UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TITLE

Communicative Language Teaching Method to Foster English Oral Production on Senior High School Students

A Master Thesis
Submitted in Partial Fulfillment of the Requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

AUTHOR: Lic. Martha Sarina Ascanta Otacoma

DIRECTOR: PhD. Sandra Guevara-Betancourt

IBARRA -   ECUADOR

2022

THESIS APPROVAL BY THE THESIS DIRECTOR

As thesis advisor of the study "COMMUNICATIVE LANGUAGE TEACHING METHOD TO FOSTER ENGLISH ORAL PRODUCTION ON SENIOR HIGH SCHOOL STUDENTS", submitted by Martha Sarina Ascanta Otacoma in fulfillment of the requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés, I certify that this research meets sufficient requirements and merits to be submitted to public presentation and evaluation by Thesis Committee.

Ibarra, September 22nd, 2022.

SANDRA MARIANA
GUEVARA
BETANCOURT

PhD. Sandra Guevara-Betancourt

Thesis Advisor

AUTHORIZATION OF USE AND PUBLICATION

UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

Facultad de POSGRADO

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD	1727596924		
APELLIDOS Y NOMBRES	Ascanta Otacoma Martha Sarina		
DIRECCIÓN	Los Olivos. Calles Cristóbal Tobar Subía y Gral. José María Córdova		
EMAIL	msascantao@utn.edu.ec		
TELÉFONO FIJO	062386056	TELÉFONO MÓVIL:	0994636621

DATOS DE LA OBRA	
TÍTULO:	"COMMUNICATIVE LANGUAGE TEACHING METHOD TO FOSTER ENGLISH ORAL PRODUCTION ON SENIOR HIGH SCHOOL STUDENTS"
AUTOR (ES):	Ascanta Otacoma Martha Sarina
FECHA: DD/MM/AAAA	22 de septiembre de 2022
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA DE POSGRADO	Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés.
TITULO POR EL QUE OPTA	Magister en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés.
TUTOR	PhD. Sandra-Guevara Betancourt

2. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 12 días del mes de diciembre del 2022

EL AUTOR:

Martha Sarina Ascanta Otacoma
1727596924

Acknowledgement

I would like to thank my thesis director PhD. Sandra Guevara-Betancourt for her hard work, expertise, and patience in guiding the whole process of the research development. Without her daily support and feedback, it has not been possible. I really appreciate her help.

Besides, I am really grateful to the Principles, English teachers, and Senior Students at Colegio Universitario 'UTN', a prestigious high school in Ibarra, for providing the facilities and participating actively during the study. Their help was fundamental to accomplish the objectives of the research.

Dedication

To my parents Raul and Martha, who have supported and guided me in each stage of my life. To my sister Doris, who has been my inspiration to be here and overcome all difficulties. To my best friends, who have always trusted me and my abilities.

All of them have helped me to achieve this goal and to be here now.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

Abstract

Oral production development has been a difficult process when learning English in a non-English-speaking country. Learners evidence challenges to achieving effective oral communication. Thus, this research focused on finding solutions, applying Communicative Language Teaching method (CLT) for English Oral Production enhancement. A mixed investigation was conducted to obtain detailed, reliable, and measurable findings through quantitative and qualitative data. Furthermore, it followed a non-experimental and descriptive research method. An interview applied to English teachers was used to gather the data, also a survey to senior students, and an oral production diagnostic test as well. The study was applied to analyze the EFL teaching-learning context, observing what methods and strategies were used for oral production, how CLT was implemented, and what CLT strategies learners would participate. The results demonstrated this group of students had complications to reach level B1 in oral communication and traditional methods and strategies were still implemented. In contrast, learners demonstrated they preferred other type of tasks. As a result of the research, the proposal consisted of an academic guide designed to help senior students to improve this skill, feeling motivated and interested to convey oral meaning using the contents stated for this level in the Ecuadorian English Curriculum. Furthermore, the guide was based on CLT strategies learners were interested in, a teaching speaking-cycle, and specific Language Learning Strategies (LLSs) for this skill, in order to present a useful educational supporting material for the English teachers who participated in the research as well as other teachers who work with senior students.

Keywords: CLT method, oral production, CLT strategies, and interaction development.

Resumen

El desarrollo de la producción oral es un proceso difícil cuando se aprende inglés en un país de habla no inglesa. Los estudiantes presentan desafíos para lograr una comunicación oral efectiva. Por ende, esta investigación se centró en encontrar soluciones aplicando el método comunicativo de enseñanza de idiomas para mejorar la producción oral en inglés. Se realizó una investigación mixta para obtener hallazgos detallados, confiables y medibles a través de datos cuantitativos y cualitativos. Conjuntamente, se siguió un método de investigación no experimental y descriptivo. Para la recolección los datos, se empleó una entrevista a profesores de inglés, una encuesta a estudiantes de 3º de Bachillerato General Unificado (BGU), así como una prueba diagnóstica de producción oral. El estudio se aplicó para analizar el contexto de enseñanza-aprendizaje de inglés específicamente en la producción oral, notando qué métodos y estrategias se implementaron, cómo se implementó el método comunicativo y qué estrategias serían factibles para ellos. Los resultados demostraron que presentaban complicaciones para alcanzar el nivel B1 en comunicación oral y que aún se implementaban métodos y estrategias tradicionales. En contraste, los estudiantes demostraron que preferían otro tipo de tareas. Como resultado de la investigación, la propuesta consistió en una guía académica diseñada para ayudar a los estudiantes de último año a mejorar esta habilidad, sintiéndose motivados e interesados en transmitir significado oral utilizando los contenidos establecidos para este nivel en el Curriculo de Lengua Extranjera. Además, la guía se basó en las estrategias comunicativas relevantes para los estudiantes, un ciclo de enseñanza de speaking y estrategias de aprendizaje de idiomas específicas para esta habilidad con el fin de presentar un material de apoyo educativo efectivo para los profesores de inglés que participaron en la investigación, así como otros profesores que trabajan con estudiantes de 3º BGU.

Palabras clave: método comunicativo, producción oral, estrategias comunicativas y desarrollo de la interacción.

CHAPTER I

1.1 Introduction

Currently, English is the most spoken language around the world. Szmigiera (2021) mentions that by 2021, over 1.35 billion people spoke English natively or as a second language across the world. Consequently, it is considered as a global language not only in where English is spoken as a first language but also in many other countries where it is a foreign language. In addition, learning it has become a norm because of the benefits for students. For instance, the world's prestigious universities are located in the United States or the United Kingdom where English is their mother language, so it is compulsory for foreign students whose first languages are others to present proficiency in English. This language is utilized in science, medicine, education as well as business, thus learning it provides more professional and personal opportunities (Rumsey, 2020).

Based on the criterion that English is fundamental and a necessary tool for communication and to obtain updated information of different academic fields. In 2014, the Ministry of Education in Ecuador through the ministerial agreement N° 0052-14 stated that this language has to be included as one of the main subjects in the curriculum and students from 2nd year of school have to receive classes of English as a foreign language (EFL). This modification took place because years before, English was considered as an optional subject for high schools. (Ministry of Education, 2014).

On the other hand, Muñoz at el. (2018) assert that Ecuadorian high school learners still present difficulties to achieve proficiency in English specifically in oral production even though the Ecuadorian EFL curriculum states the methods to develop this skill. In addition, Espinoza (2021) reports there is a necessity of training oral production in high school learners by applying

the suitable methods and strategies in Imbabura province where the study group (four English teachers and ninety senior students) for this research is located. Halimah at el. (2018) state speaking as one of the communication skills is important in this globalized world in order to develop strong relationships with others to live in this environment. According to Teh, (2021), in Communicative Language Teaching (CLT), "meaningful interaction is emphasized as learners would learn based on tasks or activities deemed authentic" (p. 66). Therefore, oral production needs to be improved with the methods that align to such as this method.

Moreira and Bazurto (2017) conclude CLT activities encourage Ecuadorian high school learners to use the target language to interact with others creating real oral communication settings by working cooperatively instead of just learning and practicing language structures. Silva (2018) states CLT needs to be integrated into the Ecuadorian EFL classroom because students improve their oral production skill through its interactive activities. These studies support the importance of oral production development, and they provide an overview of what activities and methods should be utilized to improve this skill.

Therefore, this research focuses on analyzing the teaching and learning context through applying different instruments such as interviews, a survey, and an oral production diagnostic test. This process takes place at Colegio Universitario "UTN" to examine the difficulties that senior students face during oral production tasks as well as what types of tasks learners are interested in for the improvement of this skill. Then, an academic guide with suitable and innovative strategies based on the CLT method is designed to meet these learners' needs.

1. 2 The Research Problem

1.2.1 Problem description

In spite of the curricular adjustments performed by the Ecuadorian Ministry of Education to prioritize the teaching of English, there are some reasons why learners cannot achieve the accurate level of proficiency in English during each academic year. Peña (2019) illustrates that 73,33% of teachers have not reached B2 as the required level of proficiency in English to teach at Ecuadorian high schools. Likewise, the inadequate methods of teaching have affected the learning process for students who acquire the target language with grammar errors or mispronunciation: as well as the use of EFL orally is not accomplished.

Espinar (2021) concludes that as a result of the limited textbooks and didactic materials provided by the Ecuadorian Ministry of Education, students see the process of learning English as a monotonous activity, then they are not able to achieve effective oral production in English. Therefore, it is evident that EFL classes are not performed with the suitable methods for each skill. Barre-Parrales and Villafuerte-Holguín (2021) add the EFL teaching process emphasizes only some skills as reading and writing or grammar, and oral production activities are not present, so learners feel frustrated when interacting in real life conversation with peers and native speakers.

Rao (2019) mentions speaking is a crucial skill in learning a foreign language. It is important to experience real communicative situations in which learners will learn how to express their own views and opinions and to develop their oral fluency and accuracy which are essential for successful foreign language communication. Halimah et al. (2018) indicate that during the 21st century, foreign language learners face new challenges thus effective oral communication should be developed in them.

However, Espinoza (2021) argues that Ecuadorian learners present low proficiency levels in English oral communication such as the ones at high schools in Imbabura province exactly in Ibarra city where senior students try to speak English in their EFL classes though they confuse grammar structures and vocabulary when expressing their ideas or opinions. Their communicative skill presents difficulties to reach the B1 level stated by the Common European Framework of Reference for Languages CEFR that is included in the EFL curriculum of Ecuador. Therefore, this research aims to cooperate with senior students and language teachers at Colegio Universitario "UTN" located in Ibarra, during the school year 2021-2022.

1.3 Research questions

Why to implement the Communicative Language Teaching Method for improving English Oral production?

What are the most effective Communicative Language Teaching Method strategies that the teacher can use to boost English Oral Production?

1.4 Justification

Oral production development is fundamental in the teaching-learning process of EFL. Nevertheless, the methods utilized to develop this skill present difficulties to reach real interaction and meaningful communication in the target language. Most of the EFL classes focus on grammar structures. Therefore, it is essential to realize that effective methods for the enhancement of oral production need to be considered when planning oral production activities; for instance, one of the suitable methods is Communicative Language Teaching in which the main goal of learning a foreign language is to accomplish effective oral communication in real context instead of memorizing grammar rules and structural features.

The main participants of the research are senior students and English teachers at Colegio Universitario "UTN". They are the directly beneficiaries of this research because they provide relevant information about what methods and strategies are applied when oral production activities are part of the EFL classroom. Hence, the academic guide with CLT strategies will be designed for the teachers to help students with their oral production improvement. Moreover, other teachers in Ecuador might benefit from this work because it will be based on the development of English oral production considering Ecuadorian reality, so the designed strategies can be adapted to their own EFL teaching context.

The research contributes to the National Development Plan 2021-2025 to objective 2, item 1 that aims to guarantee the inclusive access, the quality of education, and the permanence and completion of studies at all educational levels and modalities highlighting the vulnerable and priority attention groups (National Secretariat for Planning, 2021). This work focuses on the quality of education, emphasizing the importance of teaching EFL in order to provide professionals who can obtain opportunities not only in the national context but also abroad.

Additionally, it contributes to objective 2, item 2 of the National Development Plan, which refers to improve connectivity and promoting the use of technological platforms in the educational systems (National Secretariat for Planning, 2021). Nowadays, technology plays a vital role in the education context due to the covid- 19 pandemic, so the proposal of this study will contain CLT strategies adapting some technological applications to foster English oral production while the integration of it in day-to-day teaching is significant to start closing gaps in applying actualized tools in the educational system.

1.5 Significance

The main focus of this research is to improve English oral production in senior high school students for effective oral communication within the EFL classroom. Therefore, after the analysis of the EFL teaching-learning process, the language teachers and learners at Colegio Universitario "UTN" will have an innovative and creative alternative for this skill enhancement. Likewise, the present project will be available for other language teachers who can adapt the presented solutions for their EFL classrooms to foster oral production in their learners.

1.6 Feasibility

The research is feasible because of the following reasons: the author has the permission of the high school's principles to develop the research work as well as the main participants know about their roles in this project. All the instruments, materials and economical expenses are covered by the author to support this research project to foster English oral production in senior students.

1.7 Objectives

1.7.1 General objective

To analyze the influence of Communicative Language Teaching method in the enhancement of English Oral Production on senior students at Colegio Universitario "UTN" in Ibarra, school year 2021-2022

1.7.2 Specific objectives

- To examine the teaching context describing the methods and strategies used for oral production in the EFL class.
- To investigate the learning context identifying senior students' proficiency in English oral production.

- To select the most suitable CLT strategies for oral production development.

- To design an academic guide with CLT strategies for improving English Oral production on senior students at Colegio Universitario "UTN".

CHAPTER II

THEORETICAL FRAMEWORK

The teaching-learning process of English as a foreign language (EFL) has changed according to the current society's needs creating as the main goal of EFL teaching to reach the communicative competence in learners for being able to use the target language (English) in a meaningful way and real context for different purposes such as working abroad, education or businesses. Then, the teaching of EFL needs to be improved constantly with the appropriate pedagogical tools to achieve communicative competence (Haidar & Fang, 2019). This research focuses on the improvement of English oral production in high school students to contribute properly to the demands of the current globalized world.

The adequate training of English oral production needs the suitable methods, techniques, or strategies for this specific skill. Communicative Language Teaching (CLT) method is one of the most appropriate since its main goal in language teaching is to achieve communicative competence in learners (Ng, 2020) CLT helps them to express themselves in real context instead of memorizing concepts and language structures. This method includes interactive, authentic, and collaborative activities that stimulate students' interests in language learning. It has been contributing significantly to the improvement of EFL teaching -learning process since the 80s, being implemented in any educational institutions and language centers around the globe because of the advantages for language learners (Alamri, 2018).

2.1 History of Teaching English as a Foreign Language (EFL)

Braine (2011) describes that the first steps of EFL teaching and learning process started during the 15th century, then the history of EFL instruction presents two main stages with two periods each one that explain how the approaches and methods for EFL teaching has been developed and improved until these days. The first stage describes Modern Language Teaching in Europe from 1750 to 1920 where the two sub-stages correspond to The Classic Period (1750-1880) and The Reform Period (1880 -1920). The second stage refers to English Language Teaching in Europe and outside there from 1920 to 2000+ with The Scientific Period (1920- 1970) and The Communicative Period (1970- 2000+) (Howatt & Smith, 2014). The table below describes the previously mentioned stages in detailed:

Table 1

The History of EFL Teaching and Learning

Stage I: Modern Language Teaching in Europe (1750–1920)		Stage II: English Language Teaching in Europe and outside there (1920–2000+)	
1. The Classical Period 1750–1880	2. The Reform Period 1880–1920	1. The Scientific Period (1920–70)	2. The Communicative Period (1970–2000+)
The Grammar-Translation Method **The Classical Method**	The Natural Method The Berlitz Method The Direct Method	The Oral Method The Multiple Line of Approach The Situational Approach The Oral Approach The Audiolingual Method	Communicative Language Teaching Task-based Language Teaching
The classic languages such as Latin and Greek were the based for language teaching. **Modern languages such as English were considered as "soft options"**	The start of spoken language teaching Speech was the main focus of all language tasks. The development of the first studies about phonetics.	The language teaching started relating to psychology and linguistics. Harold Palmer was the pioneer, who created methods and materials based on the new vision of EFL teaching.	Communicative viewpoint began to be applied in EFL instruction. Objectives and main concerns were modified to align language teaching with Communicative perspective.

Translation exercises **Difficulties to train spoken language**	Creation of new methods that helped EFL learners. Connections between language teaching and linguistics.	After World War II, the new perspective of EFL teaching has continued with new ways to suit better the EFL learners' needs. The focus was on vocabulary, grammar structures, and patterns. EFL teaching tasks: Drills and grammar structure exercises.	The main goal was to train the language skills for meaningful communication in the real context. Revolutionary new ideas appeared, creating the Communicative Approach.

Source: Adapted from Howatt and Smith, Richard. (2014). The History of Teaching English as a Foreign Language, from a British and European Perspective.

There has been the presence of two main learning approaches in EFL instruction since it started which are teacher-centered and learner-centered approaches. Both approaches have contributed to the learning and teaching process considering the different social contexts through human history. Baghoussi (2021) argues that the teacher-centered approach emphasizes the role of the teacher as the main authority in the EFL class, so he has the control to use specific textbooks and class activities that are grammar oriented to compare the language structures of the mother tongue (L1) with the foreign language. Emaliana (2017) asserts learners have a passive role to take notes of the presented information and answer questions because the main goal of this approach in EFL learning is to achieve successful performance in national administrative tests rather than the use of the target language for communicative purposes.

In contrast, Badjadi (2020) indicates the learner-centered approach focuses on students' needs and interests, so they become active participants in their EFL learning process working alone or being part of pairs and groups whereas teachers have the role of facilitators to encourage learners' participation and manage the activities. Hoidn and Klemenčič (2020) report when students have an active role in the EFL classroom, they become autonomous learners. Then, they

are able to perform efficiently learning tasks and class activities while using the target language in a meaningful way, achieving the upper level of Bloom's taxonomy of learning objectives. Therefore, this approach is connected to flexible learning, experiential learning, and self-directed learning.

2.2 History of the Communicative Language Teaching (CLT) Method

There have been paradigm shifts in the history of foreign language teaching to reach the goal to teach the foreign language for communication. Khansir (2021) reports that during these adjustments, detailed studies about EFL teaching improvement suggested new standpoints to originate a communicative perspective. This new vision of language teaching combines a new functional view and the traditional structural view of language, and the main focus is on how people use the language forms when communicating in real context. As a result, according to Littlewood et al. (1981), the Communicative movement started in the early 1970s using approaches such as the situational language teaching approach as an attempt to train language skills for meaningful communication.

