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DEDICATION

I want to dedicate this research work to all people who contributed with ideas and best wishes to complete this project, especially to my mother for being my inspiration to overcome myself and to God that has been present at every step of my way.

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RESUMEN

Para aprender inglés es necesario desarrollar diferentes habilidades, y la expresión oral es una de las más relevantes en un contexto de inglés como lengua extranjera. En este sentido, los estudiantes presentan falencias notorias debido a diversos factores que les impiden alcanzar el nivel requerido al finalizar su año académico. Este proyecto tiene como objetivo integrar el enfoque comunicativo CLT (Communicative Language Teaching) con el fin de mejorar las habilidades al hablar en estudiantes de tercer año de bachillerato en el colegio "Teodoro Gómez de la Torre" en el año escolar 2021-2022 en Ibarra. Para la recolección de datos, las herramientas utilizadas fueron una encuesta aplicada a 130 estudiantes mediante estratificación de muestreo simple y una entrevista semiestructurada a dos docentes. Esta información permitió al investigador tabular, analizar e interpretar los datos recolectados empleando métodos cuantitativos y cualitativos. Los resultados mostraron que la cantidad de horas en que los estudiantes están expuestos a la materia de inglés perjudica su nivel de competencia. Sin embargo, hay varios estudiantes que demostraron un alto interés y predisposición en aprender el idioma en el colegio. Asimismo, se evidenció que los estudiantes disfrutan aprendiendo a través de actividades CLT que involucran juegos, dramatizaciones y trabajo en grupo o en parejas, aunque no se realizan de forma cotidiana en clase. Una implicación pedagógica del estudio del proceso de enseñanza es el hecho de que los docentes deben mantener una formación continua en este tipo de enfoque. Para concluir, el tiempo de clase es un factor fundamental en el éxito del aprendizaje de idiomas, no solo para llevar a cabo actividades significativas, sino también para saber cuáles beneficiarán más a los estudiantes en su contexto.

Palabras claves: Idioma inglés, comunicativo, enfoque, habilidad oral, estudiantes.

ABSTRACT

For learning English is necessary to develop different skills, and speaking is one of the most relevant in an EFL context. In this regard, students have notorious shortcomings due to various factors that prevent them from reaching the required level at the end of their academic year. This project aims to integrate the communicative approach CLT (Communicative Language Teaching) to improve speaking skills in third-year high school students at "Teodoro Gómez de la Torre" school in the 2021-2022 school year in Ibarra. For collecting data, the tools used were a survey applied to 130 students using simple sampling stratification and a semi-structured interview for two teachers. This information allowed the researcher to tabulate, analyze, and interpret the data collected using quantitative and qualitative methods. The results showed that the number of hours in which students are exposed to the English subject harms their level of proficiency. However, several students demonstrated a high interest and willingness in learning the language at school. Likewise, there was evidence that students enjoy learning through CLT activities that involve games, roleplays, and group or pair work, although they are not carried out on a daily basis in class. One pedagogical implication of the study of the teaching process is the fact that teachers must keep ongoing training in this type of approach. To conclude, class time is a pivotal factor in language learning successful, not only to carry out meaningful activities but also to find out which ones will benefit students more in their context.

Keywords: English language, communicative, approach, speaking skill, students.

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LIST OF ABBREVIATIONS

TEFL: Teaching English as a Foreign Language

EFL: English as a Foreign Language

ESL: English as a Second Language

ELE: English Language Education

CLT: Communicative Language Teaching

CEFR: Common European Framework

L2: A person's second language

TL: Target language

FL: Foreign language

Ss: Students

Ts: Teacher

INTRODUCTION

The motivation of the research

The students' learning process in the English area has a duration of twelve consecutive years, divided between elementary and high school. Students must reach different levels of proficiency according to the Common European Framework of Reference (CEFR). When students get to the third year of baccalaureate, they must have a B1 that demonstrates their ability in the different English skills, which are speaking, writing, reading, and listening. *Speaking* is a relevant skill that permits students to express their thoughts through interaction in their English classes.

This research seeks to integrate Communicative Language Teaching (CLT) into improving speaking skills in senior students at Teodoro Gómez de la Torre high school in Ibarra during the academic year 2021-2022. Thus, the reason for this research is to provide a handbook with different techniques based on the CLT approach that teachers can apply in their classes specifically to get a better performance in speaking skills of senior students who need to prepare for an academic career.

Problem description

English is a universal language implemented in the communication and interactions of people. Agreement with Xue and Zuo (2013) affirm that currently, 250 million people use English as a second language; the English Cultural Council estimates that one billion are learning English, and around 1.5 to 2 billion people are in connection with this language. It manifests that the emergence of English dominance cannot stop due to the connection with language, politics, economy, culture, international communication, and other fields.

Nowadays, in the era that we live thanks to globalization is necessary for the dominance of English to have professional competitiveness at an international level. Learning a new language can expand the horizons of people who have the desire to grow in a world that is constantly updated. So, they can have the opportunity to work abroad, establish better professional relationships and have a new view of progress and personal development through second language acquisition.

The methodology of teaching a new language focuses on outdated techniques with little relevance to the student's learning process, opting for applying memorization, grammar rules, repetition, and even filling book activities mechanically. It has led that Ecuador being placed in the 80th global ranking of countries and regions by English skills with a score of 440, which is considered a very low proficiency in English (EF Education First, 2021). The international education company EF Education First did this research based on test results of 2m adults in 112 countries and regions.

This fact shows that the role of the teacher has to adapt to the new study methods that are more related to a globalized world since students do not prove that they have internalized knowledge. They only acquire patterns to retain information, then they can forget with time, and the students desire to pass the subject and not learn the second language efficiently.

These circumstances have caused the students who attend the last academic levels of Teodoro Gómez de la Torre high school to not acquire a second language due to inadequate teaching methods and approaches. They can take advantage of dominating the foreign language to access educational or cultural exchange programs. As well as get into universities abroad and even migrate to countries to seek job opportunities that benefit or improve their economic position, all this considering that in several countries, it is a minimum requirement to have a B1 level about CEFR.

Justification

This research project wants to enhance oral language skills with a group of students in the third year of a baccalaureate from Teodoro Gómez de la Torre high school in Ibarra city in Imbabura province. By means of the integration of a teaching approach that allows the student to achieve better results in the acquisition process of a second language through the implementation of a handbook with different techniques.

The justification for this research is to guarantee the right to a decent and quality education, which is typified by the article 343 of National Constitution of Ecuador, which mentions "…. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

As aforementioned, it will be possible to avoid miscommunication that reduces quality, weakens productivity, and eventually leads to anger and lack of trust between the individuals and managing strategies based on a procedure arranged for decision-making and acting against a particular scenario.

Impacts

Pedagogical impact

The pedagogical impact of this research is to influence students through the utilization of innovative resources in the teaching-learning process that involves CLT approach speaking techniques to communicate clearly and confidently in the class. Teachers will benefit from the proposal of this investigation because they can use this material to guide a class with techniques referring to the Communicative approach to achieve the required learning.

Emotional Impact

CLT approach emphasizes interaction in the target language. The emotional impact focuses on the idea of getting feelings, concepts, or sensations as a consequence of apprehending to communicate in a foreign language. Thereby students will have confidence and security to develop linguistic skills that increase their commitment and involve them in language learning activities beyond the traditional repetition and memorization.

Objectives

General objective

To integrate Communicative language teaching in the improvement of speaking skills in senior students at Teodoro Gómez de la Torre high school in Ibarra during the academic year 2021-2022.

Specific objectives

- Identify activities performed by senior students in class in the improvement of speaking skills.
- Diagnose techniques applied by teachers in class in the improvement of speaking skills in senior students.
- Design a handbook of Communicative Language Teaching techniques for the enhancement of speaking skills in senior students.

Problem difficulties

The project has a very productive direction that will benefit the students in improving their oral skills. Nevertheless, Ecuador and the world are in a pandemic, which is a limitation for research execution. The development of the study had another mishap concerning the surveys applied to the students. Those were not mandatory, so they did not show interest in completing it, and the sample was an amount less than stipulated; in that case, the margin of error will be more extensive than expected. Moreover, the interviews with teachers had issues due to a bad internet connection.

Structure of this research

The research project presented in this part involves four chapters with specific details to explain the development of the thesis.

Chapter I presents the theoretical framework where theories, knowledge, and findings will appear and serve as a basis to explain the phenomenon investigated. It provides theoretical support for the development of this investigation.

Chapter II contains methodology; in this part, there are data collected, the type of investigation, instruments such as interviews and surveys, investigation questions, and procedure. Besides, it shows the methods used in the research, population, and even sample.

Chapter III shows the outcomes acquired from the application of the research techniques. Here there is a comparison with the theoretical basis and other investigations of different institutions to know aspects similar to the problem studied.

Chapter IV contains a proposal that gives a solution related to the research topic. It includes the title, the justification, theoretical foundation, the general objective, the specific objectives, and the three units. Likewise, this part indicates the conclusions and recommendations based on the research chapters, objectives, and questions.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Teaching and learning theories

Since the beginning of the 20 century, many theories have been developed over the years to study education and support methods and approaches to reinforce the teaching-learning process. Teaching and learning theories are the pedagogical base to create knowledge and impart it to students. At the same time, theories are exceptional for understanding the nature of students learning.

1.1.1 Learning theories

Learning is the capacity to acquire knowledge through observation, experience, study, and even reasoning. In line with De Houwer et al., (2013), learning contemplates changes in the behavior that result from the experience acquired in an environment; those changes can generate new knowledge by assimilating information that people must understand to applicate and do not lose it. People can demonstrate their intellectual comprehension by exposing their reasoning or deductions from the learning obtained, which can attribute to their personality or characteristics.

In Strauch & Alomar's (2014) words, learning theories explain how a person can learn through information and experience converted in knowledge into a complex learning process that attributes both the influences and experiences of cognition, emotion and the environment. Some theories centered on student learning are based on classic paradigms of behaviorism, cognitivism, humanism, and constructivism (Waseem & Aslam, 2021). Three theories have been selected related to this investigation, which are detailed below.

1.1.2 Cognitivism

Cognitivism learning theory was developed by Jean Piaget in the early 1900s and gained credence in the 1950s. As per Dwivedi (2016), cognitive theory studies how the individual mind learns new things using memory, reflection, thinking, abstraction, metacognition, and motivation through mental processes that construct knowledge. This theory aims to understand how the processing of the information generated in the mind function. Thus, in the education context, the teacher's role is to seek strategies that allow learners to explore, reflect, retain and internalize what they have learned.

1.1.3 Constructivism

Constructivism learning theory emerged in the 1970s and 1980s, promoted by Jean Piaget and Lev Vygotsky. According to Waseem & Aslam (2021), the constructivist paradigm assumes that learners can interact with the environment and learn through previous experiences or empirical data, so knowledge is a constructed mental generated by the learner as an active actor in the learning process. Students should not only be static receptors of information since being participatory and dynamic facilitates their learning and can solve problems with different conceptions of reality.

1.1.4 Humanism

Humanism learning theory was designed by Abraham Maslow and their principal representatives were Carl Rogers, Auport, R. May, and Victor Frankl in the 20th century. In

keeping with Waseem & Aslam (2021), the humanistic theory focuses on potentiating the individual capacities of people to promote their self-realization since the learners will be responsible for deciding on the knowledge acquired, taking into account their individuality. Thereby, in the educational field, this theory pays attention to the needs of students to find solutions, encourages students to take the initiative to learn through exploration or experience, and establishes values to create ethical people.

1.1.5 Language theories

People who have the ability or skill to communicate ideas or expressions in the same language that their environment uses in any circumstance will correspond to people who acquire communicative competence. As regards to Chomsky (1965) says that "the speaker hearer's knowledge of his language" (p. 4). Furthermore, Burnam (2012) exposes that "Competence is the knowledge of the language, so the structural properties of all the sentences of a language are inferred and understood." According to Chomsky, this theory proposes complying with the norms and rules of grammar or language use in cognitive, cultural, and sociocultural contexts, emphasizing linguistic competence or communicative competence.

Chomsky (1965) introduced the terms' competence' related to the linguistic knowledge that the speaker has of the language and 'performance' as the use of this language; he supposed the subtraction and idealization of the capacity of human beings to produce, comprehend and create statements through modern linguistics aspects from the perspective of studying a language. The communicative competence model was an extension of Canale and Swaim (1980), checked by Canale (1983), who identified four sections of communicative competence: grammatical competence, sociolinguistic competence, strategic competence, and discourse competence (pp. 1-47). Canale and Swaim (1980) explained the following definitions for each concept. The following figure exposes the areas in the teaching-learning process.

- Grammatical competence implies the same term as linguistic competence that encompasses syntactic, morphologic, and phonological elements of language. Similar to grammar rules, for example, vocabulary, coherence of sentences, pronunciation, and semantics.
- Sociolinguistic competence refers to linguistics and sociology details of communicative competence, which consists of the appropriate use of the language regarding social contexts, cultural norms, and the influence of society.
- Strategic competence is the ability to handle communication when communicating has collapsed, and the speaker has to keep or conclude through interaction strategies.

On the other hand, Canale revised the scheme in 1983 and added a fourth component: discourse competence, which means achieving cohesion and coherence using organized ideas, comprehending, and transmitting the correct information to the receptor (Canale, 1983). The following figure exposes the areas in the teaching-learning process.

Figure 1

Areas of Communicative Competence

Note: Own elaboration. Information retrieved from "*Algunas dimensiones de la competencia lingüística".* Canale, M. (1983).

1.2 Language teaching methodology

Language teaching can be considered an art of teaching depending on each perspective, and EFL can emphasize this context. In respect of Stern (1983) indicates, "in language teaching we use such terms as 'second language,' 'foreign language,' 'bilingualism,' 'language learning, and language acquisition" (p.9). Those terms are around the concept that language teaching methodology in EFL has the subjective conviction that a way to teach should establish an efficient teaching-learning process in acquiring the target language.

Language teaching is based on linguistics, theoretical principles, methods, and approaches. Richards & Rogers (2001) affirm that regular changes and innovations determined a brief history of language teaching in the twentieth century to the rise of language teaching ideologies; most of the changes according to the approach to language teaching were due to the change in teaching methods. Nowadays, the methods are essential for understanding the language learning process and have been adapting within the dawning of a new era.

The teaching methodology focuses on the methods used to carry out a procedure. Ahamefula (2014) argues that The National Teachers' Institute Book 3 expresses that methodology can fulfill the role of indicating the materials employed in class to have an interaction directed towards a concrete activity; this allows the objective of promoting student learning to have the expected success. So, the teacher must know a wide selection of methods and select the

best in the teaching-learning process. For this reason, the teaching methodology will seek to optimize the knowledge acquired through systematic strategies or techniques to improve the students learning process.

The teaching method meaning consists in applying a series of activities or techniques organized systematically to achieve a specific objective. Analyzing the overview of the concept of a method, Ahamefula (2014) says, "method is the level at which choices are made about particular skills to be taught and the order in which the content will be presented" (p.68). Therefore, the teaching method will be the system chosen by the teacher to guide the teaching-learning process within the classroom from structured procedures, resources, or teaching techniques that allow reaching an objective.

1.3 Teaching methods and approaches

The difference between a method and an approach must have a concept of each term must be clarified and then concentrate on the role they play in language teaching. Both are part of the actions in language teaching. For that reason, by Cambridge Dictionary Online (2022), the term approach refers to a way of doing something, often one that concerns a system or plan, while the term method relates to doing something. The method can define a process to achieve something through the approach, which is the scope.

The differences between methods and approaches are that methods are applied to something or someone, while the approach is the purpose for which a method can apply. Methods may take different tools to implement, while the approach guides the method to achieve an objective. There is no method without the approach; while the approach can include some methods, methods involve practice and action while the approach incorporates observation and analysis; not all methods achieve a goal while the approach always is first. Richards & Rogers (2001, as quoted in Anthony, 1963) expose the scheme proposed by the American applied linguist Edward Anthony in 1963, which identified three levels of conceptualization, hierarchy, and organization: approach, method, and technique.

In the scheme, Richards & Rogers (2001, as quoted in Anthony, 1963) define the approach as axiomatic or irrefutable, which indicates a correlation or immediate succession between the teaching and learning of a language; the method is a general plan to achieve a particular purpose through a procedure based upon in the selected approach; while technique describes the set of procedures that are used in class through a specific ability as a particular trick, stratagem, or contrivance to make use of resources and attain an immediate objective. There is no method without an approach, and techniques must be invariant with a method and therefore in accord with an approach.

1.4 Current and alternative methods and approaches

The following table charts explain the current and alternative methods and approaches. They focus on some aspects: background, characteristics, of language emphasis, and strategies/activities.

Table 1

Current methods and approaches

Method/Approach	Background	Characteristics	Teacher's Role	Student's Role	Areas of language are emphasized.	Strategies/ Activities
Content-Based Instruction	Howat (1984)	The teacher has the responsibility to guide students to understand authentic texts. The students' previous experiences, through visuals, realia, repeating, and giving many examples. Elements: language and content. Thinking skills are essential too in the	The teacher needs to designate clear learning objectives for both content and language. Teacher scaffolding the language needed.	The student's role is to engage actively with both content and language.	All four skills integrate into authentic contexts.	Graphic organizers help students to organize and recall the new information. For example: "Ss have to read the description and label the major cities and points of interest on the map and complete the items in the graphic organizer."

		development of academic tasks.				
Task- Based Language Teaching (TBLT)	Wilkins (1976)	Tasks are clearly defined, meaningful and relevant. Skills can use in real life. The tasks relate to possible situations in their lives outside the classroom. Instructions are specified. The task has clear outcomes. Task sequence.	To choose tasks based on the previously analyzed needs that students present. Teachers monitor and intervene as necessary.	Communicate with their peers to complete a task.	Depending on the nature of the task, any four skills can utilize.	Brainstorm for expressions. Roleplay Assessment (Students report) Task in groups For example: "The teacher tells the class that they will complete a timetable."

