS	20
CONCLUSIONS	21
Bibliography.....	22
ANEXXES	24

INTRODUCTION

The English language has become the most important language globally and is now part of most educational curricula around the world and everyone is aware of the benefits it can bring from learning it at an early age at social, professional, and personal levels (Alrod, 2020).

The history of English can be traced back to 500 B.C. when three Germanic tribes arrived in the UK and by that time, the language spoken by the people of the island was a Celtic language. The Angles, Saxons, and Jutes called their own language Englisc, which eventually became English as we call it today. This language has a lot of Germanic and French influence and thanks to the expansion of the British Empire, which would later make the language more extensive, and to a long list of events such as the loss of Germany's reputation after WWI in the face of science, which resulted in its language no longer being used for scientific publications, besides the immense influence that the USA would have after the event, the English language would finally take over all fields and sectors.

Even though globally English is the language by excellence that needs to be learned, in Latin America, the situation in each country is different, English language learning is presented as a common problem. Regarding this, Cronquist and Fiszbein (2017) point out the following:

There is a high demand for English teachers in Latin America while teacher training opportunities are plentiful in the region, the quality of training is varied and generally poor. Accreditation systems are in place to ensure quality, but many unaccredited programs continue to enroll teachers in the region and offer classes to students. There is also wide variability in the use of entry/exit requirements, and few countries have a standardized accreditation approach. (p.7).

Focusing on the Ecuadorian context, compared to Latin America, the situation should be of greater concern to the authorities since the country was ranked at the regional level as one of the worst countries in terms of English proficiency, only better than Mexico. According to the English Proficiency Index report "Ecuador has a very low level of proficiency, ranking 90th out of 112". (EF EPI, 2021)

This can be evident in the history of education in Ecuador since English has not played a very important role because many years ago this subject was considered optional. Therefore, it depended only on the institutions to decide whether or not to implement it in their curricula, and in this context, with the conditions of the country at the time, the number of teachers available for this work was very low.

In Ecuador, this situation began to change not long ago, since after the publication of agreement 0041-14, following the disinformation issued by several media sources, the Ministry of Education, through agreement 0052-14, stated the following:

From the 2016-2017 school year, in the Sierra region, and the 2017-2018 school year, in the Costa region, the teaching of the English language will be required from 2nd grade of General Basic Education to 3rd grade of High School for all public, private, fiscal-commissioned and municipal institutions. (2014)

As a result, a large number of public educational institutions still do not have a real English teacher or an individual who knows how to master and correctly understands the use of the different teaching approaches and the needs of students in learning a foreign language, therefore, it becomes a precarious situation where a correct evolution of the students is not guaranteed, but somehow the fulfillment of the contents is achieved.

The introduction of a learning environment in the teaching-learning process of the English language will require very close interaction with the student and it will be necessary to generate comfort and confidence during the process of learning a new language, for this reason, Conejeros and other authors state that:

Trust generates a climate suitable for learning, for dialogue, for resolving conflicts and problems, for motivating further learning and innovation. Trust gives security to the teacher and the learner, facilitates communication and inter-subjectivity among actors (2010).

Due to the experience that is gained in the classroom and as it is common in the cultural behavior pattern of Ecuadorians, mistakes are punished and since that moment, the student's distrust is created, where the study of a new language turns from being interesting and striking to something annoying and embarrassing when in children it should be the opposite since they are the ones who have many more capabilities to learn a new language.

The application of the communicative approach will establish the opportunity to have students learn the language by creating meaningful sentences and not by exclusively creating or learning perfect grammar through personal experiences or real situations in which they relate to the content they are learning in addition to emphasizing the importance of communication and comprehension.

In the pre-professional practices at the “Rotary Club” Educational Center, we identified the following difficulties:

- Lack of vocabulary in students
- Insufficient activities for participation
- Afraid to participate

The previous statements made it possible to formulate the following scientific problem: How to improve the speaking skills of the students of the Tenth grade GBE of “Rotary Club” Educational Center

The object of study of this work corresponds to the development of the speaking skill in the subject of English in the third year of high school.

The main objective of this work is to improve the level of Speaking in tenth grade students of “Rotary Club” Educational Center, through a system of classes using the communicative approach.

The action field is delimited in the use of the communicative approach.

As a result, the following specific objectives were defined:

- To diagnose the main deficiencies that students present in speaking skills.
- To support the use of the communicative approach in the English language teaching and learning process.
- To build a targeted class system, using the communicative approach in the students of the Tenth grade EGB of “Rotary Club” Educational Center.
- To apply the class system that involves the use of the communicative approach in the students of the Tenth grade EGB of “Rotary Club” Educational Center

-To assess the results obtained through the application of the system of classes directed to students.

