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"Activities in learning English to promote speaking skills with basic level students"

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Presented by:

Alejandra Lizeth Tenorio Zarate

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Thesis Director:

Dra. Catalina Juárez Díaz

"ACTIVITIES IN LEARNING ENGLISH TO PROMOTE SPEAKING SKILL WITH BASIC STUDENTS"

This thesis has been read by the members of the committee of

Alejandra Lizeth Tenorio Zarate

And it is considered worthy of approval in partial fulfillment of
the requirement for the degree of

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

Thesis Director

_____
Dra. Catalina Juárez Díaz

Committee Member   Committee Member

_____   _____
Dra. Amelia Xique Suárez   Mtra. María Elena Rincón González

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Dedications

During my student life, I realized all the abilities I could develop in myself. In the process of this thesis, I faced difficult moments, which I found the hardest. However, I discovered that what is essential is to understand that help comes at the right moment. I wish to dedicate this project to my parents, who have always supported me. They have always been next to me in each decision I took. Thanks to their patience today, I can present my theists project with joy.

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Abstract

This research was conducted to know what activities can be used to improve speaking skill in primary students. At the same children involve and active during English class as a second language in a private school focused on English teaching in Puebla, Mexico. The data was taken from twenty-five students from 6 to 12 years old. This project intends to conduct Observational Participant Research where different speaking activities and materials were applied. Therefore, this study attempts to determine what activities are better for improving speaking skills. Other methods, contexts, and participants' English levels may be considered for further research.

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Introduction

In this chapter are presented the different sections that shape chapter one. First, it describes the background of this study, the rationale, the purpose of the study, and the objectives, which are divided into general and specific. Moreover, the research questions will be found, where the general and specific questions will be observed. Then, to give more background, the definitions of the main concepts of this research are written. Finally, the significance of this study will be read.

The main objective of this chapter is to show briefly as introduction of this research. Through the next sections you will read the background of this project, this describes the context of this study in order to understand that this study attempts to promote speaking skill with basic level students. besides it is presented information from different authors who research previously in teaching English to children an improving their speaking skill with different activities. Then, the rationale shows the reasons for this research.

In the second chapter, the literature review, gather all the data analyzed from different authors that support the purposes of this study. This data is enriched with points of view from studies that research on similar contexts and almost identical purposes and objectives. In this chapter you will find the variables that lead this research, active learning, learning a second language, speaking skill, activities for speaking skill, and young learners.

In chapter three, it is described the approach and methodology apply during this study in order to give answer to the research questions introduced in chapter one. On the other hand, it is explained in detail, who were the participants of this research and the sampling method to select them. Furthermore, it shows the method used to analyzed all the information gathered during the study.

In the fourth chapter, all the information found during the application of the different instruments. First, it shows the importance of students' age according to the different activities and factors that should be take into account when teaching English with the specific purpose of promoting speaking skill. It is explained in detail the results from the survey, where students give their point of view about the different activities, and development of the classes.

Finally, the fifth chapter argues the conclusions obtained that responds to the research questions. In addition, the implications and limitations of this research are discussed taking into account projects that researched on similar environments. At the end of this chapter, the suggestions for further research on this study were review next to the opinions from other authors who carried out comparable research or projects.

First part of the thesis

CHAPTER I - PROBLEM STATEMENT

1.1. Introduction

In this chapter are presented the different sections that shape chapter one. First, it describes the background of this study, the rationale, the purpose of the study, and the objectives, which are divided into general and specific. Moreover, the research questions will be found, where the general and specific questions will be observed. Then, to give more background, the definitions of the main concepts of this research are written. Finally, the significance of this study will be read.

1.2. Background

Nowadays, children are losing interest in learning English because some educators give theoretical classes and have forgotten to use engaging activities. Some researchers have shown that learners acquire a language by playing and moving. In language teaching, an activity is a general term for any classroom procedure that requires students to use and practice their available language resources (Richards & Schmidt, 2010). Therefore, future teachers must select the appropriate activities when teaching to have significant learning.

Alshareef (2016) researches the effectiveness of linguistic classroom activities, and these classroom activities have a significant value that impacts students' learning. This research brought positive results in using activities to improve skills in the Learning English Language.

According to Richards and Schmidt (2010), learners of pre-primary and primary school age are a group of students that requires getting more involved and active in learning English because children are more often enthusiastic and lively as learners. Furthermore, Cameron (2001) states that young learners frequently keep moving, jumping, and playing in the classroom; instructors and learners must make the most of such behavior. Richards and Schmidt (2010) say that the practices

and procedures used in teaching and the principles and beliefs that underlie such behavior should be deeply studied by teachers to know what methodology works better with children.

The methodology includes the study of the nature of language skills and teaching procedures, preparing lesson plans, materials, and textbooks for teaching language skills, and evaluating and comparing language teaching methods (Richards & Schmidt, 2010). As teachers, it is imperative to know and select the most appropriate methodology that will allow the teacher and students to achieve their goals in teaching English. In addition, it is essential to keep children more involved and active through different activities in the four skills.

1.3. Rationale

This study attempts to provide teachers with activities that improve spoken English in children from primary school. It was observed that children learning English as a second language had some difficulties with learning. First, they find it challenging to produce the English language, and second, they get distracted easily. Through this work, it is tried to promote speaking to children using activities that pupils find interesting. According to Wilson (1983), speaking ability is going to be the result of a listener and a speaker having communication, exchanging ideas and arguments. On the other hand, Alshareef (2016) states that having successful classroom tasks will lead students to an essential and worthy learning process.

1.4. Purpose of the study

The current project intends to conduct Observational Participant Research. In the very beginning, it is applied different speaking materials and activities are applied. The participants of this study are young learners of elementary grades at Instituto de Computación e Idiomas located in Puebla city. All this is to determine what kinds of activities are better for improving speaking

capability. Altogether it is vital because second language acquisition will be more successful if students give their best in an activity.

1.5. Objectives

1.5.1. General objective

To observe the results in the speaking skill with the use of four activities in the classroom.

1.5.2. Specific objectives

To identify the activities that help children to develop their speaking skill.

To distinguish which activities seem to be most attractive in speaking skill.

To recognize elements for providing practical and attractive activities for teaching children.

1.6. Research questions

1.6.1. General research question

According to the lessons observed:

1.   What are the results observed in the speaking skill using four activities enhanced in the classroom?

1.6.2. Specific research question

1.   What activities help children to develop their speaking skill?

2.   Which of the activities observed in class seem to be most attractive in terms of speaking skill?

3.   Based on the results of this research, what are some elements to consider providing practical and attractive activities for teaching children?

1.7. Definitions of terms

The following concepts are necessary to understand this research paper's topic.

Activity: "In language teaching, a general term for any classroom procedure that requires students to use and practice their available language resources." (Richards & Schmidt, 2010, p. 9)

Approach refers to the multiple theories about the nature of language and how it is learned. (Richards & Schmidt, 2010, p. 30)

Child language: "The language spoken by young children who are still learning their mother tongue. (Richards & Schmidt, 2010, p. 76)

Classroom management indicates "how student behavior, movement, interaction, etcetera., during a class is organized and controlled by the teacher (or sometimes by the learners themselves) to enable teaching to take place most effectively. (Richards & Schmidt, 2010, p. 81)

Language skills point out "the attitudes or manner in which language is used. Listening, speaking, reading, and writing are mostly called the four language skills". (Richards & Schmidt, 2010, p. 322)

Learning is "the process by which change in behavior, knowledge, skills, etcetera., comes about through repetition, instructions or experiences and the result of such a process." (Richards & Schmidt, 2010, p. 328)

Materials are "in language teaching, anything which teachers or learners can use to facilitate language learning. Materials could be linguistic, visual, auditory, or kinesthetic. They may be used in printed, audio or video form, on CD-ROMS, on the Internet or through live performance or display." (Richards & Schmidt, 2010, p. 354)

Methodology studies the practices and procedures used in teaching and the underlying principles and beliefs. (Richards & Schmidt, 2010, p. 363-364)

Micro-skills is "(In language teaching) a term sometimes used to refer to the specific processes and abilities which are used in carrying out an abstract activity." (Richards & Schmidt, 2010, p. 364-365)

Skill is "An acquired ability to perform an activity well, usually one that is made up of several coordinated processes and actions." (Richards & Schmidt, 2010, p. 532)

Teaching style is "a teacher's instructional methods and approach and the characteristic manner in which the teacher carries out instruction." (Richards & Schmidt, 2010, p. 589)

Young learners' are "in language teaching, children of pre-primary and primary school age. Other second language learner age groups are referred to as adolescent learners, and adult learners." (Richards & Schmidt, 2010, p. 643)

1.8. Significance of the study

This study is imperative because it will provide teachers with the different activities that can be used while teaching and improving speaking skill. In addition, the elements they should consider when teaching young learners will be mentioned. These procedures will improve children's success and motivation in learning the English language and improving their speaking skill.

CHAPTER II - LITERATURE REVIEW

2.1. Introduction

In this chapter the literature review is presented. It is divided into nine sections. At the very beginning, active learning is presented; the second topic is learning a second language, the third theme is behaviorism, and the next subject is universal grammar. On the other hand, it is the branch of cognitivism; afterward, it is the point speaking skill, after that the stage factors on the productive speaking skill, and finally, the division of activities for speaking skill, and young learners are presented.

As Bahrani and Soltani (2008) have said, speaking skill is becoming quite considerable for learners. Students always try to discover some techniques or ideas to succeed in fluent speaking ability. Therefore, it is relevant to mention that designing materials and activities to promote speaking skill is crucial for this project.

2.2. Active learning

The area of education has changed over time; these changes have included the use of new technologies, methods, and teaching strategies, which is why this research study will be focused on the field of active learning. In addition, some investigations have shown that active Learning classrooms [ALCs] facilitate increased student engagement and improve student performance. Therefore, a significant question for establishments of upper education is whether active learning pedagogies will enrich learning accomplishments once schoolroom resources are not restricted (Hyun et al., 2017).

During this study, there is a tendency to examine the impact of different activities on students' satisfaction with learning processes. This is because teaching does not discharge information into a student's head any longer. Instead, to teach is to interact with students in learning

(Christensen et al., 2006). As a result, different learning strategies, like collaborative, cooperative, and problem-based learning, have emerged to push student engagement in higher education (Prince & Felder, 2007).

All these ways work into a rising class of pedagogy known as "active learning." Prince (2004) outlined active learning as any instructional technique from the lecture that captivates students in learning. Prince's explanation of active learning emphasizes the instructor's role within the classroom. At the same time, several different researchers also recommended that the learning area is vital for college students to participate in active learning. "Active learning is everything that invite students do instead of watching, listening or writing what teachers say (Felder & Brent, 2009, p. 2).

Active learning has received a good deal of attention from researchers. However, researchers have several complications and challenges in learning the impact of active learning (Prince, 2004). Most studies clearly show that active learning will impact students' ability to retain and perceive new material. In addition, several researchers, including Braxton et al. (1997), documented that student interactions in conjunction with college instruction were predictors of student perseverance and quality learning. In table 1, key aspects of active learning are presented.

Table 1

Active learning

Definition	Course-related that students call upon to do	Felder & Brent (2009)
Benefits	Retain and perceive new material	**Prince (2004)**
	Increases student engagement	**Hyun et al. (2017)**
	Improve student performance	**Hyun et al. (2017)**

The importance of English in Foreign acquisition has been widely accepted in recent years; therefore, the English language is currently well established as a global language. In addition, there is a growing significance of foreign languages in education.

The conditions of English language learning rely upon totally different educational establishments. These ideas suggest that these conditions are not comparable because each country has its system of instruction, course of study, and wishes. The necessities embrace motivation, category arrangement, curriculum style, and language and communication expertise within the schoolroom.

Some authors have published books with creative activities, games, and instructional strategies for any classroom to guide teachers. Instructors should use the main recent and effective communicative ways to point out languages. All tongues are related to communicative language coaching, task-based pedagogy, cooperative acquisition, and content-based instruction.

Several challenges to massive categories cause issues within the teaching and learning method. However, teachers will see this as a chance to show the challenge to resolution by mistreatment methods that may facilitate them to maximize learning in such massive categories. These methods are effective and can enable scholars and teachers to collaborate and learn effectively within the schoolroom. Success is achieved in massive lecture rooms once high motivation and interest are given to a subject. Possessing an associate understanding of teaching approaches helps academics to have adequate teaching resources.

2.3. Learning a second language

The primary idea of this research is to explore in depth how second language acquisition theories are. The aim is to have a general overview. Many teachers know second language acquisition theories, and some may not have much explicit knowledge. However, there are things that they intuitively feel and in the way that they have probably been taught, ideas that they have got from colleagues, and other experiences.

Moreover, comprehension naturally precedes production during the process of second language development. Krashen and Terrell (1983) said there are probably many elements of second language acquisition theory that they apply to their teaching in their classes. Therefore, the objective is to go deeper into these theories and reflect on how they can improve our teaching. So, "that is why students need to feel good about themselves and their relationships with others in second language learning situations." (Rigg & Hudelson, 1986, p. 6).

According to Mitchell et al. (2013), a second language (SL) is a non-native language mainly used for communication purposes, commonly as a medium of education, government, or business. In other words, any language acquired after acquiring the mother tongue can be defined as a second language. Therefore, the area of second language acquisition studies and develops in learning a second language after the mother tongue is acquired.

2.4. Behaviorism

Firstly, it talked about behaviorism, and this is based on the ideas of behavioral psychologists like the Russian Ivan Pavlov. For example, the classical conditioning theory by Pavlov (1927) says that "Classical conditioning focuses on creating associations and learned responses. He showed how a dog could be made to associate the ringing of a bell with food (Pavlov, 1927, p. 48).

Behaviorism is one of the several theories about child language development. This theory deals with behavioral changes and the role of the environment in these changes. Behaviorists believe speaking a language is a skill, and there is no difference between speaking a language and other behaviors.

He argued that this model explained language development by breaking tasks into small sequential steps and programming learning by providing positive reinforcement. Even if it has considerable limitations, it suggests that language is learned only by imitation, which makes learners think better than before. Also, it takes the point that a child or a language learner is like a blank page and suggests that language learners learn for themselves. Nowadays, it is a theory widespread around the world. It has had a beneficial influence on the way language is taught. Its methodology is based on the idea of language learning through repetition, drilling, and substitution activities.

