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MENCIÓN INGLÉS**

TITLE

Communicative Language Teaching to develop oral production on intermediate level
students at Sucre Language Institute in Quito

A Master Thesis Submitted in partial fulfillment of the requirements for the Maestría en
Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

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THESIS DIRECTOR CERTIFICATION

As thesis tutor of the study “**COMMUNICATIVE LANGUAGE TEACHING TO DEVELOP ORAL PRODUCTION ON INTERMEDIATE-LEVEL STUDENTS AT SUCRE LANGUAGE INSTITUTE IN QUITO**” submitted by Carmen Elisa Nato Sierra as partial fulfillment of the requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés. I certify that this thesis work meets sufficient requirements and merits to be submitted to private presentation and evaluation by the thesis committee.

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The General Objective of this Thesis was:

To determine the efficiency of using the Communicative Language Teaching activities in the development of oral production on intermediate-level students at Sucre Language Institute of Quito in the academic year 2021- 2022.

Among the Specific Objectives were

- To identify literature review and theoretical references that state the Communicative Language Teaching Activities as a method to improve oral production.
- To diagnose the current reality about oral production performance of intermediate-level students at Sucre Language Institute in Quito.
- To provide teachers a virtual guide with Communicative Language Teaching activities encouraging students of intermediate level of Sucre language institute in Quito.

DEDICATORY

First, I dedicate this research work to God for strength and health; thank you, Lord. To my children Paulette Edu and Abigail, who had supported me during this project and encouraged me to continue when I thought I was giving up. To my parents, who continually provide spiritual and financial support.

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CONTEXT INDEX

TITLE.....	i
THESIS DIRECTOR CERTIFICATION	ii
AUTHORIZATION OF USE AND PUBLICATION IN FAVOR OF THE UNIVERSITY ..	iii
BIBLIOGRAPHIC RECORD.....	v
DEDICATORY	vi
ACKNOWLEDGMENT	vii
CONTEXT INDEX.....	viii
LIST OF FIGURES.....	xiv
LIST OF TABLES	xv
LIST OF ANNEXES.....	xvii
ABSTRACT.....	xviii
RESUMEN.....	xix
CHAPTER I.....	1
1.1 Introduction	1
1.2 Problem Description.....	3
1.3 Research Question	4
1.4 Objectives	4
1.4.1 General Objective	4
1.4.2 Specific Objectives.....	5
1.5 Justification.....	5
CHAPTER II.....	7
REFERENTIAL FRAMEWORK.....	7

2.1	Theoretical Framework.....	7
2.1.1	Research Background.....	7
2.2	Scientific Foundation.....	9
2.2.1	Philosophical Foundation	9
2.2.2	Legal Foundation.....	9
2.2.3	Pedagogical Foundation	10
2.2.4	Constructivism.....	11
2.3	Theoretical Foundation.....	11
2.3.1	The Communicative Approach.....	11
2.3.2	Communicative Competence.....	12
2.4	Communicative Language Teaching Approach	13
2.4.1	Introduction	13
2.5	Communicative Language Teaching Characteristics	14
2.5.1	Theory of Language.....	15
2.5.2	Theory of learning	16
2.5.3	Components of CLT	17
2.5.4	Principles of the Communicative Languages Teaching	17
2.5.5	Techniques in CLT.....	19
2.5.6	Learning Activities	21
2.5.7	Advantages of the Communicative Language Teaching Approach	22

2.5.8	Disadvantages of the Communicative Language Teaching Approach.....	23
2.5.9	Teachers ‘and Students ‘Roles in the Application of CLT.....	24
2.6	Current Trends in Communicative Language Teaching.....	24
2.6.1	Content-Based Instruction and Task Based Instruction	26
2.6.2	Text-Based Instruction and Competency- Based Instruction	27
2.6.3	Text Based Instruction/ Competency- Based Instruction	27
2.6.4	Competency- Based Instruction.....	27
2.6.5	Task Based Learning (the Strongest Version of CLT)	28
2.6.6	Useful Approaches of Teaching CLT Virtually	29
2.6.7	Computer Mediated Learning.....	29
2.6.8	Synchronous Online Learning.....	30
2.7	Speaking Skill.....	31
2.7.1	The Importance of Speaking English	31
2.7.2	Reasons for Teaching Speaking	32
2.7.3	Characteristics of Speaking Skills	32
2.7.4	EFL Students’ Speaking Problems	33
2.7.5	Speaking Principles	33
2.8	Types of Speaking	34
2.9	Micro and Macro skills of Speaking.....	34
2.9.1	Microskills.....	34

2.9.2	Macroskills	35
2.10	Speaking Sub-Skills	36
2.10.1	Pronunciation.....	36
2.10.2	Grammar.....	37
2.10.3	Vocabulary.....	37
2.10.4	Fluency	37
2.11	Principals for Speaking Skill Design	38
2.12	The Advantages of Speaking Skills	38
2.13	Activities for Development Speaking.....	39
	Mingle activities	40
	Picture stories:.....	40
	Surveys and questionaries.....	40
	Drama and role- play	40
	Discussion activities	40
	Problem solving:.....	41
CHAPTER III.....		41
METHODOLOGICAL FRAMEWORK		41
3.1	Description of the Study Area/ Study Group.....	41
3.1	Research Approach.....	41
3.2	Research Method	42

3.3	Population and Sample	43
3.4	Investigation Procedures.....	44
3.5	Techniques and Instruments to Collect Data.....	46
3.6	Bioethical Considerations.....	47
CHAPTER IV		48
DISCUSSION AND RESULTS		48
4.1	Student’s Survey Results	48
4.2	Teacher Interview Results	58
4.3	Evaluation of Pretest Results.....	61
4.3.1	Pretest	61
4.3.2	Posttest.....	65
4.4	Pre- and Post-Test Comparison on Learning Impact.....	69
CHAPTER V.....		75
ACADEMIC PROPOSAL		75
5.1	Title.....	75
5.2	Rationale.....	75
5.3	Theoretical Foundation.....	77
5.3.1	Communicative Language Teaching Activities	78
5.4	Objectives:	80
5.4.1	General Objective	80
5.4.2	Specific Objective.....	80

5.5	Beneficiaries	80
5.5.1	Direct Beneficiaries	80
5.5.2	Indirect Beneficiaries.....	81
5.6	Impacts.....	81
5.7	Development.....	81
5.7.1	Sessions and activities	81
5.8	Assessment	110
CHAPTER VI		111
CONCLUSIONS AND RECOMMENDATIONS		111
6.1	Conclusions	111
6.2	Recommendations	112
BIBLIOGRAPHY		114
ANEXXES		117

LIST OF FIGURES

Figure 1 Do you think it is important to learn to speak English nowadays?	48
Figure 2 How often do you participate in oral production activities in class?	49
Figure 3 According to your point of view, in which situations do you most use oral production skills in class?	51
Figure 4 In your opinion, what do you consider to be your level of English?	52
Figure 5 Does your teacher create interesting activities to develop speaking skills?	53
Figure 6 What activities would you like to incorporate to stimulate English language oral production? Select the two activities that you would most like to	55
Figure 7 Would you like to participate in activities that will help you improve your oral production in English?	56
Figure 9 Grammar and Vocabulary	61
Figure 10 Discourse Management	63
Figure 11 Pronunciation	64
Figure 12 Interactive Communication	65
Figure 13 Post test Grammar and Vocabulary	66
Figure 14 Posttest Discourse Management	67
Figure 15 Posttest Pronunciation	68
Figure 16 Interactive Communication	69
Figure 17 Pre- and post-test comparison Grammar and Vocabulary	69
Figure 17 Pre- and post-test comparison Discourse Management	70
Figure 18 Pre- and post-test comparison Pronunciation	71
Figure 19 Pre- and post-test comparison Interactive Communication	72

LIST OF TABLES

Table 1 Do you think it is important to learn to speak English nowadays?.....	48
Table 2. How often do you participate in oral production activities in class?.....	49
Table 3 According to your point of view, in which situations do you most use oral production skills in class?	50
Table 4 In your opinion, what do you consider to be your level of English?	52
Table 5 Does your teacher create interesting activities to develop speaking skills?	53
Table 6 What activities would you like to incorporate to stimulate English language oral production? Select the two activities that you would most like to	55
Table 7 Would you like to participate in activities that will help you improve your oral production in English?	56
Table 9 Grammar and Vocabulary.....	61
Table 10 Discourse Management.....	62
Table 11 Pronunciation	63
Table 12 Interactive Communication.....	64
Table 26 Post test Grammar and Vocabulary	65
Table 13 Posttest Discourse Management	66
Table 14 Posttest Pronunciation.....	67
Table 15 Interactive Communication.....	68

Table 16 Activities.....	81
Table 17 Activity 1	85
Table 18 Activity 2	87
Table 19 Activity 3	89
Table 20 Activity 4	91
Table 21 Activity 5	93
Table 22 Activity 6	95
Table 23 Activity 7	97
Table 24 Activity 8	99
Table 25 Activity 9	101
Table 26 Activity 10	103
Table 27 Activity 11	105
Table 28 Activity 12	107

LIST OF ANNEXES

Annexes 1 Application issued to the institute	117
Annexes 2 Authorization issued by the institute	118
Annexes 3 Student Survey	119
Annexes 4 Teacher’s Interview	121
Annexes 5 Pre y post Speaking Test	123
Annexes 6 Instrument validation by experts	126
Annexes 7 Evidence of application of the proposal	129

ABSTRACT

Developing the appropriate English-speaking skills has become essential to face this globalized world, being English language fundamental in any field. Therefore, this research study focused on determining the efficiency of using communicative Language Teaching activities in developing oral production in intermediate-level students at Sucre Institute. The sample chosen by the researcher was two groups of level B1 of 15 participants each, using a non-probabilistic methodology. One group was the control, and the another was the experimental group. Qualitative and quantitative methodology was used for the research, based on quasi-experimental and descriptive applied research. Qualitative data was obtained using an interview with the teacher, while for quantitative data, the instruments used were a survey, a pre-test, and a post-test. Both tests assess the student's speaking before and after the use of the CLT activities. The result of the study demonstrates a significant improvement in the development of oral production using this methodology.

Keywords: Communicative Language Teaching, oral expression, English language, new information and communication technologies, didactic guide.

RESUMEN

Desarrollar las destrezas adecuadas del habla inglesa se ha vuelto fundamental para enfrentar este mundo globalizado, siendo el idioma inglés fundamental en cualquier ámbito. Por ello, el presente estudio de investigación se centró en determinar la eficiencia del uso de actividades comunicativas de Enseñanza de Lenguas en el desarrollo de la producción oral en estudiantes de nivel medio del Instituto Sucre. La muestra escogida por la investigadora fueron dos grupos de nivel B1 de 15 participantes cada uno, utilizando una metodología no probabilística. Un grupo fue el control y el otro fue el grupo experimental. Para la investigación se utilizó una metodología cualitativa y cuantitativa, basada en una investigación aplicada cuasiexperimental y descriptiva. Los datos cualitativos se obtuvieron a través de una entrevista con el docente, mientras que para los datos cuantitativos los instrumentos utilizados fueron una encuesta, un pretest y un post-test. Ambas pruebas evalúan el habla del estudiante antes y después del uso de las actividades CLT. El resultado del estudio demuestra una mejora significativa en el desarrollo de la producción oral utilizando esta metodología.