The population of this study is composed of 14 students from Tenth grade EGB of “Rotary Club” Educational Center

The study is based on a qualitative approach or paradigm, under a participatory action research design.

The development of the work gives rise to theoretical and empirical methods that were used in the study. At the theoretical level, the systematic, historical-logical, and inductive-deductive methods were used, and at the empirical level, pedagogical tests and observation were used.

The importance of this research lies in the fact that it presents a pedagogical proposal that can contribute to raising the students' level of English. Therefore, the implementation of the communicative approach will help to increase the level through activities such as roleplays, debates, and speeches in which students learn and improve their speaking.

The contribution of this research is a class system applied by the examiners, using the communicative approach for the progress of the speaking skill in activities carried out in classes. Its innovation is that by applying the communicative approach, meaningful learning will be established while at the same time speaking with accuracy and fluency will be obtained.

The structure of the study is composed of an introduction containing the theoretical design of the research, and a chapter one where the theoretical reinforcements that help to carry out the work are presented. Subsequently, the theoretical framework is found where the type of research, its purpose, methods, and techniques used that led to the results obtained are based. The closing of the work is based on conclusions and recommendations together with the bibliography.

CHAPTER 1

THE THEORETICAL FOUNDATION OF THE COMMUNICATIVE APPROACH AS A TEACHING METHOD TO IMPROVE SPEAKING IN ENGLISH.

This first chapter is concerned with the presentation of the theoretical framework of the study, beginning with the historical background, and presenting the use and development of the communicative approach to English language teaching. This is followed by the concepts and references that support this epistemology. It ends with the antecedents that demonstrate the importance of the communicative approach in the teaching and learning of students.

1.1 Historical background on the evolution of the communicative approach to English language learning and speaking.

The English language has formed an important role in education, and techniques and methods have been implemented to help the teaching and explanation of English. The four skills: Speaking, Reading, Writing, and Listening, need different ways of teaching, because of this over time, the communicative approach has emerged as a new implementation in the classroom.

From the beginning to the present day, some people need a different teaching technique. Speaking skills have taken an important role in applying real-time communication and interaction with the teacher to develop non-memoristic results.

“The communicative approach also called the functional-notional approach, emerged in the 1970s, thanks to the efforts of some British linguists, including C. Candlin and H. Widdowson, to demonstrate the need to develop communicative competence in addition to linguistic competence. Subsequently, other fields of research such as American sociolinguistics and pragmalinguistics joined this advocacy to build teaching more in line with the requirements of a modern Europe.” (López, 2014).

Regarding this approach, (Akkas & Coker, 2016), explain that it was originally conceived in the late 1960s when situational language teaching started to gain importance in Great Britain. Within the use of the communicative approach, the student becomes the main actor in the teaching and learning process, while the teacher becomes a guide (advisor) who stimulates the active and dynamic

participation of the learner by effectively developing communicative competence, based on the involvement and interaction of the learner in real and everyday situations.

For Himyes (1971), this approach is based on communicative competence, which is defined as the knowledge of how to use language appropriately in social contexts. “cuándo hablar, cuándo no, y de qué hablar, con quién, cuándo, dónde, en qué forma”.

One of the challenges in the process of teaching and learning English as a foreign language is the ability to express thoughts through speech. In this sense, Rico, Montoya & Montiel, consider it necessary to develop confidence in the student so that he/she is encouraged to participate actively in oral interactions (Rico, Montoya & Montiel, 2016).

Over the years, speaking has scared most of the students who practice and learn this language, due to traditional methods that have not worked for the best part, which is why communication between teacher and student is essential, to create a more dynamic environment, complemented by activities that help the student's development.

1.2 Conceptualization of the communicative approach for the improvement of speaking in foreign language learning.

1.2.1 Significance of speaking in the learning of a foreign language

All skills are important in learning a foreign language, but speaking being one of the productive skills, Peña(2019), points out its importance in the following; "El speaking se motiva a expresar sentimientos y emociones, comparar y contrastar ideas, desarrollar argumentos, interactuar en debates en clase" (p. 50) then by focusing on communication and expression the student will be able to get a better introduction to language learning considering that naturally the best way to learn something is through practice and focusing on that specific skill will minimize the great barrier that exists for a Spanish speaker to read and pronounce the way it is written since it is how their mother tongue teaches them, unlike the English language that has more complex phonology with almost the double number of sounds than the native language of the learners.

