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Communicative Language Teaching Strategies to Foster English Speaking Skills in Junior Students at Victor Manuel Guzman High School During the Academic Period 2020-2021

Degree work prior to obtaining the Bachelor Degree of Pedagogy of Languages Foreign and National-English

Line of research: management, quality of education, pedagogical processes and languages

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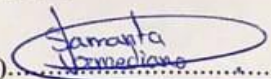| DATOS DE LA OBRA	
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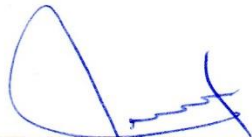
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After being appointed by the Honorable Directing Council of the Faculty of Education Science and Technology at Universidad Tecnica del Norte, I have accepted to participate as Thesis Advisor of the research work: "Communicative Language Teaching Strategies to Foster English Speaking Skill in Junior Students at Victor Manuel Guzman" High school during the scholar year 2020-2021". Work by Samanta Guisela Vozmediano Mesa before obtaining of Bachelor's Degree of Science in Education Specialization English.

As a direct witness and co-responsible for the development of this research work, I certify it meets the requirements and merits to be publicly supported.
It is all that I can certify in honor of the truth.

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COURT APPROVAL

The members of the Tribunal approve on behalf of Universidad Técnica del Norte the undergraduate work, with the topic: Communicative Language Teaching Strategies to Foster English Speaking Skill in Junior Students "at "Víctor Manuel Guzmán" High school during the scholar year 2020-2021" done by Samanta Guisela Vozmediano Mesa, before obtaining the Bachelor Degree of Science in Education, Specialization English.

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DEDICATORY

To my mother, the most important person in my life who supports me continue studying this career and finish with satisfaction this step in my life.

To my friends Mary, Nelly, Juan, and Jorge. They support me during the process of this project.

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ABSTRACT

The following research is about the Communicative Language Teaching Strategies to foster English speaking skills in junior students at "Víctor Manuel Guzmán" High school during the scholar year 2020-2021" this project permits understanding the communications as a principal character for developing English speaking skills in junior students. Also, communication is a factor in acquiring a language, in this case, the English language. On the other hand, using strategies to foster English speaking skills is relevant while learning English. Into this investigation, some determined objectives could help get outcomes in this investigation. The general aim is to determine the Communicative Language Teaching strategies to foster English speaking skills in junior students at Victor Manuel Guzman High School. The methodology used in this project was based on qualitative and quantitative research, and the tools applied were surveys to teachers and students. They were permitted to collect relevant data for it. However, the results found in this project and one of the most pertinent was that teachers and students want to know about Communicative Language Teaching Strategies to improve and foster speaking English skills in junior students at Victor Manuel Guzman High School. These strategies are going to generate a positive impact on the acquisition of English oral productive skills. In conclusion, English speaking skills are a fundamental part of the teaching and learning process, but sometimes for different reasons could be impossible. Thus, the use of Communicative Language Teaching Strategies could help with it and improve the process.

Keywords: Communicative language teaching, strategies, speaking skills, junior students.

RESUMEN

La siguiente investigación trata sobre las Estrategias comunicativas de enseñanza de idiomas para fomentar las habilidades de habla inglesa en estudiantes de segundo de bachillerato en la Unidad Educativa "Víctor Manuel Guzmán" durante el año académico 2020-2021" este proyecto permite comprender las comunicaciones como un personaje principal para el desarrollo de habilidades de habla inglesa en estudiantes de segundo de bachillerato. Además, la comunicación es un factor en la adquisición de un idioma, en este caso, el idioma inglés. Por otro lado, el uso de estrategias para fomentar las habilidades de habla inglesa es relevante mientras se aprende inglés. En esta investigación hay algunos objetivos determinados que podrían ayudar a obtener resultados en esta investigación, el objetivo general es determinar las estrategias de enseñanza comunicativa de idiomas para fomentar las habilidades de habla inglesa en los estudiantes de segundo año de bachillerato en la Unidad Educativa Víctor Manuel Guzmán. La metodología utilizada en este proyecto se basó en la investigación cualitativa y cuantitativa y las herramientas aplicadas fueron encuestas a profesores y estudiantes. Permitieron recopilar datos relevantes para ello. Sin embargo, los resultados encontrados en este proyecto y uno de los más relevantes de ellos fue que los profesores y estudiantes quieren saber acerca de la enseñanza de estrategias comunicativa del idioma para mejorar y fomentar las habilidades de habla inglesa en los estudiantes de segundo año de bachillerato en la Unidad Educativa Víctor Manuel Guzmán. Estas estrategias van a generar un impacto positivo en la adquisición de habilidades producción oral en inglés. Finalmente, como conclusión las habilidades de habla inglesa son parte fundamental en el proceso de enseñanza y aprendizaje, pero a veces por diferentes razones no podrían ser alcanzables. Por lo tanto, el uso de estrategias de enseñanza comunicativa de idiomas podría ayudar con ello y mejorar el proceso.

Palabras clave: Enseñanza comunitaria de idiomas, estrategias, habilidades de habla, estudiantes de segundo año de Bachillerato

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INTRODUCTION

Motivation:

Speaking English is a fundamental part of developing communicative skills. Speaking English nowadays is a relevant part of having a good life; in other words, speaking English permits more opportunities in the world since it allows sharing and learning about another culture, having more works opportunities, and studying in other countries, and having a bright future. Nishanthi (2018) mentioned that all over the world, the English language is the way to improve our opportunities to get better chances in life. Therefore, according to Soto, et al., (2017), in Ecuador, English as a Foreign Language is compulsory in all schools and high schools from second grade to senior year. All these changes that happened during Correa's government affected the English educational curriculum. Additionally, all of the English curriculum changes can help to improve the English domination in students at school and high school.

The Problem of the Research:

In the educational system, English is considered a compulsory subject; Macías & Villafuerte (2020) state that The Ministry of Education has the agreement 0052-14, which involve regulations Exploitation of the Transitory Dispositions in English education that affect private and public institutions from primary to the last year of the high school, it was implemented from 2016 to 2018. The implementation of this reform allows equality in education in the country. Nonetheless, most schools and high schools teach English as a foreign language there are some problems with this subject. One of the main is the lack of interest in students. They do not consider it relevant to learn the English language because they cannot have more opportunities to use the langue in daily activities outside the classroom (Cifuentes, Contreras, & Beltrán, 2019). English is not considered a relevant subject, and students hate it because teachers' limitations do not permit them to flourish students' English skills, and to increase their speaking capacities and abilities is not considered relevant. Students hate it because teachers' limitations do not permit them to flourish students' English skills and grow their speaking capacities and abilities. Sevy (2016) mentions that most English learners do not have reasons to learn and develop the English language; they also consider learning English challenging and more complicated speaking English since they do not have self-confidence. In conclusion, students are not motivated to learn and develop their English skills since they consider English as a difficult language to learn and speak. However, the Ministry of Education allows an active education and equalitarian in all the educational institutions (public and private).

Justification:

All over the world, English is one of the most used languages; in Ecuador, English is a part of the government educational program, it has become a mandatory subject. Also, teaching English is mechanized and focused on learning vocabulary and grammar minimized the importance of fostering productive skills such as speaking and writing, but the most affected

English skills are peaking since there are not developed in the class (Cadena, Castillo, Célleri, & Damíán, 2018).

Developing all English skills is a challenge for teachers, sometimes speaking skills are less developed or are not developed based on real situations. English teaching adopts some methods for solving different circumstances in the class. On the other hand, Communicative Language Teaching can help the teacher with this kind of problem, and it is based on strategies to permit developing the speaking skill that is considered one of the most challenging skills is learning, and for this reason, teachers need to focus on more strategies for solving this students' needs. Ministry of Education (2016) mentions that students in the final year of high school are involved in real communication with their friends and classmates. Communication plays a relevant role in learners since they learn to communicate in class; for this reason, the activities have to be relevant and meaningful to acquire the language.

The research impact:

The current research project can help to solve the principal problem with speaking English at Victor Manuel Guzman since English speaking skills are the less developed skill during the class as was mentioned previously; the implementation of a handbook based on Communicative Language Teaching strategies have had a positive impact for teachers and students during the teaching and learning process. Also, the effect they generate was developed to different strategies suggested in the form of a handbook. On the other hand, applying the strategies could grow up students speaking skills and facilitate teachers the process of teaching too.

Objectives
General Objective:
  ➢ Determine the Communicative Language Teaching Strategies to foster English speaking skills in junior students at Victor Manuel Guzman High School.

Specific Objectives:
➢ Analyze Communicative Language Teaching Strategies to foster speaking skills.
➢ Identify which Communicative Language Teaching Strategies can help to improve English speaking skills in junior students.
➢ Suggest in a handbook the use of Communicative Language Teaching Strategies to improve English speaking skills.

The research project has a defined structure from UTN that follows general data about the author and a summary of the project. It has a theoretical frame world that presents the support of this investigation and presents relevant information about Communicative Language Teaching Strategies to foster English speaking skills in junior students. Also, it shows a methodology applied for this research investigation, data analyzed with the results; Moreover, this present research investigation has a proposal as a part of it, and finally, it presents conclusions and recommendations.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Language Teaching

Teaching involves a complete process that includes the learner and the subject's content, but in the case of language teaching considers learners' needs, context, and the English culture, it permits students to meet the somethings about culture and increase their general cultural knowledge. Also, according to Scrivener (2010) statement, language teaching is a complete training where every activity can be self-evaluated and provide feedback based on the learning experience with the language since the language knowledge that teachers share with their students can grow up students' English skills. Finally, Language teaching is a complex and complete process that teachers need to know and understand to be good teachers.

In the same way, language teaching as a second language needs to apply some methods and techniques that permit language acquisition. Still, the difference with language teaching as a foreign language is just the acceptability of the language in the country (Maxom, 2009). Teaching a language implies something more that involves not just a teacher; otherwise, all the factors and people surrender in this process. Also, we can notice that "English as a Second Language ESL teaching is in many ways to build a relationship and to do so, teachers must know their students ESL goal, age, English level, interest, plus to them, a real practice" (Bakhtiyor, Sharapovna, Anvarovna, Abdugaffor, & Shomurod, 2020, p. 768). Finally, language teaching permits English teachers to notice the importance of all aspects of teaching a language.

Language teaching is a complex process that continues with time; in other words, it is evolving as the same of humanity and English language teaching that has continued adapting and renovating, since these days' teachers have had more bases to guide them. Furthermore, English language teaching is a complex process that needs to be dynamic, active, and adaptive since English is considered one of the most valuable languages in the world (Renandya & Widodo, 2016). English is regarded as a helpful language around the world. As teachers, we need to know how to teach this language and consider all the aspects that involve teaching, not teaching, just for teaching.

1.2. What is a Language Teacher?

A teacher is a person that helps or facilitates the process of learning. Teachers have some qualities that permit them to manage a language class. Teachers consider all the essential factors for teaching and create a perfect atmosphere to learn a new language. Also, the language teachers are the guide of their students. Teachers believe that the activities in the class are the most useful and throughout their careers during teacher education; others include mentor teachers, classmates, and teacher educators. Finally, teachers do not have just one role; to be a teacher is implicit more factors than other people perceive. In contrast, significant others include colleagues, administrators, and students (Martel & Wang, 2015).

To be a teacher represents a high responsibility since work as a teacher consists of many things not just to teach, for example: managing situations inside and outside the classroom; also, teachers need to build a relationship among students and teacher, for this reason, however, according to Han (2017) mention that foreign language teachers unconsciously influence language acquisition. Teachers consider students' affective factors and work in them, and they develop autonomy in them based on methods, strategies, and techniques. Finally, work as a teacher implies considering all the aspects that affect language learning and language acquisition and trying to solve most of them for getting outcomes that need to be fulfilled as a part of the syllabus.

There are some characteristics that teachers have, and there are many things that they need to analyze and consider for developing the language skill in their students; also, teachers create options that permit them to identify and select the best methods, techniques, and strategies that help their students' needs. However, teachers have the responsibility to think and analyses each activity that permit to flourish the language learning skills of their students, the activities and strategies that teachers select involves a level of critical thinking; in addition, this has the opportunity to present a good performance that inside of it explain clearly the purpose of the strategies or activities applying in the class (Özelçi & Çalışkan, 2019). Finally, being a teacher is complex work since it maintains high standards and acknowledges all things for creating some learning methods.

1.2.1. Kinds of Teachers' Role

Teachers have some strategies for teaching, and they permit them to teach and manage their language classes. The qualities of the teachers involve some techniques that allow them to control and help their students during the class. Also, teaching is not just transmitting knowledge; otherwise, teacher planning and having some styles according to their personalities, the form of sharing or transferring knowledge have a variation among teachers, but always have the same role in facilitating the process of acquisition and learning of the language (Scrivener, 2010). Finally, every teacher's personal touch permits students to learn and interact with their teachers; thus, teachers apply their different personalized teaching styles and create a relationship with their students.

Part of foreign or second language teaching is applying methods and techniques that permit us to manage the class and teach the language. Teachers' capacity and ability to teach more than using any strategy or method and the teacher's personality enable them to empathize with the students. Furthermore, according to Ja (2017) statemen the teaching process is measured by students since the learning outcomes can determine teachers are focused on some ideas, few of them are the intellectual work, and inside of the process, they need to adapt their personalities and adopt a role such as information delivery, coach, strategically, and other. All the students represent a different challenge. For this reason, teachers need to adopt a role based on the students' needs.

- ➢ **Controller:** The teacher is in complete charge of the class
- ➢ **Prompter:** The teacher helps and encourages students' participation.
- ➢ **Resource:** The teacher is a monitor he or she can help students with their communicative activities.
- ➢ **Assessor:** The teacher analyzes his or her students' outcomes and gives feedback according to them.
- ➢ **Organizer:** This is a complex role where the teacher does and creates many activities and gives clear instructions for his students; their organization depends on the class's success.
- ➢ **Participant:** The teacher forms a part of the class; however, the teacher risks dominating the activity and affecting the student's participation.
- ➢ **Tutor:** The teacher acts as a couch; he or she provides guidance, clarifies ideas, and limits tasks. (ALRowais, 2015)

1.3. Language Teaching and Language Learning

The connection between them is close since they need each other; it is necessary to understand the relationship between learning a new language. Also, during some years, education was evolving and explained some reasons for the connection between language learning and language teaching. Finally, language learning and teaching are complex processes that need to be managed and understood to have good results. Some researchers such as Williams, Burden, and Kagan believe more activities impact these processes but apply a specific methodology to consider the students' needs to develop the acquisition of the language too (Gilakjani & Sabouri, 2017).

Language teaching considers language learning as a part of the educational process where language learning is a part of it. Brown (2008) mentions that language learning is a compounded program adapted according to the students' necessities; it produces training when language teaching is well managed, building successful learning. Also, language teaching and language learning have the key to developing new language skills. As a result, to acknowledge the function of this influence in the process of teaching is for this reason that we need to manage each process too; managing this different but complementary systematic process creates more probability to generate a successful acquisition of a new language, in this case, the English language.

Language learning and language teaching emphasize the successful learning of students in acquiring and using the language correctly. Developing language abilities and capacities consists of applying methods and techniques that help teach and learn a language. However, language learning and language teaching are influenced by many theories and methods that support the process. They manage some methods that permit teachers and students to have arguments that increase language learning due to teaching (Kelly & Bruen, 2015). Finally, the relation between them needs a methodology adapted to the necessity of both parts. They

manage the necessities covered for some strategies that give the advantage more of the language learning process.

1.3.1. Language Teaching Methods

Language teaching methods are beneficial in teaching and learning a new language. It permits us to identify some possible alternatives to apply in the class. They show some other options to develop the language with some activities identifying the characteristics of every method. On the other hand, according to Ugwu (2015), language methods were tested according to the necessities of the time; also, the methods showed optimal input, permitting one to learn a language properly considering all the aspects. As a part of language teaching, using methods is an essential part of being a language teacher. Finally, using methods is regarded as a part of teaching; it is relevant to prepare a language class and learn a new language. The purpose of using language teaching methods is to help teachers have good outcomes.

Using a methodology in teaching is expected since it is an essential part of teaching in any subject. The method is the key to activating the teaching and learning process. The situation is not different; methods help teachers teach a language based on practical language methods. Kurt (2015) mentions that language teaching methods are a principal element in designing, planning, and implementing in educational practice; language methodology evolves and adapts with time to help language learning. Moreover, "the method of teaching foreign languages is a system of knowledge about the laws of the process of teaching a foreign language and the ways to influence this process to optimize it" (Hamzayevna, 2019, p. 376).

The definition of the method involves some principles that facilitate a process to get to the finish line; it means to get good outcomes during the teaching and learning process. Also, teaching methods attribute some principles, pedagogy, and management strategies used for classroom instructions as guides of the students during the development of activities in the language class (Renau, 2016). Moreover, some language teaching methods help teach a foreign language; all of them were developed at different times according to the era's needs. The language teaching methods are:

- ➢ **Direct Method:** it is a method where learners avoid using their other tongue, grammar rules, and a long list of vocabulary are memorizing and learning by heart.
- ➢ **Audio-lingual:** it emphasizes the development of listening and speaking skills based on dialogues with different situations.
- ➢ **The Natural Approach:** it exposes to language; the learning is similar between first and second language. It does not correct mistakes.
- ➢ **Task-Based Language Learning**: it is based on completing an exciting task for the learners and correcting their mistakes.
- ➢ **Communicative Language Learning:** it builds a strong relationship between students and teachers. It uses communication to focus on the structure of the target language.