2.5. Universal grammar

Noam Chomsky was the first to say that the human brain is pre-wired with some basic language rules. Chomsky says that when a child has born, he has been born in this world with a basic set of language skills. It means the newborn is not a clean slate; his mind is not empty; the kid already has a language acquisition device in his brain. In this way, the kid can learn a language

so quickly. Furthermore, it means that students pick up the vocabulary and learn the language quickly.

Chomsky (1981) summarizes principles and parameters and states that what we know innately are the core grammar rules and the basis associated with them but what we have to learn are the values of the parameters, which we refer to as lexical learning and grammatical learning in our study.

It is fundamental to mention that every child who takes birth on this earth already knows basic grammatical rules; when he interacts with his parents with elders, he is learning vocabulary but grammar he already knows. Furthermore, if learners look at languages across different cultures, they will find that all languages have the same basic structure; that is, all languages will have specific nouns, verbs, and adjectives and the same structure, the subject followed by the verb.

The third key component of universal grammar theory is that children will not commit basic errors; they never commit the errors they are expected to commit, proving that they have certain roots prefixed in their minds (Chomsky, 1981). He states that a child learns language effortlessly because he only has to pick up vocabulary words from his surroundings. He already knows basic grammar unconsciously and subconsciously. In table 2, key aspects of behaviorist and universal grammar are presented.

Table 2

Behaviorism and Universal Grammar

Behaviorist	
Who proposes the theory	Ivan Pavlov 1849-1936
What is the theory about	Behaviors are acquired through associations. (stimulus-response)
How can a language be learned	Through repetition until behavior changes
Universal Grammar	
Who proposes the theory	Noam Chomsky 1960
What is the theory about	Grammatical rules that are in the human's brain without being taught
How can a language be learned	Through interaction by learning vocabulary

Source: Own elaboration with information from Pavlov (1927) and Chomsky (1981)

2.6. Cognitivism

Piaget's theory (1955) argues that children go through four cognitive development stages to be adapted to the world. First the sensor-motor stage. The second is the preoperational stage. The third is the concrete operational stage, and the fourth is the formal operational stage. Only once we have gone through all the stages, at what age can we vary, we can reach full human intelligence at a varied age.

2.6.1. Sensor-motor stage

The sensor-motor stage takes place in ages from birth to two years. In the sensory-motor stage, we develop our five senses through personal history and participation. Our brain starts to see, hear, smell, taste, and touch as much as possible (Piaget, 1955). First, we start with simple reflexes and develop our first habits soon after. From four months old, we are aware of things

beyond our own body, and then as we grow up, we begin to do different things intentionally. A key milestone is the development of working memory; in Piaget's terms (1955), our realization of object permanence. One clear example is when our mom shows and then hides a teddy that we would think is gone.

After that, we understand that objects continue to exist even when we cannot see them. So we start becoming curious about everything. We want to smell flowers, taste food, listen to sounds and talk to strangers. To explore more, we move; we learn to sit, crawl, stand, walk, and run. This increased physical mobility consequently leads to increased cognitive development, but we remain egocentric-meaning we can perceive the world only from our point of view.

2.6.2. The preoperational stage

This stage is in ages 2 to 7. Our thinking is mainly organized for symbolic functions and intuitive thoughts (Piaget, 1955). We have lots of imagination and believe objects have life. As we cannot employ specific plausible operations, Piaget (1955) calls this stage preoperational. We learn to speak and recognize that words, images, and gestures are elements of something else. When we draw a family member, we focus not on drawing each person precisely but on their specific meanings. We love to play try, which allows the newborn to experience something new and acquire knowledge.

Around age 4, mostly all kids become very curious and ask many questions. They want to know everything. We can call it the beginning of primitive reasoning. Piaget (1955) calls it the intuitive age because while we realize that we have vast information, we have no idea how we learn it. Our thinking in this step is still pretty egocentric. We think the rest of the world sees as we do and still do not understand that they see it differently.

2.6.3. The concrete operational stage

This stage age is 7 to 11. Piaget (1955) mentions that we finally discover logic and acquire concrete cognitive operations, such as organizing objects in a particular order. An example of this is inductive reasoning: if we see someone eating a crisp, we can conclude, then we match it to something we know, and we now get the concept of conservation. We have clarified that if we pour grape juice from a standard glass into a taller one, the quantity stays the same. If we offer it to a younger kid, this will pick the glass with more water, thinking she gets more. By the same thinking, we only now can understand that if three plus five equals eight, then eight minus three must equal five.

Piaget (1955) explains that our brain learns to accommodate our thoughts to arrange and build concrete operational mental sequences. For example, we know we can redo an action by doing the contrary. Excited by our new mental abilities, we implement them in conversations, activities, when we know how to write, and in schoolrooms. As a result, we get to meet ourselves better. We start to understand that our beliefs and feelings are unique and not necessarily those of others. That means that we learn to set ourselves in someone else's shoes.

2.6.4. The formal operational stage

The formal operational stage is when we are teenagers. Once we become teenagers from twelve and above, we become formally operational. We now control the ability to judge more rationally about abstract ideas and hypothetical events. Our advanced cognitive skills permit us to understand abstract concepts such as success, failure, love, and hate (Piaget, 1955).

We form a deeper interpretation of our essence and our morality. We now also think that we comprehend why people behave the way they do and, as a result, can become more benevolent. Our brain can now process deductive reasoning, which means we can compare two different pieces

of information and reach a logical generalization. Our new mental abilities allow us to plan our life systematically and prioritize. We can make assumptions about events that are not related to reality. We can now also philosophize and think about thinking itself.

Piaget (1955) believed in lifelong learning but insisted that the formal operational stage is the final stage of our cognitive development. He realized that younger children consistently make the same types of mistakes as older children. He concluded that they must think differently. That is why he spent the rest of his life studying the intellectual development of children. In table 3, key aspects and stages of cognitivism are presented.

Table 3

Cognitivism

Cognitivism		
Who proposes the theory	Jean Piaget 1920	
What is the theory about	Receive and rehearse information for seeking ways to understand with knowledge already learned	
How can a language be learned		
Sensor-motor	Birth-2 years	Learning through senses and actions
Preoperational	2-7 years	Represent things with words and pictures, with a lack of logical reasoning
Concrete operational	7-11 years	Logical thinking about concrete events, performing arithmetic operations
Formal operational	11-onward	Abstract reasoning

Source: own elaboration with information of Piaget (1955)

2.7. Speaking skill

Speaking is one of the significant aptitudes in learning English. It is nearly required in each education and learning process to measure, respond to questions, produce interrogations, lead a conversation, do an introduction, and so forth. Nevertheless, in most contexts, teachers believe that

speaking is the most challenging skill in teaching, making the class quiet, inert, uninvolved, and challenging to ask the pupils. Speaking is an interactive process where information is a common interaction by the listener. So, it is important to develop both speaking and listening skills in order to communicate effectively.

Using English for speaking is not precisely easy in whatever environment the speaker must manage some significant components of English: articulation, language, written terms, eloquence, and understanding. Considering all these aspects, instructors should be inventive in building up their learning cycle teaching to make a good atmosphere for students.

Speaking is an intuitive cycle of developing messages, including creating, getting, and handling data (Brown, 1994). Its structure and importance are subject to the setting in which it happens, including the members of it, their aggregate encounters, the physical atmosphere, and the intentions of talking. It is regularly instinctive, without specific limits, and developing by itself. Nonetheless, discourse is not generally uncertain. Generally, language applications of sequence examples that will repeat in certain talk circumstances can be distinguished and outlined (Burns & Joyce, 1997).

Speaking needs for students who do not have only the knowledge to create explicit purposes of language, for example, syntax, articulation, or terminology; in addition, they get the idea of when, why, and in what approaches to deliver language. "Discourse has its aptitudes, structures, and can be different from handwritten language" (Carter & McCarthy 1995, p. 141-158). A skillful speaker integrates this variety of aptitudes and information to prevail in a given discourse.

Bygate (1987) calls attention to the speaking approach focusing on motor perception. Inside this situation, talking is characterized as the creation of hearable signs intended to deliver

differential verbal reactions to an audience. It is considered methodically consolidating sounds by explicit language standards to frame significant articulations. Eckard and Kearny (1981), Florez (1999), and Howarth (2001) characterize talking as a two–way measure including a genuine correspondence of thoughts, data, or emotions. Instead of instructing students to make all-around shaped sentences and putting these to use in talk, we should urge students to partake in spoken language from the earliest starting point (Nunan, 1989).

Endeavoring to expand more on the intuitive idea of speaking, Burns and Joyce (1997) characterize talking as an intelligent cycle of building, implying that it includes creating, accepting, and preparing data. Luoma (2004) says that its structure and importance rely on the setting in which it happens, including the members themselves.

Speaking is the dissemination of language through the mouth. In spoken language, we make sounds utilizing numerous body pieces, including the lungs, vocal plot, vocal lines, tongue, teeth, and lips. This vocalized type of language ordinarily requires, at any rate, one audience. This vocalized language or discussion is known as dialogue; it refers to when at least two people talk or converse. Discourse can typically stream with one individual and then onto the next as exchange (Luoma, 2004). It can likewise be arranged and practiced in conveying a discourse or introduction. Communicating is likely the language aptitude most language students wish to improve at the earliest opportunity. It used to be the central language ability that was hard to rehearse on the web. This challenge is not valid anymore. English students can work on speaking through online classes with the application of video calls.

Bygate (2002) states that speaking has involved an exceptional situation since the commencement of language teaching and has started to develop as a part of educating, learning, and testing for just twenty years. Bygate (2002) infers that there are three explanations behind this:

Despite everything, standard punctuation interpretation techniques significantly impact language instruction.

Copying has been adequately modest and handy to empower the investigation of talk and the utilization of recording devices in homerooms since the mid-1970s.

Most language instructing approaches abuse oral correspondence as just an aspect of their philosophy, and most of the concentration in oral training aptitudes was restricted to articulation.

Up to this point, speaking has become a unique region in language education.

Speaking is a demonstration of making vocal sounds. We can say that speaking intends to chat or communicate one's musings and emotions in vocalized language. Talking frequently suggests sharing and passing on knowledge (Bygate, 2002). It might be from a casual comment to an insightful introduction to a proper speech. The act of a speech has aptitudes, enabling us to transmit a message efficiently. These aptitudes permit the speaker to convey his message in an energetic, insightful, and persuasive way. Speaking abilities additionally help to guarantee that one will not be misconstrued by the individuals who are listeners. Speaking is a fruitful aptitude in the oral mode. It differs from other aptitudes, is surprisingly entangled from the start, and includes something other than articulating words.

Speaking is a complex intellectual and semantic ability. A young person figures out how to talk through collaboration with the individuals around that person in their local language. Each typical grown-up can talk in their local language without exertion, and this ability is a unique characteristic. However, communicating in an unknown dialect is not regular and requires cognizant exertion throughout the entire cycle.

2.8. Factors on productive speaking skill.

In acquiring a new language, the procedure and elements that influence the teaching and learning of any skill in a language are pretty important. Although this study is focused on speaking skill s peaking, speaking production is one of the most crucial components due to are part of the curriculum and the learning outcomes.

According to Rhalmi (2020), a practical skill capacitates learners to develop language, in this case, oral language. The teacher can interpret this language production as evidence of the learning process. In the teaching process, the following elements are must-haves during the class; to give order and sequence, it allows pupils to go through each step systematically. To ration the time lets students have the necessary time for doing specific activities that leads to the main objective. Appropriate materials help students to interact with language through written or physical language. Clear instructions manage students' directions to give them the right path to productive skill. Active teaching encourages students to keep involved during the teaching process and be interested in being part of the language acquisition.

2.9. Activities for speaking skill

In this research, four different activities focused on the improvement of speaking skill are going to be tested. The main objective is to discover what activities are more useful for children, which are the advantages and disadvantages, and what elements must be considered during a class. In the following paragraphs, the reader will find the procedure to go ahead with each activity.

2.9.1. Activity "Who am I?"

The first activity is called "Who am I?" this was taken from the ESLACTIVE website. Couples or groups can play this activity. First, the teacher hands in a piece of paper, and every student writes an animal's name (this activity can be played with different vocabulary, classroom objects, characters, or family members). Then, students change their papers with different classmates (they cannot see the new piece of paper). Next, each student sets the paper on the forehead; this way, the rest of the class can see what it is written. From this point, students will take turns and have to ask the rest of the class questions to guess what he or she is. The questions have to be "yes/no questions," for example:

Have I got feathers?

Am I big?

At this point, it is fundamental that students give complete short answers like "yes, you are" or "no, you are not." This way, students will listen and try to answer more confidently each time. The questions must continue until the participant guesses what he or she is.

The materials used in this activity are listed below.

➢   Piece of paper

➢   House/furniture flashcards

➢   Headband

➢   Whiteboard

➢   Markers

2.9.2. Activity "Truths and lies."

The second activity is "truths and lies," taken from the English Current website. This activity can be played by couples or as a group. Each participant has to have a piece of paper where they have to write three sentences about them (any fun experience, any curious fact, etcetera). From these three sentences, the student has to decide which ones will be true or false (all the sentences can be truths, all can be lies or mixed). The activity consists of reading the sentences aloud, and the rest of the class will give their opinion and tell what they think about it and why. Once students have discussed, the students have to say which ones were true and which were lies; the student also have to explain a little about the situation, and classmates can ask questions too.

The materials used in this activity are listed below.

❖ Piece of paper

❖ Pencils/markers/pens

❖ Whiteboard

2.9.3. Activity "Roleplays."

The third activity is called "role plays," taken from the ESL Speaking website. For this activity, the teacher must prepare speaking cards before the class for each role. This activity is focused on speaking skill; students will interpret a character. To make it funny and active, students will try to talk about their speaking cards during the time given. In Table 4, there is an example of a speaking card.

Table 4

Speaking cards "A" and "B"

Role card "A": Try to talk about the following topics:	Role card "B": Try to talk about the following topics:
➢ A problem at school	➢ Something you hate
➢ Something you did at the weekend	➢ Somebody you met recently

Source: own elaboration

The materials used in this activity are listed below.