This is one of the main reasons why the focus should be much more on the mastery of speaking assuming that the advantages of focusing on the mastery of this skill is that indirectly by improving the producing skill is put into practice the receiving skill that is listening which is another of the 4 skills of English and along with speaking are the skills

that generates more dissatisfaction within people who want to learn a new language, the fear of not sounding or pronouncing the words correctly is one of the causes why many refuse to learn another language. It is eminent that the idea of focusing on speaking is to increase the practice of oral communication of a new language to eventually regulate the mastery and practice of foreign languages.

1.2.2 Communicative approach to English language teaching

The communicative approach in the teaching of English aims to reinforce the student's communication, so through this approach, it is intended that class participation is more active and a more natural communication takes place, according to López, (2009), as cited in Beltrán (2017, p. 94) the student of the language should receive feedback or evaluation on their communication attempts. The communicative approach poses to be the ideal approach to fulfill the stated above.

Communication as the main focus of the teaching-learning process aims at a better development on the part of the learners within a field that is close to reality in terms of sharing vocabulary and information, whose purpose is to exchange knowledge and not only to answer questions.

This approach is based on a series of principles that allow the learning or knowledge obtained to appreciate the opportunity to become meaningful learning, since, through the application of didactic and dynamic activities, students have freedom of expression, being able to personalize the content and topic of the conversation, seeing that a situation of communication is generated in which each one must find out information that only his partner can provide. From this point on, the learning process is based on trial/error, giving the teacher a better opportunity to receive feedback.

1.3 Contextual background of the use of the communicative approach in the teaching-learning process of a foreign language.

As previously mentioned in the introduction, English language education is changing in Ecuador since 2016, where constructivism was also adopted as the pedagogical current to be followed. Nevertheless, the use of traditional methods of education is still present today because they are taught by outdated teachers who were trained exactly by traditional methods.

Even though human beings have different ways of learning, it is of great importance the constant updating and modernization, so constantly using traditional methods becomes inopportune. Within the learning of a foreign language, the concept of memorization is closely linked to the fact that as a learner of a new language you must memorize a huge amount of vocabulary to be able to speak and communicate with another person.

An educator is in the constant obligation to innovate with the purpose of obtaining better results in his classes as it corresponds to the constant and indispensable need and that modern times demand about the mastery of the English language as a result of the globalization. Therefore, the communicative approach is an alternative to the use of traditional techniques and methods based on what other authors such as Sanchez and Perez (2020) have said:

“The communicative approach allows the process of teaching and learning English to be motivating, where students are confronted with situations related to the language through communication in a real way. In this way, emphasis on a grammatical structure or memorized formulas is avoided, which is important as they do not reflect the practical use of the language (p. 5)”.

1.3.1 Diagnostics of the current state of the speaking level of the 10th grade students of the Rotary Club Educational Center.

Once the instruments created for data collection were applied, it was carried out the respective diagnose of a first stage in the students. This diagnosis was applied to each of the students that made up the population of the degree work.

1.3.2.1 Systemic observation analysis

According to the observation made at the time of applying the first lesson plan, a series of facts were identified that hindered the application and programmed development of the class:

- Fear of involvement in class.
- Mispronunciation of words.
- Lack of ability to form a grammatically correct sentence.

Therefore, it has been evidenced that the speaking level of the students lacks from the production of words as well as the distrust they have for making mistakes since there is very little participation in speaking in English.

1.3.2.2 Speaking proficiency rubric analysis

The use and analysis of the rubric to identify students' speaking proficiency has allowed to better identify which is the predominant factor that prevents students from having a better speaking level with the purpose of evaluating the result and through the application of the communicative approach to obtain an improvement.

The following chart show the levels assigned to the units of analysis according to the study and based on the indicators of the rubric applied.

LEVEL	VALUATION
Efficient	Fulfills every indicator.
Skillful	Fulfills most of the indicators.
Average	Fulfills a minimum number of indicators.
Low	Fulfills one or none of the indicators.

ANALYSIS UNIT	CATEGORIES	VALUATION
Knowledge of general vocabulary standards stipulated for the 10th grade of General Basic Education.	Vocabulary comprehension	Average
Use of the general vocabulary standards stipulated for the 10th grade of General Basic Education.	Word Production	Low

Table 1. Representative chart of the overall rating of the units of analysis.

