



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TITLE

THE COMMUNITY LANGUAGE LEARNING APPROACH TO IMPROVE SPEAKING SKILLS ON SENIOR YEAR STUDENTS AT CAHUASQUI HIGH SCHOOL.

Trabajo de Grado previo a la obtención del título de Maestría en Pedagogía de los idiomas Nacionales y Extranjeros Mención Inglés

RESEARCH LINE

Development of communicative English skills

AUTHOR: Lic. Marco Santiago Carrillo Yépez

DIRECTOR: M.Ed. Ernesto Santos Ragus

Ibarra, Ecuador

2023



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO**



**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS**

THESIS DIRECTOR CERTIFICATION

As director of the research work on the topic **“THE COMMUNITY LANGUAGE LEARNING APPROACH TO IMPROVE SPEAKING SKILLS ON SENIOR YEAR STUDENTS AT CAHUASQUI HIGH SCHOOL”**, work which was carried out by Marco Santiago Carrillo Yépez, before obtaining the master’s degree at Master in Pedagogy of National and Foreign Languages: Mention in the English Language, I attest that the mentioned work meets the requirements and sufficient merits to be publicly supported in court to be timely selected.

Ibarra, November 07, 2022

It is all that I can certify



Firmado electrónicamente por:
**ERNESTO JR
SANTOS RAGUS**

**MSC. ERNESTO SANTOS RAGUS
Thesis Director**

Examining Board Thesis Approval

“The Community Language Learning Approach to Improve Speaking Skills on Senior Year Students at Cahuasqui High School”

Author: Carrillo Yépez Marco Santiago



UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA

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

1. IDENTIFICACIÓN DE LA OBRA

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

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD	1002846838		
APELLIDOS Y NOMBRES	Carrillo Yépez Marco Santiago		
DIRECCIÓN	"La Victoria" Mz 23 casa 1-10 (2da etapa) Calle Carlos Barahona Sector Parque del Tren. Ibarra – Ecuador; Postal Code 100150		
EMAIL	santty_marck@hotmail.com		
TELÉFONO FIJO	062952543	TELÉFONO MÓVIL:	0968251238

DATOS DE LA OBRA	
TÍTULO:	The Community Language Learning Approach to Improve Speaking Skills on Senior Year Students at Cahuasqui High School.
AUTOR (ES):	Lic. Carrillo Yépez Marco Santiago
FECHA: DD/MM/AAAA	19 de Enero 2023
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA DE POSGRADO	POSGRADO
TÍTULO POR EL QUE OPTA	Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés
TUTOR	Ernesto Jr. Santos Ragus, MSc.

2. CONSTANCIAS

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

Ibarra, a los 19 días del mes de enero del año 2023

EL AUTOR:

A handwritten signature in blue ink, appearing to be 'M. Carrillo Yépez', written over a light blue circular stamp or watermark.

Firma:

Nombre: Lic. Marco Santiago Carrillo Yépez

Dedication

I always believe that taking advantage of time and learning something every single day is the core part of a human being regardless of education and I have achieved that thanks to the support of my family. In addition, without their daily support, there is no doubt that I would not have achieved this significant accomplishment in my life. The current work is therefore primarily dedicated to my mother Edith, who serves as my inspiration for discipline and perseverance, to my father Marco, who always supports my studies and always helps me, and of course to my sister Carolina and my brother Mauricio, who never let me give up until I achieve my goals.

Santy

Acknowledgments

I would like to express my thanks to Técnica del Norte University for allowing me to enroll in the graduate program. With the help of my professors and peers, this program paved the way for both my personal and professional future. Additionally, as they were the main subjects of my research, I would like to publicly express my gratitude to "Cahuasqui" Institution, its administrators, instructors, and students for making this inquiry possible.

I would also want to thank M.Ed. Ernesto Santos Ragus for his essential assistance in the creation of the current study. Without his professional and academic guidance, it would not have been feasible to conduct this research. I also want to thank MSc. Fernando Flores was the person who gave me a lot of valuable assistance during this research process. His remarks helped me achieve my study aims and also helped with my proposal. Last but not least, I would like to express my thanks to the English instructors from both rural and urban institutions in Imbabura who were consistently willing to assist me and offer guidance while maintaining a high standard of professionalism and correctness in their responses.

CONTENT INDEX

CONTENT INDEX THESIS DIRECTOR CERTIFICATION	i
AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE.....	iii
BIBLIOGRAPHIC RECORD.....	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
CONTENT INDEX.....	viii
TABLE INDEX	xii
FIGURE INDEX.....	xiii
RESUMEN.....	xiv
ABSTRACT.....	xv
CHAPTER I	12
1 The Problem.....	12
1.1 Introduction.....	12
1.2 Problem description	13
1.3 Delimitation of the Problem.....	16
1.4 Research Question.....	16
1.5 Background and Need	16
1.6 Objectives.....	20
1.6.1 General Objective	20
1.6.2 Specific Objectives	21
1.7 Justification	21
CHAPTER II.....	26
2 METHODOLOGICAL FRAMEWORK	26
2.1 Introduction.....	26
2.2 Community Language Learning Approach.....	28
2.3 The Basics of Collaboration.....	30
2.4 The Stages of Collaboration.....	30
2.5 Guidelines and Expectations in Collaboration Activities	30

2.6 Community.....	31
2.6 Approach.....	32
2.6.1 Theory of language	32
2.6.2 Theory of learning.....	32
2.6 Activities for Community Language Learning (CLL)	33
2.7 Teacher’s Role (CLL)	33
2.8 Student’s Role (CLL)	34
2.9 Speaking Approach.....	34
2.10 Speaking Skills.....	34
2.10.1 The four main Speaking sub-skills.....	35
2.10.1.1 Fluency.....	36
2.10.1.2 Vocabulary	36
2.10.1.3 Grammar.	36
2.10.1.4 Pronunciation.	37
2.11 Teaching Speaking	37
2.11 Strategies in Teaching Speaking to Young Learners	38
2.11.1 Discussion and debates	38
2.11.2 Simulations.....	39
2.11.3 Roleplay	39
2.11.4 Brainstorming.....	39
2.11.5 Storytelling.....	40
2.11.6 Information gap.....	40
2.11.7 Interviews.....	40
2.11.8 Story completion	41
2.11.9 Broadcasting.....	41
2.11.10 Playing cards	41
2.11.11 Picture describing.....	42
2.11.12 Find the differences.....	42
2.11.13 Reading aloud	43
2.11.14 Dialogues	43
2.12 Using Recordings and Transcripts for Speaking in Community Language Learning	43

2.13 Learners' Motivation Factors	44
2.14 Main Problems in Rural Education.....	44
2.15 Teachers and Their Classroom Challenges Factor.....	45
2.16 Large Class Sizes	45
2.17 High Expectations from Students and Parents	47
2.18 Lack of Materials, and Physical Resources in Rural Areas	47
2.19 Students' Low Proficiency.....	48
2.20 EFL in Ecuador- Challenges of Teaching English in Ecuador	50
 CHAPTER III	 52
 3 METHODOLOGICAL FRAMEWORK.....	 52
3.1 Introduction.....	52
3.2 Setting	54
3.3 Sample / Participants.....	55
3.4 Research Approach/ Type of Research.....	55
3.5 Procedures	57
3.5.1 Instruments to be Used.....	57
3.5.2 Data Collection and Analysis.....	57
3.6 Bioethical Considerations	58
3.7 Recruitment procedure	58
3.8 Subject Consent Process	59
3.9 Resources	59
3.10 Timeline	59
 CHAPTER IV	 60
 4. RESULTS AND DISCUSSION.....	 61
4.1 Introduction.....	62
4.2 Findings.....	62
4.3 Interviews.....	63
4.4 Questionnaire	67
 CHAPTER V.....	 77

ACADEMIC PROPOSAL	77
5.1 Title	77
5.2 Rationale	77
5.3 Theoretical framework	78
5.4 Objectives	82
5.4.1 General objective	82
5.4.1 Specific objectives	82
5.5 Beneficiaries	82
5.6 Impacts	83
5.7 Proposal Development	83
CHAPTER VI	115
CONCLUSIONS AND RECOMMENDATIONS	115
Introduction	115
Discussion... ..	115
5.1 Limitations	118
5.2 Recommendations for Future Research	119
5.3 Conclusions	120
ANNEXES	122
REFERENCES	130

Table Index

Table 1	13
Table 2	19
Table 3	30
Table 4	39
Table 5	13
Table 6	19
Table 7	30

Figure Index

Figure 1	34
Figure 2	45
Figure 3	45
Figure 4	52
Figure 5.....	53
Figure 6	54
Figure 7	55
Figure 8	56

Resumen

EL ENFOQUE DE APRENDIZAJE COMUNITARIO DE IDIOMAS PARA MEJORAR LAS HABILIDADES DE HABLAR EN ESTUDIANTES DEL ÚLTIMO AÑO DE LA ESCUELA SECUNDARIA CAHUASQUI.

Autor: Lic. Marco Santiago Carrillo Yépez

Correo: santty_marck@hotmail.com

Año: 2022

El estudio de investigación actual sobre estrategias para mejorar las habilidades del habla utilizando el enfoque de aprendizaje comunitario de idiomas se realizó porque este enfoque no se había utilizado en esta área rural en particular. El inglés es una de las materias que no ha tenido tanta fuerza en la zona rural en cuanto a tener un nivel similar o cercano al de un estudiante de una institución urbana. La investigación es significativa porque muestra que la adquisición del idioma inglés merece el uso de enfoques creativos. Para inscribirse en la universidad, los estudiantes deben alcanzar un nivel aceptable y tener habilidades lingüísticas rudimentarias. El objetivo principal de la investigación fue utilizar estrategias de aprendizaje comunitario de idiomas para mejorar las habilidades del habla teniendo en cuenta tres factores importantes: las dificultades físicas en la educación rural, las complicaciones del bajo dominio del inglés en la educación rural y la falta de motivación de los estudiantes para aprender inglés cuando comparando la educación urbana y rural. Este estudio es un estudio de caso cuantitativo y cualitativo que considera como herramientas de investigación un grupo focal, una encuesta a estudiantes y una entrevista a docentes. Todo esto para lograr el objetivo planteado que es establecer cuáles son las estrategias del enfoque (CLL) más adecuadas para desarrollar la expresión oral en los estudiantes de último año del liceo “Cahuasqui”. Los resultados se analizaron de acuerdo con la respuesta total de los participantes. Los resultados de las percepciones de los participantes fueron altamente significativos. Todos los entrevistados coincidieron en que la población de estudio carecía de recursos para mejorar sus habilidades orales. Por lo general, los docentes fueron los que buscaron nuevas formas de enseñar a sus alumnos con recursos limitados, y los docentes también sufren una falta de preparación para tratar con las zonas rurales. En conclusión, los hallazgos indican que es factible trabajar con un nuevo enfoque en el lugar. Se decidió crear una guía didáctica que contenga las tácticas más adecuadas para su aplicación y aporte en esta zona rural.

Palabras clave: Comunidad, estrategias, destreza de hablar, recursos.

Abstract

THE COMMUNITY LANGUAGE LEARNING APPROACH TO IMPROVE SPEAKING SKILLS ON SENIOR YEAR STUDENTS AT CAHUASQUI HIGH SCHOOL.

Author: Lic. Marco Santiago Carrillo Yépez

E-mail: santty_marck@hotmail.com

Year: 2022

The current research study on strategies to improve speaking skills using the Community Language Learning approach was conducted because this approach had not been used in this particular rural area. English is one of the subjects that has not been as strong in the rural area in terms of having a level similar to or close to that of a student in an urban institution. The research is significant because it shows that English language acquisition deserves the use of creative approaches. To enroll in university, students must attain a passable level and have rudimentary language abilities. The main goal of the research was to use Community Language Learning strategies to improve speaking skills while taking into account three important factors: physical difficulties in rural education, complications of low English proficiency in rural education, and students' lack of motivation to learn English when comparing urban and rural education. This study is a quantitative and qualitative case study that considers a focus group, a survey for students, and an interview for teachers as research tools. All this to achieve the stated objective which is to establish which are the most appropriate strategies of the (CLL) approach to develop speaking skills in senior-year students at "Cahuasqui" high school. The results were analyzed according to the total response of the participants. The results of the perceptions of the participants were highly significant. All of the interviewees agreed that the study population lacked resources for improving their speaking abilities. Teachers were usually the ones who looked for new ways to teach their students with limited resources, and teachers also suffer a lack of preparation to deal with rural areas. In conclusion, the findings mean it is feasible working with a new approach in the place. It was decided to create a didactic guidebook containing the most suited tactics for application and contribution in this rural area.

Keywords: Community, techniques, public speaking abilities, and resources.

CHAPTER ONE

The Problem

1.1 Introduction

English is a global language because there are millions of people around the world who use it as a first and second language, it is also the Global Language of many countries that have accepted this language as a lingua Franca. Many fields like education, jobs, and culture, among many others, are done using the English language. The English language is taught in almost every single country around the world, and more and more people are learning this language to keep in touch with people from any country. Consequently, the person who speaks English will have more opportunities and will also have the world and information available to discover and make use of all possible resources. Furthermore, the main goal of learning a new language is communication overall. It is for this reason that people give special attention to oral production without disregarding the three other skills in language learning because each skill is complement to each other to develop the English language (Diane, 2004).

The application of modern ideas and methodologies in the classroom may alter how teachers and students learn English. Indeed, the Community Language Learning approach (CLL) is based on the counseling approach, with the teacher acting as a counselor, paraphraser, facilitator, and support provider, while the learner is viewed as a client and collaborator who is responsible for their learning because students determine what is to be learned. Essentially, the student is expected to progress from entirely reliance on a motivated teacher at the start of the course to independence at the end. All of this will allow pupils to acquire that global language from a fresh perspective, one that is geared toward students from rural places. Ecuador is a country that must use all available alternatives, including CLL, for English teaching and learning in methods that students will enjoy grasping and gaining effortlessly.

The current study is also founded on and focuses on speaking abilities, which aid in the development of language proficiency. For Mackey and Gass (2005) learners should find opportunities to practice the English language in real situations going beyond simple dialogues and repetitions that make students simple repeaters of patterns of information. Furthermore,

teachers should develop appropriate ways for improving this skill, local challenges that mean rural areas do not pay attention to the fact that all senior students, whether urban or rural, must have the same English level at the age of 17, 18, or 19 years old to attend a university. The final product and result are having students speak English at the A2 level established for the Ecuadorian standards. Students must attend university knowing and communicating at a basic level, and these students should not be overlooked simply because they are from rural areas. They can reach the same level of English proficiency as students from metropolitan settings.

Nearly the whole Ecuadorian educational community must now spread across various activities to foster the process of learning English. Additionally, educators should use a proper strategy to continue fostering the attainable English language abilities that Ecuador's Ministry of Education has incorporated into the general education curriculum. The speaking skill of the English language, which is a priority for the EFL Curriculum, requires plenty of effort to be developed because it is a communication skill that students are advised to improve (Hussain, 2020). Hence, the purpose of this study is to integrate strategies using the Community Language Learning approach in the improvement of speaking skills of senior-year students at Cahuasqui high school in a rural area.

1.2 Problem description

In this study, three problem areas will be addressed. They are the following:

- Physical difficulties in the rural areas' education
- Low English level complications in rural areas' education
- Lack of motivation students face in learning English when contrasting urban and rural education

The three areas just mentioned will be described and analyzed separately to find the core part of the complications. The problems associated with each area and how they affect the participants of this research group, their backgrounds, and their needs will also be discussed in depth. After analyzing the results, it will be provided possible solutions with an effective proposal

by applying the Community Language Learning approach (CLL) to progress in speaking skills in this research group of students. Will be chosen certain specific strategies to in into the group.

In the first area, the physical difficulties in rural education have a close relationship with the research problem of the Community Language Learning (CLL) approach to improving the speaking skills of senior-year students at “Cahuasqui” high school. Not having enough or the minimum physical issues can be a limitation for students to have what is the focal point in this research, which is the speaking skill. Physical challenges can be numerous, but they are all widespread in rural areas due to a lack of funds and investment by the government in the educational system.

The physical difficulties in rural education are a fact and they are numerous. For example, the government and authorities frequently overlook these high schools, there are no technological tools (lack of internet), no basic materials such as notebooks, books, pens, erasers, and so on. Some students must choose between purchasing a book and purchasing food. Some of them do not consider spending additional money to attend college since that would be spending even more money. Many of these families have a large number of family members, some of them may not have enough money to use the bus or must walk long distances, and many are impoverished. All of these topics are highlighted in various sorts of studies yet are ignored by the government. They are mentioned here to make the reader conscious of these particular things.

The second area, low English level complications in rural areas education, is notoriously the close relationship with the research problem of the Community Language Learning (CLL) approach to improving speaking skills of senior year students at “Cahuasqui” high school. Students do not think English is more than just a simple subject, it is really valuable and necessary when senior students start looking for a job once they finished studying for a career. On the other hand, it would be great to have students interested and conscious of going beyond the English language by speaking it at a better level before going to university.

The low English level complications in rural areas education is a fact, students don't have a basic vocabulary or know how to introduce themselves in a basic way, which means a low

English level. “Cahuasqui” is a high school where most of the students when finishing high school don’t think about continuing to study at university. Students just think about staying in their places to work on their parents’ farm with no vision or importance of English but just taking it as a requirement to graduate from high school. They are conscious they won’t use English in the future. With the development of this project, high schools with the same difficulty will have different ideas to solve this problem and notoriously both, teachers and students will have a change in attitude by applying the Community Language Learning approach (CLL).

The third and last area, is the lack of motivation students face to learn English when contrasting urban and rural education. There is also a near relationship with the research problem of the Community Language Learning (CLL) approach to improving speaking skills in senior-year students at Cahuasqui high school. There is no motivation, there is no progress and as a result no learning. Motivation is the reason a person has for acting or behaving in a particular way for a specific purpose, in this case. The final result should always be “learning” and the proof is having students speak English.

This third area is the lack of motivation students face to learn English when contrasting urban and rural education. This research desires to make students have a different perspective on the subject and the language. They need incentives and inspiration, and the fact of seeing themselves speaking in English like students from urban areas. Another important reality to mention here is that students also are not interested in English as a subject or as a language. It happens not just in English but also in other subjects as well. They have in mind just the fact of learning the very basic things, for example in Math they just want to learn the basic operations like addition, subtraction, multiplication, and division or reading and writing the most.

To summarize, the three areas described are related to the research problem, and the problem within this rural area is not different from other rural areas; distance, poverty, lack of technology, forgotten high schools, the fact that families send students to school just to be prepared with the basics rather than sending them to universities to have future professionals. All this is because they need the little money they have to survive. It would be fantastic to pique children’s interest to the point where some of them want to train to be teachers, notably English teachers.

Some students will not continue their education or study at universities until professors modify the system or the method they educate. Learners need to notice a difference to think more deeply and open their minds to new experiences. Many conformists will simply consider finishing high school and going straight to work in agriculture. With no dreams, professions, or people speaking English, which is the primary goal of this investigation.

1.3 Delimitation of the Problem

The issue began with senior-year students at Cahuasqui High School. Some of them have never taken English classes before, therefore they will be taking their first English class when they are 12 years old. Especially those who reside far away from the university, such as “Sachapamba” “Guaniguela” or “Buenos Aires”, who make a huge effort to attend lessons despite the pandemic and shortage of internet. Also, students don’t even have the English book the government provides all around the country, so teachers should come up with ways to work with students.

1.4 Research Question

Three research questions need to be addressed. They are:

- What strategies can students in The Community Language Learning approach (CLL) use to increase Speaking Skills in senior year students at Cahuasqui high school?
- How does The Community Language Learning approach (CLL) influence students’ speaking skills in the classrooms?
- How does The Community Language Learning approach (CLL) encourage students to speak English?

1.5 Background and Need

The historical background of “Cahuasqui” high school shows the reality of the three described areas because the researcher has experience working in rural areas and the challenge is almost the same in all rural areas. Also, the experience in the place of research has been true and a fact verified by the researcher who has worked in the place, the three areas which are:

- Physical difficulties in the rural areas’ education
- Low English level complications in the rural areas education
- Lack of motivation students face in learning English when contrasting urban and rural education

They are explored and linked to the research problem mentioned before by applying the Community Language Learning (CLL) strategy to improve the speaking skills of Cahuasqui high school senior-year students. Its goal is to provide a solution and a plan for teaching pupils within the context of the described approach. Activities, strategies, and interesting topics to learn English through a different approach in a place where it hasn’t been applied before.

Rural areas suffer from many complications that are imperceptible and invisible to first-world countries. The education system in rural areas must begin by focusing on the long-distance students must travel to school, difficulty finding teachers interested in working in those areas, a lack of Internet or a poor internet connection, poverty, and teachers who are required to be entrepreneurial and risk-taking. Sometimes, children, teenagers, parents, and teachers can become even more upset and frustrated not just in English but in all subjects, for that reason, the government needs to invest in education and give general solutions to this problem. Teachers do what is in their hands to work with students but the government is the one that needs to make strong changes for the development of rural education.

There are some disadvantages in comparison to urban areas than rural areas still have. Certain gaps need to be well identified in rural areas. Access to jobs, education, mobility, or health services provided for inhabitants in rural areas is limited. All these mentioned things influence education. Authorities and proposals are the key things to finding results and solutions capable of

covering all areas and meeting the requirements of rural inhabitants which now is a notorious challenge. There haven't been any interventions within our targeted group or a similar group with (CLL) applied to speaking skills in rural areas. That's why there is a justification to include these research-based practices in this study.

There are numerous viable solutions to work in rural areas. For example, book contributions, which are a simple method to boost education in remote places where there is no access to electricity or the Internet, and even electrical plugs for books such as storybooks, business, culture, and leisure, among others. It is a good way to improve education in rural areas. Teachers must instill a passion and love for reading in their children, and kids will be engaged and eager to study in these new and effective ways. Volunteer programs in charge of developing and educating instructors to serve primarily in rural areas centered on community service are also available. Teachers can adjust to different environments with complex difficulties. Keep in mind that demands are not always the same in every rural location. The Ministry of Education must also equip them with materials. This is yet another solution to the problem. Those teachers will always have fresh and unique ways to assist rural communities and help these students develop self-empowerment and resilience in the face of adversity.