Note: From "Techniques & principles in Language Teaching". Larsen and Anderson (2011).

Table 2

Alternative methods and approaches

Method/Approach	Background	Characteristics	Teacher's Role	Student's Role	Areas of language are emphasized.	Strategies/ Activities
Total Physical Response	James Asher (1960)	The first phase of a lesson is one of modeling. In the second phase, these same students demonstrate that they can understand the commands by performing them alone. After responding to some verbal commands, the students learn to read and write them.	The teacher has the responsibility for the student's behavior. They play an active and direct role.	The students are imitators of a nonverbal model.	Vocabulary and grammatical structures bring out other language areas. The spoken language emphasizes written language.	The teacher gives the commands relatively quickly. When the students make an error, the teacher repeats the command while acting it out. For example: "In English, the teacher says, 'Stand up.' She stands up and signals for the four volunteers to rise too."

Community language learning	Charles Arthur Curran in 1970.	The teacher helps students articulate what they want to say by giving them the target language translation in chunks. Six elements are necessary for non-defensive learning: security, aggression, attention, reflection, integration, and discrimination. Students can say how they feel, and the teacher will understand them.	The teacher's role is being a counselor. The teacher recognizes how forbidding a new learning situation is.	The learners are dependent upon the teacher.	The most critical skills are initially understanding and speaking the language, with reinforcement through reading and writing.	Students have a conversation. The teacher translates what the students want to say in chunks. Students can talk about how they felt during the conversation. Other activities with the transcript of the first conversation occur. Then the learners have a new conversation. For example: "The teacher asks students to work in groups of three to create new sentences based upon the words and phrases of the transcript."

Note: "From Techniques & Principles in Language Teaching". Larsen and Anderson (2011).

1.5 Communicative Language Teaching approach

CLT is an approach focused on the interaction between student-student and teacher-student with the aim that students can communicate in the target language through the prior communication process. Richards, 2006 states that most English teachers can identify the methodology applied in their class, such as "communicative." However, there are many explanations related to this term which set as its goal the teaching of communicative competence so students can have the initiative to participate or share their ideas in class to be fluent in the TL. This approach is essential in developing communication skills that students improve through language teaching and learning, which involves linguistic forms, meanings, and functions to promote confidence and security when learners speak a new language.

Spoken language has the aim that students communicate in class different situations of their interest using interactive activities that promote the development of communicative skills. According to Jeyasala (2014) evidences that the CLT enables students to use interactive activities, for example, group discussions or debates with which the learners will use the TL in a meaningful way to impart a relevant message about different ideas that they want to express orally to the people around them. The students' skills will improve through communication to be persuasive, be more attentive, and enhance their verbal language. They will be able to solve problems in the TL to become efficient communicators.

1.5.1 Principles

CLT approach develop communicative competence with the support of requirements to achieve interaction between two or more individuals. Larsen & Anderson (2011) established the following principles in the context of CLT; some of them are: authentic language and communication can use in a natural context; the target language is a vehicle, not just the object of study to have communication inside of a classroom; students must learn cohesion and coherence which are crucial to predispose a good structuring of ideas, also they can express their opinions or thoughts, even errors can tolerate as a natural way to develop oral skills; tasks include more than one learner is necessary to encourage cooperation relationships; the games have essential meaning to involve students with actual communicative events.

1.5.2 Background

CLT approach appeared in countries associated with Latin America at the beginning of the 80s with the book 'Saber hacer cosas con las Palabras' by John Austin. In agreement with Zebadúa & García (2011), the author of this book emulated the interest in studying the language in its social nature and relation with a broader social structure. Later in the mid-twentieth century, a series of changes in formal education as an alternative to eradicating the focus on the grammatical, abstract, and isolated study of the contemporary paradigms related to language use.

Language teaching has had several changes in the last fifty years concerning methodology and syllabus that rethink new ways or ideas to impart knowledge to students within the

classroom. Richards (2006) affirms that the changes have been guided by three trends in those years; which are traditional approach (up to the late 1960s) using methods such as Audiolingualism or known as the Aural-Oral Method, classic CLT (1970s to 1990s) focused on communicative competence, and current communicative language teaching (late 1990s to the present) applying principles new techniques and activities in the classroom.

1.5.3 Characteristics

Larsen & Anderson (2011) declare that CLT involves different characteristics related to communication: communicating intentionally by practicing with games, roleplays, and problem-solving tasks; another characteristic is that the speaker thinks in just one way about what and how to say something. Also, defining the true purpose of communication and interaction between individuals; allowing students to develop strategies for understanding language through authentic materials; lastly, activities are usually done with students in small groups to optimize time.

As regards, Ankitaben (2015) exposes another overview of the CLT approach characteristics, which disclosures the use of the language accurately focuses on forthcoming competence; this approach concentrates on the learners who become autonomous due to the teacher guide. Additionally, the tasks assigned in the syllabus are meaningful and have a purpose, and another characteristic is that CLT enables the learners to attain the communicative objectives of the curriculum.

1.5.4 Teacher's role

In line with Ankitaben (2015), the teacher must lead and facilitate an active learning process to promote a talkative environment or situations among students with different activities to accelerate this procedure. At the same time, this character that guides students can ask questions about the performance that students are doing at the moment and monitor mistakes, but take notes of them to give feedback or bits of advice at the end of the class not to interrupt the tasks developed inside of students' space.

1.5.5 Student's role

Ankitaben (2015) assumes that CLT is a learner-centered approach, so the main characters are the students who play the role of communicators in the class, who must actively and cooperatively participate in the communication process because they are owners of their learning. However, they need to participate, engage and negotiate several activities with their classmates, demonstrating the abilities that they are acquiring in the communicative process.

1.5.6 CLT strategies

The strategies presented by the teacher are procedures or resources previously analyzed to create significant learning that is fruitful and useful for students who will feel motivated and interested in the knowledge received. A study elaborated by Orge and Elevado about CLT strategies has categorized the different means used by prominent non-English teachers that let us have an orientation about the aspects to take into account in an interactive class.

...the Features of Communicative Language Teaching Strategies Used by non – English significant teachers in teaching English. These features are (a) an emphasis on learning to communicate through interaction; (b) the introduction of authentic texts into the learning situation; (c) the provision of opportunities for learners to focus not only on language but also on the learning process itself; (d) an enhancement of the learner's own experiences as essential contributing elements to classroom learning; and (e) an attempt to link classroom language learning with language activities outside the classroom (Orge & Elevado, 2018, pp.86).

Those strategies features can specify that the CLT approach searches to develop productive and receptive activities using linguistic tasks, which strengthen the L2 of students, which means overcoming the ability to communicate in a foreign language to be fluent and accurate. Those aspects are crucial to enhancing their linguistic skills since different strategies will perfect the message to share with a receptor and comprehend what the communicator is saying.

1.5.7 CLT techniques

Teaching techniques are part of the teacher's methodology; teachers in class can apply them to internalize and understand knowledge. Hoque (2016) claims that "It is a well-defined procedure used to accomplish a specific activity or task" (p.4). The techniques depend on the objective, pedagogical need, or resources. Some techniques proposed are language games, workgroups, and roleplaying with an activity that allows to carry out the learning and teaching process.

CLT incorporates some techniques that follow the rules, norms, and actions to obtain a practical objective; according to Cambridge Dictionary Online (2022) defines the technique as "a way of doing an activity that needs skill" and that can facilitate the learning for students utilizing the implementation of those procedures. The techniques are mechanical and follow an order that allows students to learn in a straightforward form, which activates previous knowledge. Some of these techniques related to this approach are the next.

Jiwsag Task

Richards (2006) comments that jiwsag tasks or activities are a kind of information-gap activity that needs to create groups; each group has specific information to complete the task that the teacher gives them. It is better if the activity includes the whole class. Students can share opinions or interests about relative topics to fit the pieces of something that require a sequence or even have additional aspect as filling gaps using language resources to communicate meaningfully. Nunan (2015) says that to increase the development of speaking skills, the activities that demand to communicate expressively must incorporate into the learning process; for this reason, the technique explained formerly is in the student-centered category that provides students more opportunities to practice their speaking.

Debates

Alasmari & Salahuddin (2013) comment that debates are techniques that propose topics to think about and have conversations of two postures that can be positive or negative depending on a topic that could be formal or informal. Used in EFL classes to prepare students when they have to speak about real-life contexts and be open to the total views of their partners. Further, Baso (2016) states that the debate starts with two opposing premises that try to defend an opinion; they can also be between more propositions and even distinguish emotional perspectives without emitting a judgment that makes points of view incoherent.

Role-playing

Krebt (2017) announces that role-play techniques improve foreign language performance through group work or peer work to support students and create an exciting environment in daily interaction. Besides, Yuliana et al. (2014) say in their study that the role-play technique had better results than the information gap when teaching them to students (p.279-283). Therefore, this interactive technique stimulates speaking skills to help them improve their ability in different academic situations.

Language Games

One element that enables a good teaching and learning process is engagement. Currently, on the internet, all people can find and investigate interactive resources such as games for all ages to have proficiency in some areas of knowledge. Language games involve recreational activities with particular rules or norms and symbolic qualities (Neog & Das, 2020). Students have many options of games at their disposal to learn a new language, e.g., riddles, random questions, and so on. Teachers have the alternative of using those games as support in class to promote interaction between students and language learning.

Pair and Group work

Richards (2006) wrote the book CLT Today, which emphasizes pair and group work, which are ways to complete an activity through the cooperation of different students in pairs or small groups. Students integrated into co-working must complete distinct tasks to obtain several benefits, e.g., learning from other group members and using the new language they have acquired with their classmates to display in teacher-fronted activities. Consequently, students' motivation increases and pupils will become fluent while talking.

1.6 Oral communication
Oral skills let people communicate thoughts, ideas, feelings, and different things they think and want to express through speaking with another. It allows to improve speaking; the advantage is that it is the most efficient way to pass on a message; its disadvantage is that it cannot be edited and corrected. Mousena and Sidiropoulou (2018) infer that oral communication permeates students to understand the curriculum contexts facilitating and involving more than one of the senses in the learning process. It is one of the essential skills students can master for social and academic success.

A person learns the basics of oral communication directly at home. The school environment carries this learning a notch by teaching students to interact with peers and teachers alike. In Hadi's view (2016), a successful way to plan the students' learning process is by knowing their needs and having an adequate understanding of the learning context to identify which approaches, methods, or activities may benefit the development of oral communication skills. Therefore, the teacher´s role as a guide and being aware of the methodologies employed in class that can develop speaking skills is relevant because, during the interaction, students have the possibility of gaining input and producing output effectively using the target language, which will influence the L2 learning.

1.7 English language

Mijwel (2018), in his article, confirms that the English Language appeared in the British Isles (nowadays known as the northwest of Germany and the Netherlands) due to the Germanic encroachment; this language had distinct types of dialects but was indispensable to add more influences by the Scandinavian conquers. So, the English language spoken today is a conglomerate of influences from Scandinavia and continental Europe, practically from France, which provoked the eradication of the old Celtic languages.

The English language could be a window into the world about the progress that has taken place in people's lives. People can see English everywhere, which is a significant reason because it employs commerce, business, technology, and others to respond to the interconnection of a globalized and updated world. Accordant to Alfarhan (2016), "English has become a global language with over 380 million people speaking it as their first language and over 200 million people taking it as their second language" (p. 1).

1.7.1 English language teaching

The following terms are focused on English teaching, which implements methods or techniques to teach. The term TEFL (Teaching English as a Foreign Language) refers to English teaching to learners of a country where the mother tongue is another (International TEFL and TESOL Training, 2011). In addition, it is prominent to know the difference between TEFL and TESL (Teaching English as a Second Language), which means that English is taught to non-native speakers in a country where it is the official language (Surkamp & Viebrock, 2018). This teaching field exposes a methodology as an organized way to present methods and achieve effective learning.

1.7.2 English language study

EFL (English as a Foreign Language) and ESL (English as a Second Language) aim to learn and study English with different methods and purposes. According to Peng (2019), ESL learners have the purpose of learning the English language through practice and using the target language in a natural environment, while EFL learners do not apply the English language because foreign language learning occurs in the learner's mother tongue environment. Language learning is a complex process influenced by different physical, mental, and emotional aspects.

1.7.3 EFL in secondary education

During the learning and teaching process in ELE, English Language Education, to acquire a second language, learners need to study for several years to achieve a specific level in CEFR. The National English Curriculum Guidelines show the different characteristics adopted in EFL classrooms, which are English teaching is optional from 1st grade (2do EGB) to 6th grade (7mo EGB), and English is taught from 7th grade (8vo EGB) to 12th grade (3ro BACH) (Ministry of Education, 2012). The National guidelines have several aspects under the process that students comply with for several years concerned with EFL classrooms.

The CEFR is a planning mechanism that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It sets six reference levels widely accepted as the European standard for evaluating an individual's abilities in understanding, speaking, or writing in a language (MOE, 2012). Table 3 shows the proficiency levels proposed by the CEFR in the target language.

Table 3

CEFR Common Reference Levels

Level Group Name	Level	Level Name
Basic users of the language	A1	Beginner
	A2	Elementary
Independent users of the language	B1	Intermediate
	B2	Upper intermediate
Proficient users of the language	C1	Advance
	C2	Proficiency

Note: "Ecuadorian National English Curriculum Guidelines". Ministerio de Educación del Ecuador (MinEduc). (2012).

1.7.4 Curricular expectations

Concerning the English as a Foreign Language for Subnivel, Bachillerato, provided by COLL (2016), expresses that dominating a foreign language such as English is an exceptional tool for students to reach the standards of the globalized world they live in and can overcome their linguistic or geographical limits. The EFL curriculum for the BGU sublevel accomplishes norms aligned to international standards regarding CEFR. Table 4 presents the CEFR Reference Levels in the Ecuadorian Educational System.

Table 4

Levels of proficiency and their application per school year in the Ecuadorian system

Level Group name	Level	Sub levels	Description	School year
Basic users of the language	A1	A1.1: in progress	This implies that level A1 language competence is being developed.	8th EGB
		A1.2: true level A1	This implies that level A1 language competence is being developed.	9th EGB
Independent users of the language	A2	A2.1: in progress	This implies that level A2 language competence is being developed.	10th EGB
		A2.2: true level A2	This implies that the language competence of a basic user level A2 has been achieved	1st BACH.
Proficient users of the language	B1	B1.1: in progress	This implies that level B1 language competence is being developed.	2nd BACH.
		B1.2: true level B1	This implies that the language competence of an independent user level B1 has been achieved.	3rd BACH

Note: "Ecuadorian National English Curriculum Guidelines". Ministerio de Educación del Ecuador (MinEduc). (2012).

Regardless, students may be in public or private institutions; they need to learn English and at least reach the B1 level at the end of school year 3rd BACH in the areas such as reading, writing, listening, and speaking. Respecting the English as a Foreign Language for Subnivel Bachillerato provided by COLL (2016) declares that each student's development and educational growth encompasses cognitive, social, emotional, physical, and language skills, so the EFL curriculum for BGU includes these fundamental aspects in the process of learners progressing from levels A2.2 to B1.2 of the CEFR. Thus, students will develop several skills that will allow their understanding and development in the target language, this being part of the expectations that the national curriculum must achieve in EFL.

1.8 English Language skills

Concerning Aydoğan (2014), language educators determine the structure and concepts related to basic language skills: listening, reading, speaking, and writing. Related to two

specifications by the mode of communication and direction of communication, those basic skills are sometimes called the "macro-skills" in contrast to the "micro-skills or sub-skills that are items similar to grammar, vocabulary, pronunciation, and spelling.

The four language skills reading and listening, are receptive skills, whereas speaking and writing are productive skills. Both have different features that compose each area to carry off a new language. Nunan (2015) says that listening goes through incoming and background knowledge data related to scamming, segmenting, and using phonological and grammatical cues; reading some principles to concentrate in the teaching process, which are vocabulary base, comprehension, and encourage readers to transform strategies into skills; speaking is associated with communicative competence that master the sound, vocabulary and the grammar of the language; writing has stages of getting a final product, these steps are thinking, planning, drafting, and revising the writings.