A more detailed analysis is presented subsequently with the interpretation of each of the indicators that make up the categories and units of analysis of the rubric:

The results obtained in the category "Vocabulary comprehension" and its indicators in 10th grade EGB students show that there is indeed a problem since most students are not able to identify completely the general vocabulary stipulated according to the level they are at. However, a small number of students are able to understand and identify the vocabulary and understand the instructions.

In the category "Word Production" and its indicators, most students demonstrate a lack of competence in producing words, as well as a lack of knowledge of the words they are expected to use to formulate sentences and transmit their ideas.

It has been proven then, that the results obtained have not been satisfactory and that the students are not mastering the vocabulary that is stipulated for them according to their level and also that they lack motivation to speak in English and that they have a fear of practicing the language.

CHAPTER 2 METHODOLOGICAL FRAMEWORK

This chapter presents the methodological aspects that have been implemented to meet the established objectives, such as the paradigm and type of research, the design, the theoretical and empirical methods, and the selected population. Likewise, the techniques used for data analysis from the application of the instruments are presented.

2.1 Paradigm and type of research

The paradigm of the present research is qualitative under the proposal stated within an already established educational setting.

According to Mc. Millan and Schumacher (2005), broadening knowledge of phenomena promotes opportunities to make informed decisions for social action. Qualitative research contributes to theory, educational practice, planning and social awareness (p.96).

2.2 Research Design

Corresponding to the stated research paradigm, the research design is participatory action research.

2.3 Population and sample or object of study

The selected population is a total of 14 students in the 10th grade of General Basic Education.

2.4 Research methods

Research methods play a vital role since they provide strategies, processes and techniques from which knowledge is generated.

Therefore, it is found that research methods are fundamental to find and provide knowledge that helps to understand fields that have been previously studied.

2.4.1 Theoretical level methods

The theoretical level methods allow to have a greater depth among the singularities of the figure under investigation and that conceptualize the purpose and fulfillment of this degree work.

2.4.1.1 Historical-Logical Method

The application of the historical logical method sustains the historical review of the bibliography, capable of evidencing the evolution presented by the variables to be studied.

2.4.1.2 Inductive Deductive Method

This method brings great value to qualitative research because it is applied through observation and during the analysis of data obtained and identifies the reality present in the field of study through the researcher's reasoning.

2.4.2 Empirical Level Methods

The empirical level methods provide experiences to the researcher when he/she interacts with the population and obtains information; therefore, these methods add a great contribution to the research process.

2.4.2.1 Systemic Observation

Observation is one of the most widely used methods in research. Once the size of the sample or population has been determined, the behavior and functioning of the object of study in its reality will be observed once the proposed approach has been applied, and what was observed during the English class will be recorded.

2.4.2.2 Pedagogical test.

This method of data collection allows predefining parameters that will be used to measure speaking proficiency through fluency, vocabulary level, coherence and use of English. It is based on the use of a rubric that will be applied in the first and last class of the pedagogical proposal presented to improve the students' level of English through the communicative approach.

The parameters to be evaluated are as follows:

- **Efficient:** The student is confident, speaks fluently, connects his ideas and generates sentences according to the context in which he is speaking and manages to communicate his ideas correctly.
- **Skillful:** Has knowledge of expanded vocabulary but his ideas are not clear, however the student is able to communicate.

- **Average:** Is insecure, does not have extensive vocabulary knowledge and does not put ideas together satisfactorily, but is able to form sentences and communicate them.
- **Low:** Has poor vocabulary knowledge, is not able to formulate sentences, and is afraid to speak.

2.5 Techniques for data processing

Data analysis is the part of the research in which the information obtained is processed in order to reach a conclusion of the general problem based on actual facts, according to Schettini and Cortazzo (2015) "A basic task of data analysis is to generate empirical statements of various scopes and different levels of inference." (p.31) Therefore, we understand that this technique is based on the systematic interpretation of data to infer the results obtained.

The present research work, being qualitative in nature, its data processing is improper to statistics, since it focuses on analyzing the responses and behaviors of the participants.

2.5.1 Content analysis: Participant observation

According to Abela (2002):

“Content analysis is based on reading (textual or visual) as an instrument for collecting information, a reading that, unlike ordinary reading, must be carried out following the scientific method, that is, it must be systematic, objective, replicable, and valid (p.2)”.

2.6 Working with the research units of analysis

The unit of analysis within this research plays a fundamental role because they will allow us to fulfill the objectives that have been set for this research and at the same time to elaborate data collection instruments according to the need presented.

2.7 Working with the unit of study: Speaking Proficiency

Speaking proficiency: It is defined by the students' ability to communicate through words and phrases related to their reality and interest according to their intraclass activities.