- ➢ **Suggestopedia:** It can be acquired when the learned is receptive. It uses visual and audio stimulation to develop students' abilities.
- ➢ **Communicative Language Teaching:** it permits learners to communicate appropriately in every situation. It creates an authentic language context for learners. (Renau, 2016)

1.4. Language Teaching Strategies

Language teaching strategies refer to select methods and techniques that will apply in the form of activities. They permit to create a connection between contending with the students' learning. However, language teaching strategies are some specific actions that teachers take and make related to the control of the class, inside of it there are some strategies applied for creating a good atmosphere and developing some activities such as conversations among students for developing their oral productions, this is a language strategy used to help and comprehend the language (Kazi, 2017). Therefore, the use of strategies allows work and acquire language learning.

There are various methods, techniques, and approaches, and they can do a combination for teaching a foreign language. Language teaching strategies maintain students in the flow of the language class and engage students with the content of the class. Nevertheless, they combine instructional methods, activities, and materials that catch students' attention; they can connect with the learning outcomes and grow their linguistic capacities and abilities (Dr. Mahmoud, 2019). In summary, using language teaching strategies facilitates the transmission of knowledge, retains students' attention, and generates learning.

The strategies help connect students' interests with language learning since language teaching strategies perfectly apply. When teachers plan the class, it permits them to manage future situations; they apply strategies for controlling the different conditions during the course. Despite them, they have a role in students that enable to facilitate the process of language learning and language acquisition, and teachers need to make decisions based on the curriculum and students' needs; the selection of each strategy is analyzed all of the factors to apply in the class (Käsper, Uibu, & Mikk, 2018). In conclusion, language teaching strategy considers the curriculum and students' needs to develop language students' skills.

1.4.1. Advantages of Language Teaching Strategies

Using strategies inside the language class is relevant; teachers need to apply language teaching strategies since they give many positive choices to take in the learning language process. On the other hand, there are specific strategies to promote and develop the interest in learning and develop language learning; the mixture of strategies permits the flourishing of the language like a native. They facilitate catching students' attention and maintaining constant communication and learning with students (Käsper, Uibu, & Mikk, 2018). In addition, by

applying a set of strategies, there are more possibilities to engage students; strategies generate resources to teach and learn.

Language teaching strategies give many options, or in other words, they give many ways to show their students and help in their foreign language acquisition. Also, when teachers use some strategies in their class, they get more favorable outcomes, and the class is entertaining for students. Although teaching a foreign language requires some factors, one of them is strategies and resources as a part of them; they are considered a positive factor, they are valuable and necessary tools for teaching and learning (Tejada, 2019). Therefore, the application of strategies is considered for teachers and students as a helpful tool that facilitates the acquisition of the new language. It is for this reason that strategies are considered an advantage in education.

1.4.2. Kinds of Strategies

There are some kinds of language teaching strategies, and they are helpful in language teachers. The application of language teaching strategies permits the flow and management of the class; moreover, the importance of managing language teaching strategies is considered a positive factor during the acquisition of the foreign language. However, according to Ayua (2017), strategies permit the identification of kinds of behavior. With this, select and apply different strategies that help effective teaching and learning outcomes; also, language teaching strategies are actions teachers plan and intend to accomplish specific teaching and learning goals. Finally, when teachers analyze the behavior, students' needs, and curriculum, teachers decide to apply strategies, there are some strategies according to teachers' necessities, and these are:

➢ Set induction.
➢ Establish an appropriate frame of reference or use of examples.
➢ Planned repetition
➢ Stimulus variation
➢ Using questions effectively
➢ Summarizing

There are six recognized and helpful teaching strategies used for language teachers. Knowing about them permits them to have some advantages in teaching since they give some ways to facilitate and engage students with the content. On the other hand, analyzing every characteristic of these strategies permits teachers to manage their classes. These strategies reduce and determinate some students' problems during the course; the elements of each one are:

➢ **Set Induction**: is a strategy used for opening up the hall of knowledge to students' atmosphere, this creates an active students' participation, and they pay attention more time during the class; also, set induction is a pre-planned action by teachers to energize their students; moreover, it could be achieved through some devices; some activities such as short story, dramatization, creative questions, brainstorming, deviant behavior

are some activities that these strategies use for catching students' attention and get good outcomes.

➢ **Establish Appropriate Frames Clear understanding**: it is a kind of explanation that is focused on some references that students can understand and assimilate with their context; also, the examples that teachers use need to be relevant and exciting for students; in addition, with these strategies is possible to use analogy or metaphors for giving more emphasis some points during the class, actual situations are a part of it as well.

➢ **Planned Repetition:** It is a sound strategy in teaching; this involves teachers and students as well as, it becomes recycled learning, this permits to recover the things that students forget; furthermore, this strategy is divided into four parts according to the students' needs.
   ○ **Simple Repetition:** it consists of repeating words, concepts, formulae, etc., immediately after it is mentioned.
   ○ **Memorable Repetition:** it repeats keywords, either, or concepts at the determinate part of the lesson; using stress to notice it is essential.
   ○ **Cumulative Repetition:** It generalizes the relevant points that students see during the lesson before continuing with the class.
   ○ **Massed Repetition:** it is a summary of the class, but just with the relevant points of the lesson, teachers use it at the end of the lesson.

➢ **Stimulus variations are various stimuli for becoming an exciting and active class; they involve multiple** gestures, the pattern of interaction pacing around, voice modulation, silence, professional charisma, and others., some combinations of strategies engage students in the language learning process.

➢ **Effective Use of Questions:** It is an ability to use provocative, answerable, and appropriate questions, the discussion of the questions permits to maintain active and engage students with the lesson; on the other hand, there are some types of questions that enable teachers to control the class and these kinds of questions are:
   ○ **Recall or Low Order:** it is a cognitive question easy to answer.
   ○ **High order:** they are not answerable from memory; students need to think about answering.
   ○ **Probing Questions:** These are questions based on students' earlier responses to enlist more information.
   ○ Divergent questions: they describe different situations, and students select and define their answers; creative and original questions permit developing students' critical thinking for giving solutions (Ayua, 2017).

1.5. Communicative Approach

The communicative approach was a boom in the academic language programs since it was used to help teachers and students learn and acquire a foreign language. It is used nowadays as a part of the language education system for the many advantages of this approach. Also, in the 1960s appear this approach when language teaching started to gain relevance in Britain;

furthermore, communicative permits to upgrade learners' communicative competencies and develop honest communication, with these students can use expressive language, and meaningful task enhances learning, all of this has a crucial role in the language teaching and language learning process (Denkci Akkas & Coker, 2016). Finally, the communicative approach is considered one of the valuable tools in the language teaching process.

Inside the methods and approaches those teachers use, analyze, and apply communicative approach is considered a fundamental part of the methodology that teachers use inside the class; the communicative approach creates real experiences with the language; the system that the communicative approach uses is better than others. On the other hand, a communicative approach also helps trigger language acquisition, which facilitates its process; it focuses on developing communicative skills and competencies using the target language most of the time (Abrejo, Sartaj, & Memon, 2019). In conclusion, a communicative approach encourages students' communicative capacity and ability to use the foreign language in a natural context. Using this approach, students can learn and acquire the language with more facilities.

1.5.1 Communicative Competences

The communicative approach has some qualities that facilitate the process of teaching and learning, accurate communication is one example of it, but it has some competencies that permit language outcomes. In the same way, communicative competence is defined as an ability to function competencies that can adapt to the student's needs in a truly dynamic environment. Also, they are applying in English Foreign Language (EFL). It is considered a successful integration since it can act with fluency and accuracy in the language acquisition process. It presents informational input and wins natural output development for learners (Al-Mashaqba, 2017). As a result, the communicative competencies represent an advantage inside the teaching and learning process; adaptation permits getting good outcomes and developing real context that learners can face in the future.

In the case of Ecuador, the educational system permits the management of English as a Foreign Language, and as a part of its acquisition, they use the communicative approach. They are focused on the communicative competence that permits them to get good results in the national educational system. However, communicative competencies represent the adoption of different ideas and different goals too. One form of developing these goals is developing projects focused on various necessities that teachers need to cover, with these teachers measure students differing capacities and abilities such as memory, view, concentrations and language skills as well as; the result of it gets positive outcomes and students interact in a natural context (Bykova, Kuvaldina, Mashkovtseva, & Malova, 2018). Finally, communicative competence permits us to develop in a natural context based on different projects, the acquisition of the language, and the different capacities and abilities of the students with the language.

1.5.2. Communicative Language Teaching Approach (CLT)

The communicative approach is divided into two parts: communicative language teaching and Communicative Language Learning; in this case, we analyze the communicative language teaching approach since teachers know about it as a relevant part of the pedagogical process. On the other hand, the Communicative Language Teaching approach (CLT) involves learning a language based on interaction and communication. However, memory is a part of it since memory use different aspects of the language systems. As a result, communicative language teaching is one of the best options to develop oral skills, and it uses various strategies and resources that facilitate the work of the teachers (Toro, Camacho, Pinza, & Paredes, 2018). Finally, teachers use other methods to develop students' language skills, and one of the most valuable methods is CLT since it permits them to develop learners' language capacities and abilities in a dynamic form.

The application of Communicative Language Teaching in the class represents a resource for teachers since it focuses on interaction and communication, creating an authentic context as a goal of unconscious learning as a part of the teaching and learning process. However, the Communicative Language Teaching approach (CLT) uses appropriate activities to flourish their communicative skills. It can be helpful to improve learning speaking skills; the application in an English as a foreign language class encourages learners' language skills and create a harmonic environment to participate. Also, this approach is considered an effective form of transmitting and acquiring a language (AL-Garni & Almuhammad, 2019) e. In conclusion, the use of CLT represents a complete method that teachers use with good outcomes during teaching.

1.5.3. Advantages of the Communicative Language Teaching Approach

The Communicative Language Teaching approach (CLT) is considered one of the complete methods teachers apply in the twenty-first century; some benefits that this approach permits to develop into the class. However, this method is considered relevant in foreign language teaching and learning since it permits students' autonomy, and constructive theories support it. The principal goal in this method allows to acquire the language based on problem-solving; it means that the Communicative Language Teaching approach uses an authentic context to develop students language skills; also, the use of meaningful material is a part of this approach that permits to focused in the acquisition of the language (Ibrahim & Ibrahim, 2017). Finally, some advantages demonstrate that using it allows language development in a meaningful and authentic context.

When teachers apply this approach, they identify some advantages that permit good outcomes. As a part of it, students' learning is considered meaningful, and the language is well acquired. Nonetheless, the process of the communicative language teaching approach is the complete methodology that permits to develop the learning and acquiring the target language; some of these advantages are:

➢ **Firstly**, the union of some methods permits creating a complete method that allows students to engage with the language based on practices, and they develop their language skills with relevant activities focused on meaningful learning. They work as a community as a part to share different language experiences.

➢ **Secondly**, another significant advantage of the Communicative Language Teaching approach permits interaction between teacher and students; this builds a relationship with them. The interaction creates an allowance to form a learning community. It means teachers and students work and learn together with each other.

➢ **Thirdly**, the Communicative Language Teaching approach (CLT) grows up the interest of students. Its uses of real situations can develop the majority of multi-intelligence. For example, it can tell a real-life story to develop kinesthetic, language, intrapersonal intelligence; the use of dynamic material and strategies enjoy students in the class and give more protagonist students (Dos Santos L. , 2020).

1.5.4. Disadvantages of the Communicative Language Teaching Approach:

Communicative language teaching has some advantages, but in the same way, it has some disadvantages which create an equilibrium on it. First, it does not have enough emphasis on the corrections of pronunciation and grammar errors. It creates less development of grammar competencies. The main reason for it is too much focus on oral skills, and few develop of reading and grammar skills. Second, there is much emphasis on fluency but not on accuracy; therefore, it creates a problem, students become fluent but inaccurate, they do not give a clear message, it happens when gives priority to fluency over class accuracy (Thamarana, 2014). Finally, the communicative language teaching approach focuses more on oral production and communicative skills, affecting accuracy.

Some disadvantages generate some accuracy problems and something more created for different circumstances. Also, this approach is not well applied since students are interested in memorizing vocabulary and grammar to avoid oral skills; in these cases, students acquire the language without the speaking skills, becoming this in a traditional method. Therefore, the CLT approach has a problem with the size and the number of students since it is difficult to get the highest outcomes with more than Fifty students per class, the opportunities are not the same, and it is less probable that students create communication among them, the situation turns difficult for teachers and students using this approach (Dos Santos L. M., 2020). In summary, the Communicative Language Teaching approach has some inconveniences that can affect developing language skills; however, they are not a severe problem for teachers.

1.6. Principles of Communicative Language Teaching

The Communicative Language Teaching approach has some principles that positively affect students since they consider some parts of language acquisition as core principles. On the other hand, some authors such as Richards and Brown agree with the description of

Communicative principles' purpose. The ability to use the language in a different context, different people, and a different purpose permits language skills. Also, they are divided into five competencies: grammatical, discourse, functional, sociolinguistic, and strategic. They are the competence that enables flourishing language skills in a didactic form (Abdel-Salam, 2014). Finally, consider the communicative principles that give advantages for teachers.

The principles of the Communicative Language Teaching part have some aspects based on the language skills and structure. They represent a way to get to the end successfully during learning-teaching and the acquisition of the language. However, the principles are divided into five parts that focus on teaching-learning: the first principle of Communicative Language Teaching (CLT). The competencies that are considered relevant in this approach, the second principle is the fluency and the accuracy that is a part of the developing of the language skills, the third is creating a productive language give freedom to build and expand their vocabulary, the fourth principle is the use of the language need to be meaningful and used in students every day. The fifth principle is using the language that should be authentic (Alharbi, 2020). As a result, these principles encourage the use of authentic and meaningful language in the class.

The principled communicative approach allows all language skills, but the principles allow acquiring the language skills in an unconscious form. Nevertheless, the principles of Communicative Language Teaching are resources for teachers based on modern language teaching. Also, the principles should be meaning-focused, learner-centered, and personally significant to the students. They are divided into direct input to help language autonomy, controlled practice activities to internalize the target language structure, and teaching formulaic language. Language clear structure, exposition of the foreign language, and interactive activities develop the learning and teaching process (Arnold, Dörnyei, & Pugliese, 2015). In conclusion, applying new principles flourish and increases language acquisition in students.

1.6.1. Teachers Role

We analyzed it in the previous pages; also, teachers need to acquire a role depending on the situation and the method applied in the class. There are many kinds of teachers, and everyone depends on the students' needs and the teachers' methods. Nonetheless, some researchers such as Richards and Rodgers assume that the teacher's role implies analyzing students' language needs, exemplifying an effective communicator organized when students work in groups. Also, the role of the teacher has more relevance than speaking and writing in the class; it is more implicit and helps students produce a language and facilitate learning (da Luz, 2015). Therefore, this approach propels most teachers' roles for flourishing students' language skills and talents.

The role of the teacher that this approach proposes is joining the majority of teachers' roles for covering and helping their students' language needs and facilitating the learning process for them. In contrast with other methods or approaches, the role of teachers does not cover all the student's language needs. Consequently, teachers' position depends on the

circumstance since teachers can assume a role according to the situation using this approach. Applying this approach, the role of the teacher permits to facilitate, advise, and guide learners in the classroom as well, as a part of the advantage of this approach is interact with students, and this permits to adopt a new role at the moment is a negotiator. When students have some meaning problems, all the roles are considered resources for teachers when applying this approach (Alamri, 2018).

1.6.2. Students Role

In the Communicative Language Teaching approach, the role of both sides is a relevant part to consider and analyze for identifying the aspects that form this part of the CLT approach. On the other hand, according to this researcher Richards, the main character of students' role is that learners are active they build their learning, the group work is a part of this language learning process. They have the responsibility for their learning, they have the opportunity to develop their language skills but with the help of their teacher; also, all of this has permitted the convenient environment for developing learners autonomy, during this process, they have to interact first among them and then with teachers (da Luz, 2015). Therefore, the students' role inside this approach gives them free space to develop their language skills based on the interaction and natural language in a controlled environment.

The role of students when we talk about Communicative Language teaching is principal since students are considered the center of the process. Students' role inside this approach gives them more advantages for both sides, but students stand out of this educational process. In the case of the foreign language to adopt the use of this approach, students become a pillar of the process, for this reason, they are responsible for their learning, and between of teacher they flourish their capacity and ability in the use of the language acquisition and learning, and this build a relation between students and teachers (El Karfa, 2019). Hence, acquiring the language-applying CLT approach depends more on the students and the relationship that teachers and students build together to reinforce and cover the students' language needs.

1.7. Communicative Language Teaching Strategies

Even though the Communicative Language teaching approach identifies some strategies that permit to facilitate the process of language teaching and language learning in a class, also, there are some strategies that we can locate and allow to facilitate language acquisition and encourage students participation, and they are comprehension check, confirmation check, clarification request, asking for help and repetition and give feedback represent strategies that students and teacher use more into the class (Guiebre, 2020). The strategies are a relevant part of any method that teachers need to apply to a class. To develop and apply, teachers need to evaluate the situation inside the classroom and make decisions to create ways that help with future problems. As a result, the teachers can identify the students' problems, and they can solve them.

The communicative language teaching approach has more strategies that facilitate communication and develop communicative language skills. Similarly, speakers of foreign language and language learners have some language resources that they are considered as communicative strategies that allowance and facilitate the communication; techniques give the chance to maintain a conversation since the use of a strategy facilitate the communication between students and teacher or among students, and the strategies are:

➢ **Paraphrasing:** It means to express what they want to say but using different words.
➢ **Code-switching:** The use of more than one language for expressing themselves.
➢ **Use of all-purpose words:** Speakers use words as things, stuff, make, do.
➢ **Word-coinage:** Speaker uses keywords for replacing a specific word with English-sounding words.
➢ **Non-verbal/paralinguistic communication:** Speakers use gestures and facial expressions to communicate their idea or message.
➢ **Asking for help and clarification:** Speakers ask directly for help and clarification when they do not understand something.
➢ **Avoidance:** Speakers simplify what they want to say (Surkamp & Viebrock, 2018).