❖ Role play cards

❖ Whiteboard

❖ markers

2.9.4. Activity "20 questions."

This activity is entirely focused on keeping students talking to each other. It was taken from the ESLACTIVE website. It is fun for any student age. However, this task works better with small groups of 2 to 5 people and fits better with beginners. For this activity, one person has to choose a character, a place, or an object that the rest of the class can guess. Once the object has been chosen, the whole class takes turns to ask questions, but there is a limit of twenty questions; the person in front of the class only can answer with "yes" or "no." the student who guesses the word has the opportunity to select another one.

The materials used in this activity are listed below.

❖   Whiteboard

❖   Markers

2.10. Young Learners

First of all, it can be reported that the term young learners refers to children from their first year of primary or elementary school, some from 5 to 12 years old. According to Phillips (1993), many elements influence children's maturity, for example, their culture, environment, living in a city or a rural area, sex, and the expectations of their peers and parents. The author reports that a good teacher should be aware of these differences, knowing their circumstances, attitudes, and interests will influence the types of activities he or she decides to use in a class rather than focus on the children's biological age.

From the first ages, infants acquire language by sorting words with objects. However, Cameron (2001) states that children need very concrete vocabulary that connects with objects they can handle or see. For these students, abstract ideas, such as grammar rules, are hard to understand.

That is why research attempts to test some interactive activities and keep children active and interacting with the vocabulary and their classmates.

Another author, Bourke (2006), agrees with Cameron (2001) and says that when kids start learning they do not have any idea about parts of speech, discourse, or phonological elements. Considering both ideas can be assumed that primary students will learn and work better in class dealing with topics they find familiar; this involves school, house, and friends. Then, when they start learning a new language in these areas, it will be easier to imagine a clear concept of the vocabulary presented and efficiently process the new information.

Bransford et al. (1999) describe young learners as human beings that are capable of understanding the world they live in, taking into consideration physical and biological concepts. It also states that if they can understand their environment, they have the procedures for learning a new language too. The relationship between comprehending their daily atmosphere and the methods they apply for learning is that they give meaning to new knowledge by matching them with something around them.

Second part of the thesis

CHAPTER III - METHODOLOGY

3.1. Introduction

This chapter has described the methodology that was used in order to give answers to our research questions. It will be read about our participants, age, studies grade, and genre. Also, It will be known where this investigation took place, how the materials were applied, and the procedure followed. All this methodology was implemented in order to observe the results in the speaking skill with the use of four activities enhanced in the classroom.

3.2. Research approach

Cohen et al. (2004) characterize quantitative research as a precise and logical examination of information and its connections. They agreed that the objective of quantitative exploration is forecast. The goal of quantitative research is to create and utilize numerical models, speculations, and theories relating to innate events. Estimating is key in quantitative research because it shows the connection between information and perception. Quantitative examination strategies are research techniques for managing numbers and everything that can be quantifiable in a precise examination method of circumstances and their connections. It is applied to respond to interrogations related to quantifiable factors to clarify, predict and manage happenings (Leedy 1993). This project used quantitative research to measure their efficacy and determine the best activities tested in teaching and improving speaking skills.

3.3. Location of the research

This project was applied at Instituto de Computación e Idiomas located in Puebla city. The population of this school consists of 300 students of different ages. These students are from 5 to 30 years old. Although the population is symbolic, the research was focused on students from 6 to 12 years old. The classes in this institute tend to be innovative due to its identity as an educational institution committed to educating children and young people. This school offers computer and language courses that allow them to develop their skills in both the personal and professional fields, forming good citizens within our society.

This school has as its mission to offer education in the areas of Computing and English mainly, as well as French, German, Mathematics, and Taekwondo as complementary courses. Teaching is focused on quality educational programs, supported by qualified and committed teachers and administrative staff to provide students with extensive knowledge during their training.

3.4. Sampling

Cluster sampling is characterized as an examining technique where the analyst makes various bunches of individuals from a whole group that is a sign of homogeneous attributes and has an equivalent possibility of being a piece of the project. Neyman (1934) discussed the purpose of random sampling and established that unsystematic sampling is not just a practical option. Instead, it is a purposive technique for choosing. Cluster sampling is a method of expectations where investigators divide the project's participants into different groups for research. Analysts, at that point, select irregular gatherings with a straightforward arbitrary or efficient testing strategy for information assortment and investigation.

This present technique's most prominent preferred advantage is operational since the researcher's step of choosing is more straightforward and more moderate than periodic or deliberate elections. In addition, it is normal for an examiner's online projects to keep on deduction as far as groups, even though there is no operational motivator; this methodology increases the danger of imprecision because of contrasts between the areas contemplated and the remaining participants. Finally, this training is the outlandish inheritance of procedures useful for live meetings. However, that does not look good for different techniques.

The central impediment of utilizing cluster sampling is the imminent hazard that the groups may not be genuinely homogeneous among one another. The characteristics of this technique of sampling were helpful in order to choose the participants of this research. The participants were chosen randomly, and they were expected to give information that could support the project.

3.5. Participants

This study was carried through with a population of twenty-five participants (9 males and 16 females), all of them of different ages, from 6 to 11 years old. These participants share some characteristics for the purposes of this project.

a)   They are learning English as a second language

b)   They are students of a language school.

c)   They have been learning at this school for one year.

d)   They belong to groups of primary education.

e)   They are in a class about the improvement of speaking skill.

During their previous classes, they attempted to improve their speaking through some specific activities and games.

3.6. Data collection techniques and instruments

This project applied a survey as an instrument in collecting data for the purposes of this research. A survey is a research instrument consisting of questions and other prompts to gather information from respondents. The questionnaire is used mainly in descriptive survey studies (Borg & Gall, 1983). This instrument was selected because questionnaires can gather much data in less time. There is less chance of bias due to the standard set of questions for the target audience. Using online software for surveying is quick and cost-effective. It offers a vast set of features to design, distribute, and analyze response data. The answers can be compared with the historical data and comprehend the shift in participants' experiences and elections. Respondents can fill in the questionnaire without revealing their identity.

Surveys are representative in collecting respondents' demographic information, personal opinions, facts, or attitudes. One of the most relevant characteristics of a research form is uniform design and standardization. Every respondent has the same survey. This procedure contributes to collecting data and statistical analysis of it. This instrument is relatively quick and economical for reaching many people. Provide quantifiable answers. Relatively easy to analyze. Less time-consuming than an interview or observation (Bailey, 1994).

O'Leary (2014) suggests some obvious strengths for this research method, as administering a questionnaire allows the researcher to generate data specific to their research and offers insights that might otherwise be unavailable. In addition, questionnaires have many uses, most notably to discover what the masses think.

These include market research, political polling, customer service feedback, evaluations, opinion polls, and social science research (O'Leary, 2014).

The instrument used has six fill-in gaps related to the participant's information. A Likert scale (very hard, hard, neutral, easy, very easy) measures how students deal with the activities. It has ten statements about material effectiveness, how students interact with each other, and whether learners can feel active, interested, and confident. Their feelings and perceptions about classroom management and instructions. The instrument can be observed in Appendix 7.1

3.7. Ethical consideration

In order to be respectful of participants' rights, the participant's parents were informed about the objective and the steps this study attempts to achieve. They were asked to read and sign an "Informed Consent Letter," allowing the teacher to use the data they provided confidentially and just for academic purposes. In the same document, they were informed that they could ask about the process and results of this research. The consent form can be seen in Appendix 7.2.

3.8. Data analysis

This research applied the contingency graphs method for analyzing data. Glen (2013) states that contingency graphs help to summarize data between several variables on a research project. Besides, she finds this method shows frequencies on a graph where the variables are presented together and their relationship.

The information was obtained through 25 questionnaires applied to 25 different young students. Each student's answers were analyzed by reading, counting, and adding the information to an excel file to gather all the answers and know how many students felt some of the activities were more accessible than the others. The participants gave their points of view about their

interaction during the class and with other classmates, how valuable the materials were, whether they felt confident and interested, and how much they could learn while the class was going. The genre variable is analyzed and presented in quantities in Table 5.

Table 5

Genre

	Male	Female
Class 1	9	16
Total of students	25	

Source: own elaboration

CHAPTER IV – RESULTS AND DISCUSSION

4.1. Introduction

This section of the project presents and discusses the results of the lesson plans and different activities tested with the students of Instituto de Computación e Idiomas located in Puebla. For the best organization and understanding, the results are presented in figures in the following order; firstly, participants' information (genre, age, grade). Secondly, the general research question is shown. Finally, the specific research questions of this study are presented. It is essential to mention that all four activities were tested with all the participants, and they answered the instrument four times, one for each activity applied.

4.2. General research question

According to the lessons observed:

1.   What results were observed in the speaking skill using four activities enhanced in the classroom?

4.3. Specific research questions

I.   What activities help children to develop their speaking skill?

II.   What are the results children get after using the four activities?

III.   Which of the activities observed in class seem to be most attractive in terms of speaking skill?

IV.   Based on the results of this research, what are some elements to consider to provide practical and attractive activities for teaching children?

4.4. Participants' genre

It can be appreciated in figure 1 that the majority of the participants were women, 64% of them, while 36% were men; in total, they were 25 participants. It is good to remember that the participants were chosen randomly. The cluster random sample was the method used for gathering them.
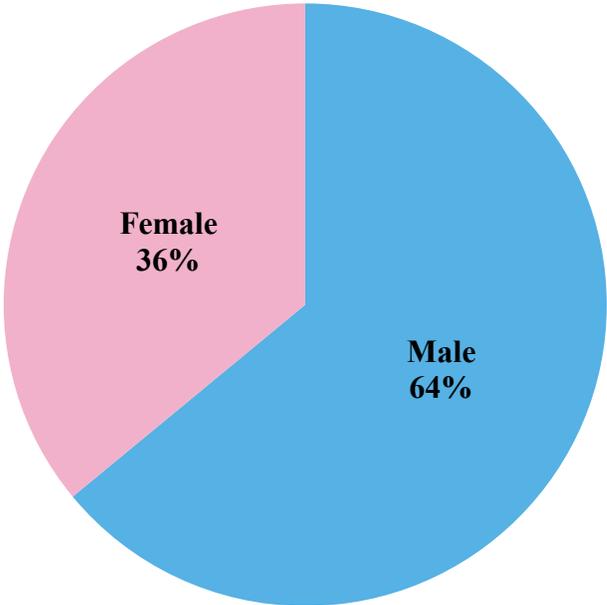
GENRE

Figure 1. Participants' genre
Source: own elaboration

4.5. Participants' age

Furthermore, figure 2 shows the students' age. It can be observed that 12% of the participants were six years old, and 20% were seven years old. On the other side, 24% of the participants were eight years old; they were the majority of the participants, 20% of them were nine years old, another 20% were ten years old, and finally, 4% percent of the students were 11 years old this participant represents the minority.
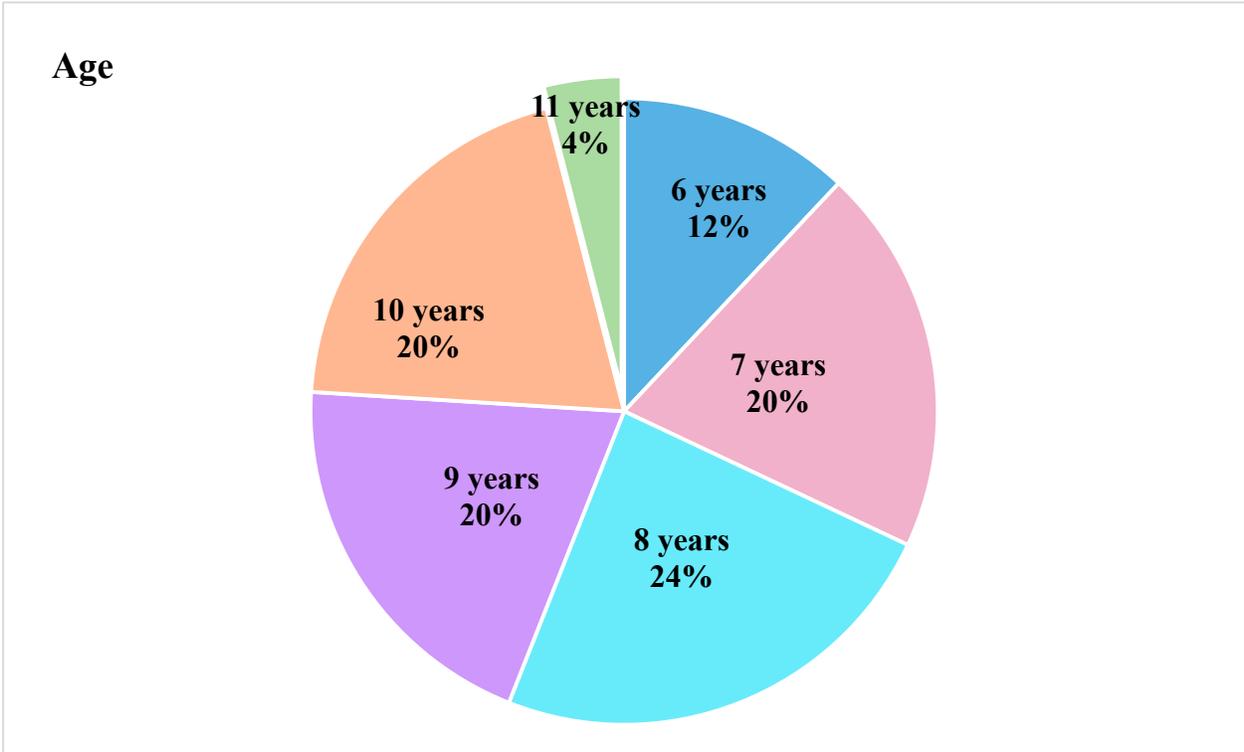