Analysis unit	Categories	Indicators
Knowledge of vocabulary stipulated for the 10th year of General Basic Education.	Vocabulary comprehension	<ul style="list-style-type: none"> - Identification of the vocabulary used - Recognition of grammatical terms - Comprehension of ideas
Use of the vocabulary stipulated for the 10th year of General Basic Education.	Word Production	<ul style="list-style-type: none"> Ability to produce words Competence in connecting and conveying ideas Determination in vocabulary use

2.8 Description of the instruments

The chapter presented the methodological framework that supports the research and determined the basis for the elaboration of an intervention proposal, focused on solving the identified problem.

CHAPTER 3 SYSTEM OF CLASSES TO IMPROVE SPEAKING LEVEL THROUGH THE COMMUNICATIVE APPROACH

This chapter describes the guidelines that support the use of the class system to improve the level of speaking through the communicative approach in students in the 10th year of General Basic Education. The justification of the proposal is presented, the process during its application is described and the progress obtained is analyzed.

3.1 Theoretical foundation of the class system to improve the level of English through the communicative approach

The proposal of the class system to improve the students' speaking level is presented. Therefore, the authors elaborated the class system focusing on the use of the communicative approach.

From a methodological point of view, the intervention of the class system in the students allows the authors to understand and experience the student's reality and, at the same time, makes it possible to provide a solution to the phenomena that present the reason for the low level of speaking that the students have. Going into the intervention proposal, first, we must define the importance and significance from a methodological perspective, the class system in the educational field, through in the basis of other authors such as Batista (2004) as cited by Romero, Garriga and Martinez (2014):

"Methodological work as a system of actions that is permanently carried out with and by teachers to guarantee the transformations aimed at the efficient execution of the educational teaching process, and in combination with the different forms of professional and postgraduate training, allow to achieve the suitability of the cadres and teaching staff".

From the psychological perspective, it is considered that there should be an interaction between the teacher and the students where knowledge is exchanged, in such a way that it is productive for both and as a result, the contents become meaningful learning (Ortiz, 2015).

In the same line, focusing on meaningful learning, the use of the communicative approach makes the teacher capable of working, communicating and relying on the student's previous knowledge to join it with the new knowledge. According to García (2014), he states that communication depends on the context to acquire meaning, in order to generate

an approach for the student, we work with activities that are similar to situations outside the classroom since it is valuable that the student learns to apply the rules in communication.

Therefore, in order to fulfill the main objective of this degree work, inspired by the concepts of Pérez and Gallegos (2006) as cited by Cocha (2016), one of the main challenges of education is the transfer of knowledge through the written or spoken word, without help, which allows the student to understand the subject matter in a positive and simple way.

Each lesson plan has the function of creating a better learning environment based on communication in which a good relationship between teacher and student is achieved and students build self-confidence through meaningful learning and feel more motivated to take part in speaking activities and improve their level based on practice. The communicative Approach is very important to help learners to be able to interact with confidence and fluency expressing themselves and exposing any social issue in their environment that is required (Irmawati, 2012).

It is proposed then, a system of classes on par with the level of English corresponding to the student's grade, which provides activities where students can express their tastes and preferences as motivation and also the presentation of known characters to generate conformity and relate the new learning with things they already know and are passionate about, making the student understand the subject matter in a simple way and overcome the barrier that prevents their participation in classes and at the same time achieve an improvement in the English language.

3.2 Description of the class system for speaking improvement

For the creation of the class system, the main elements considered in this degree work were taken into account for the development of the activities to be done in each class, being this a class system, the content has to fulfill systemic progress and specific objectives that are adapted to the general objective, in the same way as the time and evaluation of the same.

Each lesson plan (Annexes 1 to 3) was created following all of the previously mentioned in order to establish contact with the student so that they are able to improve their level

of speaking using previous knowledge such as their own habits and preferences as a basis for constant communication between their classmates and the teacher.