Palabras claves: Metodología del lenguaje comunicativo, expresión oral, lengua inglesa, nuevas tecnologías de la información y la comunicación, guía didáctica.

CHAPTER I

1.1 Introduction

Globally, communicating in English has become a priority since it covers principals' fields because it is the language of technology, science, and business. The need to learn this language worldwide has grown considerably. The English language subject has historically meant a challenge for teachers because Spanish-speaking students do not find the language attractive. Therefore, as teachers, it is crucial to look for and apply strategies to help students to be able to interact with others properly.

Nowadays, different types of methods and approaches help accomplish communicative goals. For instance, Communicative Language Teaching is one of them. It is a good alternative for students to use authentic and spontaneous language, allowing them to express themselves. Ibrahim & Ibrahim (2017) mention, "The Communicative Language Teaching method has emerged to substitute inefficient and traditional approaches that were used until some decades ago" (p.2). Currently, this method is recommended to help students master speaking skills.

Communicative Language Teaching aims to foster a conversational environment where students express themselves naturally and authentically while meeting their communication needs. Therefore, this research work's main objective focuses on determining the Communicative Language Teaching method to develop oral production in intermediate-

level students at Sucre Institute in Quito. Focusing on activities based on the communicative approach to develop oral production.

In this regard, according to Vélez & Paredes (2021) “The most effective communicative strategies are cognitive practicing (debates, class presentation, problem-solving, and modeling), metacognitive (problem-based, class presentation, questions), and socio-affective cooperation (pair/group work, dialogue information gap, role play, jigsaw, songs real” (p.33).

This project is divided into six chapters structured in the following way:

Chapter I: The problem covers the introduction, problem description, research question, general objective, specific objectives, justification.

Chapter II: Presents the theoretical framework, which contains the background, the philosophical foundations, the legal basics, and concepts.

Chapter III: Methodological framework covers techniques and instruments to collect data.

Chapter IV: Discussion and results reports the findings and show the results.

Chapter V: the author displays the Academic proposal.

Chapter VI: conclusions, recommendations, bibliography and annexes are included.

1.2 Problem Description

English is considered the most widely spoken language because it involves different contexts worldwide, such as academic, business, and other purposes. For that reason, people want to learn it as a second or foreign language. Nowadays, the English Language is taught in elementary schools, high schools, and universities. Unfortunately, speaking skills are considered difficult to reach. Learners do not feel confident when producing the language, so they cannot communicate comprehensibly, spontaneously, and quickly. As Hossain (2015) confirms in his thesis, “Speaking is the productive skill in the oral mode that is more complicated than it seems at first and involves more than just pronouncing words” (p.10).

According to Cronquist & Fiszbein (2017) in their research, some studies carried out in Latin America conclude that speaking a foreign language is the second hardest skill after technology management. In the same research, they demonstrated that people who do not speak English fluently earn less than people who can communicate entirely in English. For instance, in Quebec, the salary of a bilingual person who can speak English at work is 20.9 % higher than those who only speak one language. This case has demonstrated that the domain of this language improves people’s quality of life, getting better income, and taking considerable advantage of those who do not.

The principal problem with speaking skills in public and private educational institutions is that students are afraid of making mistakes and do not feel confident expressing their ideas; this has affected their English level. An evaluation carried out in 2014 by the global company "Education first" showed that Ecuador has the lowest English level among Latin Americans. Although students have studied this language through primary and secondary levels, they cannot communicate or maintain a fluent conversation. It does not

allow the acquisition of the required standard level according to CEFR (Common European Framework of Reference).

To illustrate the situation, in the city of Quito at Sucre Language Center, a public institution where approximately 850 students take different English levels. Evidently, students of the B1 level master grammar structures, understand passages, and write correctly; however, they struggle when producing the language. For instance, the lack of oral participation, the lack of vocabulary, and the lack of significant speaking activities have caused learners cannot develop fluency. They have become receptive and not productive in this language. Therefore, finding and applying methods that encourage students to produce the language is crucial. Communicative Language Teaching is an excellent alternative to encourage students to produce the language.

1.3 Research Question

What are the strategies and activities based on Communicative Language teaching that contribute to the development of speaking in EFL B1 students 'level at Sucre Language Institute of Quito city?

1.4 Objectives

1.4.1 General Objective

To determine the efficiency of using the Communicative Language Teaching activities in the development of oral production on intermediate-level students at Sucre Language Institute of Quito in the academic year 2021- 2022.

1.4.2 Specific Objectives

-
- To identify literature review and theoretical references that state the Communicative Language Teaching Activities as a method to improve oral production.
- To diagnose the current reality about oral production performance of intermediate level students at Sucre Language Institute in Quito.
- To provide teachers a virtual guide with Communicative Language Teaching activities encouraging students of intermediate level of Sucre language institute in Quito.

1.5 Justification

Because of globalization, English has become essential worldwide, and Ecuador is no exception. Nowadays, speaking English has provided better job opportunities improving people's quality of life. For this reason, English has been included in the Ecuadorian curriculum as the communicative language approach is one of the central cores of the curriculum. As Ministerio de Educación (2016) stated, "the communicative language approach: language is best learned as means to interact and communicate, rather than as a body of knowledge to be memorized" (p.3). Because of the pandemic, teachers use various tools to continue English teaching and learning. As the "Currículo Priorizado para la Emergencia Lengua extranjera inglés" MINEDUC (2020) stated.

Unquestionably, speaking is considered the most complex skill to achieve. Bueno & McLaren (2006) point out, "Speaking is one of the most difficult skills language learners have to face." For this reason, the present research is based on the Communicative Language

Teaching method. Applying strategies and activities that help learners achieve the correct development of oral production, expressing their ideas and opinions. This method promotes the development of significant activities for students to acquire Fluency in the moment of speaking. As Morales & Vélez (2018) stated in their dissertation, "Fluency and accuracy are seen as complementary principles underlying communicative techniques being Fluency more important than the accuracy component that keeps learners engaged in meaningful use of the language.

This research project is significant for teachers and authorities of educational institutions since teachers eliminate traditional and boring mechanical activities that do not contribute to language production. They need to involve students in real-life situations, creating a better teaching-learning environment with topics that students are interested in talking about so that they feel comfortable and confident when they produce the language. Hence, Teachers can include in their classes the findings and suggestions about the different activities of the Communicative Language teaching method by adapting any grammatical structures in this process.

Acquiring good and proper communicative competence enables students to use the language in a different context, helping them communicate spontaneously, fluently, and confidently in this competitive world. Students are the direct beneficiaries because they strengthen their communicative competencies by being able to communicate real-life situations using the language. This research work is feasible since the literature review available contains vast sources with similar works. Moreover, the information has been investigated from academic papers, articles, books, and other research works. Getting

different points of view supports the importance of applying the Communicative Language teaching method in English classes.

CHAPTER II

REFERENTIAL FRAMEWORK

2.1 Theoretical Framework

In order to be objective about gathering information in this process, it is essential to consider the previous contributions of several authors on the problem being developed.

2.1.1 Research Background

Recent research done by Solís (2021) describes the aim of her research, which was to determine the effectiveness of the use of CLT techniques to improve the English-speaking skills of students in tenth grade at San Pio X High School. An interview was applied with teachers to obtain the qualitative data. In contrast, a survey, a pre-test, and a post-test were also applied to get the quantitative data. The population sample of this research was 107 teenagers. Finally, the results of this study demonstrate a strong influence of Communicative Language teaching techniques to develop oral production.

In another contribution, Silva (2018) mentioned that the principal aim was to analyze the impact of CLT strategies in developing speaking skills in high school students. The population sample of this research work was 12 English teachers and 234 students. The instrument to get data collection was the application of a survey. The results were thoughtfully analyzed and methodically tabulated. Finally, They indicated that

Communicative Language Teaching techniques positively impact the development of English as a Foreign Language (EFL) speaking skills.

In the same manner, Vozmediano (2022) mentions that the main objective of her research was to determine the CLT to foster English speaking skills in junior students at Victor Manuel Guzmán High school. This research was conducted to get qualitative and quantitative data through interviews and a survey with teachers and students. The results found in the research were that both teachers and students were interested in learning the CLT strategies to improve and foster speaking English skills and the positive impact on the acquisition of English oral production. To conclude, she mentions that the use of these CLT strategies helps to improve speaking English skills.

Similarly, Morales & Vélez (2018) in their research focus on determining how CLT activities help the development of English Speaking. An observation sheet was applied to the teachers, a student survey, and a pre-test to evaluate English speaking. Next, he applied some activities related to CLT using (Presentation, Practice, and Production). Finally, a post-test was applied to the participants, and the results were positive, demonstrating the improvement in the student's performance. Therefore, Communicative Language Teaching activities provide substantial teaching and learning the English-speaking skill properly.

Flores (2015) states that Communicative Languages Teaching strategies such as dialogues, dramatizations, and games can be continuously practiced to improve oral production significantly. The same research studies the implications of a Communicative Language Teaching method in EFL instruction. Moreover, this research explores the results of 60 EFL students through a survey which showed that the majority of participants' teachers are neither promoting these active activities nor employing innovative techniques to help

their students improve oral production. Another interesting fact that the result reveals is that teachers never give feedback on the students speaking performance.

2.2 Scientific Foundation

2.2.1 Philosophical Foundation

The well-known paradigms proposed by Jean Piaget and Lev Vygotsky, the constructivist and the Interactionist, are closely related to this research that focuses on speaking in the classroom. The first encourages students to construct their knowledge, ideas, and learning situations; hence they can freely use the language acquired depending on their needs and interests. on the other hand, constructivism encourages learners to share their knowledge through cooperation rather than competition. Similarly, the integrationist is related to the CLT method because it stimulates interactions among students in the class. As Vygotsky (1978) states, students, need to practice socializing situations that are relevant and authentic in the real world.

2.2.2 Legal Foundation

Macias & Villafuerte (2020) in their research analyzed the EFL curriculum in Ecuador, finding that from 2010 -2016 The Ecuadorian curriculum established the fulfillment of the English language level according to the CEFR of reference that must be fulfilled at the end of the primary, secondary, and superior education. Ecuador set the standards of EFL teaching in 2014. It should be worked mainly by the authorities of the schools and teachers of the subjects. Ministerio de Educación (2016) remarked that “The communicative approach is currently the most recognizable, accepted norm in the field of language teaching

and learning worldwide because it compromises a well-informed theoretical set of principles about the nature of language and language learning and teaching” (p.5).

2.2.3 Pedagogical Foundation

It is essential to mention that Krashen’s theory about second language acquisition sets up five Hypotheses: Acquisition-Learning, Monitor, Input, Natural order, and Affective Filter. Because humans only learn a second language through understandable material and when their affective filters are strong enough, all of the above hypotheses are connected with the idea that learners must get a comprehensible input and an adequate affective filter to acquire SLA.

According to Krashen (1985), Speaking is the result of building communicative competence, so people understand and produce any message by receiving comprehensible input, although they have not acquired knowledge of grammar structures. So that learners have better results when the environment is stress-free, low anxiety, and feel motivated to speak even though they make mistakes. Teachers of second language might constantly be aware of grammar patterns challenging for students to master.

Solis (2021) points out that teachers aim to give students comprehensible input, particularly when they do not have the chance to practice their language outside the classroom. Moreover, an encouraging environment where students can feel comfortable making mistakes, taking risks, and learning securely ensures effective language acquisition. (Abdumhammadovna 2022) Mentions, “It is clear that language learning, especially the speaking aspect, is greatly influenced by affective filters, in this case, low motivation, language anxiety, attitude towards learning and self-confidence” (p.58).