Figure 2. Participants' age
Source: own elaboration

4.6. Participants' scholar grade

In addition, this figure 3 shows the student's scholar grade. Most were in 3rd and 2nd grade, each with 24% of the pupils. However, 20% of the scholars were in 5th grade, in the 4th grade they were only 16%, students from 1st grade were 12%, and finally, pupils learning in 6th grade were just 4%.
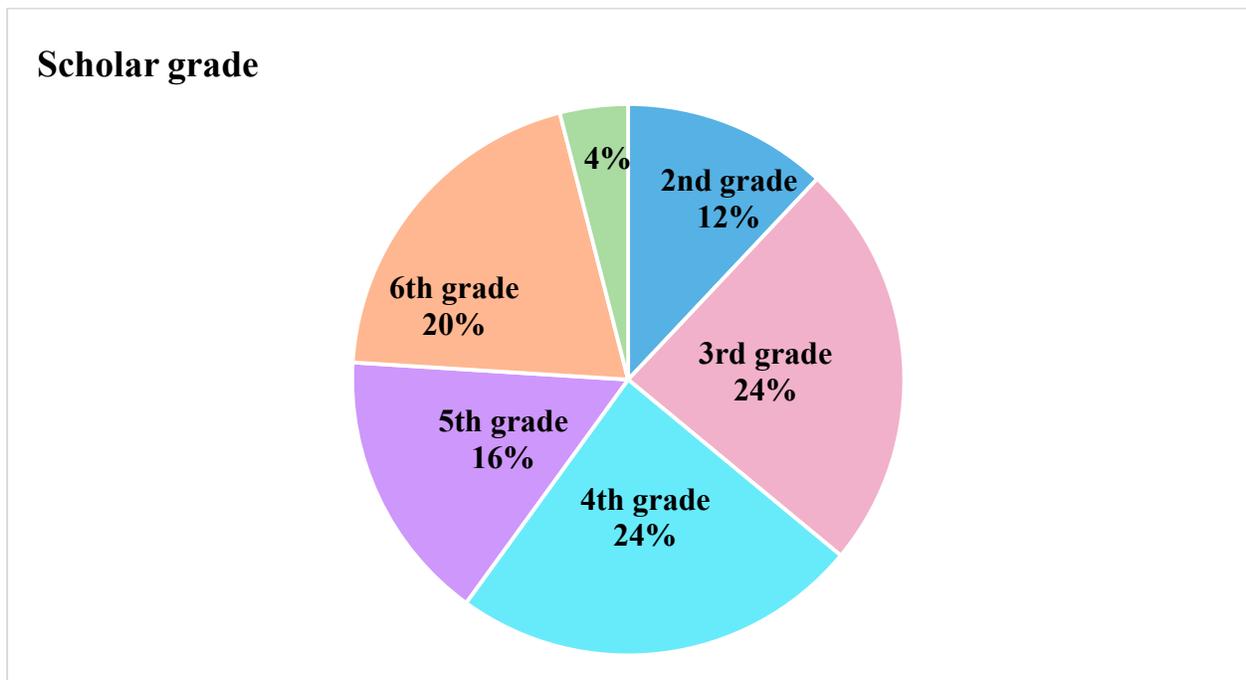

Figure 3. Participants' scholar grade
Source: own elaboration

At this point, most of the participants involved were young learners between 8 and 11 years old, and most were females. Phillips (1993) mentions that being conscious of students' characteristics, like age, grade, or genre, will impact teaching because the teacher will decide better what activities and materials to use with each kind of student.

4.7. Results general question

The main research question attempts to observe the speaking skill results using four activities enhanced in the classroom. Navarro (2009) argues that human beings face problems while learning their mother tongue and when learning a second language. Furthermore, to answer the general research question and according to participants' answers, they worked with four different speaking activities in the same context using the same materials and tools.

4.7.1. Results observed after working with the speaking activity "Who am I?"

Figure 4 shows some of the results after working with the first activity, "who am I?". It got good scores where 100% of the participants said they felt confident, while the 96% of the students agreed to understand the main topic. Conversely, 92% argued it was easy to speak English; finally, 88% said they could recognize vocabulary during class.
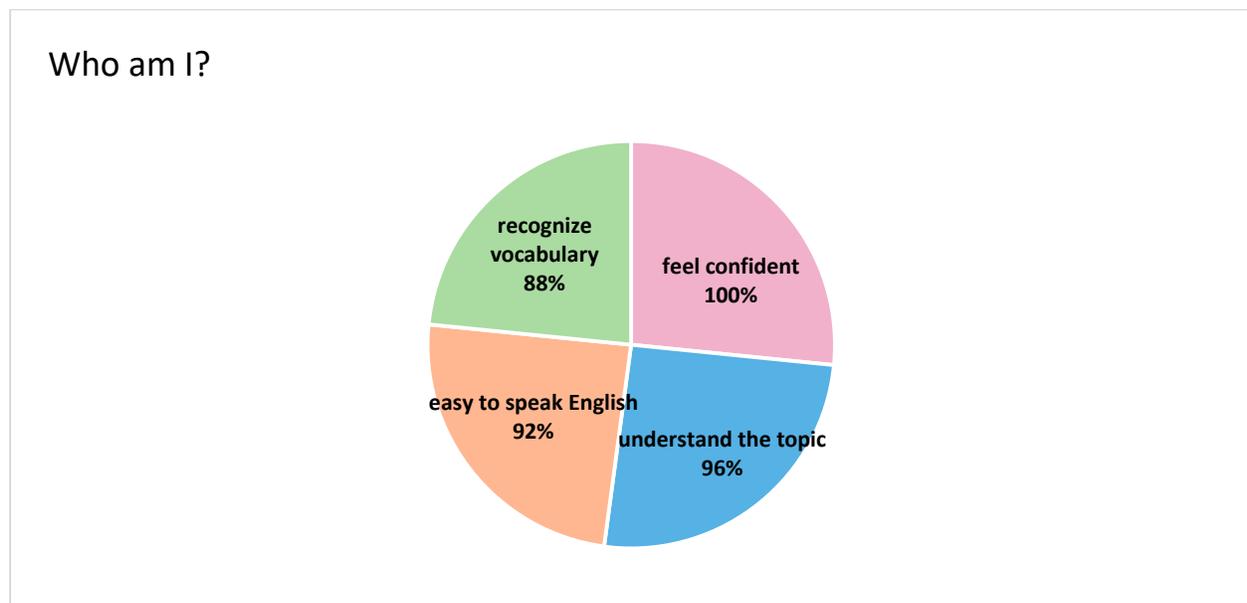

Figure 4. Results from activity "who am I?"
Source: own elaboration

4.7.2. Results observed after working with the speaking activity "20 questions."

Figure 5 shows the activity "20 questions". It was described as easy to understand the topic with 92% besides 88% of the students felt confident while they were participating, 80% of them mentioned recognizing vocabulary as part of their learning process, and just 72% of the participants pointed out that this activity was easy to speak in the target language.
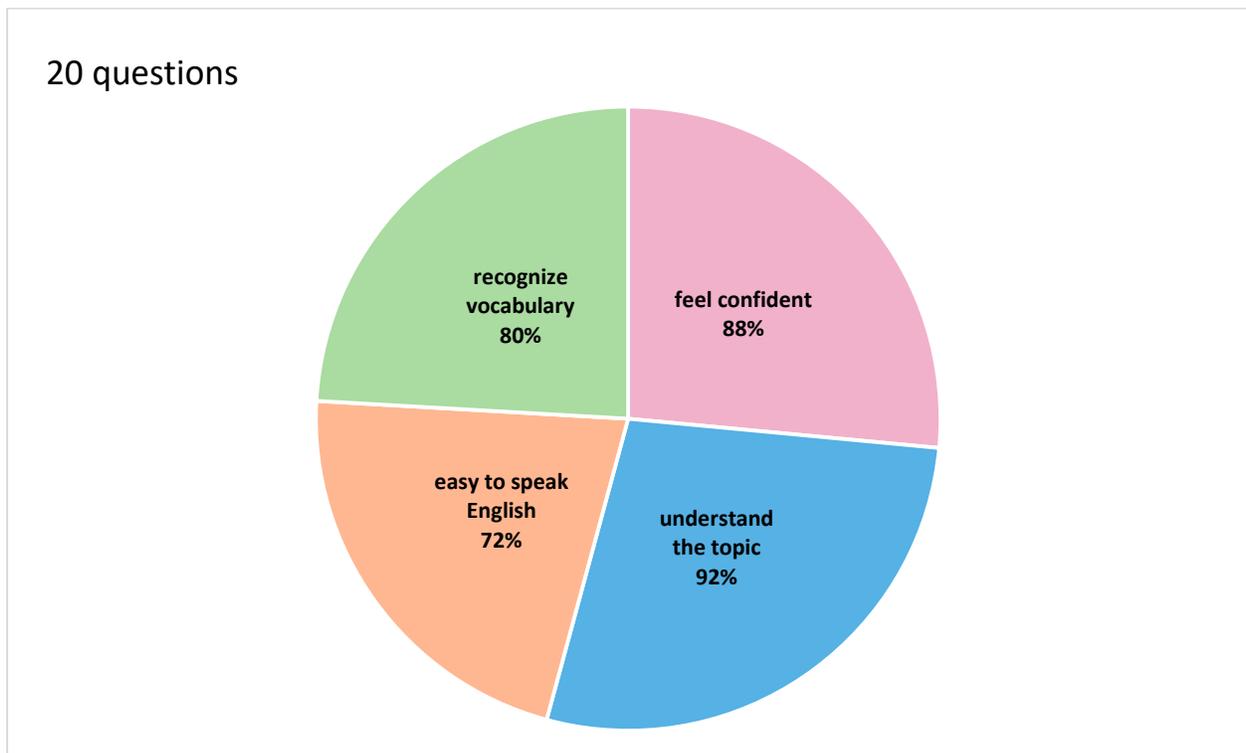

Figure 5. Results from activity "20 questions."
Source: own elaboration

4.7.3. Results observed after working with the speaking activity "Truths and lies."

In the third activity, "truths and lies," here 92% of the scholars admitted they recognized vocabulary during the activity, 84% reported that they achieved an understanding of the topic, the 80% responded that it was easy to participate in the speaking activity and 76% expressed that they felt confident. See figure 6.
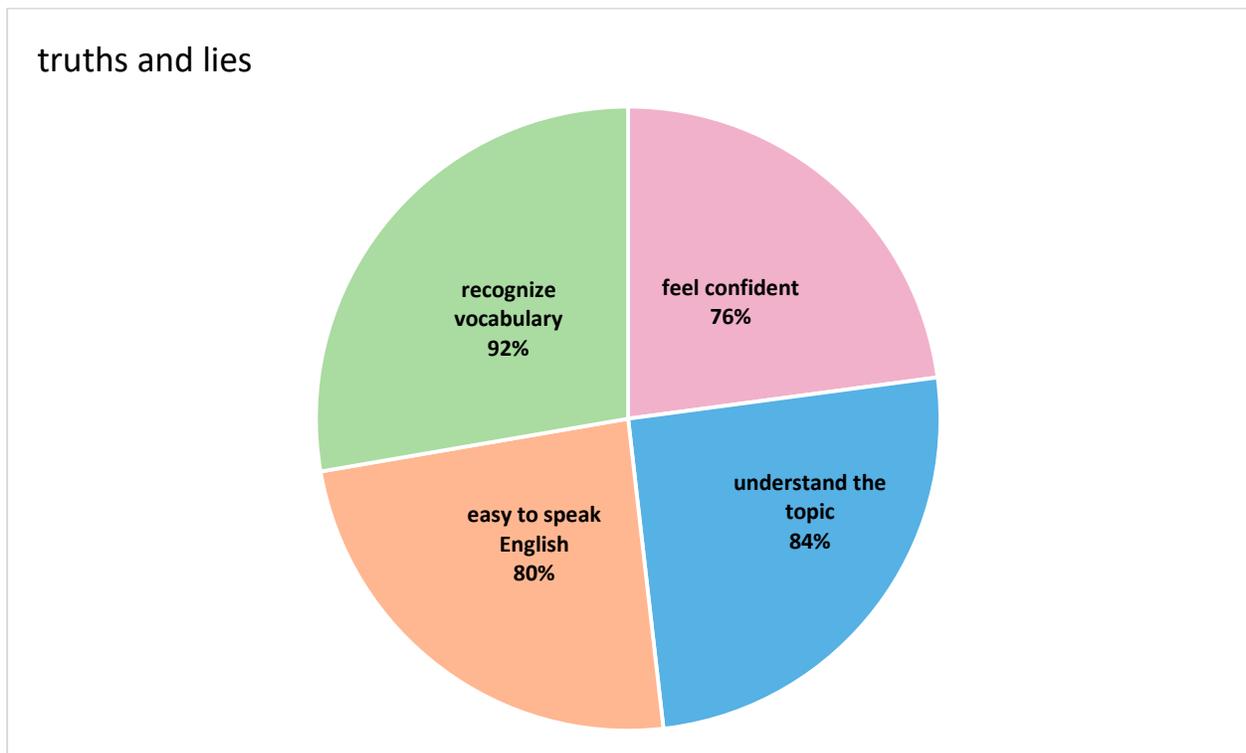

truths and lies

- recognize vocabulary 92%
- feel confident 76%
- easy to speak English 80%
- understand the topic 84%