Wei et al. (2018) assert CLT method has been developed and implemented with different adaptations for 30 years since it started in the1970s. During this period, one of the most influential linguists in the CLT study was Dell Hymes in 1972 who introduced the idea of a wider communicative competence. He stated that a language learner has to use linguistic knowledge to convey meaning in real social situations. He studied the ways how individual learners use the language from a socio-cultural perspective providing a theoretical foundation for the progression of CLT.

Furthermore, Farell and Jacobs (2020) state the comprehensible input-based approach by Stephen Krasen (1981) has influenced this method. Krashen combined the "Comprehension

Hypothesis" and "Affective Filter Hypothesis" to posit human beings acquire a language efficiently. During this process, a language learner receives comprehensible input in a comfortable environment with the lowest levels of anxiety. As a result, the key part of CLT implementation in an EFL class to achieve communicative competence is great language input and a free anxiety environment.

Vula (2021) states CLT appeared to contribute to the new perspective of developing learners' communicative skills that had not been solved by the traditional language teaching methods. This new method emphasizes on meaningful communication rather than grammar structures (GTM) or repetitive drilling (Audio-Lingual Method-ALM) where learners are active participants of their EFL learning while teachers take the role of facilitators. Sharma (2019) reports the teaching materials have to include meaningful activities for integrating linguistic form, meaning and function in written or spoken format to promote communicative competence for meaningful purposes, and making mistakes is part of the learning process. Rahman et al. (2018) conclude CLT has been widely used in the EFL instruction in most countries becoming one of the most predominant language teaching methods until the current days

2.3 Advantages of CLT into the EFL classroom

CLT offers a range of advantages for teachers and learners to participate actively in the EFL teaching and learning process. Below are the possible advantages: Ho (2020) argues CLT emphasizes learner-centered approach and situation-oriented language teaching practice. In situation practice, the activities are related to learners' lifestyles such as their communities and societies, so their language use is more frequent and natural because the background and vocabulary are highly familiar for them. Also, Dos Santos (2020) concludes that when learners participate in speaking tasks, they are not asked for perfect grammar structures or sentence

translation accuracy thus they can understand how to use the language improving their communication abilities for interacting in the real context.

Abduvasiyevna (2022) adds another considerable advantage of CLT is how the traditional interaction between teachers and students and the roles they have in the EFL classroom can be transformed with a modern view where both participants have more opportunities and facilities to be part of the EFL teaching-learning process. Zulu (2019) argues learners are active participants, owners of their learning process, who actively negotiate meaning to be understood and to understand others during the tasks as well as in real life settings while teachers are facilitators, advisors, and less dominant who engage learners and support them when it is needed to promote an active learning environment.

In traditional methods of EFL teaching, grammar instruction is the core part of learning the target language like in Grammar- Translation Method (Spahiu & Kryeziu, 2021), however this way of language teaching required some changes to meet learners' communicative needs (Toshmuratovna & Anvarovna, 2021). On the other hand, Prawiro (2017) indicates the CLT method focuses on fluency over accuracy in which classroom activities are related to meaning and conversational interaction rather than the teaching of grammatical structures, so this method agrees with a functional-based syllabus instead of a grammatical structure-based syllabus. Moreover, making errors is allowed into the classroom because they are considered as part of the learning process, so teachers provide feedback at the end of the tasks (Alibekova & Urinboyeva, 2020).

2.4 Influence of the CLT method in the teaching of EFL in Ecuadorian High Schools

The process of teaching and learning English as a Foreign Language in Ecuador has presented different transformations in order to meet the global world requirements. Therefore, as stated by the Ministry of Education (2016), the EFL curriculum since 2016 has been modified in

order to help learners to reach the B1 level at the last level of high school through the implementation of a technological view and modern EFL teaching methods such as Content and Language Integrated Learning (CLIL) and Communicative Language Teaching method (CLT).

Although the teaching of EFL has had modifications in the EFL curriculum with new regulations for language learning and teaching, the proficiency level of English in the country is still lower (Burgin & Daniel, 2017). A recent study in 2021 developed by Education First (EF) about the English proficiency level reached by Ecuadorian citizens illustrates that Ecuador is located in position 92 with the lower level of English knowledge over 112 countries around the globe as well as in the Latin America range it is positioned in 18 over 20 countries (Education First, 2021).

CLT was included as one of the important methods in the 2016 EFL Curriculum to achieve communicative competence in Ecuadorian learners. Sevy-Biloon et al. (2020) describe some studies that showed that this method is long-familiar for EFL teachers and it has been tried applying in high schools in Ecuador since 2016; nevertheless, Guado and Mayorga (2021) mention learners are not able to communicate effectively in English because the application of CLT presents some difficulties in the EFL teaching and learning due to the topics presented that are not aligned to the main features of CLT as learners' needs, their interests, their daily lives, and their Ecuadorian culture.

On the other side, Cusme and Valle (2018) report that after applying a project plan based on the CLT method in a high school, there was a positive change in the EFL classes because learners began to convey meaning in the target language and they felt confident to ask questions and share their opinions without fear as well as cooperative learning was engaged through pair and group work. Ochoa et al. (2016) show that communicative activities based on CLT are highly

motivating for teachers and students in the Ecuadorian context, facilitating the EFL instruction through different tasks such as games, pair work, small-group work, and so on. Furthermore, Jabri and Samad (2021) report these strategies support learners' engagement in order to use English in a realistic and enjoyable way and promote self-confidence, learners' fluency, and classroom interaction.

Silva-Valencia et al. (2021) in their study carried out with 234 high school learners and 12 English teachers demonstrate that the integration of CLT techniques and strategies showed positive responses from the learners to those new activities. They interacted successfully with their peers and teachers using the language to convey meaning. Furthermore, Hjalmarsson (2015) affirms that if teachers' training and the use of methodology are appropriate when applying information and communication technologies (ICTs), CLT or CLIL, it is possible to create authentic environments in the EFL classroom in non-English-speaking countries

2.5 Development of Oral production in the EFL classroom

Regarding oral production, it is considered as a productive skill in which learners have to produce the target language for conveying meaning in a real-life situation because language is used as a tool for communication (Roa, 2019). Then, Ramírez and Artunduaga (2018) indicate oral production has been considered as one of the most difficult skills to be accomplished in EFL learners because its training requires the use of several synchronized processes related to cognitive, physical, and socio-cultural ones. Moreover, Wang and Han (2021) state the development of this skill requires meaningful environments such as an environment that integrates technological apps where learners understand and interpret their reality, build new knowledge, and develop their communicative competencies by using English effectively.

Considering the difficulties that learners face during oral production activities, Goh and Burns (2012) present an applicable teaching- oral production cycle of seven stages to foster this skill through an integrated and sequenced series of tasks in which it is emphasized some fundamental concepts that teachers can reflect to guide their students during the process. Some of these concepts are the development of fluency in expression of meaning, no emphasis on grammar structures to produce more utterances that can express meaning exactly, use of comprehensible input relevant to learners' needs for oral production improvement, metacognitive awareness about English as a foreign language, and so on.

The first stage focuses on raising learners' metacognitive awareness about oral production. Bøhn and Myklevold (2019) prove the application of precise metacognitive strategy instruction into communication strategies can improve learners' language performance. Then, the main purposes are to achieve confident and active learners who know the demands of the skill, being prepared for the process and the ability to perform specific tasks by familiarizing themselves with the outcomes as well as identifying the strategies they need to complete the activities. Learners reflect about questions related to their oral production development; for instance, what do you like most about learning to speak English? /List three things about your speaking that you would like to improve.

Ascanta (2020) reports high school learners experience levels of anxiety during oral production activities, so they feel demotivated to try communicating in English. The second stage involves scaffolding learning where learners receive the teacher's guide to plan what to say and how to say it for reducing their anxiety levels. During this preparation, the purposes are integrating new linguistic knowledge within their developing knowledge, activating the acquired knowledge, strengthening specific language items learners deal with, and challenging learners to use English

is an advanced level. To help learners better, it is suggested to provide a support material that includes these three parts: 1) Identify the topic you are interested in, 2) Write the main points, 3) Write a phrase to introduce the topic.

The third stage focuses on developing fluency of expression where learners practice oral production through a communicative task, being able to convey meaning with the knowledge, skills, and strategies they already have. Here, it is important to consider that practicing accuracy of form is not fundamental, and this phase should be less dominant for students because the activity developed in the stage 2 help them. On the other hand, the fourth stage emphasizes the improvement of language accuracy and the effective application of skills and strategies. Therefore, the teacher reviews the fluency task to reinforce specific language features such as pronunciation, grammar, text structures, and vocabulary, which need attention.

In the fifth stage, repetition of tasks from the previous phases takes places to provide more opportunities for improving learners' oral production. They perform the oral production activity from the third stage with the difference that now they can analyze and practice the specific language features, skills, and strategies reviewed in the fourth stage. The repetition process can be developed by repeating parts of the original task or the entire task, change the groups and pairs, or presenting a similar new task. Furthermore, Ahmadian (2012) states the effects of task repetition in the development of oral production activities are positive because they can reorganize their ideas efficiently.

The sixth stage provides time for learners' self-assessment. Jamrus and Razali (2019) claim "students assessment language learning is one of the most important aspects especially in measuring the students' process in learning" (p. 64). They monitor and evaluate what they have learned from the previous stages. This process is developed in pairs or small groups to achieve a

cathartic effect on learners who feel anxious because of negative thoughts about their performance. This part has to be guided for different types of metacognitive knowledge and focus on some of the following points: effective strategies to develop the tasks, areas that need improvement, plans for improving particular areas, so on. Then, teachers can design a handout with simple questions to guide learners for a better reflection that can encourage them about writing paragraphs or creating audio blogs about their experience learning a foreign language.

The seventh stage is related to feedback. Kerr (2020) suggests "effective feedback typically focuses on things that the learner has studies recently or has previously received feedback on" (p. 3); therefore, during this final stage, the teacher provides consolidated comments based on written reflections from the whole class as well as comments or grades about individual skills and performance based on observation sheets applied during the tasks. Learners also participate, sharing their opinions about their peers' progress and achievements and writing comments in their journals. Finally, the authors highlight the model has been created to support and scaffold the entire training of oral production, so teachers can adapt it for a unit of work because the seven stages cannot be completed in some lessons.

2.6 The main challenges of English Oral Production faced by Ecuadorian senior students

Ortega-Auquilla and Minchala-Buri (2019) present a recent study applied to 272 senior students and 8 language teachers, which results support the reality that one of the most difficult skills to develop is oral production because of the following challenges: the process of English teaching is mainly based on Grammar-Translation method instead of integrating the new methods (CLT or CLIL) proposed by the EFL curriculum. Then, the activities mostly emphasize the appropriate use of grammar structures and vocabulary, and the translation of instructions from English (L2) to learners' mother tongue (Spanish).

According to Cifuentes-Rojas et al. (2019), the national government 2007 stipulated that EFL teachers must take the TOEFL international test to get at least a B2 level certificate. Also, a new EFL curriculum was presented to implement a modern perspective for English teaching. However, the low level of English proficiency and the methodology of the teachers have not improved yet. The teaching-learning process still is teacher-centered, and the learning strategies are not aligned with learners' needs for effective oral communication as well as senior they cannot reach B1 level.

Chagna (2021) in her study demostrates EFL learners have limited opportunities to practice authentic oral communication because the main participant during the process is the teacher while students response simple questions which do not promote active interaction in the target language. Even though there is a lack of activities based on group work, pair work, small-group discussion to enhance real communicative interaction, the presented activities are not related to learners' interests and to their daily lives, then authentic materials or communicative activities are not implemented.

Bermeo and Ortega-Auquilla (2019) demonstrate English oral production is hard to develop in most senior learners due to some situations they face in the EFL classes like the relevance of knowing the content over the language use, the lack of activities to enhance and stimulate oral production, and the techniques and strategies applied by teachers are the traditional ones. Moreover, Murga et al. (2018) indicate "it has minimized the importance of the productive skills such as speaking and writing against the practice of grammar and vocabulary within a mechanical and not communicative approach".

2.7 Language Learning Strategies (LLS) for the improvement of the EFL Teaching-Learning Process

Kölemen (2021) indicates language learning strategies are considered as specific plans applied by language learners to help them during the EFL learning, making the process easier, more enjoyable, and more effective in order to achieve meaningful communication in written or spoken way. Nhem (2019) confirms the employment of LLS has gained relevance within the EFL instruction because they are helpful for teachers to guide for an effective language process and learners are trained to be independent language users. Furthermore, the results of the research suggest young learners and adolescents need to employ language learning strategies to develop the four skills especifically the communicative competence.

Habók and Magyar (2018) conclude studies developed about language learning strategies for EFL or ESL demonstrated that the taxonomy of language learning strategy developed by Rebeca Oxford in the 1990s has been the most effective and the most frequently used in the language classroom until nowadays. Furthemore, Namaziandost et al. (2020) in their study's results confirm that language learners between 17 and 21 years old and EFL teachers demostrated positive attitudes towards applying learning strategies developed by Oxford and they considered LLS are important for a successful learning of English as a foreign language.

Oxford (1990) stated the taxonomy presents three direct and three indirect strategy types. Direct strategies are specific means of language use: memory, cognitive, and compensatory strategies. Indirect strategies, such as metacognitive, affective and social strategies, support language learning indirectly. In 2016, she designed a model of "metastrategies": psychological, emotional and sociocultural-intelligent; however, the first model is still applied to improve the

development of the language skills (Oxford, 2016). Table 2 describes each type of strategy in detailed:

Table 2

Oxford's Taxonomy of Language Learning Strategy

Direct Strategies (Memory, Cognitive, and Compensation Strategies)		
Memory strategies	A. Creating mental linkages	1. Grouping 2. Associating/elaborating 3. Placing new words into a context
	B. Applying images and sounds	1. Using imagery 2. Semantic mapping 3. Using keywords 4. Representing sounds in memory
	C. Reviewing well	1. Structural reviewing
	D. Employing action	1. Using physical response 2. Using mechanical tricks of sensation
Cognitive strategies	A. Practicing	1. Repeating 2. Formally practicing with sounds and alphabets 3. Recognizing and using formulas and patterns 4. Recombining
	B. Receiving and sending messages	1. Getting the idea quickly 2. Using resources (dictionaries, etc.) for receiving and sending messages
	C. Analyzing and reasoning	1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively (across languages) 4. Translating 5. Transfering
	D. Creating structure for input and output	1. Taking notes 2. Summarizing 3. Highlighting
Compensation strategies	A. Guessing intelligently	1. Using linguistic clues 2. Using other clues
	B. Overcoming in speaking and writing	1. Switching to the mother tongue 2. Getting help 3. Using mime and gesture 4. Avoiding communication partially or totally 5. Selecting the topic 6. Adjusting or approximating the message 7. Coining words 8. Using a circumlocution or synonym

		Indirect Strategies (Metacognitive, Affective, and Social Strategies)	
Metacognitive strategies	A. Centering your learning	1. Overviewing/linking with already known material 2. Paying attention 3. Delaying speech production to focus on listening	
	B. Arranging and planning your learning	1. Finding out about language learning 2. Organizing 3. Setting goals and objectives 4. Identifying the purpose of a language task (purposeful listening/reading/speaking/writing) 5. Planning for a language task 6. Seeeking practice opportunities	
	C. Evaluating your learning	1. Self-monitoring 2. Self-evaluating	
Affective strategies	A. Lowering your anxiety	1. Using progressive relaxation 2. Using music, deep breathing, or meditation 3. Using laughter	
	B. Encouraging yourself	1. Making positive statements 2. Taking risks wisely 3. Rewarding yourself	
	C. Taking your emotional temperature	1. Listening to your body 2. Using a checklist 3. Writing a language learning diary 4. Discussing your feelings with someone else	
Social strategies	A. Asking questions	1. Asking for clarification or verification 2. Asking for correction	
	B. Cooperating with others	1. Cooperating with peers 2. Cooperating with proficient users of the new language	
	C. Empathizing with others	1. Developing cultural understanding 2. Becoming aware of others' thoughts and feelings	

Source: Oxford, R.L., Lavine, R.Z., & Crookall, D. (1989). Language learning strategies, the communicative approach, and their classroom implications. Foreign Language Annals, 22(1), 29-39.

2.8 Communicative Language Teaching Method and Language Learning Strategies to develop Oral Production in Ecuadorian EFL classroom

Oxford (2016) states one of the purposes of Oxford's taxonomy of language learning strategies is to help learners to improve their oral production for effective communication while CLT method has proved to be suitable to train this skill. Most of the EFL classes around the globe included Ecuador have implemented it in their EFL curriculum to achieve effective communicative competence in high school learners (Valdivieso, 2022). Therefore, the implementation of the CLT method and the specific language learning strategies for oral production can create opportunities for students to become effective speakers of English.

Grisales and García (2017) in their study's results have demostrated the specific language learning strategies to develop oral production in high school learners are the cognitive, metacognitive, and socio-affective strategies. "Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, anaysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas in natural settings, and practice structures and sounds formally" (Likitrattanaporn, 2018, pág. 36).

Metacognitive strategies encourage learners to plan their language learning process, identifying their learning style, needs, materials as well as monitoring mistakes and evaluating task success, so they have enough time to prepare what to say and how to say it during oral production tasks and they participate actively by negotiating meaning, making decisions and evaluating their performance (Iamudom & Tangkiengsirisin, 2020). Moreover, the socio-affective strategies enhance learners to work cooperatively in teams to support each other, speak the target language in real context while performing tasks and manage language anxiety (Likitrattanaporn, 2018)

Yanza and Rodríguez (2021) demonstrate the specific LLS as cognitive, metacognitive, and socio-affective strategies associated with the CLT strategies for oral production as well help Ecuadorian high school learners to improve this skill. Then, in cognitive strategy, the main focus was on practicing by using debates, class presentation, problem-solving, and modeling. In metacognitive strategy, the principal emphasis is planning through strategies such as problem based, class presentation, questions. Finally, in socio-affective, cooperation is the main part by applying pair/group work, dialogue, information gap, role play, peer teaching, project based, jigsaw, songs, games, realia, and authentic materials. Furthermore, Velarde et al. (2022) conclude the previous CLT strategies are helpful to achieve authentic oral communication, but they have to be based on learners' reality.

On the other hand, Mangaleswaran and Aziz (2019) indicate when implementing oral production tasks based on CLT, they have to follow the CLT principles as well as to integrate the High Order Thinking Skills HOTS to improve learners' ability to negotiate meaning for an effective oral communication. Richards and Rodgers (2014) propose different strategies based on this method to develop this skill such as discussions, role-plays, brainstorming, storytelling, interviews, story completion, reporting, playing cards, pictures narrating, picture describing, formal conversation such as structured interview, debates, information-gap activities, jigsaw activities, communication games, prepared talks, and oral presentations.