2.2.4 *Constructivism*

Saldarriaga et al. (2016) stated that constructivism and educational theory are associated with Jean Piaget and Lev Vygotsky. They remarked that Jean Piaget developed the constructivist theory in the 1960s and 1970; he is regarded as a father of constructivism in education and uses schemes, concepts and structures; According to him, four levels of thought produce knowledge: motor-sensory, preoperative, operational, and formal. These levels interact through the process of abstraction, assimilation, and accommodation.

Breshneh & Riasati (2014) points out that the two branches of constructivism are cognitive and social. The cognitive puts special attention on learners' construction of their reality, having an active role in the learning process. On the other hand, social constructivism focuses on the importance of social interaction and cooperative learning at the moment of constructing cognitive and emotional reality. Qiu (2019) states, "Constructivist learning theory advocates teachers-guided, student-centered learning which consists of the four elements: context, collaboration, conversation, and meaning construction" (p.1).

2.3 Theoretical Foundation

2.3.1 *The Communicative Approach*

Nowadays, the communicative approach is used around the world. Its objective is to involve learners in real communication. This approach is based on the Common European Framework, and many institutions highly choose this methodology because they want their students to achieve good communication skills. As Stakanova & Tolstikhina (2014) stated in their research, the communicative approach gives students greater flexibility for language acquisition. Hence, with the appropriate use of communicative activities, students feel

motivated and encouraged when expressing their ideas. That is why communication has become the principal goal for foreign language learners.

2.3.2 *Communicative Competence*

According to Jakobs & Perrin (2008), “communicative competence comprises not only the ability to produce messages in a way that others can infer their intents and that their interpersonal goals can be accomplished but also the ability to receive messages conveyed by others” (p.31). It represents an advantage because it helps to learn and teach foreign languages. The development of this communicative competence started with Noam Chomsky in the 1960s. He focused on using grammatical competence as a theoretical ground for teaching and learning a language. Later, Hymes and other contributions expanded this concept and agreed that it is the ability to use the language properly.

Communicative competence requires multiple aspects of language knowledge As Richard (2006) states in his book:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g., Knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication.
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

- Knowing how to maintain communication despite having limitation in one's language knowledge (e.g., through using different kinds of communication strategies).

Llerena (2021), in his research, describes the four competencies that integrate communicative competence: first, Grammatical competence implies morphological rules of language, syntactic, and phonological semantic and syntactic knowledge. Second, Sociolinguistic competence consists of managing the rules of language use according to the social context. Third, Discourse competence, as he mentions, is the ability to analyze the connections between sentences based on knowledge of discourse structure, culture, and context. Finally, strategic competence is implementing strategies to handle communicative problems or language rules.

2.4 Communicative Language Teaching Approach

2.4.1 Introduction

Richards (2006) points out that in the last 50 years, syllabus and design methodologies have suffered many changes. Hence, three phases are considered. First, traditional approaches that emerged in the last 60s gave priority to grammatical competence. The techniques employed include memorization of dialogues, substitution drills, and various guide speaking. Another emphasis was on accuracy, pronunciation, and mastering grammar. Later, in the 1970s and 1990s, some researchers criticized the idea that grammar was the focus of learning a language. Hence, in this period, a considerable transition was recognized as the primary goal of language teaching, "communicative competence."

This new method was received positively and soon spread around the world. Institutions and teachers were interested in the fact that language ability involved more than grammatical competence. The emphasis was on the idea that learners use language in real communication, even though they lack grammatical rules. The essential aspect is communicating or speaking a language; hence, learners can understand each other despite mistakes. Many researchers emphasize that the application and effectiveness of this method is the use of significant material to motivate students and people interested in learning a foreign language to communicate. As Ankitaben (2015) stated, students are considered the center of this approach and actively participate in the communication process.

2.5 Communicative Language Teaching Characteristics

Brown (2007) mentions six characteristics of CLT that are describe below:

- Classroom goals focus on grammar, discourse, functional, sociolinguistics, and strategic communicative competence.
- Language techniques are planned to involve learners in the pragmatic, authentic, functional use of language for meaningful purposes. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.
- Organizational language forms are not the central focus but rather aspects of language that allow the learners to accomplish those purposes.
- Fluency and accuracy are seen as complementary principles underlining communicative techniques.

- Students in a communicative class have to use the language. Productively and receptively, in an unprepared context outside the classroom.
- Students are given opportunities to focus on their learning process through an understanding of their styles of learning and developing appropriate strategies for autonomous learning.
- The role of the teacher is that of facilitator and guide, as the owner of knowledge.

2.5.1 *Theory of Language*

Language is vital for people's life in order to interact among individuals. It relates to the goals of communication and linguistic proficiency; communicative competence denotes knowledge of social and discourse norms, which includes an understanding of forms and meaningful engagement. Hence, science and sociology emerged in the sixties, a branch of sociolinguistics. However, a new perspective considers that language is more than a structural system of connected elements, but it is a vehicle that helps to maintain social interaction and easily express meaning. (Breshneh & Riasati, 2014)

Plúas & Zhou (2014) defined "communicative competence not only as an inherent grammatical competence but also as the ability to use it in a variety of communication situations" (p.36). Canele & Swain (1980) mention that Communicative competence consists of 4 dimensions: 1. Grammatical competence or linguistic competence, 2. Sociolinguistics competence or an understanding of social context, 3. Discourse competence or an interpretation of individual message elements, and 4 . Strategic competence or communicators 'coping strategies.

Communicative competence includes more aspects of language knowledge according to Richards & Rogers (2001):

- The use of a second language for a variety of functions.
- The variation of the use of the target language according to the time, place and people who participate in that communicative process.
- The production and understanding of various text types. (Narratives, reports, interviews, conversations)
- The capacity to maintain communication despite the students' language limits and challenges.
- The key areas of development in this competency are social interaction and practical communication.

2.5.2 Theory of learning

Learning theory promotes discussions and activities where language is used for significant tasks. Students are taught the language in a useful manner. According to this approach, language learners acquire new vocabulary by concentrating on conversing in the target language rather than memorizing a list of grammatical rules. As a result, CLT concentrates on getting students to use language for meaningful work and real conversation. (J. Richards & Rogers, 1986) claimed that There are two principal types of learning Cognitive theory and Skill theory.

Cognitive theory: Grammar rules, vocabulary, and social interactions are a few examples of cognitive qualities plans in the language system that control speech to produce proper behavior. Learning involves understanding, anticipating, and relating new information

to pre-existing mental structures. This focus on meaningful learning is derived from an attempt to make sense of the world (Breshneh & Riasati, 2014).

Skill theory: “ This theory emphasizes the importance of connective learning and practice. However, advocates of this theory reject mechanical practice altogether as irrelevant to genuine learning. It links mental and behavioral aspects of performance through an organized set of plans” (Breshneh & Riasati, 2014, p.5).

2.5.3 Components of CLT

There are some components of a paradigm shift in CLT approaches that Jacobs & Farrel (2003) have found.

1. Learners’ role shifts from teacher-centered learning to learner-centered.
2. The learning process focuses on the product, which shifts from product-oriented to process-oriented instruction.
3. The social nature of learning compared to the individual, decontextualized learner.
4. Diversity among learners is viewed as a resource to cater to individual differences.
5. Views of internal participants compared to outside the classroom because of innovation in the field.
6. The connection between the school and the outside world
7. The development of the learner’s purpose helps learners understand why they are learning specific knowledge.

2.5.4 Principles of the Communicative Languages Teaching

Communicative Language Teaching requires activities that involve students in real-life situations; however, it is necessary to consider learners' needs and backgrounds. So, it is

essential to have a guideline to implement this approach properly. Larsen & Anderson (2011) describe some important principles teachers need to follow so that learners can achieve communicative competence.

- This approach focuses on natural and authentic language, which makes learners able to understand and express the language,
- The communicative functions are more important rather than grammar structures.
- Coherence and cohesion are fundamental to communicating a clear and understandable message.
- Accuracy is essential, but it will come automatically. So, CLT first emphasizes the appropriate use of language.
- Engaging students in active tasks, games, and plays is significant to developing communication.
- Language should be learned through social interaction such as group works such as role-plays, dramas, games, or any other activity where students have the opportunity to share information.

Errors are tolerated; the goal is to make students able to speak. As a follow-up activity, teachers should take notes and make students realize their mistakes.

Teachers are responsible for creating situations that promote activities that increase learners' communication in a social context, so the teacher is a facilitator.

The activities might encourage learners to use the target language and give appropriate feedback to motivate learners to carry out the activities.

According to the progress, learners can choose the topic they want to discuss.

2.5.5 Techniques in CLT

Silva (2018) stated that applying proper techniques in the process of teaching and learning a language is essential for the outcomes. The possibility for learners to participate in real talks that build real-life interaction patterns is another advantage of pair and group work. Nunan offers some strategies teachers may find helpful in encouraging students to interact with their classmates. By using these techniques, the teacher hinders learners from memorization of dialogues or from just reproducing the limited vocabulary from the textbook or the teacher.

(Nunan David, 2015) in his book, Classroom participation is essential because it helps students build their Communicative Competence and the target language. Nunan provides techniques teachers may find helpful in getting students to interact with their classmates. The best methods for helping students' communication skills are pair and group work because they maximize student talk time (STT) while minimizing teacher talk time (TTT). Nunan describes the following techniques that educators may find helpful in getting students to interact with their classmates:

Role playing

Larsen & Anderson (2011) stated that role-playing is an essential technique of CLT. It helps students to interact y social situations.

Simulation

In a simulation, students respond to the issue within their roles rather than acting as someone else, pretending to be a different character as they would in role-playing.

Jigsaw Tasks

The four skills such as writing, listening, reading, and speaking are needed to complete jigsaw puzzles. Additionally, this approach is regarded as student-centered, which means that students have more chances to practice speaking while Teacher Talking Time is also minimized.

Debates

Silva (2018) describes that the use of debates in the classroom gives students a chance to express their opinions in what ought to be an enjoyable and secure learning environment, where they can engage with the target language to take a position on a potentially contentious subject (p.45).

Mingles

This exercise is crucial because it enables students to occasionally stretch their legs while actively honing their oral skills and boosting their energy levels for the duration of the lesson.

2.5.6 Learning Activities

Richards (2006) stated that some Communicative Language Teaching activities are divided into Functional, making learners use the target language they already know to get meaning as effectively as possible. At the same time, social interaction activities are also important because they create many social situations that promote confidence in the students learning process. Both kinds of activities help to achieve the Communicative Language Teaching goal, which is to develop fluency in language use. Similarly, accuracy is relevant because it reflects classroom language use. Silva (2018) describes that the use of debates in the classroom gives students a chance to express their opinions in what ought to be an enjoyable and secure learning environment, where they can engage with the target language to take a position on a potentially contentious subject (p.45).

Morales & Vélez (2018) classify these activities as follows: Functional communication activities where learners compare photos or pictures and notice the difference, work out a sequence of events and solve problems using shared clues. On the contrary, social interaction activities focus on conversation sections, dialogues, role-plays / simulations, and debates in these activities is required learners' attention to the context. Besides, In communicative Language teaching, the activities are often performed in pairs and groups; they increase students' motivation and interest in the task. According to Banciu & Angela (2012), these activities require negotiations and cooperation between the learners. Furthermore, they point out that all of these kinds of activities encourage learners to develop their confidence; hence, teachers must reduce the time of speaking, which means they have to talk less and listen more.