Figure 2

English language skills
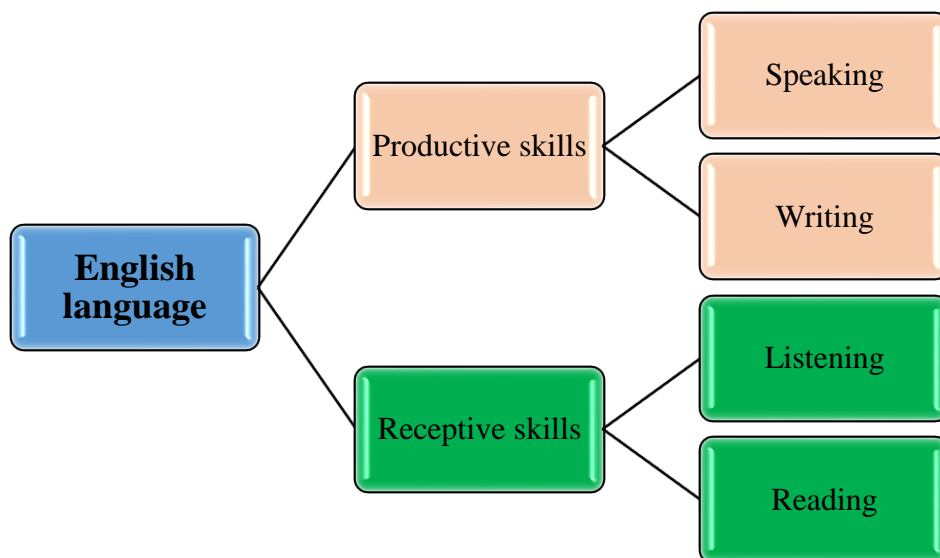
Note: Own elaboration. Information retrieved from "Teaching English To Speakers Of Other Languages An Introduction.".Nunan, D. (2015).

1.8.1 Speaking skills

Srinivas (2019) clarifies that speaking skills emphasize the communication to transmit thoughts and beliefs to another person. The need to share ideas has become essential in a globalized world, so it is fundamental to learn to function, even more so if a person acquires a new language. Speaking English is used in many countries and stands out among the four language skills. Hence, these abilities are helpful in professional and personal aspects by being able to persuade and influence people's thoughts, achieve leadership to stand out on different occasions, improve the lexicon and become an expert in communication.

The primary purpose of communication is to transmit thoughts and beliefs to another person. Based on Kurum's view (2016), good communication enables students to assimilate more from the learning process by empowering and improving competence in their productive skills because speaking is more than forming grammatically correct sentences in the development of competing language teaching ideologies. The ability to communicate imparts confidence to express different perspectives towards others, and these traits would maintain students in good stead in their professional lives.

1.8.2 Speaking Sub-skills or micro-subskills

There are different elements of speaking skills to organize ideas for speaking concisely, clearly, and convincingly, as well as taking turns speaking and knowing what or how to say something. Some of these elements are fluency, grammar, vocabulary, and pronunciation.

Fluency

Speaking fluently displays the confidence and certain that a person has to communicate a message without hesitation. Ho (2018) claims that a significant characteristic of communicative competence is fluency, so people who have acquired a second language expect to be able to communicate in the target language easily due to the time and effort to achieve that purpose. Fluent people in their mother tongue and a second language demonstrate understanding during a conversation. For this reason, the transmission of the message can be more interesting and spontaneous without stopping to translate in the mind word by word.

Grammar

Grammar is a set of norms, rules, and linguistic signs applied in syntactic and morphological aspects. Richards & Reppen (2014) say that grammar is related to knowledge on the norms to form sentences, e.g., the structure of words, roots, suffixes, prefixes, or morphemes; when grammar is considered a skill, resources for the creation of oral and written texts are taken into account. This sub-skill is useful for written activities and allows the communicator to express sentences or phrases using verb tenses correctly.

Vocabulary

Linguistic knowledge about a language depends on the words of the vocabulary of the spoken language. Susanto (2017) argues that in the teaching-learning process, vocabulary can be considered a problem for educators because the language has many words to learn, and it is not the same to teach a child, adolescent, or adult to obtain satisfactory results. In English teaching, teachers must be creative to share an optimal vocabulary according to their level and impart the meaning according to the context to dominate the components of the target language since there are idioms, synonyms, and more.

Pronunciation

To pronounce is to articulate sounds of words heard in an environment where a person interacts with each other. Teachers pay more attention to grammar or vocabulary skills than pronunciation, so learners believe that learning to pronounce correctly is a waste of time. People have the habit of repeating the letter sounds of their mother tongue in the target language, which is wrong and confusing. In the case of the English language, some phonemes are different from those learned in Spanish. It is not mandatory to speak like a native, but try to imitate or know the accents of the language learned to improve learning.

Table 5

Features and application of Sub-skills

Sub skills	Application
Fluency: students communicate with ease and spontaneity, which allows development in their learning language.	The activities that the students perform focus on expressing ideas quickly without worrying about being precise or making mistakes.
Accuracy with Words & Pronunciation: The words, structures, and pronunciation are helpful for students to practice accuracy in a second language.	To communicate effectively, students must pronounce words and use sentence structures correctly. Therefore, when the teacher uses controlled activities, spoken accuracy works better.
Using Functions: students use specific phrases with different intentions like giving advice, apologizing, or others.	Activities that emphasize linguistic signs through the message are given for a reason or function. Some of these may be roleplaying or simulations.
Appropriacy: students practice using appropriate language or choosing grammar and vocabulary correctly for a situation and making decisions formality.	Activities that have priority use appropriate language when speaking. Students must recognize what type of grammar, vocabulary, intonation, or turn duration is suitable when communicating. A clear example is using phrases such as "What is the damage?" in a place like a four-star restaurant, where it is a term misused.
Turn-taking Skills: students practice ways of interjecting, eliciting an interjection, or preventing one.	Actions that involve learning to take turns to communicate and intercede, waiting for the right moment without disturbing the speaker. The techniques to practice are taking pauses so that others have the opportunity to be heard, and they can even use hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.
Relevant Length: students must practice speaking in different situations; it will	Specific activities that allow students to make clear and concise speeches are helpful. The

determine the duration of expressing something.	activities show that the purpose of expressing oneself in different contexts determines the duration of each speaker's turn. Each way of communicating must go according to the situation that occurs. For example, if a single word is required, it will be accepted in a market investigation, while for a job interview, you will need fluency.
Repair and Repetition: students practice ways to repair or repeat parts of the conversation in a dialogue in case of misunderstandings.	A conversation can flow naturally as long as the context or message is understood. The transmitter can communicate something and must "repair" parts of the conversation in case of misunderstanding. This person can repeat, being a way to repair the conversation, repeating words or phrases. In the case of being a receiver or listener, clarification can be requested, or detailed information about the message can be repeated.
Range of Words and Grammar: Students practice using definite grammar and vocabulary to speak and develop activities such as tasks or topics in a conversation.	Vocabulary and grammar must outstand in the student's language style to choose the best words and structures that fit or are appropriate for the topic to be discussed. They must first learn how to use those words or phrases in different contexts to use them.
Discourse Markers: Students practice using words/phrases which organize a talk (e.g., firstly, secondly, on the other hand, to summarize).	When people who speak are required to take an extremely long turn, for example, when giving an exposition, they employ precise words and phrases to help listeners identify how to organize their talk. Activities can use which guide discourse designers and then require students to use them properly.

Note: From "Speaking Subskills". Lackman,K. (2010).

CHAPTER II: METHODOLOGY

2.1. Type of investigation

Creswell (2007) affirms that the mixed approach is a kind of investigation methodology that collects information, analyzes data, and integrates qualitative and quantitative methods having a broad understanding of the research problem. At the same time, it responds to the hypothesis or research questions proposed through qualitative and quantitative methods to study variables with a sample of people and clarify the findings of the object of study.

Qualitative method refers to the style of data collection, while the quantitative procedure implies a statistical analysis (Addo & Eboh 2014). The first method applies interviews that analyze experiences or thoughts. The second one uses surveys to quantify data shown in percentages or numerical results to reach a specific conclusion about the problem studied. Both are essential in the investigation to better comprehend the phenomena studied and approach them from different points of view with greater precision.

This research project represents a set of systematic, empirical, and critical processes that implicate the subsequent subdivisions concerning the types of investigation. The first is about the research objective that includes a descriptive type that systematically describes attitudes and characteristics about the object studied or problem (Goundar, 2012). So, the general objective of the research, which is "Integrate Communicative language teaching in the improvement of speaking skills," allows the researcher to get all the aspects or points of view analyzed through different methods. It provides a specific direction to knowing how to integrate an approach to enhance an English ability.

The second subdivision is research inference. It involves the deductive method, which type of reasoning strategy can obtain logical conclusions from a set of premises. Those are theories about the communicative approach to language teaching and the influence on speaking skills to obtain the particular facts to get conclusions from the problem and verify the research questions. Creswell & Plano Clark (2007) state that the deductive method "works from the top-down, from theory to hypothesis to data to add to or contradict theory" (p.23).

2.2. Techniques and sources

This research project collected information using two data collection techniques. A questionnaire with close questions was applied to students for the quantitative part of the study. In the case of the qualitative part of the study, a semi-structured interview was devised for teachers. Those instruments permit getting information about different perceptions of learning to achieve the objective of this investigation.

2.2.1 Survey

To start the data collection process, the investigator created a survey based on previous studies on the topic and sent it to the tutor and two English major researchers' professors to validate it. After that, minor changes were done to the questions concerning grammar and structure to then upload to the Google Forms platform correctly. The next step to continue with the investigation was to hand a letter to the Teodoro Gómez de la Torre high school principal explaining the reason for the research to request the necessary facilities for obtaining information and developing this research. The vice-principal coordinated the procedure to apply the survey to senior students, who sent this instrument to students through the Google Forms link because it was necessary to use an online edition of the questionnaire due to the covid-19 pandemic.

The questionnaire, applied in Spanish, incorporated information from the previous theoretical framework, which included nine questions that collected general information such as gender, age, and parallel. Moreover, the English hours that students receive as a subject, the importance of developing oral skills, and the interest in learning a new language. Further, the activities that learners most like, the frequency of activities students do in class if they consider enough, and the actions that benefit learners performed by the teacher. Those aspects were variables established with multiple-choice items (questions) to acquire statistical data. Besides, the survey was anonymous and confidential to protect the identity of participants; therefore, biographical information was not required.

2.2.2 Interview

The semi-structured interview had open-ended questions to explore the teachers' perceptions and perspectives about the application of CLT techniques performed in class concerning speaking skills. Semi-structured interviews are ideal because they are flexible and permit to know independent thoughts or new ideas during the interrogative process (Adams, 2015). At the same time, the researcher sent this instrument to validate and make some modifications by experts before presenting the final version to the interviewees. Also, the changes made were necessary to organize and enhance the grammar of the ten questions based on the theoretical framework, which contained two biography questions and eight questions related to speaking techniques and activities developed in class to improve oral production.

The interview agreed with teachers was conveyed with the authority approval at the high school, who gave the telephone numbers to contact the English educators of senior high school students. After that, two female teachers from Teodoro Gómez de la Torre high hchool and the researcher had a meeting by zoom to recognize the techniques used in class to advance speaking skills. The interrogation was in English because they felt comfortable talking and expressing their ideas in a foreign language. Finally, it is needful to mention that the interview was confidential since the teachers had the opportunity to express themselves transparently.

2.3. Research questions

- What are the activities that students prefer to do in class to improve speaking skills?
- What are the factors that affect to enhance students speaking skills?
- What are the techniques that teachers apply to improve speaking skills?

2.4. Operationalization matrix of variables

This matrix includes variables (dependent and independent) about the object of study, indicators that supply a direction for the research, data collection techniques which are the instruments used, and information sources to specify the origin that has allowed to sustain the project. It has the purpose let the researcher elaborate on the tools necessary for the investigation.

Table 1

Operationalization matrix of variables

Variables	Indicators	Data collection techniques	Information sources
Communicative Language teaching	Teaching skill	**Interview**	English teachers at Teodoro Gómez de la Torre high school
	Teaching strategies	-Interview questionnaire	
	Learning environment		Primary resources:
	Facilities and sources		-Academic researches
Speaking skills	Students participation	**Survey**	Senior students at Teodoro Gómez de la Torre high school
	Students interaction	-Questionnaire	
	English speaking activities		Secondary resources:
			-Reviews
			-Textbooks
			-Magazine articles
			-Biographies

Note: Own elaboration.

2.5 Participants

2.5.1 Population

The examined population corresponds to 359 senior students of "Teodoro Gómez de la Torre" high school; the participants were 130 ranging from seventeen to eighteen years old, and a few students from nineteen to twenty years old, which 69 were women, and 61 were men. Regarding participants' education were students from Unified General Baccalaureate in Science and Technology. The ethnicity of the participants varied between 3 Afro-Americans, one indigenous, and 126 half-castes.

Table 2

Survey participants' data

Population	Quantity	Gender
Students	69	Female
	61	Male
Total	130	

Note: Own elaboration. Information provided by vice-principal from Teodoro Gómez de la Torre high school.

Respecting the teachers that participated in the study were the two women English educators aged 47 and 48. Both are appointed for the third-year baccalaureate only, and they have experience in primary, secondary, and higher education. Nowadays, they are working at "TGT" high school (for more information on the participants, see Table 7). The names shown in the table are pseudonyms to keep anonymity.

Table 3

Interview participants' data

	Interview 1	Interview 2
Pseudonym	Erika	Malena
Gender	Female	Female
Teaching experience	12 years	8 months
Professional teaching experience	Primary	Primary
	Secondary	Secondary
	Higher education	Higher education

Currently teaches at	"Teodoro Gómez de la Torre" high school	"Teodoro Gómez de la Torre" high school
English level	C1	B2
Academic degree	Master's degree	Master's degree

Note: Own elaboration. Information provided by teachers from Teodoro Gómez de la Torre high school.

2.5.2 Sample

López (2015) articulates that the sample is a part of a specific population set; therefore, there is an extensive range of people to apply the instrument, and it is significant the selection of a suitable sample for the study. So, to determine the size of the sampling of 359 senior students at Teodoro Gómez de la Torre high school, the following formula was used:

$$n = \frac{z^2 \times pq \times N}{e^2(N-1) + k^2 \times pq}$$

n= Size of the sample

N= 359

pq= Population standard deviation (0.5^2)

k= Critical value, corresponds to the confidence level which is 95% =1.96

e= Error level 5% = 0.05

$$n = \frac{1.96^2 \times 0.5^2 \times 359}{0.05^2(359-1) + 1.96^2 \times 0.5^2}$$

n= 186

2.5.3. Stratified random sampling

Sampling refers to selecting a subset of individuals from within a population. The type of probability sample is stratified random sampling, which consists of dividing the population into strata or subsets and obtaining a probabilistic model from each one (Singh and Masuku, 2014). In this case, each parallel has many students stipulated, and the number shown in the table are people who answered the questionnaire with their respective percentage of the

27

sample investigated. Hence, all individuals had the same probability of being selected and surveyed to be part of a sample.

Table 4

Stratification of the sample

Parallel	Number of students	Percentage %
A	25	19,23
B	14	10,77
C	5	3,85
D	23	17,69
E	17	13,08
F	7	5,38
G	8	6,15
H	7	5,38
I	9	6,92
J	15	11,54
Total	130	100

Note: Own elaboration. Information provided by Subdirector from Teodoro Gómez de la Torre high school.

2.6 Data analysis plan and procedure

The instrument of data collection for students was available for people who had internet. They could access the questionnaire with a link to Google forms provided by an institution's authority that shared it through WhatsApp groups. The data gathered through the survey applied was proportioned directly in an Excel document of the platform. The investigator could tabulate, analyze, and interpret data using descriptive and inferential statistics to compare, deduce, and obtain conclusions. The individual interviews were conducted in the L2 (Foreign language) of the two participants and recorded in zoom with their consent; they had access to the meeting via a link sent by WhatsApp; this had a duration of 10 minutes per session with the interviewer and the researcher who was the moderator. Then, the author transcribed the interviews with the speech recognition software of Google Translate. It was not conducted in Spanish because both teachers felt comfortable and agreed to talk in English.

During the interviews, the educators expressed their ideas freely, reflecting on the questions posed, while the researcher maintained his position as a listener and led the questions. Hence, the conversation was fluid and natural. The information collected was contrasted with the data acquired in the student survey. After that, the interpretation and discussion emphasized quantitative and qualitative information; the first one gathered data used to construct graphs and identify aspects related to other investigations similar to this one. In addition, in the qualitative part, teachers' answers were transcribed and organized, then systematically analyzed and interpreted through qualitative content analysis. This method allows the investigator to describe the message in the interview and determine the attitudes, features, or behavior of the data collected (Elo et al., 2014). Besides, the research questions and the objectives established in the introduction and chapter one, respectively, will draw conclusions and recommendations. Namely, there will be a conclusion and a recommendation for each objective.

CHAPTER III: RESULTS AND DISCUSSION

3.1 Analysis and discussion of the survey results.

After gathering the necessary information utilizing the application of the surveys to a sample of senior students at Teodoro Gómez de la Torre high school in Ibarra city, the results obtained in the study carried out are presented in the following figures in bar charts. The analysis and interpretation of data are supported by similar research results that provide the researcher with an overview of the different problems students and teachers have in the learning-teaching process of acquiring a new language.