CLT is an adequate method to foster English oral production in high school learners as in the Ecuadorian context. Velarde et al. (2022) demonstrate this method meets Ecuadorian learners' needs in terms of oral production development because it provides effective communicative activities (CA) which engage real interaction among the teachers and their peers. García-León (2019) confirm that strategies such as role-plays, conversations, picture-based tasks, and others

that have been implemented in different EFL classrooms are similarly effective to improve this skill in Ecuadorian learners. Solís-Garcés (2021) reports the application of the CLT method within the EFL class boosts learners' confidence to participate actively in oral production tasks for meaningful purposes.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Description of the study group

The study group of this research was senior students and the English teachers at Colegio Universitario "UTN". The group of students consisted of female and male learners. They were teenagers between 17 to 18 years old. They were in the last level of high school, which means their proficiency level in the foreign language must be B1 according to the National Curriculum. On the other hand, there were two English teachers (female teachers) who have been working with senior students during the last six years. They have been working at this high school for more than ten years. The EFL classes were developed with materials (textbooks and audios) provided by the Ministry of Education for public educational institution.

3.2. Research Approach

The Mixed Approach was applied in this research. Schoonenboom and Burke (2017) state "the overall goal of mixed methods research, of combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature" (p.110). Also, "Researcher is draw on breadth of generalization offered by quantitative research with depth of detailed understanding offered by qualitative research" (Terrell, 2012, p. 273). Therefore, this research combined both types of methods obtaining precise data to answer the research questions and understand deeply how oral production was developed in senior

students in order to provide suitable strategies using the CLT method and language learning strategies.

3.3 Research Method

Descriptive Research was considered for this work since this type of research helped to describe systematically the existing phenomena as accurately as possible through data collection using research instruments like questionnaires and interviews. It was possible to involve qualitative and quantitative analysis in order to obtain objective results and comprehend why the current patterns are present in the studied phenomena (Atmowardoyo, 2018). This research described and analyzed the teaching-learning process of EFL especially the methods and strategies applied to develop oral production and the appropriate manner to integrate new strategies based on CLT to improve the skill on senior students.

3.4 Procedure

The research took place at Colegio Universitario "UTN" where the study group consisted of four English teachers and ninety senior students between women and men students; subsequently, the collection of the data was completed through the following research techniques and instruments considering the importance of qualitative and quantitative data:

Easwaramoorthy and Zarinpoush (2006) indicate semi-structured interviews are beneficial when in-depth information from a large number of respondents or interviewees has to be collected in a methodical manner. Then, it was applied to the English teachers for the following purposes: a) to describe what method and strategies were applied to train oral production identifying how frequent CLT method was part of lesson planning to develop this skill. b) to know learners' reality and their difficulties during oral production tasks from teachers' perspectives. c) to identify how language learning strategies were implemented to improve oral production.

Then, a survey with a questionnaire of closed-ended questions was answered by the senior students. As reported by Ponto (2015), surveys are helpful when the researcher needs to describe and explore the variables and constructs of interest using questionnaires with closed-ended questions for gathering the quantitative data, but also it is possible to collect the qualitative one through open-ended questions. Through the surveys, learners provided information about how they saw the process of training oral production mentioning the activities utilized to develop their oral production and their perspective about what CLT activities and language learning strategies could help them to improve this skill.

Finally, Zhao (2013) confirms that "diagnostic tests provide immediate results, or results as little delayed as possible after test-taking and they are designed to identify strengths and weaknesses in a learners' knowledge and use of language" (p. 43). Thus, an oral production diagnostic test was applied to the senior students to identify their proficiency in this skill. According to the National Curriculum, they should reach B1 level in the four skills of English. Additionally, this test helped to examine the learners' weaknesses and strengths when learners perform oral production activities to guide the research for appropriate solutions for oral production improvement.

3.5 Bioethical considerations

As the participants were a fundamental part of the research, all required letters were sent to the principals of the high school asking for permission, informing the purpose and procedures of the study. Likewise, the English teachers and senior students identified why their contribution was fundamental and knew that their privacy was respected and kept confidential. Their names were protected during the data collection and analysis of the results. Situations of control between the researcher and the participants were avoided to keep them safe where they could feel

comfortable expressing their perspectives, experiences, and opinions. The results were real, precise, and measurable.

CHAPTER IV

FINDINGS OF THE STUDY

This research emphasizes qualitative and quantitative approaches, so it applied three different data collection instruments. The study was developed at Colegio Universitario "UTN"; the participants were ninety senior high school students and two English teachers. Additionally, as an essential part of the research, all participants' names were omitted to respect their identity and privacy. The principal of the high school provided the required permission for the application of the data collection instruments with the requirement that the results have to be used for academic purposes.

The three data collection instruments applied to the study group were an interview, a survey, and an oral production diagnostic test. The semi-structured interview was designed for the English teachers with questions related to the problem and the theoretical framework. It was applied to identify the main difficulties the senior students face during oral production tasks, know what method and strategies of EFL teaching the teachers utilized during this skill development, and analyze the frequency of CLT method practice along with the use of language learning strategies to foster English oral production.

The student's survey consisted of a questionnaire of closed-ended questions to obtain relevant information about what activities are implemented during their oral production development and which of those tasks help them to foster their oral production. Furthermore,

learners showed their viewpoint on what activities based on the CLT method and language learning strategies can benefit their oral production training.

The last applied instrument was an oral production diagnostic test to find out if the students accomplish the level B1 according to the CEFR, stated by the National EFL curriculum Likewise, this test aid to identify the learners' real level of proficiency and examine their weaknesses and strengths when performing oral production activities. There were four phases in the test and all the questions were based on their daily life and the knowledge they should already have. The evaluation started with phase 1 questions related to their high school subjects. Then, phase 2 was daily routines and family. Next, phase 3 picture discussion of a situation related to daily activities. Finally, phase 4 questions about free-time activities. A rubric adapted from the Cambridge English Speaking Performance Assessment at Level B1 was utilized to score the test according to the parameters established for this level according to the CEFR.

Once all the data was gathered, it was important to report the findings and conduct a depth analysis of the collected data. Moreover, for the purpose of triangulating the data, the instruments were connected to one another in order to obtain significant and reliable results. Consequently, the findings that are related to the same purpose for the research were examined and compared together while the data that presents different purposes was stated individually. Therefore, the gathered findings are presented, described, and analyzed below.

4.1 English teachers' interview, senior students' survey, and oral production diagnostic test

The instruments were designed and applied to obtain pertinent information about how English oral production was developed in senior high school students and if English teachers integrated the Communicative Language Teaching method to foster the skill during the EFL classes. Likewise, the instruments had connected to each other with the main objective of

analyzing the research problem and finding out appropriate solutions. Hence, this segment consists of 7 subsegments. In most of the circumstances, more than one data collection tool was combined to complete the analysis. A subsegment presented the analysis of one instrument because of the unique objective for the research. Finally, all subsegments present the results of the instruments firstly; next, the analysis of the results; to end, a comment to illustrate, contrast, and summarize the findings.

4.1.1 The purpose of the teachers' interview and senior students' survey:

To identify the most difficult skill to develop in senior students.

Teachers' interview: Based on your professional experience, which of the four basic language skills is the most difficult to develop in these senior students?

English Teacher A: "I consider the productive skills like speaking and writing are the most difficult skills to develop because these skills need a lot of practice and exposure to the target language. Also, it is necessary to develop all skills together."

English Teacher B: English Teacher B: "In my opinion, listening and oral production are the most difficult skills to develop in senior students as well as in students from other levels."

Senior students' survey: Order the four language skills according to the level of difficulty that you consider. 1 is the highest level and 4 is the lowest level of difficulty.

Figure 1

Senior students' survey (level of difficulty for each language skill)
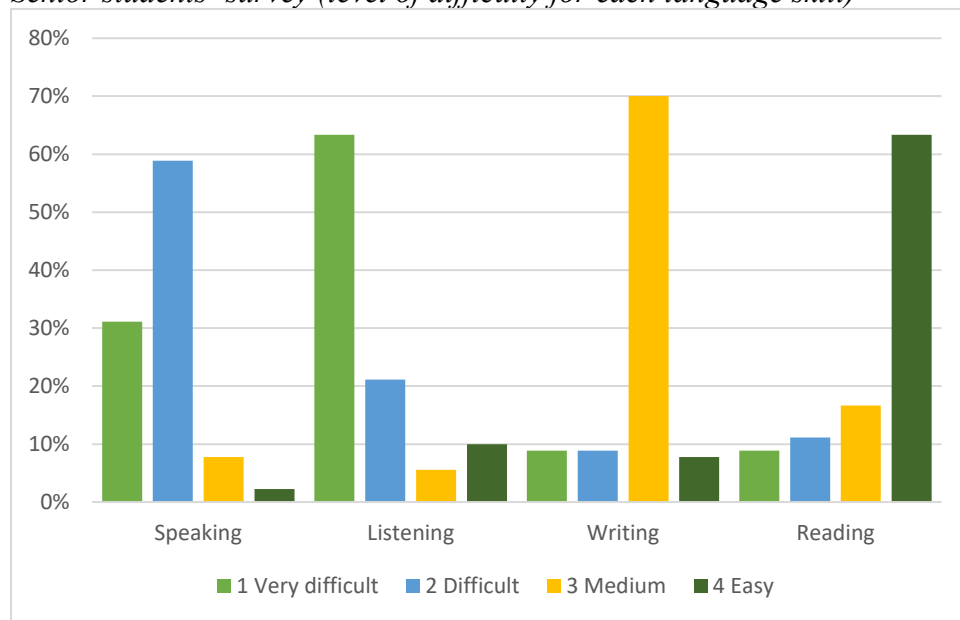
Source: The author

Analysis

The teachers' interview and the learners' survey showed similar results about the most challenging skill to develop in learning English as a foreign language. During the interview, teacher A mentioned that productive skills are challenging for these learners. In contrast, teacher B said students faced relevant difficulties in oral production and listening, so both teachers agreed that oral production, a productive skill, is one of the most challenging. Additionally, the survey describes 63% of learners stated listening is really difficult for them and 59% mentioned speaking is hard to develop. Overall, the results show that speaking is a difficult skill to train for a large portion of students.

4.1.2 The purpose of the teachers' interview and senior students' survey:

To establish the challenges that the learners face during oral production tasks.

Teachers' interview: Based on your teaching perspective, what are the difficulties that this group of senior students have when participating in oral production tasks?

English Teacher A: "The difficulties are the fear about speaking in public, making mistakes of pronunciation, their classmates' laughing. The students don't know strategies to summary relevant information to make oral presentations and they prefer to memorize all the presented information. Moreover, there is a lack of adequate didactic materials because the topics presented in the textbook are not related to learners' interests and their daily life. Finally, this group of learners are returning to face-to-face classes recently because of the pandemic COVID-19, so they feel anxious about interacting in English. Online classes present disadvantages due to a limited real interaction among the teacher and learners."

English Teacher B: "The most significant difficulty is long- term motivation, the students don't feel the necessity to communicate in this foreign language. The level of motivation that we as teachers do in the EFL classes are not significant for learners' perspectives. Motivation should be intrinsic to be long-term. Then, I could say another difficulty is the fear to make mistakes because it limits learners' participation in oral production tasks."

Analysis

According to teachers' interviews, the principal challenges during English oral production development are the level of motivation and the fear to make mistakes. Furthermore, each teacher mentioned relevant information for the research; for instance, teacher A said there is a lack of strategies to prepare information for oral presentations and adequate didactic materials for oral production training as well as topics in the textbooks are not related to learners' needs or their

daily life. On the other hand, teacher B concluded learners should feel motivated for communicating in English.

4.1.3 The purpose of senior students' survey

To determine the learners' level of acceptance about oral production and how often these tasks are developed in their English classes.

Senior students' survey: Do you enjoy participating in speaking activities developed in your English classes?

Figure 2

Senior students' survey (level of acceptance to oral production development)
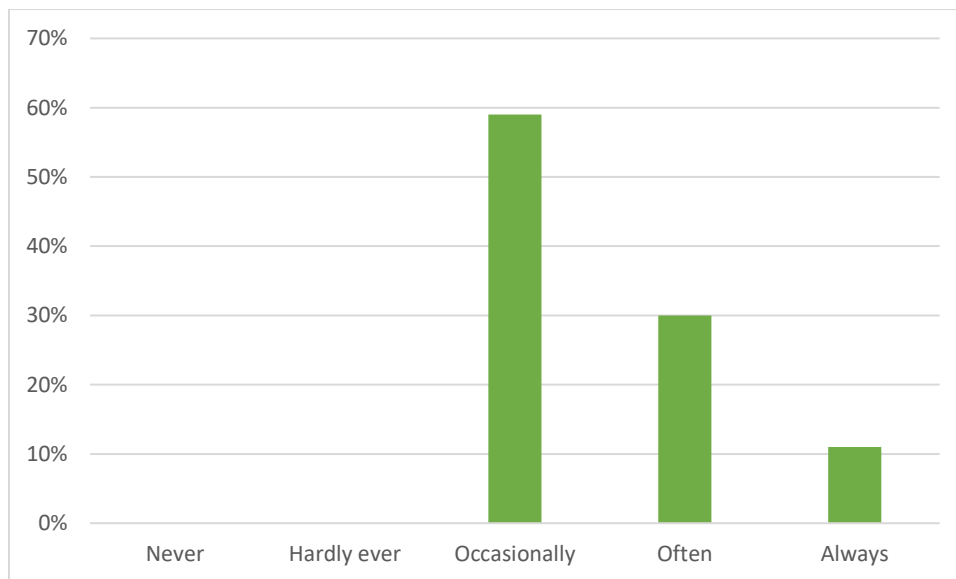
Source: The author

Senior students' survey: How often do speaking activities take place in your English

classes?

Figure 3

Senior students' survey (Level of frequency of oral production activities)
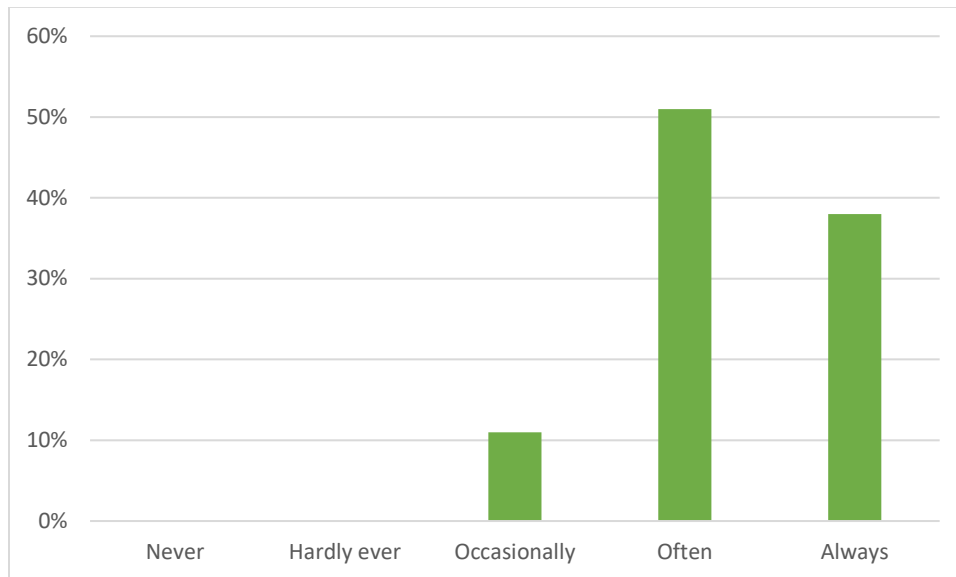
Source: The author

Analysis

The bar charts illustrate the percentage of learners who showed their level of acceptance about oral production tasks of their English classes and how often these activities took place in the class. The bar chart 2 shows a significant majority of the participants occasionally enjoyed the oral production activities done in their English classes and a small number said they always liked the tasks. However, the bar chart 3 describes more than half of learners said these activities were often developed. Overall, around 60% of participants enjoyed the activities slightly, although these tasks were constantly part of their oral production training.

4.1.4 The purpose of the teachers' interview and senior students' survey

To analyze if the teachers use the Communicative Language Teaching method for Oral Production development.

Teachers' interview: What method and strategies of foreign language teaching have you implemented to improve English oral production in this group of learners?

English Teacher A: "I have implemented oral communication through questions about learners' life using the teacher's guide provided by the Ministry of Education. I have used Natural Approach to help learners to produce some information orally."

English Teacher B:

"We don't use a specific method but as a reference I can say the Communicative method because it focuses on learners' oral interaction and the Modern Lexicon-Grammatical method that emphasizes the development of the four basic skills (listening, speaking, reading, and writing) along with the study and application of grammar structures. The Audiolingual method considering the learning outcome desired to achieve with the learners"

Senior students' survey: Tick ✓ in the activities developed in your English classes. If you select YES, indicate your level of acceptance considering that 1 is the lowest level and 5 is the highest level of acceptance.