Figure 6. Results from activity "truths and lies."
Source: own elaboration

4.7.4. Results observed after working with the speaking activity "Who am I?"

In the last activity, figure 7 shows the results from the activity "roleplay," where 80% answered the survey with a good understanding of the topic. In comparison, 76% argued they also recognize words, 72% suggested they felt confident, and 60% assumed it was not difficult to speak in English with this activity.
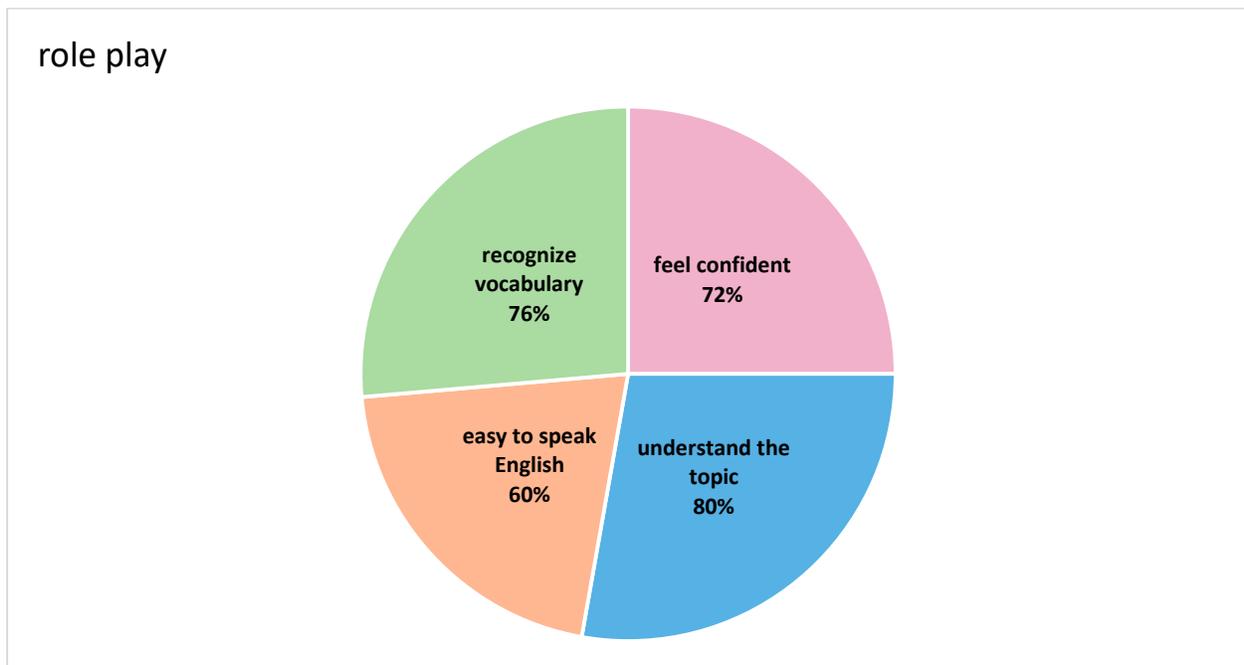
role play

recognize vocabulary 76%

feel confident 72%

easy to speak English 60%

understand the topic 80%

Figure 7. Results from activity "roleplay."
Source: own elaboration

In conclusion, acquiring a language requires lots of elements. According to Krashen and Terrell (1983), there is a considerable number of elements. They are theories of language learning acquisition that have to be studied for applying them to our teaching. However, their general idea can help improve the teaching and learning process. This idea can be interpreted as if students are on the same path (teaching-learning), the first teacher could achieve the main goal of the curriculum, and other students will probably feel confident acquiring knowledge. In the end, the speaking production will go next to the learning process.

4.8. Results from Specific questions

After answering the main research question, it is important to respond to the specific questions of this research project which are:

1.   What activities help children to develop their speaking skill?

2.   Of the activities observed in class, which seem to be most attractive in terms of speaking skill?

3.   Based on the results of this research, what are some elements to consider to provide practical and attractive activities for teaching children?

4.8.1. Speaking skill development "Who am I?" activity.

Figure 8 shows that the activity that worked better in developing speaking skills according to students' answers was "who am I?" with 92%. Besides, it got 96% where students said they did not face problems with pronunciation.
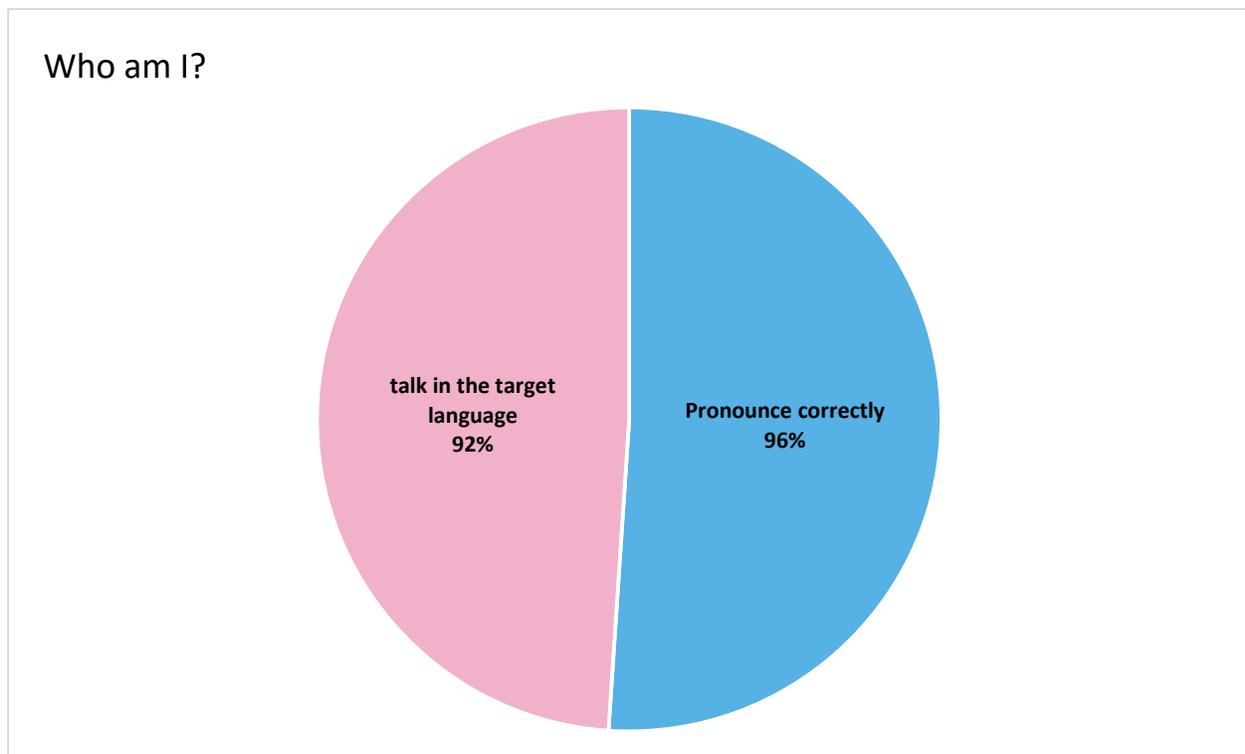
Who am I?

Figure 8. Activity "Who am I" Speaking and Pronunciation
Source: own elaboration

4.8.2. Speaking skill development "20 questions" activity

Figure 9 shows results from Activity "20 questions," which achieved 72% in spoken production and 64% in pronouncing correctly.
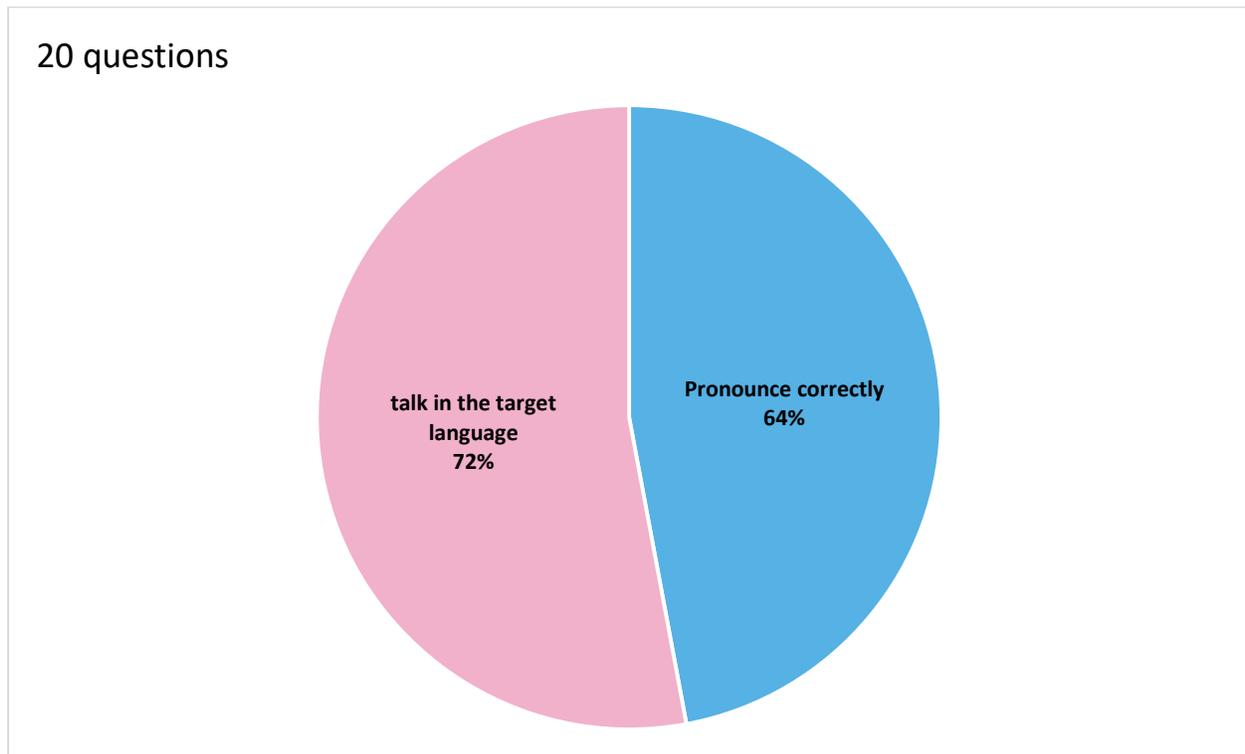
Figure 9. Activity "20 questions" Speaking and Pronunciation
Source: own elaboration

4.8.3. Speaking skill development "Truths and lies?" activity

The third activity, "truths and lies," scored 84% of the participants who could participate in the speaking interaction in the target language, the 72% declared they did not have issues with the pronunciation. See figure 10.
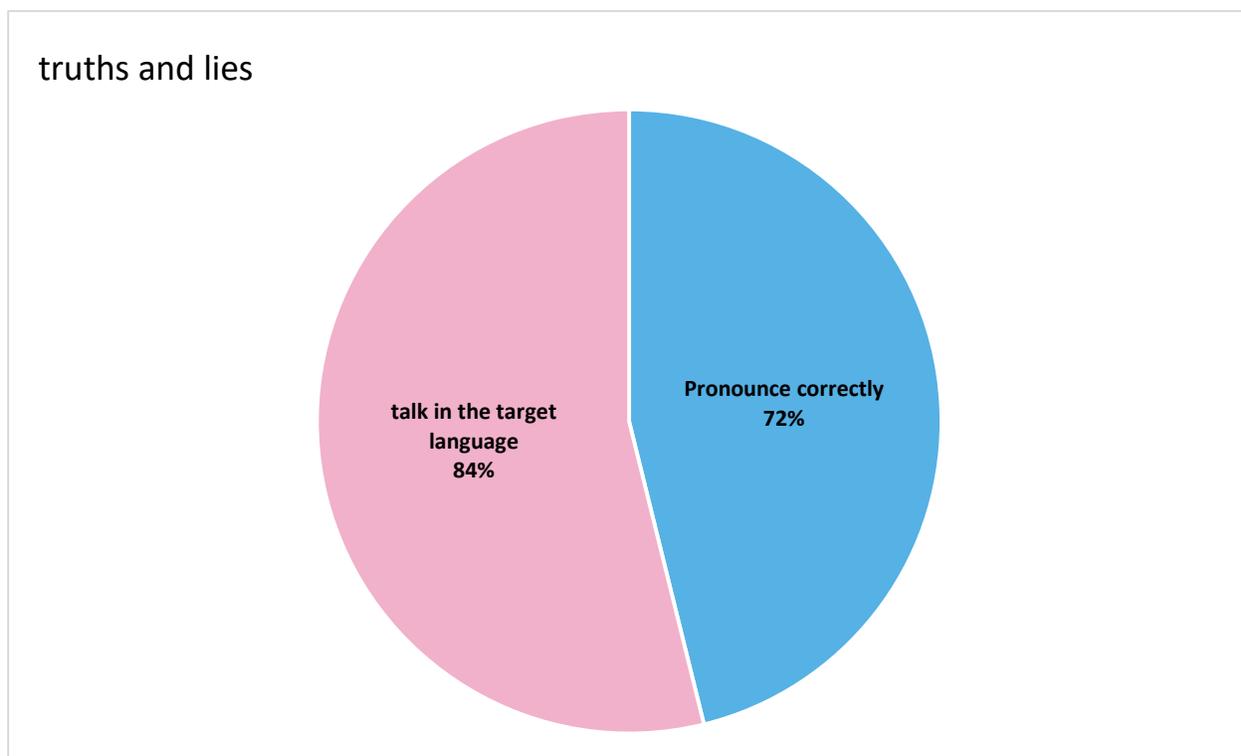

Figure 10. Activity "truths and lies" Speaking and Pronunciation
Source: own elaboration

4.8.4. Speaking skill development "Ro le play?" activity

Finally, in the activity "roleplay," 64% of students participated in speaking English without facing any trouble, and 60% of the participants stated they did not get inconvenienced with the pronunciation. See figure 11
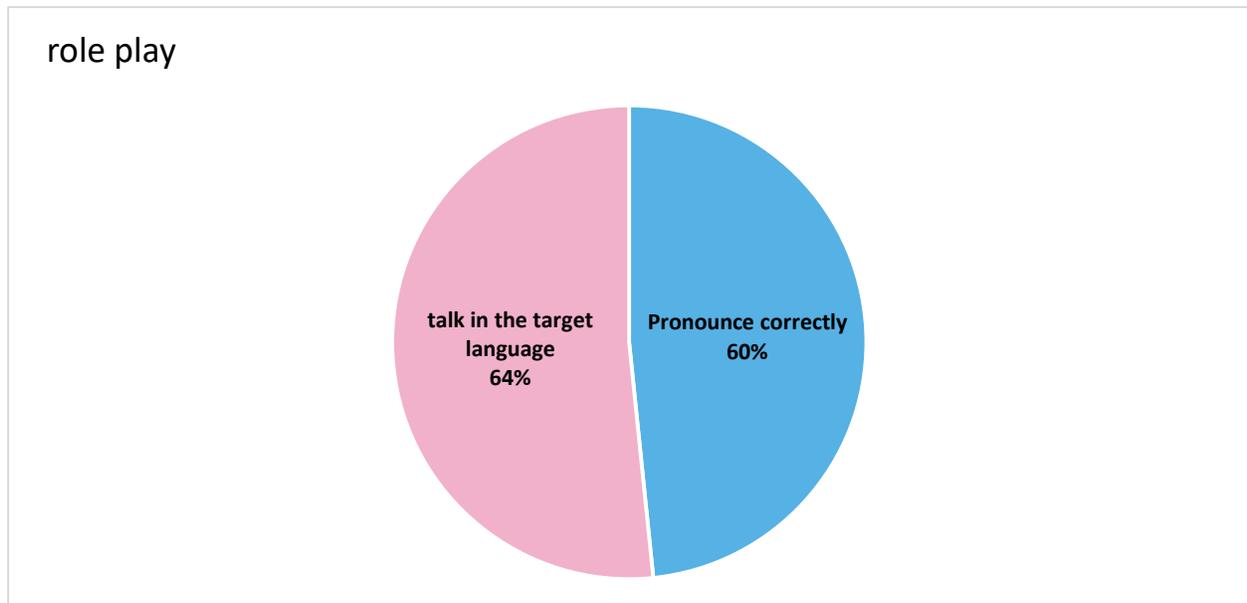
role play

Figure 11. Activity "role play" Speaking and Pronunciation
Source: own elaboration

The results obtained in this research according to what activity could promote speaking skills from students' point of view reaffirm what Bygate (2002) said; speaking is the act of a speech with aptitudes that are the abilities that enable us to transmit a message efficiently. If it does not occur, any speaking activity could not be helpful or suitable for its improvement.