1.8. English Speaking Skills

Speaking skills combine different communicative skills that create a message to express orally; this involves factors that permit information to be given to another person. In other words, speaking skills are a process that shares ideas using verbal and non-verbal symbols in different situations. Also, some researchers such as Canale and Swain define speaking as a speech or spoken language that permits expressing thoughts, feelings, and emotions, and this process helps interaction among people to develop speaking skills or oral language. The ability is necessary to know and manage grammar, vocabulary, and phonology (pronunciation and intonation) for speaking in a language (Nget, Pansri, & Poohongthong, 2020). Consequently, speaking skills consist of some components that say words.

The process that involves oral production creates communication among people, in this case, among students or between teacher and students. Similar to English speaking skills, it has a language system that allows proper communication among English speakers. Speaking skills are the actions determined for the components of a language that are considered a relevant part of the communicative skills since it involves both kinds of communication but the learning to speak connects with teaching methods such as Traditional and current methods to develop learners' communicative skills. However, the communicative approach reinforces their speaking skills in a free-down way (AL-Garni & Almuhammad, 2019). Thus, English speaking skills involve different processes for covering the language areas that students need to flourish.

1.8.1. English Teaching Speaking

Speaking English and teaching it represents a challenge all the first time since it involves different aspects and the progress of acquiring these productive skills are learners and teachers. On the other hand, teaching speaking English is considered one of the most relevant aspects of foreign language learning since they develop the capacities and abilities to interact and communicate with others; also, it shows a set of difficulties for students, but the teacher can solve the problems based on strategies and activities that permit to flourish this skill (Coşkun, 2016). Finally, teaching English is not just a challenge for students and teachers, too; but teachers have some tricks that help students acquire this productive oral skill.

The role of speaking English in a language class is indispensable since it permits us to acquire and develop communicative skills and language skills as well. Teaching to speak implies considering different aspects of these skills and applying them precisely to generate connections and flourish speaking students' skills. Furthermore, teaching skills need to consider learners' various elements or qualities, such as age, students' needs, and others. In the case of children, the best option is to develop their skills based on games, songs, repetition; young learners for developing their productive oral skills need input focused on grammatical points and reinforce their self-confidence; also, there are some points those teachers take to consider for teaching and developing students English speaking skill, and they are:

➢ Find a balance between listening and speaking.
➢ Use English as the only way to communicate in the class.
➢ They present new language using gestures, mime, and actions to give mining of the new vocabulary.
➢ Encourage learners to interact spontaneously during the class and give feedback to reinforce their message (Surkamp & Viebrock, 2018)

1.9. Strategies to Foster Speaking Skills

There are strategies in different competencies since they are helpful for teachers and students. The function of the strategies is to facilitate acquisition based on different activities to develop the abilities of the language. Speaking strategies are a kind of action that involves students in the language, facilitating the acquisition of the language, and completing an oral communicative task successfully. Nonetheless, effective speaking strategies use minimal responses recognizing script and use the language for talking about the language; also, strategies can help them build confidence and knowledge to expand their linguistic skill (Daddi & Haq, 2014). As a result, speaking strategies facilitate the acquisition of speaking competencies.

Speaking skills have some keys that generate easy ways to develop this skill. English speaking skills strategies are activities for students and teachers to create good communication and learn about the language. Although some strategies help students in the process of developing their speaking skills, the use of them generates more possibilities to continue acquiring the language skills; also, the strategies are divided into seven different types, and these are:

- ➢ **Fluency-oriented strategy:** it is based on listening attention where students identify aspects such as rhythm, intonation, pronunciation, and speech clearly; this helps students speak.
- ➢ **Negotiation for meaning while speaking:** the negotiation is between speaker and listener; they can use examples to express themselves.
- ➢ **Accuracy-oriented:** learners pay attention to the form of speech and analyze the grammatical structure(accuracy); then, they correct their own mistakes based on the model they listened to.
- ➢ **Message reduction and alteration strategy:** it simplifies the massage but uses the expressions to break down.
- ➢ **Non-verbal strategy while speaking:** It uses body language and eye contact to express itself.
- ➢ **Message abandonment strategy:** learners tend to abandon the message in a face-to-face conversation; it helps paraphrase the message.
- ➢ **Attempt to think in English strategy:** Learners need to think the majority of the time in English to avoid using their mother tongue during a conversation (Prabawa, 2016).

1.10. The Importance to Speak English

Speaking English nowadays has a relevant importance in the future life of the students since English is a global language that permits one to interact with another person in any part of the world; also, speaking English gives more opportunities to find a job, this involves socialization and integration in this globalized society. However, developing English speaking skills generates effective communication that supports different competencies and helps students build a better future. It allows people to exchange experiences with other people and cultures; speaking English represents an advantage for students of different majors since they can apply for a scholarship in another country (Reddy, 2016). The importance of speaking English apply in the various aspects of life is, for this reason, the use of learning to speak English.

Speaking English is considered an advantage for some people since globalization has become the English language one of the most used languages worldwide. For this reason, speaking English is essential nowadays. However, writing is another part of the language but speaking English has a crucial role in conveying messages. It means speaking English is more practical and used than writing. Also, it is acquiring the language result difficult at the first time. Nevertheless, it is easy to develop speaking skills since some activities reinforce this skill, and the exposition at the is speaking English create ways to acquire the language such as vocabulary, intonation, language structure, and pronunciation (Wahyuningsih & Afandi, 2020). As a result, developing speaking skills are accessible and valuable for the current time that we live.

CHAPTER II: METHODOLOGY

This current investigation uses qualitative and quantitative methodologies since it collected data from Victor Manuel Guzman High School participants. This project permitted the use of methods, techniques, and instruments with the purpose of giving a solution for a specific issue.

2.1. Types of Research

2.1.1. Applied research

It was used for solving and specific issues detected in students that avoid developing their English-speaking skills. The data collection by applying an instrument that was a survey technique in two questionnaires, one for teachers and the other for students; it was addressed with junior students at Victor Manuel Guzman High School. The data collected permits to design of a handbook with some communicative strategies to foster speaking skills.

2.1.2. Qualitative Research

Qualitative research is a form to collect data that permits qualitative information such as comments, suggestions, and descriptions. Also, qualitative research is a form of social action that interprets, makes sense of, and understands the social reality of individuals. There are instruments for collecting data such as interviews, diaries, journals, classroom observation, immersions, and surveys with open questions; it analyzes how and why this question is. (Mohajan, 2018, p. 2). Furthermore, qualitative research permits us to understand the worldview and become relevant data for research. Moreover, qualitative research is inductive since it collects data to build theory (Taylor, Bogdan, & DeVault, 2016, pp. 7-8). Qualitative research considers the subjective data since it is "a researcher who focuses on the exploration, description, and sometimes generation and construction of theories using qualitative data." (Johnson & Christensen, 2014, p. 64)

Qualitative research analyzes qualitative data, and it was used in this project as a part of the data that come from the open questions, where teachers and students give their answers about specific questions of Communicative Langue Teaching strategies and speaking skills; also, the results collected using this method are relevant, since they present their opinion or view of the raised issues in the survey, and with this information, we can create a solution for the detected issue.

2.1.3. Quantitative Research

Quantitative research is considered a systematic and objective way to analyze numerical data. Also, Quantitative research allows for the analysis of quantitative data, which means numerical data, these measure patterns and use frequencies. Quantitative data answer the questions what? and how? (Goertzen, 2017, p. 12). As a result, quantitative research can present objectives results based on numerical analysis. It means that quantitative research is a structured procedure to use formal instruments to collect data, and it is "a researcher who

focuses on testing theories and hypotheses using quantitative data to see if they are confirmed or not." (Johnson & Christensen, 2014, p. 64). Also, quantitative data is analyzed with different forms "quantitative research tend to be deductive; researchers typically collect information on a large sample to verify their hypotheses, their theoretical statements." (Dr. Boncz, 2015, p. 22)

Quantitative research analyzes quantitative data, and it was used as a part of this project since it was necessary to identify common tendencies that most participants do or need to improve the problem detected and try to solve using the options that participants selected in the survey. Also, this methodology could help in the data analysis process with the function to identify in a numerical form and present the results.

2.2. Participants

2.2.1. Population

This current research involves students and teachers. The number of office communication junior students are thirty-one; twenty-five students answered the online survey did it in an online class, but just six students were not considered in this population because they did not have internet access. Twenty-six girls and five boys formed the population of students; they are from 15 to 18 years. Few of the participants were from La Esperanza, and the rest were from the city they are non-indigenous. The number of teachers was eight in total. There are two men and six women. According to the Ministry of Education requirements, the level of English that all teachers expect from students is B2, and the experience years are from 8 to 25 teaching English as a Foreign Language. All the participants answered the online survey without inconvenience. All the participants are from Victor Manuel High School.

2.3. Techniques and Instruments

2.4.1. Survey

The survey's primary purpose was to collect information that is considered relevant for developing a solution to the issue detected and confirmed based on the students' answers. Also, the survey is a kind of tool that permits us to collect qualitative data, and it is a valuable tool that permits a group of people to apply and has high effectiveness in collecting the data (Mathers, Fox, & Hunn, 2009, p. 5). The survey was designed as a tool that permits collecting qualitative and quantitative data by teachers and students. The teachers' survey was divided into five questions based on Communicative Language Teaching strategies. Some yes/no questions permit simplifying the decision of the teachers. However, into the questions, they have to justify their answer to consider teachers' opinions to create a handbook with Communicative Language Teaching Strategies, and there is a question with multiple choice that allows to identify which are the activities that teachers do use most frequently in the class.

In the case of students' survey is divided into eight questions were half of the questions are yes/no questions based on problems with speaking skills and communicative strategies that

permit to facilitate the decision of the students but into the question, there is the question why and they have to justify their answer. The answers collected with the open questions permit the analysis of some points that students consider relevant for improving their English-speaking skills. The rest of the questions are multiple-choice that students select according to their perspective; these questions can help develop and design the proposal.

CHAPTER III: ANALYSIS AND INTERPRETATION OF RESULTS

This chapter aims to analyze and describe the results obtained from teachers' and students' surveys made at Victor Manuel Guzman High School. However, the number of students who participated in this survey was 31, but just 25 students answered it; the rest (6) do not have internet access; on the other hand, all teachers (8) participated in the survey.

3.1. Teachers' survey

➢ **Do you know about communicative language teaching strategies? Please justify your answer.**
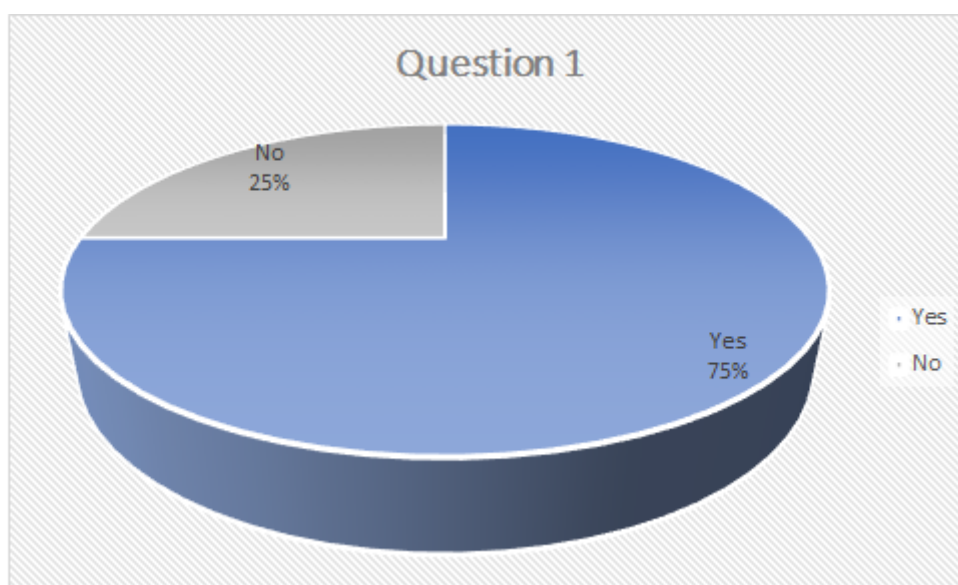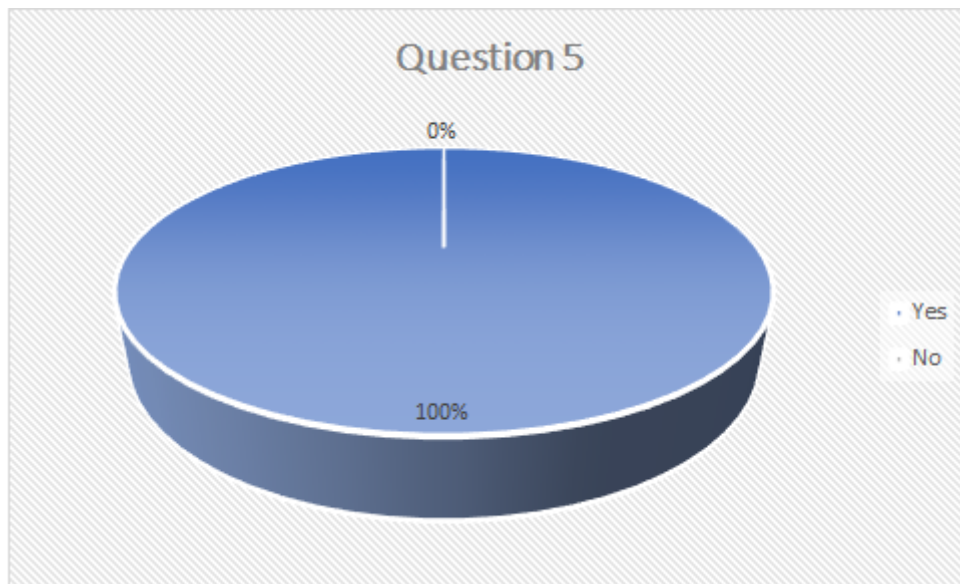

Figure 1 *Pie chart about Communicative language teaching strategies knowledge*

Elaborated by: Samanta Vozmediano

Analysis:

According to the pie chart, most teachers know about communicative language teaching strategies or have an idea about them. They justify their answers with some comments; they argue that they are part of teachers' training courses and teachers use the strategies as part of their methodology. However, few teachers answer that they do not know or remember about communicative language teaching strategies. Teachers mention that they need to learn about them. In conclusion, according to the pie, most teachers know about communicative language teaching strategies and their roles.

➢ **Do you consider communicative language teaching strategies useful? Why?**
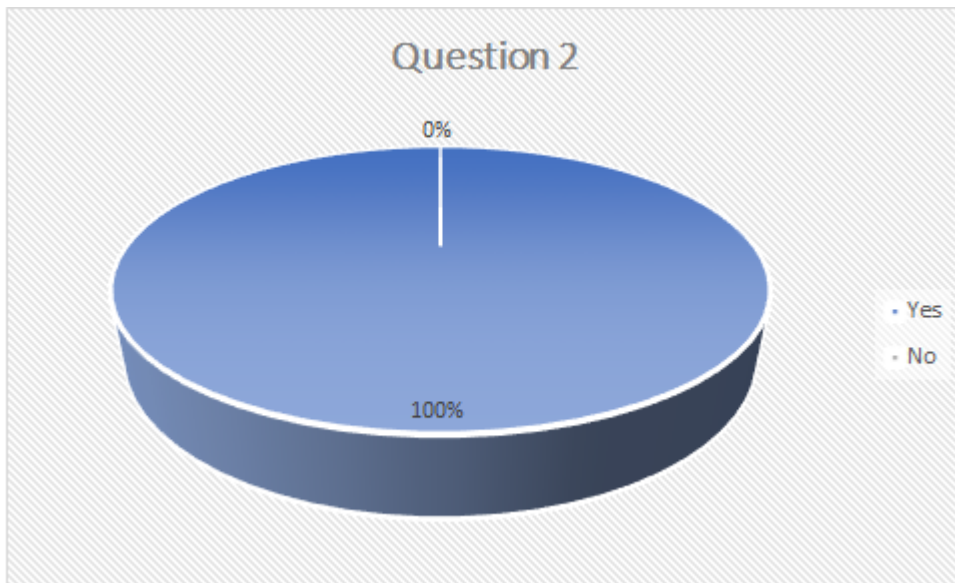
Figure 2 *Pie chart about Communicative language teaching utility*

Elaborated by: Samanta Vozmediano

Analysis:

The pie chart shows that all teachers answered positively because they consider communicative language teaching strategies useful for their English classes. Some teachers mentioned that these strategies could help students improve their English skills, and other reasons strategies provide the necessary input to develop communicative skills in a natural context. None of them consider essential communicative strategies.