Figure 3

Senior students' gender, ethnicity, and age
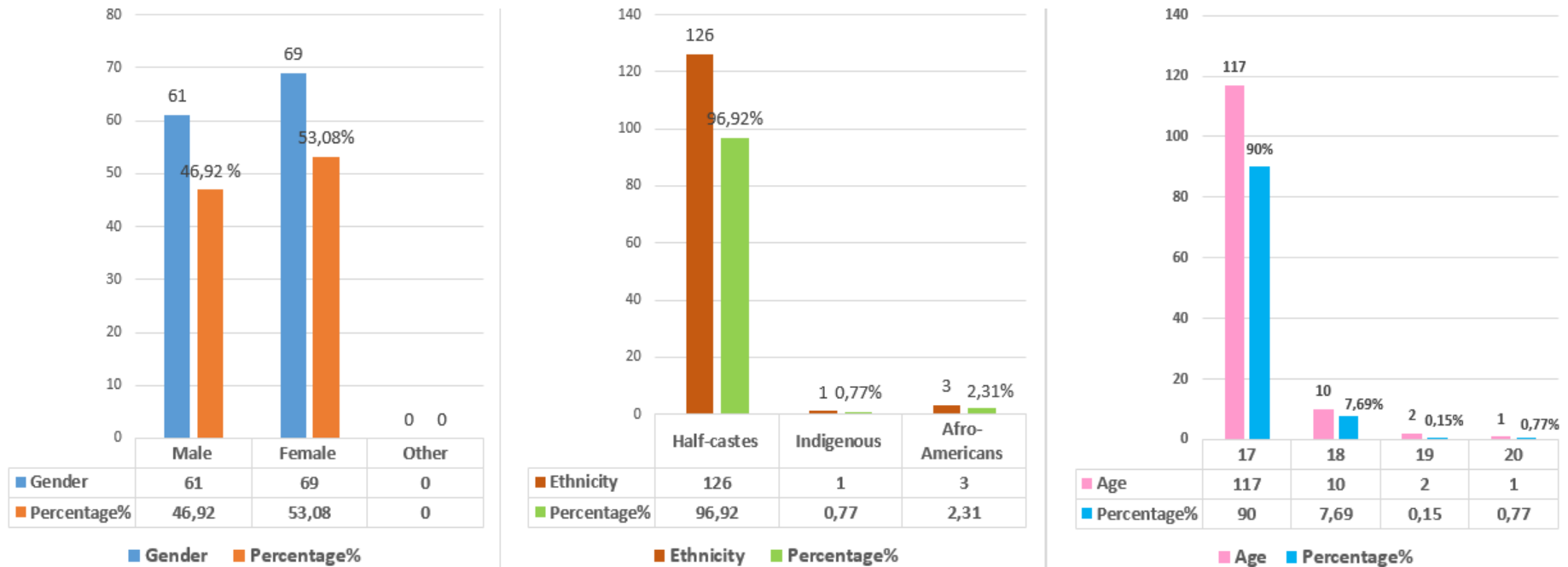
Note: From student's survey. January 2022.

Analysis and interpretation figure 3

Figures 1, 2, and 3 show gender, ethnicity, and age. General data was necessary to have references and information of students surveyed. Thus, the data collected do not influence the research. The greatest percentage indicates that most respondents are female, representing 69%, whereas the rest of the population are men representing 61%. Ecuadorian students have different ethnicities and they have the right to an education. For that reason, the study obtained that 96, 92% of students are half-castes, 0, 77% of students are indigenous, and 2, 31% of students are Afro-Americans. Concerning the age of the students, they range from seventeen to eighteen years old, while a tiny minority is between nineteen and twenty.

Figure 4

Student's parallel
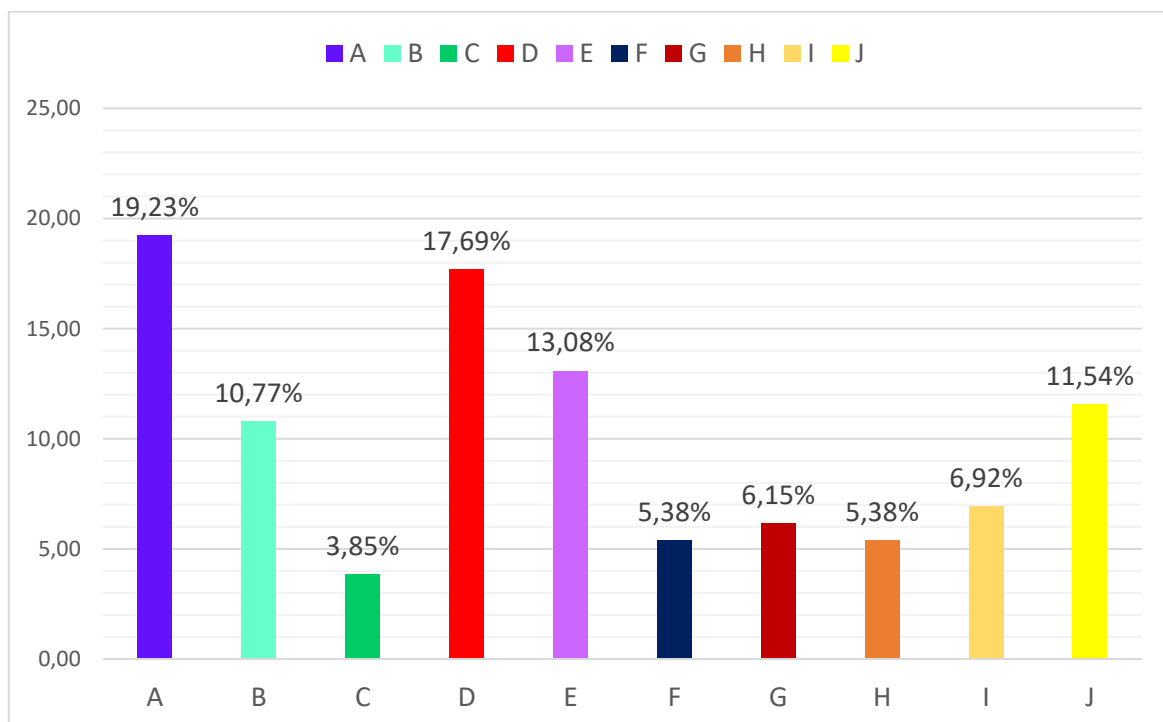
Note: From student's survey. January 2022.

Analysis and interpretation figure 4

The sample to apply the survey was 186, but only 130 students answered this instrument because it was not mandatory. The learners of the ten third-year baccalaureate courses had the opportunity to respond. The bar chart denotes the number of students who answered the survey who belong to different parallels of 3rd year of baccalaureate. Students in courses A, E, B, and D were the majority who replied to the instrument, while just a few of the students were in the classes C, F, G, H, and I.

1. Do you agree or disagree with the following statement: Develop English speaking skills is important to communicate with others in class.

Figure 5

Importance of developing speaking skills
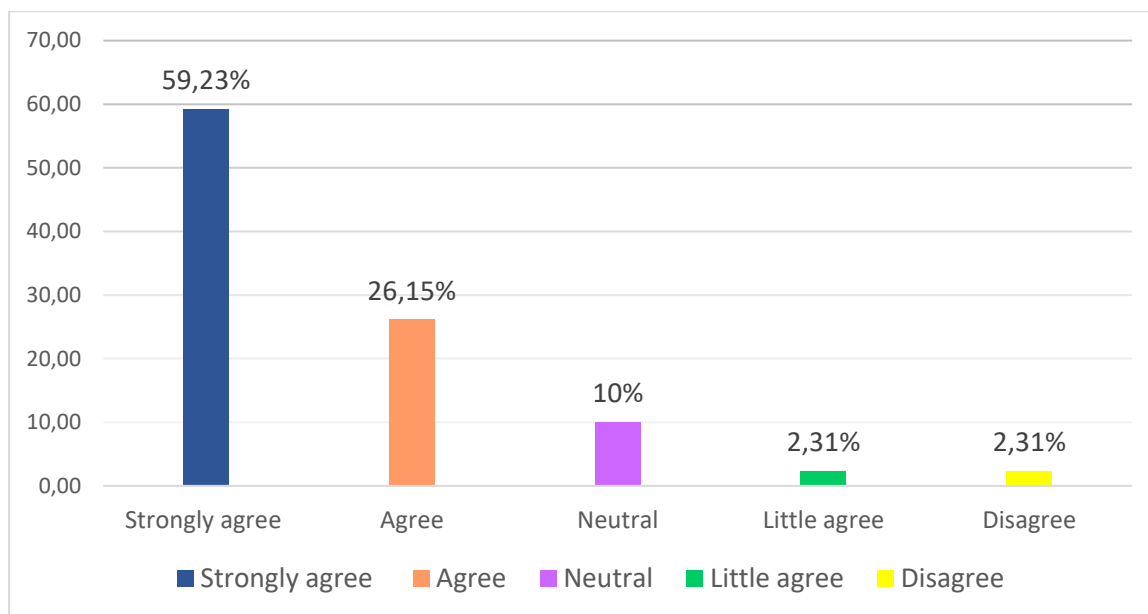
Note: From student's survey. January 2022.
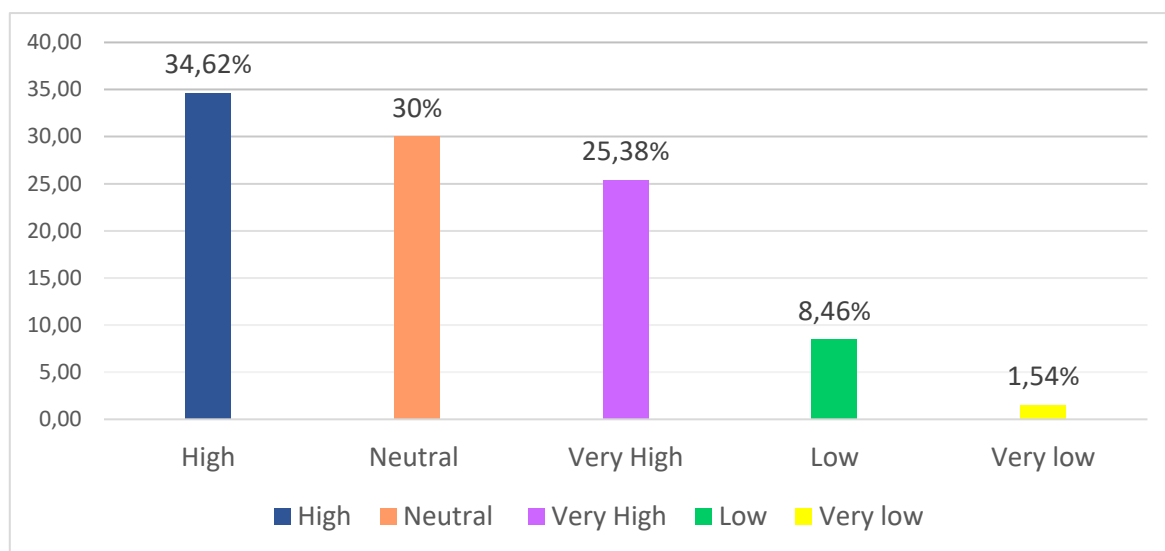
Analysis and interpretation figure 5

The requirements of living in a modern world are exigent since people must be more analytical, creative, and flexible to develop communication skills or control their own emotions. Teaching English as a foreign language should be considered a relevant aspect in Latino American countries because the possibilities are unlimited for people who speak a different language from their mother tongue. In Ecuador, English is a mandatory foreign language taught in private and public schools (Ávila, 2010). The English language is a universal language that needs to be emphasized by Spanish-speaking countries to reach the communicative standards of first-world countries.

59, 2% of students strongly agreed that it is elementary to develop skills to speak correctly in English. A study developed by Zambrano (2020) enunciates that 54% of students in 10th Grade at Vicente Rocafuerte National high school also totally agreed about the fact that speaking skills activities such as guessing games are significant and can influence the learning English process. In both cases, students are sure that the ability to speak is a good quality to stand out in various educational areas. On the other hand, less than half 26, 15% of students agreed with the importance of expanding the ability to communicate in the target language they are acquiring. 10% of students expressed their position as neutral due to their indifferent attitude toward the topic. The last two data of the survey have the same percentage of 2, 31 %, pointing out that students little agreed and disagreed regarding increasing their capacity for speaking.

2. How higher or lower is your interest in improving your English speaking skills in class?

Figure 6

Students' interest in improving English speaking skills

Note: From student's survey. January 2022.
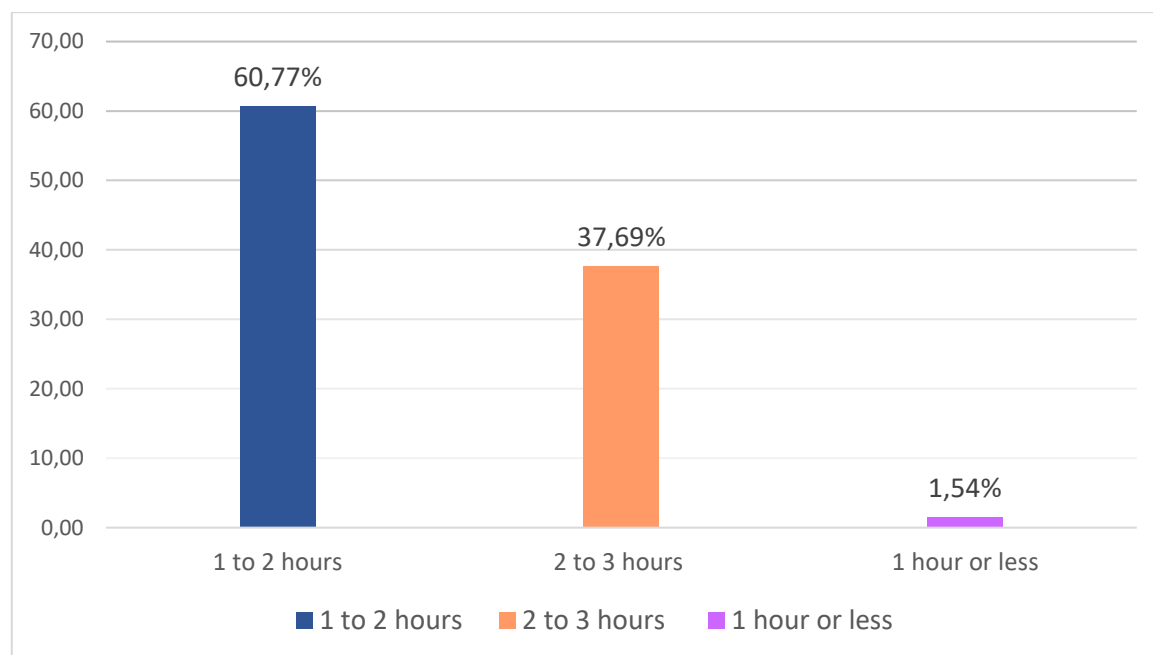
Analysis and interpretation figure 6

Students in Ecuador have an English subject in their curriculum to learn a foreign language and develop four skills that integrate: listening, reading, writing, and speaking. Therefore, pupils must recognize and understand the importance of acquiring a new language in their professional development. A study carried out by Huacón & Suárez (2017) identified that 50% of students surveyed in the Eighth Grade in the Provincia de Los Rios Public high school in Guayaquil strongly agreed about the need to have a better performance in English speaking ability language regarding the influence of vocabulary in this skill. It is relevant data for the study that students are aware that learning and practicing new words in the target language is indispensable to interact and express their ideas effectively.

Similarly, 34, 62 % of senior students at Teodoro Gómez de la Torre high school have an increased interest in improving their speaking skills. Meanwhile, 25, 38 % of students have a very high interest which corresponds to a quarter of people surveyed. Both cases show the predisposition of students to improve their communicative skills. 30 % of students demonstrate neutral perspectives according to their interest level. It was necessary to know that they do not have strong expectations of learning a new language because they have to approve of English as a subject. A small part of the whole students, between 8, 46% and 1, 54%, are not interested in improving this ability; for this reason, they do not have the motivation to learn and strive for this productive skill.

3. How many hours do you receive the English subject per week?

Figure 7

The hours that students receive the English subject per week

Note: From student's survey. January 2022.

Analysis and interpretation figure 7

English is a language that requires enough time to acquire different competencies to comprehend and express ideas in the target language; for all that, there is a skill that needs productivity and interactivity talking. Each student must demonstrate their proficiency depending on the level in which they are, and the senior students' rank is B1 concerning the CEFR according to the National Curriculum Guidelines for English (NCGE) (Ortega & Fernández, 2017). Students should have efficient participation and be immersed in the necessary time to acquire of foreign language. Otherwise, the communication skills expected to be developed will not improve because it is not common to practice the target language outside of educational hours due to the environment in which a learner communicates.

English as a subject is compulsory to take in Ecuador's schools. In Unidad Educativa General Eloy Alfaro Delgado in Ambato city, the students receive 5 hours per week English as a subject (Escobar, 2018). However, this is not the case for senior students at Teodoro Gómez de la Torre high school because 60, 77% of students affirmed that they only receive English as a subject for 1 or 2 hours per week, while 37, 69% said that they receive just 2 or 3 hours per week. A small group of 1, 54% confirmed that they receive just one hour or less. These results indicate the lack of teaching English as a second language at TGT high school, which does not allow students to expand their skills in speaking a foreign language.