4.9. Attractive and easy speaking activity to use

From the following figures, which activities are the most attractive and easy to use according to pupils' participation and opinions will be appreciated. It is important to remember that the activities tested aim to promote speaking skills in primary students without difficulties.

4.9.1. Attractive and easy-to-use speaking activity "Who am I?"

In figure 12, it is displayed according to participants' answers that the activity "Who am I?" was the most attractive and very easy to handle with 64% of their votes, 24% said that it was just easy, the 8% established it was a neutral activity. Finally, one participant stated that the activity was hard to handle.

Figure 12. Attractive/easy to handle "Who am I" activity
Source: own elaboration

4.9.2. Attractive and easy-to-use speaking activity "20 questions."

The following figure shows the "20 questions" activity; this second was considered very easy by 52%; however, 20% stated that it was easy. Moreover, 16% declared it was neutral, 8% said it was hard, and 4% mentioned it was very hard. See figure 13.

Figure 13. Attractive/easy to handle "20 questions" activity

Source: own elaboration

4.9.3. Attractive and easy-to-use speaking activity "roleplay."

The figure 14, afterward the "role play" activity got 48% of the votes as the third one better, some few students, 28% replied it was easy, 12% pointed it was neutral, 4% affirmed it was hard, and 8% argue it was very hard.
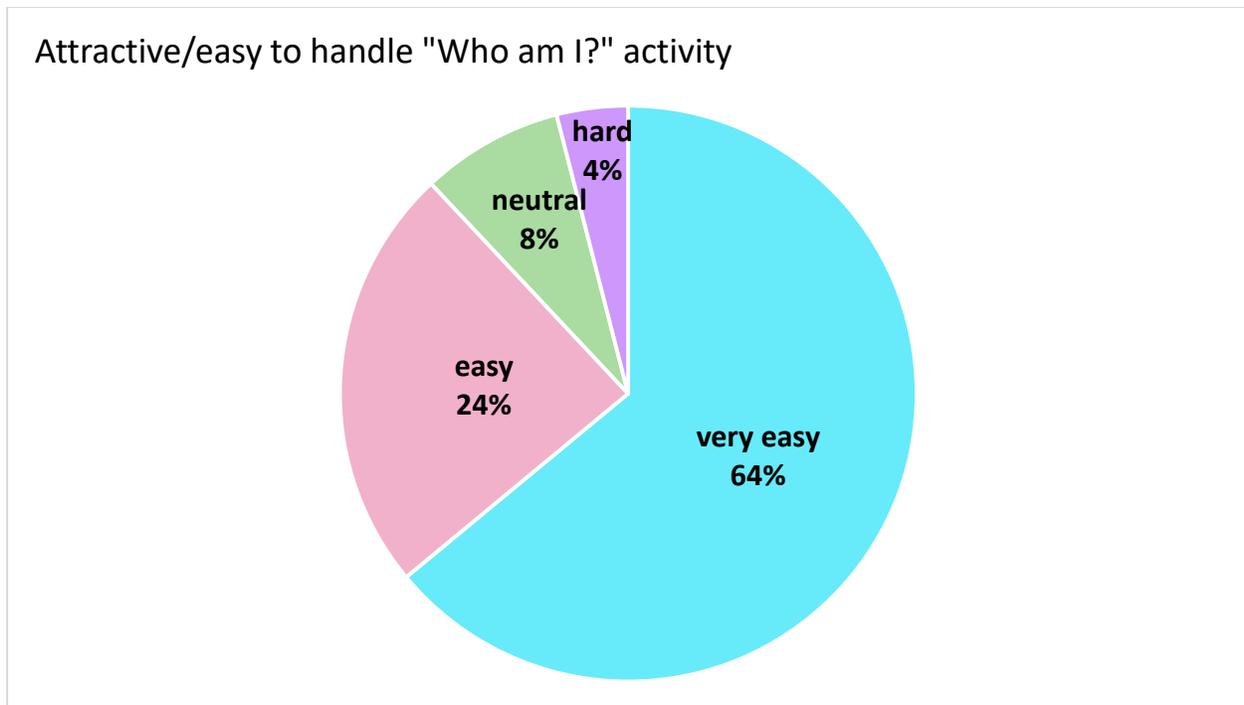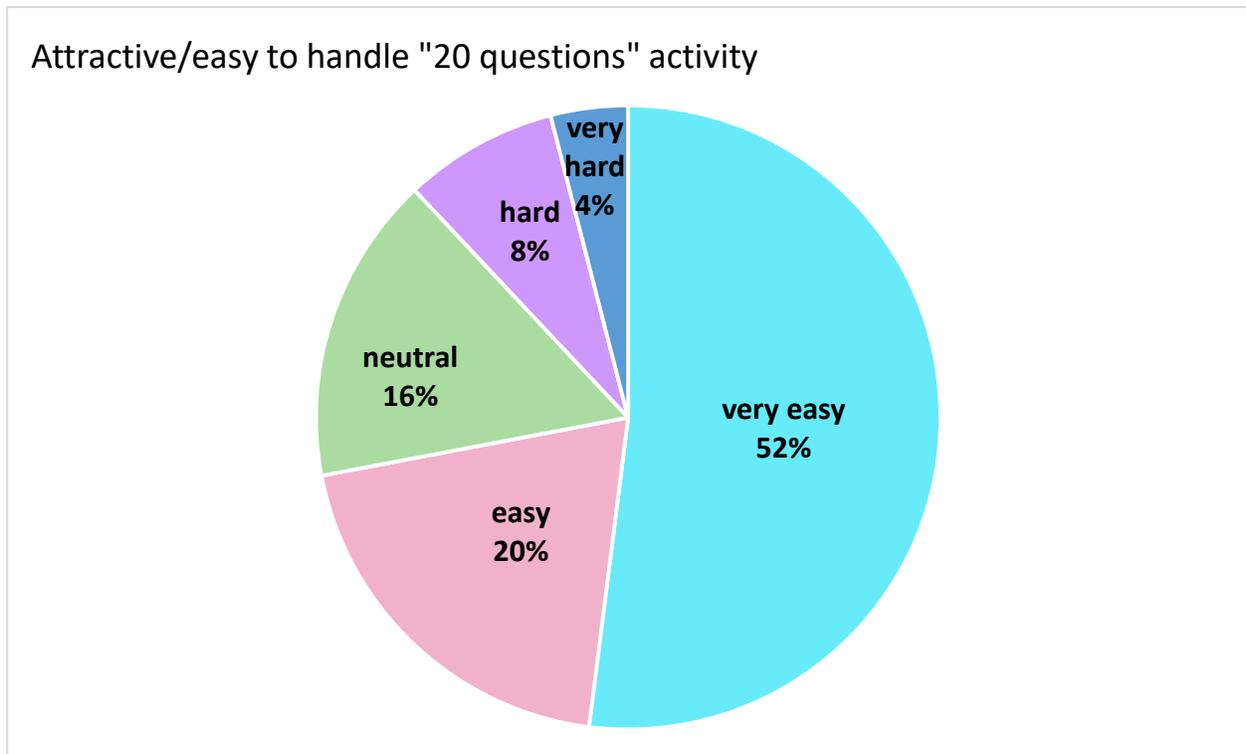

Attractive/easy to handle "role play" activity
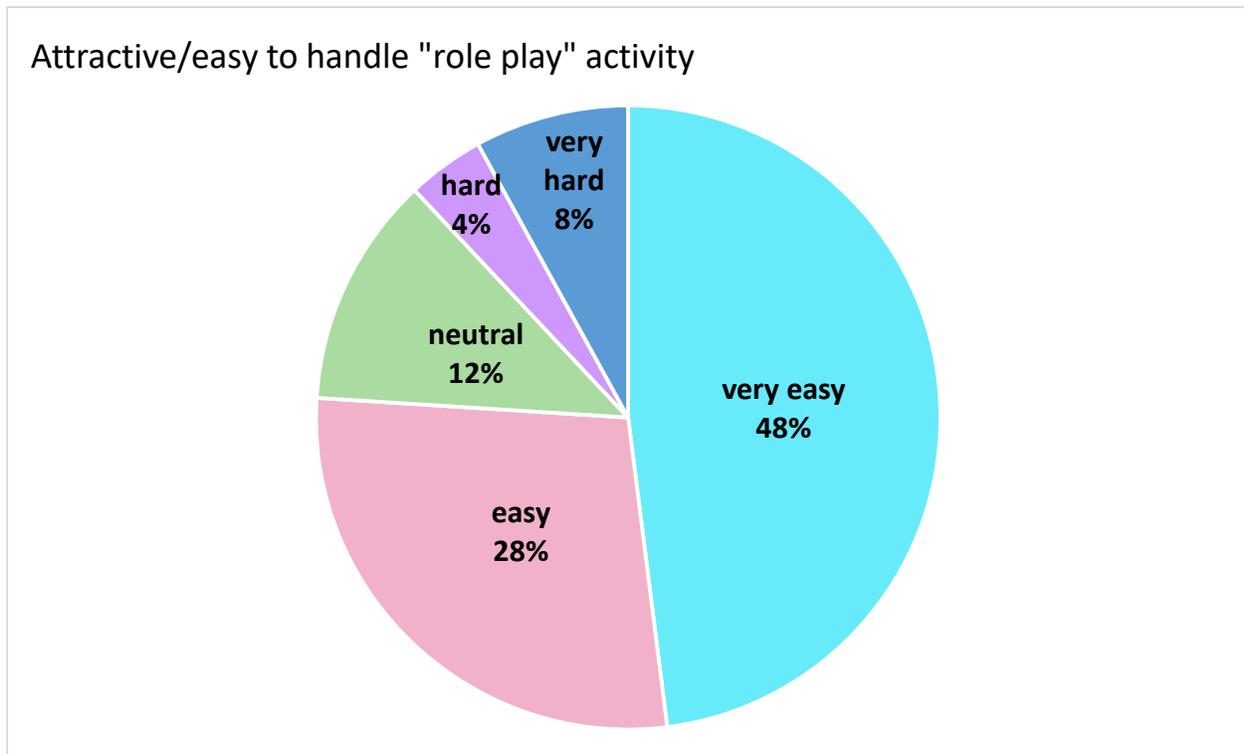
Figure 14. Attractive/easy to handle "roleplay" activity
Source: own elaboration

4.9.4. Attractive and easy-to-use speaking activity "truths and lies."

Finally, here it is presented the results obtained in the activity "truths and lies," which scored 20% as one of the easiest, 56% considered easy, 8% graded as neutral, 4% labeled as complicated, and 12% expressed it was very hard. These results prove that the activity "truths and lies" challenges some students. See figure 15.
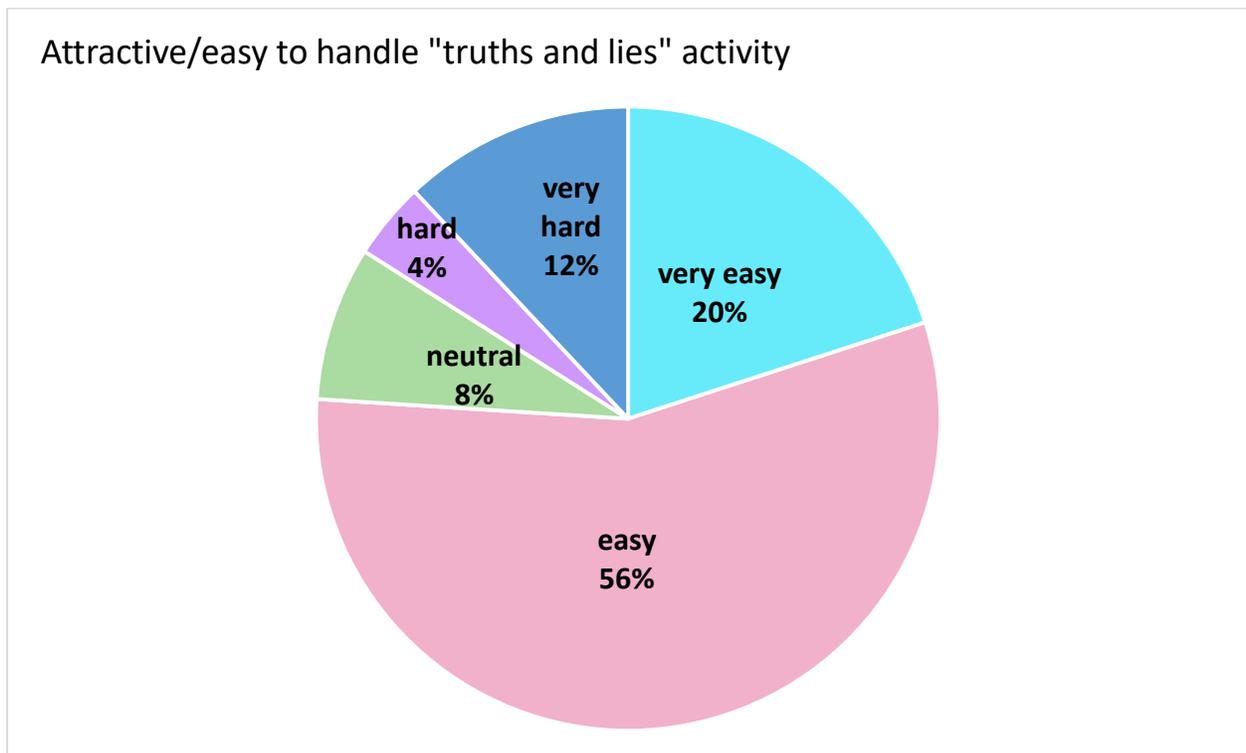
Figure 15. Attractive/easy to handle "truths and lies" activity
Source: own elaboration

The results shown in these figures are supported by Brown (1994), Burns, and Joyce (1997). They defined spoken production as a system that involves giving and receiving information taking into account the members of it and how they behave themselves in a specific place, with a particular situation. Due to this definition, if the participants of this research would not be involved in the same context, they could not produce the language.