It is necessary to promote the development of rural basic education curriculum reform. Government's support for curriculum reform in rural areas, revising curriculum standards to enhance the adaptability of the new curriculum to rural schools, and developing instructional materials and resources adapted to the realities of rural primary and secondary schools. Solutions include human resources, transportation, technological service, inter-organization collaboration, and education regarding services. Also, it is important to mention that there are really good teachers in rural areas who haven't received any help from the government or any other organization and they have got good results by training themselves through the internet and obtaining their material. With the government's help, it will be a fact the changes in rural areas' education.

Speaking English confidently is an important goal for everybody. Certainly, there are several competencies that a student should possess, and nowadays, it is really easy to know the

English level any person has by just taking a test. Speaking can easily be measured by analyzing fluency, size of vocabulary, idiomatic expressions, idea organization as well as pronunciation. Learners need to speak clearly and simply which are clear objectives, the face of communicating in English is now a primary need to go to university. Often, students hesitate because they are afraid of making mistakes or embarrassing themselves in front of others. Sometimes mistakes are unavoidable. But like any other skill, learners can improve spoken English if practicing and studying no matter if it is a rural or urban area.

Rural areas can have many gaps and needs but talking in general about the issue of having a low English level, happens in urban and rural areas. For that reason, poor English vocabulary, confusing spelling, no interaction with native speakers, difficult grammar, feeling embarrassed, confusion in colloquialisms, slang, and pronunciation are reasonable problems, difficulties, and complications that have solutions. Teachers need to help their students start by focusing on teaching them language learning strategies, encouraging and supporting them to increase their confidence, and helping them learn how to be independent learners. And finally, find ways to increase their motivation. This last one is really important because the lack of motivation is the other important focal point here in this research. If students don't have it, students will always have difficulty expressing their opinions and feelings in English.

Speaking can be easily learned and practiced by any student anywhere. It means inside the classroom and at home. Practical solutions to cope with the mentioned problem can be, one, sending students lists of printed vocabulary by categories to study at home. For example, one-week vocabulary related to things at home. That would be an "extra" apart from the normal classes they have. This strategy will make students gain a better size of vocabulary. Second, focusing on only one strategy for one problem is suggested to give more focused results. Third, make students learn 1 or 2 daily phrases in English and Spanish. Lastly, making them learn basic concepts about values and anti-values will push students to achieve maximum results of language learning because that's what life is about good and bad things.

Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but it can also be used to describe

the causes of animal behavior as well. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion (Susan Harter, 1981). According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure. The lack of motivation students face to learn English in rural areas is a fact because they put many things as obstacles or impediments to learning a language but it isn't. A clear example of this is the fact of having excellent students in rural areas who have taken advantage of the limited resources they have because they are always motivated to be the best.

Some needs and gaps remain in this area, such as a lack of interest in learning, poor academic aptitude, dissatisfaction with basic needs, psychological strain, and parental expectations. Sometimes, a teacher is rather like a salesman who must convince and persuade his consumers to believe that he has what they need and what is useful for them cited in (Kripa, 1988). As a teacher, it is essential and useful to acquire more knowledge of educational psychology especially motivational rationale and effective methodologies, look for material on the Internet and also look for free courses on the internet related to this important issue to come up with the new techniques and strategies to be a good "salesman" to motivate and sustain students in English learning.

Motivation is an important variable when examining successful second language acquisition and it cannot be disputed. It should be realized that making learners recognize a real need to accomplish learning goals and providing them with the motivation to learn is one of the best steps teachers can take to facilitate effective learning. A good example to understand how motivation works can be this phrase, "You can lead a horse to water, but you can't make him drink." The fact of motivating students is a little bit like that. It involves not only leading them to English but also making them thirsty for knowledge and understanding of English. Teachers are the ones who have the responsibility to increase their students' inclination to learn a language by using various and interesting activities, involving new and effective techniques, high expectations and using rewards appropriately, creating a relaxed and positive learning climate, cooperative activities, and providing opportunities for students to experience success.

1.6 Objectives

1.6.1 General Objective

To incorporate strategies using the Community Language Learning approach in the improvement of speaking skills of senior-year students at “Cahuasqui” high school, during the school year 2021-2022.

1.6.2 Specific Objectives

In this study, three specific objectives will be addressed. They are the following:

- To determine the theoretical basis of speaking skills which can be accomplished through the Community Language Learning (CLL) approach
- To analyze teachers' and students' viewpoints on speaking skills
- To create an academic guide of learning and teaching strategies and activities based on the Community Language Learning (CLL) approach

1.7 Justification

The Community Language Learning (CLL) approach is a new topic that will be applied for the very first time in this area and the expectations are many because it is new. This research study is meant to apply the Community Language Learning (CLL) approach as an instrument to encourage students to develop their speaking skills, likewise, the use of speaking strategies to make students have a basic English oral performance when getting graduated from high school. Students haven't got the opportunity to learn English by applying a specific approach. For that reason, these specific students from this particular rural area need to follow a model to show that a student from a rural area can speak English in a very basic way, which hasn't been achieved before and which is pretended to be demonstrated in this research.

For teachers and students, the main goal of learning a language is to be able to speak it. A person who says that knows English should demonstrate it by speaking, talking, and dialoguing the English Language. The fact of being teaching in rural areas makes it a kind of difficult process if the schools don't have the same conditions as in urban areas because there is a notorious difference in talking about material, technology, and teachers' preparation to achieve the goal of speaking to students. Within this analysis, the present research is of vital importance, given that it investigates realism in the educational ground where it seeks the efficient development of oral skills through the application of the (CLL) approach.

Students will be able to keep in touch with the standards indicated in Axes of National Planning Objective Number 2. According to the report, students must advocate an inclusive and quality education system at all levels to enhance the orange economy. The aim policy for education specifically states that inclusive access and quality of education, persistence, and completion of studies are to be ensured at all educational levels and modalities, with a focus on vulnerable populations and priority care. To conclude, this objective fits with this investigation because the research is based on a specific rural area and how well quality it must be guaranteed at all levels, also, the fact of having students finish their studies by putting a stop to students' desertion. Providing them with technology, material, and teachers applying new ways of teaching a language.

The proposed work is unique because no similar research has been demonstrated in the development of the oral English language skills of senior-year students at "Cahuasqui" high school, during the school year 2021-2022. It is innovative because this investigation of students will be aware that there are learning strategies that can help them to achieve the main goal, which is Speaking. The research site has only had one English teacher for the entire institution, and the establishment has always faced the same issues as previously described due to its remote location. Because the individuals involved have readily available resources, this investigation should be deemed practical. On the institutional side, all support for the development of a field study is received. However, the authorities, teachers, students, and administrative staff of "Cahuasqui" high school, as well as previous studies related to the development of oral skills, support workable solutions for the development of this research.

On the other hand, the researcher has the necessary resources and time to carry out this work professionally. Therefore, the research is of great impact because all the actors of the educational process like authorities, teachers, parents, and students of “Cahuasqui” high school will have actual and real results, to implement the approach and strategies to solve the problem that exists in the development of oral speaking skills that students from “Cahuasqui” high school have. The direct beneficiaries of this study will be students because through a video they could show a notorious improvement in speaking skills.

Quality education in Ecuador is facing a slow transition, nevertheless, this transition is letting teachers become better-prepared professionals, and as much as it is a process, studies like this one, will improve the opportunities for students and stimulate them to complete their studies at all levels. This specific objective is connected with this research work because as is established in the research article. To guarantee access and quality of education inclusively, permanence, and completion of studies at all educational levels and modalities, with emphasis on vulnerable and priority groups (National Development Plan, 2021-2025). The quality of education in Ecuador is an issue that has become very relevant, and recently, the substantial change in the structures of the education system has been defined by the government as a state policy. Therefore, the institutions involved in the educational area have had to review their processes, procedures, and evaluations, and at the same time, they have had to plan their restructuring based on the new rules imposed by the competent agencies. (Stunt pp. 133-157).

To conclude, this study was intended to establish conclusions and recommendations about the Community Language Learning (CLL) approach activities combined with speaking strategies. This current study was principally done thanks to the high school needs, especially teachers, students, and parents who look for a better education. All of them are willing to collaborate and participate in the collection of data at “Cahuasqui” high school. Then, this study tries to help teachers and students to realize how applying a new approach will make learners speak as never a student there would have done before. Besides that, other teachers with the same problem will wonder how to achieve this. There is an important significance for the field because this approach applied to this number of students in this specific place makes more teachers interested in it and also improves it for the next generations.

It is critical to state theories and research works linked to communicating speaking skills to support this research. To begin, it is necessary to go deeper into the Community Language Learning technique (CLL), which was primarily created for monolingual conversation groups in which the teacher-counselor could speak the learners' L1. How it works in the classroom by the five different stages. First, Reflection, second, Recorded conversation, third, Discussion, fourth, Transcription, and fifth Language analysis. Community Language Learning (CLL) is one of the 'designer' methods of language acquisition that emerged in the 1970s (along with The Silent Way, Suggestopedia, and Total Physical Response) and is part of the Humanistic Approach to language learning, in which students take responsibility for their learning. Charles Curran, an American Jesuit priest, founded CLL. His work on Counseling Learning (a general learning technique based on Rogerian counseling beliefs and practices) was used as a foundation for language learning.

A counselor, according to Curran (1930), assists a client in better comprehending his or her challenges by identifying the core component of the client's concern and connecting the client's effect to cognition in effect, understanding the client, and responding in a distinct good, thoughtful approach. It also contains the discovery of a novel method for learning English that incorporates personality, motivational, and emotional components. Community Language Learning is both a technique of language learning and a method of language teaching. This theory of human learning addresses practical difficulties such as quick comprehension of phonology but not tone language, as well as constructive motivational elements.

Speaking skills are the ability to produce oral language confidently and fluently and it is a way of aptitude children develop from birth to an average of twelve years old, during their time at elementary school this ability is something that will help them throughout their whole life. This skill also allows people to communicate effectively and the ability to convey information verbally and in a way that the listener can understand and the speaker can be understood. Speaking is also a human art that will always be improving and growing until that person achieves high levels. When discussing speaking skills, four elements of speaking skills must be considered, vocabulary, grammar, pronunciation, and fluency. Speaking is a key aspect of language acquisition in general because it is how we communicate in everyday life. Speaking is an interactive technique in which information is shared, and listening is a talent that matches and interacts with it. To communicate

well, successfully, excellently, and exceptionally, both speaking and listening abilities must be developed.

The Ministry of Education of Ecuador's established plan is followed by Cahuasqui High School, and it would be awesome to implement this research work in a place where students do not have the chance to try a new different way to learn English according to the government parameters and planning. Developing speaking skills by having a Community Language Learning (CLL) approach as a model to follow will make students show an English level they haven't got before. Learners will have a different perspective on learning the language and will also learn interestingly. "Oral production is a process not only of pronunciation but also of being self-assured that errors are irrelevant and being interactive is the goal, to begin with, speaking skills" (Puteri, et al., 2019). Interaction is vital to creating a confident and interesting environment among students.

CHAPTER TWO

Methodological Framework

2.1 Introduction

The major question here is, what tactics may students employ in the Community Language Learning approach (CLL) to develop speaking skills among Cahuasqui high school senior year students? Three distinct study areas have emerged, which will be discussed in this chapter. When talking about urban and rural education separately, the physical challenges in rural education, the low English level problems in rural education and the lack of motivation pupils encounter in learning English. These three areas will be covered and analyzed in depth.

To conclude this chapter, it is necessary to remind the reader of the research problem; What strategies can students use in the Community Language Learning approach (CLL) to increase Speaking Skills in senior year students at “Cahuasqui” high school, three different research areas were addressed in this chapter first, Physical challenges in rural education second, low English level complications in rural education, and third, the lack of motivation pupils experience when comparing urban and rural education. The topic discussed here is not limited to certain rural communities but is a nationwide issue that affects education in Ecuador. In Chapter 5, there is significant information, as well as new instructional tactics and activities that can be directed, as well as a simple and helpful proposal. Teachers must consider their pupils' backgrounds and set unique goals. This is significant for both teachers and students, yet the three different research areas are solved.

The situation for people who work or study in rural areas is hard. All rural areas face the same problem and governments should balance things. There must be equality for both sides. Talking about education, urban and rural areas should always be equal and have the same opportunities. The topic discussed here is not limited to certain rural areas, but it is a nationwide issue that affects education in our country. Furthermore, the reality for instructors working in rural locations is both accurate and provable. According to Moulton (2001), rural schools in developing

countries suffer frequently because they are located distant from the Ministry of Education's central offices, zones, districts, and circuits that distribute instruction and resources.

The most important abilities were speaking and listening. The medium of instruction was English, and pupils learned sequences of strictly chosen (i.e., centrally-scripted) grammatical phrases through hearing and repetition, with grammar rules avoided and replaced by phrases (which of course had grammar disguised in them). The ability to speak a foreign language was in high demand in the early mid-twentieth century. People who spoke a foreign language meant those people were more illustrated. Rethinking the nature of language and learning, reformers focused through times on how children learned languages and how adults learned languages. Vocabulary was learned either inadvertently, as part of the sentences being taught, or through lists organized by circumstance type. According to (Berlitz, 1921)

Chapter two is structured with all theory to make the reader. It starts by providing a solid conceptual framework and a clear formulation that responds to the investigation's aims and discloses the actuality, solvency, and relevance that will be traded. Relevance refers to the type of information required to debate and comprehend the problem. This study will show scientific evidence that is both proven and current. The theory has a practical significance in that it helps to grasp the problem and explain the findings of the study. The discursive elaboration is explicit, employs technical criteria, and displays coherence; the definition of terms includes a part that describes the meaning of the terms; and finally, technical standards, citations, references, and bibliographical settlements.

One of the reasons why offering a high-quality education in rural areas is more challenging than in urban areas is location. Rural schools in low-income nations frequently suffer because they are located far away from the Ministry of Education's central offices, zones, districts, and circuits that distribute instruction and resources. (Moulton, 2001) Books, professional training, and technology sources, for example, are insufficient. Furthermore. This study seeks to answer two critical questions. First, what strategies may students in the Community Language Learning approach (CLL) utilize to improve speaking abilities among “Cahuasqui” high school seniors?

Second, how does the Community Language Learning (CLL) strategy affect students' speaking skills in the classroom and motivate them to speak English?

The Humanistic Approach appeared in the 1970s to 1980s. The approach is based on helping students with the effective factor. Lowe (2003) mentions that this approach was based on the assumption that language classes were places of fear for language learners. It was associated with: The Silent Way, Community Language Learning, Suggestopedia, and Total Physical Response. As the UK's pragmatic teaching tradition had long taken account of so-called 'affective' factors in language teaching, and UK language teaching was famous for its engaging and 'fun' qualities; however, the philosophy of the humanistic approaches was valuable, and since then, it has become an essential precept of language teaching that students assimilate things best when they are talking about themselves.

2.2 Community Language Learning Approach

Community Language Learning is the name of an approach developed by Charles A. Curran and the people working with him. He was a specialist in counseling and a professor of psychology. He applied psychological counseling techniques to learning, consequently, emerged what nowadays is known as Counseling-Learning. Thanks to this, CLL now is a theory used to teach languages all around the world. Counseling is a person giving advice, assistance, or support to another person who is in need. Therefore, the class environment turns into another way of interaction between the teacher who becomes a counselor, and the student who becomes a client inside the classroom environment. (La Forge, 1983).

CLL is known as the "humanistic approach" in the field of language learning, and it is developed as follows, initially, a group of individuals (learners -clients) sit in a circle, and the person who leads (teacher counselor) stands outside. A student whispers a message in L1, the teacher translates it into L2, and the student repeats it into an audio recorder in L2. Students always come up with new messages with the teacher's assistance, to put it another way. Because of the original relationship indicated at the beginning of this paragraph, the client-counselor relationship

is the same as the learner-knower relationship. This strategy is known as a "humanistic approach" because many methods are considered humanistic, or human-centered. To summarize, they engage the entire person, which includes emotions, feelings, linguistic understanding, and behavioral abilities.

It is necessary to make a comparison of "Client – Counselor" relationships in "Psychological Counseling and CLL". First, it is essential to mention that the client and counselor have a contract and agree to counsel. The client articulates his or her problem in the language of effect. The counselor listens carefully. The counselor restates the client's message in the language of cognition. The client evaluates the accuracy of the counselor's message restatement. The clients reflect on the interaction of the counseling session. This connotation between these two subjects is so close and similar to the second one. (La Forge, 1983).

The Learner and Knower agree to language learning in CLL. That is the core part when comparing the "Psychological Counseling with CLL approach (Educational Field)". Learner presents to the Knower (in L1) a message he or she wishes to deliver to another. Knower listens and other learners overhear. Knower restates the learner's message in L2. The learner repeats the L2 message form to its addressee. Learner replays (from a tape or memory) and reflects upon the messages exchanged during the language class. In conclusion, having these comparisons will make the reader a clear view of the relationship association and connection that exists in the psychological and educational field. They both help foster a climate of caring and sharing in the foreign language class. (Moskowitz, 1978).

Next, it will be explained the steps to carry out the CLL approach. First, the person who is learning presents a statement in L1 to the knower. The statement is translated into L2 by the person known as the knower. The person learning repeats the statement this time in L2, to another person who wants to learn. There are some keywords related to CLL, affect, recall, interaction, counseling, agreement, deliver, addressee, replay, reflect, message, counselor, restate, cognition, and accuracy. All these words will be seen all along this research, analyzed in context, and stated with their respective meanings. Communication is more than just the message being transmitted from a speaker to a listener. The speaker is at the same time both the subject and object of his message.

Communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject about its other. Communication is an exchange that is incomplete without a feedback reaction from the destinee of the message. (La Forge, 1983).

In terms of sensitivity to student communicative purpose, CLL is the most approachable of the approaches. CLL sets demands on having teachers with a good English level. They must be fluent in both L1 and L2. Teachers must also be familiar with their function as counselors, including psychiatric therapy. Teachers must also encourage the group, to operate without conventional materials, be prepared for all kinds of reactions, be culturally sensitive, and be able to redesign the class if is the case into a culturally compatible one. CLL focuses on fluency than accuracy, CLL is centered on the learner, apprentice, or student, because it is a humanistic method. But overall CLL wants the success of the students in mastering the target language.

2.3 The Basics of Collaboration

The formation of a learning community is required for effective collaboration. From the start of each class, care, attention, and concern must be given to community-building. Collaboration addresses multiple learning styles as well as cultural challenges. Collaboration reduces isolation and allows children to practice real-world techniques they may encounter in the workplace. A strong sense of community, as well as taking it seriously, can help groups move through the stages of growth more quickly. Finally, children will experience meaningful learning. Furthermore, the success of the learning process is found across the classroom environment, in teachers, staff, students, texts, and other resources; in this way, learners come to grasp school-based activities through the use of books and materials" (Hawkins, 2010).

2.4 The stages of Collaboration

To ensure that students engage with one another in a meaningful way, instructors must remain present and interested. Set the Stage, Creating the Environment, Modeling the Process,

Guiding the Process, and Evaluating the Process are the steps of teacher engagement in collaboration. Collaborative activities need teachers to allow students to direct the learning process. When working in groups and applying collaboration, there are four important questions "How much do I understand about small groups?" "Do I know enough to arbitrate in a group if the process isn't working?" "How will I need to modify or change my teaching style to allow for collaboration?" "How comfortable am I with relinquishing control and allowing learners to direct the process?" The answers to these questions can influence whether a collaborative activity in the classroom succeeds or fails. Learners create, perform and present their assignments, such as creating a poster, acting out a role-play, debating, creating a leaflet, and making a presentation, among other ideas that integrate language creation (Carless, 2002).

2.5 Guidelines and Expectations in Collaboration Activities

The significance of creating norms for student participation in collaborative activities cannot be emphasized. The guidelines help to set the stage for students as well as to create the container in which the collaborative activity will take place. The teacher suggestions provided by one of our online instructors (Dell, 2004) can assist instructors in developing collaborative learning activities and learners in working successfully in activities that entail online collaboration. All of these considerations should help collaborative work succeed. (Kagan, 1994).

To carry out CLL, first, teach the importance of collaborative group work and make it a course prerequisite. Second, create groups that are diverse in terms of gender, age, ethnicity, learning styles, abilities, and experiences. Third, make time for icebreakers and team-building exercises. Fourth, provide explicit instructions and guidelines for all assignments. Fifth, establish fair goals and make space for the group to interact. Sixth, monitor the progress of the group and be available to prompt or assist groups that are experiencing difficulty. Seventh, create evaluation standards that involve peer review. Eighth, give the team a platform to share their work and learning products with the greater learning community. CLL is an individual development theory that leads to a more learner-centered situation. The foundation is to develop persons in charge of

self-actualization based on internal motivation. This theory is governed by andragogy and self-directed learning, according to Knowles (1984).

2.6 Community

A community is a collection of people who live in the same area or have the same characteristics or policies. A group that shares similar social, economic, and political interests, attitudes, and aspirations. They can reside in a certain location. a sense of camaraderie with others as a result of mutual items shared When looking for synonyms for this phrase, words like public, communal, collective, and cooperative come up. They all share the same concept of people in a group. In general, a community is a social organization whose members share something in common, such as a common government, geographic location, culture, or legacy, which in this situation would be "Language." Instructors, on the other hand, must create a cooperative learning environment in which they stimulate and direct students' learning experiences. They must facilitate students' initiatives by being available for consultation and fulfilling the role of advisors (University of WATERLOO, 2012).