➢ **Which are the communicative language teaching strategies that you know? Please choose three strategies that you use to develop your students' speaking skills.**
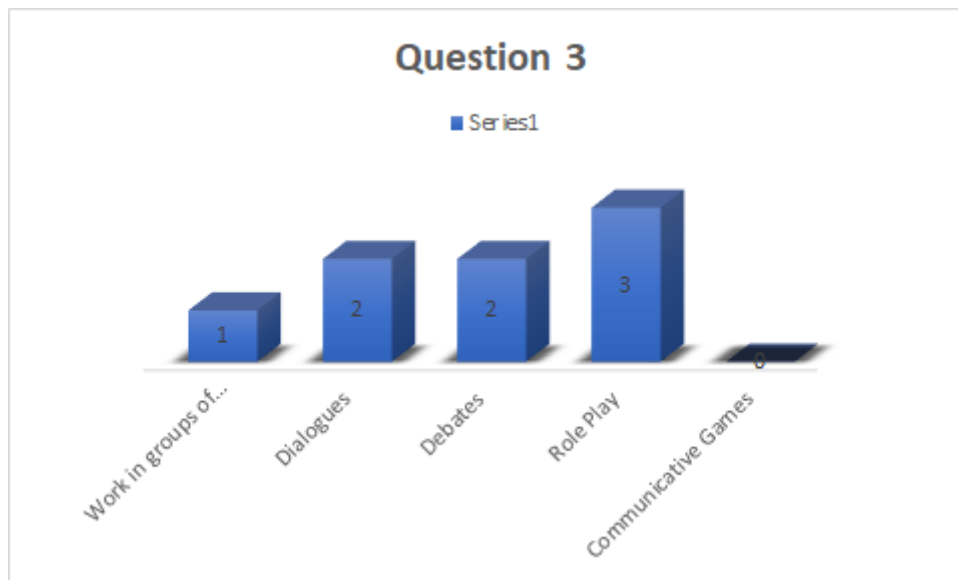
Figure 3 *Bar chart about Communicative strategies which teachers know*

Elaborated by: Samanta Vozmediano
Analysis:
    . According to the bar chart, most teachers' strategies were role play with the highest percentages, followed by dialogues and debates with equal percentages. And many teachers choose communicative games because they do not know about them. In conclusion, the strategies that teachers know are role-play, dialogue, and debates.

➢ **Would you like to know about new communicative language teaching strategies? Please justify your answer.**
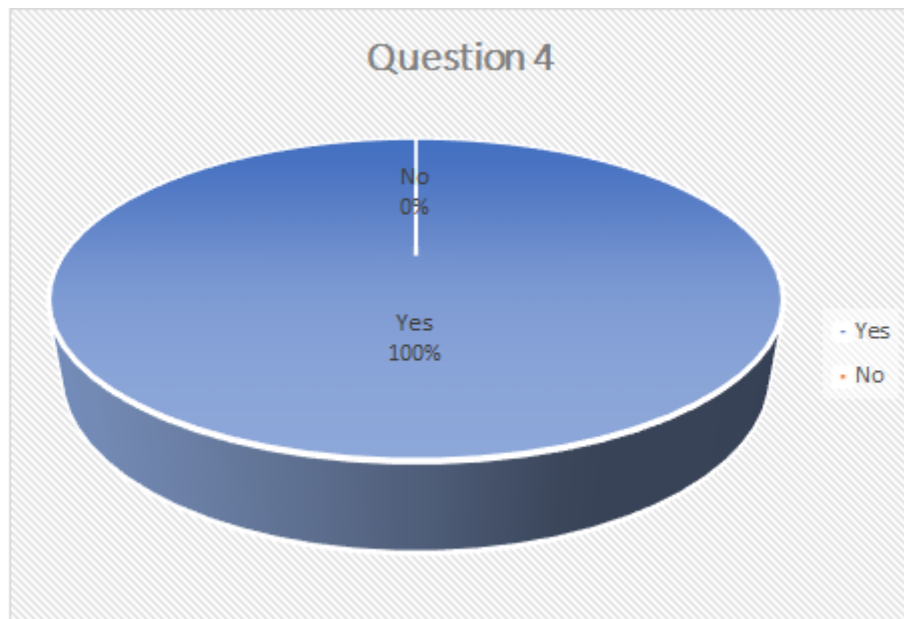
Figure 4 *Pie chart about Know new Communicative Language Teaching Strategies*

Elaborated by: Samanta Vozmediano

Analysis:

According to the pie chart shows that all the teachers agreed to know about new communicative language teaching strategies since they help teachers with their methodology. Some of them said that these could help teachers innovate their methodology and help develop students' English-speaking skills. And nobody disagrees with this question.

➤ **Do you consider an academic guide is a helpful resource for communicative language teaching strategies? Please justify your answer.**

Figure 5 *Pie Chart about Consideration a helpful guide*

Elaborated by: Samanta Vozmediano

Analysis:

According to the pie chart, all teachers considered an academic guide helpful as a resource into communicative language teaching strategies to permit them to innovate and improve their teaching strategies. Some of them commented that it could be beneficial and necessary to innovate strategies. No one thinks the opposite of it. It will be a helpful tool to support English competencies in students.

3.2. Student's Survey

➢ **Do you communicate in English with your classmates during the English lesson? Please justify your answer.**
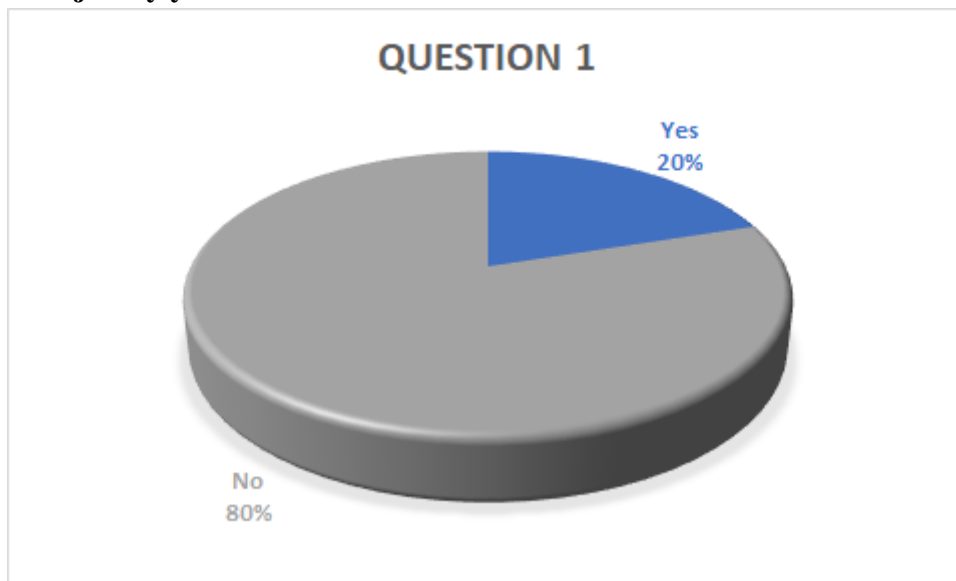
Figure 6 *Pie Char about communication among students*

Elaborated by Samanta Vozmediano
Analysis:

According to the pie chart, most students answer no; they do not communicate in English in their classes. Students shared some reasons why they selected that answer, such as the participants did not have enough time to practice in English classes; another reason was that the students did not know how to speak English well. However, few students answered yes. The reason mentioned students was that during the English classes, the teacher gives instructions to students, and they have to do the activity the teacher presents to them. In conclusion, students do not communicate in English during their classes, but few students could communicate using the target language in English class.

➢ **How often do you do oral production activities such as speaking in English in the class as part of an activity?**
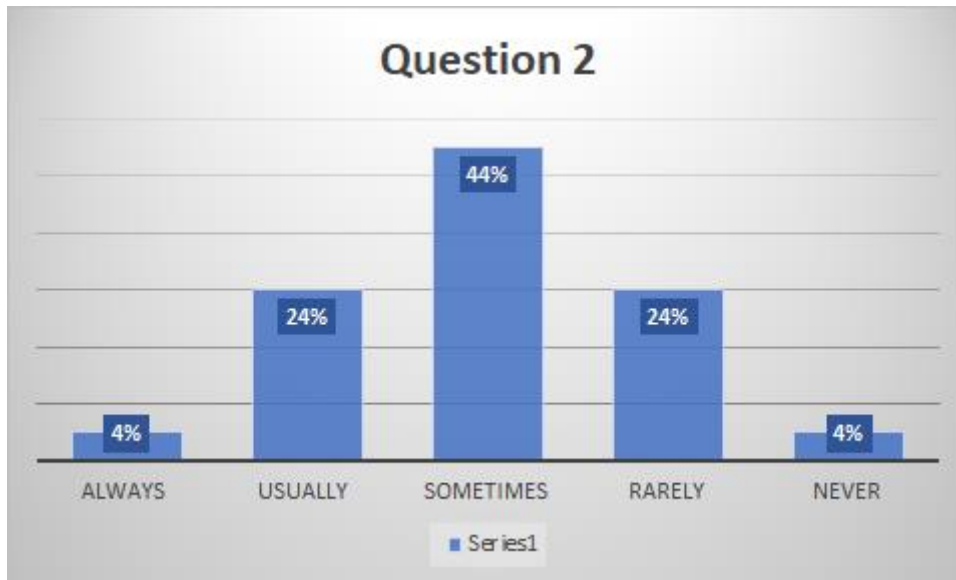
Figure 7 *Bar chart about Oral productive activities in class*

Elaborated by Samanta Vozmediano

Analysis

   The bar chart shows the frequency of oral production activities during English classes by students. The highest percentage selected by the participants is the option sometimes, followed by the possibilities usually and rarely with an equal percentage. It means that some students chose those options because some students do, and others do not. Finally, few students selected the options always and never with a low percentage. In conclusion, sometimes, students do oral production activities in English classes.

➢ **What oral production activities do you do in English classes?**
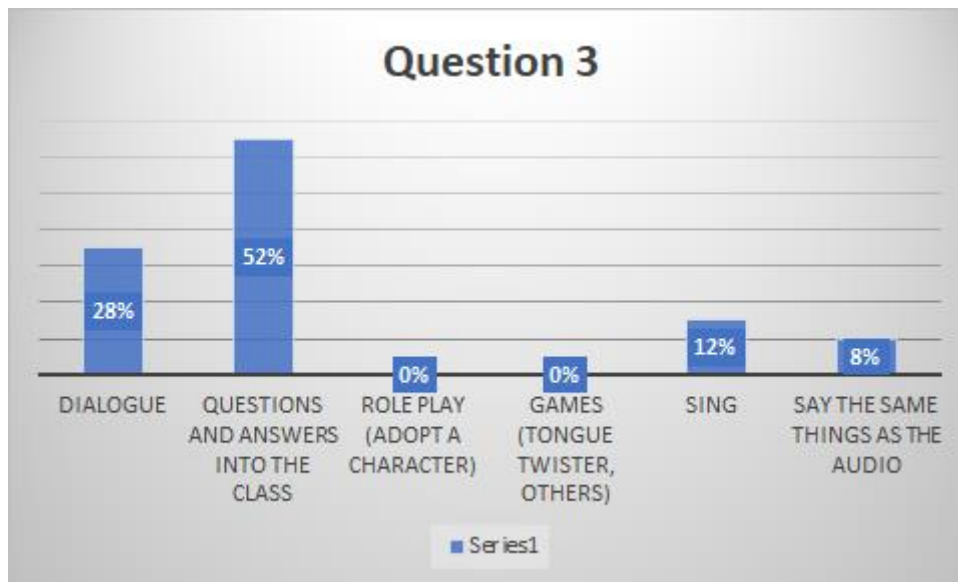
Figure 8 *Bar chart about activities in class*

Elaborated by Samanta Vozmediano

Analysis

  According to the bar chart, most students answered the option called questions and answers. It has the highest percentage, which means the activity they do with more frequency in English class. The following option was the dialogue activity selected for more than a quarter of the students as a speaking activity in the class. Finally, a few students chose the option called to sing, and they selected with a lower percentage the activity called say the same thing as the audio. In conclusion, the speaking activities that students do as part of the English were the options called questions, answers, and dialogue. It means that these activities are the most common speaking activities for students in their English classes.

➢ **Do you know any strategies to speak in English? If your answer is Yes, please writing down what are those strategies that you know, if your answer is No, you could answer that you do not know any strategies.**
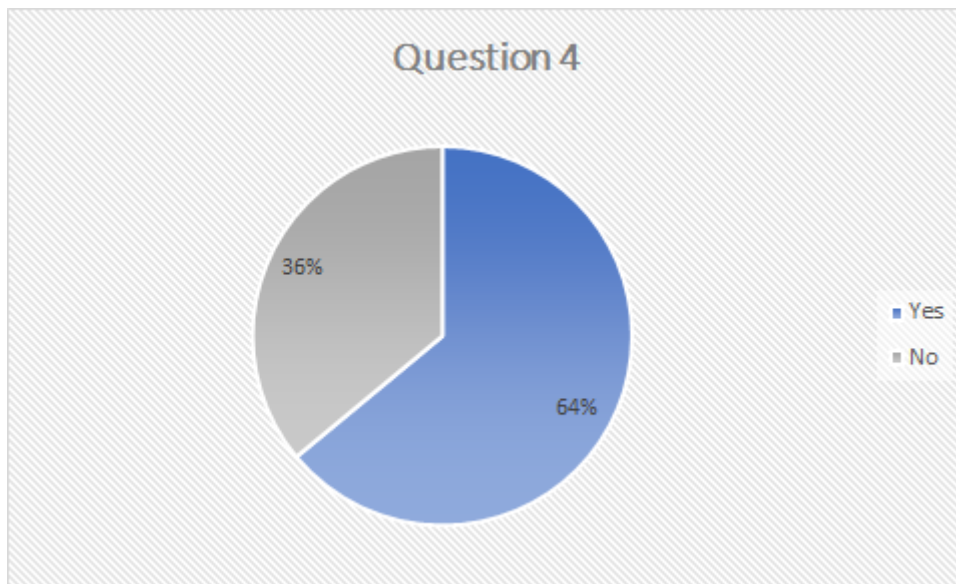
Figure 9 Pie Char about strategies which students use

Elaborate by Samanta Vozmediano

Analysis

According to the pie chart, the majority of students selected the favorable option. It means that most students know some strategies for speaking in English. They mentioned some strategies such as using translators, listening to music with subtitles, and singing, and others said they repeat some phrases they heard in series or movies. However, few students say that they do not know any strategies. In conclusion, most of the students try to practice their English-speaking skills with some different techniques.

> **What is your English level when you speak?**
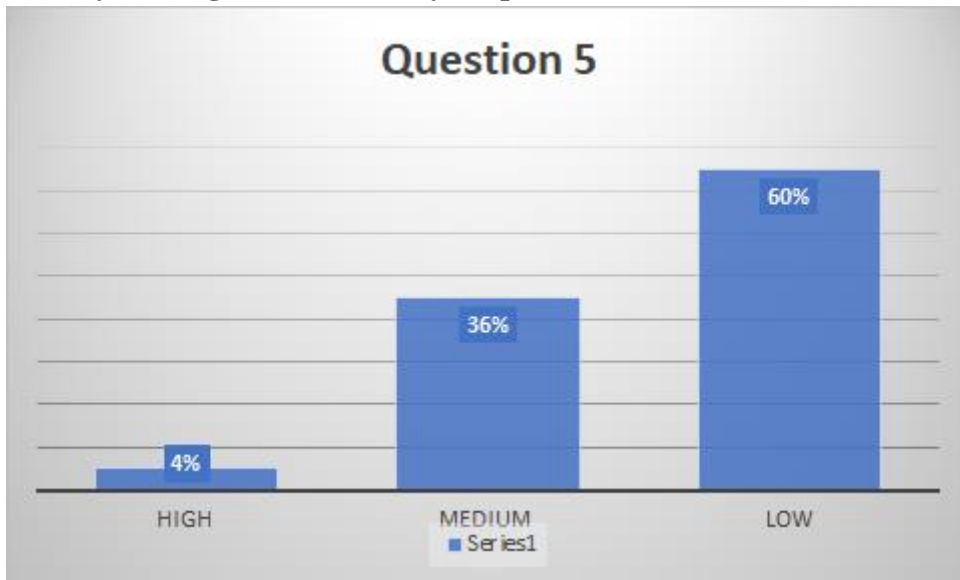
Figure 10 *Bar chart of students' English level*

Elaborated by: Samanta Vozmediano

Analysis

       According to the bar chart shows the English level students considered that they have. It means that most students consider that they have a low English level when they speak in English. It is followed by the medium level, which was selected for some students. Just a tiny percentage of students think that they have a high level when they communicate in English. In conclusion, the majority of students have a low level of speaking in English.

> ➢ **Would you like to improve your English-speaking skills? Please justify your answer.**
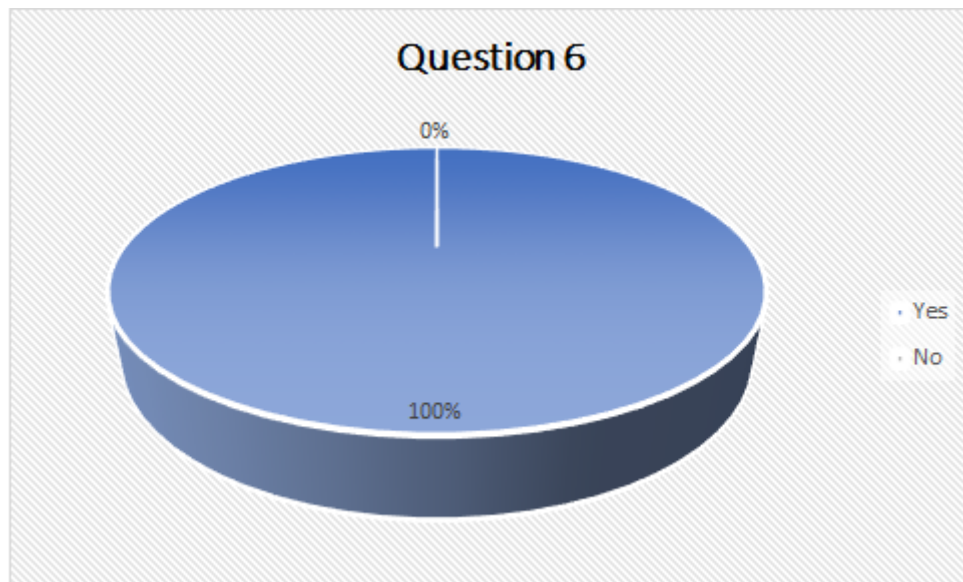
Figure 11 Pie Chart about improving English skills.

Elaborated by Samanta Vozmediano

Analysis

According to the pie chart, all of the students answer yes. It means that all the participants would like to improve their English-speaking skills, and they mentioned some reasons such as learning how to pronounce the language, speaking English helps to communicate in other countries, speaking English is a helpful tool, and because English is a way to improve students' future life.