4.10. Elements to provide helpful and attractive activities to primary students

The subsequent figures show how students evaluate the activities and the classes. They informed if each class had the next elements, order, and sequence, rationing the time, appropriate material, clear instructions, and if the class was active in order to keep them interested.

4.10.1. Ordered and sequenced activities

First, the characteristic of "ordered and sequence class" was led by the activity "role play" with 92% of the acceptance, the activity "truths and lies" achieved 88% from this characteristic, just 84% was obtained by the activity "20 questions" as structured and distributed, finally, the activity "who am I?" had 80% of the approval. As can be seen, some students argue that some activities got more order and sequence than others, see figure 16.
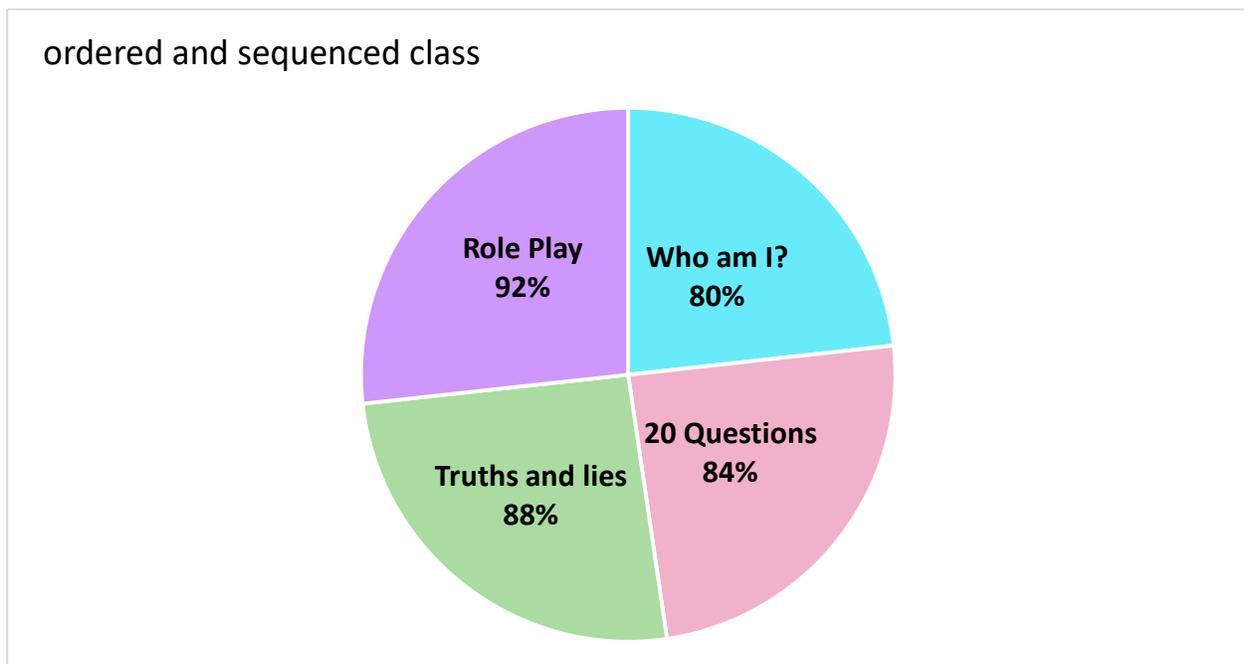
Figure 16. Ordered and sequenced activity
Source: own elaboration

4.10.2. Rationed activities

As a teacher, being aware of the procedure's time helped us successfully learn in some students. Assigning proper minutes to each activity will give the students the opportunity to analyze and understand the input. Time is vital for each step during the class, at the very beginning with greetings, making them feel part of the group and catching their attention, until the end, giving feedback and encouraging them to continue improving their English.

In figure 17, it is observed how 80% of the pupils express that the activity with enough time was "who am I?" after this one, activities like "truths and lies," "20 questions", and "role play" got 64%, 60%, and 40% respectively.
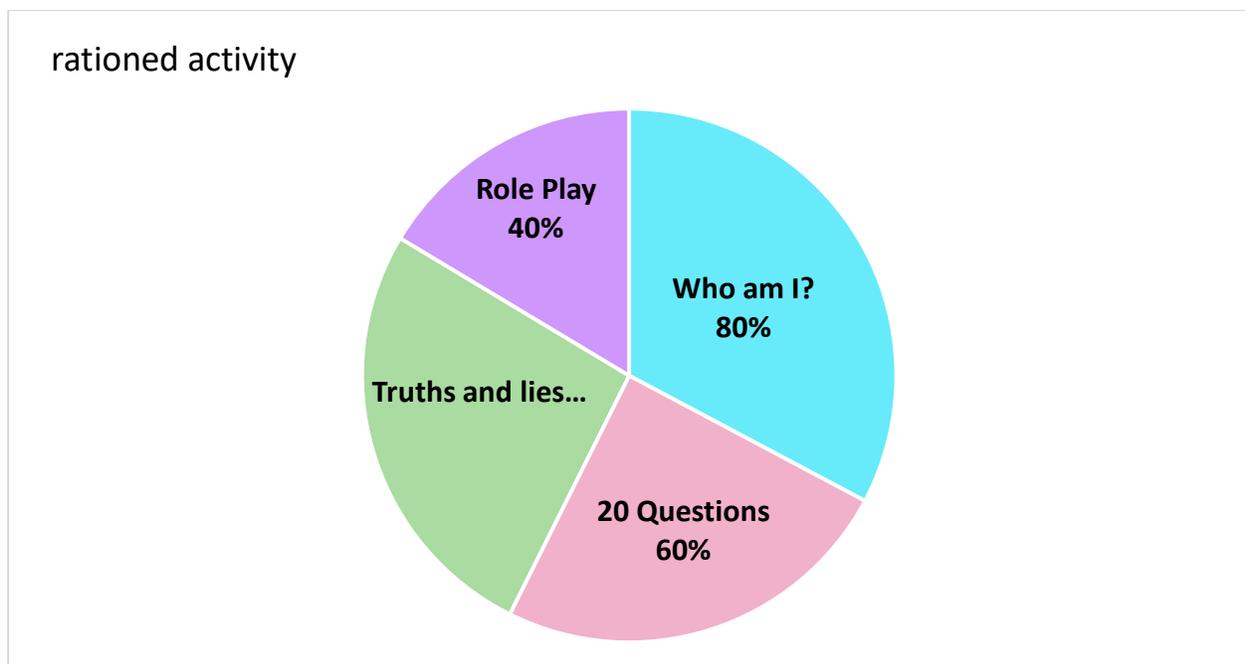
Figure 17. Rationed time activity
Source: own elaboration

4.10.3. Appropriate materials

Figure number 18 shows which activity uses proper materials according to students' perceptions. Chapter I, section 2.8, "Activities for speaking skill" described the materials each activity needs in detail. As can be seen, all students agreed that the materials from each activity were appropriate. These results show that all the activities required students to interact with the material to get them active and participative during the class.

Figure 18. Proper materials
Source: own elaboration

4.10.4. Clear instructions

The next element taken into account is giving "clear instructions."As we know, in cognitivism theory learning a language has different stages. As teachers, some "stages" have to be followed correctly during a class. However, these stages are introduced by oral or written instructions that must be clear in order to achieve successful learning. In figure 19 can be observed that the activity "Who am I?" was considered the clearest about instructions with 84%, followed by "20 questions" with 80%, in the third place is the activity "role play" with 72% of the votes. Finally, the activity "truths and lies" just obtained 68% of the acceptance.

Clear instructions
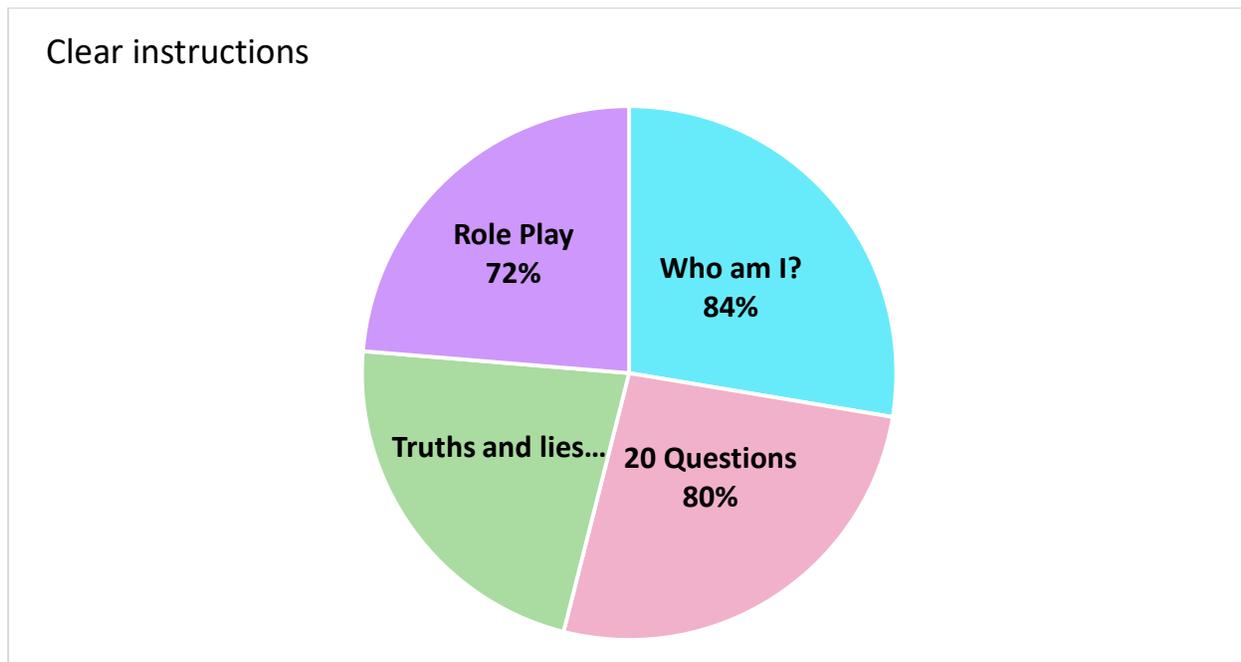
Figure 19. Clear instructions activity
Source: own elaboration

4.10.5. Active class

During the application of the different activities, the last element put into practice was giving an active class. It was observed that an active class encourages students to participate, makes them feel comfortable, and encourages students to practice their speaking. For example, in figure 20, the most active class according to the students is the "who am I?" activity with 88%, and the second more active is "truths and lies," having 80%. The third one more active was "20 questions" with 76%, and finally, the activity "role play" got 60% of the acceptance.

Rhalmi (2020) states that speaking lessons are not just occasions for practicing or "doing" speaking. They must be conceptualized as structured and supported learning opportunities that develop these various components of speaking competence. Teachers must guide learners systematically, introducing integrated and sequenced activities, allowing them to intensify their awareness of the knowledge, skills, and strategies required for different types of interaction and discourse.

Figure 20. Active class
Source: own elaboration

CHAPTER V - CONCLUSIONS

5.1. Introduction

In this chapter, a summary of the project, the implications, the limitations, and suggestions for further research are presented. The next paragraphs briefly summarize the materials that can work better for this primary student to promote speaking skill. Although it was observed that some of the activities applied worked better with some students, most of the participants enjoyed learning while the learning process.

This chapter showed the results obtained from the application of speaking activities to promote speaking skill with basic students. In addition, the collected information was gathered to answer the research questions of this project. The next chapter presents the conclusions and essential findings of this study.

5.2. General research question

What are the results observed in the speaking skill using four activities enhanced in the classroom?

This study's results show that the students got some good results after applying the activities. Firstly, participants were able to understand the topic and recognize vocabulary trying to create communication between them because they felt activities were part of their daily life, not just another task. Furthermore, as Öz (2017) mentions, people have the opportunity to express themselves, share ideas, and connect with others in society through language.

Secondly, students felt confident and said they found speaking in the target language easy. The activities applied were focused on keeping children active and involved. It means that appropriate activities can promote, improve and help students to develop speaking skills. So, as

can be seen, speaking skill is very important; despite it, this skill has not been given such importance. Kayi (2006) says that teachers should pay attention to using authentic materials in the classroom, supporting pupils' participation in speech activities, engaging students in cooperative learning activities, increasing the speech time given to students, and providing reinforcement and feedback.

5.3. Specific research question 1

What activities help children to develop their speaking skill?

From the four activities applied ("who am I," "20 questions", "truths and lies," and "role play"), the "Who am I" activity showed more positive results in basic students in the improvement of speaking skill. Despite these results, the rest of the activities were also valuable but in less percentage. In these activities, students argued that they could pronounce it much better and that talking in English was not a big deal. It is good to remember that these activities imply students "to be" the word they are trying to guess, so it is like acting. The author Rastelli (2006) establishes that drama activities in foreign language learning enable the development of communication, motivation, cooperation, teamwork, and speaking skills. In this way, students develop their diction and intonation skills too.

5.4. Specific research question 2

Which of the activities observed in class seem to be most attractive in terms of speaking skill?