2.6 Approach

2.6.1 Theory of language

Curran, the one who developed this method, didn't write or go deeper into the approach. His student La Forge (1983) went deeper into this approach and he reviewed linguistic theory as a starting point to go beyond. He says that foreign language learners have to achieve three things. First, apprehend the sounds of the system. Second, assign fundamental meanings, and third, construct a basic grammar of the foreign language. All these together make language a Social or Community Process. He also highlights the distinction between language as a social process and language as communication. CLL enables students to exchange affective and emotional content, motivation, and self-confidence with other learners and knowers. It also prevents separation

between groups. In addition, the degree and nature of the interaction relationship alter. It means that the learner-learner relationship promotes closeness and trust, but the learner-knower interaction shifts from dependent to resentful to tolerant to independent. This is what symmetrical and asymmetrical exchanges are.

2.6.2 Theory of learning

According to Curran's thoughts about CLL, counseling approaches can be applied to any type of learning, whatever type of learning it is. That is why, when applied to language, this approach is known as counseling learning; it is Community Language Learning. The learning process has five stages. The first is birth, during which the person tries security and belonging. Second, the youngster gains independence from his or her parents. Third, the student talks on his or her own. Fourth, the learner is mature enough to accept criticism. The person's style and expertise increase in the fifth stage. At that point, the learner can become another knower for a new learner, and the chain continues. Sclain (2014).

Curran created CLL by analyzing a set of theories related to the psychological needs for successful language learning. They are grouped under the abbreviation SARD. S stands for security, and it denotes the beginning of a new successful learning experience. A symbol indicates focus and assertiveness, which indicates involvement in learning. R stands for retention and reflection, as well as internalization and development for future scenarios. And D for discrimination, which occurs when students compare objects to one another. CLL is the study of psycholinguistics and cognitive processes in the context of second language acquisition. Also included are the personal vows that learners must make before language acquisition procedures can begin. All this together makes CLL. (La Forge, 1983).

2.6 Activities for Community Language Learning (CLL)

CLL is most commonly utilized while teaching public speaking. It can also be used to teach writing with little adjustments. The course progression in CLL is topic-based, which implies that learners nominate topics to discuss or messages to transmit to others. CLL, like any other

technique, integrates advanced and real-world learning objectives and activities with more conservative ones. Translation, group collaboration, recording, transcription, analysis, reflection and observation, listening, and free conversation are a few examples. On the other hand, Ausubel (1995) suggests defining and practicing learning that results in meaningful changes in humans, which he refers to as "major learning" (Camarillo, 2020).

2.7 Teacher's Role (CLL)

The teacher's function in psychological counseling is to treat people who have problems and clients, as well as to utilize emotional language to explain their troubles to the counselor. The counselor reacts calmly and nonjudgmentally, in a helpful manner, and assists the client in better understanding their concerns. The teacher's job in CLL is to give clients with target-language translations and a model for imitation on demand. The engagement then begins with pupils, while teachers observe their words and assist them only when necessary. Then, as pupils mature and accept criticism, teachers can fix statements, offer idioms, and provide grammar advice. Teachers are responsible for ensuring a safe atmosphere. Instructors must create a cooperative learning environment in which they may stimulate and direct students' learning experiences. They have to facilitate students' initiatives by being available for consultation fulfilling the advisors' role (University of WATERLOO, 2012).

2.8 Student's Role (CLL)

The student's job is to interact as a member of the community. The learning process is not an individual achievement, but rather a communal endeavor. Learners must pay close attention to the knower. They must also repeat the desired words without hesitation. Students help other students and act as counselors to other members. A circle of students has been formed. Teachers can employ a variety of seating arrangements. CLL students graduate from lower to higher levels. Learning is a whole-person process with three stages: completion of cognitive tasks, resolution of affective conflicts, and respect for the performance of values. All this permits human growth Hadi (2015).

2.9 Speaking Approach

Speaking is the act of producing vocal sounds with the voice tract. Speaking can be defined as the reproduction of desires, judgments, beliefs, and ideas through words. The speaking act at school must deal with daily routines that help youngsters converse about very fundamental everyday activities. Speaking, in another definition, is the act of transmitting information; it can be professional or casual. Speaking in particular is a useful English language competence that goes beyond word pronunciation and gives people the capacity for efficient communication. to comprehend and be comprehended. "This ability enables the speaker to make his point in a passionate, considerate, and persuasive way. Speaking effectively also ensures that others listening will not misunderstand you (Hadi, 2015, p. 112). Hadi (2015) views speaking situations as falling into three categories: interactive, slightly interactive, and non-interactive.

2.10 Speaking Skills

The English language has its four main skills and every skill has other subskills. Moreover, they are divided into input and output skills; listening and reading are brain input skills that help learners in the development of vocabulary and comprehension while speaking and writing are considered output skills in charge of gaining fluency in spoken interactions and good pronunciation (Rivera, 2019). This specific research focuses on speaking skills, and three knowledge areas: Mechanics (grammar, vocabulary, and pronunciation) using the correct order of the words, and the appropriate pronunciation. Functions (transaction and information exchange) to know where to clarify the message. Pragmatics, social and cultural norms (rate of speech, turn-taking, length, roles of participation) allows the understanding of the time to speak and listen and the reason for the interaction (Kurum, 2016).

For speaking skills, Hornby (2005) states that speaking is an art of oral communication. It's also necessary to mix language skills to improve oral communication. Consequently, when learners hold a conversation with someone else, they are transmitting a message which is understood by the receiver. Furthermore, learners put together words and phrases to express a message, utilizing vocabulary and grammar to organize their ideas so that listeners can understand

them. Teachers should motivate students to develop their speaking skills by giving them interesting topics, texts, and readings to discuss with other classmates, such as dialogues or short performances in front of the classroom, because speaking is a productive skill and students are afraid to speak in front of other people. Students must practice constantly to acquire self-confidence in their ability to produce spoken communication. Finally, through real-life experiences, students can improve their speaking fluency. Another essential point is teachers' feedback when students need accuracy to get fluent in the target language.

2.10.1 The Four Main Speaking sub-skills

Learning conversational English is the most common reason people begin learning English. Learners want to speak and generate English as quickly as possible, and they want to converse with other people. However, conversational English is made up of various components. Learners must learn to think in English, expand their vocabulary, and, for more advanced students, grasp English language proficiency. As a result, four sub-skills must be considered by students who desire to improve their speaking abilities. This applies to and is valid for any strategy and method, not just CLL. Fluency, Vocabulary, Grammar, and Pronunciation are the four sub-skills.

2.10.1.1 Fluency. Fluency is defined as the ability to speak or write a language fast and easily. When accuracy is focused on the elements of phonology, grammar, and discourse in spoken output, fluency is defined as the natural capacity to talk spontaneously, instinctively, rapidly, and comprehensively with minimal errors that may mislead the person who is listening to the speaker's message. Fluency is sometimes referred to as volubility and eloquence. Oral fluency, often known as speaking fluency, is a measurement of both the production and reception of speech. Many factors can indicate that a speaker lacks fluency when speaking. Some non-fluent qualities are; fragmentation, pauses, false starts, hesitation, and repetition. All these circumstances need to be overcome to qualify a learner as a good Speaker who is fluent. The term "speaking fluency" is linked to the meaning of "communication" (Harmer, 2007, p. 142). Some categories that fluency presents are segments, word stress, rhythm, and speech rate which cannot be studied separately.

2.10.1.2 Vocabulary. Vocabulary is all about words; vocabulary is a collection of recognizable words inside a person's language; vocabulary, which typically develops with age, acts as a helpful and necessary tool for communication and knowledge acquisition. One of the most difficult aspects of learning a second language is expanding one's vocabulary. The words used in speech constitute a person's speaking vocabulary, which is typically a subset of the hearing vocabulary. Because of the spontaneous nature of speaking, words are frequently and accidentally abused, but facial expressions and tone of voice can compensate for this. Vocabulary. Language in a speaking context refers to the amount of vocabulary that a student understands to improve their speaking skills. Here, the teacher must know the best technique to take to establish a thorough understanding of the target terms. (Binus, 2018).

2.10.1.3 Grammar. Grammar, like math, is precise. It is a comprehensive system and structure of any language in general, with many roots that are all interconnected, including syntax, morphology, phonology, and semantics. Improving grammar can be difficult if students wish to acquire effective speaking skills because grammar is not high on the priority list. However, if a learner wants to become truly fluent, it is essential to understand basic grammar such as tenses, prepositions, different forms of verbs, and subject-verb agreement; an additional dose of grammar will not shine a student's spoken English much brighter. According to Thorn (2001). Using this idea for language syllabuses, some schools have abandoned grammar and given the word 'lexis' to numerous language components that were earlier called grammar. Teachers here now just have to spend time clarifying the language things that are generating problems. (p. 196).

2.10.1.4 Pronunciation. Pronunciation is a crucial component of learning English. It is sometimes disregarded or given little time or attention in an ESL classroom. Correct pronunciation allows students to be clearly understood. It will make learners feel more at ease having discussions in English, and learners will gain confidence. English teachers attempt to do this by engaging students in genuine mouth and tongue movement activities. This should only be used as a last resort, not as the first. Pronunciation, along with Enunciation and Tempo, will help learners speak English better. The brain will adjust to the rate and tempo at which students speak. Ears will change how students emphasize specific sounds. All of these tips will assist students in unlearning and relearning the correct pronunciation of words in the English language. Frustration and

misunderstanding can infiltrate students' attempts to attain understandable pronunciation. However, if they can do appropriate pronunciation, they can feel proud of conveying the correct information and be inspired to learn more about the target language. (Ashour, 2014).

2.11 Teaching Speaking

The main goal of language learning is to develop good speaking proficiency which should guarantee acceptable communication among people who speak English (Khamkhien, 2010). Dating back, the grammar approach was the first method applied to learn a language, in this century, the communicative approach has gained popularity since it focused on communication (Hymes, 1989).

Imitative speaking is the process by which students repeat words or phrases like a parrot or a baby learning a language by copying his parents, who produce sounds or pronounce short syllables (Larson, 2000). This type of speaking is an earlier process with simple linguistic structures. Teachers and students read aloud in front of others or complete brief sentences in dialogues during intensive speaking. Formal interactions, such as formal speeches, oral presentations, and storytelling, are examples of extensive speaking. Because of the complexity of its interaction and the sophisticated language competence required, this form of speaking takes more preparation. More than that, interactive speaking input is characterized by interpersonal language and social connections in which teachers and students communicate with each other as is common in their first language. Teachers and students in responsive speaking form small groups or pair work to have simple chats or tiny dialogues based on real-life events.

2.11 Strategies in Teaching Speaking to Young Learners

Teaching speaking to young learners is very rewarding since they are less conscious than older learners (Phillips, 1993). However, the teachers find it difficult since the learners have to master vocabulary, pronunciation, structure, and function to say what they want. Cameron (2001)

assumes that the majority of young learners' instruction and learning will be oral. Furthermore, she suggests two guiding concepts for teaching young learners to speak, one, Meaning must come first because children cannot learn if they do not grasp the spoken language, and two, to develop discourse skills, children must participate in discourse as well as build knowledge and abilities for participation. It implies that young students should be placed in an environment in which they would practice conversing with real people for real goals.

Graham-Marr (2004) provides some of the speaking skills that merit classroom time include: fluency, phonological clarity, strategies, ability to produce chunks of language, appropriacy (register), understanding of elliptical forms, and the use of interconnected devices. According to the explanation above, teaching speaking to young learners should rely on the qualities of the children to make the learning relevant. The usage of songs and chants will be beneficial in teaching stress patterns and English rhythm (Phillips, 1993).

2.11.1 Discussion and debates

In this activity, following content-based instruction, a discussion can be held for a variety of reasons, including a dialogue, debate, or dispute. In their discussion groups, the students must reach a conclusion, share ideas about an event, express their points of view and opinions, or discover solutions. Before the discussion, the teacher should provide clear and succinct directions as well as the aim of the discussion so that students do not waste time discussing unnecessary topics. As a result, the discussion topics are relevant to the aim, and the learner will focus on the crucial aspects of good discussion activity. Discussions can be held in couples, groups, or even singly.

2.11.2 Simulations

In this exercise, Simulations are quite similar to role plays, however, the difference between the two is that simulations are more detailed. Students can bring items and objects to class to create a realistic setting during simulations. For example, if a student is acting as the president

of a country, the student must bring a suit and dress officially. This type of exercise creates a great atmosphere in class because every student is curious about what the other students will bring and how they will conduct the simulation. Learners learn a lot when they execute imitations and recreations, and it is also a practical class that a learner will remember because of the situation they wish to convey when acting.

2.11.3 Roleplay

In this activity, students act out diverse social situations and take on various social roles. To carry out a role-play, teachers might develop a variety of scenarios. It is preferable if teachers present children with fascinating circumstances and topics, such as stories or everyday occurrences. During role-playing activities, the teacher provides learners with information such as who they are and what they believe or feel. All of this must be detailed. As a result, the teacher can say to the student, "You are a student who goes to study in a foreign country, you don't know the language, and you need to go to that first day to a restaurant, what would you do to understand and be understood?" Students enjoy and learn meaningfully through role plays because they remember that situation, and whenever they have the same scenery, students will apply what they learned in the role-play activity they performed.

2.11.4 Brainstorming

In this exercise, brainstorming is working in a situation in which the teacher presents a topic and students generate ideas, remarks, and anything else that comes to mind concerning that specific topic. Learners produce ideas rapidly and flexibly depending on the circumstances. The benefit of brainstorming is that kids are not judged for their ideas, so they are more open to discussing new ones. It signifies that there are no incorrect responses or thoughts. Every piece of information is correct. Brainstorming is also commonly utilized at conferences, meetings, sessions, and a variety of other scenarios. The only goal is to generate as many ideas as possible about a specific topic.

2.11.5 Storytelling

In this activity, storytelling encourages imaginative thinking. It also assists pupils in expressing ideas by requiring a beginning, development, and conclusion, as well as the characters and location required for a story. When telling the rest of the group a story. The individual telling the narrative is in charge of ensuring that details are consistent with previous stories. Another intriguing activity that teachers and students might do is coming up with and inventing different endings. Because of the enormous imagination that students can have while developing, crafting, and producing a story that is not written but spoken, incredible endings and circumstances might occur and surprise them.

2.11.6 Information gap

This is a pair work where students work in couples or pairs for the assignment. One student will have information that the other partner does not have, and the two will communicate it. Activities can be used to accomplish a variety of goals, such as problem-solving or data collection. Furthermore, each partner is crucial since the task cannot be performed if the partners do not offer the knowledge that the others require. It is an approach in which learners are missing information and must finish a task while looking for a solution to get that missing information. They must communicate with one another to find the information.

2.11.7 Interviews

In this exercise, the students can conduct interviews on specific topics with a variety of people, both individually and in groups with the teacher. The teacher must present students with a rubric so that they know what type of questions they can ask, what path to pursue, and the parameters that will be considered to conduct a good interview. Students should also prepare interview questions. Following the interviews, each student may present his or her research to the class. Furthermore, students can conduct interviews with one another and "introduce" their partners to the class. Interviews are beneficial to both interviewers and interviewees. Both of them play a crucial part and must consider what they will say if everything is being recorded.

2.11.8 Story completion

This is an activity where a teacher begins telling a tale, but after a few sentences, the teacher stops narrating. Then, each pupil begins to narrate from where the preceding one left off. If the student needs to take notes before speaking, it is recommended and well-seen. Each student is expected to add between four and ten sentences. Add new characters, events, and descriptions, as well as fresh concepts and vocabulary. A teacher can sometimes help with this by using pictures or photos of anything that can be used in the story.

2.11.9 Broadcasting

In this activity, the students are invited to read a newspaper or magazine before class, then in class, they report to the rest of the class the most fascinating news they uncovered. Before class, students might also discuss whether they have had any experiences worth informing their friends about in their daily lives. Giving a spoken or written account of what was previously witnessed, heard, done, or examined is referred to as reporting. Reporting is a memory-building activity because students must retain details in case questions are asked after they report what they already know about a topic.

2.11.10 Playing cards

In this activity, it is a notorious fact that individuals enjoy playing cards, and using this type of material will constantly pique the learner's interest because of the numerous games and amusement they provide. Students participate in card games in pairs or small groups. Each suite will represent a different topic. Diamonds, for example, signify gaining money, hearts, love and relationships, spades, an amazing memory, and clubs, the best instructor. A card will be chosen by each student in a group. Then, for that topic, each student will compose 4-5 questions to ask the other students in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Do you have a lot of money? How much money do you have now? What do you think about the lottery? Making yes-no questions is not permitted since it would

provide minimal practice in spoken language creation. Instead, students ask open-ended questions to each other and respond in complete sentences.

2.11.11 Picture describing

Students can work in groups or pairs for this project, and each group is given a different picture, image, or photograph. Students discuss the image in groups, and then a leader from each group describes the image to the entire class. This practice encourages participants' creativity and inventiveness, as well as their public speaking skills. When "describing" something, several factors must be considered, such as: thoroughly examining the image and pausing for a few moments before speaking. Talk for the entire time allotted. The most crucial element here is making the most of your time. Certain phrases like "What is in the picture?" "In the picture I can see", "There is", "There are", "There isn't a", "There aren't any", Say what is happening with the present continuous, "Where in the picture?" Like; "at the top/bottom of the picture", "In the middle of the picture", "On the left/right of the picture", "next to", "in front of", "behind", and "near", "on top of", "under". Also, "It looks like a", "It might be a", and "Maybe it's a".

2.11.12 Find the differences

In this exercise, the students can work in couples for this project, and each couple is given two distinct photographs, such as one of the people in the city and another of people in the countryside. Students compare the photographs in pairs and then analyze the similarities and differences. Sometimes the images are identical with only minor variations. The trick in the second one is to cross your eyes such that your left eye is looking at the right image and your right eye is staring at the left. When they are both aligned, the student should concentrate on a joined image (a mesh of the two). Because one eye sees something different than the other, the differences will "glow." This type of game might be enjoyable for students. It is sometimes used as a warm-up activity by teachers.

2.11.13 Reading aloud

It is a technique in which students employ pitch, tone, tempo, volume, pauses, eye contact, questions, and remarks to generate a fluid and entertaining delivery. Reading texts aloud is the single most important practice for developing the knowledge necessary for successful reading and speaking. There are numerous benefits to employing this strategy, including creating a bigger vocabulary, connecting the spoken and written word, boosting cognition, and enjoyment, and also increasing attention and confidence. Another fantastic option here would be to have students read their self-introduction since when students listen to repeated information, their brains will quickly catch all of those terms.

2.11.14 Dialogues

It is an activity in which students converse with two or more others and exchange thoughts or perspectives on a specific topic. The language of dialogues can be natural, suitable, and redundant enough to allow for the use of weak forms. Furthermore, dialogues allow for ping pong talks, the completion of phrases or concepts, the use of word lists as a guide, the creation of new phrases, the use of past dialogues to begin a new one, and the creation of new situations and circumstances. The major objective of learning any language is to be able to communicate or express oneself. For example, greeting dialogues are the most commonly used by teachers, and it can be difficult to create dialogues in diverse locations such as a restaurant, a store, a library, and so on. Students will develop and produce language in this manner.

2.12 Using Recordings and Transcripts for Speaking in Community Language Learning

In this scenario, exposing students to recordings or transcripts is critical because that is the CLL approach. Making them participate in a presentation, in pairs with dialogues, or in groups as debates is sometimes necessary. However, it will be remembered for things like lack of spontaneity, superficiality, lack of performance effects, pause fillers, backtracking, repair, not in intensive talk, turn-taking issues, lack of genuineness, uneasiness, and shyness. What is required in CLL is natural speaking and authentic oral production, which students can obtain by being exposed to this approach for many courses. In this manner, learners will become accustomed to being in contact with a tape as well as the fact that they are always being recorded.

Another study on students using self-recording videos outside of the EFL classroom found that it helps students enhance their academic performance by allowing them to control their self-regulatory and cognitive processes (Encalada & Sarmiento, 2019).

2.13 Learners' Motivation Factors.

According to Adam cited by Csaba (2018), teachers' responsibility is to motivate the learners; consequently, if educators are not encouraged, students cannot acquire something new. "Learners positively or negatively affect teachers' implicit expectations, their empathy, and their sense of self-efficacy" (Adam, 2018, p. 40). Legault (2017) also states that motivation is the main motor to achieving goals, which may be intrinsic or extrinsic motivation. "Intrinsic motivation (IM) refers to an appointment in behavior that is satisfying or enjoyable; IM is non-instrumental, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. While extrinsic motivation (EM) refers to the performance of a behavior that is fundamentally contingent upon the accomplishment of an outcome that is separable from the action itself; in other words, EM is instrumental" (Legault, 2017, p3).

For Ihsan (2016) One of the more difficult issues is keeping pupils motivated to learn English. People might see motivation as concrete because teachers can see their pupils' efforts, interests, attitudes, and desires. For Thanasoulas (2002) teachers' behavior is a powerful motivational tool. He also states a relationship of mutual trust and respect with the learners can lead to a supportive classroom environment. A close and friendly relationship between teachers and students will guarantee learning. According to Adam (cited by Csaba 2018), teachers' responsibility is to motivate the learners; consequently, if educators are not encouraged, students cannot acquire something new. Finally, learners' motivation must be affected by teachers' self-efficacy (Shah, 2013).

2.14 Main Problems in Rural Education

Great efforts are being made in Ecuador to develop, advance, and progress the situation of basic, initial, and higher education in general, as mentioned throughout this work; yet, there are still flaws that directly show what is occurring with rural education in this country. Many potential solutions are being implemented in the country through programs and projects to address the issues that rural communities face and what remains to be done. Accessibility issues for children, particularly enrolment at the primary level, a lack of fairness in gender, racial, and inclusion inequalities, insufficient budget allocation, coverage issues in the number of instructors, and greater investment in their training Infrastructure is still insufficient, as is education, which is likewise inadequate and lacking in cultural identity, with a curriculum that suffers from a lack of relevance, material, and internet access. Alshumaimeri, cited by Al-Nasser (2015), affirms that teachers have pointed out that students leave high schools without the ability to carry out a short conversation.