4. How certain or uncertain are you when the teacher asks you to speak in English?

Figure 8

Student's confidence in speaking English
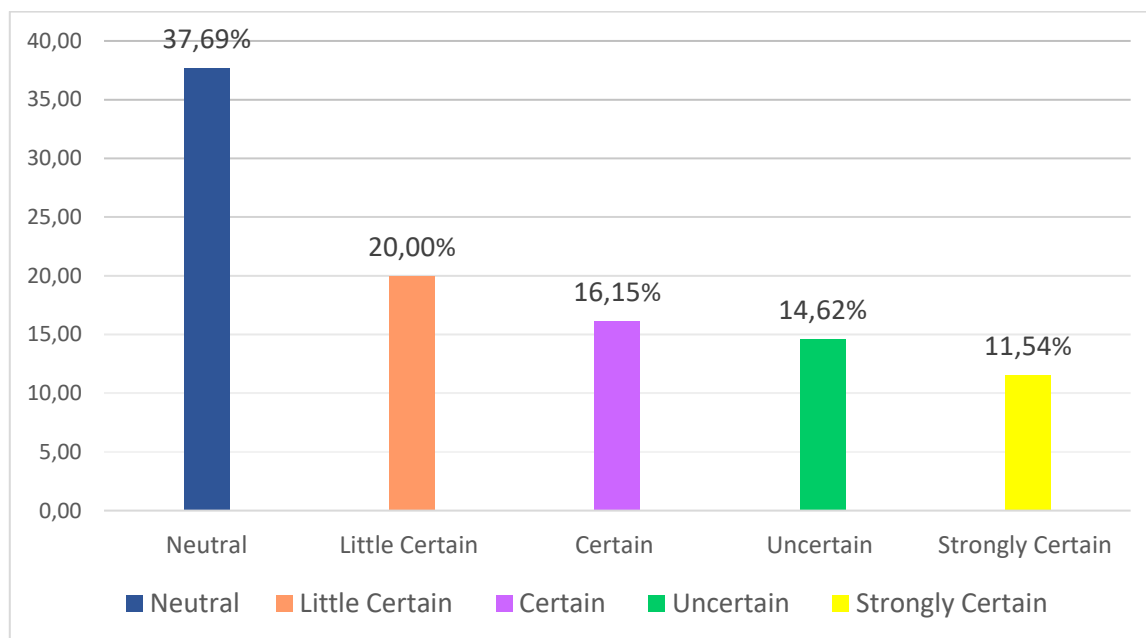
Note: From student's survey. January 2022.
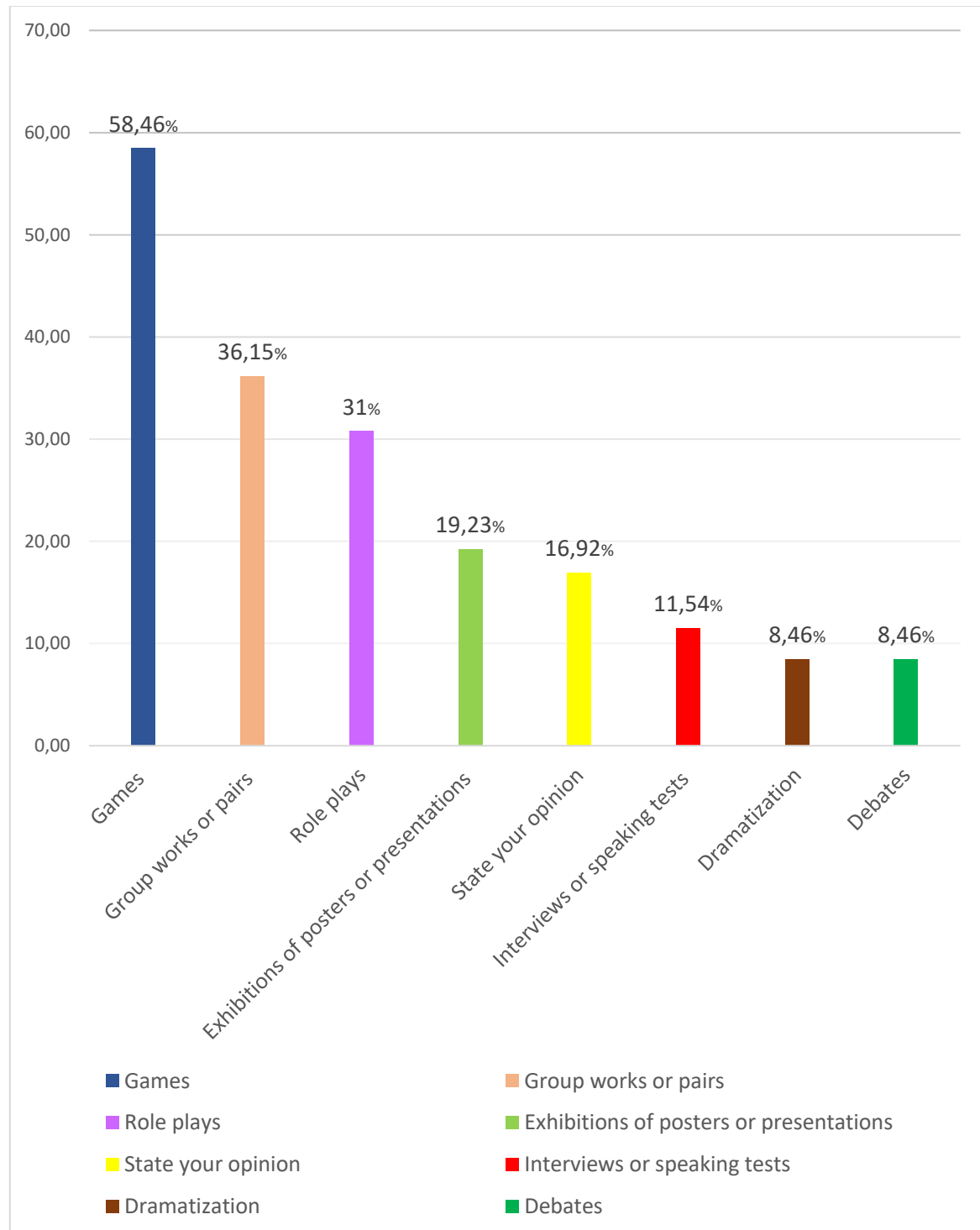
Analysis and interpretation figure 7

People sense confidence talking in their mother tongue, having good conversations about relevant topics, and not translating anything in their brains. The opposite happens when people learn a new language because they must think before talking to avoid mistakes. 37, 69% of students in the third year at "TGT" high school declared their posture is neutral when talking with their teacher. Students who decided to say they feel strongly certain and certain correspond to 11, 54%, and 16, 15%, respectively. This result shows that the number of students interacting in class is low, so confidence between teachers and students must increase.

Moreover, 20% and 14, 62% of students who said they are a little certain and are uncertain about being comfortable are higher than people who have the confidence to keep a conversation with their teacher. Consequently, teachers must promote a safe condition where no one will make fun of their mistakes while learning new knowledge. The research about Communicative Language Techniques for enriching the speaking skill developed at Ambato high school found that 41,88% of pupils sometimes can understand English orally without much difficulty (Silva, 2018). There is a similar population of learners who do not feel pressure to talk all the time, which is an excellent point to establish trust between them. However, teachers need to intervene and find strategies for their students to speaking the TL in the future without difficulties.

5. What kind of activities do you like to do in class to improve your English speaking skills?

Figure 9

Activities that students like to do in class to improve their speaking skills

Note: From student's survey. January 2022.
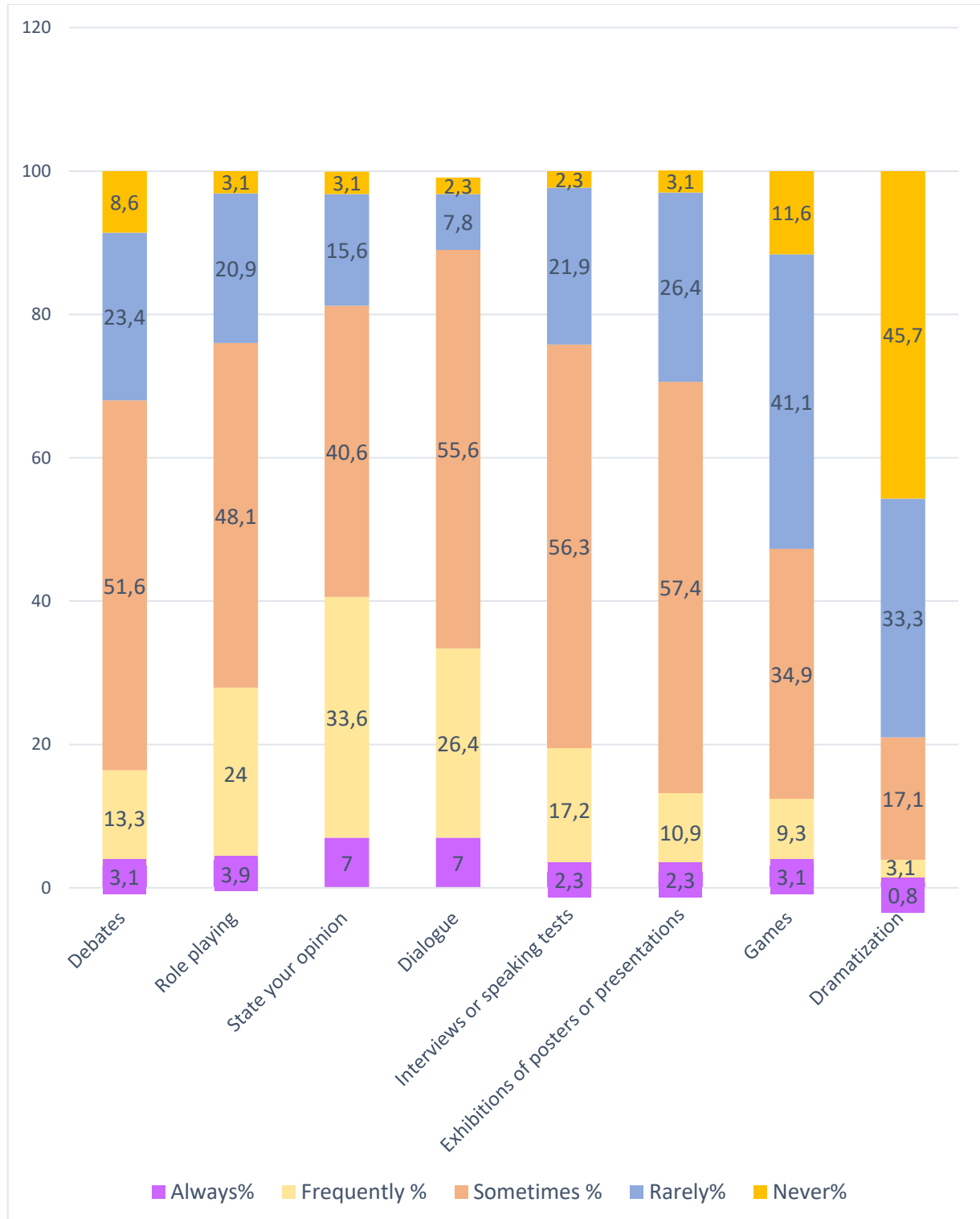
Analysis and interpretation figure 9

There are different activities that students can do in class to learn new things about the topics respecting their age or level; Communicative Language Teaching is an approach to encourage students to focus on communication. It is crucial to prove that they have learned the correct way to express thoughts in the TL. The mentioned approach has some techniques such as games, group works or pairs, or role-plays that represent 58, 46%, 36, 15%, and 31% correspondingly; those were the most voted by students in the survey. On the other hand, exhibitions of the poster or presentations, stating their opinion, interviews or speaking tests 19, 23%, 16, 92%, and 11, 54% respectively were the activities with neutral punctuation in contrast with the activities less voted that was dramatization and debates with 8, 46%.

In agreement with Yagual (2017), the investigation of ludic activities to improve speaking skills performed in the eighth year of Basic General Education School indicated that 58% of students in this institution agreed that these activities represent a valuable tool to develop speaking skills. Also, 58% of learners expressed that individual actions are necessary to enhance personal performance. The 50% of students in this school affirmed that interactive or ludic activities in a group to have better development in speaking proficiencies. Many students prefer doing activities with games or working with a classmate because they need to feel comfortable and amuse themselves by learning something new.

6. How often do you do the following activities in class?

Figure 10

Frequency of activities developed in class

Note: From student's survey. January 2022.

Analysis and interpretation figure 10

Teachers have to plan many activities for each class to get the students' attention and not fall into the teaching routine because learners can be bored or lose motivation to learn. The bar chart shows the frequency of some activities that students do in class, indicating tasks similar to debates, role-playing, stating their opinions, dialogues, interviews or tests, exhibitions of posters or presentations, games and dramatizations.

7% of students indicated that the activities always developed are state the opinion and dialogues, both activities had the same percentage. 33, 6 % of students selected the option "state your opinion" as the activity frequently developed in class. 57, 4 % of students surveyed affirmed that the activities sometimes developed are exhibitions of posters or presentations. 41, 1 % of students confirmed that the activities rarely developed in class are games. 45, 7 % of students chose dramatization as the last activity never developed in class. The frequency most selected by the students was sometimes, evidencing that a large part of the activities is carried out in class except for the dramatizations. However, the recurrence of an activity implemented in a class by an educator will directly affect the progress in improving oral skills.

The research executed at Ambato high school manifests that 38, 04%, and 33, 33% of students sometimes and seldom do activities that permit them to develop their oral communication in English (Silva, 2018). The incidence of doing an activity in class is efficient to improve oneself in a specific area, create a habit and construct a compromise for learning the TL. Moreover, teachers must find the best way to alternate how often they apply tasks that can be useful for their students.

7. How agree or disagree are you that the following activities that you do in class are enough to improve your English speaking skills?

Figure 11

Students consider if activities done in class are enough or not to improve English speaking skills
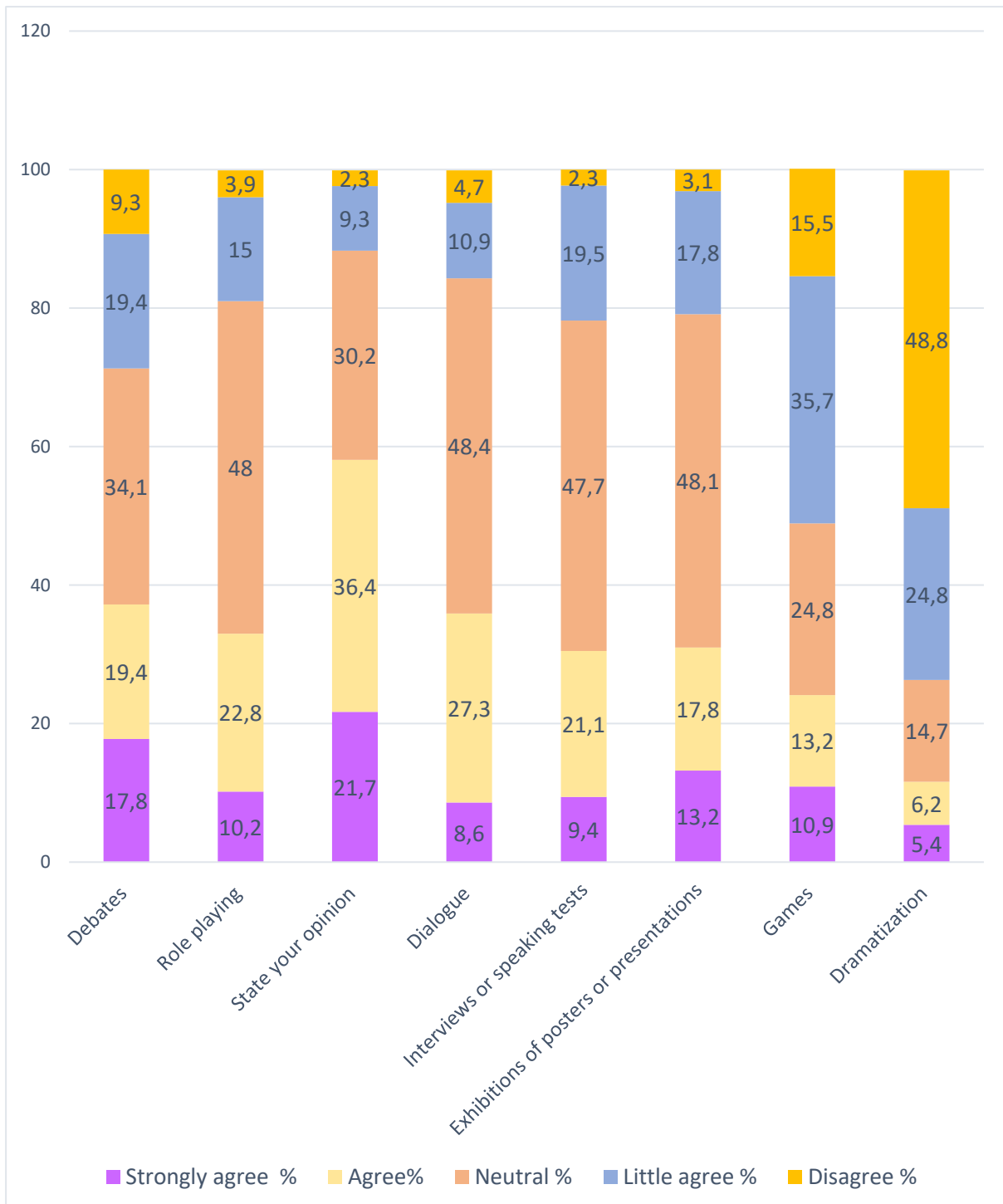
Note: From student's survey. January 2022.

Analysis and interpretation figure 11

The bar chart displays students' positions or perspectives if activities done in class are enough to improve speaking skills. 27, 1 % of students strongly agreed that stating their opinion is enough to enhance oral skills. 36, 4% of students agreed that stating their opinions in class is enough to prove they are good talkers and have conditions to speak English. 48, 1 % of students indicate a neutral posture if exhibitions of posters and presentations are enough to strengthen oral skills. 35, 7% of students little agreed that games are enough to advance their linguistic competence in the TL. The people's neutral perspective stood out from the rest postures if activities such as debates, role-playing, stating their opinions, dialogues, interviews or speaking tests, exhibitions of posters or presentations, games, and dramatizations are enough or not to improve the productive skill.