➢ **How useful do you consider the implementation of strategies to develop your English-speaking skills?**
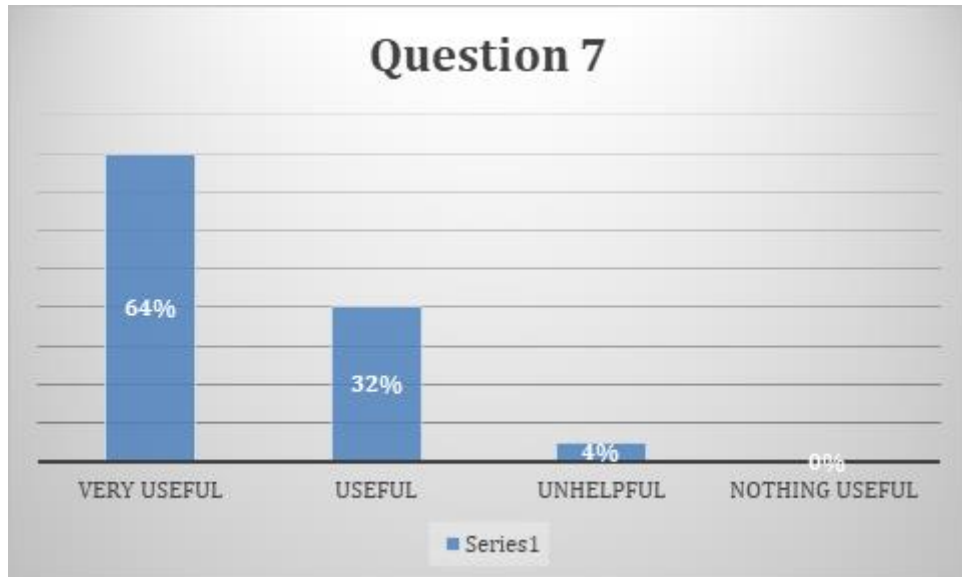
Figure 12 *Bar chart about the implementation of strategies*

Elaborated by Samanta Vozmediano

Analysis

The question was about the implementation of strategies to communicate better in English. The participants had some options such as very useful, helpful, unwise, and nothing useful. According to the bar chart, most students with more than a halt of the population answered that the strategies would be beneficial. However, some students think that the implementation of strategies is practical. The strategies can help to develop the students' communicative skills.

> ➤ **Would you like your teacher to use strategies to help you to improve your English-speaking skills?**
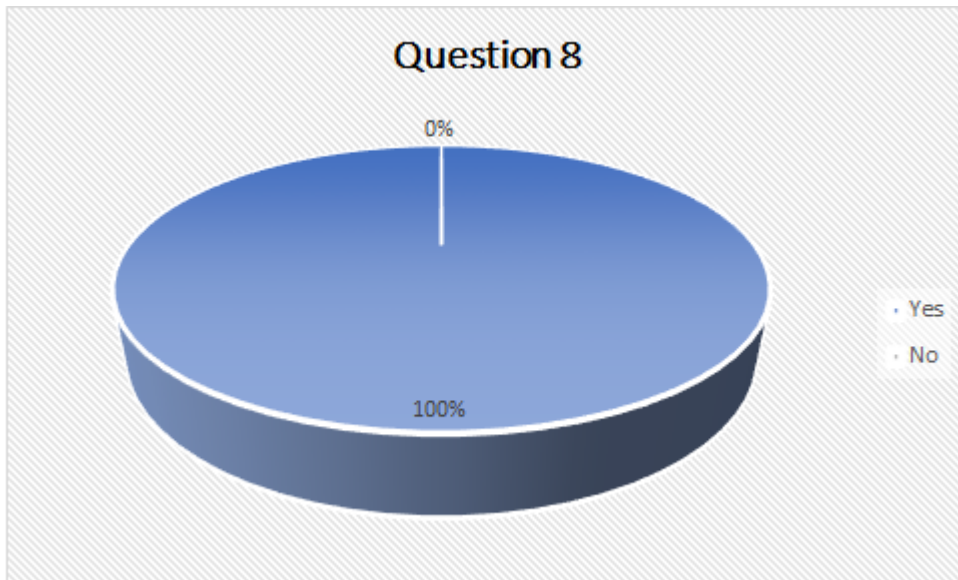
Figure 13 *Pie chart about the use of strategies to improve English skills.*

Elaborated by: Samanta Vozmediano

Analysis:

According to the pie chart, all of the participants selected the option yes. They mentioned some reasons such as it would be a new way to learn and develop their English-speaking skills; another reason was that it will be helpful now to develop and learn to speak in English; also it can facilitate the acquisition of the language. It means that they would like their teacher to use strategies to help their English-speaking skills.

3.3. Discussion:

The analysis that was done previously presents relevant information for this project; they demonstrate the importance of Communicative Language Teaching strategies to foster English speaking skills. "The strategies that lecturers use implementing the principles of Communicative Language Teaching (CLT) approach in teaching speaking; and to explore students' opinions related to the strategies used by lecturers in speaking courses" (Scrivener, 2010, p. 2). However, some central questions are considered in this project and the answers for solving the principal issue that was detected at the beginning of this research project. Moreover, some questions permit to show the benefits of applying a solution in the form of a handbook; the most relevant question was taken from teachers' and students' surveys.

The question selected from the teachers' survey is Would you like to know about new communicative language teaching strategies? Please justify your answer. The answer was positive, and the reason that teachers gave was that they were permitted to innovate teachers' methodology and help with the language acquisition process. In addition, the use of communicative language teaching strategies is considered beneficial and an advantage for teachers. Teachers notice the importance of communicative strategies; "when teachers of English know which strategies prevail, they can allow their students to deal with the changing environment of English use worldwide according to the very needs of students concerning communication" (Lewandowska, 2019, pp. 28-29).

The next question taken from the students' survey is: Would you like your teacher to use strategies to help you improve your English-speaking skills? The answer to this question was yes for all of the participants and the reasons they want to learn and improve their speaking skills with a different way to learn, and they considered it an easy form to improve their speaking. For this reason, the implementation of them can help students to flourish their speaking skills. Also, students know the usefulness of them, "the communicative teaching idea for he believes in the active process of learning; a scenario that involves students in classroom communicative tasks, allows learning to be both more personal and more memorable and for these reasons, is more effective" (Ong, Maramara, & Flores, 2019, p. 192).

Some questions taken from teachers' and students' surveys were: How useful do you consider implementing strategies to develop your English-speaking skills? Most students consider strategies to be very useful. Also, a research article mentioned that "students' spoken language is more productive when they are engaged in a dynamic learning environment that encourages them to do their tasks. Activities with communicative purposes help break down barriers, finding information" (Renandya & Widodo, 2016, p. 111). The teachers' question was: Do you consider an academic guide a helpful resource for communicative language teaching strategies? The answers were positive since all the teachers consider it a valuable tool that can help innovate their students in learning. Moreover, it is crucial to consider in a study that states "the main theory in CLT is that learners have to develop their communicative competence, which is the ability to know not only grammatical structures but also the

appropriate language use in given situations or social contexts" (Gilakjani & Sabouri, 2017, p. 161).

In conclusion, the answers that teachers and students shared allowed this research to identify the necessity of using different strategies. Strategies present them to innovate and create a new way to improve English speaking skills in students. Students know about the importance of speaking in English; for this reason, they need something that can help them learn English speaking skills. Furthermore, communicative language teaching strategies are relevant for naturally developing speaking skills. Moreover, "communicative strategies to build the learning skills of linguistically diverse learners. Teachers used communicative strategies to communicate more effectively with their students to promote greater learning and academic success for all" (Hamzayevna, 2019, pp. 2-3). As a result, they become an advantage to teachers and students. They can help the problem with the productive oral skills in junior students through a short handbook with new communicative language teaching strategies.

CHAPTER IV: PROPOSAL

4.1. Proposal Title:
Some Communicative Language Teaching Strategies to Foster English Speaking Skills.

4.2. Objectives

4.2.1. General Objective

➢ Create a handbook with Communicative Language Teaching strategies to foster English speaking skills in junior students.

4.2.2. Specific Objective

➢ Select some communicative language teaching strategies to help English teachers foster English speaking skills in junior students.
➢ Develop activities to apply in class with communicative language teaching strategies to foster English speaking skills in junior students.

4.3. Introduction

This handbook presents some strategies that can help teachers develop their students' English-speaking skills based on Communicative Language Teaching Strategies. The handbook is to create a guide with Communicative Language Teaching strategies to foster English speaking skills in junior students and select and develop the communicative language teaching strategies that can help foster English speaking skills in junior students. Also, this handbook includes some concepts about Communicative language teaching strategies and the description of the strategies used to develop this handbook.

The communicative language teaching strategies handbook is divided into four units. Each unit has three speaking activities based on one strategy. At the end of the unites, teachers can do a short evaluation according to the students' outcomes applying those strategies. However, every activity was designed to create communication among students and teachers. Also, every action considered the previous investigation results done with the teachers and students from Victor Manuel High School.

The handbook is a helpful resource that was developed to promote extra material based on Communicative Language teaching strategies to foster English speaking skills in junior students.

Proposal:

Some Communicative

Language Teaching

Strategies to Foster Speaking

Skills in Junior Students

2020-2021

Universidad Técnica del Norte

Facultad de Educación Ciencia y Tecnología (FECYT)

Pedagogy of national and foreign languages

The topic of the proposal: Some Communicative language teaching strategies to foster

Elaborated by: Samanta Vozmediano

Directed by: Dr. Ruben Congo

2020-2021

Index

Introduction

       This handbook presents some strategies that can help teachers develop their students' English-speaking skills based on Communicative Language Teaching Strategies. The handbook is designed to create a guide with Communicative Language Teaching strategies to foster English speaking skills in junior students and select and develop the communicative language teaching strategies that can help foster English speaking skills in junior students. Also, this handbook includes some concepts about Communicative language teaching strategies and the description of the strategies used to develop this handbook.

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       The handbook is a helpful resource that was developed to promote extra material based on Communicative Language teaching strategies to foster English speaking skills in junior students.

What is a Communicative language teaching approach?

Communicative Language Teaching (CLT) is based on the idea of a communicative class where teachers and students can interact. It develops meaningful and genuine language classes. Also, Communicative Language teaching focuses on real situations that permit the creation of authentic communication. Therefore, the CLT approach has a relevant purpose" the main goals of CLT are creating opportunities for learners to use the target language effectively for everyday communication needs, giving learners the ability to express their opinions explicitly without being afraid of judgment." (AL-Garni & Muhammad, 2019, p.73 as cited in Hiep (2007))

What is a strategy?

It is a sort of planning to design for reaching the goal. Strategy is the full skill planning of a working system by which the objectives can be achieved easily. Strategy changes according to the changing situation. Teaching strategies are focused on achieving learning objectives that permit to get positive outcomes. However, strategy is a generalized plan with a structure to cover all the objectives proposed for the class. (Gill & Kusum, 2017, pp. 6694-6695).

Why is it important to speak in English?

English is an international language, and it is used in many countries since it is used mainly for academic and business purposes. Also, it is considered the primary language used in writing scientific research. However, speaking skills are an essential skill to acquire since oral communication permits active communication. Speaking skills allow expressing ideas, feelings, and emotions. Furthermore, the process of teaching is the primary language skill, "teaching speaking skills have been undervalued, and most of the EFL/ESL teachers8 have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills". (Srinivas Rao, 2019, pp. 7-8)

Some Communicative language teaching strategies:

Table 1   Communicative strategies to foster speaking skills

Strategy	Description
Paraphrasing	Speakers express what they want to say by using different words.
Code-switching	Speakers use more than one language within a single conversational turn or interaction,
Use all the purpose words	Speakers use words like thing, stuff, make, do.
Word coinage	Speakers turn a word of another language into an English-sounding word.
No-verbal	Speakers might use gestures and facial expressions to get their meaning across.
Asking for help and clarification	Speakers ask directly for clarification and help.
Avoidance	When faced with too great a challenge to express a particular idea, speakers simplify their intended message to a less complex statement.

Source Communicative strategies (Surkamp & Viebrock, 2018)

Unit 1 Famous People

Time: Each activity takes from 30 to 50 minutes.

Student's level: Junior students

Objectives of unit 1:

➢ Relate details of unpredictable occurrences (e.g., a real or imaginary event) within the corresponding domains.

➢ Follow the main points in an informal discussion with friends/ peers, provided speech is clearly articulated in standard dialect. (Ministerio deEducación, 2013)

Resources:

   Presential Class: Board, markets, flashcards, speakers, and bottle

   Online Class: Laptop, Computer or cellphone, internet access.
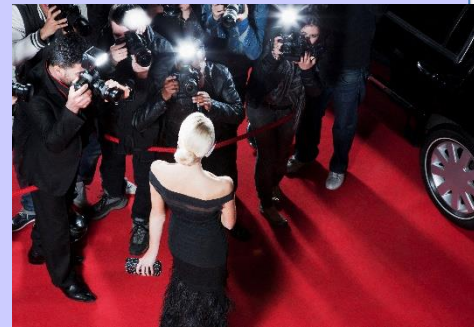
All pictures are taken from Word

Activity1*:* Describe the qualities of a famous person
Strategy: Paraphrasing
Procedure
Before

➢ Give a vocabulary with adjectives with some examples. Here you can present synonyms and antonyms; you can add more adjectives if you want.

➢ Ask students to think of a famous person that they admire.

➢ List adjectives

Adjectives	Synonyms	Antonyms
Boring	Dull	Fun
Amazing	Wonderful	Uninteresting
New	Recent	Old
Good	Great	Bad
Interesting	Fascinated	Boring
Quite	Still	Noisy
Authentic	Credible	Unreal
Confident	Bold	Diffident
Sad	Depressed	Happy
Optimist	Idealist	Pessimist

➢ Use flashcards or withdraws to present synonyms and antonyms in the board, but in the case of online class, you can use this link https://quizlet.com/_a1cu4k?x=1qqt&i=3t8ahk

During
Presential class

➢ Give a worksheet about adjectives and divide the class into pairs or groups of 3.

➢ Give instructions about the activity that students need to complete just by ordering and identifying the synonyms.

Complete the table with the missing word

Adjectives	Synonyms	Antonyms
	Dull	Fun
Amazing		Uninteresting
New	Recent	
Good	Great	
Interesting		Boring
Quite		Noisy
Authentic		Unreal
Confident	Bold	Diffident
Sad		
Optimist	Idealist	

➢ Make a circle and put a bottle in the middle of the circle and spin the bottle.

➢ Ask the student what the famous person he or she selects and ask as a minimum of 5 adjectives that describe him or her is.

Online class

➢ Give instructions about the activity that students need to complete, just ordering the adjectives and synonyms. Finally, they need to record their voice.

➢ Use the online roulette https://fluky.io/ you can use this link to make your roulette, and you can use numbers or the names of your students.

➢ Share the screen and then ask the student what her or his famous person is that was selected.

➢ They can share a picture of him or her.

After

➢ Ask your students: what do you think about this activity? You can try to your students use adjectives for making an opinion.

Activity 2: Dialogue
Strategy: Use of all the purpose words
Procedure
  Before

➢ Provide more vocabulary based on the activities that some famous people do, using flashcards to present them. If you want, you can add more activities that famous people do.

Sing	Paint	Act	Dance	Write
Play an instrument	Practice a sport	Create new things	To Model	

Pictures are taken from Word

You can use this link in case of the presential class:

https://quizlet.com/_a1mde1?x=1qqt&i=3t8ahk

During

➢ Give instructions about the activity that is divided into 2 parts. The first part is to match the picture with the action.

Activity 2 part 1

➢ Mach the picture with the action

Paint

Act

Practice an sport
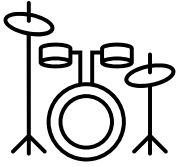
Dance
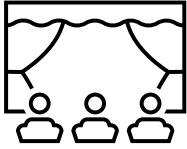
Play an instrument

Part 2
- Ask students to think of a famous person.
- Make a dialogue about the famous people that they select.

Example:
J: Hi Sam. I have a question for you, who is your favorite actor?
S: Hi Jonathan, my favorite actor is Criss Evans, he is fantastic.
J: Why is he your favorite actor?
S: Because He does many things, for example, he plays the character of Captain America, and who is your favorite actor?
J: yes, He is a good actor, my favorite actor is Will Smith, he has many projects, and he makes good decisions in his professional life.
S: Ok, I don't know much about him, but he is brilliant, ok the bell rang, the break is over, we must go back to class.

You can listen to the conversation at this link https://n9.cl/w7xpa

- Make a dialogue. They need to use adjectives and verbs to talk about them.
- In the case of presential mode present in front of the class, in the case of online class, you can use these options: students must record a video for this second part
- They can use synonyms

After
- Ask students: What do you think about this activity, and what do they learn?

46

Activity 3: Role Play

Strategy: Code-switching

Procedure

Before

➢ Present the modal like, hate, love, don't like.

➢ You can recycle the vocabulary of the two previous activities.

➢ Ask students to match the personality of the celebrities with the adjectives.

During

Give instructions for the first part

Part 1

➢ Complete the chart ask three classmates the following questions.

What is the name of the famous person that you like?	What do you like about him or her?	What do you hate from him or her?	What do you love of him of her?	What do you not like of her of him?

Part 2

● Listen to the convention.

A: OMG, are you M.P?

B: Yes, I am.

A: I'm your fan; I love your music and your charisma in the scenario. Your lyrics are unique; you are my idol.

I love your new song called You can do anything.

B: Thank you, I like the fans like you; you are a good fan, do you want a photo?

A: Yes, I do. Thank you.

B: Kisses and buy my new album.

See you soon.

A: Bye.