Figure 4

Senior students' survey (oral production activities)
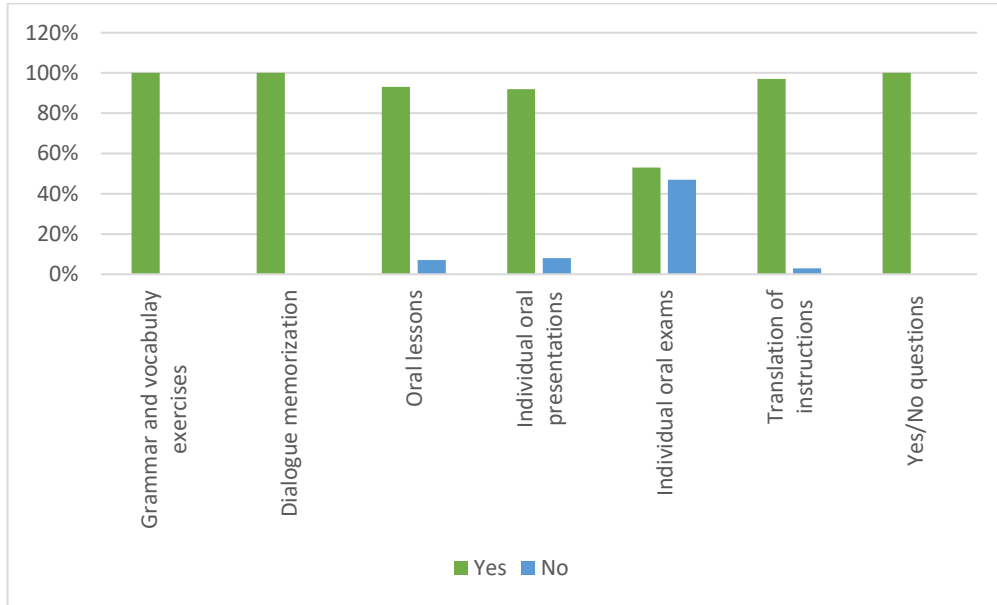
Source: The author

Figure 5

Senior students' survey (Level of acceptance to each oral production activity)
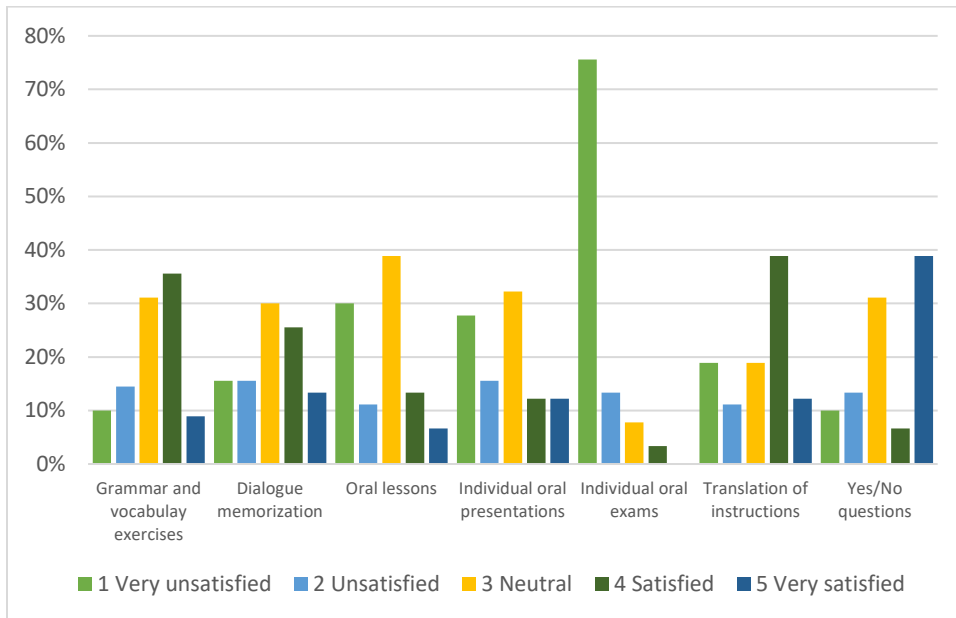
Source: The author

Analysis

During the interviews, both teachers expressed they have implemented Communicative Method to develop oral production, but they integrated other methods as well. Teacher A explained the Natural Approach is used to help learners to produce some utterance orally while Teacher B emphasizes the importance of the Modern-Lexicon-Grammatical method due to the training of grammatical forms and the Audiolingual method depending on the learning outcomes. Nevertheless, the results of the survey show the English classes are mostly developed by tasks based on grammar and vocabulary 100%, dialogue memorization 100%, Yes/ No questions 100%, translation of instructions 97%, oral lessons 93%, individual oral presentations 92%, and individual oral exam 53%.

Furthermore, the bar chart 5 illustrates the learners' level of acceptance of each activity; then, around 70% felt neutral and satisfied with grammar-vocabulary tasks and dialogue memorization. A significant majority were very unsatisfied and neutral about oral lessons, individual oral presentations. A large portion was very unsatisfied with individual oral exams; in contrast, a considerable number of learners were satisfied about translating instruction and answering Yes/No questions.

4.1.5 The purpose of the teachers' interview and senior students' survey.

To determine if the English Teachers integrate Language Learning Language Strategies LLS based on the Communicative Language Teaching CLT method for Oral production development.

Teachers' interview: During your English classes, have you integrated the language learning strategies emphasized for the development of English oral production in these senior students?

English Teacher A: "In my English classes, I've included pair and group work to compare similarities between Spanish L1 and English L2, showing it's not difficult to learn L2. Co-evaluation in pairs and groups to help the students to learn from each other. I've integrated other subject such as Culture and Arts to EFL learning to create dynamic tasks."

English Teacher B: "To achieve the learning outcomes for foreign language, it is fundamental to integrate many strategies of foreign language learning like cognitive strategies, metacognitive strategies, and the socio-affective ones. For oral production development, I use strategies such as imitation, interviews, games, video production, dialogues, paraphrasing, storytelling, story retelling, pair dictation, etc."

Senior students' survey: Have you participated in the following speaking activities presented during your English classes?

Figure 6

Senior students' survey (Activities based on language learning strategies)
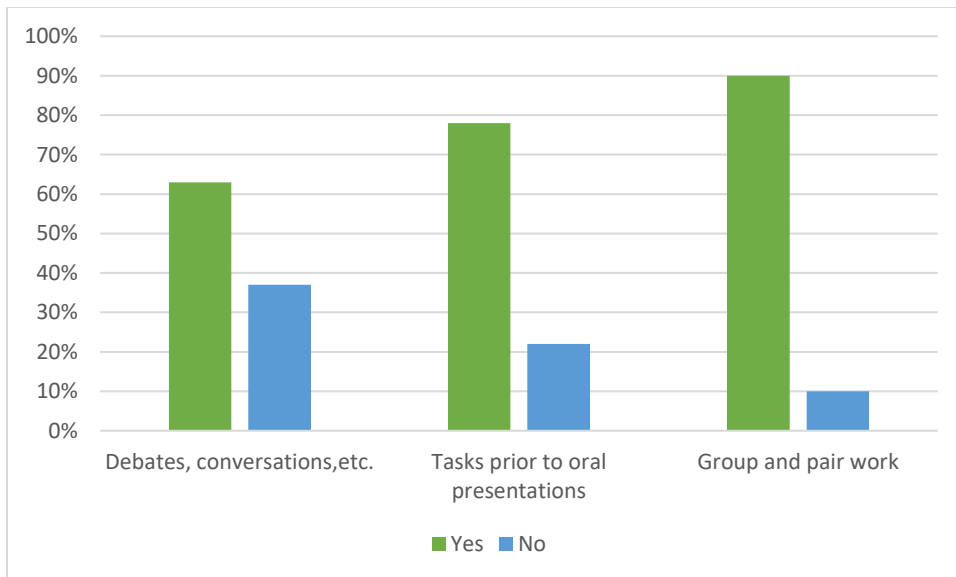
Source: The author

Analysis

In the interviews, both teachers stated they have implemented language learning strategies to improve oral production such as group and pair work, co-evaluation, imitation, interviews, games, video production, dialogues, paraphrasing, storytelling, story retelling, pair dictation, and so on. On the other hand, the statistics show the most relevant language learning strategies applied to this group of learners. 90% mentioned their oral production training applied groups or pair work (socio-affective strategies) to complete the tasks and 78% said metacognitive strategies through tasks before oral presentations. Whereas 63% of students stated they participated in cognitive strategies by tasks before a debate or a conversation, so a consistent number of participants needed to be part of these strategies.

4.1.6 The purpose of the oral production test

To determine if learners achieve the required level B1 in oral production.

Table 3

Results of the Oral Production Diagnostic Test

Rubric for speaking performance -Level B1					
Number of participants	Level B1 - score	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication
73-81%	1	Shows insufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterized by short phrases and frequent hesitation. Repeats information or digresses from the topic	Limited control of phonological features.	Difficulty to maintain simple exchanges.

17-19%	3	Shows a good degree of control of simple grammatical forms Uses a range of appropriate vocabulary when talking about familiar topics	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Has some control of phonological features at both utterance and word levels.	Try to initiate and respond appropriately. Difficulty to keep interaction going with prompting and support.
0-0%	5	Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
Total 90					

Source: The author

Analysis

Table 3 gives information on the learners' level of proficiency in English Oral production and explains the reasons why these participants have these scores according to the previously presented rubric.

The statistics clearly illustrate that 73 over 90 senior students graded a low score of 1 during the oral production diagnostic test. They had that score because they present difficulties and hesitation in using grammatical forms and limited vocabulary to discuss about well-known topics,

answers using only words or short phrases, significant mistakes in pronunciation, and lack of interaction in the target language.

17 participants obtained a score of 3. They were able to apply simple grammatical forms and appropriate vocabulary, the replies with complete and relevant sentences despite hesitation, fewer pronunciation mistakes, initiate and keep simple interaction whereas nobody reaches a score of 5 to achieve Level B1 in English oral production.

In conclusion, the significant majority of learners present the lowest score in English oral production, presenting serious complications in reaching the required level B1 while performing different oral production activities. Therefore, a guide with innovative oral production tasks can support the development of this skill for senior students to foster oral communication in the target language among learners and teachers in the EFL classroom even in different social contexts such as social meetings, travelling abroad or learning about English speaking countries.

4.1.7 The purpose of the senior students' survey

To find out if learners are interested on new oral production activities and what type of tasks they would like to perform.

Senior students' survey: Do you consider that it is necessary to implement new activities for your speaking skill development?

Figure 7

Senior students' survey (Level of acceptance to new oral production activities)
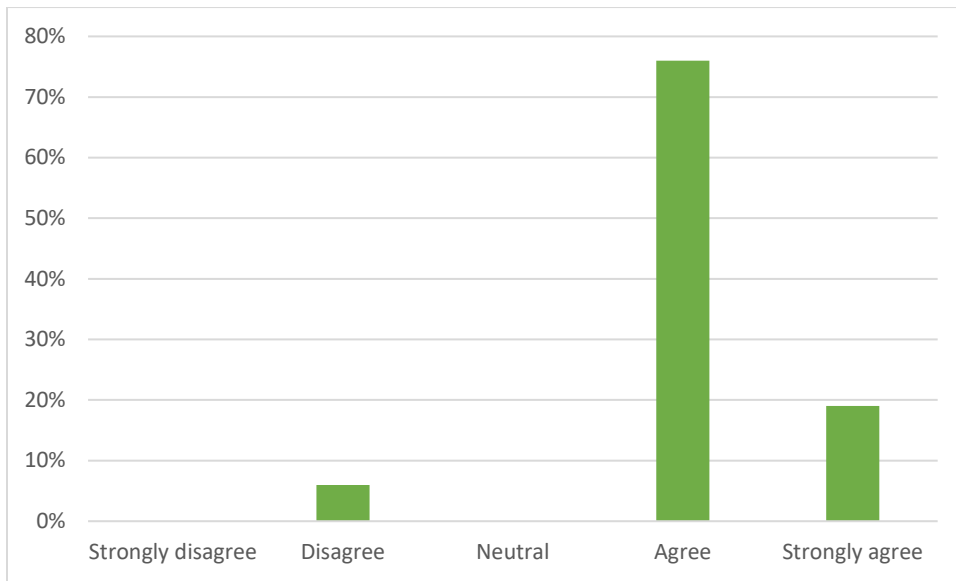
Source: The author

Tick ✓ in the oral production tasks you would like to participate in your English classes.

Figure 8

Senior students' survey (Oral production activities for the proposal)
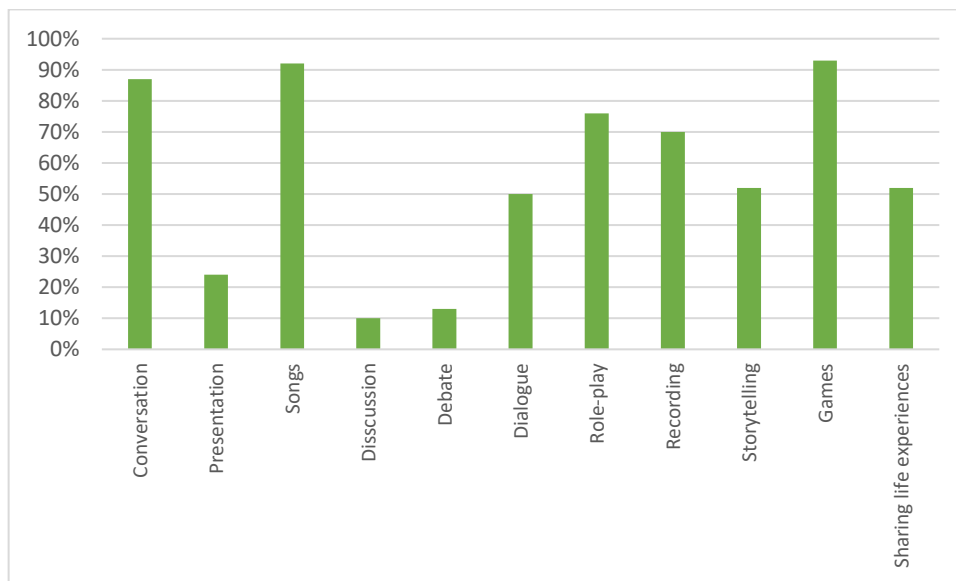
Source: The author

Analysis

At the end of the survey, learners were asked if they would like to perform new oral production tasks and what activities based on CLT they would enjoy during their EFL classes. The first bar chart reports that 76% of the participants agreed they would like new activities for their oral production improvement. Furthermore, the second bar chart illustrates the most interesting activities for this group, so 93% of them said games, 92% songs, 87% conversations, 76% role-play, 70% recordings, 52% storytelling and sharing life experiences as well as 50% dialogues. Thus, these results supported the design of an academic guide with new strategies based on the CLT method that will help learners develop the skills with activities related to their interests, their society, and daily life.

4.2 Discussion of main findings

Learning English as a Foreign Language in a Spanish-speaking country like Ecuador presents challenges during the development of the four language skills and how the EFL learning-teaching process is developed. The findings of the research describe the context of how English Oral Production is developed in senior high school students in order to find out solutions through a proper method, Communicative Language Teaching, for this skill's improvement. The results revealed that one of the difficult skills to improve in senior high school students is speaking. This finding is similar to what Lopez et al. (2021) say about speaking is challenging because Ecuadorian high school learners have limited opportunities to practice English.

Additionally, learners face different difficulties when participating in oral production activities like fear to make mistakes in front of their peers, speak in public, and level of motivation, as stated by Ahmad Al-Khotaba et al. (2020), learners present foreign language speaking anxiety, a psychological language barrier that hinders speaking achievement, so they present indicators

42

which limit their performance. Besides, most of them seldom enjoy the tasks although they are usually part of their English classes. According to Shawqy et al. (2022), the use of appropriate activities such as authentic materials to develop oral production is fundamental to engaged learners for real interaction in the target language.

The teachers knew about the Communicative method, its strategies, and the language learning strategies used in this method to foster oral production in learners. On the other hand, the topics established in senior students' textbooks are not associated to their interests or daily life. Alvarez and Guevara (2021) conclude in their study that most Ecuadorian EFL teachers agree that the textbooks are not aligned with learners' needs, abilities, and interests. The activities focus on a few skills, so they feel demotivated about communicating in English.

Then, the predominant EFL activities were related to grammar, vocabulary, memorization of dialogues, translation of instructions, and yes/no questions. This result coincided with Vargas (2021), who demonstrates that most English classes focus on language forms instead of promoting oral interaction. In contrast, learners expressed they felt neutral or unsatisfied with activities such as oral presentations and oral exams although some language learning strategies for oral production were implemented. Kehing and Yunus (2021) assert that to motivate learners for interacting in the foreign language, it is necessary the integration of specific language learning strategies such as metacognitive and cognitive strategies according to the activity and learning outcomes.

Moreover, it is relevant to emphasize the results of the oral production diagnostic test demonstrated that 89% of senior students had the lowest score 1 equal to A1 but they showed difficulties to answers simple questions related to their daily routines, fear to keep interaction during a conversation, and a lot of pronunciation mistakes. 19% got a score of 3 equivalent to A2, indicating better control of language forms, answers with relevant information, and interaction's

maintenance. 0% obtained the highest score 5, so they couldn't achieve the parameters like good level of grammar and vocabulary use, production of extended and relevant contributions, clear pronunciation, and appropriate interaction in the target language.

As a result, they were not able to achieve the B1 level, the required level by the National EFL curriculum (Ministry de Education, 2020). Fernandez (2022) in her study illustrated similar findings in which it is evident that most learners fail during the process of English oral production development, being necessary innovative strategies for this skill improvement. Additionally, Mantilla and Betancourt (2019) demonstrate learners experience levels of anxiety during the development of the oral production skill, thus they suggest English teachers have to implement adequate strategies to improve this skill while fostering their level of motivation to continue learning the target language.

In accordance with the results, 76% of learners state that they would like to participate in new activities based on the CLT method to improve their oral production skill. The most significant tasks for them would be games, songs, conversations, role-play, recording, storytelling and sharing life experiences, and dialogues. Therefore, an academic guide with innovative CLT strategies for oral production enhancement would support the EFL teaching-learning process.

CHAPTER 5

ACADEMIC PROPOSAL

A Guide to Enhance the English Oral Production Skill through CLT Strategies

5.1 Rationale

An effective foreign language learning is achieved when learners can communicate in the target language, thus, the main objective of the teaching and learning process is to improve oral production skill. The analysis of the collected data has evidenced is the relevance of developing an academic guide to enhance oral communication in senior high school students at Colegio Universitario "UTN". The strategies and activities presented in this guide are based on CLT, a leading method for oral production development in EFL instruction.

The academic guide has been designed to be an educational supporting material for teachers who work with senior students to strengthen EFL oral production development. Then, the proposal includes different CLT strategies and language learning strategies linked with technological tools for meaningful learning. The strategies were developed based on learners' interests and their reality by including textbook contents due to two main reasons: first, teachers have to complete what is determined in the EFL national curriculum for this level, and the second reason is that learners need to practice orally what they are learning in a written way.

The guide's theoretical framework considers fundamental aspects of an effective and successful oral production development such as the teaching-speaking cycle of seven stages developed by Goh and Burns and specific Language Learning Strategies (LLSs) for this skill, stated by Rebecca Oxford. Furthermore, it considered Ecuadorian context, analyzing which

communicative activities provided by the CLT method suit Ecuadorian senior students' academic needs adequately.

5.2 Theoretical Foundation

The academic guide has been developed considering important features of foreign language teaching-learning process with suitable strategies for oral production enhancement. The main method for foreign language teaching considered in this proposal is Communicative Language Teaching. This method helps learners to learn the target language in a meaningful way rather than based on accuracy. The CLT is a multipurpose method because it provides advantages for today's education as the use of technological tools (Chua & Soon, 2021).

Furthermore, the teaching-speaking cycle, a model developed by Goh and Burns (2012) for a holistic and organized oral production tasks to achieve meaningful oral communication. This model considers three important components of second language speaking competence: a. Knowledge of Language and Discourse, it refers to language sounds mastering and knowledge about grammar and vocabulary, b. Core Speaking Skills, which emphasizes meaning negotiating, and c. Communication Strategies, that focuses on cognitive and metacognitive strategies to convey meaning about their thoughts (Burns, 2019).