Lesson Plan 1

- **Group:** 10th grade GBE
- **Participants:** Researchers and students.
- **Time:** 30 minutes.
- **Resources and Techniques:** Flashcards, Images, and Dialogues.
- **Introduction:** Vocabulary about daily activities, habits, and occupations that may interest students are introduced.
- **Content:** Hobbies and Habits.
- **Objective:** Students will be able to identify the kinds of habits that exist and to talk about them.
- **Evaluation:** Application of the speaking proficiency rubric.
- **Approach:** Communicative Approach

Lesson Plan 2

- **Group:** 10th grade GBE
- **Participants:** Researchers and students.
- **Time:** 30 minutes.
- **Resources and Techniques:** Flashcards. Images and Dialogues.
- **Introduction:** It describes the activities or habits that the student frequents by presenting an example, and reinforcing the vocabulary by talking about activities that the student would like to do in addition to those presented.
- **Content:** Daily Routines.
- **Objective:** Students will be able to describe their daily routine and what they would like to do.
- **Assessment:** Application of the Speaking Proficiency Rubric.

- **Approach:** Communicative Approach

Lesson Plan 3

- **Group:** 10th-grade GBE
- **Participants:** Researchers and students.
- **Time:** 30 minutes.
- **Resources and techniques:** Flashcards, images, and dialogues.
- **Introduction:** Dialogs are done in pairs to encourage natural and fluent communication. Vocabulary is evaluated by describing the activities that each one practices during a normal day.
- **Content:** Daily Activities.
- **Objective:** Students will be able to ask each other what they like to do during a normal day.
- **Assessment:** Application of the Speaking Proficiency Rubric.
- **Approach:** Communicative Approach

3.3 Application of the Classroom System to improve speaking through the communicative approach.

During the 3 weeks of application of the class system, each class was planned according to a chosen theme that would facilitate the use of the proposed communicative approach, this degree work, having a participatory action research design, the collaboration with the teacher in charge was fundamental for the direction of the class, as well as the participation of the researchers. The students were motivated at the beginning since they showed a friendly profile at all times with the purpose of establishing a relationship between the researcher and the student following the established proposal, once the speaking activities began applying repetition drills, all of them demonstrated sufficient capacity to repeat what the researcher instructed them. When the individual activities started, it was when the lack of vocabulary knowledge of most of the students became evident. Learning was encouraged by using a vocabulary that they can relate to and assimilate with things they know and like.

The application of each of the classes is presented below:

Class 1.

In the first class, the subject matter that would be applied throughout the class system was introduced, with the purpose of generating student interest by identifying the types of habits and standard activities, in addition to relating them to images of characters that may be familiar and the practice of drills, this established a relationship between students and researchers.

Class 2.

During the second class, following the theme proposed in the class system, the researchers encouraged the use of communication by asking the student about his daily routine on a normal day in his life. In addition, speaking was strengthened by having the student use a wide vocabulary of activities that they would like to practice.

Class 3.

In this last class, ending with the class system, the researchers proposed practice and communication among students since, based on the communicative approach, asking about everyday activities is something that happens outside the classroom, so students reinforce speaking, expand their vocabulary and prepare for real communication situations.

CHAPTER 4 DISCUSSION OF THE RESULTS

This chapter presents the results obtained in this research work and its intervention by applying a class system using the communicative approach to improve the speaking level of 10th-grade students at the "Rotary Club" Educational Unit.

From the analysis of the results obtained, it is possible to make a comparison with the initial situation based on the previous observation and the application of the rubric, since a low level of speaking was evidenced in addition to the lack of confidence and motivation of the students. Therefore, there is evidence of an improvement compared to the pre- and post-application of the class system.

On the other hand, according to both the teacher and the students, once adapted to the communicative approach through the class system, they were motivated by the use of this approach since, in the teacher's opinion, "themes and characters were used with which the students quickly became familiar and it was comfortable for them to work with".

Based on the work of other authors who used the communicative approach, García E. points out that the participants expressed that the communicative approach helped them to increase their vocabulary and improve their pronunciation, as well as increase their confidence when speaking in English. This shows a similarity with the results obtained in this study since the 10th-grade students strengthened their knowledge and their speaking level.

CONCLUSIONS

- In the present study, the communicative approach was applied through the creation of a class system that, because of its application, generated a positive impact on the students of 10th grade EGB of the "Rotary Club" Educational Unit.
- Through the bibliographic review and historical precedents, the importance and benefits of the good relationship between teacher/student and the impact of meaningful learning in the creation of an adequate learning environment and the achievement of better results in the classroom were made known.
- The application of the rubric and the observation diagnosed that the level of speaking of the students did not correspond to the expected level according to the year they are in.
- The analysis after the application of the class system proved the effectiveness of the communicative approach since the interest it generated was evidenced, as well as an improvement in the level of speaking and an increase in the student's confidence.