You can use this link to listen to the conversation https://n9.cl/w7xpa

Use this link for listening

➢ Divide into pairs the class.

➢ Ask students to adopt a role as person A or B, and then they change the role. Students can add something more if they want.

Presential class

● Present the short role-play in front of the class.

Online class

- ➢ They can record a video and present it in the class. They can use a screen recorder and do a video call. or they just turn on the camera, and the rest of the students turn off the camera.

After

- ➢ Ask your students: who were the best actors? And what character would they like to interpret in the next role play?

Evaluation

1. Write 5 adjectives with their synonyms and antonyms

Adjectives	Synonyms	Antonyms

2. List 3 activities that famous people do.

1-

2-

3-

3. Make a dialogue where you include adjectives and the verbs like hate, love, and don' like.

A:

B:

A:

B:

A:

Unit 2 Sports

Time: Each activity takes from 30 and 60 minutes

Students' level: Junior students

Objectives of Unit 2:

➢ Reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

➢ Obtain more detailed information within the personal and educational domains. (Ministerio deEducación, 2013)

Materials:

      Presential class: Board, marker, eraser, A3 paper, pencil, and colors.

      Online class: Laptop, computer or cellphone, internet access.

All of the pictures are taken from Word

Activity 1: Storytelling

Strategy: Word coinage

Procedure

Before

➢ Present the actions verbs

➢ Give vocabulary actions and sports

GO	DO	PLAY
Camping	Aerobics	Baseball
Cycling	Archery	Basketball
Dancing		Chess
Fishing	Athletics	Cricket
Hiking	Ballet	
	Exercise	Football
Running	Gymnastics	Golf
Skating	Judo	Hockey
Skiing	Karate	Racquetball
Surfing	Yoga	Soccer
Swimming	Zumba	Tennis

➢ Analyze what grammatical time is used in this example

Rodrigo does exercise.

During

➢ Give them instructions. The activity is divided into two parts

Part 1

➢ Match the pictures with the correct verb and write down three sports. Ask two classmates for two examples more for each verb.

Pictures are taken from Word

Do	Play	Go

Part 2

➢ Ask your students to make a short story that involves sports and use the vocabulary that was provided.

Presential class

- ➢ Divide the class into pairs and give an A3 sheet.
- ➢ Ask students to make and draw a short story.
- ➢ Give an example.
- ➢ Ask students to present the story in front of the class. You can ask about the characters.

Online class
- ➢ Ask students to use this online site **book creator: https://bookcreator.com/**
- ➢ You can explain how or use this tool with this short video
- ➢ Ask students to make or create a short story that involves sports and the vocabulary that previously you shared.
- ➢ Ask students that record their voices for their characters.

Example
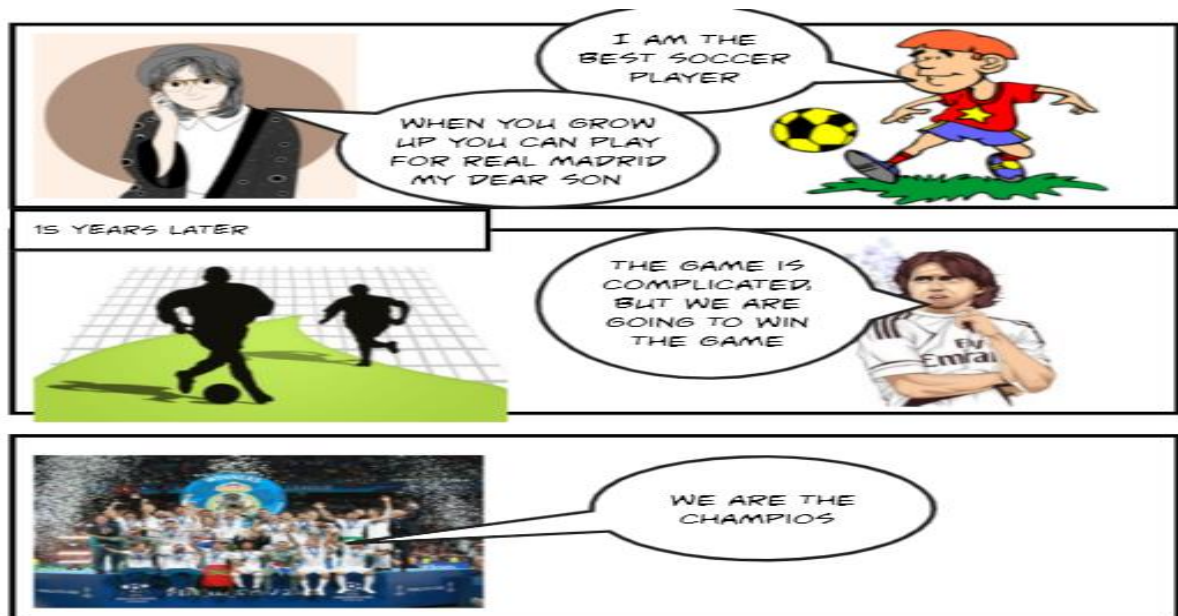
You can check the story with audio here page 2:
https://read.bookcreator.com/YqKTogH6EPSDBMTYVcvqrZ39zz02/wmzxjEvzQcWWH_DRJxDZFQ

After
- ➢ Ask your students: What were their experiences doing this activity? And what was the best story?

Activity 2: Intonation

Strategy: Asking for help and clarification
Procedure
Before

➢ Explain the correct use of the intonation in a question or when using intonation in a sentence.
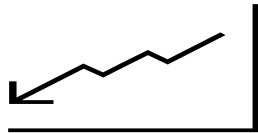
 when the tone of the voice down and up

➢ Simplify the information
➢ Ask students for clarification or examples

During

➢ Give instructions

Part 1

➢ Ask students to write 3 questions with present simple and 2 sentences about sports.

Questions

1-
2-
3-

Sentences

1-
2-

➢ Ask students to try to intonate the questions and the sentences.
➢ Divide the class into pairs.
➢ Ask your students that they have any problem they can ask you for help.
  Change the roles.

Part 2
Presential class

➢ Ask the students who work as listeners to put a point or sign when they listen to a high word.

Example:
Karina does Zumba every Friday.

Online class

➢ Using a recording voice, put any sign in the word that you consider sounds higher than the rest.

After

➢ Ask your students: what was the most challenging part of the instantiation? And if they want to do more exercise like these?

Activity 3: Make excuses

Strategy: Code switch

Procedure

Before

➢ Present the most common phrases to use for saying excuses. You can use this list and add more examples if you want.

Phrases for make excuses
Sorry but
Sick and tired
Tell you what
I'm busy
I feel awful
It slipped my mind
Back out

All these phrases are helpful when you make excuses.

➢ Ask students that guess what the meaning of these phrases is.
➢ Ask students to think in some sport situation that they use this phrase.

During

➢ Give instructions

Part 1

➢ Write two-sport situations and ask three classmates to give some excuses to don't do the situations.

Example

A: Hi, do you have time? Could you help me with something?

B: Hi, yes, I do, I have some time, tell me

A: I have two tickets for the swimming pool. would you like to come?

B: it sounds great, but I feel awful, maybe for the next time.

A: Ok, don't worry. See you.

B: Bye.

Listen to the audio with this link https://n9.cl/w7xpa

Situation 1:	Situation 2:

Part 2:

Presential class

- ➢ Divided the class into pairs
- ➢ Make a dialogue where you include sports situations and give 3 excuses.
- ➢ Present the dialogue in front of the class

Online class

- ➢ Using padlet you can prepare an interactive space for your students; you have a short tutorial of using this tool here:
- ➢ Share the link you can do your padlet: https://padlet.com/sammigise6998/rwwmjy6xubf498rv
- ➢ Ask your students to click on the link and do the activity that consists of writing a sport situation and comment to 3 classmates with an audio making excuses.
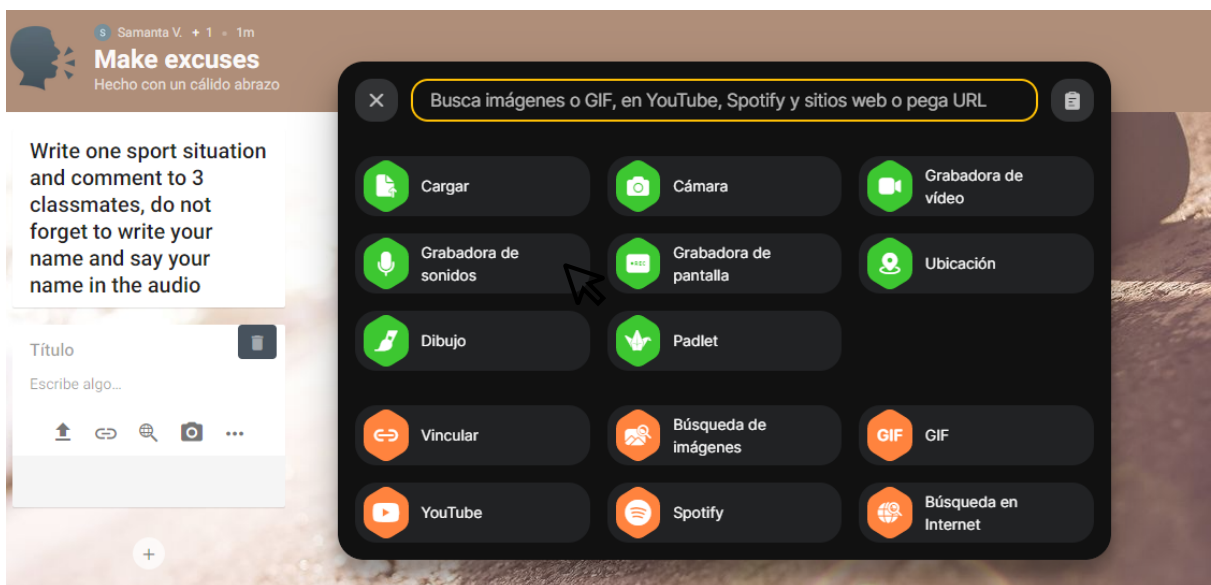
The picture is taken from padlet

After

- ➢ Ask your students: what are the most common excuses that they say? And which are other situations that they can use the phrases that they learned.

Evaluation

1. **Write three sports for the verbs play, do, and go.**

Play	Do	Go

2. **Write three excuses for this sport situation:** *Your best friend needs another player in his or her soccer team.*

1-

2-

3-

3. **Record audio with the previous sport situation and your answers, write the sentences again and put a signal in the highest words that you listen to your audio.**

   1-

   2-

   3-

Unit 3 Emotions and Feelings

Time: Each activity takes from 30 to 60 minutes

Students 'level: Junior students

Objectives of unit 3:

➢ Give detailed accounts of experiences by describing feelings and reactions within the personal and educational domains.

➢ Simply connect phrases to describe experiences and events, their dreams, hopes, and ambitions within the corresponding domains. (Ministerio deEducación, 2013)

Materials:

      Presential class: board, makers, speakers, and pencil.

      Online class: computer, laptop or cellphone, and internet access.

All of the pictures are taken from Word
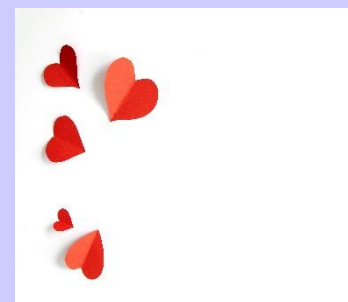
Activity 1: Broken Phone with tongue twister

Strategy: Avoidance.

Procedure

Before

➢ Present the different emotions. You can use this list

Emotions	Feelings
Anger Confused Content Embarrassed Exited Happy Proud Sad Scared Shy Surprised Worried	Awful Bad Bored Crazy Confident Dizzy Enthusiastic Lucky Jealous Melancholic Optimist Tired

➢ Ask your students: what is a tongue twister?

During

Part 1

➢ Mach the picture with the feeling or emotion and add 3 emotions or fillings with a draw

Happy	Dizzy	Anger	Crazy	Sad

Part 2

➢ Ask students to listen and try to repeat the tongue twister.
➢ Listen and practice https://n9.cl/w7xpa

Love's a feeling you feel when you feel you're going to feel the feeling you've never felt before.

Presential class

➢ Give instructions
➢ Pass the message of the classmate that is back of you or is next to you. Ask one of the first students of the correct row and say the next tongue twister:

I feel a feel a funny feel, a funny feel I feel, if you feel the feel I feel, a funny feel you feel.

➢ Ask the last students what was the message that he or she received

Online class

➢ Use WhatsApp for this exercise
➢ Give instructions
➢ Ask students to listen to the last audio and record audio saying that the last classmate said
➢ Write a message of one of the students with the tongue twister and ask him or her to send audio saying the tongue twister in the WhatsApp group.

I feel a feel a funny feel, a funny feel I feel, if you feel the feel I feel, a funny feel you feel.

➢ Reproduce the last audio and listen to what the last message was. Ask students: is it the message that they pass?

After

➢ Ask your students: how do they feel about this exercise? And What they like or don't like about this activity.

Activity 2: Express yourself with Songs

Strategy: Paraphrasing

Procedure

Before

➢ Present a vocabulary about emotions and feelings using this picture

➢ Present any song and ask students what emotions and feelings they identify in the song. If you are in an online class, you can share the video.

Example:

Dua Lipa -levitating https://www.youtube.com/watch?v=KZi8JgJoZx4

During

Part 1

➢ Share the lyrics of any song. You can use this link for search lyrics of any songs https://www.letras.com/dua-lipa/levitating/

Example:

Dua Lipa-Levitating

> If you wanna run away with me, I know a galaxy
> And I can take you for a ride
> I had a premonition that we fell into a rhythm
> Where the music don't stop for life
>
> Glitter in the sky, glitter in my eyes
> Shining just the way I like

> If you're feeling like you need a little bit of company
> You met me at the perfect time
>
> You want me, I want you, baby
> My sugarboo, I'm levitating
> The Milky Way, we're renegading
> Yeah, yeah, yeah, yeah, yeah
>
> I got you, moonlight
> You're my starlight
> I need you all night
> Come on, dance with me
> I'm levitating
> Lyrics by Dua Lipa

➢ Ask students to identify the emotions in the lyrics and write what emotion they notice in the song.

Part 2
➢ Give instructions
➢ For this activity, first, start with a particular situation as an example, broken up with your partner.
➢ Ask your students that try to make a dialogue using parts of songs.
Possible songs:
  o Billie Eilis: Lost cause https://www.youtube.com/watch?v=RU6OmlVuP7s
  o Ariana Grande: Thank you next https://www.youtube.com/watch?v=N5XjHVKt-bg
  o Olivia Rodrigo: Good 4 u https://www.youtube.com/watch?v=k45KagEFfJ0
  o Gotye: Somebody that I used to know
    https://www.youtube.com/watch?v=6MbCzXFyO4w
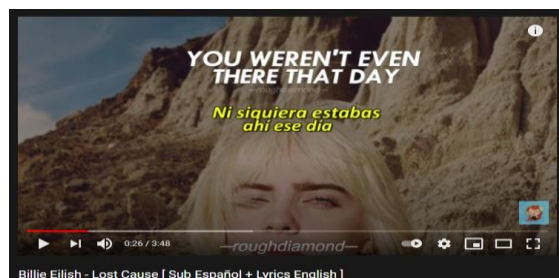
The picture is taken from YouTube

Example:
Broken up with my boyfriend.
A: You know my ex, so that makes my it all feel complicated, It all seems complicated.
I read those texts that you send to yours, but I'll never say it, yeah. (Machine Gun Kelly-
My ex's best friend)
B: One: Don't pick up the phone, You know he's only calling 'cause he's drunk and alone
Two: Don't let him you'll have to kick him out again

Three: Don't be his friend You know you're gonna wake up in his bed in the morning
And if you're under him, you ain't gettin' over him (Dua Lipa- New rules)

A: I swear to God, I never fall in love. never fall in love, but I can't get enough of it
(Machine Gun Kelly-My ex's best friend)
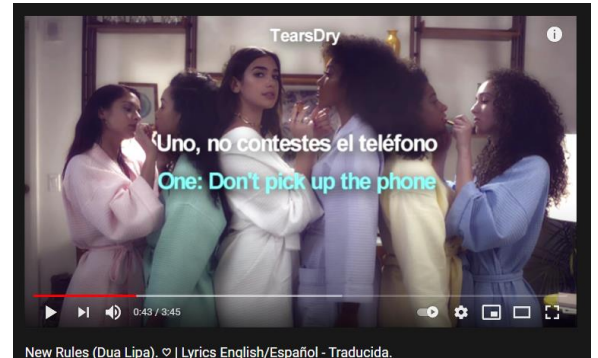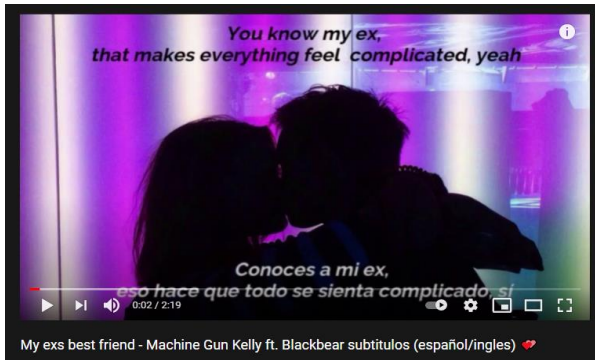
Pictures are taken from YouTube

➢ Divide the class into pairs and give

Presential class

➢ Prepare different lyrics of songs according to the situation that you select.
➢ Give the lyrics of the songs of different pairs, and they need to exchange the lyrics for another different and make a dialogue with the different lyrics.
➢ Ask students to present the dialogue they can sing o read the dialogue that they made.

Online class.

➢ You can share the link of the songs with the lyrics or ask students to search for any song that expresses emotions related to the situation.
➢ Make a dialogue with the different songs, record an audio singing or reading the dialogue, and send it to the WhatsApp group.