Therefore, specific Language Learning Strategies for oral production explained by Rebecca Oxford (2016 were considered within the strategies of this guide, after analyzing their effectiveness in the Ecuadorian context. According to a research, learners apply all Language Learning Strategies (LLSs) such as Cognitive Strategies, Metacognitive Strategies, and Social Strategies when learning English. Hence, the researcher suggests the implementation of the LLSs in the EFL instruction because they are tools for active and self-directed involvement in language

learning. This, to improve English proficiency and foster self-confidence when using the target language in a social context (Iksan, 2021).

5.3 Objectives

5.3.1 General Objective

- To develop a research proposal with innovative strategies underpinned in the Communicative Language Teaching method for EFL oral production enhancement.

5.3.2 Specific Objectives

- To select the appropriate CLT strategies for EFL oral production.

- To design innovative strategies for EFL oral production enhancement.

5.4 Proposal development

The academic guide is based on the six units provided by the senior students' textbook. It also includes six units, and each unit presents three or four oral production lessons depending on the topics planned for the whole school year. The units contain the main objective and general information about the strategies and content to be developed through the three or four lessons. Each lesson presents an objective, what type of CLT activity is applied and details about time, specific language learning strategies used for every oral production task.

Furthermore, the lessons have specific and simple steps that help teachers to achieve the unit's objective of the guide and learners practice orally the acquired knowledge from their textbook, considering their real context and daily life. On the other hand, there are materials such as worksheets, songs, homework, and rubrics for certain lesson steps that entail other language skills such as reading, writing, or listening.

Six Units

MOVIES

PROFFESIONS
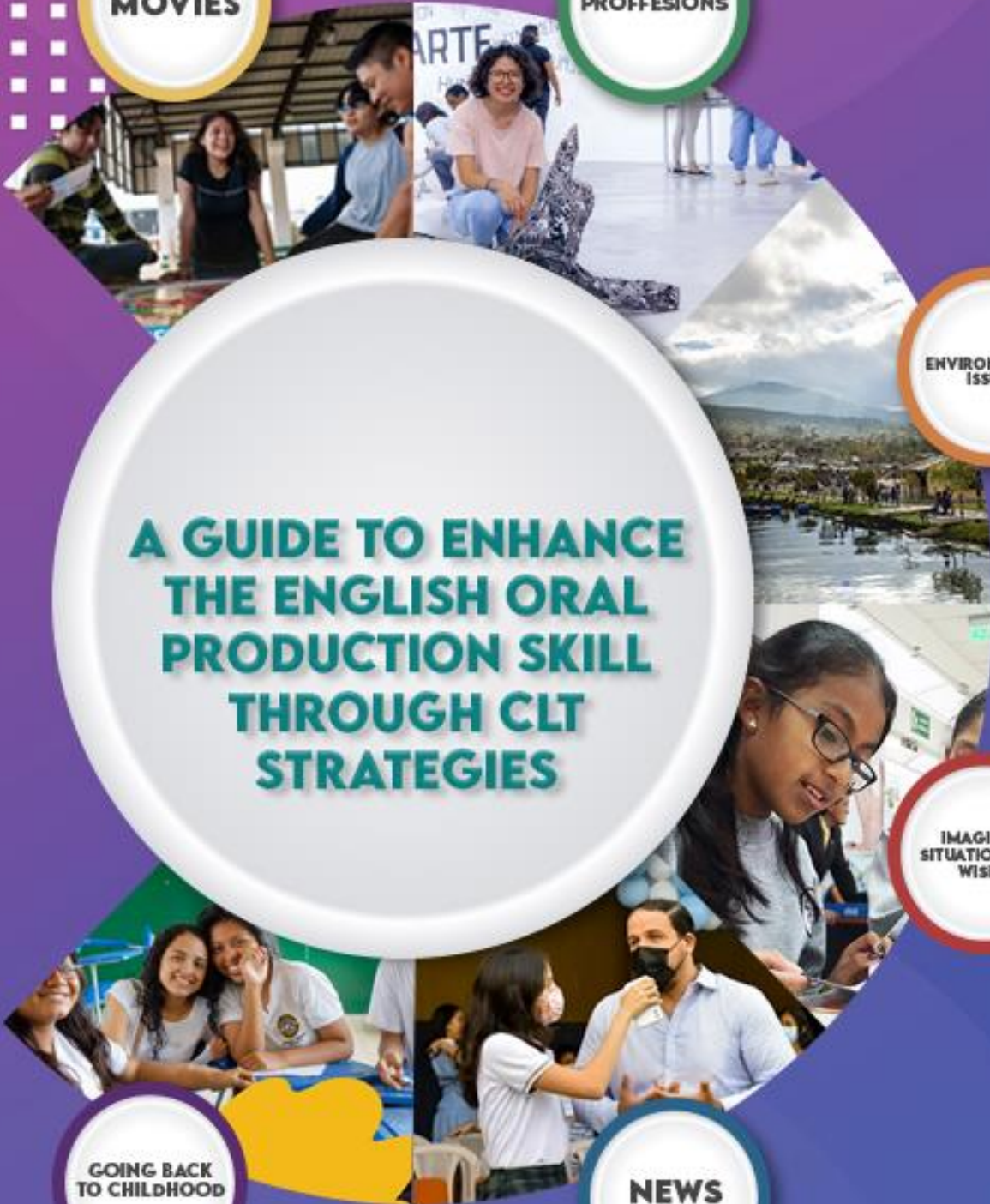
ENVIRONMENTAL ISSUES

A GUIDE TO ENHANCE THE ENGLISH ORAL PRODUCTION SKILL THROUGH CLT STRATEGIES

IMAGINARY SITUATIONS AND WISHES

GOING BACK TO CHILDHOOD

NEWS

Author:
Lic. Sarina Ascanta O.

Advisor:
PhD. Sandra Guevara - Betancourt

Designer:
Lic. Mario Tuquerres G.

UNITS	CONTENT
UNIT 1 MOVIES	Lesson 1. Learning about movies
	Lesson 2. Exploring our favorite movies
	Lesson 3. Showing our favorite movies
UNIT 2 PROFFESIONS	Lesson 1. Learning about me
	Lesson 2. My possible job
	Lesson 3. Finding out a solution
	Lesson 4. Performing our role play
UNIT 3 ENVIRONMENTAL ISSUES	Lesson 1. Global warming
	Lesson 2. Be aware of global warming
	Lesson 3. Try conserving the Earth through a song
	Lesson 4. Singing to help our Earth
UNIT 4 IMAGINARY SITUATIONS AND WISHES	Lesson 1. Dreams
	Lesson 2. Our wishes
	Lesson 3. Expressing others' wishes with my voice
UNIT 5 NEWS	Lesson 1. News of my country
	Lesson 2. Headlines for my news
	Lesson 3. Being reporters
UNIT 6 GOING BACK TO CHILDHOOD	Lesson 1. Remembering my childhood
	Lesson 2. What would I have changed?
	Lesson 3. Talking about my childhood

UNIT 1

General objective: To talk about different types of movies and describe the main facts of their favorite movie in a group conversation.

Grammar:
· Simple past
· Past Progressive
· Present Perfect
· Past Perfect
· Time clauses

Duration:
■ 3 lessons

Oral Production goals:

Learners will:

■ Describe and identify the different movie genres.

■ Ask and answer questions related to the main facts of their favorite movie.

■ Talk about the movies they have seen in front of their classmates.

Vocabulary:

■ Words related to types of movies, movie production, and the people involved.

MOVIES

Lesson 1. Learning about movies

Students' book (Lesson 1. It was Terrifying. Project stage 1)

Lesson objective:	Learners are able to describe and identify the different movie genres.
Type of activity:	Speaking game
Language learning strategies:	Relating pictures to words Repeating Practicing with sounds Reasoning deductively Making positive statements
Time:	20-25 minutes

Steps

1. Ask learners to form groups of 5 participants and each group chooses a leader.

2. Assign a puzzle of a movie to each group.

3. Each group has 45 seconds to solve the puzzle while interacting in English.

4. Each group has 30 seconds to guess the movie's name and identify what type of movie it is.

5. Each leader chooses a participant of his/her group to share the required information with the whole class.

6. After, all groups sit in a big circle to share their information with their classmates.

7. Ask other groups' members for reasons if they agree or not with the presented information.

8. Teacher provides feedback about pronunciation, grammatical forms, and vocabulary.

9. Teacher asks learners' favorite movies names to assign homework.

Homework:

- Watch their favorite movie at home.

- Write down important facts like genre, setting, characters, and main events.

Materials

Steps 1-3. Pictures to create puzzles

a)

Answer: Pirates of Caribbean/ Adventure movie

b)

Answer: Spirit/ Western movie

c)

Answer: The Conjuring/ Horror movie

d)

Answer: Shrek/ Comedy movie

Worksheet for homework

My favorite movie is _____.

Director: _____.

Genre: _____.

Cast: _____.

Setting:
_____.

Characters:
_____.

Main events:
_____
_____

Lesson 2. Exploring our favorite movies

Students' book (Lesson 2. By the Time. Project stage 2)

Lesson objective:	Learners are able to ask and answer questions about the facts of their favorite movies.
Type of activity:	Speaking in pairs
Language learning strategies:	Taking notes Summarizing Linking with already known material Organizing Self-evaluating Using a checklist Cooperating with peers
Time:	20-25 minutes

Steps

1. Ask learners to form pairs.

2. Each learner from the pair has a letter: Student A – Student B.

3. Ask the pairs to discuss some questions before talking about their favorite movies.

4. After, the pairs ask, and answer questions related to their favorite movies. They have to use the worksheet of their homework.

   - Learners need to use the time expressions learned in lesson 2 to describe the main events of the movie.

while	since	after	by the time	already	until

5. While one of the members from the pair is answering the questions, the other member has to tick in the checklist if all the required information is explained.

6. Learners provide feedback to each other based on the checklist and the teacher too, to be ready for the final conversation.

Homework: Each learn has to chck their information based on the checklist, so if some information is missing, they need to complete it for the final conversation.

Materials

Questions for step 3

- Do you remember the types of movies we have learned?
- What are your favorite types of movies?
- What movie have you just watched?

Questions for step 4

- What is your favorite movie's name?
- What film genre does your favorite movie belong to?
- What about the cast?
- Tell me about the setting, please.
- Can you mention the main characters?
- Describe the main events,

Checklist for step 5

Checklist of our favorite movies		
Classmate's name: _____. Date: _____.		
Topics	**Yes**	**Comments**
Movie's name		
Director's name		
Cast		
Setting		
Characters		
Main events He/she uses time expressions		

Lesson 3. Showing our favorite movies

Students' book (Lesson 3. Reading Between the Lines. Project stage 3)

Lesson objective:	Learners are able to talk about the main facts of their favorite movies in a group conversation.
Type of activity:	Group conversation
Language learning strategies:	Setting goals and objectives Self-monitoring Taking risks wisely Becoming aware of others' thoughts and feelings
Time:	30-40 minutes

Steps

1. Ask learners to sit in a big circle.

2. Teacher explains the instructions for the group conversation:

   - First, the teacher describes the rubric, which will grade learners' participation.

   - Second, a learner says a number from 1 to 30. Each learner will have 3 minutes to participate.

   - Third, teacher counts until finding the number mentioned by the learner.

   - Next, the selected learner shares the main facts of his/her favorite movie with the whole class.

   - While each learner is participating, the teacher grades their participation in the rubric.

3. Ask for volunteers before starting participations by numbers.

4. The participations start according to the numbers.

5. While each learner is participating, the other learners listen carefully to write down the names of the movies they are interested in.

6. At the end of the class, teacher provides general comments about the participations and receive the worksheet from step 5.

Materials

Step 2: Rubric for final conversation

	Grammar	Vocabulary	Content	Pronunciation
UNIT 1 My favorite movie Student's name: _____	**5.** Uses correctly the presented grammatical forms and time expressions. **3.** Confuses some grammatical forms, verb tenses and time expressions. **1.** Makes frequent mistakes related to grammar structures, tenses, and time expressions.	**5.** Uses appropriate words related to movies showing correct meaning and context. **3.** Utilizes some correct words related to the context of movies. **1.** Limited vocabulary and/or wrong words are usually used.	**5.** Presents all the required information as well as provides relevant and detailed facts. **3.** Presents most of the required information in a general way. 1. Limited and superficial information about the topic.	**5.** Intonation is appropriate, and the sentences are accurately pronounced. **3.** Pronunciation is adequate; however, some words are hard to understand. **1.** It is difficult to understand the words and sentences.
Points: ___/20				
Observations				

Step 5: Worksheet about classmates' movies

Movies I am interested in

1._____

2._____

3._____

4._____

5._____

6._____

7._____

PROFFESIONS

UNIT **2**

Engineer - Architect - Veterinarian - Lawyer - Chef

General objective: To share thoughts and opinions about different personality types and professions in a role-play.

Oral Production goals:

Learners will:

■ Analyze different personality types.

■ Discuss about different professions based on personality types.

■ Perform a role play based on learners' interest in professions.

Grammar:

· Gerunds and infinitives.

· Verbs and adjectives followed by prepositions, and connectors to contrast.

Vocabulary:

· **Words related to personality types, professions, and university degrees.**

Duration:

■ 4 lessons

Lesson 1. Learning about me

Students' book (Lesson 1. Personality Types. Project stage 1)

Lesson objective:	Learners are able to analyze different personality types.
Type of activity:	Dialogue
Language learning strategies:	Using resources for receiving and sending messages Identifying the purpose of a language task Cooperating with peers
Time:	15-20 minutes

Steps
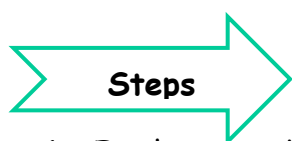
1. For homework, learners answer an online survey "Which of studied personality types do you consider you have?"

2. Asks learners to form groups of 3 learners.

3. In each group, learners answer the following questions: *Based on your experience during this year, which personality type could be the most predominant in this class? Why?*

4. All groups share their answers by giving their arguments.

Time to learn about myself

5. In the same groups, learners fill a survey to know more about their personality. _Learners can choose some options according to their perspective._

6. After, all members of each group answer the question: *What is there inside of me?* (Teacher monitors the activity and answers learners' questions)

7. Teacher gives final comments about the use of grammar and vocabulary, or pronunciation.

Materials

Step 1: Survey "Which of studied personality types do you consider you have?"

Link: https://forms.gle/JhG4dstXqPpd4KTj6

Step 5: Survey of personality types.

Survey" My personality"

Name: _____   Date: _____

Read each personality type and tick the best option for you.

Realistic person ( )	**Investigative person ( )**	**Artistic person ( )**
• is _practical_ and works with hands. • is _efficient_ when working with animals, machines, and tools.	• is _curious_ about learning new information, analyzing things, and _solving_ problems.	• is _creative._ • Expresses himself/herself through arts. • He/she appreciates beauty, music, or painting.

Social person ( )	**Conventional person ( )**
• is _friendly_ and sociable, so he/she can make friends easily and is aware of others' feelings and thoughts. • enjoys _training_ and supporting others.	• is _careful_ and attentive to carry our tasks. • is responsible and well organized. • like to _follow_ instructions and keep details.

My possible future job:

Adapted from English student book. Level B1.2. 3 BGU. Ministry of Education.

Lesson 2. My possible job

Students' book (Lesson 2. I'm Interested in. Project stage 2)

Lesson objective:	Learners are able to discuss about different professions based on personality types.
Type of activity:	Conversation
Language learning strategies:	Getting the idea quickly Analyzing expressions Self-monitoring Developing cultural understanding
Time:	20-25 minutes

Steps

All learners sit in a circle:

1. Teacher asks learners to bring the survey" My personality" from the previous lesson.

2. Teacher draws different professions on the board and asks a learner to pick up the description of that profession and read the information aloud.

3. The same pattern continues until finishing with the last profession.

Learners work in pairs:

4. Each learner from the pairs asks and answers this question: Based on your survey's result, which could be your profession in the future? Why?

5. Learners share their answer with the whole class to know what professions are the most popular in the class.

6. Next, teacher asks the learners to write their possible profession on the survey because that information will be used in the next lesson.

7. Finally, teacher collects the surveys and provides final comments about grammar, vocabulary, or pronunciation.

Materials

Step 2: Descriptions of different professions.

Engineer: They are able to create and build machines, roads, bridges using scientific knowledge. They have mathematical and analytical abilities. They need to be leaders and team players.	**Architect:** They design innovative buildings considering all the parameters needed for their correct building.	**Veterinarian:** They enjoy working with animals, so they take care of them and have a medical degree to work with them. They are compassionate about animals' health.
Journalist: They direct research and interviews about local and global news for TV, social media, newspapers, etc.	**Economist:** They collect data through different research strategies like surveys, statistical techniques, or mathematical models to analyze economic matters of a company in order to suggest effective solutions.	**Lawyer:** They support people who have problems with justice, so they give advice related to law and speak for them in a court.
Makeup artist: They highlight people's face features by applying makeup considering different skin textures and face shapes.	**Photographer:** They consider as calm people. They like to capture imaginative and creative moments with a camera. They prefer to follow their own schedule and style.	**Chef:** They apply creativity in the kitchen by mixing ingredients and flavors. They are able to create unique dishes and present feelings and emotions through them.
Psychologist: They are specialists in mental health, so they provide counseling sessions to promote personal development and change wrong behaviors.	**Teacher:** They enjoy assisting students during their learning process to develop their potential.	**Nurse:** They work in hospitals where they look after patients' well-being by giving drugs and healthcare guidance.
Social worker: They offer assistance for people and families who need help to enhance their quality of life.	**Business manager:** They propose to achieve companies' goals through employees' trainings, resources management, and strategies implementation.	**Safety inspector:** They try avoiding industrial accidents by checking equipment and workers in an industrial environment such as factories.
Travel agent: They help tourists to book transportation and accommodations in places of their preference.	**Accountant:** They have to prepare financial reports and financial records for companies.	

Lesson 3. Finding out a solution

Students' book (Lesson 3. On The Other Hand! Project stage 3)

Lesson objective:	Learners are able to plan a role play about different professions and personality types.
Type of activity:	Dialogue, conversation, discussion
Language learning strategies:	Recognizing and using formulas and patterns Overviewing/linking with already known material Organizing Planning for a language task Discussing feelings with someone else Cooperating with peers Asking for clarification or verification Becoming aware of others' thoughts and feelings
Time:	35-40 minutes

Steps

1. Teacher gives the collected surveys from the previous lesson back to the students.

Group work

2. Teacher asks learners to join to the following groups depending on their personality types.

Realistic – The "Do-ers"

Investigative– The "Thinkers"

Artistic– The "Creators"

Social– The "Helpers"

Conventional– The "Organizers"

3. Teacher presents the following case study:

> "A couple wants to travel to Galapagos Island due to their engagement anniversary, but they have problems to book a hotel and airplane tickets because everything is so expensive during December, the month they'd like to travel.
>
> They need everything ready in 3 days, so they ask you (their professional friends) for help."