Richards (2006) claims that because communicative activities involve useful and enjoyable games, they must show a real purpose for learners to communicate. Besides, he states two kinds of activities fluency and accuracy. Some examples of fluency activities are debates, role plays, group work, and games. On the other hand, accuracy activities fill in the gap exercises, grammar drilling, and complete sentences. Abad & Robles (2016) highlight the most common activities used in communicative classes: gathered activities, opinion-sharing activities, information transfer activities, role plays, reasoning-gap activities, jigsaw activities, mechanic practice, and meaningful and communicative practice.

2.5.7 Advantages of the Communicative Language Teaching Approach

Larsen & Anderson (2011) remarks that the goal of this approach is communication. The application of the Communicative Language teaching approach has brought a lot of advantages in order to teaching and learning a Foreign Language. It focuses on learners and permits learners autonomy, so they are the center at the moment of applying this approach.

- Communications Language teaching ‘activities provide learners with significant assignments encouraging and engaging them to speak. The emphasis is on fluency in the target language, and students decide what they will talk about and how they are willing to express it. Therefore, they develop their language skill in a meaningful way. (Thamarana, 2016)
- It focuses on communicative competence and permits interaction between teachers and students. The role of teachers makes learners feel confident when speaking because nobody interrupts to correct errors during the learner’s production activity; however, learners receive feedback. (Vozmediano, 2022)

- Valdivieso (2022) establish another advantage students receive appropriate tools in order to communicate and express their ideas. These tools motivate them to express their ideas, and as a result, more interaction must be generated in a natural context.
- In the same way, she mentions that “in this method, the teacher is a facilitator and guide, which is why he is not considered the most important, but the student who must be given the necessary help to facilitate language learning” (p.24).

2.5.8 Disadvantages of the Communicative Language Teaching Approach

Despite of the fact that Communicative Language Teaching provides some advantages for both teachers and students at the moment of interact some obstacles can be considered as disadvantages as remark. (Sasstos, 2020)

- Firstly, lack of language proficiency. Some teachers may be unable to answer detailed questions about the target language, sociolinguistics, or culture as they arise from interaction in the classroom.
- Secondly, due to the variety of social and cultural perspectives and backgrounds, many of these students tend to believe that traditional teaching and learning as a Direct method and teacher-centered are the only effects of teaching and learning.
- Thirdly, learners’ behavior would be highly influenced by the practice of the CLT in a classroom environment.
- Fourthly, Classroom size and student enrolment numbers for each classroom significantly influence the outcomes and performances of the CLT approach.

2.5.9 Teachers 'and Students 'Roles in the Application of CLT

According to Larsen & Anderson (2011), the role of the teacher is facilitator because it enables speaking ability in the classroom. Hence, the teacher's responsibility is to create and establish situations to promote real context communication. Similarly (Brown, 2000) describes four primary roles of a teacher as a facilitator to help students carry out their learning by setting objectives, selecting materials, and evaluating students' learning. That is why the teacher requires three sub roles a language model, a communication, and a controller. Additionally, teachers should be able to analyze students learning styles in order to prepare lesson plans properly. Besides, teachers have to give feedback about the activities to help the learners correct their mistakes.

On the other hand, learners are responsible for their learning and participation in the teacher's activities. Learners are the center of the application of this approach. Students must become less dependent on the teacher to complete the selected task. As Vozmediano (2022) points out, success in acquiring a language through Communicative Language Teaching depends more on the students and the relationship between teachers and students.

2.6 Current Trends in Communicative Language Teaching

Communicative Language Teaching today refers to a set of principles depending on the context, learners' age, level, and learning goals. Richards (2006) pointed out that this approach has been widely implemented since the 1990s, and the goal of the approach is communicative competence. Moreover, the communicative syllabus and methodology are the ways of achieving it.

Core Assumptions of current Communicative Language teaching.

1. Having a meaningful interaction makes it easier to learn a second language.
2. It is necessary to expand their knowledge resources using tasks and exercises to have an effective class, notice how language is used, and participate in a meaningful interpersonal exchange.
3. The content must be relevant, purposeful, interesting, and engaging for meaningful communication.
4. Communication is a process that calls for using several language skills or modalities.
5. Language learning is facilitated by activities that involve inductive or discovery learning.
6. Language learning, I a gradual process of creative use of language and trial and error.
7. Learners develop their routes at different rates.
8. Communication strategies and effective learning involve social language learning.
9. The teacher's role is the facilitator.
10. Learners learn through collaboration and sharing.

In the current approaches, classroom activities are characterized as follows:

- Grammatical patterns are not taught insolation. They are linked to the ability to communicate.
- Interaction and negotiation, and communication arise from the use of meaningful activities.
- Inductive and deductive learning of grammar.
- Context of students and materials

2.6.1 Content-Based Instruction and Task Based Instruction

Various researchers and authors have offered numerous definitions of this approach. The foundation of this approach is learning the target language through content. Richards & Rogers (2001) refers that Content-Based instruction is organized around the content or subject matter that students will acquire. Although "content" has many implications in language learning, it is most often used to refer to the material or subject matter students learn or express through language rather than the language itself. The topic or subject matter is the primary emphasis of a CBI lesson. Students are engaged in learning something during the lesson. This method is considered a more natural approach to learning a language and is closer to how people initially learn their tongue.

The principles of Content-Based Instruction are deeply founded in the Communicative Language Teaching approach, which requires active participation in sharing content. According to Richards & Rogers (2001) CBI is based on two relevant principles: 1. When people use a second language to get information rather than as an end, they are more likely to learn it. 2. CBI better reflects the needs of students studying a second language. One can claim with certainty that those faced with daily demands in a real-life situation and true purpose, such as obtaining food, studying, and obtaining employment, may find it simpler to learn and use the target language.

On the other hand, Task-based instruction is not a new approach. Instead, it centers one's methodological concentration on the task at hand. It sees the learning process as a series of communicative activities closely related to the educational objectives they support and go beyond merely engaging in language use for its own sake. Task-based instruction is a

viewpoint inside a CLT framework that compels teachers to carefully analyze the methods they employ in the classroom regarding various significant pedagogical goals.

2.6.2 Text-Based Instruction and Competency- Based Instruction

Richards (2006) points out that instead of using classroom activities as the foundation for course design, these methodologies emphasize the results or products of learning. They begin by defining the categories of linguistic functions that a student should be able to master after a specific period of teaching. Then, instructional techniques are chosen to support achieving these objectives.

2.6.3 Text Based Instruction/ Competency- Based Instruction

A text-based approach, commonly referred to as genre-based, views mastery of various text kinds as a necessary component of communicative competence. Text in this context refers to structured language sequences employed in particular circumstances and ways. For instance, an English speaker may use spoken English in a variety of ways throughout a day, such as the following: Casual conversational exchange with a friend, a conversational exchange with a stranger in an elevator, a telephone call to arrange an appointment at a hair salon, an account to friends of an unusual experience and discussion of a personal problem with a friend to seek advice..

2.6.4 Competency- Based Instruction

Since the 1970s, competency-based education has been used extensively in developing and delivering courses. It aims to educate students on the fundamental abilities required to equip them for scenarios they frequently meet in daily life. A competency-based

approach is distinguished by its emphasis on learning results as the major motivator of instruction and curriculum. Two points should be made regarding competency-based education. By outlining the objectives of a course of instruction, it first aims to increase accountability in education. Second, it focuses on learning outcomes rather than approaches or instructional procedures. In a way, one might conclude that this strategy does not care what methodology is used as long as it produces the desired learning outcomes.

2.6.5 Task Based Learning (the Strongest Version of CLT)

Velásquez (2021) points out that Task-Based Language learning is referred to as one of the communicative approaches. It emphasizes the active language students use to complete the tasks. As a result, the main focus of language instruction and Learning in the classroom is on communication and meaningful work. With this approach, students finish engaging and meaningful work. Learners may interact with their classmates in the target language they are studying to complete the objective.

Shehadeh & Coombe (2005) state that TBL is an approach in which the main focus is on instructions and classroom tasks. To complete the task, learners may speak to their classmates in the target language they are learning. For instance, activities are created for authentic dialogue in lessons that implement meaningful learning. For effective learning, a language must be developed collectively. Task-based learning is a method of group instruction. Building that language requires cooperation with others and group members becoming more fluent. Additionally, positive feedback from instructors and classmates increases self-assurance and excitement for learning and social interaction.

Zhao (2005) mentions that in some situations, methodologies similar in concept but differ in scope or contextualization may gradually replace communicative language instruction. Task-based language instruction could be seen as basically a complete version of CLT. According to Ortega- & Recino, (2019) states because TBLT is considered as achieving or accomplishing the theoretical claims of CLT at the levels of the syllabus, lesson design, and, most importantly, fundamental communicative language teaching approach in classroom practice; it goes further than CLT. As a result, the use of activities in language instruction is essential because they encourage student learning, activate it, and help develop language curricula emphasizing interaction and communication.

2.6.6 Useful Approaches of Teaching CLT Virtually

In the 21st century, teachers are now challenged to create and design materials and lessons that motivate students to use the language and shift toward learners' autonomy online. It is necessary to be familiar with online Communicative Language teaching approaches suitable for collaborative activities. On the other hand, learners might feel shy to speak. These approaches are computer-mediated and synchronous online learning that, with technological tools such as zoom and Discord, help mimic real-life communication. (Teh 2021)

Getting familiar with online Communicative Language teaching approaches suitable for collaborative activities is necessary.

2.6.7 Computer Mediated Learning

As Teh (2021) noted that CLT online creates a good environment where students can interact with one or more collaborative peers, so teachers play the role of facilitators. However, students would take the lead by working in groups to collaborate. He mentions that

“students could gain a sense of real responsibility to perform an authentic discourse in the academic community via online collaborative learning” (p. 68) The researcher mentions that in order to support this theory, more studies should be done.

2.6.8 Synchronous Online Learning

Ng (2020), in his research, considers that synchronous teaching and learning offer a resemblance to face-to-face teaching, which at the same time is considered multimodal due to the fact students can speak, look at video cameras and chat to negotiate to mean. The principal activity the researcher chose was role play with zoom as a teaching tool to mirror real-world communication as it is real-time, engaging, and interactive. Ng (2020) stated that using zoom to teach CLT, in this case, can be considered experiential learning based on belief. Zoom is an excellent alternative to applying the CLT and Discord, another popular online teaching tool that permits the teacher to create a conducive and comfortable environment for students. As the researcher concludes:

Online CLT approaches such as computer mediated learning is of an asynchronous nature and are suitable to collaborative activities or learners who might feel shy to speak in class. Besides that, synchronous online learning, with the engagement of technological tools such as Zoom and Discord, are ways to mimic real life communication (p.69).

He also mentions that future researchers should focus on providing new strategies to study new websites, platforms, software, or applications for learning and teaching for the future generation. Virtually blended learning is on the rise, and technology is a helpful tool that educators can use to provide more options and flexibility for students.

2.7 Speaking Skill

Madani (2019) explains that people need to communicate daily, and speaking is an essential skill that humans need to develop, whether in their native or foreign language. It is essential because this ability allows people to share ideas, interactions, and conclusions from conversations. Similarly, Brown (2006) defines speaking “as an interactive process of constructing meaning that involves producing, receiving and proceeding speech of sounds as the main instrument” (p.4). another definition stated by the same author (2004) refers that “speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test- takers listening skill, which necessarily compromises reliability and validity of an oral production test” (140).