All of these circumstances have a solution, and it is worth noting that English teachers in this topic are the ones that look for ways to teach and overcome these obstacles, which is excellent. According to Villa and Thousand (2005), education systems and schools should create and provide meaningful learning for students, giving them adequate education in inclusive environments which will raise speaking performance.

Education for rural people is a phenomenon with economic, cultural, and social difficulties that necessitate precise interventions and investigations. There are three major topics to consider. Rural education features include both disparities between participating communities and people, as well as those associated with rural areas' historical institutional neglect. Second, the fragility of the traditional linkages formed between education and development, and third, the societal responsibility entrusted to education in the hope of achieving structural transformations on its own. It is crucial to note that education has not been halted as a result of these events; on the contrary, everyone involved in education, including English teachers who, at times, do not even have a book, do their best to teach pupils using what they have on hand.

In conclusion, the reality for rural teachers, as well as the socio-cultural and educational situation in a rural environment regarding modernity and demands of the twenty-first century, contains specific needs that are receptive to government attention. The concepts and activities necessary to transform this reality are described, which warns of the repercussions of students' limits and lack of resources in the teaching-learning process that occurs in a rural location. Authorities must focus on the most important issue in society, which is education because well-prepared individuals will succeed in any country.

2.15 Teachers and Their Classroom Challenges Factor

Social and cultural elements have a significant impact on EFL teachers' classroom teaching and learning processes. According to the Ecuadorian education system, the National Curriculum addresses trends, methods, and techniques, which each teacher processes and adjusts throughout the teaching process. Shah (2013) asserts that school and Ministry policies influence social conventions and students' expectations when teachers select or design specific teaching methods. Thus, educators continuously shift between pedagogical and social-oriented behaviors making this decision process quite challenging according to the context, learners' needs, and learning style. Thus, Shah (2013) mentions large class sizes, mixed-ability classes, various development needs, high expectations from students and parents, a lack of resources, inappropriate textbook material, students' low proficiency, irregular contact hours, and a lack of effective and efficient assessment, as well as a lack of professional training, an authentic environment, and irrelevant teaching material; all of which are related to classroom challenges.

2.16 Large Class Sizes

According to Bahanshal (2013), a large class size is more than 30 students, less than 10 students are too small, and the ideal class size is no more than 12 students. However, the teacher's assessment of a specific situation, particularly tools, determines whether classrooms are tiny or huge. Furthermore, this is more typical in urban institutions than in rural ones. Public schools are

practically universal in cities, causing English teachers to struggle with class size. To Bahanshal (2013) there is no effective communication in classrooms with many students; the class is out of control, lacks individual attention, and is challenging to set practical group activities. Furthermore, teachers note that it is impossible to focus on all pupils and provide adequate reinforcement to motivate all kids to participate in various activities.

Large class sizes made it difficult for English teachers to establish oral activities, organize meaningful activities, pay attention to or make contact with all pupils, and restrict the usage of the mother tongue. According to Bahanshal (2013), teachers in large classes have less opportunity to provide quality teaching and learning to their students. Furthermore, the author says that when teachers have a large class, they must evaluate the course objectives, student characteristics, and teaching styles, and plan their activities. Setting up a good connection between teachers and students to lessen student fear, team teaching, group work, reducing workload, and utilizing entire class discussion to achieve their language teaching goals. According to Bahanshal (2013), it is difficult to achieve good communication in classrooms with a large number of students. The class exhibits misbehavior and a lack of individual attention, and the teachers find it difficult to set up relevant group activities. Aside from these concerns, the absence of family involvement in the teaching process complicates their daily activities.

Thus, Shah (2013) mentions large class sizes, mixed-ability classes, various development needs, high expectations from students and parents, lack of resources, inappropriate textbook material, students' low proficiency, odd contact hours, and lack of effective and efficient assessment, lack of professional training, lack of authentic environment and irrelevant teaching material; related with classroom challenges factors. All of these are variables that teachers have had to deal with throughout the years, and sometimes they don't have time to complain or make claims because teachers just need to get used to situations and find a method to work with pupils and achieve good outcomes in the end. Teachers are required to handle difficulties on their own and to work under adverse conditions at times. Because of their profession, instructors are unable to consider such issues and must instead deal with what is available.

2.17 High Expectations from Students and Parents

Education institutions or schools in Ecuador integrate authorities, teachers, and students, which expect that at the end of the school year, learners will perform as expected at the beginning of the period. Goldenberg et al. (2001) assert that child performance is evidence that high or low student performance causes or contributes to raised or lowered parental expectations. Furthermore, these writers point out that teachers frequently identify low parental expectations and aspirations as a factor in explaining children's overall low educational achievement. Verifiers are critical in this situation since they require annual planning, images, films, notebooks, books, and other written materials that can inform parents about their children's academic performance. Parents will always have high expectations since they expect their offspring to speak English when they graduate from high school. The most essential thing here is for students to study at home and to reinforce what they learn in school.

2.18 Lack of Materials, and Physical Resources in Rural Areas

Another problem for EFL teachers in certain rural schools is a lack of materials and physical resources. It is worth noting that this has long been a concern in rural areas. As instructors, we are all aware of this reality. Materials, English laboratories, resources, supplies, technology, the internet, and literature are all available in urban high schools. Rural high schools, on the other hand, do not even have an English textbook; teachers must deal with this and bring as much material as students require. There are many resources English teachers who work in Rural Areas may use for example; songs, audio, worksheets, conversations, pieces of writing, graphics, newspapers, videos, flashcards, cartoons, visuals, and lists of vocabulary. However, Hernandez (2012) suggests collaborative learning, cooperative rather than competitive, and peer-tutoring; it is also crucial to apply student-centered pedagogy instead of teacher-centered without appropriate resources, environment, and materials.

Language teaching growth, as noted in previous paragraphs, is more than just using textbooks; it is also necessary to add unique and new content to boost students' interest and

enthusiasm in the foreign language learning process. Sultana & Ashrafuzzaman (2016) state that authentic material related to the real-life component of the learners' learning in the classrooms can stimulate students' motivations (p.212). However, a shortage of effective and efficient materials must be more widespread in rural schools than in urban schools; thus, the authors conclude that rural schools do not receive enough materials made from local resources.

According to (Khattri et al. 1, 1997, p.17), "one difference between rural and urban schools is that schools in rural contexts are in remote locations; with smaller budgets, fewer technological resources and offer fewer courses, special programs, and extra-curricular activities. Even teachers have books, audio, or videos provided by the Ministry of Education; most rural institutions do not have labs or appropriate equipment to use these materials. To Chen and Goh (2011), "English teachers are not pleased with the textbooks that they believe are outdated and somewhat useless for classroom teaching" (p.10) It Also makes teachers look for their material according to that rural environment and topics according to their cultural side.

Information sources like songs, academic/ informal audio, conversation, piece of writing, graphics, newspapers, videos, cartoons, and visuals resources complement EFL teachers' activities allowing students to build their knowledge from different perspectives in the four language skills and acquire vocabulary expressions from real context (Merchan, Carrasc, et al., 2015, p.26). Because students will see English in context and according to their circumstances, place, families, and needs, they will gain varied perspectives on the subject. Teachers will simply lead students in acquiring the knowledge they need to speak English while taking into account their "natural environment."

2.19 Students' Low Proficiency

Even though English teachers in general want to have high results at the end of the year or module when teaching English, the realities are different. Mou (2008, p. 227) supports that "in a classroom where the number of students is 40, at least 5 to 7 students have low proficiency in the English Language". This circumstance is not uncommon in Ecuadorian EFL courses, since pupils

with low levels are widespread. However, this is because students do not study what they learn in class at home. English is a subject that requires a lot of self-education because it is essential to constantly practice vocabulary. Lists of words can be an effective tool for studying English by category and significantly increasing vocabulary.

Low proficiency in senior year high school students occurs when students are unable to find the correct word to express their feelings and thoughts, feel uncomfortable using the foreign language, present a lack of enriched vocabulary, fear being embarrassed in front of classmates, do not use correct grammar structures, mispronunciation, misperception of necessary spelling, sentence making, frequent mistakes, insufficient development of ideas in all four language skills, listening, speaking, and writing, and do not use the foreign language. Factors like compensation, and learners' performance in class (proficiency), among others, influence teachers' motivation, and educators' self-conception affects students' knowledge (Iliya and Ifeoma, 2015). Another statistic is that Ecuador is number ninety of one hundred twelve countries with a very low English level. Also, EF EPI Rating is four hundred forty, and the position in Latin America is eighteen of twenty countries.

2.20 EFL in Ecuador- Challenges of Teaching English in Ecuador

EFL was added to the curriculum on February 17 by agreement MINEDUC- ME 52016-00020, and the Ministry of Education proclaimed it a required topic to be taught from second grade through the last in public and private high schools (Ministerio de Educación, 2016). The Ministry of Education had already put in place materials and a curriculum for teachers with a B2 qualification before EFL was made a required course for high school students. B2 certification is a hurdle because of this; nonetheless, initiatives like "It is time to teach in Ecuador" help to meet the demand for teachers across the nation (Soto, et al., 2017). English as a Foreign Language (EFL) is used to describe the English Language study by non-native utterers in nations where English is not the dominant language. The EFL differs from English as a Second Language (ESL) because it is the English taught in a country where it is predominantly spoken (Nordquist, 2020).

To conclude this chapter, it is necessary to remind the reader of the research problem; What strategies can students use in the Community Language Learning approach (CLL) to increase Speaking Skills in senior year students at “Cahuasqui” high school, three different research areas were addressed in this chapter first, Physical challenges in rural education second, low English level complications in rural education, and third, the lack of motivation pupils experience when comparing urban and rural education. The topic discussed here is not limited to certain rural communities but is a nationwide issue that affects education in Ecuador. In Chapter 5, there is significant information, as well as new instructional tactics and activities that can be directed, as well as a simple and helpful proposal. Teachers must consider their pupils' backgrounds and set unique goals. This is significant for both teachers and students, yet the three different research areas are solved.

CHAPTER THREE

Methodological Framework

3.1 Introduction

The objective of this study was to incorporate strategies using the Community Language Learning approach in the improvement of speaking skills of senior-year students at “Cahuasqui” high school, during the school year 2021-2022., The use of current approaches and methodologies might change the way teachers and students were learning English in the classroom. Indeed, the Community Language Learning approach (CLL) is an approach based on the counseling approach. in which the teacher’s role is to act as a counselor, paraphraser, facilitator, and support provided, while the learner is seen as a client and collaborator who is responsible for their learning because students determine what is to be learned.

As described in Chapter II, the purpose of this research is to help readers comprehend the theoretical underpinning of speaking skills that can be achieved through the Community Language Learning (CLL) approach. Examine both teachers' and students' perspectives on speaking abilities. Finally, develop an academic handbook for Community Language Learning (CLL) learning and teaching methodologies and activities. It is crucial to note that this methodology was used in this remote area for the first time, and it will encourage other researchers to delve deeper not just into this approach but into other enhancing methodologies, strategies, and procedures.

As a brief reminder of the general research problem, it is necessary to remember the three different areas that will be related to the research problem. Everybody is conscious of the Physical difficulties in rural areas’ education, the low English level complications in rural areas’ Education, and the lack of motivation students face in learning English when contrasting urban and rural education. These three areas just mentioned, were described and analyzed separately as also the problems related to each one, how they affect the participants of this research group, and its background and needs which means giving possible solutions with an effective proposal by

applying the Community Language Learning approach (CLL) to progress in speaking skills into this group of students belonging to the research.

Remembering the research questions from Chapter I, which are First, “What strategies can students in The Community Language Learning approach (CLL) use to increase speaking skills in senior year students at “Cahuasqui” high school?” Second, “How did The Community Language Learning approach (CLL) influence students’ speaking skills in the classrooms?” and third “How does the Community Language Learning approach (CLL) encourage students to speak English?” All these questions drive the research design because it was the essence of the investigation. For example, where they are replied to during the investigation; also, learners demand various techniques to stay in touch when learning a new language. Furthermore, teachers must understand how to implement tactics and activities tailored to the requirements of their students, particularly in rural locations. Finally, CLL responds to these concerns, keeping in mind that this approach has never been used previously in the research rural area indicated.

In this one study, a mixed approach was used to support the theories, methodology, and analysis for formulating the most effective speaking skill improvement programs of the English Language based on the Community Language Learning approach (CLL) on senior year students at “Cahuasqui” high school. The benefits and use of integrating both methodologies produced accurate results, which will aid in providing acceptable solutions to the difficulties of this task. Furthermore, in this study, a mixed technique was utilized because there is value in actively mixing both qualitative and quantitative methods in practically every applied social research project. The two data types could complement and supplement one another, yielding a more complete understanding of the phenomenon under investigation. (Alison Mackey and Susan M. Gass 2005).

Data collection was explained in Chapter III, this one followed the steps to carry on quality work. In Chapter IV, there was a discussion of the results in detail according to the questions in the interview and questionnaire for teachers and students. It detailed the information and how data collection is analyzed in a wide context of Community Language Learning (CLL) and how to apply it in a rural area by taking advantage of the available resources that teachers and students from rural areas have. In rural areas, like in other places, there is a lot of untapped potential in terms of students and teachers. As a result, governments should pay attention to the rural thesis

and prioritize labor in those areas, which are a different universe with many aptitudes, abilities, and intelligence. Chapter V contains a proposal that includes conclusions and recommendations.

3.2 Setting

The study area took place in “Cahuasquí” High School, located in “Cahuasquí” parish, in Urcuquí Canton, Province of Imbabura. Lic. Alejandro Gordillo on February 16, 1976, created “Cahuasquí” High school with 40 students in the specialty of Social Sciences. As time passed, this specialty was closed and the specialty of Chemist - Biologist was created. In 2013 it merged with “Juan León Mera” school and took the name of the “Cahuasquí” High school with Lic. Carmen Valenzuela as Rector of the Unit.

In February 2016 it merged with the environments of “Luis Alfredo Martínez” formerly known as Sachapamba, “José María Córdova” formerly known as Pugarán, “Ecuador Amazónico” formerly known as Guanibuela, “5 de Junio” formerly known as Pablo Arenas and formerly known as “Pablo Arenas” garden, formerly known as “29 de Mayo” garden formerly known as “Cahuasquí” with this merger remains with the name of Cahuasquí - Pablo Arenas high school; In December 2018, the environments of Pablo Arenas were disconnected to become an autonomous institution and thus through resolution No. MINEDUC-CZ1-10D01-2019-0002-R dated January 14, 2019, the name was changed to "Cahuasquí" high school with 425 students and 22 teachers and in this way providing an education of excellence from Kindergarten to Baccalaureate. This Educational Unit together with the Educational Unit June 5 and Franklin Roosevelt School of La Victoria make up Circuit 21. From the 2020 to 2021 school period to the present, Mr. Milton Reyes serves as Rector of “Cahuasquí” high school.

From elementary school's first grade through high school's twelfth year, the English language has not been taught in every classroom. According to the Ministry of Education, kids have gotten English instruction in some years and not in others. It suggests it hasn't been consistent, continuous, or permanent over time. It has been established that students in elementary school take two hours of English each week, those in middle school five hours, and those in high school three hours.

3.3 Sample / Participants

The study group relied on senior-year students at “Cahuasqui” high school. There are thirty (30) students (participants) around 17, 18, and 19 years old all of the students are Ecuadorian, low-income level, a mixed group half women and half men, who need elementary or basic A2 English level when getting graduated according to the Common European Framework that defines global linguistic proficiency. The National Educational Curriculum objectives define a homogenous group as having "team workers, effective participators, creative thinkers, and self-managers" as shared traits and competencies among all pupils. (Curriculum of Compulsory Levels of General Education, 2017). Recently, there were only two English teachers, and each teacher used different strategies and methodologies inside the classroom when teaching English, specifically speaking skills. The investigator's relationship and role, aside from being an investigator, is to be the English teacher of the group, so access to the group was based on the schedule during class hours. This study discussed a few of the strategies.

3.4 Research Approach/ Type of Research

When selecting the proper methods for the investigation, the researcher took into account the mixed approach to support the study theories, procedure, and analysis to improve the speaking skill of the English Language based on the Community Language Learning approach (CLL) on senior year students at “Cahuasqui” high school. The advantages and usefulness of combining both methods will give accurate results and consequently will support giving appropriate solutions to the problems of this work. In this research mixed methods will be used because in almost every applied social research project there is value in consciously combining both qualitative and quantitative methods. The two data types can complement and supplement one another, yielding a more complete understanding of the phenomenon under investigation.

The Qualitative Methods are; case studies, ethnographies, interviews, observational techniques, verbal protocols, diaries, and journals. And the practical considerations are; credibility,

transferability, dependability, triangulation, and quantification. Interviews are the ones that will be used in this Research. Another important thing to take into account in this research is “Triangulation”. It involves using multiple research techniques and multiple sources of data to explore the issues from all feasible perspectives. As Johnson (1992) notes, “the value of triangulation is that it reduces observer or interviewer bias and enhances the validity and reliability (accuracy) of the information”. These interviews, which are often associated with survey-based research, are a technique. They are semi-structured and unstructured. Structured (also known as “standardized”) interviews have an identical set of questions. Resemble verbal questionnaires and allow researchers to compare answers from different participants. Also, interviews are interactive, researchers can elicit additional data and finally, some learners are more at ease speaking than writing.

On the one hand, quantitative research was utilized from the inception of the initial concept, the formulation of the problem statement, the formulation of the objectives, and the formulation of the research question that was addressed in the work analysis of this work. Additionally, it served as a tool for quantifying survey data and presenting a discussion of the proper speaking improvement techniques. The two variables and the underlying question hypotheses were established; a strategy for testing and designing them was developed; the variables were measured in a specific context; the measurements were analyzed using statistical techniques; and a number of conclusions regarding the hypothesis were drawn.

Contrarily, because qualitative investigations can create questions and hypotheses prior to, during, or after data collection and analysis, they are useful for interpreting data. The mixed approach means collecting both quantitative and qualitative information and analyzing both together to answer a question. Additionally, by creating the best plan to support the original idea as a hypothesis testing, method, and data gathering through achieving the results and conclusions, it will be helpful. They were essential for achieving the goal of putting into reality the academic proposal designed to support teachers' practices and students' learning about their speaking abilities.

The type of research instituted is both explanatory and exploratory. Explanatory research in this case attempts to explain why certain phenomena work in the way that they do. On the other

side, exploratory research, because attempts to explore and investigate a problem that is not clearly defined by wishing to understand the topic generally, which is the study of a homogeneous group of students who had in common the same matter talking about the speaking practice.

3.5 Procedures

3.5.1 Instruments

A survey with closed-ended questions was an appropriate strategy to use at the time the data was being gathered, and the instrument was a questionnaire for students and an interview for teachers. In particular, the questionnaire was practical and structured with 7 closed-ended questions; students filled it inside classrooms using previously prepared pieces of paper, and it was opened in June and closed in June 2022 to have accuracy and ease the procedure.

In order to obtain strong and reliable information from the interviews, which were structured by seven open-ended questions and always collaborated and supported one another, teachers were required to attend an interview meeting in June 2022. This was advantageous for the researcher because she could slightly participate in the conclusions. The survey and interview align with the specific objective number two of this research which was to analyze teachers' and students' viewpoints on speaking skills.

3.5.2 Data Collection and Analysis

To some extent the investigation was transversal and likewise non-experimental, reflecting on the words “in a transversal design data will be collected in a single instant, with the purpose to describe variables and its correlation in a given moment” words (Hernández, Fernández, & Baptista Lucío, 2010, p. 151). The sample was drawn from the distinctive classroom “A” senior-year students at “Cahuasqui” high school. Thirty students in total and the two English area teachers including the researcher. The procedures participants were exposed to before, during, and after the study case are done appropriately, in order and respect the times.

3.6 Bioethical Considerations

In this research, innovative research was developed to solve a relevant problem in English language learning which is speaking by applying Community Language Learning (CLL). Also, this work was made by using the American Psychological Association (APA) system. The researcher also guarantees firm confidentiality to protect participants' principles. Accordingly, it was necessary to ask for authorization granted by the authorities from "Cahuasqui" high school, every time it was necessary, in this case, the principal. In order to finally build on the proposal proposed at the beginning of this work, it is also necessary to gather general information about the populations, such as the number of students, the genre of students, and the students' ages, as well as to use the tools for collecting information.

In contrast, when collecting data, participants were aware of the intervention's objective in advance; also, the findings of teacher interviews, such as ideas and thoughts, were conducted solely for exploratory and investigative purposes. Teachers and students signed up for an authorization guarantee to be interviewed because participation in this research was free and optional. As a result, participants' names were kept private to ensure their comfort.

3.7 Recruitment procedure

Apart from having access to participants as the researcher and also as their English teachers, the way to recruit subjects for this study was to make them aware of the importance of statistics and ways to innovate the approaches, methods, techniques, and strategies to teach English relating to the speaking skill. A tight relationship with this group, as well as face-to-face meetings with participants individually and as a group, are essential for carrying out this study. The principal has granted everyone access and authority to access high school teachers and pupils. Flyers, pamphlets, brochures, and three foldables were used to entice kids to participate in this procedure.

3.8 Subject Consent Process

In this research, the way to get the participants' informed consent to participate in the study, as the participants are minors (under the age of 18) was by getting their parent/guardian's consent. They all knew about the process and times that will be carried out. It was possible thanks to face-to-face meetings, mailing written notices, WhatsApp reminders, and phone calls. Also, the consent to have the English teacher and other teachers participate in the investigation was arranged in advance through face-to-face meetings. In that way, participants provided voluntary informed consent. All this was a written form and signed. It is important to mention that the principal was informed about all these activities.