Bibliography

- Abela. (2002). *Las Técnicas de Análisis de Contenido*. Retrieved from <http://mastor.cl/blog/wp-content/uploads/2018/02/Andreu.-analisis-de-contenido.-34-pags-pdf.pdf>
- Alrod, P. (2020, January 9). *Principales dificultades de los niños en el aprendizaje del inglés y como superarlas*. Retrieved from Guiainfantil.com: <https://www.guiainfantil.com/educacion/idiomas/principales-dificultades-de-los-ninos-en-el-aprendizaje-del-ingles-y-como-superarlas/>
- Beltrán, M. (2017). *El aprendizaje del idioma inglés como lengua extranjera*. Retrieved from Fundación Dialnet: <https://dialnet.unirioja.es/servlet/articulo?codigo=6119355>
- Cocha, R. (2016). *El uso de material autentico (Listening) para el desarrollo de la destreza auditiva del idioma inglés en los estudiantes de primer año de Bachillerato de la Unidad Educativa "Guayaquil" del cantón Ambato*. Retrieved from Repositorio Universidad Técnica de Ambato: <https://repositorio.uta.edu.ec/bitstream/123456789/24854/1/Tesis%20Ricardo%20Cocha%20Miranda.pdf>
- Conejeros, S., Leonor, M., Rojas, H., Jorge, Segure, M., & Teresa. (2010). *Confianza: un valor necesario y ausente en la educación chilena*. Retrieved from scielo.org: http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-26982010000300003&lng=es&tlng=es.
- Cronquist, K., & Fiszbein, A. (2017). *El Aprendizaje del inglés en América Latina*. Retrieved from Thedialogue: <https://www.thedialogue.org/wp-content/uploads/2017/09/El-aprendizaje-del-ingles-en-América-Latina-1.pdf>
- Education First English Proficiency Index. (2021). *The world's largest ranking of countries and regions by English skills*. Retrieved from <https://www.ef.com/wwen/epi/regions/latin-america/ecuador/>
- García López, E. (2014). *Visión práctica del enfoque comunicativo de la lengua*. Retrieved from Repositorio Institucional de la Universidad de Alicante: https://rua.ua.es/dspace/bitstream/10045/47686/1/Vision_practica_del_enfoque_comunicativo_de_la_lengua_GARCIA_LOPEZ_ELENA.pdf
- Hymes, D. (1971). Retrieved from Repositorio Institucional de la Universidad de Alicante: https://rua.ua.es/dspace/bitstream/10045/47686/1/Vision_practica_del_enfoque_comunicativo_de_la_lengua_GARCIA_LOPEZ_ELENA.pdf
- Irmawati, N. (2012). *Communicative approach: An Alternative Method Used in Improving Students' Academic Reading Achievement*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1079667.pdf>
- Martínez Nieves. (2022). *Diseño de la investigación*. Retrieved from http://www.aniortenic.net/apunt_metod_investigac4_4.htm#Inicio

- McMillan, & Schumacher. (2005). *Investigación educativa desde un enfoque cualitativo: la historia oral como método*. Retrieved from <https://dialnet.unirioja.es/descarga/articulo/6521971.pdf>
- Ministerio de Educación. (2014, March 24). *Acuerdo 0052-14*. Retrieved from <https://educacion.gob.ec/wp-content/uploads/downloads/2014/03/ACUERDO-052-14.pdf>
- Ministerio de Educación. (2014). *Ministro de Educación explica el fortalecimiento del aprendizaje del inglés en el sistema educativo del país*. Retrieved from <https://educacion.gob.ec/ministro-de-educacion-explica-el-fortalecimiento-del-aprendizaje-del-ingles-en-el-sistema-educativo-del-pais/>
- Ortiz Granja, D. (2015). *El constructivismo como teoría y método de enseñanza*. (Sophia, Colección de Filosofía de la Educación) Retrieved from redalyc.org: <https://www.redalyc.org/articulo.oa?id=441846096005>
- Peña, V. (2019). *Enseñanza del inglés como lengua extranjera y desarrollo de sus competencias lingüísticas*. Retrieved from Repositorio Universidad Andina Simón Bolívar: <https://repositorio.uasb.edu.ec/bitstream/10644/6603/1/T2833-MIE-Peña-Enseñanza.pdf>
- Rico, Montoya, & Montiel. (2016). *Communicative approach in oral skill*. Retrieved from *Revista Conciencia*: <https://revistaconcienciaepg.edu.pe/ojs/index.php/55551/article/view/93/68>
- Romero Fernández, B., Garriga Alfonso, N. E., & Martínez Pichardo, R. R. (2011). *Sistema de actividades metológicas con enfoque de competencia didáctica para profesores de Farmacología de la carrera de Medicina*. Retrieved from <http://www.revmedicaelectronica.sld.cu/index.php/rme/article/view/842/html>
- Sánchez Freire, J. V., & Pérez Barral, O. (2020). *Enfoque Comunicativo en el proceso de Enseñanza-Aprendizaje del Inglés como Lengua Extranjera*. Retrieved from *Revista Conciencia*: <https://doi.org/10.32654/CONCIENCIAEPG.5-2.1>
- Schettini, & Cortazzo. (2015). *Análisis de datos cualitativos en la investigación social*. Retrieved from Repositorio Institucional de la Universidad Nacional de la Plata: <http://sedici.unlp.edu.ar/handle/10915/49017>