Speaking is typically one of the most challenging language skills to master. It is an important and useful ability that needs a lot of practice because it might represent actual language proficiency. Solis (2021) points out that Speaking involves communicating in various contexts based on the location, time, and register present at that particular moment. Speaking requires more than just knowing grammar rules; it also involves using words in inventive ways to navigate social situations that do not always need people to think about syntax.

2.7.1 The Importance of Speaking English

Nowadays, speaking English has become essential in this globalized world. It is considered a tool for communication, which means it is vital to succeeding in all fields. Hence, Among the four skills, speaking is the most important. However, some teachers still

need to give the importance that it requires. The ability to speak skillfully provides several advantages. For instance, participating actively in pair or group activities in the classroom, developing critical thinking among the learners, and getting better job opportunities (Parupalli, 2019). It is vital to remember that English is the language of getting employment opportunities and success in achieving life's goals.

2.7.2 Reasons for Teaching Speaking

Harmer (2007) points out that there are three important reasons why students have to speak in the classroom:

- Speaking activities provide the chance to practice real-life context, which means they provide rehearsal opportunities to develop the language.
- In these speaking activities, students can use the language they know, and the teacher can provide feedback. So, students can see how well they are doing and the language problems they are experiencing.
- The only way that students can become fluent is without very much consciousness. To become autonomous language users, students must have the opportunity to activate the various elements of the language they store in their brains.

2.7.3 Characteristics of Speaking Skills

The communication process depends on both precision and fluency. Learning in the classroom can help students improve their communication skills. They should therefore be aware of how the linguistic system functions correctly. Fluency is the first aspect of the speaking process, and teaching speaking skills with an emphasis on fluency is the primary goal of education. Precision is the second aspect of speaking performance. It is necessary that

students who are learning a foreign language articulate correctly. As a result, when teaching, teachers need to emphasize correctness strongly. (Mazouzi, 2013).

2.7.4 EFL Students' Speaking Problems

Learners face many difficulties when speaking, and sometimes, teachers cannot identify them because the teacher talking time is more than the students. According to Namaziandost & Nasri (2019) the students' difficulties are the following:

- **Inhibition:** It is common when learners try to speak a foreign language. They feel inhibited because they worry about making mistakes, fearing criticism, or losing face
- **Lack of topical knowledge:** Engaging students with topics they are familiar with. However, if they are not interested in the topic, they will not be interested in speaking.
- **Low or Uneven Participation:** Unfortunately, in a speaking class, students have different levels of proficiency, which causes some of them to speak a lot and others to stay quiet.
- **Mother tongue use:** It is a frequent issue in the classrooms; learners need to practice more to overcome this difficulty. But teachers need to stop speaking the mother tongue because students sometimes think it is ok.

2.7.5 Speaking Principles

The following concepts for teaching speaking skill are presented by (Brown, 2014) in his book "Teaching by Principles":

1. Emphasizing accuracy and fluency while taking the learning objective into account;

2. Developing intrinsic motivating teaching methods for students;
3. Validating language use in appropriate settings;
4. Giving meaningful comments and feedback;
5. Making use of the innate connection between speaking and listening;
6. Giving students as many opportunities as possible to communicate during the learning process,
7. Encouraging learners to develop their speaking style and strategy (p.65).

2.8 Types of Speaking

According to Brown (2000), students put more effort into oral productions such as conversation or dialogues; teachers have to ensure that their students can deal with interpersonal and transactional dialogues. Villegas (2021) states that when learners speak face-to-face, whether at a party, at the grocery store, or while reading a magazine, they engage in interactive speaking, allowing them to clarify, repeat, ask, and respond to questions concurrently.

2.9 Micro and Macro skills of Speaking

Brown, (2004) points out that Micro skills include production of English stress patterns, reduced forms, productions of fluent speech. For instance, phonemes, morphemes, words, collocations, and phrasal units.

2.9.1 *Microskills*

1. Produce differences among English Phonemes and allophonic variants.
2. Produce chunks of language of different lengths.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonations contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units to accomplish pragmatics purposes.
6. Produce fluent speech at different rates of delivered.
7. Monitor one's own oral production and use various strategic devices- pauses fillers, self-corrections, backtracking to enhance to clarity of the message.
8. Use grammatical word classes) nouns, verbs tense, agreement, pluralization.
9. Express a particular meaning in different grammatical forms.
10. Use cohesive devices in spoken discourse.

2.9.2 *Macroskills*

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic. Conventions, conversations rules, floor- keeping and – yielding, interrupting and other sociolinguistics features in face-to face conversations.
3. Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5. Develop and use battery al speaking strategies, such as emphasizing key words, rephrasing and words, rephrasing, providing a context for context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.10 Speaking Sub-Skills

By speaking in official and casual settings, learners can show their speaking proficiency. Additionally, the message can be understandable to the listener to be effectively sent. It can be fluid enough to grab the learners' interest. (Harris, 1974) stated that when using a language, it becomes imperative to demonstrate a strong speaking performance. Harries also indicates the existence of four sub-skills in English to assess oral performance, such as pronunciation, grammar, vocabulary, and fluency.

2.10.1 Pronunciation

A crucial component of speaking is knowing how to pronounce words correctly. Paying attention to parents, friends, and instructors is an excellent way to learn how to pronounce words. The key is constantly striving to sound like a native speaker to ensure that others can understand spoken messages. Solis (2021) points out that a skilled speaker employs pronunciation to make the speech responsive and emphatic. The art of producing words and sounds is called pronunciation. For students to produce explicit and relevant information, they need strong pronunciation. Effective speech production also includes abilities like stress, rhythm, and intonation.

2.10.2 Grammar

Grammar covers crucial components of spoken language, including comprehension of verb tenses and proper sentence construction. Grammar enables the communication of ideas in a style that the audience can recognize and comprehend. Savage et al. (2010) mentions that when students master grammar, a systematic description of the language can help them become proficient in crucial abilities like speaking, reading, writing, and listening. Communication suffers if one is unable to utilize grammar correctly. Additionally, Grammar serves as the framework for all other skills. Grammar becomes a self-sufficient skill when a learner is able to correct their mistakes.

2.10.3 Vocabulary

Vocabulary development begins in childhood, and people learn to describe the world and communicate their needs. Harris (1974) remarks that language-specific terminology is referred to as vocabulary. These words make up the standard linguistic building blocks that a speaker employs. Having a basic understanding of word meanings is not sufficient for language proficiency. Learners are conveying when using that complete lexicon to express their points of view. Not just in spoken form but also in written form, vocabulary is present. Both are necessary and significant at the same time.

2.10.4 Fluency

Fluency refers capacity to instantly comprehend words after hearing them. Pollard (2008) remarks that fluency is undoubtedly one of the most complex parts of learning a second language to master. The ability to communicate without pauses, fillers or other

interruptions is known as fluency. The same researcher mentions that fluency is the ability to converse freely, fluently, and with assurance (p.14). Language learners can fall short of the proficiency required for fluent communication. This information aids in avoiding the development of fluency while practicing.

2.11 Principals for Speaking Skill Design

According to Hussain (2018), the principles of teaching speaking skills:

- From the very beginning, encourage students to speak as soon as feasible and without waiting until teaching them a set of words, phrases, or sentences.
- Be understanding of the pupils if some of them only repeat what you say.
- Let learners speak actively with whatever knowledge they have.

Propose structures, phrases, words and let learners use in different situations.

- And drill as much as possible.
- Plan role plays and pair projects as often as you can, and keep an eye on the students to correct any active learners and engage inactive ones.
- At the beginning of the learning process, let the students make mistakes (p.15).

2.12 The Advantages of Speaking Skills

Even though there are four other English language skills, speaking skills are the most useful because they are the primary communication form. As a result, speaking is the most

necessary form of communication. Speaking with proficiency offers the speakers some clear benefits. Speaking abilities provide the following primary benefits:(Parupalli, 2019,p.12).

To actively engage in group or pair activities in the classroom.

To make a first speech that is noteworthy on various occasions.

To actively participate in conversations and debates.

To encourage critical thinking among the students.

To continue one's higher education abroad.

To communicate with people around the world.

To encourage the selling of goods within the company.

To make it simpler and easier to live overseas.

To increase work prospects.

To efficiently utilize the internet.

To succeed in job interviews.

To increase one's knowledge.

To visit a faraway nation.

To conduct successful foreign trade.

To be highly respected in society.

2.13 Activities for Development Speaking

In speaking classes, teachers have to avoid not overwhelming students with an extensive vocabulary or complicated grammar rules as this can stifle their interest and spontaneity. Villegas (2021) mentions some activities:

Information gaps: Learners communicate to find the necessary information to finish the assignment. These exercises are excellent for honing the targeted language. Students learn the language in the classroom for their benefit.

Mingle activities: This exercise encourages students to interview other students about the class's topic. Students who mingle are encouraged to participate to the fullest on all levels, are given several opportunities to converse, and are not pressured.

Picture stories: These It can be employed with students who have literacy skills at various levels. They can interpret a tale via a series of images. This exercise starts with narrative speaking and encourages group collaboration in the classroom. Newspapers and comic books frequently have picture stories, which is a fun chore. The discussion in this exercise benefits greatly from the negotiations between the teachers and the students. The teacher needs to pay attention to the class size and duration. This customizable activity fosters student interaction.

Surveys and questionnaires: Most students like participating in these activities, which also helps them better at posing and responding to questions. The activity is one-on-one between the learner and the partner, not by the entire class. They may have engaging talks with one another.

Drama and role-play: Most students like participating in these activities, which also helps them better at posing and responding to questions. The activity is one-on-one between the learner and the partner, not by the entire class. They may have engaging talks with one another.

Discussion activities: The topics chosen for this activity must attract the learners' attention and curiosity. During the discussion, students can express their views, ideas, and opinions while learning about other people's points of view.

Problem solving: Students collaborate to identify a solution for a particular issue. While having fun, they may recognize the issue, examine it, and hone their skills.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Description of the Study Area/ Study Group

This research was carried out at Sucre Institute, an institution located in Quito. It is an academic community that belongs to the public National System and promotes knowledge useful to satisfy Ecuadorian society's necessities. The Language Center is part of the institute, which prepares students to acquire English skills. This program is divided into eight cycles PRE1- PREA1.2, A1-1 A1-2, A2.1- A2.2, and B1-1 – B1.2. According to CEFR. Due to the worldwide pandemic scenario, English is taught entirely online in virtual learning settings. Teachers using this modality can choose and implement any that enhances the teaching and learning process.

3.1 Research Approach

This research applied a quasi-experimental design because non-random criteria were used to assign students to the groups. It means there were two convenient groups of students: the experimental and the controlled groups. The experimental group received the pedagogical intervention, whereas the controlling group did not. Furthermore, pre-post-testing for both

groups was applied. Fernández & Baptista (2014) stated that in quasi-experimental designs, people are not randomly placed in groups. Instead, they are placed in groups that have already been constructed before the experiment.