3.9 Resources

Resource	Amount of American Dollars (USD)
Human resource Researcher	500
Materials: Office supplies	800
Computer	600
Thesis Corrections	200
Internet	300
Others	200
Total	2600

3.10 Timeline

TIME	2021																2022																							
	APR				MAY				JUN				JUL				AUG				SEPT				OCT				NOV				DEC							
ACTIVITIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Research Plan Presentation																																								
<ul style="list-style-type: none"> ✓ Conduct preliminary research to find a possible research topic. ✓ Speak to colleagues about possible research topics. ✓ Meet with the chairperson to discuss how to narrate the row topic and the refocus study. ✓ Develop answerable research questions. ✓ Obtain permission from the research site to conduct such a study and access participants. 																																								
Research plan Approval																																								
<ul style="list-style-type: none"> ✓ Meet with the chairperson to discuss Chapter One. ✓ Locate and finalize a sample group of participants. ✓ Apply to the organization, school district, or other entity for permission to conduct research. ✓ Submit the first draft of Chapter One. ✓ Make revisions and submit the final draft of Chapter One. ✓ Locate and finalize measurement instruments. ✓ After receiving permission from all parties involved, start the pretest phase (if appropriate) ✓ Begin conducting interviews and/or classroom observations (if appropriate) 																																								
Theoretical framework developing																																								
<ul style="list-style-type: none"> ✓ Meet with the chairperson to discuss Chapter Two. ✓ Conduct a review of the literature. ✓ Submit the first draft of Chapter Two. ✓ Make revisions and finalize Chapter Two. ✓ Begin the intervention phase of your study (if appropriate) ✓ Continue with the interviews and field observation (if appropriate) 																																								
Develop Research Instruments and data collection																																								
<ul style="list-style-type: none"> ✓ Meet with the chairperson to discuss Chapter Three. ✓ Gather information and demographic data of participants and research sites. ✓ Submit the first draft of Chapter Three. ✓ Meet with the chairperson to discuss the ongoing process. ✓ Begin the intervention phase of your study (if appropriate) ✓ Continue with the interview and field observations (if appropriate) ✓ Make revisions and finalize Chapter Three. ✓ Complete intervention and/or data collection. ✓ Begin the post-test phase (if appropriate) ✓ Meet with the chairperson to discuss data analysis. ✓ Score measurement instructions and complete data analysis (if appropriate) ✓ Transcribe field notes and complete data analysis (if appropriate) 																																								

Data analysis results and discussions	
<ul style="list-style-type: none"> ✓ Meet with the chairperson to discuss Chapter Four. ✓ Submit a draft of Chapter Four. ✓ Make revisions and finalize Chapter Four. 	
Develop the proposal (guide)	
<ul style="list-style-type: none"> ✓ Meet with the chairperson to discuss Chapter Five. ✓ Submit a draft of Chapter Five. ✓ Make revisions and finalize Chapter Five. 	
Conclusions, recommendations, and Edition	
<ul style="list-style-type: none"> ✓ Double-check all citations and references for appropriate format (e.g., APA) ✓ Create necessary tables and figures. ✓ Locate all documents for appendices. ✓ Create an abstract and table of contents. ✓ Conduct final formatting. ✓ Meet with the chairperson for the final printout and review. 	
Thesis Defense	
<ul style="list-style-type: none"> ✓ Bind and copy the final thesis. ✓ Submit final revisions and copies of the thesis to committee members for signatures. ✓ Graduation celebrations. ✓ Take a much-deserved vacation. 	

CHAPTER FOUR

Results and Discussion

4.1 Findings

This current study on the Community Language Learning technique to improve speaking skills was conducted in a public school in the “Cahuasqui” canton. Since the beginning of the research, both students and teachers have been enthusiastically excited and passionate about participating in this study. As a result, people contributed substantial information to better understand the phenomenon. Using interviews and questionnaires, necessary data was gathered, and the successes were thoroughly examined, retaining a close relationship and connection between the questions and the two research variables.

The present Chapter is well organized having a prior explanation (There is pertinent information regarding how chapter four is organized and presents the results of the investigation). Presentation of field data (It shows the results organized in blocks according to the informants, the graphs, tables, and figures that it presents are identified and numbered with the corresponding sources). Analysis and interpretation of results (The data is analyzed and interpreted based on the researcher's experience). Discussion of results (It should constitute the section that follows the analysis and interpretation. Here appears a crossing of the theory of the theoretical framework, the field, data, and the researcher's experience. Essential elements in the thesis.

Contrast research questions with the results of the discussion (The questions that appear after the objectives are taken and contrasted with the results of the discussion. The contrast is questioned by a question and constitutes another section after the discussion of the results. Formulation of conclusions and recommendations. (They refer specifically to the investigation part of the problem. They are argued and are related to the investigative process and product).

4.2 Interviews

The interview instrument was used with two local English instructors who are now employed at “Cahuasqui” High School, including the researcher; they both have experience working as English teachers in rural locations. It's also worth noting that they both have experience working with children and teenagers in metropolitan areas. They responded to seven questions about the CLL Community Language Learning strategy and speaking techniques. The most important questions for this inquiry were devised.

These interview questions give a general view of how English classes are developed in rural areas. Also, the importance of developing speaking skills, talking, and oral communication when finishing high school (before going to University) Besides, the teachers compromise, to help, direct and guide students with their speaking skills, with the use of strategies that boost trainers' work. Therefore, data collection showed that it is possible to use different strategies to encourage learners to use the target language by applying the Community Language Learning approach (CLL) in those rural areas.

The first question shows important data about, approximately, how much time teachers assign for Speaking exercises in the EFL Classroom. Teachers claimed that, even though speaking skill is difficult to develop and practice in the classroom due to factors like; a large class, students' shyness, and lack of resources, teachers don't dedicate part of their class time to practicing the speaking skill in the classroom because they are mainly focused on Grammar structures or lists of vocabulary like; animals, fruit, family members, colors, and many others. For that reason, teachers just make them repeat or memorize certain short phrases. Teachers gave them a few times to practice Speaking skills inside the classroom. Approximately, they make their students practice from five to ten minutes each class, in addition, teachers mentioned the need to use English all the time because they are conscious that this time is a minimum.

The second question displays data according to the teachers' experience, about the most appropriate time to do the speaking practice, the beginning, middle, or end of class. The data reveals that teachers prefer students to practice speaking at the end of the class taking into account

a PPP class (Presentation, Practice, Production). This means making students do speaking at the Production stage after teachers have already accomplished the grammar part, made sentences, and explained the whole class. Teachers think that students are on the right track but they need more chances to practice the target language. And they say it would be excellent to make students practice all the time, beginning, middle, and end of the class.

The third question discloses what aspects of the Community Language Learning approach (CLL) teachers know. Data collected indicates that teachers didn't know anything about the approach. Teachers just throw some words at random related to the topic by just listening to the title. Words like collaboration, relationship, and group. Both teachers agree with the importance of developing speaking skills in EFL classrooms through many different approaches, methods, strategies, and techniques. Applying all these things just like the way teachers apply this stuff in urban areas. Interviewers stated that the main purpose of learning a language is the ability to convey a message orally, of course without disregarding other abilities and skills that belong to the language. This statement is backed by Hymes (1972) who said, social interaction helps to develop communication, even though learners should have a wide vocabulary and grammar to reach acceptable communication.

But on the other hand, teachers stated that students are not developing the English language appropriately, because of many factors like; poor English, lack of vocabulary, lack of motivation, there are many English teachers without training, lack of resources, lack of internet, the big issue with rural schools, especially in indigenous or afro Ecuadorian communities because they have been fighting tirelessly to cut down that barrier and the government always forgets this. Furthermore, teachers stressed that the Ministry of Education does not provide the appropriate material and English training for teachers that work in rural areas. Social interaction is vital to boosting language production (Brown, 2000).

Cahuasqui school teachers' opinions, in general, are optimistic because they agree with the fact that teachers look for the means to make learning happen. The use of speaking strategies helps students to interact with others, they also said that they deliver real-life situations where students can develop their speaking skills. Additionally, teachers use short games in the classroom as a

means of motivation to make students speak English as an involuntary reaction. They also mentioned the fact of teaching vocabulary and the most important structures to use according to the many different situations students have like a restaurant, the library, the hospital, etc. Teachers are positive about future changes to make English better in rural areas.

The fourth question exhibits answers about some of the activities teachers do in the EFL classroom to practice speaking skills. Teachers responded that they use a variety of strategies. They mentioned some of them like; picture descriptions, dialogues, short conversations, oral lessons, presentations, and so on as a way to develop speaking skills. The second teacher said he tries to give the students a chance to speak in the classroom even though he was not very specific with the strategies used, it was understood that he uses oral lessons, and dialogues. On the other hand, the interviewer proposed some speaking strategies that may be well known by them but not well developed. The interviewer proposed to teachers create situations where teachers and students feel comfortable. Consequently, having a variety of strategies and activities can change the way learners feel motivated and interested in the English classroom showing a predisposition to produce oral communication.

The strategies proposed are listed below. Discussion and Debates, Simulations, Roleplay, Brainstorming, Storytelling, Information Gap, Interviews, Story Completion, Broadcasting, Playing Cards, Picture Describing, Find Differences, Reading Aloud, and Dialogues. All those strategies listed above are quite familiar to the teachers, by the way, they said they have used the strategies at least one time during their career life, additionally, they have seen the mentioned strategies in many books, textbooks, YouTube, etc. But a particular thing here is that they stated that they have not developed them appropriately.

It's important to mention what a teacher said here during interviews. The fact of being using his main strategy which is focused on real interaction trying to hold a short conversation with some questions like how are you doing? What are you doing? How is your family? How was your weekend? How do you feel? and so on. Also, the use of English for common actions like Sit down! Open the door! Stand up! Close the window! Which are orders and will make students speak by using main verbs and vocabulary. And also, the use of short sentences like "May I go to the

restroom”, “I’m sorry”, and “Good morning everybody” help students to motivate and encourage them to speak the target language. All these practices make students try to speak with their limited vocabulary.

The fifth question focused on some of the resources teachers use to let students practice Speaking. One of the teachers emphasized the fact that the school (Cahuasqui) doesn’t receive guides from the government. Consequently, resources are limited and teachers need to get those guides to have a starting point to teach English in Rural Areas. Teachers must make English learning easy and meaningful. Sometimes teachers unconsciously have been working and developing those strategies mentioned above in the classroom. Teachers always provide examples and then give students the chance to complete activities by themselves. Also, they mentioned they know by heart what the contents are and students need per level so the only thing they need to do is to make students cover that knowledge and study at home.

The sixth question exhibits answers about if teachers use the same kind of activities in urban and rural areas for practicing speaking skills. teachers answered that it is clear that teachers don’t use the same kind of activities in urban and rural areas. There are more advantages to belonging to urban areas than disadvantages. One of them and maybe the most important one is the Internet. The Internet has everything, endless resources and most of them are free. With just a click teachers and students can have infinite and limitless resources. What teachers need to do is to get those resources in advance by printing them, saving them on a computer, and asking for the Internet in the high school to have available activities for students all the time. That’s why teachers from rural areas are worthy of admiration.

Teachers also showed some of the resources and material they had at hand at the moment of the interview, things such as flashcards, worksheets, books for children, dictionaries, pictures, and vocabulary books. On the other hand, another teacher said, the activities can be similar but not the same kind of activities, it is here where people can appreciate effective and competent teachers with vocation because they are always looking for ways to make their students learn with what they have at hand and creating situations to practice speaking. Sometimes they spend their own money and take the time to look for those resources and opportunities to make it happen.

The seventh question displays if teachers would like to obtain a handy didactic guide for students' Speaking improvement by applying the Community Language Learning approach (CLL) and why. Teachers showed interest in having material to start applying the Community Language Learning approach (CLL). Teachers stated that having a guide will make students develop basic language skills and profoundly expand their vocabularies, guides can be interactive and a tool to inspire learning, they are free for everyone, also this guide can make students develop critical thinking skills, open up their minds, answer and create questions, share cultural experiences, offer a wide breadth of information, experience, knowledge, and entertainment.

4.3 Questionnaire

Subsequently the teachers' interview, the analysis, and their interpretation in detail, a short questionnaire was designed. The purpose of this instrument is to have information from senior-year students at "Cahuasqui" high school to support the two study variables; the Community Language Learning approach and the Speaking Skills. The present questionnaire has seven questions about "The Community Language Learning approach to improve speaking skills" which is the title of this investigation. All of the answers found and answers are shown in detail below.

First of all, the information in this questionnaire belongs to the students from Unidad Educativa "Cahuasqui" in the Urcuqui canton. In addition, for this study, thirty students representing one hundred percent were part of this questionnaire. The participants were crossing the senior year level. Consequently. For this investigation, it is important to mention that the whole population participated in this study and there are also kept verifiers which are thirty pieces of paper in hard copies just in case they are needed in the future. Additionally, the participants were divided in this way, fifty percent female and fifty percent male as is shown in Figure 1.

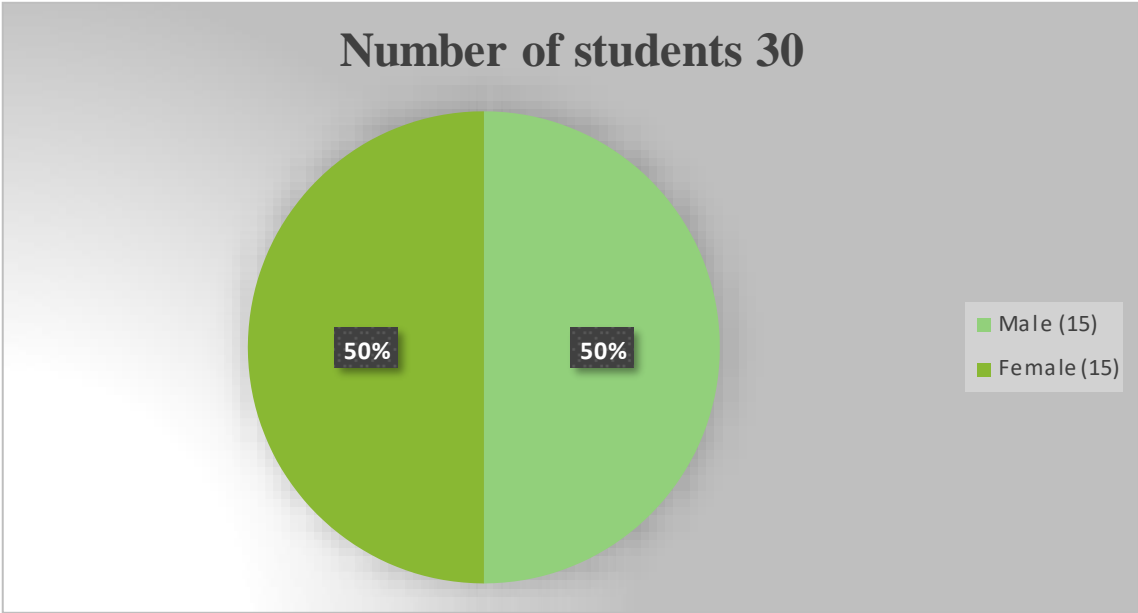


Figure 1. Number of students and Gender

For the first question about the average time students practice their Speaking skills in an English class, classroom interaction is quite important in the teaching-learning process to reach the learning objectives (Ginting, 2017). Likewise, interaction performed by the teachers through their speaking influences the students' language acquisition (Long, 1996). The important components of building classroom interaction are teachers' and students' talk. Classroom interaction happens from the moment the class begins until the end. Therefore, the magnitude of interaction is based on the teachers (Hall & Walsh, 2002). according to the responder's opinions, the answers are divided according to Frequency. The higher percentage displays 30 seconds representing 12 (41%) of the population. The following data showed 1 minute representing 11 (38%) of the students. Other students said 45 seconds, representing 4 (14%) of the responders. Finally, a small group of participants said 10 seconds, representing 3 (7%) in the pie chart. It means that the majority of students have placed 30 seconds of average time practicing Speaking skills in an English class.



Figure 2. Select with an X, What average time do you practice the Speaking skill in an English class?

1. Seleccione con una X, ¿Qué tiempo promedio usted practica la destreza de Speaking (hablar) en una clase de inglés?				
	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
1 Minuto	11	38%	38%	38%
45 Segundos	4	14%	14%	52%
30 Segundos	12	41%	41%	93%
10 Segundos	3	7%	7%	100%
TOTAL	30	100%	100%	

Table 1. Select with an X. What average time do you practice the Speaking skill in an English class?

Figure 3 is the second question which displays information about at what point in the English class students practice their speaking skills. The speaking task would be made simpler by interactive strategies, but they shouldn't be overly repetitious and they should meet the suggested commitment to communication. Interactive strategies are only activities that students take in order to complete any activity. (Kabirzadeh, 2015).

For Harmer (1991) the development of communicative competencies in the classroom is the primary goal, therefore, teachers should prioritize situations to practice speaking, vocabulary, some grammar structures, and the use of speaking strategies to develop the speaking skill. Now the students' opinion is shown in this way; a large number of students from the whole population say that "Es variable" is the point at which the English class students practice their speaking skills, meaning 24 students (83%). Then, it is stated that some students say it is "Durante la clase" 4 students (10%). Others say, that it is "Al inicio de la clase" 2 students (7%) Finally, no one of the responders representing 0 students (0%) show that "Proximo a finalizar la clase" and also 0 (0%) say "No practico la destreza de hablar".

2. ¿En qué momento de la clase de Inglés usted práctica la destreza de Speaking (hablar)?

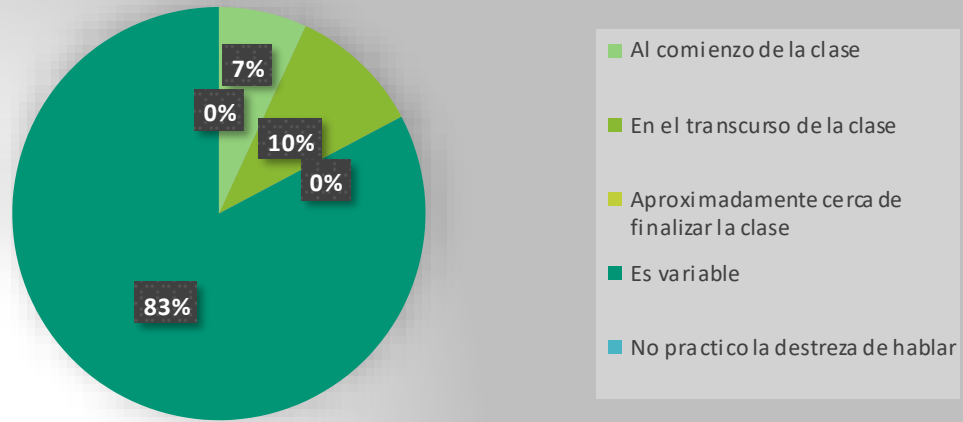


Figure 3. Select with an X, at what point in the English class do you practice the Speaking skill?

2. Seleccione con una X, ¿En qué momento de la clase de Inglés usted practica la destreza de Speaking (hablar)?				
	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Al inicio de la clase	2	7%	7%	7%
Durante la clase	4	10%	10%	17%
Próximo a finalizar la clase	0	0%	0%	17%
Es variable	24	83%	83%	100%
No practico la destreza de hablar	0	0%	0%	100%
TOTAL	30	100%	100%	

Table 2. Select with an X, at what point in the English class do you practice the Speaking skill?

Figure 4 which is the third question is intended to know the frequency of responders with whom they practice Speaking activities in an English class. Even if the instructor is concentrating on the student's communication success, they are constantly being encouraged to speak more in class (Kurum, 2016), it is noticeable that almost 10% of students need to increase their motivation for speaking. On the pie chart, 20 students (66%) Hardly Ever practice Speaking activities in an English class. 10 students (34%) said they practice speaking activities in an English class only Sometimes, another part of the popul that represents 0 students (0%) express that they practice Speaking activities in an English class Always. Finally, 0 students representing (0%) who were asked the same question answered that they Never practice Speaking activities in an English class.



Figure 4. Mark with an X the frequency with which you practice Speaking activities in your English class.

3. Marque con una X, la frecuencia con la que usted practica actividades de Speaking (hablar) en su clase de Inglés.				
	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Siempre	0	0%	0%	0%
Casi Siempre	10	34%	34%	34%
Casi Nunca	20	66%	66%	100%
Nunca	0	0%	0%	100%
TOTAL	30	100%	100%	

Table 3. Mark with an X the frequency with which you practice Speaking activities in your English class.

Figure 5 which is the fourth question is addressed to identify if students know what “Community Language Learning” (CLL) is about. In the face of skepticism regarding the value of modern psychology for language teaching, attempts have been made by some psychologists to adopt a group approach to language learning which takes into account personality, motivational, and emotional factors. Both a theory of language learning and a practical methodology for language teaching can be gathered from the research of Curran (1961, 1966). “Community Language Learning” (CLL) emerged as an application of the group counseling process to language teaching and learning. See the pie chart, all responders, representing 30 (100%) of the students said they don’t know what “Community Language Learning” (CLL) is about. On the other hand, representing 0 (0%) of the students, stated they know what “Community Language Learning” (CLL) is about.

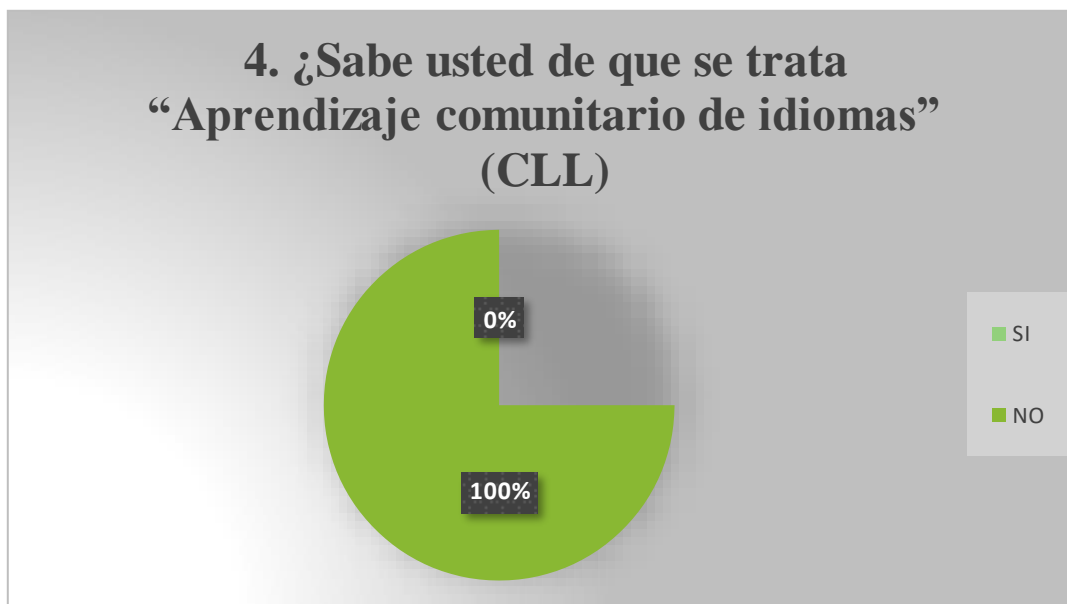


Figure 5. Select with an X. Do you know what “Community Language Learning” (CLL) is about?