After

➢ Discuss with your students: how do they feel? And what is the best mix to express better the feelings for the situation?

Activity 3: Guess what the non-verbal language is showing
Strategy: Non-verbal
Procedure:
Before
> ➤ Present a set of feelings using smiley faces.
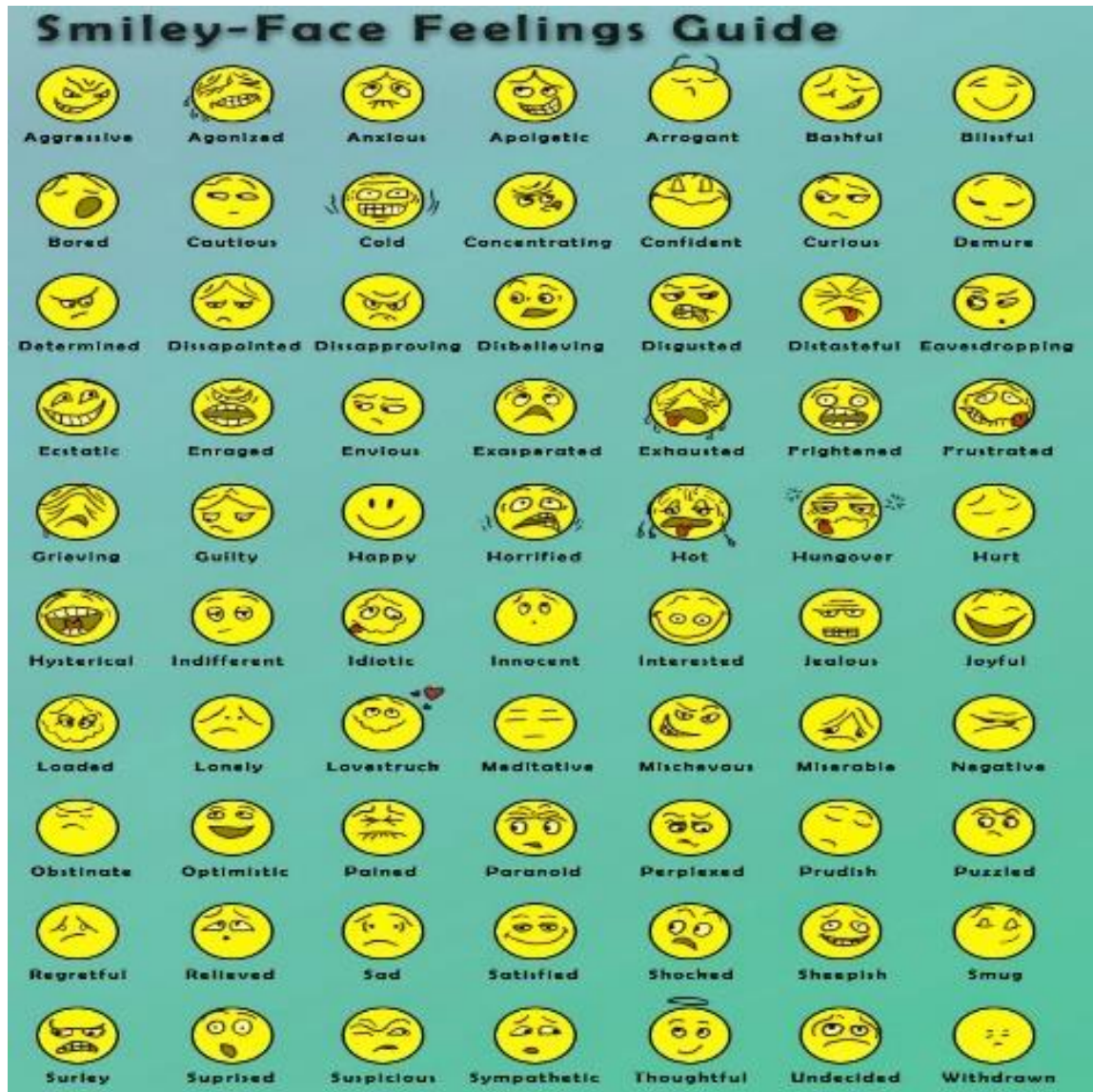
> ➤ Ask students to search for the meaning of presented feelings.

During
> ➤ Give instructions

Part 1
➢ Write the feeling under the picture.
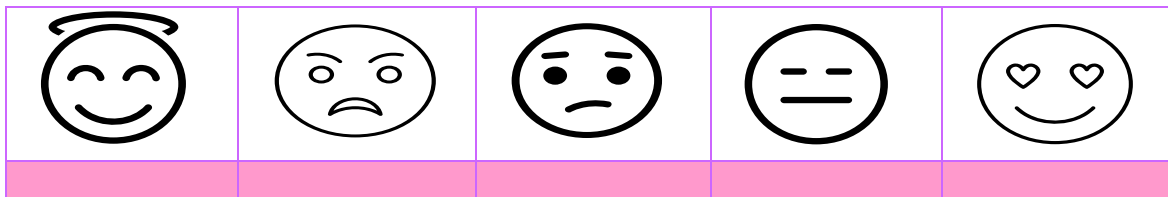
➢ Ask students to think about three emotions and how do they represent those emotions with gestures.

Presential class
➢ Ask students to make gestures that represent the feelings they learn in front of the class so the rest can use the phrase "the emotion is…" to guess the emotion.

Online class
➢ Ask students to record three different short videos making the gestures that represent the emotions.
➢ Using padlet, they can comment on three other classmates' videos or select five students using the roulette. Each student makes three different gestures, and the rest of the class needs to guess the emotion they present.

Links to enter
➢ Padlet: https://es.padlet.com/
➢ Online roulette: https://fluky.io/

After
➢ Discuss with your students: What are the most evident feelings that they express all day?

Evaluation

1. **Draw and write 5 feelings and emotions**

2. **Write one short tongue twister.**

1-

3. **Record or present the tongue twister.**

Unit 4 Environment

Time: Each activity takes from 30 to 60 minutes

Students' level: Junior students

Objectives of Unit 4:

➢ Exchange, check, and confirm information to deal with less routine situations and explain why a problem has occurred, and give possible solutions.

➢ Give or seek friends/peers' personal views and opinions in discussing topics of interest within the corresponding domains. (Ministerio deEducación, 2013)

Materials:

Presential class: Board, flashcards, markets, chairs, flashcards

Online class: Computer, laptop or cellphone, and internet access.

All the pictures are taken from Word

Activity 1: Misunderstanding
Strategy: Paraphrasing
Procedure:
Before:
➢ Ask students: what is an environment? And what are the kinds of environments?
➢ Present the vocabulary about the environment and the elements that create an environment using flashcards

Island	Lake	Forest	City	Mountain

Beach	Flower	Ocean	Trees	River

All of the pictures are taken from Word

You can use this link in case of Online classes:
https://quizlet.com/_a1me7q?x=1qqt&i=3t8ahk
➢ Ask students to think about the elements or things they find in Forest, into the ocean, in a city.

During
➢ Give instructions.

Part 1

➢ Write five things that you find in these environments.

| Ocean	Forest	City

All of the pictures are taken from Word

Part 2

➢ Ask students to select objects of their environment or select one of the environments presented previously.
➢ Divide the class into rows.
➢ Give instructions

Presential class

➢ Divide the board in the number of rows.
➢ Ask students of the first column that passes in front of the class and choose one of them.
➢ Ask the selected student to describe one of the objects or the environments that he or she chose. The rest of participates have to draw the object or the environment that the first student is describing.
➢ When they finish, check if the drawings are correct.
➢ And continue with the next column and repeat the process.

Online class

➢ Use this link: https://garticphone.com/es You just write your name, click on the start, and then click on invited, finally share the link.
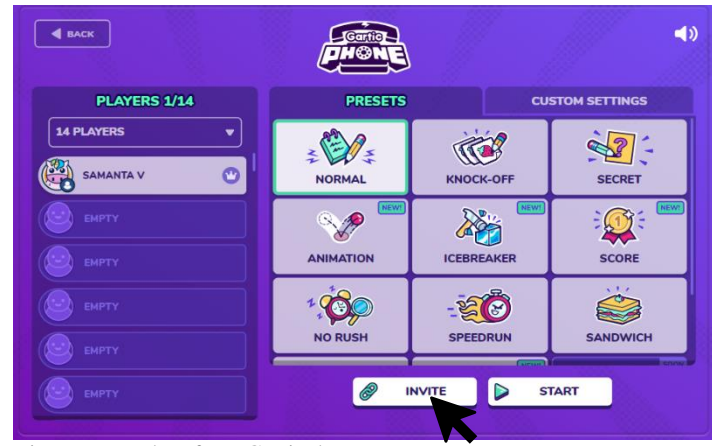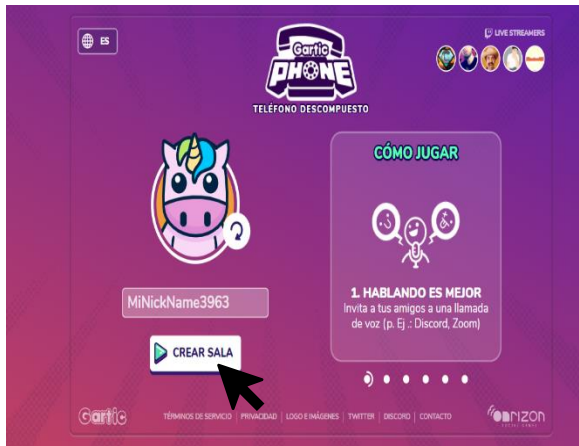
Pictures are taken from Garticphone

➢ Ask students to write the description of the selected object or environment
➢ Start the game and enjoy it.

After

➢ Ask students: What are the things or objects to conform to and environment? And What are the things that they like about the environment?

Activity 2: Express your opinion
Strategy: Word-coinage
Procedure
Before
➢ Do a brainstorm, ask students: what are things that destroy the environment?
➢ Present vocabulary using this list

List of things that affect the environment
Deforestation Acid rain Air pollution Weather pollution Oil spill Forest Fire Toxic waster Hunt endangered animals

➢ Ask students to think in possible solutions for these problems
➢ Ask students to use the dictionary or the online dictionary to find the words they need to use to give solutions.

During
➢ Give instructions

Part 1
➢ Match the environmental problems with the possible solutions. Students can use the dictionary to look at the meaning of the words.

Environmental Problems	Possible solutions
Weather pollution	Reforestation
Air pollution	Protect animals
Forest fire	Recycle
Deforestation	Greenhouses
Hunt endangered animals forest	Conserve and protect the

Part 2

➢ Present a real environmental situation that is happening in the world

Example:

The Forest Fire in the Islamic Republic of Iran

Presential class

➢ Divide the class in two.
➢ Ask students to think about some possible consequences and solutions for this issue.
➢ The group that, apart from more solutions, wins the game. Teachers work as a mediator.

Online class

➢ Using nearpod for this activity: https://share.nearpod.com/9pBg8asOqib

- ➢ Ask students that click on the link and do the activity.
- ➢ Reproduce the audio and listen to the answer.

After
- ➢ Ask students: how can we prevent environmental pollution? And is it a big issue for us?

Activity 3: Who wants to be a millionaire?
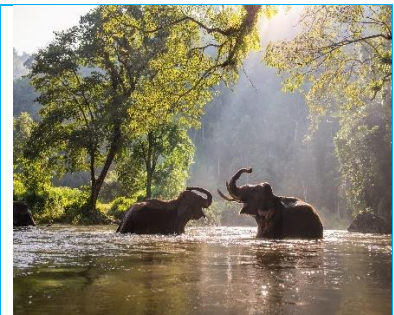
Strategy: Code-switching

Procedure

Before

➢ Present vocabulary based on the animals and places that there are in the environments using flashcards.

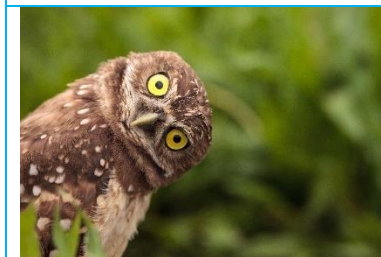|		
Coral reef	Artic and Glaciers	Rainforest and Asian Elephants
Desert and Camels	Jungle	Deer
Owl	Dolphin	Eagle

All of the pictures are taken from Word

You can use this link https://quizlet.com/_a1mvyu?x=1qqt&i=3t8ahk

➢ Ask students to think about the animals that live in those places.

During

➢ Give instructions

Part 1

➢ Match the animal with the place.

Fox	Lion	Artic Seal	Orangutan

All of the pictures are taken from Word

Rainforest   **Artic**   **Desert**   **Jungle**

➢ Write three questions and the answer and three alternatives about any place or animal you see in the flashcards.

Questions	Options	Answers

Example

Question	Options	Answer
What is the biggest animal that lives in the jungle?	Giraffe, Kangaroo, Hippocampus	Elephant

Part 2

➢ Give instruction

Presential Class

➢ Ask students to pass their question and mix them.
➢ Make a circle and put two chairs face to face.
➢ Call two students and give the roles; one of them ask the questions and the other answer.
➢ The rules:
   o They have 40 seconds to answer the question. If they say the wrong answer or past the 40 seconds, the students lose the game.
   o They have three options that can help them, but they can use just one time: Ask the classmates, 50/50, and call one friend to answer the question.
   o If one student gives the wrong answer, you can call the next pair of students.

Online Class

- ➢ Ask students to send you the questions with the answers and three options that they wrote.
- ➢ Use the roulette or ask for volunteers: https://fluky.io/
- ➢ The rules:
  - o They have 40 seconds to answer the question. If they say the wrong answer or past the 40 seconds, the students lose the game.
  - o They have three options that can help them, but they can use just one time: Ask the classmates, 50/50, and call one friend to answer the question.
  - o If the student loses, you can call another student.

After

- ➢ Ask students: What do they think about this activity? And What are the new things they learn with this activity?

Evaluation

1. **Write and draw 3 environments that you remember.**

2. **Write the names of the animals that can live in these places.**

All of the pictures are taken from Word

3. **Write and record one environmental problem and give a solution**

Problem	Solution

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Communicative language teaching strategies are the most helpful method that teachers add to their methodology. In Ecuador, the Communicative language teaching approach is considered a mandatory methodology that teachers need to apply in the classroom since it permits honest communication among students and develops their English skills (Toro, Camacho, Pinza, & Paredes, 2018). However, based on the teachers' survey, communicative language teaching strategies are not used for completion since teachers do not remember which communicative language teaching strategies are.

➢ Communicative language teaching strategies to foster English speaking skills in junior students are code-switching, paraphrasing, word-coinage, avoidance, all of the purpose words, non-verbal, and asking for help and clarifications because they facilitate communication among students and teachers; these strategies can help students and teachers to create a communicative environment where the teacher can help their students in the process of developing students' speaking skills.

➢ Data results from surveys show that communicative language teaching strategies could be a helpful tool, and the implementation in the form of a guide can help teachers in the process of teaching speaking skills since communicative strategies permit to facilitate the process of developing speaking skills; also, students would like to develop their speaking skills and improve their English level.

➢ The proposal of this project is based on the communicative language teaching strategies to foster English speaking skills in junior students becoming in a handbook which present some strategies with some relevant information for teachers. The communicative language teaching strategies are adapted in different speaking activities to foster speaking skills. This handbook is a simple tool to use and is adapted to the current at Victor Manuel Guzman.

5.2. Recommendation

There are some aspects that teachers do not know about communicative language teaching strategies, and they are relevant information that can add to their methodology. Nonetheless, if they are applied, communicative language teaching strategies can become a useful tool for teachers and permit them to develop English skills. Applying these strategies in class can create an engagement in students. It is appropriate to socialize communicative language teaching strategies in handbooks or scholarly guides

➢ Communicative language teaching strategies which are presented can help to foster English speaking skills. Applying them in the classroom can improve students' speaking skills and create high communication among students. When teachers use a foreign language, they can avoid Spanish in English class. The strategies are designed to develop English speaking skills in junior students, but strategies can change according to the students' needs; it is important to continue researching about it.

➢ Researching more relevant data from teachers allows developing a complete guide covering most of the students' needs since communicative language teaching strategies help create an active class where each student participates in using the foreign language. It is advisable to test the effectiveness of the previous communicative language strategies.

➢ Implementing a handbook with some communicative language teaching strategies is considered a valuable tool for teachers and students to develop speaking skills. The handbook that was present as part of the proposal has some activities based on the strategies that will be applied in the classroom to reinforce oral communication in the English class. However, promoting research of communicative language teaching strategies can adjust the teacher's vision about them.