4. Teacher asks learners to use their future professions, personality, and collaborative work to help this couple.

5. The groups have 7 minutes to present their role plays.

6. Each group has 40 minutes to find the solution and create a short dialogue including characters for each member of the group.

7. Teacher explains that the dialogue must include the learnt grammar forms and vocabulary about personality types.

Verbs followed by infinitives (to + verb) agree, decide, have Hope, manage, need, plan, refuse, seem, want	Verbs followed by gerunds (verb + ing) Avoid, dislike, enjoy, finish, keep, miss, can't stand, suggest	Verbs followed by gerunds or infinitives Begin, continue, hate, intend, like, love, prefer, propose, start, try
Verbs and adjectives followed by prepositions apply to, appeal to, decide on, specialize in, interested in, curious about, serious about, familiar with, good at, terrible at	Connectors of contrast On the other hand, however, in contrast, although, but	

Source: English student book. Level B1.2. 3 BGU. Ministry of Education.

8. Learners must wear any costume of their profession for the role play.

9. Teacher monitors the groups and guides them during the dialogue creation.

10. Finally, the teacher explains the parameters included in the rubric to score each role play. *A grade for the whole group because it's a teamwork.*

Homework: Learners meet in Zoom to check the dialogue again and practice the role play for the next lesson. The teacher asks for evidence about the meetings, so learners have to send photos to teacher's e-mail or WhatsApp.

Materials

Step 10: Rubric for the role play

UNIT 2 – Rubric: Role play "Finding a solution"				
Group: ____ Date: _____ Names: _____				
Time/ Costume	**Grammar**	**Vocabulary**	**Content**	**Pronunciation**
5. Manage the 7 minutes correctly to present the role play and adequate costumes for each profession. **3.** Use more time to present the role play and costumes aren't closely related to their professions. **1.** No time managing and adequate costumes.	**5.** Use correctly the presented grammatical forms. **3.** Confuse some grammatical forms. **1.** Make frequent mistakes related to grammar structures.	**5.** Use appropriate words related to personality types and professions showing correct meaning and context. **3.** Utilize some correct words related to the context of professions. **1.** Limited vocabulary and/or wrong words are usually used.	**5.** Present a clear solution using their professions and personality types appropriately. **3.** Present a possible solution but it is not clear. **1.** Limited use of their professions and personality times to find a solution.	**5.** Intonation is appropriate, and the sentences are accurately pronounced. **3.** Pronunciation is adequate; however, some words are hard to understand. **1.** It is difficult to understand the words and sentences.
Points: __/25				
Observations				

Lesson 4. Performing our role play

Students' book (Lesson 4. I Passed with Flying Colors! Stage: Share Your Project)

Lesson objective:	Learners are able to perform a role play about different professions and personality types.
Type of activity:	Role play
Language learning strategies:	Paying attention Self-evaluating Peer's evaluating Self-rewarding Using a checklist
Time:	35-45 minutes

Steps

1. Teacher asks a learner to read the rubric (Lesson 3) before the role-plays.

2. Teacher explains that each group has to grade their classmates' performance in the rubric.

3. Teacher also grades each group performance.

4. Teacher presents a bowl with some cards to decide the random order for the presentation.

5. Role-plays are performed in the previously decided order.

6. Finally, learners share their feelings and thoughts about this activity.

Materials

Step 4:

3. Realistic – The "Do-ers"

2. Investigative– The "Thinkers"

5. Artistic– The "Creators"

1. Social– The "Helpers"

4. Conventional– The "Organizers"

ENVIRONMENTAL ISSUES

UNIT 3

General objective: To state opinions and thoughts about environmental issues such as global warming and renewable energy sources in a song.

Grammar:
- Passive Voice
- Prefixes
- Suffixes and roots
- Relative clauses

MICHAEL JACKSON

THE EARTH'S SONG

Oral Production goals:

Learners will:

- Talk about global warming based on the song "Earth Song" by Michael Jackson.

- Analyze the effects of global warming and how to protect the Earth through renewable energy sources as well as green products.

- Create and sing a song about how people can help to protect the world from global warming.

Vocabulary:
- Words related to environmental issues such as global warming and renewable energy sources

Duration:
- 4 lessons

Lesson 1. Global warming

Students' book (Lesson 1. Renewable Energy. Project Stage 1)

Lesson objective:	Learners are able to talk about global warming based on the song "Earth Song" by Michael Jackson.
Type of activity:	Sing a song Talk about the song
Language learning strategies:	Reasoning deductively Setting goals and objectives Identifying the purpose of a language task Finding out about language learning Using music
Time:	20-25 minutes

Steps

1. Teacher introduces the main topic "Global warming".

2. Teacher asks learners the following question: What about our rivers? What about our forests? Is there a time to save our world?

3. Learners have to include the following learnt grammar and vocabulary.

> **Grammar:** Passive Voice in Simple Present, Present Progressive, Simple Past
>
> **Vocabulary:**
>
> - global warming -sustainable development   -greenhouse gases - endangered species
>
> -renewable energy

4. Learners take 1 minute to think about the possible answers for each question.

5. Teacher asks each learner one of the questions and provides comments about global warming in Ecuador and the world.

6. Teacher explains that learners will listen to a song about the effects of global warming in order to create a song in the next lessons.

7. Teacher presents a worksheet of "Earth Song" by Michael Jackson where learners have to fill in the blanks while listening the song until 2:38 minutes.

   Link: https://youtu.be/XAi3VTSdTxU

8. Before listening to the song, learners read the lyrics to have an idea about the song.

9. Learners listen to the song twice.

10. After checking the correct answers, learners sing the song twice.

11. Teacher collects the worksheets.

Homework: Practice the song "Earth Song" by Michael Jackson at home.

Materials

Step 6: "Earth Song by Michael Jackson"

Name: _____

Listen the song. Complete the lyrics using the world from the box.

- done - flowering fields - dreams -field -rain -sunrise - blood - world - Earth – pledge - peace - weeping shores - gain

What about 1 _____ ?

What about 2_____?

What about all the things

That you said we were to gain?

What about killing 3_____?

Is there a time?

What about all the things

That you said we were to 4 _____?

Did you ever stop to notice

All the 5 _____ we've shed before?

Did you ever stop to notice

This crying 6 _____, these 7_____?

Ah, ooh

Ah, ooh

What have we've done to the 8 _____?

Look what we've done

What about all the 9 _____

That you 10 _____ your only son?

What about 11 _____?

Is there a time?

What about all the 12_____

That you said was yours and mine?

What have we've 13 _____ to the world?

Look what we've done

What about all the peace

That you pledge your only son?

Source: https://www.letras.com/michael-jackson/73210/

Lesson 2. Be aware of global warming

Students' book (Lesson 2. Conserving the Environment. Project Stage 2)

Lesson objective:	Learners are able to analyze the effects of global warming and how to protect the Earth through renewable energy sources as well as green products.
Type of activity:	Discussion
Language learning strategies:	Overviewing/ Linking with already known material Recognizing and using formulas and patterns Taking notes Planning for a language task Cooperating with peers Developing cultural awareness
Time:	25-30 minutes

Steps

1. Teacher asks learners to sing the song twice

   Link: https://youtu.be/XAi3VTSdTxU

Learners work in group of 3

2. Teacher asks the groups to answer the following question from the song:

   What have we done to our country? What have we done to the Earth?

   2.1.   Learners have 7 minutes to complete the task.

   2.2.   Learners talk abouts the <u>effects and future consequences</u> of global warming in our country and the Earth.

   2.3.   Learners use the following acquired knowledge.

Grammar: Passive Voice in Present Perfect, Past Perfect, Future
Vocabulary: - compost   - conservation -environment -extinction -waste -pesticide -recycling -reforestation - smog

2.4.   The groups write down main ideas in the worksheet "Thinking about my country and the Earth" in part: Effects and possible consequences.

3. Teacher asks the groups to think about the following question from the song: *Is there a time to save our country and the Earth from global warming?*

3.1.   Learners have 7 minutes to complete the task.

3.2.   Learners talk about the <u>possible solutions they can do to converse the environment mentioning green products.</u>

3.3.   Learners use the following acquired knowledge.

Grammar: Passive Voice in Future Whose, which, who, that
Vocabulary: words related to green products

3.4.   The groups write down main ideas in the worksheet "Thinking about my country and the Earth" in part: Our possible solutions to conserve the environment.

4. Teacher monitors the activity, interacts with learners, and provides support.

5. Teacher explains that the collected information in the groups will be used in the next lesson to create a song.

6. Teacher collects all the worksheets at the end of the class.

Materials

Steps 2 and 3: Worksheet

"Thinking about my country and the Earth"

Names: _____

Date: _____

a) Complete the following tables with 5 main ideas in each column.

Part 1: *What have we done to our country? What have we done to the Earth?*	Part 2: *Is there a time to save our country and the Earth from global warming?*
Effects and possible consequences:	**Our possible solutions to conserve the environment:**

Lesson 3.   Try conserving the Earth through a song

Students' book (Lesson 3. Green Products. Project Stage 3)

Lesson objective:	Learners are able to create a song about how people can help to protect the world from global warming.
Type of activity:	Creating a song
Language learning strategies:	Organizing Summarizing Asking for clarification and correction Taking risks wisely Listening to your body Using a checklist Self-monitoring Discussing feelings with someone else
Time:	25-30 minutes

Steps

Learners work in the same groups from the previous lesson.

1. Teacher gives the worksheet "Thinking about my country and the Earth" back to each group.

2. Teacher explains the rubric.

3. The groups have 15 minutes to create a short song using the information gathered in the worksheet.

    3.1.   Learners can use "Earth Song by Michael Jackson" as a sample to create theirs.

    3.2.   The song has to include 3 stanzas of 4 short lines and the reviewed grammar forms and vocabulary.

4. While learners are working, teacher guides them during the activity by answering their questions.

5. Once the song is written, learners have 10 minutes to ask for other learners' help or teacher's support to check grammar and vocabulary as well as to ask their opinion about the lyrics and the melody of the song.

Homework: All groups recheck the song considering their peers and the teacher's feedback. Learners meet by Zoom and send the evidence to teacher's WhatsApp or e-mail.

Each learner from each group brings a smartphone for the next lesson.

Materials

Step 2: Rubric

<table>
<tr><td colspan="5">UNIT 3 – Rubric: Song</td></tr>
<tr><td colspan="2">Group: ____</td><td colspan="3">Date: _____</td></tr>
<tr><td colspan="5">Names: _____</td></tr>
<tr><td>Video time</td><td>Grammar</td><td>Vocabulary</td><td>Content</td><td>Pronunciation</td></tr>
<tr>
<td>**5.** Manage the 2 minutes correctly to sing the song.

3. Use more time to sing the song.

1. No time managing.</td>
<td>**5.** Use correctly the presented grammatical forms.

3. Confuse some grammatical forms.

1. Make frequent mistakes related to grammar structures.</td>
<td>**5.** Use appropriate words related to global warming showing correct meaning and context.

3. Utilize some correct words related to the context of professions.

1. Limited vocabulary and/or wrong words are usually used.</td>
<td>**5.** The lyric of the song clearly shows the effects and possible solutions related to global warming.

3. The lyric of the song shows general information related to global warming.

1. The lyric of the song presents confusing information about global warming.</td>
<td>**5.** Intonation is appropriate, and the sentences are accurately pronounced.

3. Pronunciation is adequate; however, some words are hard to understand.

1. It is difficult to understand the words and sentences.</td>
</tr>
<tr><td>Points: __/25</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Observations</td><td></td><td></td><td></td><td></td></tr>
</table>

Lesson 4. Singing to help our Earth

Students' book (Lesson 4. In the Long Run. Share your project)

Lesson objective:	Learners are able to sing a song about how people can help to protect the world from global warming.
Type of activity:	Creating a song
Language learning strategies:	Using resources for sending messages Using a checklist Cooperating with peers Being aware of others' thoughts and feelings
Time:	20-25 minutes

Steps

Learners work in the same groups

1. Teacher explains that the song will be recorded as a video and the video time has to be 2 minutes as maximum.

2. Teacher explains the rubric again.

3. Teacher gives 7 minutes to the groups to practice the song.

4. The groups have 10 minutes to record the video with the smartphones.

5. During the last 8 minutes, the teacher asks learners for their comments about the activity and explains the homework.

Homework:

1. All groups upload their videos on YouTube. *They can use their creativity to edit the video.*

2. Each group shares the song's link once in Padlet.

3. All learners have to watch the videos and comment at least once on each song.

UNIT
4

IMAGINARY SITUATIONS AND WISHES

General objective: To talk about imaginary situations and wishes in a voice recording activity.

Oral Production goals:
Learners will:

- Ask and answer questions about imaginary situations.

- Express wishes.

- Describe others' wishes and their imaginary situations in an audio.

Grammar:

· Second Conditional
· Expressions with Wish

Duration:
- 3 lessons

Vocabulary:

· Words related to imaginary situation and wishes.

Lesson 1. Dreams

Students' book (Lesson 1. Daydreaming. Project Stage 1)

Lesson objective:	Learners are able to ask and answer questions about imaginary situations.
Type of activity:	Speaking game
Language learning strategies:	Analyzing expressions Taking notes Seeking practice opportunities Becoming aware of others' thoughts and feelings Cooperating with peers
Time:	20-25 minutes

Steps
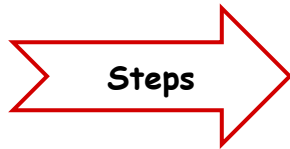
Learners work in pairs

1. Teacher gives 8 cards to the pairs about different questions related to imaginary situations

2. Each member from the pair chooses a card randomly.

3. Learners write only a keyword as an answer in the card about their classmates' responses.

4. Each member from the pair has to answer 4 questions.

5. Learners use the following acquired knowledge:

   Grammar: Second conditional

   Vocabulary (verbs): - procrastinate - daydream   -distract -dream -fantasize

6. The pairs have to remember the information shared by their classmates.

7. After the task, learners sit in a big circle to share the information to the whole class.

  7.1.   Each member from the pair shares their classmate's information.

8. Learners uses the cards with the written keywords to remember the information when they have to share it with their peers.

9. When each learner finish sharing his/her classmate's information, he/she gives the cards to the learner whom he/she talked about.

10. Teacher explains that each learner must keep the cards for lesson 3.

Materials

Step 1: Cards

1. Where would you study if you won an international scholarship? Answer: _____	2. What would you do if you were child again? Answer: _____
3. If you were the president of Ecuador, what would you change? Answer: _____	4. If you were a millionaire, what would you do? Answer: _____
5. Where would you live if you had a million dollars? Answer: _____	6. What would you do if you were a famous influencer? Answer: _____
7. If you discovered the way to finish poverty in Ecuador, what would you do? Answer: _____	8. If you were Facebook's owner, what would you modify in this social media? Answer: _____

Lesson 2. Our wishes

Students' book (Lesson 2. I Wish. Project Stage 2)

Lesson objective:	Learners are able to express wishes.
Type of activity:	Conversation
Language learning strategies:	Recognizing and using formulas and patterns
Using resources for receiving messages
Discussing feelings with someone else
Cooperating with peers
Time:	20-25 minutes

Steps
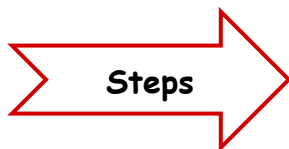
Learners work in pairs

1. Teacher gives 6 cards to each pair of learners.

2. Each learner chooses 3 cards randomly to talk about their wishes and gives them to the partner.

3. The partner makes questions related to the topic written on each card.

   E.g.

   Question: Is there anything you wish you could change in _____?

   Answer: I wish I (verb in past)

4. Both members have to participate in the task.

5. Learners uses the following acquired knowledge:

Grammar: Expressions with Wish
Vocabulary: - appearance - health - success - greed - personality - wealth

6. While a learner is talking about their wishes, the other learner from the pair does drawings on the cards which show their classmates' responses.

7. Once this task has finished, learners look for a new pair to share what their partners said in the previous task.

8. Teacher monitors the activity and guides learners during the process.

9. Teacher explains that each learner must keep the cards for lesson 3.

Materials

Step 1: Cards about wishes

1. your personal life Drawing:	2. your studies Drawing:
3. your health Drawing:	4. your high school Drawing:
5. your personality Drawing:	6. your city Drawing:

Lesson 3. Expressing others' wishes with my voice

Students' book (Lesson 3. Breaking Bad Habits. Project Stage 3)

Lesson objective:	Learners are able to describe others' wishes and their imaginary situations in an audio.
Type of activity:	Recording
Language learning strategies:	Formally practicing with sounds and alphabets Using resources for sending messages Summarizing Organizing Taking risks wisely Asking for correction Seeking practice opportunities
Time:	25-30 minutes

Steps
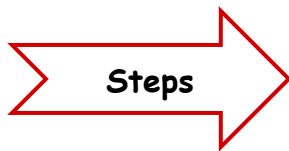
Learners work in pairs

1. Teacher explains the rubrics and explains the audio time will be 1 minute.

2. Based on the information gathered in the previous lessons, learners record an audio describing their partners' wishes and imaginary situations.

   2.1. Each pair has 7 minutes to organize the gathered information in the "My friend's wishes" worksheet.

   2.2. Learners ask their partners if the written information is correct.

   2.3. Learners ask their partners and the teacher if the grammar structures, vocabulary, and pronunciation are correct.

   2.4. Once the information is appropriate, the pairs practice pronunciation of their paragraphs three times.

2.5.   Teacher explains that learners will record the audio at home using an

app: Vocaroo

Link: https://vocaroo.com/

Homework: Learners record the audio using the app "Vocaroo":

https://vocaroo.com/. After recording, learners generate a link and send it to the

teacher's WhatsApp or email.

Materials

Step 2.1: Worksheet

My friend's wishes

My name: _____   **Date:** _____

My partner's name: _____

Complete the table below with your partner's information.

Rubric:

UNIT 4 – Audio recording				
Name: _____ Date: _____				
Audio time	**Grammar**	**Vocabulary**	**Content**	**Pronunciation**
5. Manage the 1 minute correctly to describe partner's wishes. **3.** Use more time to describe partner's wishes. **1.**No time managing.	**5.** Use correctly the presented grammatical forms. **3.** Confuse some grammatical forms. **1.**Make frequent mistakes related to grammar structures.	**5.** Use appropriate words related to global warming showing correct meaning and context. **3.** Utilize some correct words related to the context of professions. **1.** Limited vocabulary and/or wrong words are usually used.	**5.** The lyric of the song clearly shows the effects and possible solutions related to global warming. **3.** The lyric of the song shows general information related to global warming. **1.** The lyric of the song presents confusing information about global warming.	**5.** Intonation is appropriate, and the sentences are accurately pronounced. **3.** Pronunciation is adequate; however, some words are hard to understand. **1.** It is difficult to understand the words and sentences.
Points: __/25				
Observations				

NEWS

General objective: To report different types of news from learners' country in a presentation.