4. Seleccione con una X ¿Sabe usted de que se trata “Aprendizaje comunitario de idiomas” (CLL)				
	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Si	0	0	0	0
No	30	100%	100%	100%
TOTAL	30	100%	100%	

Table 4. Select with an X. Do you know what “Community Language Learning” (CLL) is about?

The fifth question in figure 6 is intended to know What percentage of their teacher speak in English during class. (Calderon, Slavin, and Sanchez, 2011) Affirm that teachers became more effective in the school via planning, student engagement, vocabulary building and fluency, oral language development, literacy development, reading comprehension, parental support, and involvement. Hence, the current results are related to some studies stated before. The survey data showed that most of the population surveyed answered that their teacher Sometimes speaks in English during class, in other words, 26 (86%) of students. Other responders’ answers claimed that their English speaking has not improved. 9 students representing 4 (14%) responded that their teacher Always speaks in English during class.



Figure 6. Select with an X. What percentage does your teacher speak in English during class?

5. Seleccione con una X ¿Qué porcentaje habla su profesor en Inglés durante la clase?				
	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Siempre	4	14%	14%	14%
Casi Siempre	26	86%	86%	100%
Casi Nunca	0	0%	0%	100%
Nunca	0	0%	0%	100%
TOTAL	30	100%	100%	

Table 7. Select with an X What percentage does your teacher speak in English during class?

Figure 7 which is the sixth question displays answers about (Speaking) activities that are carried out in their English class to learn to speak the language. Furthermore, rural and urban teachers present an apparent patron in applying pair or group speaking activities like role play, short speech, or sharing experiences, instead of individual activities like imaginary interviews or dramatization. So, it means that the teachers try to achieve the main goal in speaking practice, to motivate social interaction among students. "Speaking is the most useful of the fourth which learners can communicate with people to accomplish some goals or to express their opinions, intentions, hopes, and viewpoints" (Torky, 2006, p.13). It can be the case that the time allotted for implementing such activities is not properly managed or that the pupils become disinterested. In

the words of Obando, Guevara-Betancourt, and Andrade (2017) when useful activities are incorporated primarily through cooperation, communication, and problem-solving, they are more likely to stick with pupils. In the questionnaire responders' answers show that 23 (77%) of students selected "Narrar historietas, anécdotas, eventos y tradiciones" are the (Speaking) activities that are carried out in their English class to learn to speak the language. Some other students that represent 4 or, (13%) stated that "Crear cuentos, historias y leyendas, y publicarlas". Some other students 3(10%) selected "Juego de roles de manera virtual" and finally, 0 (0%) students selected the next options; "Grabar y reproducir el audio o video" or "Filmarte en vivo y directo" as (Speaking) activities that are carried out in their English class to learn to speak the language.

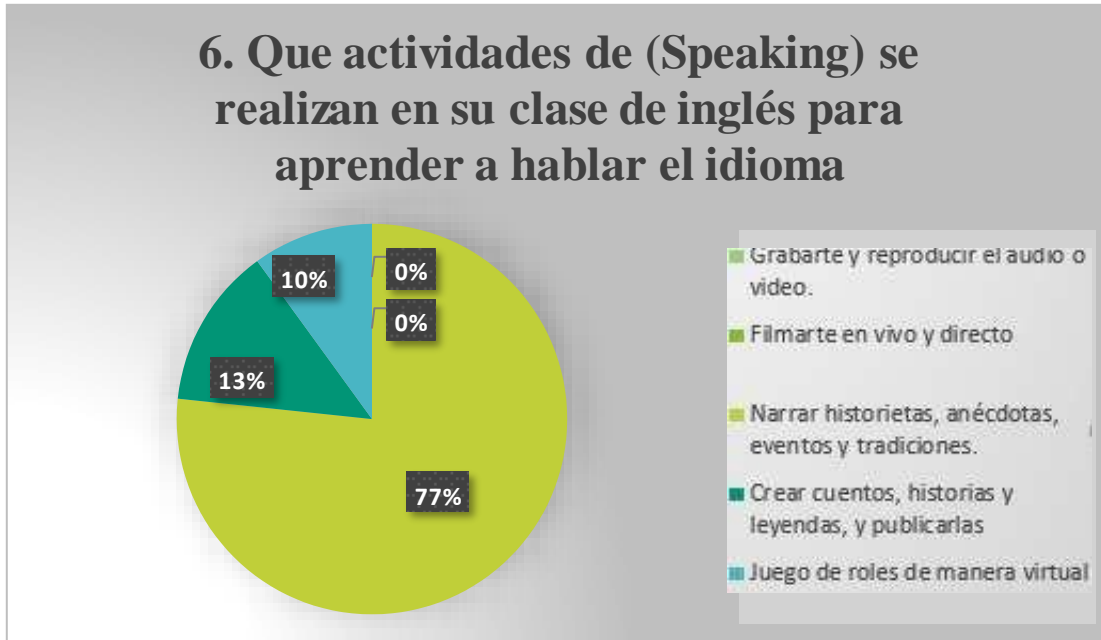


Figure 7. Select with an X the (Speaking) activities that are carried out in your English class to learn to speak the language.

6. Seleccione con una X las actividades de (Speaking) que se realizan en su clase de inglés para aprender a hablar el idioma				
	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Grabar y reproducir el audio o video.	0	0%	0%	0%
Filmar en vivo y directo	0	0%	0%	0%
Narrar historietas, anécdotas, eventos y tradiciones.	23	77%	77%	77%
Crear cuentos, historias y leyendas, y publicarlas	4	13%	13%	90%
Juego de roles de manera virtual	3	10%	10%	100%
TOTAL	30	100%	100%	

Table 6. Select with an X the (Speaking) activities that are carried out in your English class to learn to speak the language.

The seventh question exhibits the responder's opinion about if they would like to have a didactic manual for the improvement of oral production (Speaking) in the classroom through the interactive strategies of Community Language Learning (CLL). According to Villa and Thousand (2005), education systems and schools should create and provide meaningful learning for students, giving them adequate education in inclusive environments, because the students' needs are overriding, the combination of work between local and native-speaking volunteers is leveraging students' speaking performance. See Figure 8 from the survey population which represents 26 (87%) of the students who responded that they would like to have a didactic manual for the improvement of oral production (Speaking) in the classroom through the interactive strategies of Community Language Learning (CLL). Moreover, 4 (13%) of students claimed that they would not like to have a didactic manual for the improvement of oral production (Speaking) in the classroom through the interactive strategies of Community Language Learning (CLL).

7. ¿Le gustaría contar con un manual didáctico para el progreso de la producción oral (Speaking) en el aula a través de las estrategias interactivas de Community Language Learning (CLL)?



Figure 8. Would you like to have a didactic manual for the improvement of oral production (Speaking) in the classroom through the interactive strategies of Community Language Learning (CLL)?

7. Le gustaría contar con un manual didáctico para el progreso de la producción oral (Speaking) en el aula a través de las estrategias interactivas de Community Language Learning (CLL)?				
	Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
SI	26	87%	87%	87%
NO	4	13%	13%	100%
TOTAL	30	100%	100%	

Table 7. Would you like to have a didactic manual for the improvement of oral production (Speaking) in the classroom through the interactive strategies of Community Language Learning (CLL)?

CHAPTER FIVE

Academic Proposal

5.1 Title

“Speaking Confidently”

Teachers’ and Students’ Guide of Learning and Teaching Strategies and Activities Based on Community Language Learning (CLL) Approach to Improve Speaking Skills

5.2 Rationale

The Community Language Learning (CLL) approach to improving speaking skills requires teachers and students to be conscious of learning English, in a collaborative environment. This proposal contributes and is also a powerful tool that will assist and benefit people immersed in learning to speak, in this case, “Cahuasqui” high school. Speaking skills in the English Language most of the time is not enough practiced or trained as it needs to be, due to the Educational System. This research focuses mainly on paying special attention to Oral Production skills because the fact of Speaking is the real learning a person has. If a person can communicate through talking, speaking, dialoguing, or conversating, it shows that they “know” that skill. That person uses practice, rehearses, and applies the knowledge.

On the other hand, the use of traditional strategies to develop English-speaking production in the classroom teachers has made students produce oral communication poorly. Also, teachers just emphasize teaching grammar rather than focusing on Speaking skills. For this reason, it was made a guide for teachers and students that will help improve speaking skills, at the beginning teachers should conscientize students about the importance of the process that in this case will be highly intensive in making students talk. Speaking for communication does, in fact, extend beyond the confines of the classroom and emphasizes the benefits of a natural process. Templates force students to speak by giving them examples and using CLL lets them learn through collaborating and interacting with each other.

Finally, this present teacher's and student's guide is a source of speaking strategies to improve the teaching and learning process. Besides, this guide has templates, and strategy samples, with a whole explanation and examples of each worksheet easy to use. This is also an opportunity to try new approaches, methods, techniques, and strategies when teaching speaking. This proposal has innovative strategies to motivate students to be part of the process, enhancing and pushing students to obtain verbal ability.

5.3 Theoretical framework

It is important to give students opportunities to practice authentic and personalized experiences of learning, in which teachers motivate students with active strategies well performed to improve learners' speaking skills. For Harmer (2007) strategies should be applied while exposed in a real context, implementing an intensive oral production by both teachers and learners. It is for this reason that the use of certain strategies with this specific approach (CLL) is more helpful than other strategies because they are kind of more complete to make students have active participation using different activities. This statement can be based on Krashen and second language acquisition approach which states that language "can be unconsciously acquired through conversation and exposure to comprehensible input".

For Chaney (1998) speaking skill is "the act of creating and conveying meaning through the use of symbols, both verbal and nonverbal, in a variety of circumstances" (p.13). Moreover, for Rao (2019) speaking is an act of conversing, or expressing thoughts and feelings in spoken language. Speaking is one of the productive skills in a language so it involves more than just pronouncing words. There are three kinds of speaking situations; Interactive speaking where students have to produce the language orally and at the same time, they need to hear the conversation to give a response. Partially interactive speaking where on the contrary it is given to an audience, where people are in front of the speaker. And, finally, Non-interactive speaking is the one in which they recorded their talks. In this case, the audience doesn't have any interaction with the person who is giving a speech.

It is essential to start presenting a general concept of what speaking is. According to Torkey (2006), "speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is the most useful of the fourth, in which learners can communicate with people to accomplish some goals or express their opinions, intentions, hopes, and viewpoints" (p.13). For instance, speaking is the integration of the other three language skills. Together these 4 skills make a person speak a complete language. The listed strategies contribute to achieving the process of learning and developing oral communication through Community Language Learning (CLL) approach:

- **Discussion and Debates** (Interactive speaking) It is a strategy where in a debate students lead their side to win and persuade through valid points the other side or judges. The discussion, on the other hand, is to hear all sides and to have every participant learn and grow as a result.
- **Simulations** (Interactive Speaking) It is a strategy where students imitate the appearance or character, that is designed to reflect a real situation. }
- **Role Play** (Interactive Speaking) It is a strategy where students pretend to be someone else, especially as part of learning a new skill (speaking)
- **Brainstorming** (Partially Interactive speaking) It is a problem-solving strategy that involves the spontaneous and natural contribution of ideas from all members of the group. It can also be carried on individually.
- **Storytelling** (Partially Interactive speaking) It is a strategy where students tell or write stories.
- **Information Gap** (Partially Interactive speaking) It is a strategy where learners are missing the information, they have to complete a job and they need to talk to each other to find that information.

- **Interviews** (Interactive speaking) It is a strategy with an interviewer and an interviewee, the information is obtained in a conversation where one person asks questions, and the other provides answers.
- **Story Completion** (Partially Interactive speaking) It is a strategy that involves asking participants to make a short story about any hypothetical scenario. To do this, a brief story stem and a set of completion unrecorded are provided to participants.
- **Broadcasting** (Interactive speaking) It is a strategy where the student makes transmission of programs or information via radio or television.
- **Playing Cards** (Partially Interactive speaking) It is a strategy where students play cards with a piece of specially prepared card stock. (It can be many different categories like; fruit, jobs, family members, adjectives, etc.)
- **Picture Describing** (Partially Interactive speaking) It is a strategy where students give a summary of what they see.
- **Find Differences** (Partially Interactive speaking) It is a strategy where students keep busy and have fun, This resource features 2 Spot the Difference worksheets, each with different illustrations.
- **Reading Aloud** (Partially Interactive speaking) It is a strategy where students incorporate variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. Reading texts aloud is the single most important activity for building the knowledge required for successful reading and Speaking at the same time.
- **Dialogues** (Interactive speaking) It is a strategy where students have a conversation between two or more people, an exchange of ideas or opinions on a particular issue.

5.4 Objectives

5.4.1 General objective

To provide strategies to help teachers teach through Community Language Learning (CLL) approach to improve learners' speaking skills.

5.4.1 Specific objectives

- To develop a teachers' and students' guide as a tool for speaking improvement.
- To choose the most suitable interactive strategies to enhance students' verbal communication skills.
- To promote counseling work in the classroom.
- To determine the appropriate strategies to develop interactive speaking, partial interactive, and non-interactive situations.

5.5 Beneficiaries

Students and teachers who want to learn and contribute can access the current instructional material, "Speaking Confidently", using some speaking strategies combined with Community Language Learning (CLL) to develop students' oral production in the classroom. More directly, this job is for those 30 (thirty) senior year students and the 2 (two) The "Cahuasqui" high school English teachers who generously assisted the investigation were included in the data to fulfill the goal that aids in the development of speaking skills. Also, the indirect beneficiaries are high school teachers and students from different rural and urban schools in Imbabura province.

5.6 Impacts

Because English classrooms need to be reinvented, one of the research's most significant effects is to advance education. If teachers are aware of the differences in each place, they will make the necessary changes to improve the traditional strategies and look for new ones. The

Internet is a fantastic tool for developing authentic content and transforming learning, particularly speaking abilities. English is a tool that is now simply required for communication on a global scale. Besides, people consider English as a global form of communication, in business, health, sports, and education, among other purposes. Ecuadorian curriculum includes English as a Foreign Language as a mandatory subject in urban or rural areas. Besides, if teachers learn and apply the speaking strategies suggested, it would be a significant impact on the speaking teaching process.

5.7 Proposal Development

“SPEAKING CONFIDENTLY”

TEACHERS’ AND STUDENTS’ GUIDE OF LEARNING AND TEACHING STRATEGIES AND ACTIVITIES BASED ON THE COMMUNITY LANGUAGE LEARNING (CLL) APPROACH TO IMPROVE SPEAKING SKILLS



By Marco Santiago Carrillo Yépez

Strategies and activities based on Community Language Learning (CLL) approach to improve speaking skills.

2022

Topics Guide

Work and Studies

1. Talk about something you use to help you in your work or studies
2. Describe a classroom that you study or have studied in
3. Describe one thing that you have to do as part of your work or studies
4. Talk about a school subject you liked when you were younger
5. Describe a job you would like to do in the future
6. Talk about a subject you would like to study in the future
7. Describe your dream workplace
8. Describe a workplace you have worked in or know about
9. Talk about a job you have done or know about
10. Describe a project you had to do on your own or with others as part of your studies or job
11. Describe a classmate or colleague you often meet or met
12. Talk about a job someone in your family does
13. Describe your dream job
14. Describe a school that you are studying in or studied in

Sports, hobbies and free time

15. Talk about a book you are reading now or have read recently
16. Talk about a sport you like doing or watching
17. Describe a TV program that you watch or know about
18. Describe a typical day when you are not working or studying
19. Describe a film you have seen which you remember well
20. Describe a place where you often go on your days off
21. Describe a TV program that you often watch
22. Talk about a hobby you had when you were a child
23. Talk about a new sport or hobby you would like to take up
24. Talk about a sport that interests you but you have never tried
25. Give a short presentation about a movie that you have never seen but would like to see
26. Talk about a book you have never read but would like to read
27. Talk about a musical instrument you would like to be able to play but have never tried

Family, friends and pets

28. Describe a friend that you often spend time with
29. Describe one of your relatives
30. Talk about a pet you have or have had
31. Describe a friend who has played an important part in your life
32. Talk about a job someone in your family does
33. Describe a friend you have had or had for a long time
34. Describe a classmate, colleague or acquaintance
35. Describe a friend you had in primary school
36. Describe a family member that you get on well with
37. Talk about a hobby of one of your family members or friends
38. Talk about the last time your whole family got together
39. Describe a friend that you haven't seen for a long time
40. Describe a relative you haven't met for a long time

House, home and accommodation

41. Describe your favorite room in the place you are living now
42. Describe your neighborhood
43. Describe your dream home
44. Describe a place you have lived in or are living now
45. Talk about the home of one of your friends or relatives
46. Describe the first place you remember living
47. Describe a house or flat that you know well but have never lived in
48. Talk about the place where one of your friends or relations lives

Hometown

49. Describe a city, town or village you know well
50. Describe a famous food from your hometown or country

51. Describe the transport system in your hometown or the place you are living now
52. Describe a shopping street in your hometown

Festivals and celebrations

53. Describe a present that you someone gave you
54. Describe a typical festival or celebration in your country
55. Describe your favorite festival or celebration
56. Describe the place you were born in or grew up in
57. Describe a present that you gave someone
58. Describe a landmark in your hometown or the place you are living now
59. Describe a park in your hometown or near where you are living
60. Describe something famous in your hometown or local area
61. Describe some countryside near your hometown or the place where you are living now
62. Describe a shop in your hometown or the place you are living now
63. Describe a traditional festival or celebration in your country
64. Describe a party that you attended
65. Talk about a birthday you can remember well
66. Talk about the next festival or celebration in your family or your country
67. Talk about how you usually celebrate the New Year
68. Talk about your favorite day of the year
69. Talk about the last time your whole family got together

Holidays and travel

70. Talk about a thing you always take with you on holiday
71. Talk about an activity you like doing when you are on holiday
72. Talk about something tourists like to do in your town or country
73. Talk about one means of transport that you often use
74. Talk about a day trip you have been on
75. Talk about a part of your country you have never been to but would like to visit
76. Talk about a hotel, bread and breakfast, campsite etc.
77. Talk about somewhere you went on holiday
78. Talk about your dream holiday
79. Describe a journey you have been on
80. Talk about a foreign country you have never been to but would like to visit

81. Talk about your plans for your next long vacation
82. Talk about a foreign country you have been to or would like to go to on holiday
83. Describe the transport system in a place you know about.

Future plans

84. Talk about one thing you are going to do next weekend
85. Talk about one thing you are planning to do after you pass the IELTS test
86. Talk about your plans for your next long holiday
87. Talk about a job you would like to do in the future
88. Talk about a subject you would like to study in the future
89. Talk about another language you are interested in learning
90. Talk about your next trip abroad
91. Talk about a musical instrument you would like to be able to play but have never tried
92. Talk about a goal or ambition you have
93. Talk about a new hobby you would like to take up
94. Talk about a sport you think is interesting but have never played
95. Talk about a foreign country you have never been to and would like to visit
96. Talk about something you would like to buy

Language learning

97. Talk about another language you would like to learn
98. Talk about one method of learning a foreign language you have used
99. Talk about an English language book you have read or used
100. Talk about a language test you have taken
101. Talk about something you would like learn to speak after all these topics

1. DISCUSSION AND DEBATES

Interactive speaking

It is a strategy where in a debate students lead their side to win and persuade through valid points the other side or judges. The discussion, on the other hand, is to hear all sides and to have every participant learn and grow as a result.

Lesson Aim: At the termination of this lesson learners will be able to improve their speaking skills by holding basic discussions and debates.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Textbooks, reference books, exercise books, Recordings, radio, TV, videos, computer programs, internet, magazines and newspapers: articles, abstracts, news, reports, advertisements, Flashcards, charts, posters, murals, sheets, etc.
VOCABULARY	Believe, feel, insist, think, important, point, idea, argument, support, point of view, On the other hand, Although, agree, admit, Firstly, Secondly, Thirdly, in addition, consider, furthermore, Perhaps, Concluding, recapitulate, summarize, finally.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

Debate Speaking Guide (TEMPLATE)

NAME:	
TOPIC:	
FOR:	AGAINST:

It's true/obvious/evident that...

It's important to remember that ...

On the other hand

I agree with you that...

Reasons...

In conclusion...

2. SIMULATIONS

Interactive speaking

It is a strategy where students imitate the appearance or character, that is designed to reflect a real situation.

Lesson Aim: At the end of this lesson students will be able to improve their speaking skills by holding a basic Simulation. For example; my father, my teacher.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Recordings, radio, TV, videos, computer programs, internet, etc., Magazines and newspapers: articles, abstracts, news, reports, advertisements, etc., Flashcards, charts, posters, murals, sheets, etc, "Realia": coupons, tickets, brochures, forms, instances, advertisements, photos of posters, clippings, etc.
VOCABULARY	I pretend to be. My name is.. let me give you a short self-introduction about me.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play with this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

CELEBRITY GROUP SELFIE

NAME:	
TOPIC:	
Choose your favorite celebrity and SIMULATE him/her.	
CELEBRITY NAME:	
NOTES:	
1.	
2.	
3.	
4.	
5.	
6.	
7.	