The most successful activity in being attractive to children was "Who am I?". According to Pong (2010), the effort to use a language by its rules causes individuals to feel incompetent in pronouncing it correctly, which causes additional anxiety in students. That is why this activity attempted to keep students involved by selecting and using appropriate materials and making an active environment in the classroom where students could work with their classmates. As Cetin (2017) states, learners' social skills and talents improve through collaborative learning, a frequently used method in interactive learning strategy. During speaking skills acquisition, events suitable for collaboration would help learners of a second language to express their thoughts and feelings in a group without the fear of making a mistake.

5.5. Specific research question 3

Based on the results of this research, what are some elements to consider providing practical and attractive activities for teaching children?

In this question, it is said that teachers should consider four basic elements when teaching English to promote speaking skill. First, order, sequence, and the correct use of the time in the class; can be interpreted as classroom management. The author Brophy defines classroom management as "actions taken to create and maintain a learning environment conducive to successful instruction" (Brophy, 1996, p. 5). Second, the selection of appropriate materials allows active and interactive learning. At this point, these elements have to motivate students to be part of the learning process. Reid (2007) mentions that motivation is critical to learning and getting

students to engage in academic activities. It is important because it determines how much students will learn and how much of the exposed information would students perform in the classroom.

5.6. Implications

This research aimed to investigate learning English activities to promote speaking skills with basic students.

This project has shown that the students improved their speaking skills through activities involving participating and encouraging them to talk in the target language, making them feel confident about their knowledge. In short, it can be said that this study has positive implications because students could communicate in English and simultaneously learn the main topic of each class. In addition, students could work by themselves and as a whole group.

5.7. Limitations of the study

During the process of this research, some factors limited this study. First, it has to be done for a short period. The second one was the participants' authorization because some of the participant's parents did not sign the consent letter on time, and the application for the activities was postponed one class later. The last difficulty was applying the instrument because the activities planned took up the class time, and there was not enough time for answering. It was a little problem because students after English class had another different class, so it was necessary to take some minutes from that class.

5.8. Suggestions for further research

      As was mentioned previously, this project explored the activities that can help the students improve their speaking skill. As can be seen, some specific activities can be helpful with some specific skills. From this point, experimental research can be conducted by applying activities that can help with listening, writing, and reading skills. Additionally, a curriculum can be developed considering the topic, activities, and materials that should be taught. Finally, it would be thought-inspiring to investigate the different methodologies teachers use in language schools in a speaking class.

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APPENDIXES

Anexo 1: Spanish version Instrument

INSTRUMENTO DE INVESTIGACIÓN.

ENSEÑANZA DEL INGLÉS

FACULTAD DE LENGUAS

NOMBRE: _____   MASCULINO ☐   FEMENINO ☐

EDAD: _____ CLASE: _____

PRIMARIA ☐   SECUNDARIA ☐   GRADO: _____

Instrucciones: Selecciona la opción que describa mejor tu experiencia.

ACTIVITY	MUY DIFICIL	DIFICIL	NEUTRAL	FACIL	MUY FACIL
Who am I?					
20 questions					
Truths and lies					
Role Play					

Selecciona las características que tuvo la actividad durante la clase.

_____ Durante la clase, hablar y conversar en inglés no representó un reto.

_____ Durante la clase, la pronunciación del idioma inglés no representó un reto.

_____ Durante la clase, pude ir reconociendo el vocabulario.

_____ Durante la clase, la actividad fue dinámica y despertó mi interés.

_____ Durante la clase, las instrucciones fueron claras y pude hacer la actividad sin problema.

_____ Durante la clase, los materiales me ayudaron para entender y realizar las actividades.

_____ Durante la clase, la actividad duró el tiempo suficiente.

_____ Durante la clase, me sentí en confianza para participar.

_____ Durante la clase, la actividad tuvo orden y secuencia.

_____ Al final de la clase, entendí el tema que se abordó.

Anexo 2: Instrument English version

RESEARCH INSTRUMENT

ENGLISH LANGUAGE TEACHING

FACULTY OF LANGUAGES

NAME: _____ MALE ☐ FEMALE ☐

AGE: _____ CLASS: _____

BASIC SCHOOL ☐ MIDDLE SCHOOL ☐ GRADE: _____

Instructions: Choose the option that best describes your experience.

ACTIVITY	TOO HARD	HARD	NEUTRAL	EASY	TOO EASY
Who am I?					
20 questions					
Truths and lies					
Role Play					

What characteristics did the activities have during the class?

_____ During the class, speaking and having a conversation in English was not a challenge for me.

_____ During the class, English language pronunciation was not a challenge for me.

_____ During the class, I could recognize vocabulary through the class.

_____ During the class, the task was active and kept my attention.

_____ During the class, the instructions were clear and I could finish the activity without any problem.

_____ During the class, the materials helped me to understand and do the tasks.

_____ During the class, the task lasts enough time.

_____ During the class, I felt confident when I participated.

_____ During the class, the task had an order and sequence.

_____ At the end of the class, I understood the topic.

Anexo 3: Spanish version informed consent letter

Consentimiento informado para participar en un proyecto de investigación

Título: Actividades útiles en el aprendizaje del inglés para mejorar la habilidad del habla en estudiantes de educación básica

Nombre del padre/tutor: _____

Nombre del alumno: _____

Por medio de la presente se invita a su hijo(a) a participar en una clase para promover su habilidad del habla en inglés y responder un cuestionario al terminar cada sesión. Antes de decidir la participación en la clase, debe leer detenidamente. haga todas las preguntas que usted necesite resolver, para asegurarse de que entiende los procedimientos del estudio.

Objetivo del estudio: <u>observar los resultados en la habilidad del habla con el uso de cuatro actividades en el salón.</u>

Este proyecto identificará las actividades que ayudan a desarrollar la habilidad del habla para observar qué resultados tienen los alumnos después de cada sesión.

La participación en este proyecto es completamente voluntaria. Usted puede participar o abandonar el estudio en cualquier momento sin ser penalizado. Para este proyecto se tendrá en cuenta que los estudiantes sean aprendices del idioma inglés como lengua extranjera, que sean de educación básica.

Se invitará al alumno (participante) a responder un cuestionario, sobre la clase, actividades y materiales. Las respuestas que el participante proporcione son muy valiosas para alcanzar el propósito de esta investigación.

Por tal motivo, si acepta participar, deberá responder el cuestionario y proporcionar algunos datos personales, que serán utilizados de forma confidencial. Una vez que haya leído sobre los propósitos del estudio y los pasos que se seguirán, debe firmar el consentimiento informado, del cual recibirás una copia firmada y con fecha.

_____

Nombre y firma del padre/tutor

.

Anexo 4: Informed consent letter English version

Informed consent to participate in a research project.

Title: Activities to promote speaking skill in students from basic school.

Tutor's name: _____

Student's name: _____

By means of this letter, your son/daughter is invited to participate in a class to promote his/her speaking skill in the English language, at the same time the student must answer a survey at the end of each class. Before you decide to participate or not, you must read this letter carefully. Feel free to ask all the questions and clarify all your doubts, be sure you understand all the steps during this project.

Project aim: <u>To observe the results in the speaking skill through the use of four different activities in the class.</u>

This project will identify the activities that help to develop speaking skill to observe what results the participants will have after each session.

The participation in this project is completely voluntary. You can participate or leave the project whenever you need without being penalized. For this project will be taken into account English language students as a foreign language from basic school.

The student (participant) will be invited to answer a survey about the class, tasks and materials. The answers given by the participant are quite important to reach the aim of this research.

That is why, if you accept to participate, you must answer the survey and give some personal information, this date will be used confidentially. Once you read about the purposes of this research and the steps, you must sign the informed consent, from which you will have a signed and dated copy.

_____

Tutor's name and sign

Anexo 5: Lesson plan activity "Who Am I?"

SATURDAY 9:30 - 11:00 HRS

TEACHER'S NAME: ALEJANDRA TENORIO ZARATE

GENERAL OBJECTIVE: HOUSE DESCRIPTION — WHO AM I?

TOPIC: FURNITURE VOCABULARY

WEEK 41

DATE: 10/10/2020   BOOK: EIM1   WEEK 1/4

DAY: sábado   UNIT: 11   9:30-11:00 hrs

1		OBJECTIVE	MATERIAL	DEVELOPMENT	LANGUAGE SKILLS	TIME
	WARM UP	STUDENT WILL GREET		TEACHER AND STUDENTS GREET THEMSELVES	SPEAKING	5
	PRESENTATION	STUDENTS WILL LEARN VOCABULARY	NOTEBOOK	TEACHER DISPLAYS A HOUSE IMAGE, DISPLAYS AND PRONOUNCE FLASHCARDS.	WRITING/LISTENING	15
	PRACTICE	STUDENTS WILL PRACTICE THE TOPIC	NOTEBOOK	TEACHER DESCRIBES AN OBJECT. STUDENTS WILL DESCRIBE AN	READING AND WRITING	20
	PRODUCTION	STUDENTS WILL TEST THEIR KNOWLEDGE IN A GAME	FLASHCARDS	EACH STUDENT CHOOSES A FLASHCARD. REST OF CLASS ASK QUESTIONS	SPEAKING	40
	CLOSURE	STUDENTS WILL REINFORCE KNOWLEDGE	FLASHCARDS	STUDENTS WILL PRONOUNCE TOGETHER ALL THE VOCABULARY	SPEAKING	10
					TIME CLASS	90

SATURDAY 9:30 – 11:00 HRS

2

TEACHER'S NAME: ALEJANDRA TENORIO ZARATE

GENERAL OBJECTIVE: STUDENTS WILL EXPRESS THEIR DAILY ROUTINE. GAME "Truths and lies"

TOPIC: PRESENT SIMPLE

DATE: 17/10/2020   BOOK: EIM1   WEEK: 2/4   WEEK: 42

DAY: sábado   UNIT: 11   9:30-11:00 hrs

	OBJECTIVE	MATERIAL	DEVELOPMENT	LANGUAGE SKILLS	TIME
WARM UP:	STUDENT WILL GREET		TEACHER AND STUDENTS GREET THEMSELVES	SPEAKING	5
PRESENTATION	STUDENTS WILL LEARN VOCABULARY	NOTEBOOK	TEACHER DISPLAYS HER DAILY ROUTINE , AND EXPLAINS GRAMMATICAL POINTS	WRITING/LISTENING	15
PRACTICE	STUDENTS WILL PRACTICE THE TOPIC	NOTEBOOK	STUDENTS DESCRIBE SOMEONE FAMOUS' DAILY ROUTINE.	READING AND WRITING	20
PRODUCTION	STUDENTS WILL TEST THEIR KNOWLEDGE IN A GAME	FLASHCARDS	STUDENTS WIRTE ON PAPER DAILY ROUTINA ACTIVITIES (TRUE AND FALSE) STUDENTS	SPEAKING	40
CLOSURE	STUDENTS WILL REINFORCE KNOWLEDGE	FLASHCARDS	STUDENTS WILL PRONOUNCE TOGETHER ALL THE VOCABULARY	SPEAKING	10
				TIME CLASS:	90

Anexo 7: Lesson plan activity "Roleplay"

SATURDAY 9:30 – 11:00 HRS

TEACHER'S NAME: ALEJANDRA TENORIO ZARATE					
GENERAL OBJECTIVE: STUDENTS WILL TALK IN FUTURE. GAME "ROLE PLAY"					
TOPIC: FUTURE SIMPLE				WEEK 3/4	WEEK 43
DATE: 24/10/2020		**BOOK:** EIM1	**UNIT:** 11		9:30-11:00 hrs
DAY: sábado					

	OBJECTIVE	MATERIAL	DEVELOPMENT	LANGUAGE SKILLS	TIME
WARM UP:	STUDENT WILL GREET		TEACHER AND STUDENTS GREET THEMSELVES	SPEAKING	5
PRESENTATION	STUDENTS WILL LEARN VOCABULARY	NOTEBOOK	TEACHER DISPLAYS EXPLAINS GRAMMATICAL POINTS OF FUTURE SIMPLE.	WRITING/LISTENING	15
PRACTICE	STUDENTS WILL PRACTICE THE TOPIC	NOTEBOOK	STUDENTS WRITE SOME EXAMPLES ABOUT THEIR FUTURE LIFE.	READING AND WRITING	20
PRODUCTION	STUDENTS WILL TEST THEIR KNOWLEDGE IN A GAME	FLASHCARDS	STUDENTS CHOOSE A PIECE OF PAPER. STUDENTS TALK TO ANOTHER CLASS MATES ABOUT	SPEAKING	40
CLOSURE	STUDENTS WILL REINFORCE KNOWLEDGE	FLASHCARDS	STUDENTS WILL PRONOUNCE TOGETHER ALL THE VOCABULARY VERBS	SPEAKING	10
				TIME CLASS	90

Anexo 8: Lesson plan "20 questions"

SATURDAY 9:30 - 11:00 HRS

4

TEACHER'S NAME:	ALEJANDRA TENORIO ZARATE				
GENERAL OBJECTIVE:	STUDENTS WILL DESCRIBE PEOPLE. GAME "20 QUESTIONS"				
TOPIC: ADJECTIVES					
DATE: 31/10/2020		BOOK: EIM1	WEEK 4/4	WEEK 44	
DAY: sábado		UNIT: 11		9:30-11:00 hrs	

	OBJECTIVE	MATERIAL	DEVELOPMENT	LANGUAGE SKILLS	TIME
WARM UP:	STUDENT WILL GREET		TEACHER AND STUDENTS GREET THEMSELVES	SPEAKING	5
PRESENTATION	STUDENTS WILL LEARN VOCABULARY	NOTEBOOK	TEACHER DISPLAYS SOMEONE FAMOUS PICTURE. TEACHER DESCRIBES	WRITING/LISTENING	15
PRACTICE	STUDENTS WILL PRACTICE THE TOPIC	NOTEBOOK	STUDENTS WRITE SOME EXAMPLES DESCRIBING THE SAME CHARACTER	READING AND WRITING	20
PRODUCTION	STUDENTS WILL TEST THEIR KNOWLEDGE IN A GAME	FLASHCARDS	STUDENTS CHOOSE HIS/HER FAVOURITE CHARACTER. REST OF THE CLASS ASK	SPEAKING	40
CLOSURE	STUDENTS WILL REINFORCE KNOWLEDGE	FLASHCARDS	STUDENTS WILL PRONOUNCE TOGETHER ALL THE VOCABULARY	SPEAKING	10
				TIME CLASS	90