Between 21,7% and 5,4% of students thought that the activities developed in class were enough to improve speaking skills, which stagnated the students' learning process because a low percentage of people agreed with this posture. A study implemented by Zambrano (2020) on students in 10th Grade of Basic General Education of Vicente Rocafuerte National high school about the influence of guessing games on the development of the speaking skill enunciates that 55% of students agreed that the development of their speaking skills in English class is still not enough, and just 4% of students disagreed concerning to this aspect.

Hence, activities done by the teachers in this institution are not enough to enhance these skills either. Both cases expose that the factor that does not allow the teacher to achieve the objective of teaching a foreign language and students can learn optimally is time. Ultimately, when teachers rarely or never do activities in class demonstrates the teachers' lack of predisposition to expand their methodology, adapting to a monotonous education and harms students' progress.

8. How often does the teacher do the following activities to improve your ability to speak English in class?

Figure 12

Frequency of activities that teacher does in class to improve English speaking skills
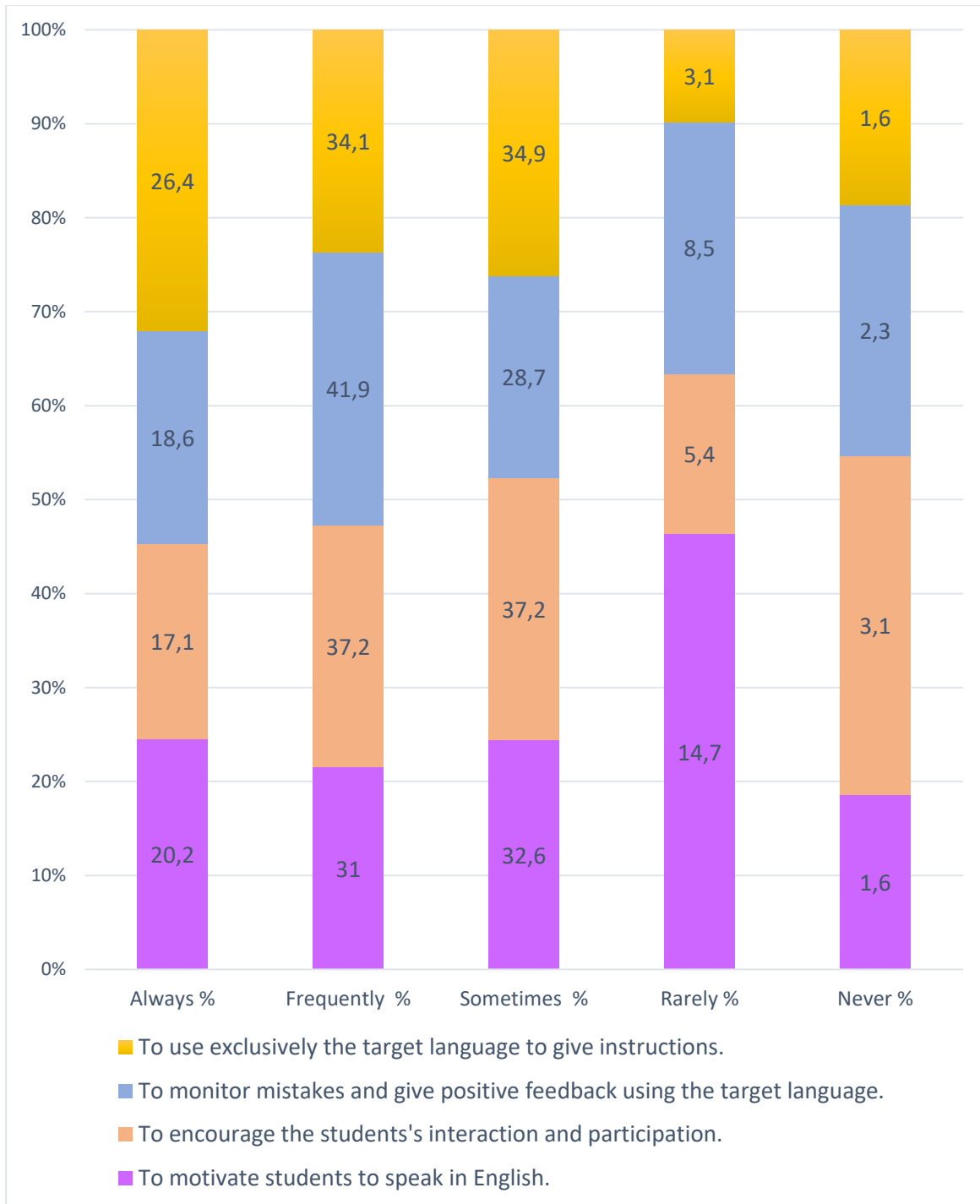
Note: From student's survey. January 2022.

Analysis and interpretation figure 12

A study implemented by Morillo & Sandoval (2020) at San Francisco de Asís high school about contextualization of methods and approaches focused on teaching and learning a foreign language in elementary and high school stated that 43 % of students said their teachers frequently use the target language in their classes for instructions and oral communications. In agreement with the bar chart, 34, 9% of senior students at Teodoro Gómez de la Torre high school declared that the teachers sometimes use the target language exclusively to give instructions. The teacher's role is to accomplish the student's expectations with exceptional strategies to imply that students can understand a different language that is not their mother tongue.

Likewise 41, 9% of students affirmed that the teachers frequently monitor mistakes and give positive feedback using the target language. In comparison, the investigation at Ambato high school manifests that 45, 30 % of students sometimes receive feedback telling them if they are right or wrong about their oral performance in English (Silva, 2018). This event is highly significant for teachers who must correct errors without making their students feel inferior. And teachers should provide them with a correction at the moment, and in that way, everyone learns from the mistake they should not make.

Besides 37, 2% of students assumed that teachers frequently and sometimes encourage interaction and participation to create an interactive environment in the classroom. A study elaborated at Unidad Educativa General Eloy Alfaro Delgado mentions that 58% of students told teachers not to propose communicative activities where students interact (Escobar, 2018). Thus, pupils at "TGT" high school have the advantage of having teachers who have the initiative to provide interplay conditions between their students inside the classroom, making learning more attractive.

According to the bar chart, 32, 6% of students affirmed that teachers sometimes motivate students to speak English in class. Motivation is a fundamental reason to let students continue getting better their proficiency in communicating in a foreign language. It will determine the actions they decide to do or imply in their learning process and development of speaking skills. The data collected for the research at Ambato high school denotes that 50% of students expressed that their teachers sometimes motivate them to speak and communicate in English inside and outside the classroom (Silva, 2018).

Regarding the analysis, the researcher can conclude that the activities to improve the capacity for speaking in the target language must improve, and teachers must not comfort with these results. Giving instructions in a foreign language is demanding for students. However, it is an unconscious way for pupils to recognize certain words, understand the context of sentences, internalize their concepts, and expand their vocabulary. Monitoring student activities to provide feedback is essential to clarify, assess, express concerns and make suggestions to guide the learner towards the achievement of expected learning.

Teachers must always persuade students to participate in class. But a large number of people in a course difficult that all can interact. Even so, there are strategies such as group work that allow observing the dynamics or inclusive activities within the classroom. In the same way, motivation is an essential factor that students will lose if the teacher does not approach learning as innovative. Also, the teacher avoids giving too much importance to evaluations or transferring his motivation to learn languages as an effective way to achieve his academic goals. Students will have more commitment, attention, and dedication to their studies and homework if they have motivation. This teaching-learning process of a foreign language will depend on the effort of teachers and students to get overcome difficulties presented in acquiring speaking skills.

3.2 Results from English teachers' interviews

1. How long have you been working at Teodoro Gómez de la Torre high school?

Interviewer 1

I have been working for more than 12 years.

Interviewer 2

I have been working eight months.

2. What levels in the institution do you teach at? (Basic, intermediate or higher)

Interviewer 1

In "Teodoro Gómez de la Torre" high school, well I've just worked with baccalaureate, with 1st, 2nd, 3rd, and no more.

Interviewer 2

I have both. I have school with 3rd grades I have 3 of those and I have high school 2nd and 3rd baccalaureate.

3. What difficulties have you found in the process of teaching English? Why?

Interviewer 1

Well, I think that one of the difficulties is that students do not like to learn English, even any language not only English. The other thing is that they do not want to produce language, which is difficult for them, is difficult to communicate or express their ideas sometimes.

Interviewer 2

I think in general students do not learn vocabulary, they need to practice a lot of speaking. They never read, they don't like English, what else, and also in online classes nobody turn on the cameras so I cannot see them. It is difficult for me if I don't see my students, so difficult.

4. What activities do you do in class to improve English speaking skills? Why?

Interviewer 1

To improve speaking skills I try to do… to create conversations, dialogues. To follow up activities, for example: to keep situations in order they try to complete, I do debates, I do role plays, I think that I do range of activities in order they try to enjoy and want to share their ideas.

Interviewer 2

All the time, I am trying to teach them vocabulary for the class and then they have to read something using the new vocabulary, sometimes I teach songs with many lectures many readings, that's all.

5. Do you consider students have difficulties when they speak in English? Why? What do you advise them to improve?

Interviewer 1

I try to advise my students to improve their English is that they try using the language and one of the things that I used to say for example sometimes I tell to my students is start watching a series that maybe they like and start to listen to music because it is going to help to improve their vocabulary and obviously it is gonna improve their pronunciation too in order that they be more aware to produce the language in the future.

Interviewer 2

Yes, they have a lot of problems when they speaking. The reasons are I think that they don't like in general they don't like English. I recommend them at the beginning of the year that they have to watch TV shows in English, movies in English, they have to listen music in English and they have to do whatever they like but in English, for example watch games such as soccer or basketball games. But everything in English.

6. Do you promote working in groups or pairs? Why?

Interviewer 1

Yes, I like. Exactly when I want to practice more speaking, it is important because. Firstly, because when they are between partners or classmates the feel more confident to speak in English. And obviously, the communication always needs two people in order to give an informative answer. It is good idea try working in couples or maybe groups, but I do not like that work more than two students because there are lot of students in the group and they do not work most of the time, they only work two and the rest do not.

Interviewer 2

Sometimes I work in groups but this is difficult, because they have problems with the connection, with the devices. Sometimes they work in pairs, it is easier to work in pairs. More than five or six is a little difficult. But I like that.

7. **Have you heard about Communicative Language Teaching? If yes. Have you used this type of approach?**

Interviewer 1

Yes, I have heard this one, about Communicative Language Teaching and I think is very important because it helps students to see the most important is to communicate or express our thoughts, to keep in touch with other ones, to share our ideas. That is, I like this one.

Interviewer 2

Yes, I receive that in studies in the USA, but a long time ago I think 8 years ago, and I'm not applying. Sincerely, I forgot that is the reason.

8. **What kind of Communicative Language Teaching techniques do you use in class to improve speaking skills? When, why, and how?**

Interviewer 1

I try to do full activities, I try debates, and I try to create some conversations in the order they can use or they can apply as much vocabulary they can use.

Interviewer 2

I think all the time, every class I try to do many activities to practice speaking and listening, but most of the time speaking and reading.

9. **Have you heard about the techniques jiwsag task, language game, fluency task or role-playing or accuracy task, debates, and pair or group work? How useful are those techniques to improve speaking skills? Have you used them when, why, and how?**

Interviewer 1

I think yes, some of them. For example, a debate I'm gonna give you're an example. Okay, I give students a topic when they have the opportunity to use the language in the best ways. And obviously, not just use language they have the opportunity to state their points of view. I think this is an important activity because helps students to defend their ideas, use the language, and feel comfortable because this is an activity that they are discussing among their partners and is important to use it. I try to use some of these kinds of activities, I think they enjoy, because sometimes when they learn playing it is more useful and they feel comfortable when they do these kinds of activities.

Interviewer 2

No.

I work with worksheets and games, but it is difficult because they don't participate. That's the problem because they don't want to talk, for example, when the class starts they say present or here and that's all. They don't want to speak, they don't want to answer and they don't want to show me what they are doing in their notebooks. So, it is a little difficult.

10. Would you like to have a handbook with specific techniques and activities to improve speaking skills in class? Why?

Interviewer 1

Yes. It will be so useful because if I had a handbook, I just open the handbook and I can use the activity that I would like to do. Because sometimes the problem is about the time, we do not enough time to try to make a researching on the internet, for example, we need to look for. It is better if we have this kind of material. It will be really useful to acquire this.

Interviewer 2

Could be great, that will be useful for me. I think I would like to learn many techniques to teach English to my students. In these two years, I learned a lot of things because you know before the pandemic teacher don't know many things about this, but we have to learn.

3.2.1 Analysis of English teachers' interviews

Teachers at Teodoro Gómez de la Torre high school answered ten questions in an interview about Communicative language teaching techniques that they apply in their classes. Two women teachers share their points of view, respecting each question, so the information collected demonstrates that teachers know the different CLT techniques and activities that improve interactive communication between students, but not the technicalities because they can forget over time due to not having constant training.

However, teachers state that the difficulties they have correspond to the online classes, the lack of interest of the students, and the limited time to carry out activities and investigate new ingenious activities that help students not only improve their ability to speak in a foreign language, as well as the other skills required to learn the English language. Both teachers strongly agreed that they should be given a handbook with techniques since it allows them to broaden concepts and methods that they can implement in their teaching methodologies. It is necessary to enable them to have punctual activities, despite the time against which must be changed or structured in the students' schedule.

CHAPTER IV: **PROPOSAL**

4.1 Title
Let's speak to impress

4.2 Introduction
According to Andrade (2021), factors such as linguistic skills and socio-economic or cultural aspects, including teachers' methodologies, directly influence progress in the teaching and learning of a foreign language (FL). English is a language that demands effort, perseverance, and time to learn the four skills: reading, writing, listening, and speaking. Nowadays, English is an important language to learn because the necessity of developing speaking skills is relevant to have the capacity for communicating. The ability to speak stands out for not being easy to acquire, so the teacher must identify what strategies will enhance productive skills in the case of speaking. The handbook created by the researcher is beneficial for students to improve their oral production through different lesson plans with activities regarding the results obtained in the investigation process, the bibliographical data, and the English student book Level B1.1.

4.3 Justification
The present handbook was developed with an educational approach based on the problems that teachers have, such as a considerable number of students in the same classroom and the limited number of English hours. At the same time, the insufficient activities of interest to students to improve speaking skills and the repetitive use of the same strategies because teachers do not have enough time to investigate more dynamic activities for improving speaking skills. The improvement of this ability in senior students at Teodoro Gómez de la Torre high school may succeed through a creative tool established for senior students by the researcher, who focused on speaking skills.

This tool aims to adapt communicative techniques to the teachers' methodologies and students' needs with the initiative of performing a better teaching-learning process through significant activities, which are explained in the proposal that must be applied in a class by teachers. It contains interactive alternatives to enhance their fluency, grammar, pronunciation, and vocabulary. Besides, this tool allows teachers to have a trustworthy guide to apply in their classes, developing or linking up different activities to their teaching regarding some CLT techniques essential to evolve in the educational field.

4.4 Theoretical foundations
Communicative Language Teaching is an approach focused on the interaction between student-student and teacher-student with the aim that students can communicate in the target language through the prior communication process. Most English teachers can identify the methodology applied in their class, such as communicative. Richards (2006) declares that there are many explanations related to this term which sets as its goal the teaching of communicative competence for students can have the initiative to participate or share their ideas in class to be fluent in the TL.

Teaching techniques are part of the teacher's methodology; they can be applied in a class by teachers to allow internalization and understanding of knowledge. Hoque (2016) suggests, "It is a well-defined procedure used to accomplish a specific activity or task" (p.4). The techniques depend on the objective, pedagogical need, or resources that guide and the pupils have. Some techniques proposed are language games, workgroups, and role-playing with an activity that allows to carry out the learning and teaching process.

Speaking skills emphasize communication to transmit thoughts and beliefs to another person. The need to share ideas has become essential in a globalized world, so it is fundamental to learn to function, even more so if a person acquires a new language. Srinivas (2019) explains that the ability to speak English, which is widely used throughout the world by people, stands out among the four language skills, so to be successful in different fields, teachers in the classroom must implement some teaching strategies that upgrade the communication skills of the students.

4.5 Objectives:
General
- Develop communication skills to get the B1 proficiency required in senior students.

Specific:
- Improve communication proficiency of speaking skills.
- Use communicative techniques to enhance the productivity of the language.
- Focus on getting better fluency during activities talked.

4.6 Units
4.6.1 Unit 1: I have a game for you
Technique 1 Language Games

4.6.2 Unit 2: Do you want to work with me?
Technique 2 Group work or pairs

4.6.3 Unit 3: I decide on my character
Technique 3 Role-plays

4.7 Location
Teodoro Gómez de la Torre high school is in Ibarra (Imbabura-Ecuador) in the San Francisco parish. It is located near the city center in Teodoro Gómez 3-101 and Pedro Vicente Maldonado streets. The institution is public, and there are four education levels: kindergarten, elementary, middle, and high school. This study was guided for the third year of baccalaureate students, including different parallels for high school.

4.8 Proposal Development
The proposal includes a cover, general index, introduction, and three units; in each one, there is a particular technique: language games, group work, and role play with the respective activities as a lesson plan for having a good interaction in class.

LET'S SPEAK TO IMPRESS

Index

Unit 2

Do you want to work with me?

Technique 2 Group work or pairs

Teacher's guide

Students' guide

- *Activity 2: Jigsaw task*

Unit 3

I decide on my character

Technique 3 Role-plays

Teacher's guide

Students' guide

- *Activity 3 Role-playing*

Introduction

It is a handbook created based on the study about communicative language teaching techniques that teachers use in class to improve English language skills in students and activities that students do to enhance their oral production regarding the CLT approach.