Oral Production goals:
Learners will:

- Describe an important event from their country.

- Talk about what was requested in the event.

- Report the main facts of different types of news.

Grammar:
- Reported Speech in statements and requests, making predictions.

Vocabulary:
• **Words related to news.**

Duration:
- 3 lessons

Lesson 1. News of my country

Students' book (Lesson 1. The Forecast. Project Stage 1)

Lesson objective:	Learners are able to describe an important event from their city.
Type of activity:	Discussion
Language learning strategies:	Planning for a language task Seeking opportunities to practice Cooperating with peers
Time:	20-25 minutes

Steps

Homework to start the lesson:

1. Learners bring different types of news from their country to the class.

   They can bring local news, financial news, weather news, or sports news.

Learners work in group of 3

1. Teacher asks the groups to choose a type of news.

News:	Local News	Financial	Weather	Sports
Vocabulary:	rock earthquake	issue recession	Forecast predict	official statement beat

2. Each member of the group explains his/her news to choose one for the final presentation.

3. Learners provides details about the news based on the following points. They use <u>reported speech.</u>

Who reported the news, Participants, Location, Date, Main events

4. After choosing one, the groups prepare a script of the news and all members have to participate.

5. The script must have introduction, body, and conclusion.

6. When the script is ready, learners draw different scenes about the news for the final presentation.

7. The groups practice the script three times and keep it and the drawings for lesson 3.

8. Teacher monitors and guides the activity.

Homework:

1. Groups look for a short testimony related to their news.

2. They meet by Zoom to work together and choose one.

3. Groups write down the main ideas of the testimony and bring that for the next lesson.

4. They send evidence about the meeting to teacher's WhatsApp or email.

5. Groups bring the testimonies for the next lesson.

Lesson 2. Headlines for my news

Students' book (Lesson 2. Making Headlines. Project Stage 2)

Lesson objective:	Learners are able to talk about what was requested in the event.
Type of activity:	Conversation
Language learning strategies:	Overviewing/Linking with already known material Organizing Asking for verification
Time:	20-25 minutes

Steps

Learners work in the same groups

1. Teacher explains the rubric for final presentation.
2. Based on the script and the drawings, the groups talk about an appropriate headline for the news.
3. Learners have to include the following vocabulary:

> -clone -rescue   -crash -sentence   -arrest -threaten -animal activist -parents
> -police -officer -lawyer -lifeguard

4. Each member proposes a headline and explains the reasons why they consider it is a good idea.
5. Groups include the testimony on the script using <u>reported speech in requests.</u>
6. Groups recheck the whole script considering the grammar forms, vocabulary, content, and pronunciation. They present their news in the next lesson.

Materials

Rubric:

UNIT 5 – News presentation				
Name: _____			Date: _____	
Time	**Grammar**	**Vocabulary**	**Content**	**Pronunciation**
5. Manage the 3 minutes correctly to report the news. **3.** Use more time to report the news. **1.** No time managing.	**5.** Use correctly the presented grammatical forms **3.** Confuse some grammatical forms. **1.** Make frequent mistakes related to grammar structures.	**5.** Use appropriate words related to different types of news. **3.** Utilize some correct words related to the context of news. **1.** Limited vocabulary and/or wrong words are usually used.	**5.** The news report includes an introduction, body, conclusion, and a testimony. The drawings were part of the report. **3.** The news report includes main ideas and some details of the news. Some drawings were presented. **1.** The news report presents confusing and general information. It just presents a general view. The drawings weren't included.	**5.** Intonation is appropriate, and the sentences are accurately pronounced. **3.** Pronunciation is adequate; however, some words are hard to understand. **1.** It is difficult to understand the words and sentences.
Points: __/25				
Observations				

Lesson 3. Being reporters

Students' book (Lesson 3. Finding Your Voice. Project Stage 3)

Lesson objective:	Learners are able to report the main facts of different types of news.
Type of activity:	News Presentation
Language learning strategies:	Organizing Making positive statements Listening to your body Using a checklist
Time:	30-35 minutes

Steps

Learners work in the same groups

1. Teacher explains the rubrics again.

2. When a news report starts and finishes, learners make positive statements.

3. Learners report the news as if it is a news presentation on TV.

4. They wear outfits as if they were news presenters and use the drawings.

5. All groups have 5 minutes to be ready for the final news report.

6. Teacher presents a bowl of cards with numbers to determine the random order for the final news reports.

7. Teacher asks a learner from each group to choose a card and the number that appears grants the turn for the final presentation.

8. Each group has 3 minutes to report the news.

9. Teacher gives the rubrics to each group.

10. While each group is presenting, the other groups grade the presentation on the rubrics.

11. Teacher also grades the presentation on the rubric.

GOING BACK TO CHILDHOOD

General objective: To talk about important events of childhood in a storytelling activity.

Oral Production goals:
Learners will:

- Give details about the main events of childhood.

- Speculate about what would have changed if the events had happened in different way.

Grammar:
- Third Conditional
- Phrasal Verbs

Vocabulary:
- Words related to events in the past

Duration:
- 4 lessons

Lesson 1. Remembering my childhood

Students' book (Lesson 1. 20th Century Inventions. Project Stage 1)

Lesson objective:	Learners are able to give details about the main events of childhood.
Type of activity:	Sharing life experiences
Language learning strategies:	Getting the idea quickly Taking notes Becoming aware of others' thoughts and feelings
Time:	20-25 minutes

Steps

1. Teacher shows a picture related to childhood and asks learners: *What comes to your mind when seeing the picture?*

2. Teacher asks the following question to learners: *What have you left behind?* (This question refers to important life events during their childhood)

3. Learners take 1 minute to think about the question.

4. Learners answer the question using the following phrasal verbs:

   -come across   -come up with   -clean up   -give out   -leave behind   -rely on
   -take after   -work out

5. After thinking about the question, learners choose a partner to work with.

6. Before sharing their ideas, learners write down main ideas in the worksheet "My childhood" in the part "*What have you left behind?*"

7. Each learner from the pair shares their answers talking about that for 2 minutes.

8. All learners sit in a big circle and share their information with the whole class. Teacher says learners have to keep in mind the information for the next lesson.

Homework: Learners paste their photos from their childhood just below the written information in the part "*What have you left behind?*"

Materials

Step 6: Worksheet

"My childhood"

Name: _____   Date: _____

Complete the following table:

What have you left behind?	What would have changed if the situations were others
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Photo:	Drawing:

Lesson 2. What would I have changed?

Students' book (Lesson 2. Groundbreaking Events. Project Stage 2)

Lesson objective:	Learners are able to speculate about what would have changed if the events had happened in different way.
Type of activity:	Conversation
Language learning strategies:	Reasoning deductively Summarizing Planning for a language task
Time:	20-25 minutes

Steps

1. Teacher asks learners to remember the main events from their childhood shared in the previous lesson.

2. Based on those events, think about *what would have changed if the situations were others.*

3. Learners take 5 minutes to think about that and write down main ideas in the worksheet "My childhood" in the part "*What would have changed if the situations were others".*

4. Learners use <u>Third Conditional </u>to talk about the unreal situations.

5. Teacher chooses learners randomly to share their ideas.

6. Learners draw themselves as they would like to be if they were children again below the written information in the part "*What would have changed if the situations were others".*

7. Teacher explains the rubrics for the final storytelling activity.

Materials

Rubric:

| UNIT 6 – Storytelling				
Name: _____ Date: _____				
Time	Grammar	Vocabulary	Content	Pronunciation
5. Manage the 2 minutes correctly to tell their story. **3.** Use more time to report the news. **1.**No time managing.	**5.** Use correctly the presented grammatical forms. **3.** Confuse some grammatical forms. **1.**Make frequent mistakes related to grammar structures.	**5.** Use appropriate words related to chronological events. **3.** Utilize some correct words related to the context of chronological events. **1.** Limited vocabulary and/or wrong words are usually used.	**5.** The story is presented in a chronological order and has the main events of childhood and the unreal situations. **3.** The story is presented in a chronological order but includes general information. **1.** The story is presented in a general way without an order.	**5.** Intonation is appropriate, and the sentences are accurately pronounced. **3.** Pronunciation is adequate; however, some words are hard to understand. **1.** It is difficult to understand the words and sentences.
Points: __/25				
Observations				

Lesson 3. Talking about my childhood

Students' book (Lesson 3. A pivotal Accomplishment. Project Stage 3)

Lesson objective:	Learners are able to speculate about what would have changed if the events had happened in different way.
Type of activity:	Storytelling
Language learning strategies:	Using resources for sending messages Making positive statements Using a checklist
Time:	30-35 minutes

Steps
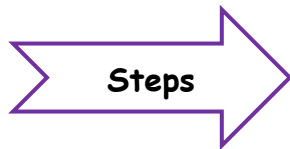
Learners sit in a big circle

1. Learners have 2 minutes to talk about their stories.

2. While each learner finishes participating, the whole class makes positive statements about the stories.

3. Learners tell their stories using the worksheet "My childhood" to show their photos and drawings.

4. Teacher grades each presentation on the rubric.

5. Once all presentations have finished, teacher asks learners to provide feedback about the task.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

- After analyzing the teaching context through the application of different instruments to the study group like interviews with English teachers and a survey of senior students, it was concluded that traditional language teaching methods were still implemented to develop English Oral Production in the EFL classroom. Therefore, achieving an adequate level of this skill in senior students is difficult to accomplish.

- Based on the Oral Production Diagnostic Test applied to senior students at Colegio Universitario "UTN", it was demonstrated that 81% of learners have difficulties achieving Level B1 in English Oral Production proficiency. On the other hand, only 19% of students showed some domain of Level A1 although they had some mistakes about language forms, and pronunciation as well as difficulties to keep interaction. As a result, innovative tasks are needed to improve this skill.

- The suitable CLT strategies for Oral Production development were determined after examining the results of the senior students' survey. Furthermore, the findings indicated which Language Learning Strategies (LLSs) teachers can implement in the EFL class to foster the skill. Regarding strategies, it was reported learners prefer activities such as speaking games, dialogue, role play, conversation, storytelling, singing, recording, sharing life experiences, and so on. In terms of LLSs, cognitive strategies, metacognitive strategies, affective strategies, and social strategies are suitable for Oral Production enhancement.

- The findings evidenced the necessity of innovative strategies to achieve effective oral communication. As a result, an academic guide was designed to enhance English Oral

Production in senior students. To achieve this goal, the guide was based on the Communicative Language Teaching method and its strategies, specific Language Learning Strategies for this skill, and the teaching-speaking cycle of seven stages, considering the learners' needs and their Ecuadorian context.

6.2 Recommendations

- EFL teachers must implement specific language teaching methods for Oral Production development such as the Communicative Language Teaching method because the main goal of learning a foreign language is to convey meaning orally according to the different settings a learner takes part. Then, the strategies and tasks should be aligned to achieve effective oral communication.

- It is suggested that all activities applied to train English oral production have to be based on learners' needs and interests, Ecuadorian context, and their daily life in order to motivate them for learning the target language. Moreover, English teachers should help learners to overcome difficulties related to language forms, pronunciation, and social interaction during oral production development through suitable tasks.

- In the English Oral Production enhancement, English teachers should include CLT strategies emphasized for oral interaction and Language Learning Strategies that help learners to manage their learning process while performing oral production tasks. Hence, students would feel more motivated in using English to communicate their ideas and thoughts without fear and confidence.

- As last suggestion, English teachers should implement the academic guide during the EFL teaching and learning process specifically to improve the oral production skill in senior students. The strategies included in the guide were based on the student's textbook

provided by Ministry of Education, these learners' needs and interests, and their social context, so it is suitable to promote English Oral Production development while learners train the other language skills and acquire knowledge about language forms on order to achieve meaningful communication in English.

Annexes

Annex 1. Permission paper "Colegio Universitario UTN"

COLEGIO DE BACHILLERATO UNIVERSITARIO "UTN"
Resolución Nro. MINEDUC-CZI-2015-00468R del 03 de septiembre de 2015

Ibarra, septiembre 24 de 2021
Oficio 036-Col.UTN-R.

Licenciada
Sarita Ascanta
MAESTRANTE PROGRAMA DE MAESTRIA
EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
Presente

De mi consideración:

En atención a su solicitud del 20 de septiembre, comunico a usted que autorizo realice su trabajo de investigación en la Institución sobre "COMMUNICATIVE LANGUAGE TEACHING METHOD TO FOSTER ENGLISH ORAL PRODUCTION ON SENIOR HIGH SCHOOL STUDENTS"/"METODO COMUNICATIVO PARA FOMENTAR LA PRODUCCION ORAL EN ESTUDIANTES DE TERCERO DE BACHILLERATO"

Atentamente

POR UNA EDUCACION CIENTIFICA Y DEMOCRATICA AL SERVICIO DEL PUEBLO

Dra. Diana Flores
RECTORA (E)

Targelia C

Calle Ulpiano de la Torre 2-20 y Obispo Jesús Yerovi   Telf: 062546004
Colegio_utn@hotmail.com

Annex 2. English teachers' interview

 UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

RESEARCH' TOPIC "COMMUNICATIVE LANGUAGE TEACHING METHOD TO FOSTER ENGLISH ORAL PRODUCTION ON SENIOR HIGH SCHOOL STUDENTS"

Interview directed to teachers who teach English to senior students at Colegio Universitario "UTN"

Date:

Objective: To obtain data for identifying the methods and strategies applied to Oral Production development in the English class.

Questions:

Q1: Based on your professional experience, which of the four basic language skills is the most difficult to develop in these senior students?

Q2: Based on your teaching perspective, what are the difficulties that this group of senior students have when participating in oral production tasks?

Q3: What method and strategies of foreign language teaching have you implemented to improve English oral production in this group of learners?

Q4: During your English classes, have you integrated the language learning strategies emphasized for the development of English oral production in these senior students?

Cognitive strategies/ Metacognitive strategies/Socio-affective strategies

Source: The author

Annex 3. Senior students' survey

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

RESEARCH'S TOPIC "COMMUNICATIVE LANGUAGE TEACHING METHOD TO FOSTER ENGLISH ORAL PRODUCTION ON SENIOR HIGH SCHOOL STUDENTS"

Survey directed to senior students at Colegio Universitario "UTN"

Objective: To obtain data of senior students' perspective about the implementation of strategies based on Communicative Language Teaching method (CLT).

Instruction: Dear students, please read carefully each question and tick ✓ the option that you consider it is the most suitable. Thank you for your participation.

1. **Order the four language skills according to the level of difficulty that you consider.** 1 is the highest level and 4 is the lowest level of difficulty.

Speaking	Listening	Writing	Reading

2. **Do you enjoy participating in speaking activities developed in your English classes?**

Never	Hardly ever	Occassionally	Often	Always

3. **How often do speaking activities take place in your English classes?**

Never	Hardly ever	Occasionally	Often	Always

4. **Tick** ✓ **in the activities developed in your English classes.** If you select YES, indicate your level of acceptance considering that 1 is the lowest level and 5 is the highest level of acceptance.

Activities	YES	NO	1	2	3	4	5
Grammar and vocabulary exercises							
Dialogue memorization							
Oral lessons							
Individual oral presentations							
Individual oral exams							
Translation of instructions							
Yes/No questions							

5. **Have you participated in the following speaking activities presented during your English classes?**

Activities	YES	NO
Debates, conversations,etc.		
Tasks prior to oral presentations.		
Group and pair work		

6. **Do you consider that it is necessary to implement new activities for your speaking skill development?**

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

7. **Tick** ✓ **in the oral production tasks you would like to participate in your English classes.**

Activities	
Conversations	
Presentation	
Songs	
Discussion	
Debates	
Dialogue	
Role play	
Recording	
Storytelling	
Games	
Sharing life experiences	

Source: The author

Annex 4. Oral Production Diagnostic Test

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

TEMA DE TESIS "COMMUNICATIVE LANGUAGE TEACHING METHOD TO FOSTER ENGLISH ORAL PRODUCTION ON SENIOR HIGH SCHOOL STUDENTS"

Oral Production Diagnostic Test for Senior High School Students

Objective: To identify the level of proficiency in English Oral Production of Senior High School Students.

Level: B1

Phase 1 1-2 minutes **Teacher:** Good morning, dear student. Have a seat 　　　　　What's your name? How are you? Where do you live? **The student responses the following questions:** Which is your favorite subject? Do you like English classes?
Phase 2 1-2 minutes **The student responses the following questions:** How do you get to school every day? What did you do last weekend? Tell me about the people you live with
Phase 3 1-2 minutes **Teacher:** describes a situation A young man works very hard and has only one free day a week. He wants to find an activity to help him relax. The teacher places a picture with some different activities. **Teacher - student:** Talk about the activities he could do, and the student decides which one would be the most interesting.
Phase 4 1-2 minutes **The student responses the following questions:** What do you do when you want to relax? Why? Do you prefer to relax with friends or alone? Why?

Adapted from Cambridge English Assessment. Examinations from 2020. Level: B1

Material for the phase 3

Activities to help the man relax

Cambridge
English Qualifications

Assessing speaking performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

Rubric adapted from the Cambridge English Speaking Performance Assessment at Level B1.

Annex 5. Application of English teachers' interview

Annex 6. Application of senior students' survey

Annex 7. Application of Oral Production Diagnostic Test

REFERENCES

Ahmadian, M. J. (2012). Task repetition in ELT. *ELT journal, 66(3)*, 380-382.

Baghoussi, M. (2021). Teacher-Centered Approach Prevalence in Algerian Secondary-School EFL Classes: The Case of English Teachers and Learners in Mostaganem District. *Arab World English Journal (AWEJ) Volume, 12*.

Barre-Parrales, P., & Villafuerte-Holguín , J. (2021). English as a Foreign Language Instruction in Ecuador: Implementation of the Content and Language Integrated-Learning during 2019-2021. *English Language Teaching Educational Journal, 4(2)*, 99-112.

Cifuentes-Rojas , M. T., Contreras-Jordán, R. M., & Beltrán-Moreno, M. E. (2019). The Development of the English Language Teaching in the High Schools of Ecuador during the last two decades. *Polo del Conocimiento: Revista científico-profesional*, 89-98.

Cusme , A., & Valle, S. G. (2018). *Repositorio Digital Universidad Laica Vicente Rocafuerte de Guayaquil.* Obtenido de Repositorio Digital Universidad Laica Vicente Rocafuerte de Guayaquil: http://repositorio.ulvr.edu.ec/handle/44000/2245

Hoidn, S., & Klemenčič, M. (2020). *The Routledge International Handbook of Student-Centred Learning and Teaching in Higher Education.* Abingdon, England : Routledge.