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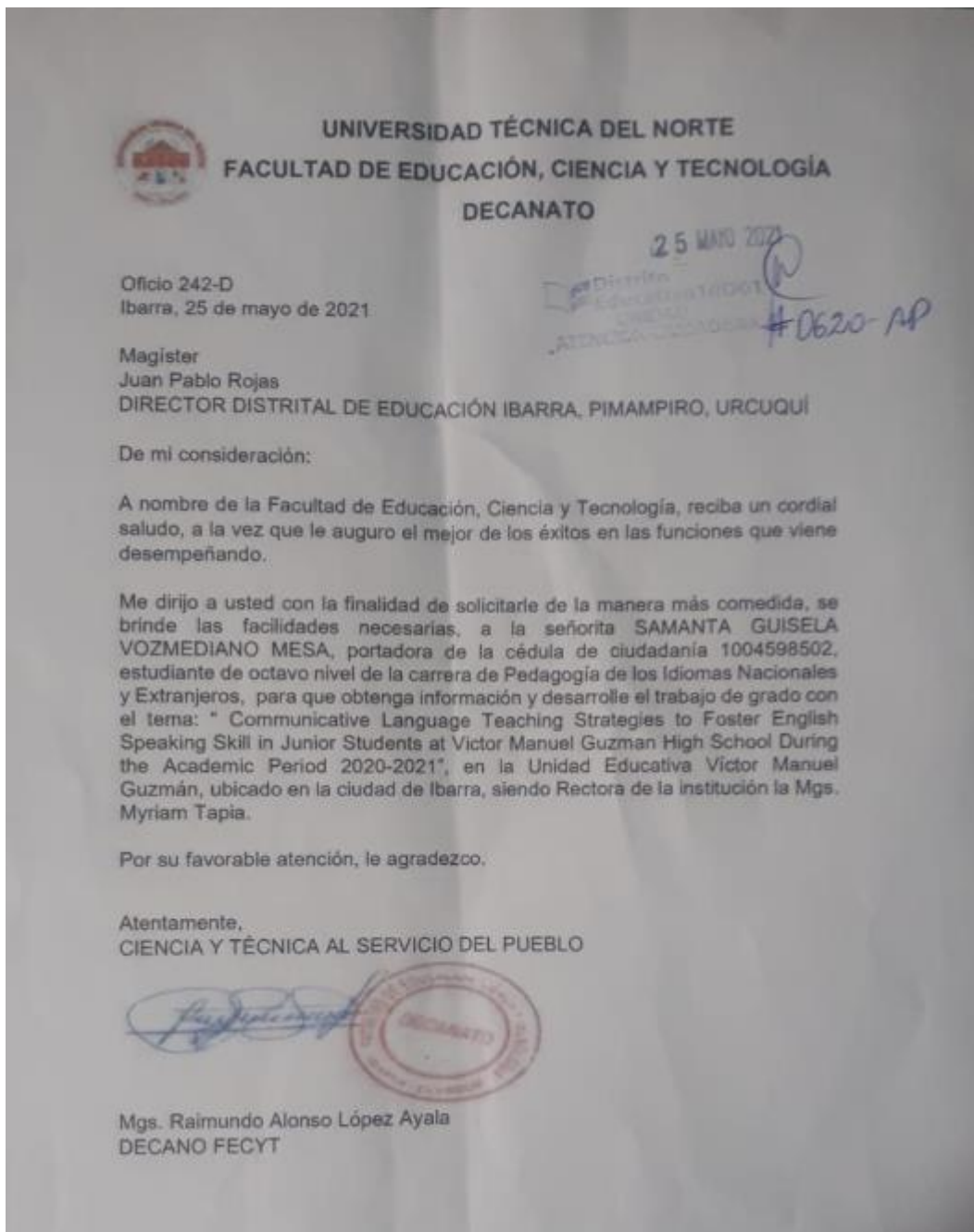
Annexes

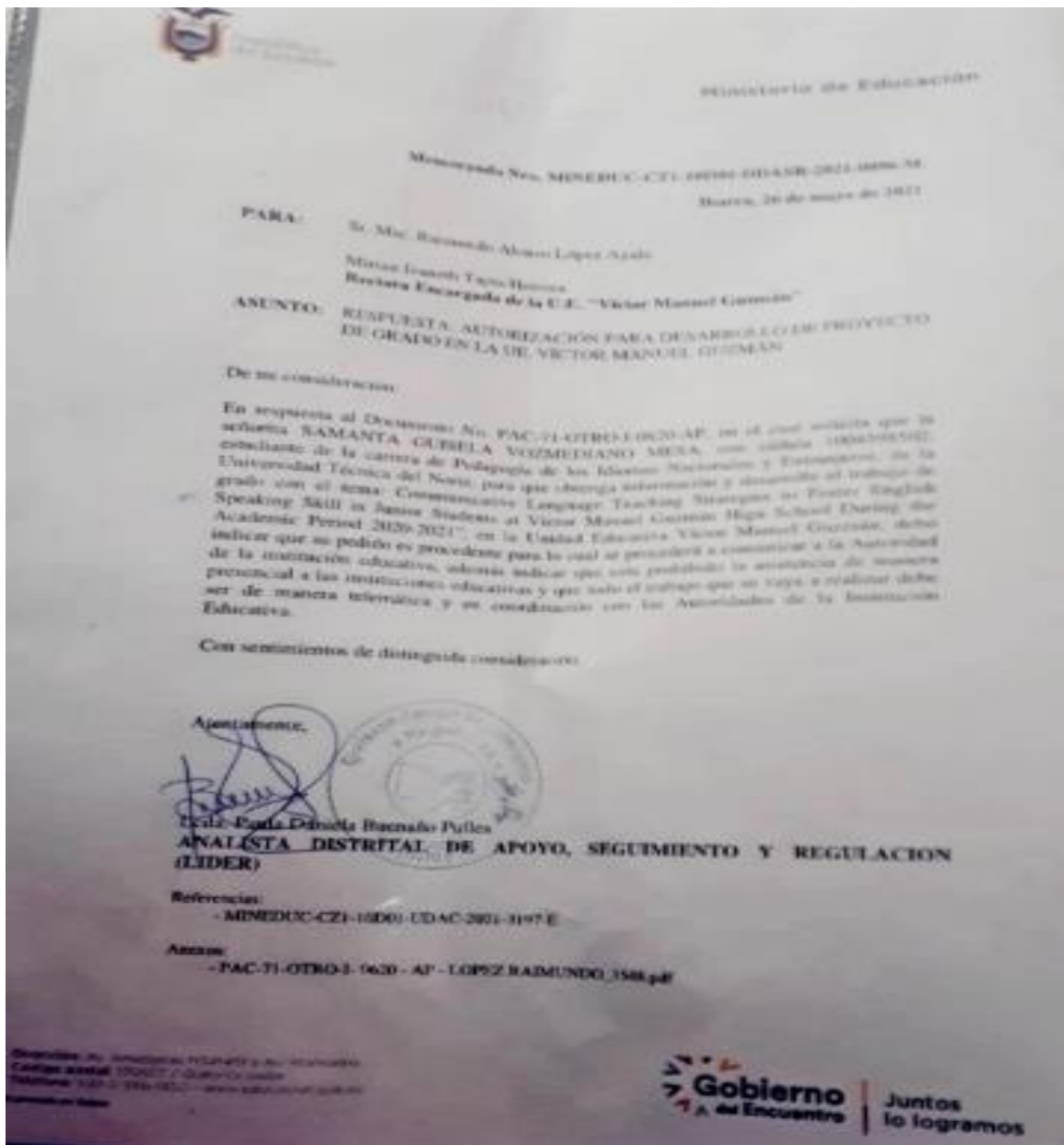*Figure 14 Decan request to educational district Zone 1*

Figure 15 District request to Victor Manuel High School.

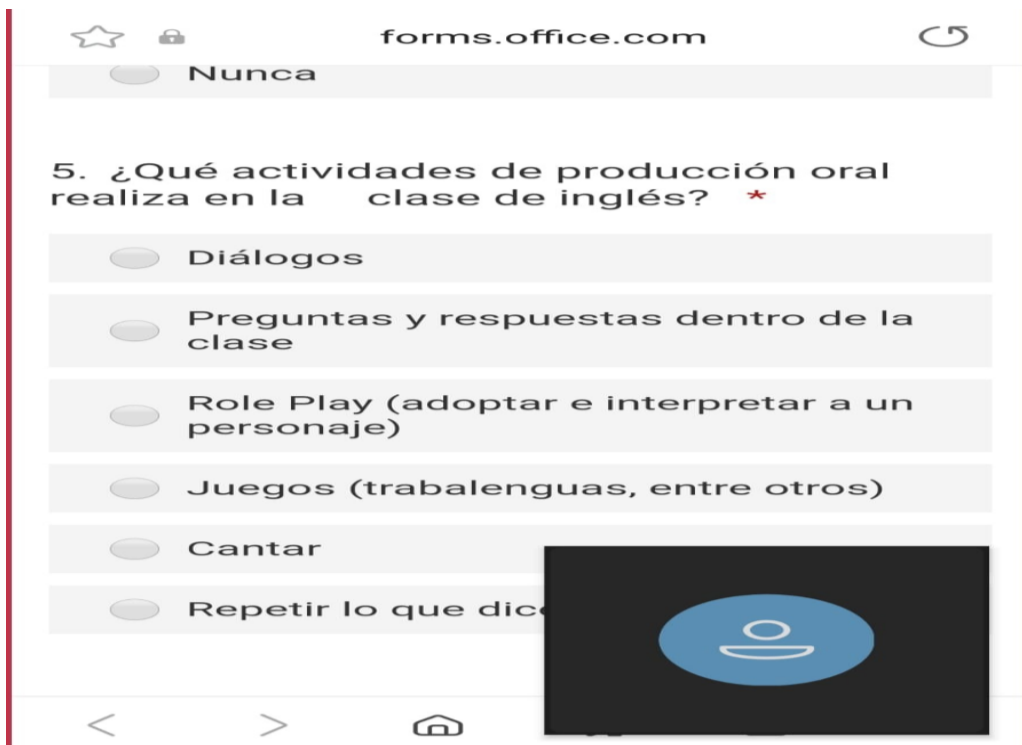*Figure 16 Collecting information with junior students of Secretary at Victor Manuel High School.*

Figure 17 Survey presentation

Figure 18 Student's participation in the online survey.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENCUESTA DE INVESTIGACIÓN DIRIGIDA A ESTUDIANTES

La presente encuesta está dirigida a las señoritas y señores estudiantes de 5.º de bachillerato del área de secretariado de la Unidad Educativa Víctor Manuel Guzmán de la ciudad de Ibarra parroquia el Sagrario en el año lectivo 2020-2021.

La finalidad de esta encuesta es recolectar datos sobre la comunicación en las actividades de producción oral en la clase de inglés.

Instrucciones:

Esta encuesta es de carácter anónimo y reservado, razón por la cual se le solicita que responda a las siguientes preguntas de la manera más sincera posible, ya que de su colaboración depende el éxito de este proyecto, el cual generará una propuesta para ayudar a solucionar los problemas de producción oral (speaking skills) en los estudiantes de 5.º de bachillerato.

1. ¿Se comunica usted en inglés con sus compañeros durante la clase de inglés? Si su respuesta es **Sí** o **No** justifique.
   - Si
   - No
   - ¿Por qué?

2. ¿Con qué frecuencia realiza actividades de producción oral; ¿es decir, habla en inglés en la clase como parte de una actividad?
   - Siempre
   - Casi siempre
   - A veces
   - Rara vez
   - Nunca

3. ¿Qué actividades de producción oral realiza en la clase de inglés?
   - Diálogos
   - Preguntas y respuestas dentro de la clase
   - Role Play (adoptar e interpretar a un personaje)
   - Juegos (trabalenguas, entre otros)
   - Cantar
   - Repetir lo que dice el audio

4. ¿Conoce usted alguna estrategia para hablar inglés? Si su respuesta es sí mencione cuál o cuáles son las estrategias que conoce si su respuesta es no puede responder que no conoce ninguna.

- ☐ ● Si
- ☐ ● No
- ● ¿Cuál o cuáles son?

5. ¿Cuál cree usted que es su nivel de inglés al hablarlo?

- ☐ ● Alto
- ☐ ● Medio
- ☐ ● Bajo

6. ¿Le gustaría mejorar su destreza de hablar inglés? Si su respuesta es **Sí** o **No** justifique

- ☐ ● Si
- ☐ ● No
- ● ¿Por qué?

7. ¿Qué tan útil considera usted la implementación de estrategias para ayudarle a desarrollar la habilidad de hablar en inglés?

- ☐ ● Muy útil
- ☐ ● Útil
- ☐ ● Poco útil
- ☐ ● Nada útil

8. ¿Le gustaría que su profesor utilizara estrategias para ayudarle a mejorar su habilidad de hablar inglés? Si su respuesta es **Sí** o **No** justifique.

- ☐ ● Si
- ☐ ● No
- ● ¿Por qué?

Gracias por su colaboración

UNIVERSIDAD TÉCNICA DEL NORTE
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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESEARCH SURVEY ADDRESSED TO TEACHERS

This survey is addressed to English teachers at Victor Manuel Guzman from Ibarra city at Sagrarios' parish in the school year 2020-2021.

The finality of this survey is to collect data about communication in speaking activities in the English class.

Instructions:

This survey is anonymous and reserved, which is why you are asked to respond sincerely, since your collaboration depends on the success of this project, which will generate a proposal that can help to solve speaking skills issues in their junior students.

1. Do you know about communicative strategies? Please justify your answer.
   - ☐ ● Yes
   - ☐ ● No
   - ● Why?

2. Do you consider communicative language strategies useful? Why?

3. Which are the communicative language teaching strategies that you know? Please choose three strategies that you use to develop your students' speaking skills?
   - ☐ ● Work in groups of discussions
   - ☐ ● Dialogues
   - ☐ ● Debates.
   - ☐ ● Role play
   - ☐ ● Communicative Games

4. Would you like to know about new communicative language teaching strategies? Please justify your answer.
   - ☐ ● Yes
   - ☐ ● No
   - ● Why?

5. Do you consider that an academic guide is a helpful resource into communicative language teaching strategies? Please justify your answer.
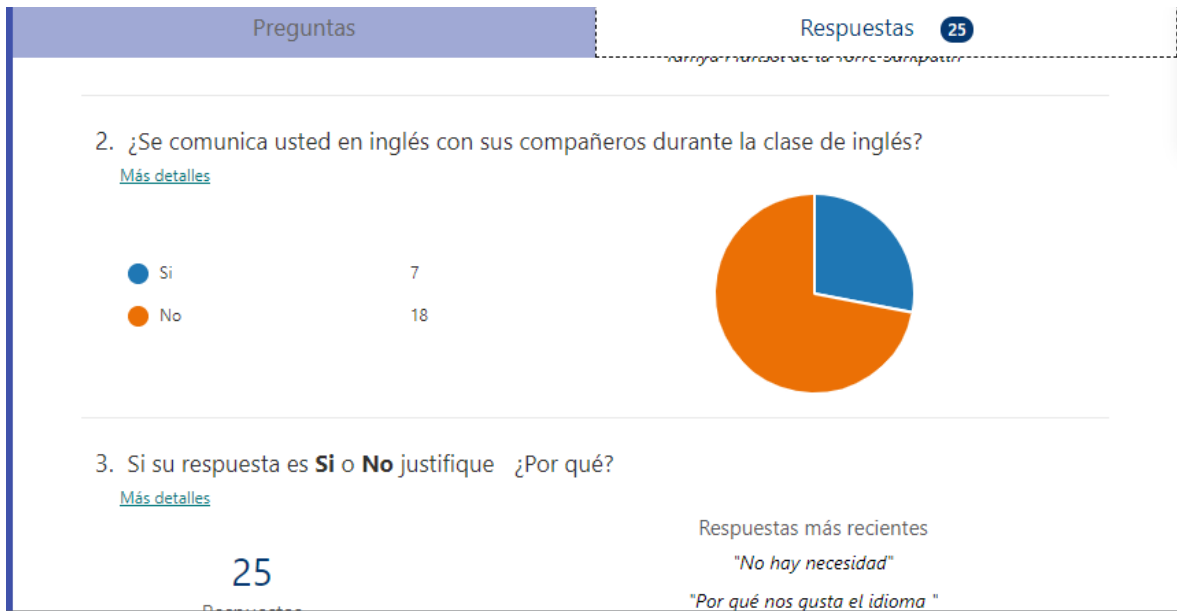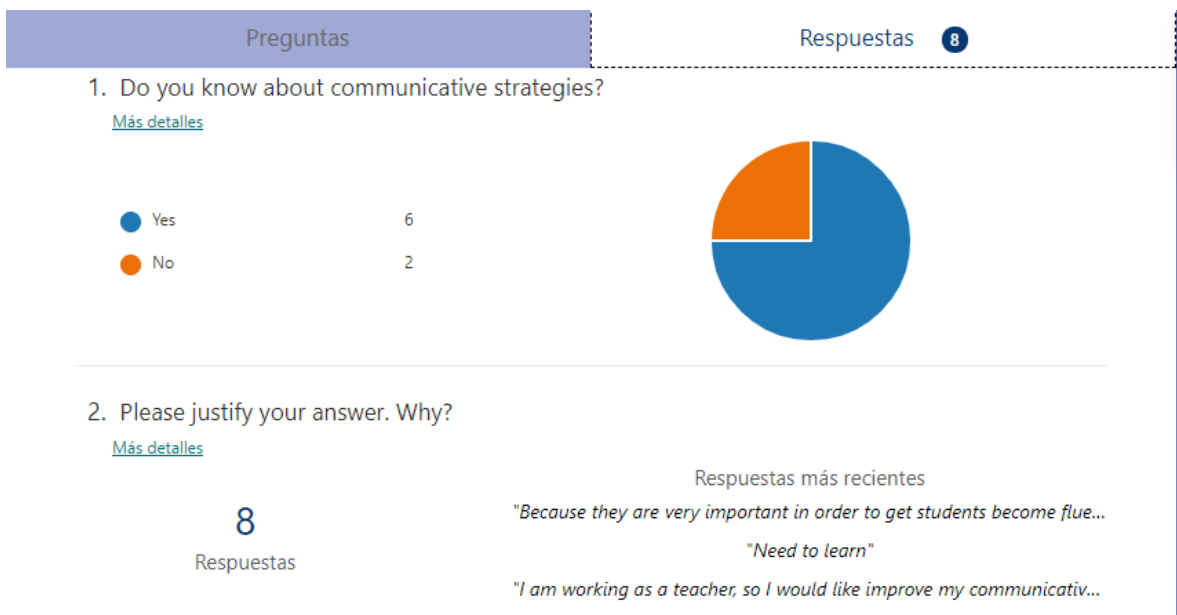
- Yes
- No
- Why?

Thank you for your collaboration.

Figure 19 Student's survey

Figure 20 Teacher's survey