Additionally, an exploratory-descriptive investigation was proposed. It seeks to get important information from students 'perceptions about the development of oral production. It explains the causes that make it difficult for students to develop this skill. It also analyzes the activities and strategies applied using the Communicative Language method to overcome this weakness. As Fidias (2006) stated in his book *The Research Project Introduction to scientific methodology*. "Descriptive research consists of the characterization of a fact, phenomenon, individual or group, in order to establish its structure or behavior." (p.91)

3.2 Research Method

This research is based on a mixed methodology, qualitative and quantitative is used, because both samples better complement the reliability of the data gathered in the study. It is quantitative, considering that the researcher quantified data from tests and surveys. Additionally, quantitative research addresses the issue through an interview with teachers and a survey to students conducted separately. Additionally, it is quantitative because through the instruments data were collected that allowed, together with the statistics, to infer about the phenomenon studied of the various processes that make up the acquisition of oral production of the foreign language with the purpose of designing strategies to reduce the interference of the mother tongue, it has a quantitative-quantitative character.

Hernández (2012) explains that:

The mixed approach is the set of systematic, empirical and critical research processes that involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, in order to make inferences product of all the information obtained (meta-inferences) and achieve a greater understanding of the phenomenon under study (p. 113).

It has a quantitative character since numerical statistical and qualitative information was processed because an interview was conducted with an expert on the subject, who provided relevant information for the research, which was contrasted with the theoretical information, thus achieving an interpretation fully consistent with the problem under investigation.

3.3 Population and Sample

In order to determine the use of communicative language teaching strategies in the development of oral production of the English language, a semi-structured interview was conducted with the teacher, given that the use of such strategies is the teacher's decision, since she is the active subject in the teaching of the students and plans the way of transmitting knowledge to the students.

This investigation was non-probabilistic because the population members were chosen based on the relative ease of access and the researcher of interest in this study. It is crucial to establish the research methodology best suited for that study and how participants should be accessible and recruited. Said (2021) affirms that “The selection of the sample is made based on a subjective judgment of the investigator” (p.3). Therefore, 30 students of B1 level and a teacher specifically for those groups make up the population. Two groups of

fifteen adult learners both belong to level B1. The experimental group parallel “A” and the controlled group parallel “B.” These groups had the same characteristics. Hence, 50% were males, and 50% were females. Additionally, the range of age was 18 to 24 years old.

The experimental group involved the use of activities based on CLT to improve oral production, whereas, in the control group, the teacher used the regular syllabus. Furthermore, 93% of students live in urban areas, and 7% live in rural places. Most of them have accessibility to internet connection, which is important because currently, the classes are online. The information presented above was obtained from a survey conducted at the start of the level. The treatment was carried out from July to August 2022. There was no specific sampling procedure for the selection of the study groups.

3.4 Investigation Procedures

In order to determine the use of communicative language teaching strategies in the development of oral production of the English language, a semi-structured interview was conducted with the teacher, given that the use of such strategies is the teacher's decision, since she is the active subject in the teaching of the students and plans the way of transmitting knowledge to the students.

The technique used with the objective of establishing the degree of oral production of the English language was the pre-test technique through which, making use of the senses, it is possible to capture the reality of the investigated problem, as well as to gather the necessary information to proceed to the analysis and interpretation of the same, supported by the theoretical framework from whose confrontation conclusions and recommendations for the research process is derived.

With the objective of evidencing the deficiencies in the oral production of the English language, the researcher applied the pre-test that contains indicators that denoted a bad use of words, ignorance of grammatical structures, bad interpretation of words, lack of knowledge in the creation of sentences, as well as other deficiencies that can be detailed once this activity is concluded as interferences of the mother tongue in the learning of the English language

The deductive and inductive method was used to begin this study. The deductive method enabled to show the group's reality oral production in students of B1 level of Sucre Language Center. Therefore, inductive method was required to collect data about Communicative Language teaching strategies for improving oral production. Furthermore, this method helped to establish strategies to create a methodological guide for language teachers. All the information for this research study was gathered through documentary sources. The data was obtained from reliable sources as survey and interview done within the Sucre language Center to B1 level students for academic purposes.

The researcher used a survey to obtain information about students' reality for quantitative data; it consisted of seven questions and was conducted on 30 B1 level students: the questions were about the importance of oral production. This survey was carried out during academic hours with the students. For students have clear all the questions they were set in Spanish. Hence there would not be a misunderstanding. Besides, an interview was done with the previous teacher who taught level B1 level to get information about oral production development.

At the beginning of the course, a pretest was applied to the two groups; the test was taken from Cambridge qualifications (Cambridge Assessment English, 2020). It was carried

out by zoom using the break room tools. The content of the test has its validity on CEFR rubrics. In this regard, four aspects are considered: grammar and vocabulary, Discourse management, pronunciation, and interactive Communication. The results allowed us to carry out the study. First, the test consisted of introducing themselves, and they had to answer some questions about their personal information. Second, students had a picture or photograph that they had to describe. Finally, students had to talk about a situation the examiner gave them. Similarly, at the end of the course, a post-test was applied. It had the same structure as the pre-test.

3.5 Techniques and Instruments to Collect Data

Survey

The survey was administered to 30 students who belonged to the experimental and the control group. This included questions about participants' perceptions identifying their weaknesses at the moment of speaking, which was taken into account from the Linkert Scale. Canals (2017) remarks that "data can also be collected using questionnaires and surveys which, at the same time, can become part of the more extensive interview and the type of questions we include in questionnaires should make the participants feel comfortable" (p 398).

Interview

This technique allowed researchers to collect qualitative data and get important information about teachers' experiences teaching English to B1 level students. The interview with the former teacher of this level was done through zoom to get information about the

strategies he used in classes to help students to improve their speaking skills. The instrument employed is found in Annex.

Pre- test and Post -test

A pre-test was used to determine the participants' initial status. There were three sections to this pre-test. The students were instructed to identify themselves in part 1 utilizing fundamental grammatical structures and words related to their interests, personal data, studies, jobs, and families. In the second section, the students worked in pairs to describe what they could see in a picture or image and explain what they believed was happening. The last segment requires the students to share a personal experience and summarize its key details for the speaker. For this pre-test, the validated rubric of Cambridge corresponding to the B1 level was applied.

3.6 Bioethical Considerations

Under the authorization of the coordinator of the Sucre Language Center the instruments were applied before the application students were informed about the study's objectives and that the information obtained was used for academic purposes. The survey was conducted during a synchronous, it was not necessary to collect their names. The information was obtained from different resources such as books, thesis, articles and my own ideas taking into consideration the bioethical values. The authors' ideas were respected mentioning the source using the APA seventh edition properly avoiding plagiarism.

CHAPTER IV

DISCUSSION AND RESULTS

4.1 Student's Survey Results

In order to collect the information, the SPSS statistical system has been used as a tool to generate tables and graphs, which were analyzed according to the perception of the 30 students who make up the classroom that is the object of this research:

Question 1: Do you think it is currently important to learn to speak English?

Table 1

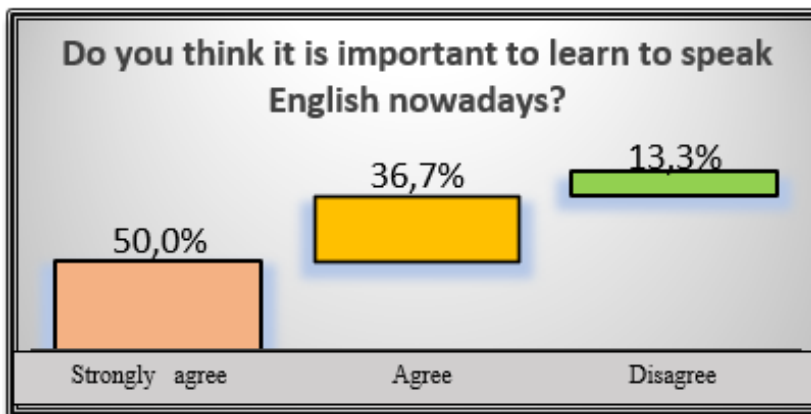
Do you think it is important to learn to speak English nowadays?

Alternative	Frequency	Percentage
Strongly agree	15	50,0%
Agree	11	36,7%
Disagree	4	13,3%
Total	30	100,0%

Created by: Nato (2022)

Figure 1

Do you think it is important to learn to speak English nowadays?



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Analysis and Interpretation

To the first question related to the importance given by the students to learning a foreign language in the development of their lives and in their regular activities, we obtain that: 50% of the students surveyed consider that it is definitely important to have a command of the English language, in addition to 36.7% who, although not very specifically, indicate that it is possibly important to have this command, compared to a marked 13.3% who indicate a probability that they do not need to learn or have the command of speaking a foreign language. The trend is very strong in the level of initial predisposition in the classroom towards learning and developing the ability to speak English with 86.7% of intention in mastery.

Question 2: How often do you participate in oral production activities in class?

Table 2.

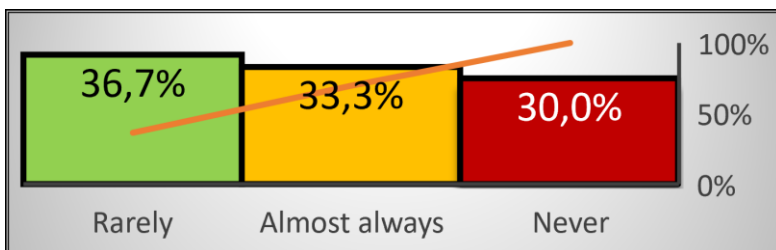
How often do you participate in oral production activities in class?

Alternative	Frequency	Percentage
Almost always	10	33,3%
Rarely	11	36,7%
Never	9	30,0%
Total	30	100,0%

Created by: Nato (2022)

Figure 2

How often do you participate in oral production activities in class?



Created by: Nato (2022)

Analysis and Interpretation

When the group of students was asked how often they regularly participate in activities that allow them to produce dialogues or maintain a conversation or oral activity in the English language in the classroom, 33.3% of the students indicated that they almost always participate in activities during their regular English language learning class day; however, a marked 66.7% of the students indicated that they do not do so or do so very sporadically.

The tendency is very marked, which would indicate that for every three students that make up the classroom in the learning days, one of them participates and the other two do not participate or if they do, it is sporadically.

Question 3: In your opinion, in what situations do you use oral production skills most in class?

Table 3

According to your point of view, in which situations do you most use oral production skills in class?

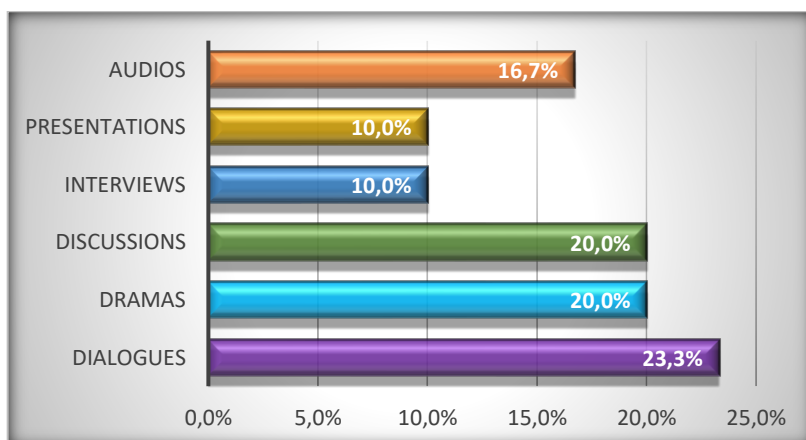
Alternative	Frequency	Percentage
Dialogues	7	23,3%
Dramas	6	20,0%
Discussions	6	20,0%
Interviews	3	10,0%
Presentations	3	10,0%
Audios	5	16,7%

Total	30	100,0%
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Created by: Nato (2022)

Figure 3

According to your point of view, in which situations do you most use oral production skills in class?