The educative difficulties and problems identified through the surveys and interviews applied to students and teachers respectively allowed the researcher to develop this kind of guide as a resource to reinforce the speaking skills.

To acquire the ability to speak a foreign language, it is necessary to practice different activities that help students overcome their expectations about oral production. Teachers can consider adapting this handbook to their methodologies, using relevant aspects that can be a benefit to acquiring the English level for senior students.

Presentation

Dear Teacher

You have a guide with a collection of communicative techniques: language games, group works or pairs, and role-plays. The actions that you will develop were thought to benefit from adding value to your teaching methodology.

Dear Student

In this didactic material, you will have different activities and lesson plans concerning communicative techniques. This guide will reinforce your ability to speak in a foreign language and will help you to improve sub-skills such as fluency, grammar, vocabulary, and pronunciation.

Objectives

General.-

Develop communication skills to get the B1 proficiency required in senior students.

Specific.-

- Improve communication proficiency of speaking skills.

- Use communicative techniques to enhance the productivity of the language.

- Focus on getting better fluency during activities talked.

UNIT 1

I have a game for you

Technique 1: Language game

Subskills: Fluency, grammar, vocabulary, and pronunciation.

WHO AM I?

TEACHER GUIDE

Lesson aim: Students will be able to guess different movies characters.

Function: Talking about characters involved in movie production.

Language: He acted in the hit movie Men. He rescued a princess from a tower protected by a dragon. She was a descendant of the amazons.

Vocabulary: Movies and characters (genres: horror, comedy. Movies characters in which they acted.)

Grammar: Simple past tense.

STAGES.-

1. Lead in:

Firstly, ask students to make a list of movies characters they like or remember. After that, explain to Ss to choose one character to describe characteristics.

Ss answer these questions.

- What is your favorite movie genre?
- Why do you like to watch movies?

1. Content preparation:

Tell Ss to think in two specific sentences using past simple tense to guess who they are or what the character's name is they have on their back.

2. Language preparation:

Write on the board different movie genres, for example, horror, adventure, comedy, and western. Then, ask Ss to say the characters that they have chosen to put in each category on the board.

3. Speaking time:

Require students to write their movie characters on a piece of paper. The teacher tapes different actors' names on the back of each student, out of view. Then provide the instruction to students that they must tell their sentences using past simple to let their classmates guess the name they have on their back. At the same time, tell Ss that they can give some tracks to guess the character.

4. Feedback:

The teacher provides students corrections for their errors when they used expressions in simple past to describe the actors' characteristics in the interaction with classmates.

ACTIVITY 1: WHO AM I?

STUDENT GUIDE
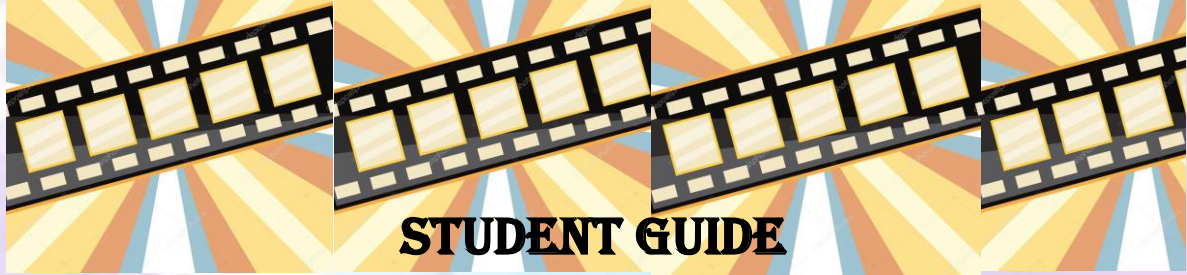
PROCEDURE.-

A. - Write eight movies characters that you remember from some movies. Highlight your favorite movie character and investigate what the genre is.

Make a list of them, for example:

- Sherk
- Fiona
- Spiderman
- Woderwoman

B. - Answer the questions that your teacher has for you about movie production.

C. – Make sentences in the past simple that let your classmates identify whom they are according to your chosen character. For example:

- He acted in the hit movie Men.
- She was a descendant of the amazons.
- He rescued a princess from a tower protected by a dragon.

D. – Say your movie character to put in the correct category that they belong. It could be horror, adventure, comedy, or western.

HORROR	ADVENTURE	COMEDY	WESTER
Samara	The rock	The Grinch	Chuck Norris

E. – You can write the name of your movie character on a piece of paper, then give it to your teacher. Allow your teacher to tape the name of a movie character randomly on your back.

F. – Choose one classmate to tell the sentences that you prepared before. You can give tricks to let your partner guess the correct movie character.
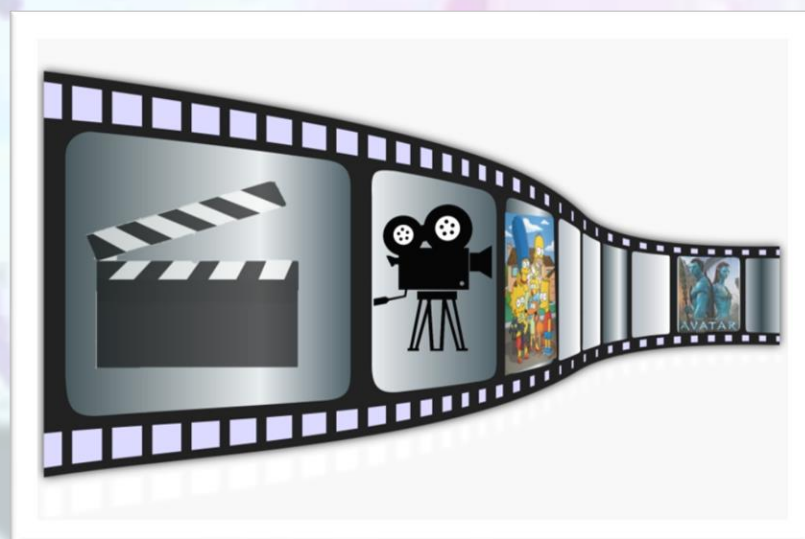
UNIT 2

Do you want to work with me?

Technique 2: Group work

Subskills: Fluency, grammar, vocabulary, and pronunciation.

ACTIVITY 1: JIGSAW TASK (GROUP EXPERTS)

TEACHER GUIDE
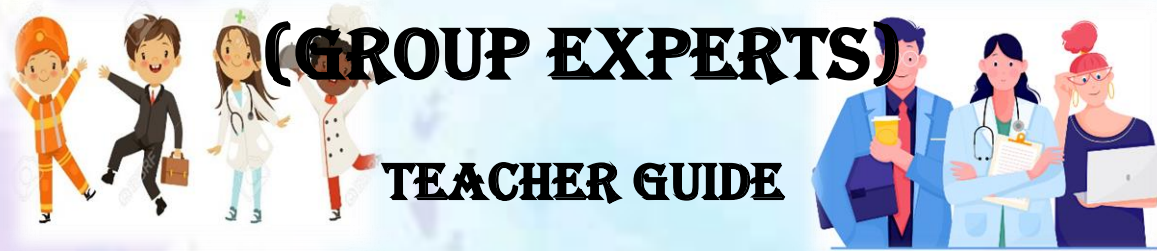
Lesson aim: Students will be able to talk about different professions.

Function: Talking about professions, describing and differentiating professions.

Language: I am interested in being a doctor. I decided to study gastronomy. I was curious about journalists.

Vocabulary: professions (doctor, nurse, mechanic, engineer, veterinarian, chef, teacher); prepositions (to, for, in, with, about).

Grammar: prepositions, infinitive and gerunds.

STAGES.-

1. Lead-in:

First of all, tell students to write a list of ten professions that they can remember. Secondly, ask Ss to highlight three words on the list they are most interested in.

Ss answer these questions.

- What are your skills or aptitudes?
- What professions are you interested in?
- Do you want to study at university?

2. Content preparation:
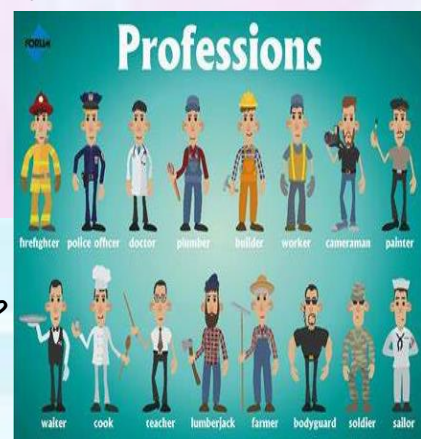
Communicate Ss to investigate the characteristics of the three different professions they have chosen on the internet.

3. Language preparation:

Indicate Ss the prepositions that they are going to use. Ask Ss to write on their notebooks those characteristics after organizing groups depending on the students' quantity in the class. Use the following chart to explain.

Reflect on Grammar

Some verbs are normally followed by certain prepositions.

| apply | | decide | *on* |
| appeal | | specialize | |

Some adjectives are normally followed by certain prepositions.

curious		interested	
familiar		serious	
good		terrible	

When the preposition is followed by a verb, the gerund (-ing) form must be used.

| interested in | good at |
| | |

4. Speaking time:

Organize the groups with Ss who have similar professions written in their lists to let them talk and share sentences using prepositions and verbs explained. Next, choose one expert per group and change to another group. The expert students will share the ideas recollected with a new group.

5. Feedback:

The teacher provided students corrections for their errors when they used prepositions, infinite, and gerunds in sentences to talk about a historical figure in the class.

ACTIVITY 1: JIGSAW TASK (GROUP EXPERTS)

STUDENT GUIDE

PROCEDURE.-

A. - Write ten professions that you remember: engineer, doctor, veterinarian, chef. Highlight three options that you are interested in studying at university.
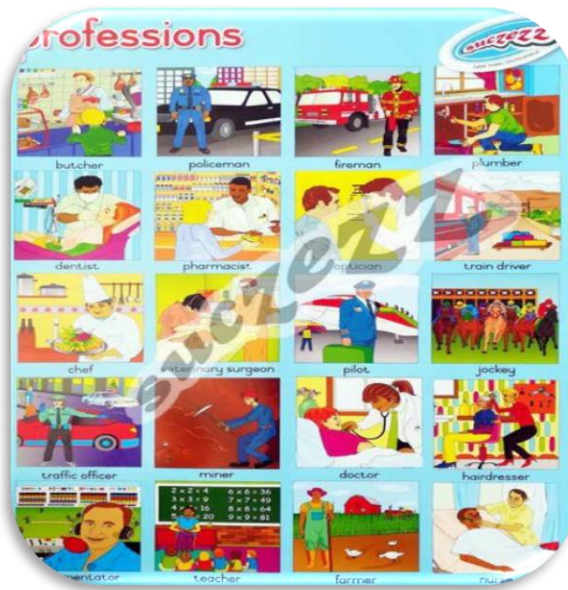
B. - Answer the questions your teacher has for you about movie production.

C. - Investigate on the internet the profession's characteristics that you have chosen before. Write this in your notebook or a piece of paper.

D. - Follow the teacher's instructions to organize the groups. When you are in your group, make sure that you have similar professions to your classmates. Next, take turns to talk about what you have researched.

E. – You can use these kinds of sentences to share the characteristics of your group assigned.

- I decided to study gastronomy because chefs have recognition.
- I was curious about journalists because they are good communicators.
- I am interested in being a doctor because doctors help people.

F. – The expert student changed to another group will share the ideas in a new group. The students who stay in the same group listen carefully to the characteristics that your new classmate will talk about in your group. Take notes of this.

UNIT 3

I decide on my character

Technique 3: Role-play

Subskills: Fluency, grammar, vocabulary, and pronunciation.

ACTIVITY 1: ROLE-PLAYING

TEACHER GUIDE

Lesson aim: Students roleplay as historical figures in the past.

Function: Talking about historical figures and describing historical events.

Language: Cleopatra was a ruler who carried out multiple tactics to win wars. Cleopatra came up with some ideologies about power and politic.

Vocabulary: carry out, came across, came up with, relied on, left behind, give out, work out, take after.

Grammar: phrasal verbs in present and past simple.

STAGES.-

1. Lead-in:

Primarily, indicate Ss to imagine the life and important events that occurred in the past. Ask Ss to select their favorite character to prepare a presentation in class.

Ss answer these questions.
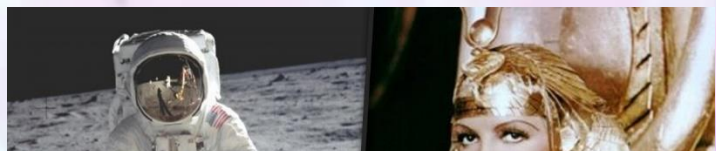
- How was life in the past?
- What historical events can you remember?
- Do you know some historical characters?

2. Content preparation:

Inform Ss one day before class that they will present and expose the life of a historical character. Tell Ss that they have to bring material for presenting their roles, for example, clothes or instruments that they want to use.

3. Language preparation:

The teacher shows a presentation about phrasal verbs, explaining the definition and context they use them. Additionally, clarify how Ss write those verbs in the past. Here have a model as an alternative that you can use in class.

https://view.genial.ly/620ee5bf23c3020012b276ca/presentation-presentacion-ninja

Complete with the students the activity on the Wordwall website, the link you have in student auide. letter C.

4. Speaking time:

Require Ss to look for different characteristics on the internet of historical characters they have decided. Thereupon, say Ss to prepare a speech using 2 or 3 phrasal verbs at least to explain details about the character during 1 minute. The teacher can reward the best performances.

5. Feedback:

The teacher provided students corrections of their errors when they used phrasal verbs in sentences to talk about a historical figure in the class.

ACTIVITY 1: ROLE-PLAYING

STUDENT GUIDE

PROCEDURE.-

A. – Decide to talk about a historical character, for example, Lincoln, Albert Einstein, and Martin Luther King. Express your thoughts about the questions that the teacher will ask in class. Besides, talk about your ideas concerning life in the past.
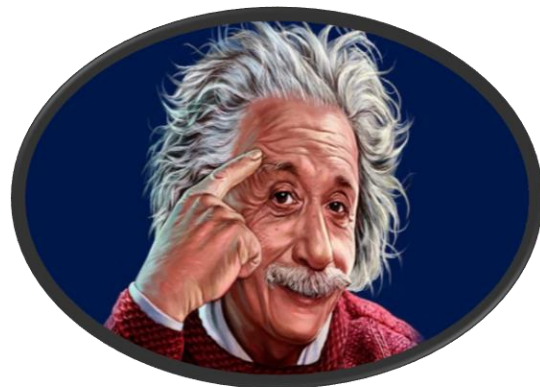
B. – Be ready to interpret your character. You can create a poster using a hashtag with a famous quote of the historical character that you will perform. You can use materials or clothe to personify this.
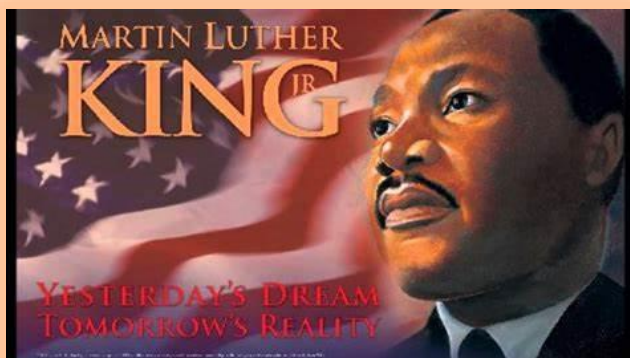
C. – Pay attention to the explanation of your teacher respecting phrasal verbs. Match the term with the correct definition; you can develop this task on the Wordwall website, get into this link.

https://wordwall.net/resource/20394520

- Carry on
- Come across
- Come up with
- Rely on
- Leave behind
- Give out
- Work out
- Take after

D. – Investigate through the internet characteristics or something interesting about your character, such as Cleopatra. Use the phrasal verbs you learned to create sentences and demonstrate the information you got during 1 minute. Take into account that you must use past simple to talk about past events.

- Cleopatra was a ruler who carried on multiple tactics to win wars.
- Cleopatra came up with some ideologies about power and politic.

CONCLUSIONS

The following paragraphs establish the conclusions of the most relevant findings in the study of the communicative approach.

- Students frequently do some activities related to Communicative Language Teaching techniques, but they only enjoy three of them. These are language games, role-playing, and workgroups or pairs. Most of the students prefer to practice speaking through interactive language games and have fun while learning English. An advantage is that they want to learn this language but consider that the activities performed in class are not enough, and it is a problem to catch their attention because the learning process could be monotonous.

- Time is a pivotal factor in improving the learning-teaching process, both for students and teachers. In the case of the students, the hours to be involved in an environment that speaks a foreign language are insufficient, since 1 or 2 hours per week is a challenge to acquire new knowledge, and even the importance required to communicate in the target language is not influential for them. In the professor's position, time is insufficient to investigate new techniques or extra activities out of the books. They keep the application of traditional or irrelevant methodologies for the students, which stagnates the process of improving their English, and there is no progressive improvement in developing speaking skills. Also, they have several difficulties regarding online courses and unwillingness on the part of students to learn. Because it is complex to interact in class with students and know what they are doing behind the screen. For this reason, teachers suggest doing extra activities to improve and enrich students' pronunciation and vocabulary.