3. ROLEPLAY

Interactive speaking

It is a strategy where students pretend to be someone else, especially as part of learning a new skill (speaking)

Lesson Aim: The students will be able to at the conclusion of this class to improve their speaking skills by pretending to be someone else.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Textbooks, reference books, exercise books, Recordings, radio, TV, videos, computer programs, the internet, Magazines, and newspapers: articles, abstracts, news, reports, advertisements, Flashcards, charts, arts, posters, murals, sheets, etc.
VOCABULARY	Lists of selected vocabulary to be used according to the situation or topic.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity.
6.	Give students enough time to play with this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.

Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

ROLE PLAY TEMPLATE

NAME:	
TOPIC:	



<i>Profession/Occupation</i>	
<i>1. My name is ... I'm a/an ...</i>	
<i>2. I do ...</i>	
<i>3. I work in ...</i>	
<i>4. I'm ...</i>	
<i>5. My experience is ...</i>	
<i>6. Let me explain to you about my job ...</i>	
<i>7. The pros to working here are ...</i>	
<i>8. The cons to working here are ...</i>	

4. BRAINSTORMING

Partially Interactive Speaking

It is a problem-solving strategy that involves the spontaneous and natural contribution of ideas from all members of the group. It can also be carried on individually.

Lesson Aim: Students will be able to after completing this lesson to improve their speaking skills by giving many ideas about a specific topic.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions, Nouns.
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Board, Projector, Textbooks, reference books, exercise books, etc. The language laboratory, the computer room, the multimedia room, etc. Recordings, radio, TV, videos, computer programs, internet, etc. Magazines and newspapers: articles, abstracts, news, reports, advertisements, etc. Flashcards, charts, posters, murals, sheets, etc. Real or miniature objects, "Realia": coupons, tickets, brochures, forms, instances, advertisements, photos of posters, clippings, etc.
VOCABULARY	Meaning, classification, kinds, what is similar, what is not similar, etc.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play with this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

BRAINSTORMING TEMPLATE

NAME:

TOPIC:

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	Title:	14.
15.		16.
17.		18.
19.		20.
21.	22.	23.
24.	25.	26.
27.	28.	29.
30.	31.	32.

5. STORYTELLING

Partially Interactive Speaking

It is a strategy where students tell or write stories.

Lesson Aim: Students can expect to be able to after this class improve their speaking skills by telling or writing stories about any topic.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions, and Verbs.
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Textbooks, reference books, exercise books, Recordings, radio, TV, videos, computer programs, the internet, magazines, and newspapers: articles, abstracts, news, reports, advertisements, Flashcards, charts, posters, murals, sheets, etc.
VOCABULARY	Once upon a time, First, second, third, finally.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play with this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

STORYTELLING TEMPLATE

NAME:

TOPIC:

The 5 parts of a story

Exposition

Rising Action

Climax

Falling Action

Resolution

6. INFORMATION GAP

Partially Interactive Speaking

It is a strategy where learners are missing the information, they have to complete a job and they need to talk to each other to find that information.

Lesson Aim: At the end of this lesson, students will improve their speaking skills by talking to each other to find information.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Textbooks, reference books, exercise books, Recordings, radio, TV, videos, computer programs, the internet, magazines, and newspapers: articles, abstracts, news, reports, advertisements, Flashcards, charts, posters, murals, sheets, etc.
VOCABULARY	Believe, feel, insist, think, etc.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play with this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.

Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

INFORMATION GAP TEMPLATE

NAME:	
TOPIC:	

What do they like?

COMPLETE THE SENTENCES ABOUT WHAT THESE PEOPLE LIKE OR DON'T LIKE ACCORDING TO THE CHART BELOW. USE THE LIST OF HOBBIES.

Hobbies

1. riding a bike
2. playing Chess
3. cooking
4. watching films
5. going shopping
6. readings comics
7. gardening
8. phoning friends
9. surfing the net
10. travelling abroad



Eva Tom Joe Tina Miss Tate

Complete with **like**, **likes**, **don't like** or **doesn't like** according to the chart.

- a) Eva _____ phoning friends.
- b) Tom and Joe _____ gardening.
- c) Miss Tate _____ playing Chess.
- d) Tina _____ surfing a net.
- e) Eva and Tina _____ cooking.
- f) Tom _____ reading comics.
- g) Miss Tate and Tina _____ shopping.
- h) _____ doesn't like going shopping.
- i) _____ and _____ like chess.
- j) _____ doesn't like surfing the net.
- k) _____ doesn't like watching films.
- l) _____ and _____ like comics.
- m) _____ doesn't like travelling abroad.
- n) _____ doesn't like riding a bike.
- o) _____ likes cooking.

✓ like likes
 ✗ don't like doesn't like

Eva Tom Joe Tina Miss Tate

1.	Eva	Tom	Joe	Tina	Miss Tate
1.	✓	✗	✓	✓	✓
2.	✗	✓	✗	✗	✓
3.	✗	✗	✓	✗	✗
4.	✓	✓	✗	✓	✓
5.	✓	✗	✓	✓	✓
6.	✓	✗	✓	✗	✗
7.	✗	✓	✓	✗	✓
8.	✗	✗	✓	✗	✓
9.	✓	✓	✓	✗	✓
10.	✓	✗	✓	✓	✓

7. INTERVIEWS

Interactive speaking

It is a strategy between an interviewer and an interviewee, the information is obtained in a conversation where one person asks questions, and the other provides answers.

Lesson Aim: At the end of the class, learners will improve their speaking skills by asking and providing basic questions.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous and Perfect Tenses, Past Present and Future, Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Textbooks, reference books, exercise books, Recordings, radio, TV, videos, computer programs, internet, Magazines and newspapers: articles, abstracts, news, reports, advertisements, Flashcards, charts, posters, murals, sheets, etc.
VOCABULARY	Wh- question words.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

INTERVIEWS TEMPLATE

NAME:	
TOPIC:	

Question Words		
	Start with:	Answer
1.	What should...?	
2.	What would...?	
3.	What might...?	
4.	What is...?	
5.	What do...?	
6.	What does...?	
7.	When might...?	
8.	When can...?	
9.	When do...?	
10.	When does...?	
11.	When are...?	
12.	Where do ...?	
13.	Where does...?	
14.	Where are ...?	
15.	Where is...?	
16.	Where will...?	
17.	Where did...?	
18.	Where have...?	
19.	Where has...?	
20.	Where was...?	
21.	Where were...?	
22.	How can ...?	
23.	How do...?	
24.	How does...?	
25.	How will...?	
26.	How did...?	
27.	Why do...?	
28.	Why did ...?	
29.	Why will...?	
30.	Why can...?	
31.	Why is...?	
32.	Who does...?	
33.	Who would...?	
34.	Who can...?	
35.	Who is...?	
36.	Who was...?	

8. STORY COMPLETION

Partially Interactive Speaking

It is a strategy that involves asking participants to make a short story about any hypothetical scenario. To do this, a brief story stem and a set of completion instructions are provided to participants.

Lesson Aim: At the termination of this class apprentices to improve their speaking skills by making a short story about any hypothetical scenario.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions.
SCHOOL LEVEL	Senior year students.
GROUP WORK	Small groups or individually.
TIME	15 minutes.
MATERIAL	Textbooks, reference books, exercise books, Recordings, radio, TV, videos, computer programs, the internet, Magazines, and newspapers: articles, abstracts, news, reports, advertisements, Flashcards, charts, arts, posters, murals, sheets, etc.
VOCABULARY	Believe, feel, insist, think, important, point, idea, argument, support, point of view, On the other hand, Although, agree, admit, Firstly, Secondly, Thirdly, in addition, consider, furthermore, Perhaps, Concluding, including, recapitulate, summarize, finally.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity.
6.	Give students enough time to play with this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.

Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency, Pronunciation and accent, Vocabulary, Grammar, Details.

STORY COMPLETION TEMPLATE	
NAME:	
TOPIC:	

Romeo and Juliet
Shakespeare

Many years ago in Verona, Italy, there were two _____. 'We are the Capulets.' 'We are the Montagues.' These families are always fighting. The Montagues have a son, Romeo. The Capulets have a daughter, Juliet.

One night the Capulets have a _____ and Romeo goes. He meets Juliet and they fall in love. Juliet's cousin, Tybalt, sees Romeo and is very angry. 'He's a Montague! Get him!' 'Oh Romeo, why are you a Montague?' Romeo and Juliet talk and decide to _____. They know that their families will be very angry so they go to Friar Lawrence and are married in secret.

The next day, Tybalt sees Romeo. He is still angry with Romeo and wants to _____ him. Romeo doesn't want to fight but his _____ friend, Mercutio, does. 'If you won't fight him, I will!' Mercutio fights Tybalt. Tybalt kills Mercutio! Romeo is so upset he fights Tybalt and kills him too! The Prince of Verona is very angry and sends Romeo _____. Juliet goes to Friar Lawrence for _____.

'Here is a special _____. You will sleep for two days. Your family will think you are dead but you will _____. Then you and Romeo can be free together.' Friar Lawrence sends Romeo a _____ to tell him the plan. But Romeo doesn't _____ the message. He hears that Juliet is dead! Romeo is so upset he buys some poison and goes to see Juliet.

'Now I will stay with you forever.' Too late, Juliet wakes up! She sees what happened. 'Oh no! You didn't leave any _____ for me but here is your knife.' Romeo and Juliet are both dead. Friar Lawrence tells the Capulets and Montagues what happened. They are so sad they _____ not to fight any more.

wake up

letter

help

agree

Families

fight

drink

poison

get

party

get married

9. BROADCASTING

Interactive speaking

It is a strategy where the student makes transmission of programs or information by radio or television.

Lesson Aim: At the conclusion of this class, pupils will improve their speaking skills by performing a broadcasting situation.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Board, Projector, Textbooks, reference books, exercise books, etc. The language laboratory, the computer room, the multimedia room, etc. Recordings, radio, TV, videos, computer programs, internet, etc. Magazines and newspapers: articles, abstracts, news, reports, advertisements, etc. Flashcards, charts, posters, murals, sheets, etc. Real or miniature objects, "Realia": coupons, tickets, brochures, uniforms, forms, instances, advertisements, photos of posters, clippings, etc.
VOCABULARY	Believe, feel, insist, think, important, point, idea, argument, support, point of view, On the other hand, Although, agree, admit, Firstly, Secondly, Thirdly, in addition, consider, furthermore, Perhaps, Concluding, recapitulate, summarize, finally.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play with this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

BROADCASTING TEMPLATE

NAME:	
TOPIC:	

NEWS REPORT PLANNING SHEET

<i>NEWSREADER</i>	
<i>CORRESPONDENT</i>	
<i>INTERVIEWER</i>	
<i>WITNESS</i>	
What has happened?	<ol style="list-style-type: none"> 1. 2. 3.
Who is involved?	<ol style="list-style-type: none"> 1. 2. 3.
When did it happen?	<ol style="list-style-type: none"> 1. 2. 3.
Where did it happen?	<ol style="list-style-type: none"> 1. 2. 3.
INTERVIEW QUESTIONS:	
1.	
2.	
3.	
4.	
5.	

10. PLAYING CARDS

Partially Interactive Speaking

It is a strategy where students play cards with a piece of specially prepared card stock. (It can be many different categories like; fruit, jobs, family members, adjectives, etc.)

Lesson Aim: Following this lesson, students will win a game by recognizing specific vocabulary.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions.
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes.
MATERIAL	Textbooks, reference books, exercise books, Flashcards, charts, posters, murals, sheets
VOCABULARY	Believe, feel, insist, think, etc.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity.
6.	Give students enough time to play with this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.

Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

PLAYING CARDS TEMPLATE	
NAME:	
TOPIC:	

Nouns	Verbs
Adjectives	Conjunctions
Adverbs	Pronouns
Prepositions	Interjections
Synonyms	Antonyms
Homonyms	Subjects
Complements	Everyday Phrases

11. PICTURE DESCRIBING

Partially Interactive Speaking

It is a strategy where students give a summary of what they see.

Lesson Aim: After finishing this lesson, students will improve their speaking skills, holding a basic description of any picture.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present, and Future, Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Board, Projector, Textbooks, reference books, exercise books, etc. The language laboratory, the computer room, the multimedia room, etc. Recordings, radio, TV, videos, computer programs, internet, etc. Magazines and newspapers: articles, abstracts, news, reports, advertisements, etc. Flashcards, charts, posters, murals, sheets, etc. Real or miniature objects, "Realia": coupons, tickets, brochures, forms, instances, advertisements, photos of posters, clippings, etc.
VOCABULARY	Believe, feel, insist, think, etc. there is, there are, I can see, it is, they are, etc.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech, etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

PICTURE DESCRIBING TEMPLATE

NAME:	
TOPIC:	



NOTES
1.
2.
3.
4.
5.
6.
7.



NOTES
1.
2.
3.
4.
5.
6.
7.

VOCABULARY	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

12. FIND DIFFERENCES

Partially Interactive Speaking

It is a strategy where students keep busy and have fun. This resource features 2 Spot the Difference worksheets, each with different illustrations.

Lesson Aim: Students will complete this lesson and then they will improve their speaking skills by mentioning what they find different and using vocabulary.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present and Future Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Textbooks, reference books, exercise books, Recordings, radio, TV, videos, computer programs, internet, magazines and newspapers: articles, abstracts, news, reports, advertisements, Flashcards, charts, posters, murals, sheets, etc.
VOCABULARY	Board, Projector, Textbooks, reference books, exercise books, etc. The language laboratory, the computer room, the multimedia room, etc. Recordings, internet, etc. Magazines and newspapers: articles, abstracts, news, reports, advertisements, etc. Flashcards, charts, posters, murals, sheets, etc. Real or miniature objects, "Realia": coupons, tickets, brochures, forms, photos of posters, clippings, etc.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech etc.
5.	Give students the vocabulary for this activity
6.	Give students enough time to play this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.

Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency, Pronunciation and accent, Vocabulary, Grammar, Details.

FIND DIFFERENCES TEMPLATE

NAME:	
TOPIC:	



NOTES

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.



NOTES

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

13. READING ALOUD

Partially Interactive Speaking

It is a strategy where students incorporate variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. Reading texts aloud is the single most important activity for building the knowledge required for successful reading and Speaking at the same time.

Lesson Aim: After this lesson, students will improve their speaking and reading skills by reading interesting topics and songs.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present and Future, Questions.
SCHOOL LEVEL	Senior year students.
GROUP WORK	Small groups or individually.
TIME	15 minutes.
MATERIAL	Microphone, Textbooks, reference books, exercise books, Recordings, radio, TV, videos, computer programs, internet, Magazines and newspapers: articles, abstracts, news, reports, advertisements, Flashcards, charts, posters, murals, sheets, etc.
VOCABULARY	Lists of songs.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech etc.
5.	Give students the vocabulary for this activity.
6.	Give students enough time to play this activity and monitor them.

COMMENTS

Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

READING ALOUD TEMPLATE (SONG)	
NAME:	
TOPIC:	

Oh, her eyes, her eyes
Make the stars look like they're not shinin'
Her hair, her hair
Falls perfectly without her tryin'
She's so beautiful and I tell her everyday
Yeah, I know, I know
When I compliment her, she won't believe me
And it's so, it's so
Sad to think that she don't see what I see
But every time she asks me, "Do I look okay?"
I say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause girl, you're amazing
Just the way you are
Yeah

Her lips, her lips
I could kiss them all day if she'd let me
Her laugh, her laugh
She hates, but I think it's so sexy
She's so beautiful and I tell her everyday
Oh, you know, you know
You know I'd never ask you to change
If perfect's what you're searchin' for, then just stay the same
So don't even bother askin' if you look okay
You know I'll say

14. DIALOGUES

Interactive speaking

It is a strategy where students have a conversation between two or more people, an exchange of ideas or opinions on a particular issue.

Lesson Aim: At the end of this lesson students will be able to improve their speaking skills, by holding a basic dialogue about any topic.

STRATEGY DEVELOPMENT

USE OF GRAMMAR	Simple, continuous, and Perfect Tenses, Past Present and Future, Questions
SCHOOL LEVEL	Senior year students
GROUP WORK	Small groups or individually
TIME	15 minutes
MATERIAL	Board, Projector, Textbooks, reference books, exercise books, etc. The language laboratory, the computer room, the multimedia room, etc. Recordings, radio, TV, videos, computer programs, internet, etc. Magazines and newspapers: articles, abstracts, news, reports, advertisements, etc. Flashcards, charts, posters, murals, sheets, etc. Real or miniature objects, "Realia": coupons, tickets, brochures, forms, instances, advertisements, photos of posters, clippings, etc.
VOCABULARY	Question words, self-introduction vocab.

PROCEDURE

1.	Introduce the topic about I remember that... my birthday party was great.
2.	Give students materials and clear instructions.
3.	Explain the final result with an example.
4.	Stress values like respect, responsibility, free speech etc.
5.	Give students the vocabulary for this activity.
6.	Give students enough time to play this activity and monitor them.

COMMENTS





















Applying this specific strategy using Community Language Learning approach (CLL) means being focused on group-interest learning. Teacher = Counsellor and Paraphraser.
Learner = Client and Collaborator.

EVALUATION

RUBRIC: Fluency,
Pronunciation and accent,
Vocabulary, Grammar,
Details.

DIALOGUE SPEAKING TEMPLATE

NAME:	
TOPIC:	
STUDENT A	STUDENT B
SELLER	BUYER

STUDENT A		STUDENT B	
➤			❖
➤			❖
➤			❖
➤			❖
➤			❖
➤			❖
➤			❖
➤			❖
➤			❖
➤			❖

CHAPTER SIX

Conclusions and Recommendations

Introduction

The factors that make the Community Language Learning approach successful are a combination of initiative, organization, and pedagogical aspects. The purpose of this research is to help readers comprehend the theoretical underpinning of speaking skills that can be achieved through the Community Language Learning (CLL) approach. There were also two instruments developed for gathering data which are surveys, and interviews that were carried out to know teachers' and students' expectations of the CLL approach applied to Speaking skills.

This study is directed to identify suitable teaching material (strategies) for “Cahuasqui” senior year students to make more effective learning related to Speaking skills. Students from rural areas learn differently from students from urban areas because of the three different factors mentioned throughout this research, the physical difficulties in the rural areas' education, the low English level complications in the rural areas' education, and the lack of motivation students face in learning English when contrasting urban and rural education. In CLL teachers are counselors and paraphrasers while learners are clients and collaborators.

Discussion

For this study, the results given in Chapter Four, after using interviews and quantitative data, show vital facts on how much time teachers allocate for Speaking exercises in the EFL Classroom. Teachers do not devote a portion of their class time to practicing speaking skills in the classroom because they are more concerned with grammar structures or vocabulary lists. Teachers just have children repeat or memorize particular brief words for five to ten minutes each lesson. The second question provides information regarding the best time to do speaking practice: at the start, middle, or end of class. According to the statistics, teachers prefer students to practice

speaking after class, but teachers believe that it would be ideal to have students practice at the start, middle, and end of the class.

The third question reveals what parts of the Community Language Learning approach (CLL) teachers are familiar with. According to the data gathered, they were unaware of the approach. Teachers agree that it is critical to enhancing speaking abilities in EFL classes using a variety of approaches, methods, strategies, and techniques. Teachers' perspectives are generally hopeful because they agree that teachers seek ways to make learning happen. The fourth issue concerns some of the exercises that teachers use in the EFL classroom to improve their speaking skills. Some activities were addressed by teachers, albeit in a jumbled and chaotic manner. Simulations, Role Playing, Brainstorming, Storytelling, Information Gap, Interviews, Story Completion, Broadcasting, Playing Cards, Picture Describing, Find Differences, Reading Aloud, and Dialogues. However, they said that they had not developed them correctly.

The fifth question concerns the materials that teachers utilize to allow students to practice speaking. Resources are limited, and teachers must obtain such instructions to begin teaching English in rural areas. Teachers know exactly what subject kids need at each level, so all they have to do is have pupils cover that knowledge and study at home. They acquire their resources. The sixth issue concerns the kind of exercises used by teachers in urban and rural locations to practice speaking abilities. There are more benefits to living in cities than drawbacks. The Internet is one among them, and possibly the most essential. The Internet has everything, infinite resources, and the majority of them are free. People may recognize successful and knowledgeable teachers with vocations here since they are continually seeking ways to make their students learn with what they have at hand and create occasions for speaking practice. The seventh question indicates that teachers would like to acquire a useful didactic guide for students' Speaking improvement using the Community Language Learning technique (CLL). Teachers expressed an interest in receiving materials to begin implementing the strategy; guides can be interactive and used to motivate learning.

Discussions about surveys, which are quantitative data, demonstrate that for the first question regarding the average time students practice their Speaking abilities in an English class,

classroom contact is very crucial in the teaching-learning process to achieve the learning objectives (Ginting, 2017). The greater proportion shows an average of 30 seconds spent practicing Speaking skills in an English lesson. The second question offers information on when students practice their speaking skills in English class. According to students' opinions, "it's variable" is the point at which English class students practice their speaking skills. According to Harmer (1991), the primary goal in the classroom is the development of communicative competencies; therefore, teachers should prioritize situations to practice speaking, vocabulary, some grammar structures, and the use of speaking strategies to develop speaking skills.

The third question seeks to ascertain the frequency with which respondents engage in Speaking activities in an English class. Pupils' motivation for speaking needs to be increased. In an English lesson, students almost seldom practice speaking exercises. Even if the teacher is focused on the student's communication performance and encouraging them to improve their speaking skills at all times in class (Kurum, 2016). The fourth question is intended to determine whether students understand what "Community Language Learning" (CLL) entails. And they have no idea what" (CLL) is about. In response to doubts about the efficacy of current psychology in language education, some psychologists have attempted to adopt a group approach to language learning that takes personality, motivational, and emotional variables into account. Curran's findings can be used to develop both a theory of language learning and a practical methodology for language instruction (1961, 1966).