Created by: Nato (2022)

Analysis and Interpretation

When students were asked about the activities in which they most frequently use oral production skills, 23.3% indicated that they do so regularly in the production of dialogues, followed by a marked 40% that contemplate dramas and debates as mechanisms for learning in class. It is important to identify that only 20% of the students indicate that they use this skill for interviews and presentations with 10% for each of these activities respectively, and finally, only 16.7% develop this skill in the elaboration of audios.

From the information gathered in harmony with the results of the previous question, in which 33.3% of students who effectively developed this oral production skill, the three

most representative activities in which this skill is used, show that there are deficiencies in the mastery with the exchange of conversations through interviews or presentations in which the interlocutor is placed with the audience.

Question 4: In your opinion, what do you consider to be your level of English?

Table 4

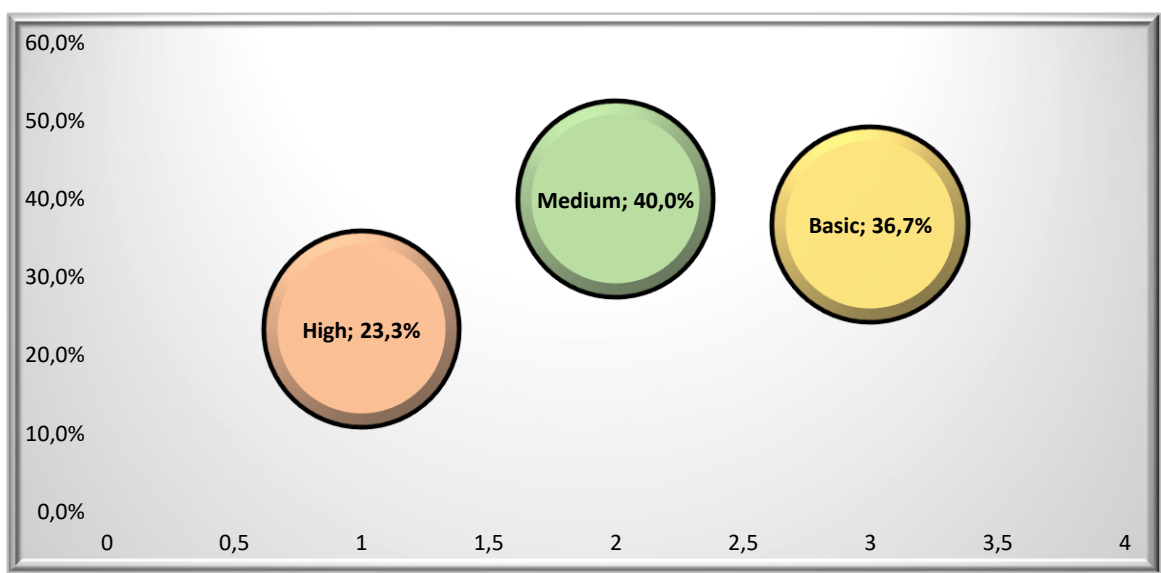
In your opinion, what do you consider to be your level of English?

Alternative	Frequency	Percentage
High	6,99	23,30%
Medium	12	40%
Basic	11	36,70%
Total	30	100%

Created by: Nato (2022)

Figure 4

In your opinion, what do you consider to be your level of English?



Created by: Nato (2022)

Analysis and Interpretation

In terms of establishing the level of mastery of the English language with the ability to speak it, three levels are established: basic, intermediate and advanced; when asked about their criteria regarding their level of mastery, 23.3% of the students indicate that they consider their mastery to be high, and in relation to question 2, 33.3% regularly or almost always use this skill in the classroom. With 76.7% of students who consider their level of proficiency in speaking the language to be medium and low, and 36.7% who consider their command of the language in spoken form to be basic.

In summary, it can be considered that from the perspective of the students their command of the language in the ability to speak it is basic and medium, which is reflected in the two previous questions and with the activities they feel capable of developing such as interviews and presentations that allow them to exchange conversations with other people, given that the activities that possibly do not involve a conversational exchange such as dramas and pre-structured dialogues are much more manageable.

Question 5: Does your teacher create interesting activities to develop speaking skills?

Table 5

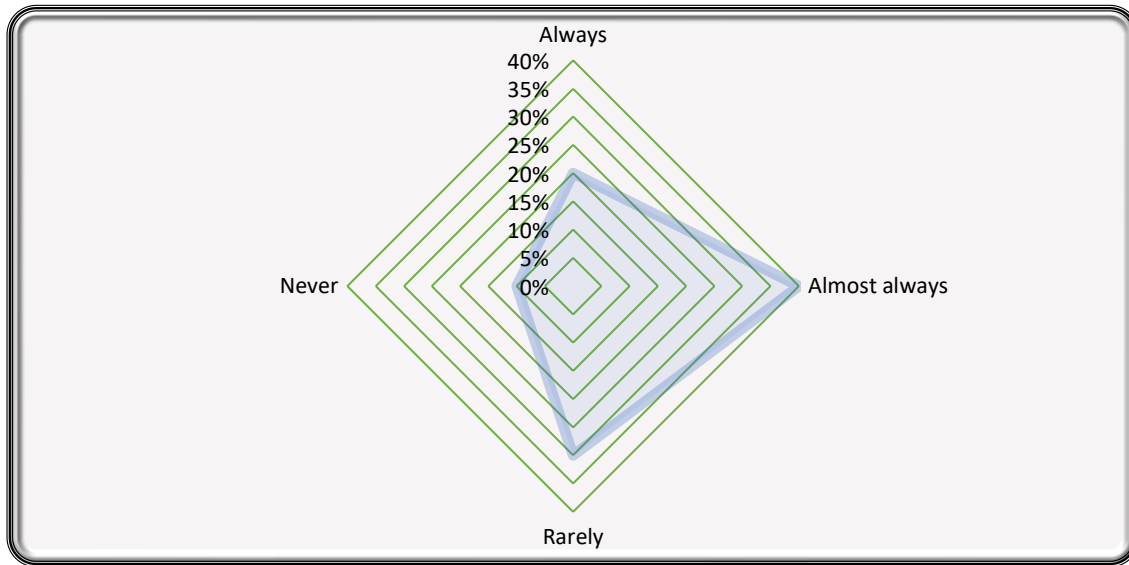
Does your teacher create interesting activities to develop speaking skills?

Alternative	Frequency	Percentage
Always	6	20%
Almost always	12	40%
Rarely	9	30%
Never	3	10%
Total	30	100%

Created by: Nato (2022)

Figure 5

Does your teacher create interesting activities to develop speaking skills?



Created by: Nato (2022)

Analysis and Interpretation

The following question, although it may seem to have a certain degree of bias, nevertheless, considering the degree of confidence with which the students answered the question, it was established to consult whether they believe that the activities carried out by the teacher are interesting, from which it is obtained that: 20% of those investigated indicate that activities that capture their interest are almost always carried out, added to 40% who indicate that they are almost always carried out; that is, it could be considered regular. However, it is necessary to focus on the 40% of students who indicate that activities that are interesting and capture their interest are not developed.

As can be understood, since English is a language different from their mother tongue and is a trigger that causes resistance to learning it, the fact that only 20% consider it

interesting on a constant basis implies a rethinking of the means and models for teaching and learning the language and especially in the ability and mastery of speech.

Question 6: What activities would you like to incorporate to stimulate English language oral production? Select the two activities you would most like.

Table 6

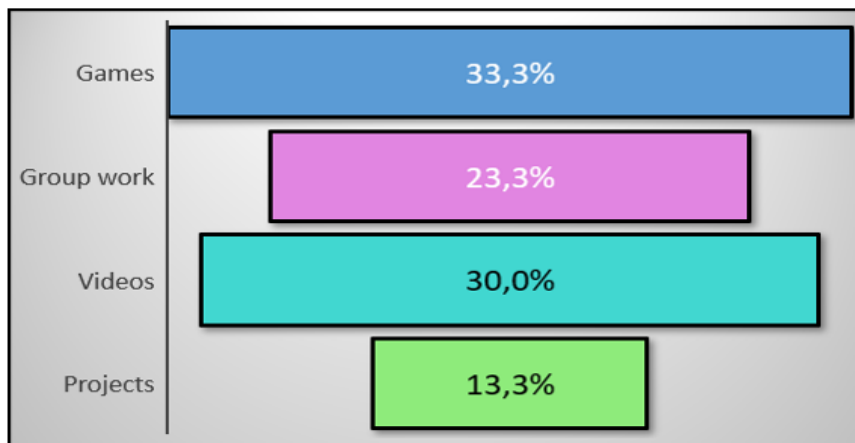
What activities would you like to incorporate to stimulate English language oral production?

Alternative	Frequency	Percentage
Games	10	33,3%
Group work	7	23,3%
Videos	9	30,0%
Projects	4	13,3%
Total	30	100,0%

Created by: Nato (2022)

Figure 6

What activities would you like to incorporate to stimulate English language oral production?



Created by: Nato (2022)

Analysis and Interpretation

The research shows that students preferences to stimulate their skills and oral mastery of the English language 33.3% prefer to do it through games, whether they are playful, interactive, among others, 30% through videos, followed by 23.3% of students who prefer group or participatory work. It is very significant to note that 13.3% of the students prefer project work.

With the above, it can be established that 56.6% of the students show preferences for group games and interactions. It should be understood that given the students' social coexistence condition, it is understandable that their tendency is to interact through coexistence and interaction activities.

Question 7: Would you like to participate in activities that will help you improve your oral production in English?

Table 7

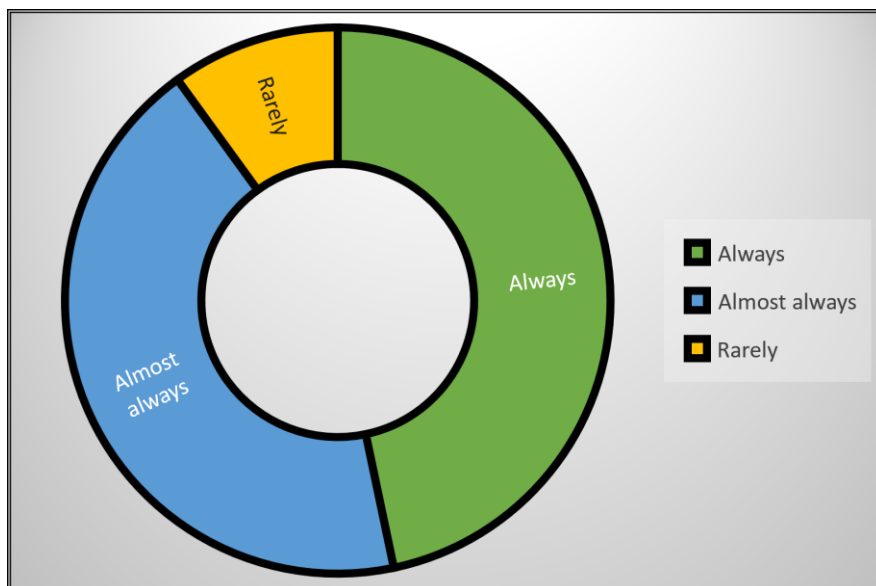
Would you like to participate in activities that will help you improve your oral production in English?