- Teachers try to apply communicative techniques in class to improve students speaking skills, although they do not know some technical terms. Teachers apply various techniques in class, such as debates, group work, presentations, or role-plays. Even so, this has not been productive during the pandemic because students lose concentration in class when they turn off their cameras during class. However, the teachers stated that they try to encourage them to develop English skills, but there has been no adequate response from the students. In addition, the teachers agreed to obtain a guide with better information or alternatives to promote language skills in their students.

RECOMMENDATIONS

The following recommendations are of vital importance to improve the students speaking skills in class, optimize time, and opt for new activities that strengthen the linguistic competence of senior students.

- As a suggestion, the teachers must motivate students to learn English to achieve new opportunities in this globalized world. They do not know the importance of acquiring a new language and developing communication abilities and only want to pass a subject. The teacher has the responsibility to gain the student's confidence, so they feel comfortable learning from mistakes and sharing what activities they think are necessary to improve English skills and even more speaking skills that require a lot of patience and perseverance.

- Solving the problem of insufficient hours to involve students in acquiring a new language must be a requirement to increase the time learners receive English as a subject. Using the handbook provided by the researcher is a significant suggestion to take advantage of the time since teachers do not have enough time to research new resources. They can optimize their time by adapting the techniques explained in this guide to their methodology to enhance students speaking skills.

- As a recommendation, the teachers must expand their knowledge of methods and techniques to fit their methodology and provide students with interactive, helpful, and efficient tools to allow pupils to feel confident when expressing their ideas. Here is an example of why teachers must not stop learning and be at the vanguard of constant changes or learning styles because this will depend on the success of their students to improve in certain areas, in this case, by speaking in a foreign language.

GLOSSARY

Aim: to achieve something as a result that your plans or actions are completed.

Enhance: to improve actions or something that a person carry out.

Acquisition: the action of acquire something, even it can be a physical object or knowledge.

Gain: to get or obtain something useful and positive.

Strengthen: to make or become stronger.

Target language: it is the language that is expected to be obtained in the teaching-learning process of a foreign language.

Note: The new words definitions were obtained in Cambridge dictionary.

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Universidad Técnica del Norte

Facultad de educación, ciencia y tecnología

Pedagogía de los idiomas nacionales y extranjeros mención: inglés

Communicative Language Teaching to improve speaking skills in senior students at Teodoro Gómez de la Torre High School in Ibarra during the academic year 2021-2022

Objetivo

- Determinar la perspectiva de los estudiantes de tercer año de bachillerato de la Unidad Educativa Teodoro Gómez de la Torre, referente a las actividades que desarrollan en clase para mejor la producción oral.

Introducción

Un cordial saludo querido estudiante, soy Alisson Morillo estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención: Inglés de la Universidad Técnica del Norte y me gustaría pedir su ayuda con este cuestionario. Por favor, responda las siguientes preguntas relacionadas con el aprendizaje del inglés. Este cuestionario busca identificar las actividades que tú desarrollas en clase para mejorar sus habilidades al hablar en el idioma inglés y me interesa conocer tu opinión personal.

El cuestionario no tiene un límite de tiempo, pero se recomiendo realizarlo en aproximadamente 10 minutos. Los datos obtenidos serán confidenciales ya que como te darás cuenta no solicito tu nombre, pero es necesario su completa sinceridad y honestidad porque de esto dependerá el éxito de la investigación. Cuando los resultados de la investigación sean publicados o se discutan, no se incluirá información que pueda revelar su identidad. De antemano ¡muchas gracias por su ayuda!

Si tiene preguntas acerca del cuestionario, no dude en ponerse en contacto con el investigador:

Alisson Morillo
abmorillot@utn.edu.ec
0997519017

Instrucciones

- Lea cuidadosamente cada pregunta.
- Algunas preguntas son abiertas por lo que tiene la oportunidad de escoger más de una respuesta.
- El cuestionario recolectará información de carácter investigativo

Cuestionario

Datos Generales

Género:

       a. Masculino
       b. Femenino
       c. Otro

Edad

………………………

Etnia

       a. Mestizo
       b. Indígena
       c. Afroamericano

Escriba su paralelo

…………………..

Seleccione la respuesta que es correcta para usted

1. **Está de acuerdo o desacuerdo con la siguiente oración: Desarrollar habilidades para hablar en inglés es importante para comunicarse con otros.**
   a) Totalmente de acuerdo
   b) De acuerdo
   c) Neutral
   d) Poco de acuerdo
   e) En desacuerdo

2. **¿Qué tan alto o bajo es su interés en mejorar sus habilidades para hablar inglés en clase?**
   a) Muy alto
   b) Alto
   c) Neutral
   d) Bajo
   e) Muy bajo

3. **¿Cuántas horas a la semana recibe la asignatura de inglés ? (Marque uno)**
   a) 4 horas o más
   b) 2 a 3 horas
   c) 1 a 2 horas
   d) 1 hora o menos

4. **¿Qué tan seguro o inseguro está cuando el profesor le pide que hable en inglés? (Marque uno)**
   a) Muy seguro
   b) Seguro
   c) Neutral
   d) Poco seguro
   e) Inseguro

5. **¿Qué tipo de actividades le gusta hacer en clase para mejorar sus habilidades al hablar inglés? (Marque una o más opciones)**
   a) Debates
   b) Trabajos en grupos o pares
   c) Role-plays
   d) Exhibiciones de posters o presentaciones
   e) Expresar su opinión
   f) Entrevistas o evaluaciones habladas
   g) Dramatizaciones
   h) Juegos

6. **¿Con qué frecuencia realiza las siguientes actividades en clase? (Marque una o más opciones)**

	Siempre	Frecuentemente	A veces	Rara vez	Nunca
Debates					
Trabajos en grupos o pares					
Role-plays					
Exhibiciones de posters o presentaciones					
Expresar su opinión					

Entrevistas o evaluaciones habladas					
Dramatizaciones					
Juegos					

7. ¿Qué tan de acuerdo o en desacuerdo está con que las siguientes actividades que hace en clase son suficientes para mejorar sus habilidades al hablar en inglés ? (Marque una o más opciones)

	Totalmente de acuerdo	De acuerdo	Neutral	Poco de acuerdo	En desacuerdo
Debates					
Trabajos en grupos o pares					
Role-plays					
Exhibiciones de posters o presentaciones					
Expresar su opinión					
Entrevistas o evaluaciones habladas					
Dramatizaciones					
Juegos					

8. ¿Con qué frecuencia su profesor realiza las siguientes actividades para que mejore su habilidad al hablar inglés en clase?

	Siempre	Frecuentemente	A veces	Rara vez	Nunca

Utiliza exclusivamente el idioma inglés para dar instrucciones.					
Utiliza situaciones reales básicas para crear una comunicación real que permita ampliar los conocimientos sobre la cultura general.					
Supervisa los errores y da una retroalimentación positiva utilizando el idioma inglés entre los alumnos.					
Fomenta la interacción y participación de los alumnos para crear un ambiente interactivo en el aula que haga más fácil y atractivo el aprendizaje.					
Motiva a los estudiantes a hablar en inglés mostrando entusiasmo, ayudándolos en las tareas, celebrando los logros y enfocándose en las fortalezas.					

Al enviar este cuestionario accedo voluntariamente a formar parte de esta investigación.

¡Gracias por su participación!

Universidad Técnica del Norte

Facultad de educación, ciencia y tecnología

Pedagogía de los idiomas nacionales y extranjeros mención: inglés

Communicative Language Teaching to improve speaking skills in senior students at Teodoro Gómez de la Torre High School in Ibarra during the academic year 2021-2022

Objective

- Determine the perspective of third-year high school teachers at Teodoro Gómez de la Torre high school, regarding the techniques and activities they use in class to improve oral production in senior students.

Introduction

Kind regards dear teacher, I am Alisson Morillo, student of the career Pedagogía de los Idiomas Nacionales at Universidad Técnica del Norte. I would like to require your help with this interview to carry out my degree work. Please answer the following questions related to using communicative techniques to develop oral production. The interview has questions of an educational essence in your practice as an English teacher, so there are no correct or incorrect questions. It is only necessary to know their personal opinion.

The interview will only take 10 to 15 minutes and can be done from any electronic device. The data obtained will be confidential, so no institution's authority will have access to their answers, but your complete sincerity and honesty are essential because this will depend on the success of the investigation. Being an interview that collects information, your name will be taken into account; however, when the research results are published or discussed, information that can reveal your identity will not be included.

Thank you very much for your help! If you have questions about the interview questions, do not hesitate to contact the researcher:

Alisson   Morillo
abmorillot@utn.edu.ec
0997519017

Instructions

- Listen carefully to each question.
  - The questions are direct and specific so that you can give more than one answer depending on the type of question asked.

- The interview will collect information of an investigative scope.

General data

Gender:

Teaching experience:

Professional teaching experience:

Currently teaches at:

English level:

Academic degree:

1. How long have you been working at Teodoro Gómez high school?
2. What levels in the institution do you teach at? (Basic, intermediate or higher)
3. What difficulties have you found in the process of teaching English? Why?
4. What activities do you do in class to improve English speaking skills? Why?
5. Do you consider students have difficulties when they speak in English? Why? What do you advise them to improve?
6. Do you promote working in groups or pairs? Why?
7. Have you heard about Communicative Language Teaching? If yes. Have you used this type of approach?
8. What kind of Communicative Language Teaching techniques do you use in class to improve speaking skills? When, why, and how?
9. Have you heard about the techniques jiwsag task, language game, fluency task or role-playing or accuracy task, debates, and pair or group work? How useful are those techniques to improve speaking skills? Have you used them when, why, and how?
10. Would you like to have a handbook with specific techniques and activities to improve speaking skills in class? Why?

Annex C: Consent to apply the surveys and interviews at Teodoro Gómez de la Torre high school

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 029-D

Ibarra, 13 de enero de 2022

SEÑOR

RECTOR DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

Ibarra

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Morillo Tapia Alisson Belén, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y desarrolle el trabajo de grado: "COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE SPEAKING SKILLS IN SENIOR STUDENTS AT TEODORO GÓMEZ DE LA TORRE HIGH SCHOOL IN IBARRA DURING THE ACADEMIC YEAR 2021-2022".

Por su favorable atención, le agradezco.

Atentamente,

CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala

DECANO FECYT

Recibido

5. 01. 2022

SECRETARÍA

Annex D: Instruments validation evidence

Annex E: Students' survey application evidence

👁 Vista previa   🎨 Tema   **Recopila**
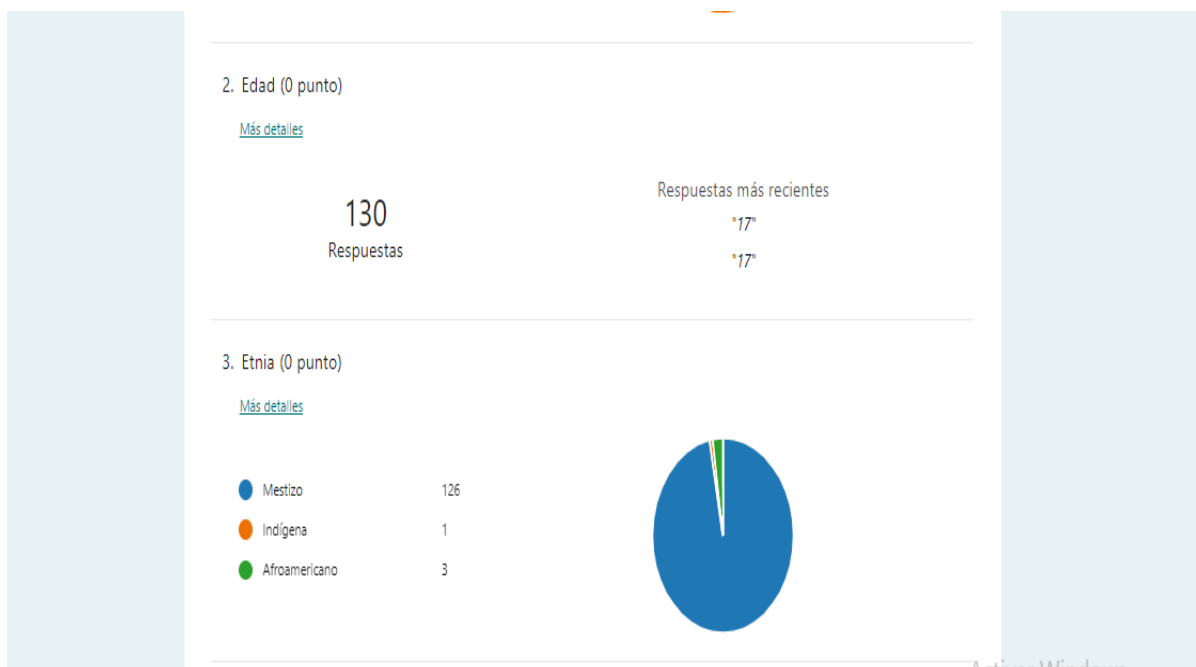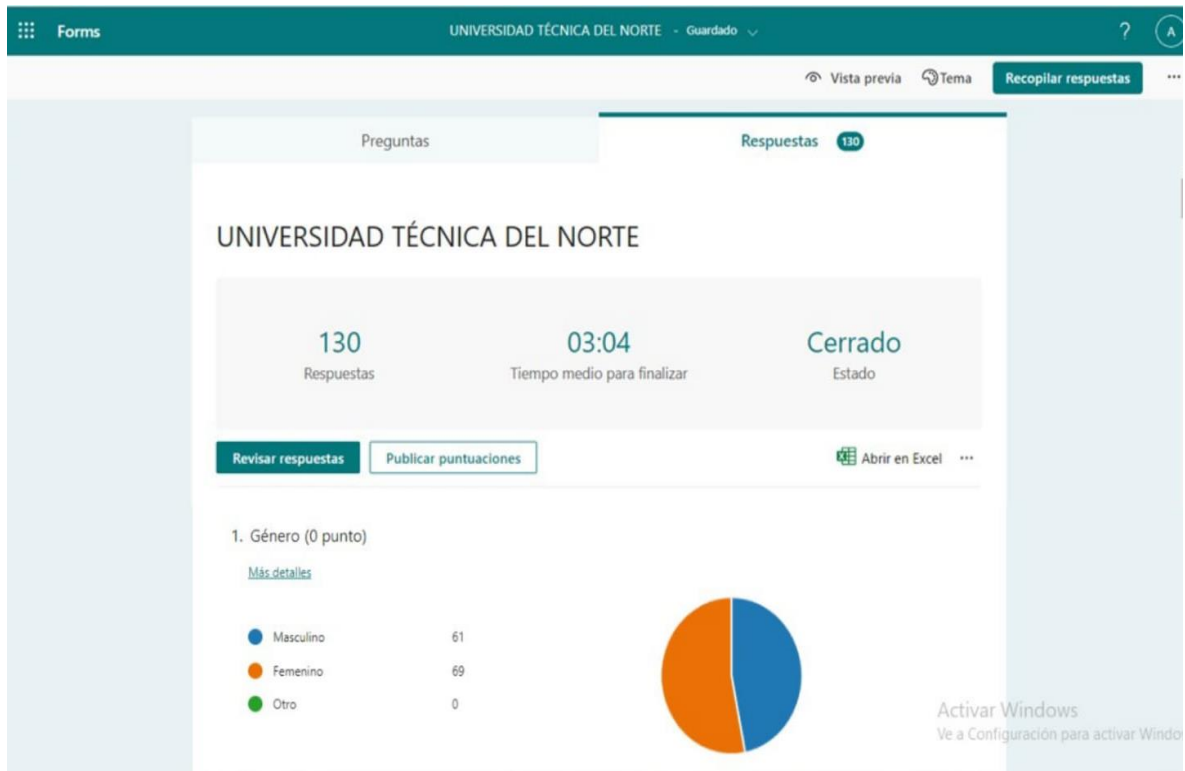
| Preguntas | Respuestas 318 |

4. Escriba su pararelo (0 punto)
   Ejemplo: A

Más detalles   ⚙ Información

130
Respuestas

Respuestas más recientes

1 encuestados (**1%**) respondieron **A5** para esta pregunta.   ···

C;C;A   **A5**   **H;D**

A;D   **C;C;B**

5. Está de acuerdo o desacuerdo con la siguiente oración: Desarrollar habilidades para hablar en inglés (0 es importante para comunicarse con otros. (Marque uno)   punto)

Más detalles

🔵 Totalmente de acuerdo	78	
🟠 De acuerdo	34	
🟢 Neutral	12	
🔴 Poco de acuerdo	3	
🟣 En desacuerdo	3	

6. ¿Qué tan alto o bajo es su interés en mejorar sus habilidades para hablar inglés en clase? (Marque (0 uno)   punto)

Más detalles

🔵 Muy alto	31	
🟠 Alto	45	
🟢 Neutral	39	
🔴 Bajo	11	
🟣 Muy bajo	2	

7. ¿Cuántas horas a la semana recibe la asignatura de inglés ? (Marque uno) (0 punto)

Más detalles

🔵 4 horas o más	0	
🟠 2 a 3 horas	49	
🟢 1 a 2 horas	79	
🔴 1 hora o menos	2	

8. ¿Qué tan seguro o inseguro está cuando el profesor le pide que hable en inglés? (Marque uno) (0 punto)

Más detalles

🔵 Muy seguro	15	
🟠 Seguro	21	
🟢 Neutral	49	
🔴 Poco seguro	26	
🟣 Inseguro	19	

Annex G: Teacher's interview application evidence