Iamudom, T., & Tangkiengsirisin, S. (2020). A Comparison Study of Learner Autonomy and Language Learning Strategies among Thai EFL Learners. *International Journal of Instruction, 13(2)*, 199-212.

Likitrattanaporn, W. (2018). A study of Language Learning Strategies for Practical Use through the Process of Cooperative Learning. *International Journal of Educational Technology and Learning, 3(1)*, 35-44.

Namaziandost, E., Imani, A., & Ziafar, M. (2020). An investigation of Iranian EFL teachers and learners' attitudes towards using language learning strategies. *Global Journal of Foreign Language Teaching, 10(1)*, 65-71.

Abduvasiyevna, N. K. (2022). The Usage of Communicative Language Teaching at the Secondary School. *Pindus Journal of Culture, Literature, and ELT*, 181-185.

Ahmad Al-Khotaba, H. H., Alkhataba, E. H., Abdul-Hamid, S., & Bashir, I. (2020). Foreign Language Speaking Anxiety: A psycholinguistic Barrier Affecting Speaking Achievement of Saudi EFL Learners. *Arab World English Journal (AWEJ) Volume, 10*.

Alamri, W. A. (2018). Communicative Language Teaching: Possible Alternative Approaches to CLT and Teaching Contexts. *English Language Teaching 11(10)*, 132-138.

Alcívar, T. (2020). *Repositorio digital Universidad Tecnica del Norte.* Obtenido de Repositorio digital Universidad Tecnica del Norte: http://repositorio.utn.edu.ec/handle/123456789/10931

Alibekova, Z., & Urinboyeva, F. (2020). Methods of a Communicative Approach in Teaching English. *EPRA International Journal of Research and Development (IJRD) (5)*.

Alvarez , C. L., & Guevara, P. V. (2021). EFL TEACHERS'PERCEPTIONS ON USING PEDAGOGICAL MODULES IN ECUADOR: A FOCUS GROUP INTERVIEW. *Revista Chakiñan de Ciencias Sociales y Humanidades, (14*, 42-56.

Ascanta, M. S. (27 de March de 2020). *Repositorio Digital Universidad Tecnica del Norte.* Obtenido de Repositorio Digital Universidad Tecnica del Norte: http://repositorio.utn.edu.ec/handle/123456789/10347

Atmowardoyo, H. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*, 198.

Badjadi , N. E. (2020). Learner-Centered English Language Teaching: Premises, Practices, and Prospects. *IAFOR Journal of Education, 8(1)*, 7-27.

Bermeo, J. B., & Ortega-Auquilla, D. (2019). Effects of the CLIL approach in Oral Production of English Students in the Second Year of the United General Baccalaureate at a high School in Cuenca, Ecuador. *Revista Boletin Redipe 8 (12)* , 117-128.

Bøhn, H., & Myklevold, G. (2019). Exploring communication strategy use and metacognitive awareness in the EFL classroom. Metacognition in language learning and teaching.

Braine, G. (2011). *Teaching English to the World: History, Curriculum, and Practice.* Routledge. Taylor & Francis Group.

Brown, D. (2007). *Principles of language learning & teaching (5ta ed.).* Pearson:Longman .

Burgin, X., & Daniel, M. (2017). Exploring English Language Teaching in an Ecuadorian Urban Secondary Institution. *GIST–Education and Learning Research Journal, (14)*, 107-134.

Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom. *LEARN Journal: Language Education and Acquisition Research Network*.

Cambridge, A. E. (2022). *Cambridge Assessment English*. Obtenido de Cambridge Assessment English: https://www.cambridgeenglish.org/exams-and-tests/cefr/

Chagna, M. E. (9 de July de 2021). *Repositorio Digital Universidad Técnica del Norte*. Obtenido de Repositorio Digital Universidad Técnica del Norte: http://repositorio.utn.edu.ec/handle/123456789/11243

Chastain, K. (1998). *Developing second language skills: Theory and practice (2nd ed.).* Chicago, US: Harcourt Brace Publishers.

Chua, N. A., & Soon, G. Y. (2021). Performing Communicative Language Teaching in Mandarin Mobile Learning. *International Journal of Interactive Mobile Technologies, 15(5)*.

Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. *Journal of Education and e-Learning Research, 7(2)*, 104-109.

Easwaramoorthy, M., & Zarinpoush, F. (2006). Interviewing for Research. *Imagine Canada*.

Education First. (2021). *English Proficiency Index, Ecuador.* Obtenido de English Proficiency Index, Ecuador: https://www.ef.com.ec/epi/regions/latin-america/ecuador/

Elmiyati, E. (2019). Improving Students Speaking Ability Through Debate in The Classroom (A Case Study for Students at Second Years Students's of SMAN 3 Kota Bima in Academic Year 2017/2018). *International Journal of Multicultural and Multireligious Understanding, 6(1)*, 229-239.

Emaliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning? *Jurnal Sosial Humaniora (JSH), 10(2)*, 59-70.

Espinar, C. D. (2021). Enhancing English in Ecuador: Exploring Korean English Educational Policy Innovations. *Revista Iberoamericana de la Educación, 4(3)*.

Espinoza, D. (2021). *Repositiorio Digital Universidad Tecnica del Norte.* Obtenido de Repositiorio Digital Universidad Tecnica del Norte: http://repositorio.utn.edu.ec/handle/123456789/11373

Espinoza, D. (2021). *Repositorio Digital Universidad Tecnica del Norte.* Obtenido de Repositorio Digital Universidad Tecnica del Norte: http://repositorio.utn.edu.ec/handle/123456789/11373

Farell, T. S., & Jacobs, G. (2020). *Essentials for Successful English Language Teaching. Second Edition.* Bloomsbury Publishing.

Fernández , A. E. (7 de January de 2022). *Repositorio Digital Universidad Tecnica del Norte.* Obtenido de Repositorio Digital Universidad Tecnica del Norte: http://repositorio.utn.edu.ec/handle/123456789/11938

García León, E. (October de 2019). *Repositorio Digital Universidad Técnica de Ambato.* Obtenido de Repositorio Digital Universidad Técnica de Ambato: http://repositorio.uta.edu.ec/jspui/handle/123456789/30429

Goh, C. C., & Burns, A. (2012). *Teaching speaking: A holistic approach.* Cambridge University Press.

Grisales, D. M., & García, C. A. (2017). Oral skills Development Through the Use of Language Learning Strategies, Podcasting and Collaborative Work. *Gist: Education and Learning Research Journal, (14)*, 32-48.

Guado, N. G., & Mayorga, J. I. (2021). Communicative language teaching approach in the development of speaking skill. *Ciencia Digital, 5(4)*, 6-26.

Habók, A., & Magyar, A. (2018). The effect of language learning strategies on proficiency, attitudes and school achievement. *Frontiers in psychology, 8, 2358.*

Haidar, S., & Fang, F. (2019). English language in education and globalization: a comparative analysis of the role of English in Pakistan and China. *Asia Pacific Journal of Education, 39:2*, 165-176.

Halimah , H., Lustyantie, N., & Ibrahin, G. A. (2018). Invigorating Speaking Class Atmosphere Through Stem Activities in Community Language Learning Method(CII). *EasyChair Preprint*.

Hjalmarsson, H. (2015). The effects of ICT on affective factors and teaching practices in the EFL and ESL classroom.

Ho, Y.-Y. C. (2020). Communicative language teaching and English as a foreign language undergraduates' communicative competence in Tourism English. *Journal of Hospitality, Leisure, Sport & Tourism Education, 27*.

Howatt, A. P., & Smith, R. (2014). The History of Teaching English as a Foreign Language, from a British and European Perspective. *Language & History, 57:1*, 75-95. doi:10.1179/1759753614Z.00000000028

Iksan, M. (2021). Language Learning Strategies: How the Islamic Learners in IAIN Palopo Learn English. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 9(2)*, 358-265.

Jabri, U., & Samad, I. S. (2021). The Implementation of Communicative Language Teaching (CLT) in Teaching English. *Majesty Journal, 3(1)*, 1-7.

Jamrus, M. M., & Razali, A. B. (2019). Using Self-Assessment as a Tool for English Language Learning. *English Language Teaching, 12(11)*.

Kehing, K. L., & Yunus, M. M. (2021). A Systematic Review on Language Learning Strategies for Speaking Skills in a New Learning Environment. *European Journal of Educational Research, 10(4)*, 2055-2065.

Kerr, P. (2020). Giving feedback to language learners. *Part of the Cambridge papers in ELT series*.

Khansir, A. A. (2021). Place of CLT in Language Teaching. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 45-57.

Kölemen, Ü. (2021). A systematic review of studies on language learning strategies from 1977 to 2018. *International Journal of Language and Literary Studies, 3(1)*, 151-169.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching.* Oxford.

Littlewood, W., William, L., & Swan, M. (1981). *Communicative Language Teaching: An introduction.* Cambridge University Press.

Lopez, J. I., Becerra, A. P., & Ramírez-Ávila, M. R. (2021). EFL speaking Fluency through Authentic Oral Production. *Journal of Foreign Language Teaching and Learning, 6(1)*, 37-55.

Mangaleswaran, S., & Aziz, A. A. (2019). The impact of the implementation of CLT on students' speaking skills. *International Journal of Scientific and Research Publications (IJSRP), 9(4)*.

Mantilla, M., & Betancourt, S. G. (Revista Sarance, (42)). La incidencia de la ansiedad en el desarrollo de la habilidad de expresión oral en la clase de lengua extranjera. *2019*, 29-42.

Ministerio de Educacion. (2016). *Ministerio de Educacion*. Obtenido de Ministerio de Educacion: https://educacion.gob.ec/curriculo-lengua-extranjera/

Ministerio de Educacion. (2020). *Ministerio de Educacion.* Obtenido de Ministerio de Educacion: https://bit.ly/3sDKJ9p

Ministry of Education. (2014). *Ministry of Education.* Obtenido de Ministry of Education: www.educacion.gob.ec

Moreira, W., & Bazurto, G. (2017). *REPOSITORIO DE ESPOL.* Obtenido de REPOSITORIO DE ESPOL: https://www.dspace.espol.edu.ec/retrieve/129360/D-CD302.pdf

Muñoz, C. C., Solís, D. C., & Rojas, F. K. (2018). The history of English language teaching in Ecuador. *Revista Pertinencia Académica*.

Murga, B. C., Niama, M. P., Quinde, S. P., & Damián, D. L. (2018). Desarrollo del currículo de inglés como lengua extranjera en el Ecuador. *Boletín Redipe*, 125-139.

National Secretariat for Planning. (2021). *Secretaria Nacional de Planificacion*. Obtenido de Secretaria Nacional de Planificacion: http://encontremonos.planificacion.gob.ec/enterate/eje-1/

Ng, C. H. (2020). Communicative Language Teaching (CLT) through synchronous online teaching in English language preservice teacher education. *International Journal of TESOL Studies, 2(2)*, 62-73.

Nhem, D. (2019). Language learning strategies: A Comparative study of young and adolescent Cambodian learners. *International Journal of Language and Literary Studies, 1(2)*.

Ochoa, C., Cabrera, P., Quiñónez, A., Castillo, L., & González, P. (2016). The Effect of Communicative Activities on EFL Learners'Motivation: A Case of Students in the Amazon Region of Ecuador. *Colombian Applied Linguistics Journal, 18(2)*, 39-48.

Ortega-Auquilla, D. P., & Minchala-Buri, O. (2019). Explorando las Aulas de Clase de Inglés en Cañar: Currículo, instrucción y aprendizaje. *Revista Ciencia UNEMI, 12(30)*, 57-73.

Ortiz-Neira, R. A. (2019). The Impact of Information Gap Activities on Young EFL Learners' Oral Fluency. *Profile: Issues in Teachers' Professional Development, 21(2)*, 113-125.

Oxford, R. (1990). *Language learning strategiesWhat every teacher should know.* Heinle & heinle Publishers.

Oxford, R. (2016). *Teaching and Researching Language Learning Strategies: Self-Regulation in Context.* New York: NY: Routledge.

Oxford, R. (2016). *Teaching and Researching Language Learning Strategies: Self-Regulation in Context.* New York: NY: Routledge.

Oxford, R. (2016). *Teaching and Researching Language Learning Strategies: Self-Regulation in Context.* New York: NY: Routledge.

Peña, V. (2019). *Repositorio Institutional UASB-DIGITAL.* Obtenido de Repositorio Institutional UASB-DIGITAL: https://repositorio.uasb.edu.ec/bitstream/10644/6603/1/T2833-MIE-Pe%C3%B1a-Ense%C3%B1anza.pdf

Planificacion, S. N. (2021). *Secretaria Nacional de Planificacion*. Obtenido de Secretaria Nacional de Planificacion: http://encontremonos.planificacion.gob.ec/enterate/eje-1/

Ponto, J. (1 de March de 2015). *Journal of the Advanced Practitioner in Oncology.* Obtenido de Journal of the Advanced Practitioner in Oncology: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4601897/

Prawiro, O. I. (2017). The Implementation of Communicative Language Teaching Method (CLT) at English Skill Improvement Program Class in Language Center of Wiralodra University Indramayu. *Wacana Didaktika, 9(1)*, 9-24.

Rahman, M. M., Singh, M. K., & Pandian, A. (2018). Exploring ESL Teacher Beliefs and Classroom Practices of CLT: A Case Study. *International Journal of Instruction, 11(1)*, 295-310.

Ramadhan, A. (2021). Student's Response Toward Utilizing Discord Application as an Online Learning Media in Learning Speaking at Senior High School. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture, 5(1)*, 42-47.

Ramírez, S. M., & Artunduaga, M. T. (2018). Authentic tasks to foster oral production among English as a foreign language learners. *How, 25(1)*, 51-68.

Rao, P. S. (2019). The importance of speaking skills in English Classrooms. *Alford Council of International English & Literature Journal*.

Richards, J. (2006). *Explorations in corpus linguistics.* Cambridge University Press.

Richards, J. C., & Rodgers, T. (2014). *Approaches and methods in Language Teaching. Third Edition* . Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching. Third Edition.* Cambridge University Press.

Roa, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 6-18.

Rodríguez, G. (2021). The promotion of online student-centered classes to achieve Communicative Language Teaching with the help offered by technological tools.

Rumsey, C. (8 de October de 2020). *Studio Cambridge*. Obtenido de Studio Cambridge: https://www.studiocambridge.co.uk/why-it-is-important-to-learn-english/

Schoonenboom, J., & Burke, R. (2017). How to Construct a Mixed Methods Research Design. *Springer*, 108.

Sevy-Biloon, J., Recino, U., & Munoz, C. (2020). Factors Affecting English Language Teaching in Public Schools in Ecuador. *nternational Journal of Learning, Teaching and Educational Research, 19(3)*, 276-294.

Sharma, M. (2019). Approaches and Methods of Teaching English as a Second Language: A Historical Perspective. *IJRAR-International Journal of Research and Analytical Reviews, 6(1)*, 381-387.

Shawqy, S., Hafour, M., & M Al-Rashidy, A.-S. (2022). TED Talks for Developing (EFL) Oral Production Skills of Secondary School Students. □□□□ □□□□ □□□□□□□□. □□□□□□ □□□□, *85(3)*, 343-517.

Silva, J. (2018). *Repositorio Universidad Tecnica de Ambato.* Obtenido de Repositorio Universidad Tecnica de Ambato: https://repositorio.uta.edu.ec/jspui/handle/123456789/27089

Silva-Valencia, J. C., Villacís-Villacís, W., & Hidalgo-Camacho, C. (2021). Speaking Skills Development through Communicative Language Teaching Techniques. *International Academic Conference on Education, Teaching, and Learning*, 53-64.

Solís Garcés, E. (2021). *Repositorio PUCESA*. Obtenido de Repositorio PUCESA: https://repositorio.pucesa.edu.ec/handle/123456789/3389

Spahiu, I., & Kryeziu, N. (2021). A contrastive Study of Grammar Translation Method and Direct Method in Teaching of English Language to Primary School Pupils. *Linguistics and Culture Review, 5(S2)*, 1022-1029.

Szmigiera, M. (30 de March de 2021). *Statista*. Obtenido de Statista: https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/

Teh, W. (2021). Communicative Language Teaching (CLT) in The Context of Online Learning: A Literature Review. *International Journal of TESOL & Education*, 66.

Terrell, S. R. (2012). Mixed-Methods Research Methodologies . *The Qualitative Report Volume 17 Number 1*, 273.

Toshmuratovna, T., & Anvarovna, T. N. (2021). Evolution of Methods of Teaching Foreign Languages. *World Bulletin of Social Sciences, 3(10)*, 168-170.

Valdivieso, D. C. (21 de February de 2022). *Repositorio Universidad Estatal Península de Santa Elena.* Obtenido de Repositorio Universidad Estatal Península de Santa Elena: https://repositorio.upse.edu.ec/handle/46000/6868

Vargas, M. E. (2021). *Repositorio Digital Universidad Tecnica del Norte.* Obtenido de Repositorio Digital Universidad Tecnica del Norte: http://repositorio.utn.edu.ec/handle/123456789/11243

Velarde, L. A., Lema, G. J., Guala, I. M., & Guerrero, I. J. (2022). Communicative activities to enhance oral production in the EFL classroom. *Ciencia Digital, 6(1)*, 6-26.

Velarde, L. A., Lema, G. J., Guala, I. M., & Guerrero, I. J. (2022). Communicative Activities to Enhance Oral Production in the EFL Classroom. *Ciencia Digital, 6(1)*, 6-26.

Vula, E. (2021). The Implementation of Communicative Language Teaching (CLT) Approach in English Classes. *JOURNAL OF SOCIAL EDUCATION AND INTERDISCIPLINARY SCIENCE, 2(1)*, 12-18.

Wang, Z., & Han, F. (2021). Developing English Language Learners' Oral Production with a Digital Game-Based Mobile Application. *Plos one 16(1).*

Wei, L., Lin, H.-H., & Litton, F. (2018). Communicative Language Teaching (CLT) in EFL Context in Asia. *Asian Culture and History, 10(2)*, 1-9.

Williamson et al., B. (2020). Pandemic politics, pedagogies and practices: digital technologies and distance education duringthe coronavirus emergency. *Learning, Media and Technology*, 107.

Yanza, V. P., & Rodríguez, P. L. (2021). Communicative approach strategies to enhance oral production on A2 level students. *ConcienciaDigital, 4(4.2)*, 22-41.

Zhao, Z. (2013). An Overview of Studies on Diagnostic Testing and its Implications for the Development of Diagnostic Speaking Test. *International Journal of English Linguistics*, 43.

Zulu, P. M. (2019). Teachers' Understanding and Attitudes towards Communicative Language Teaching Method in ESL Classrooms of Zambia. *International Journal of Humanities, Social Sciences and Education*, 1-13.