The fifth question seeks to ascertain what percentage of their teachers speak English during class, with the majority of the population responding that their teacher occasionally speaks in English during class (Calderon, Slavin, and Sanchez, 2011). This confirms that teachers became more effective in the school through planning, student engagement, vocabulary building and fluency, oral language development, literacy development, reading comprehension, parental support, and involvement. The sixth question displays responses to (Speaking) activities carried out in their English lesson to help them learn to speak the language. It's simple since activities and topics must be of interest to the pupil. "Speaking is the most useful of the four ways in which learners can communicate with others to achieve goals or convey their thoughts, intentions, hopes, and points of view" (Torky, 2006, p.13).

The seventh question elicits the respondent's opinion on whether they would want to have a didactic handbook for improving oral production (speaking) in the classroom using interactive Community Language Learning methodologies (CLL). Yes, the answer is yes. Students, without a doubt, would like to always have something new to study; they would like to have a didactic guidebook for improving oral production (speaking) in the classroom through interactive Community Language Learning practices (CLL).

All discussions and answers are based on the research questions from Chapter I, which are First, “What strategies can students in The Community Language Learning approach (CLL) use to increase speaking skills in senior year students at “Cahuasqui” high school?” Second, “How did The Community Language Learning approach (CLL) influence students’ speaking skills in the classrooms?” and third “How does the Community Language Learning approach (CLL) encourage students to speak English?”

5.1 Limitations

Different constraints may have an impact on the research outcomes to varying degrees; these limits include a restricted time to develop the study, a limited time supplied by the participants, a lack of publicly available bibliographies on the CLL approach, and the time indicated for this research. Students, on the other hand, were eager to contribute their thoughts because the findings of the study could benefit them and future students. In addition, pupils are still adjusting to returning to school following a pandemic. When attempting to enroll in the teaching-learning process following virtual classes, they experimented with major alterations. Nonetheless, there was consistent cooperation between participants and Institutional authorities. There were no restrictions on using any necessary places or facilities. The findings and conclusions given in this study were collected through surveys and interviews with a specific sample of individuals.

The lack of studies about language centers in Ecuador reverses the possibility of generalizing certain factors that cause a deficiency of prosperity and stability of language institutions in Ecuador. As there is not a detailed analysis of how the majority of Ecuadorian

institutions work or the organization and academic plan they follow. Another controversy in the advancement of the present study was that the number of English teachers was limited, different from other schools where the number of participants in the study gives more points of view, conclusions, and recommendations. However, this was not a factor that altered the results of the investigation.

5.2 Recommendations for Future Research

To improve students' speaking processes in their classrooms, Cahuasqui High School developed the Community Language Learning approach. To update and have all they need to educate the same way as in the metropolitan regions, the school's principal, authorities, instructors, and persons in charge of the educational side should continuously organize themselves. They should renew their tactics, materials, strategies, and teaching methods each year and every single class.

The speaking strategies suggested by this study can enhance teachers' teaching by giving more opportunities to engage students in oral communication and breaking down barriers of shyness and lack of confidence in students, which is also relevant to the finding about speaking skills that was found above. Local English teachers should consider this. Additionally, it is advised to move past conventional methods of teaching English, to be aware of the need to adapt pedagogical techniques to the circumstances of the modern world, and to keep researching the best teaching methods for various educational levels since not all of them are suggested for use with various populations. Teachers may pass on their knowledge, experiences, and culture to their students, offering fresh perspectives and methods for helping students improve their language abilities.

It is advised to use more speaking strategies with a high degree of difficulty that matches students' English proficiency for future study and researchers who desire to carry out a similar inquiry in this subject. Also, the next researcher should add another measurement instrument for more and accurate results. Further research into further Community Language Learning (CLL)

tactics that are applicable in the classroom and fit well with instructors' and students' demands is advised for the Community Language Learning approach. Besides, it is highly recommended to implement the intervention with a different sample group in this way this study could continue and be expanded.

Since teaching strategies have changed over time and students' needs have also changed, it is important to note that learning the English language requires serious effort. Without new approaches to achieving the language's communicative verbal goals, students won't be able to compete in the competitive 21st Century. To improve students' interpersonal communication skills and to motivate learners to participate more actively in the classroom, teachers should design more meaningful learning situations based on the speaking strategies suggested in this research. This is preferable to having students who remain silent.

5.3 Conclusions

The goal of this study was to use the Community Language Learning Approach to enhance the speaking abilities of “Cahuasqui” high school seniors. Additionally, this study has demonstrated that it is feasible to teach English in remote locations, even though there are several physical challenges for teachers who plan their lessons and obtain materials online. Second, the study has shown that the issues with rural education's low English proficiency are a reality that can be rectified by employing the same techniques that urban instructors do. Third, instructors need to address the issue of pupils' lack of interest while studying English when comparing urban and rural schooling. After carefully examining all relevant elements, it can be concluded that the three issues raised in this study can be readily managed and outperformed by the Community Language Learning Approach and the suggested techniques.

In light of the findings about speaking abilities, instructors and students concurred that using more speaking techniques is a good method to advance and maintain motivation in the classroom while students learn the target language. Speaking techniques that may be utilized to practice and build confidence when learning English in class. Students also mentioned that they

enjoy practicing speaking with the use of new strategies. Teachers can give students more opportunities to feel confident when speaking because they can demonstrate that rural areas can achieve the same or better results than urban areas by using a novel approach (CLL) that hasn't been used in the area before.

Several literary sources were used to assist the inquiry, which allowed us to identify and characterize the Community Language Learning approach's tactics. Important writers who have extensively researched the (CLL) have also offered certain ideas and techniques that were chosen by the preferences, conveniences, and locations of the pupils. What would instructors do, then, if there was no distinction between rural and urban areas? The solution is straightforward: teachers would simply use the materials at their disposal and refrain from drawing parallels between two disparate universes. Both pupils and teachers would only be concerned with imparting and receiving knowledge.

Both local instructors who initially were unaware of the Community Language Learning approach as a formal strategy to be used in the classroom and students who have never received instruction using the (CLL) approach are eager to employ the (CLL) tactics to enhance and advance English classes.

When exploring appropriate teaching materials, I came to the following overall conclusion: Methodology must be tailored to the needs of distinct generations. The teaching process must also be updated regularly since how a teacher teaches is affected by the number of pupils, their age, where they live, level, skill to be obtained, type of activity, approach, method, strategy, and technique. Furthermore, both teachers and students are striving to enhance their English-speaking ability: pupils have a desire to overcome difficulties and improve their oral performance for good English speaking. On the other hand, there is a shift in responsibility from learners to teachers to expand students' efforts and strengthen their oral expression skills in English.

Teachers should be able to make teaching speaking more creative by using a different method or game to make the teaching run more energetically, creatively, innovatively, and successfully. Teachers are advised to use an alternate game to keep students engaged and not bored

throughout the teaching-learning process, which can increase students' results in speaking tests and participation. Teachers are required to stimulate students to speak to make them want to speak. In addition, the teacher should provide an entertaining game relating to a real thing. Hopefully, it encourages them to talk in the target language more actively.

On the other hand, kids should be more enthusiastic about learning to speak because it is critical, especially in the globalization period, which requires high English ability. To fix the problem, the pupils should work harder and learn more. The student's issues, in this case, are boldness, confidence, grammar, and fluency. The difficulty can be remedied by speaking in the target language as much as possible in class and outside of class. Students should study in class how to improve their speaking skills by expanding their vocabulary of topics or people and learning more about speaking. Students should practice speaking to properly converse with one another in English. Kids should practice speaking in situations where they can express their ideas, opinions, and imagination.

Students will develop the capacity to communicate confidently and effectively during their school years, and it will serve them well throughout their lives. Speaking abilities are described as the ability to communicate effectively. This skill teaches students how to communicate information verbally and in a way that the listener can understand. Speaking is a two-way street in which information is exchanged and, if necessary, acted upon by the listener. To effectively communicate, it is necessary to acquire both speaking and listening abilities. Speaking abilities are regarded as the most crucial aspect of learning a language as an ESL student. Many language learners assess their progress based on their ability to speak the language. Because the most successful foreign language learning occurs through interaction, it is a skill that can be developed to get an understanding of the language and culture of English-speaking countries. As a result, speaking must be prioritized when teaching English.

The last conclusion, the Community Language Learning approach (CLL) is another way to learn English like the Grammar-translation approach, Direct approach, Reading approach, Audiolingual approach, Communicative approach, Silent Way, and Functional-notional approach. Any approach, method, technique, or strategy for improving reading, writing, listening, or

speaking skills can be used in any place. CLL has never been used in this location, let alone in this rural area, and thanks to this research, it has been proven that CLL can solve many of the discovered problems and a solution has been proposed, which is a guide that teachers can use to make students confident and motivated to continue studying English as a foreign language.

Certain things teachers should always take into account when teaching English speaking skills are, encouraging pupils to talk from the first day. If not, as soon as feasible and without waiting for teachers to teach kids a set of words, phrases, or sentences, Tolerate the students if some simply repeat what they say, bear it if a student gives a one-word answer to any question, for the time being, let the learners speak actively with whatever English knowledge they have, propose structures, phrases, words, and let the learners use it in a different situation, and drill as much as possible, Encourage the use of back-chaining or tail-forwarding to create extended phrases by combining more than ten sentences. As much as possible, organize role-playing and pair-work and supervise the learners to correct the active ones and activate the passive ones; be well prepared in terms of lesson planning, activities, and tasks. Allow learners to make blunders and mistakes at the beginning; interruption and correction impede fluency and discourage the learner. Teachers have in their hands the environment of the whole class.

Teachers play a variety of roles in stimulating and improving speaking abilities. For example, the teacher must be fluent and correct in spoken components of the language to be a role model for the students. The instructor often offers questions to encourage students to practice the target language. One sort of oral drill is to ask them questions and force them to answer them. Furthermore, encouraging pupils to ask questions of the teacher and peers is a fantastic strategy to accelerate discussion and involve learners to talk, the teacher introduces a picture chart into the classroom. Teaching aids such as charts with pictures are excellent stimulators of interaction in the classroom; the teacher highlights the area of the chart that sparks discussion in the class.

Students should be conversational and courteous in traditional greetings and other expressions, ask questions and answer them to maintain dialogue with other classmates and the teacher, and strive for building vocabulary, acquiring fluency and achieve accuracy, making an attempt for better pronunciation, appropriate intonation, and stress in the expression of ideas and

feelings. Students have in their hands the desire to learn a different language and they need to study always at home what is learned and rehearsed in the classroom.

ANNEXES

ANNEX A: Teachers' Interview



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

UNIVERSIDAD TECNICA DEL NORTE INSTITUTO DE POSTGRADO MAESTRIA
EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION
INGLES

English teacher's interview at "Cahuasqui" High School

The following interview has the purpose to gather pretty important information about Community Language Learning approach, to determine the most suitable strategies to tackle speaking skill learning hindrances. The information you provide is very valuable to carry out this activity, therefore please be as much sincere as possible. The interview is completely anonymous and consists of a total of 7 questions, confidentiality will be provided and guaranteed for all the participants. This interview has ethical purposes because everything will just be used within the investigation. This survey is directed to the 2 English Teachers belonging to "Cahuasqui" high school.

1. Approximately how much time do you assign for Speaking exercises in the EFL Classroom?

Response.....

2. According to your experience, is the beginning, middle, or end of class the most appropriate time to do speaking practice?

Response.....

3. What aspects of Community Language Learning approach (CLL) do you know?

Response.....

4. What are some of the activities that you do in the EFL classroom to practice the Speaking Skill?

Response.....

5. What are some of the resources you use to let your students practice Speaking?
Response.....

6. Do you think teachers use the same kind of activities in urban and rural areas for practicing speaking skills?

Response.....

7. Would you like to obtain a handy didactic guide for students' Speaking improvement by applying the Community Language Learning approach (CLL)? Yes/ No. Why?

Response.....

ANNEX B: Cuestionario Dirigido a Los Estudiantes



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS**

Tema de la Tesis: “The Community Language Learning approach to improve speaking skills on senior year students at Cahuasqui high school”

**UNIVERSIDAD TECNICA DEL NORTE INSTITUTO DE POSTGRADO MAESTRIA
EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION
INGLES**

*Encuesta dirigida a estudiantes de 3ro de Bachillerato de la Unidad Educativa
“Cahuasqui”*

El siguiente cuestionario tiene el propósito de recopilar información bastante importante sobre el enfoque de Aprendizaje Comunitario de Idiomas, para determinar las estrategias más adecuadas para abordar los obstáculos en el aprendizaje de habilidades para hablar. La información que proporciona es muy valiosa para realizar esta actividad, por lo tanto, sea lo más sincero posible. El cuestionario es completamente anónimo y consta de un total de 7 preguntas, se brindará y garantizará la confidencialidad para todos los participantes. Esta entrevista tiene fines éticos porque todo será utilizado dentro de la investigación.

Instrucciones: Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor seriedad. Es de vital importancia que la información sea verídica, la cual servirá para conocer sobre la influencia de las estrategias utilizadas en las clases de inglés, principalmente en el desarrollo de la habilidad de HABLAR. La encuesta es totalmente anónima y consta de un total de 7 preguntas las cuáles hay que responder sin excepción. Marque su respuesta con una X.

Curso:

Fecha:

Género: Masculino

Femenino

1. Seleccione con una X, ¿Qué tiempo promedio usted practica la destreza de Speaking (hablar) en una clase de inglés?

Frecuencia	
1 minutes	
45 Segundos	
30 Segundos	
10 Segundos	

2. Seleccione con una X, ¿En qué momento de la clase de Inglés usted práctica la destreza de Speaking (hablar)?

Al inicio de la clase	
Durante la clase	
Próximo a finalizar la clase	
Es variable	
No practico la destreza de hablar.	

3. Marque con una X, la frecuencia con la que usted practica actividades de Speaking (hablar) en su clase de Inglés.

Frecuencia	
Siempre	
Casi Siempre	
Casi Nunca	
Nunca	

4. Seleccione con una X ¿Sabe usted de que se trata “Aprendizaje comunitario de idiomas” (CLL)

Si	
No	

5. Seleccione con una X ¿Qué porcentaje habla su profesor en Inglés durante la clase?

Frecuencia	
Siempre	
Casi Siempre	
Casi Nunca	
Nunca	

6. Seleccione con una X las actividades de (Speaking) que se realizan en su clase de inglés para aprender a hablar el idioma

Grabarte y reproducir el audio o video.	
Filmarte en vivo y directo	
Narrar historietas, anécdotas, eventos y tradiciones.	
Crear cuentos, historias y leyendas, y publicarlas	
Juego de roles de manera virtual	
Ninguna de los anteriores	

7. Le gustaría contar con un manual didáctico para el progreso de la producción oral (Speaking) en el aula a través de las estrategias interactivas de Community Language Learning (CLL)?

Si	
No	

Gracias por su colaboración

ANNEX C: Pedido para Realizar la Investigación de Tesis



UNIDAD EDUCATIVA "CAHUASQUI"

2021-2022

unidadeducativacahuasqui@gmail.com

DEPARTAMENTO:

PARA: Rectorado

DE: Lcdo. Santiago Carrillo

ASUNTO: OFICIO

FECHA: 23/09/2021

Por medio del presente, pido muy comedidamente se me permita realizar la investigación de mi tesis que se me solicita como requisito para graduarme de la maestría en Pedagogía de Lenguas Nacionales y Extranjeras mención Inglés. El tema a desarrollarse es **"THE COMMUNITY LANGUAGE LEARNING APPROACH TO IMPROVE SPEAKING SKILLS ON SENIOR YEAR STUDENTS AT CAHUASQUI HIGH SCHOOL."**

Sin otro particular al cual hacer referencia, me despido muy cordialmente esperando una respuesta favorable.

Lcdo. Santiago Carrillo
DOCENTE DE INGLÉS

ANNEX D: “Cahuasqui” High School Authorization



UNIDAD EDUCATIVA CAHUASQUÍ



Rectorado

Oficio Nro. O.R.003-UEC

Cahuasquí, 23 de septiembre del 2021

Lic.

Santiago Carrillo

DOCENTE UE “CAHUASQUI”

Presente. -

Reciba un atento y cordial saludo de todos quienes conformamos la Unidad Educativa “Cahuasqui”, en respuesta a la solicitud de realizar la investigación de la tesis que se solicita como requisito para la graduación de la maestría en Pedagogía de Lenguas Nacionales y Extranjeras mención Inglés. El Tema a desarrollarse es “THE COMMUNITY LANGUAGE LEARNING APPROACH TO IMPROVE SPEAKING SKILLS ON SENIOR YEAR STUDENTS AT CAHUASQUI HIGH SCHOOL.”

Se acepta la petición.



Ing. Milton Reyes
RECTOR (E)
CI. 1002179750
Telf. 0988672561



2020

Teléfono. (06)2688010 / (06)2688056. Email: unidadeducativacahuasqui@gmail.com
Cahuasquí – Urcuquí - Imbabura

ANNEXE E: Photos Unidad Educativa “Cahuasqui”



REFERENCES

- Ahmadi, A., & Derakhshan, A. (2016). EFL teachers' perceptions towards textbook evaluation. *Theory and Practice in Language Studies*, 6(2), 260-267.
- Bahanshal, D. A. (2013). The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools. *English Language Teaching*, 6(11), 49-59
- Bailey, K. M. (2005). *Practical English Language Teaching: Speaking*. New York: McGraw-Hill.
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum.
- Bouzar, S. (2019). *Issues in Teaching Speaking to EFL Learners*. *Education and Linguistics Research*, 5.
- Brown, D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Canada: Pearson Logman. doi:10.2307/3587655
- Brown D., Yule George. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Bygate, M. (1987). *Speaking: A scheme for teacher education*. Oxford University Press.
- Cambridge International Dictionary*. (2021, Febrero 21). Retrieved from <https://dictionary.cambridge.org/dictionary/english/task>
- Carter, R., & Nunan, D. (2004). *Teaching English to speakers of other languages*. Cambridge: Cambridge.
- Chaney, A. L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn and Bacon.
- Cooper, J. L., & Robinson, P. (2000). *Getting started: informal small-group strategies in large classes*. *New directions for teaching and learning*, 2000(81), 17-24.

- Davidson, N., & Worsham, T. (1992). *Enhancing Thinking Through Cooperative Learning*. New York: Teachers College Press.
- Destiny Rahmawati, M. P. The effectiveness of using dialogue and prose passage techniques improves the speaking ability of the students at muhammadiyah university Tangerang.
- Dieker, L. A. (2001). *What Are the Characteristics of "Effective" Middle and High School Journal Articles; Reports - Research*.
- Flori, N., & Grap, J (2008). *Speaking Skills* California: TLG.
- Fly W., (2002) *Young Learners Strategies Activities and Resources. Quality resources for Intermediate Level*. Kansas: Bosnia.
- Foster, C. F. (2001). A new approach to monitoring exercise training. *Journal of strength and conditioning research*, 109–115.
- Graham, L. (2007). *Speaking Skills teaching-learning Process*. Denver, Research.
- Hawkins, M. R. (2010). *Socio-cultural approaches to language teaching and learning*. English as an additional language: Approaches to teaching language minority students, 97- 107.
- Harmer, J. (2007). *English Language Teaching*. Pearson: Longman.
- Hernández, F., & Baptista, L. (2010). *Selección de la muestra. En Metodología de la Investigación*. México: McGraw-Hill.
- Khamkhien. (2010). *Teaching English Speaking and English-Speaking Tests*. CCSE English Language Teaching.
- Kabirzadeh, N. (2015). *The Use of Speaking Strategies by Iranian EFL University Students*. *International Journal of Foreign Language Teaching and Research*, 25.
- Larson, F. D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press
- Legault, L. (2016). *Intrinsic and Extrinsic Motivation*. Encyclopedia of Personality and Individual Differences. doi:10.1007/978-3-319-28099-8_1139-1

- McGrath, I. (2013). *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory*. A&C Black.
- Moulton, J. (2001). *Improving education in rural areas: Guidance for rural development specialists*. Washington, DC, The World Bank.
- Oxford English Dictionary*. (2021, Febrero 21). Retrieved from https://www.oxfordlearnersdictionaries.com/us/definition/english/task_1?q=task
- Peiser, G., & Jones, M. (2014). *The influence of teachers' interests, personalities, and life experiences in intercultural languages teaching*. *Teachers and Teaching*, 20(3), 375-390.
- Puteri, M., Mohd, W., Ismail, A., Rahman, F., & Mohd, M. (2019). *Barriers to Speaking in English Among Maritime Students* [Ebook]. *International Journal of Innovative Technology and Exploring Engineering*. Retrieved 18 September 2021, from https://www.researchgate.net/publication/336768992_Barriers_to_Speaking_in_English_Among_Maritime_Students.
- Rao, P. S. (2019). *The Importance of Speaking Skills In English Classrooms*. ResearchGate.
- Richards, Jack C. & Theodore Rodgers. (2001). *Approaches and Methods Second Edition*. New York: *Cambridge University*.
- Saeed, K. (2011). *Vocabulary in the Approaches to Language Teaching: From the Twentieth Century to the Twenty-first*. *Journal of Language Teaching and Research*.
- Shannon Kennedy. (2020). *CEFR Levels: What They Are, Why They Matter, and How to Test Yourself*. *Fluent in 3 Months - Language Hacking and Travel Tips*. <https://www.fluentin3months.com/cefr-levels/>
Purwokerto Atika.
- Sandoval, E. (2019). *How do we measure language fluency?* *BBC Future*.
- Spice R, (2006). *Speaking Context Theory. Increasing vocabulary. Accurate Level. Community Language Learning*. Cambridge: Cambridge.

Stoller, F. (2004). *Content-based instruction: Perspectives on curriculum planning*. Cambridge University Press, New York.

Thanasoulas, D. (2002). Motivation and Motivating in the Foreign Language Classroom. *The Internet TESL Journal*.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Steinhouse.

Vocaroo. (2015). Retrieved from <https://vocaroo.com/>

Zhang, S. (1995). *The role of input, interaction, and output in the development of oral fluency*. *English language Teaching*, 2(4), 91-100.