ANEXXES

ANNEX 1

Ficha de Observación						
Unidad de análisis	Categorías	Indicadores	Eficiente	Habil	Promedio	Bajo
Conocimiento de vocabulario general estipulado para 10mo año de Educación General Básica	Comprensión del vocabulario	Identificación del vocabulario empleado			✓	
		Reconocimiento de términos gramaticales			✓	
		Capacidad comprensiva de ideas			✓	

ANNEX 2

Ficha de Observación						
Unidad de análisis	Categorías	Indicadores	Eficiente	Habil	Promedio	Bajo
Uso del vocabulario general estipulado para 10mo año Educación General Básica	Producción de Palabras	Competencia para conectar y transmitir ideas			✓	
		Determinación en el uso de vocabulario			✓	
		Capacidad para producir palabras				✓



UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y
EXTRANJEROS



Lesson Plan #1

SUBJECT: English		COURSE: 10 th "A"	
TEACHER: Joel Aguilar, Nathaly Molina		LENGTH: 30 minutes	
TOPIC: Habits		APPROACH: Communicative Approach	
OBJECTIVE: Students will be able to identify the kinds of habits that exist and to talk about them		DATE:	
LENGTH	ACTIVITIES	RESOURCES	TECHNIQUES
3 minutes	Introduction and Warm up - Oral Presentation - Teacher talks about daily habits	-Presentation -Flash Cards	Presentation
13 minutes	- Identify the habits students have - Talk about what students like	-Flash Cards -Images	Discussion

7 minutes	Students say habits out loud Compare habits between partners	-Flash Cards -Images	Answering questions and Picture describing
3 minutes	Exit slip - Assessing student knowledge	-Flash Cards	Assessment



UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
 D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
 UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
 CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y
 EXTRANJEROS



Lesson Plan #2

SUBJECT: English		COURSE: 10 th "A"	
TEACHER: Joel Aguilar, Nathaly Molina		LENGTH: 30 minutes	
TOPIC: Daily Routines		APPROACH: Communicative Approach	
OBJECTIVE: Students will be able to describe his daily routine and what they would like to do		DATE:	
LENGTH	ACTIVITIES	RESOURCES	TECHNIQUES
3 minutes	Introduction and Lead in activity - Oral Presentation - Teacher talks about a normal day routine	-Presentation -Flash Cards	Presentation
13 minutes	- Students describe a normal day they have - Talk about what students like to do normally	-Flash Cards -Images	Discussion
7 minutes	- Students say what they would like to do that they don't normally do	-Flash Cards -Images	Discussion

3 minutes	Exit slip - Assessing student knowledge	-Flash Cards	Assessment
-----------	--	--------------	------------



UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
 D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y
EXTRANJEROS



Lesson Plan #3










SUBJECT: English		COURSE: 10 th "A"	
TEACHER: Joel Aguilar, Nathaly Molina		LENGTH: 30 minutes	
TOPIC: Daily Activities		APPROACH: Communicative Approach	
OBJECTIVE: Students will be able to ask each other what they like to do during a normal day		DATE:	
LENGTH	ACTIVITIES	RESOURCES	TECHNIQUES
3 minutes	Introduction and Lead in Activity - Oral Presentation	-Presentation -Flash Cards	Presentation
13 minutes	- Students compare his daily routine with a partner and say what they do the same	-Flash Cards -Images	Discussion
7 minutes	Students talk about the activities they want to do and compare them with each other.	-Flash Cards -Images	Dialogue

3 minutes	Exit slip - Assessing student knowledge	-Flash Cards	Assessment
-----------	--	--------------	------------

ANNEX 6

DIDACTIC MATERIAL

Material Didactico

 <p>1</p>	 <p>2</p>	 <p>3</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>
 <p></p>	 <p></p>	 <p></p>