Alternative	Frequency	Percentage
Always	14	46,70%
Almost always	13	43,30%
Rarely	3	10%
Total	30	100%

Created by: Nato (2022)

Figure 7

Would you like to participate in activities that will help you improve your oral production in English?



Created by: Nato (2022)

Analysis and Interpretation

Regarding the intention of the students to participate in activities that allow them to improve their level of oral production of the English language, it is perceived that most of them maintain an intention to do with 46.7% showing the intention to always do it, followed by 43.3% to do it almost always.

In contrast to the first question that indicated a perception that the learning and development of English language oral production skills is directly related to the 90% of students who do show interest in participating in specific activities to improve these skills.

As mentioned above, the scenario is conducive to implement the intervention proposals for the development of activities to improve oral production in the management of the English language as shown in the graph with 76.7% of students who show an intention to accept and develop it.

This is an appropriate environment to implement actions and activities that lead to improve the level of oral production in the teaching and learning process of the English language.

4.2 Teacher Interview Results

- 1. According to your experience, which skills do you consider to be the most difficult for your students when learning EFL? Being 1 the most difficult, 6 the least difficult. Numbers can be repeated according to your opinion.**

From my experience with the learning process in elementary and middle school students, the most complex skills to develop is speaking, due to pronunciation, however, with the use of tools such as music, this skill has been developed in a better way, Another of the skills that causes complications for the student is the use of grammatical rules, especially regarding the use of idioms or words that are almost similar in writing, such as practice or practise, which despite being of the same word family, in one case is a noun and in the other is a verb, another issue that generates difficulty is the use of idioms.

Generally, at the beginning of the learning process, students make spelling, grammar or expression mistakes, due to the marked differences between our language and English. This is something that improves as the learning process progresses and mastery of the language is achieved.

On the other hand, reading has become a problem in the learning of all subjects, as is the English language, students are reluctant to read, worse if they fail to understand or reading is not attractive to them, some strategies have been applied regularly to motivate the reading of text in the English language, however the results are not very flattering.

Finally, language comprehension is another of the issues in this field, especially because in the Spanish language different ways or forms of expression are used to refer to a subject, while in the English language, on the contrary, some minor forms are used to refer to the same subject and this complicates the students.

2. What problems do your students face when they have to speak English in the class?

There are several problems that arise when speaking in English in students among which are the management of phonemes, sounds that represent our language and that by habit they have already learned, this being the first way to communicate and it becomes difficult for them to break those learned habits that really differ greatly from the new phonemes that they must learn to communicate in the English language, with the use of accents, Thus, given that the city of Quito receives people from different cities and nationalities, their form of expression is very diverse, some have the habit of dragging the r, others change or eliminate letters when speaking as is the case of children from the coast and even worse when they come from other countries as was the case at the time of children from Cuba and now from Venezuela.

The main problem is that the English language is pronounced differently from what is written, added to the traditional way of learning through memorization, and the reluctance of students to want to learn and accept the challenge of learning a new language.

3. What strategies do you use to motivate your students to develop their oral production?

As part of the strategies that have been used for learning, there are the application of games, especially of words that have the same ending, students are invited to form rhymes

in the English language to express themselves, another strategy is the use of language traps with exercises for the correct pronunciation of letters and words of the English language, for which students are invited to use words that generate ease of repetition and combine them with those that are difficult.

I usually generate short dialogues so that the content is understood, and a broader dialogue is generated so that a process of understanding is generated; they are invited that in some instances this dialogue is prepared and in other occasions it is spontaneous. I also usually invite students to narrate anecdotes in English and to do it in English and to improve it each time, among other strategies.

4. Would you like to have a guide that contains strategies that help students to communicate in English?

Definitely yes, any instrument that allows the achievement of the proposed objectives and that benefits the students is a valuable tool, even more so with the mastery of a language other than the mother tongue that really generates complications.

5. Do you consider that the didactic guide is a useful resource to engage students to develop oral production?

Every guide is a useful tool, as long as it is put into practice, so the guide must be an easy-to-use tool, clear, that serves both the student and the teacher, that keeps them in the same language and that identifies the two who are direct actors, I believe that many books or guides that have been used, are disconnected from the two parts and instead of helping generate disdain for students, for their brightness and how little understandable they are.

6. What components do you consider important in a didactic guide?

In my experience, the elements that a guide should contain are:

Title, Introduction, presentation or prologue, Specific objectives, Thematic development, Summaries, Self-assessment exercises, Response to self-assessment exercises and Glossary. In many cases, they choose to handle separately the teacher's guide and the student's guide, as well as the learning guide and the evaluation guide.

4.3 Evaluation of Pretest Results

To evaluate both the pretest and posttest, 4 specific variables have been taken as parameters: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication, measured on the basis of the performance in the learning process in class of the 30 students investigated. A line of comparison is maintained before implementing the activities and interventions and after their execution, at the end of which a relation of the variables is maintained to establish the level of progress of the students.

4.3.1 Pretest

Table 8

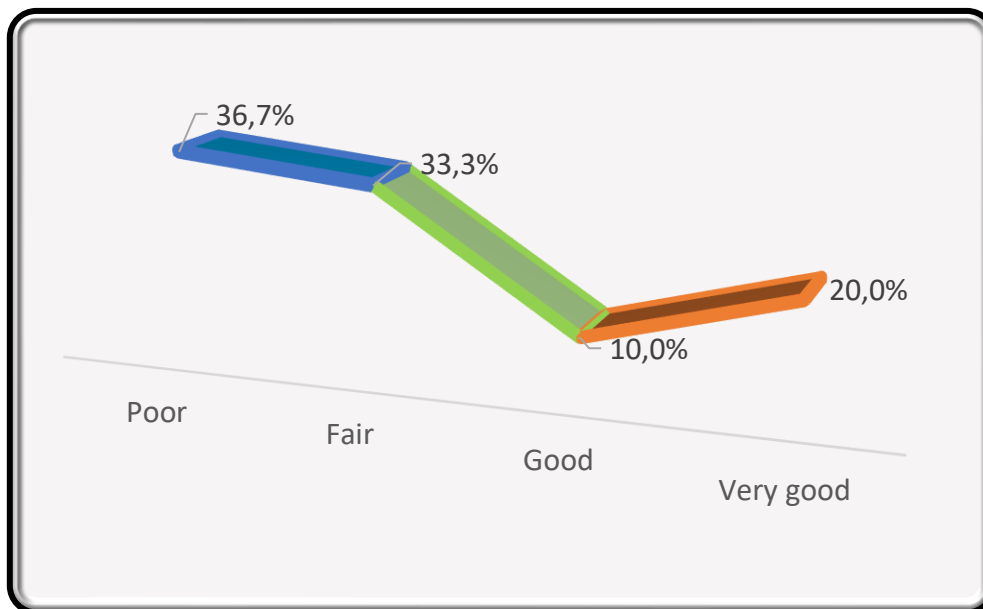
Grammar and Vocabulary

Alternative	Frequency	Percentage
Poor	6	36,7%
Fair	5	33,3%
Good	2	10,0%
Very good	3	20,0%
Total	15	100,0%

Created by: Nato (2022)

Figure 8

Grammar and Vocabulary



Created by: Nato (2022)

Analysis and Interpretation

In the pretest survey, it was possible to identify that the students' level of command of grammar and vocabulary in the oral production of the English language is poor and regular with 70%, with only 30% of students who have a good and very good command; this survey does not identify students with an excellent command.

Table 9

Discourse Management

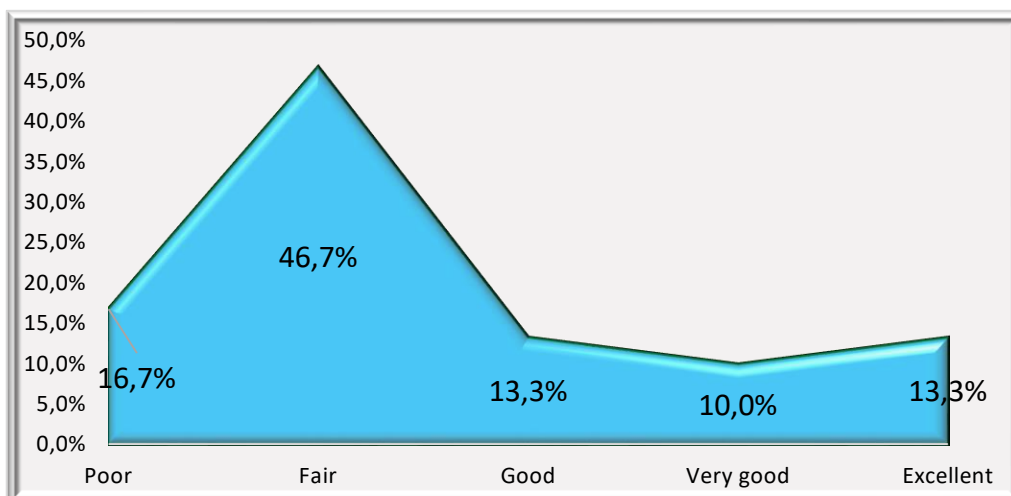
Alternative	Frequency	Percentage
Poor	3	16,7%
Fair	7	46,7%
Good	2	13,3%
Very good	2	10,0%

Excellent	2	13,3%
Total	15	100,0%

Created by: Nato (2022)

Figure 9

Discourse Management



Created by: Nato (2022)

Analysis and Interpretation

Regarding the management of dialogues and speeches in the oral production of the English language, 63.3% of the students show a poor and regular level, with a concentration in the regular level of 46.7%, although 13.3% of students who would have an excellent level can be identified, in correlation with the previous question that go along with the mastery of grammar and vocabulary, it is evident that in certain scenarios some words are used in the language by repetition or empirical learning.

Table 10

Pronunciation

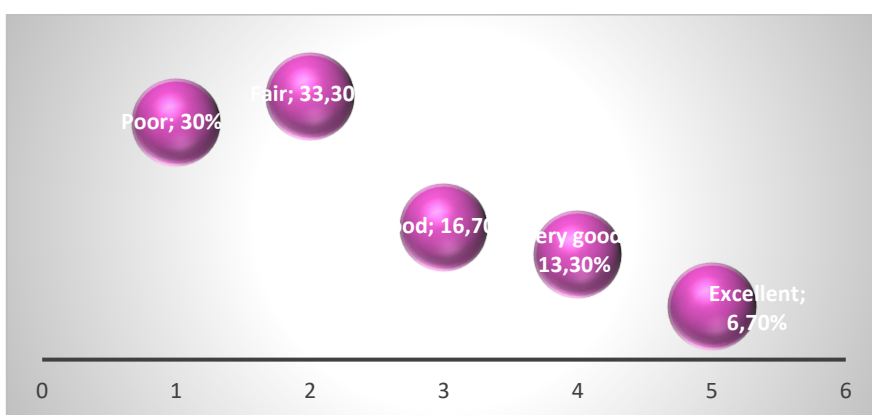
Alternative	Frequency	Percentage
Poor	5	30%

Fair	5	33,30%
Good	3	16,70%
Very good	2	13,30%
Excellent	1	6,70%
Total	15	100%

Created by: Nato (2022)

Figure 10

Pronunciation



Created by: Nato (2022)

Analysis and Interpretation

Regarding pronunciation, the pretest showed that the level of mastery of this criterion is concentrated in a poor and regular level with 63.3%, which shows large gaps in the adequate mastery of the language in pronunciation and management of conversations among their peers.

Table 11

Interactive Communication

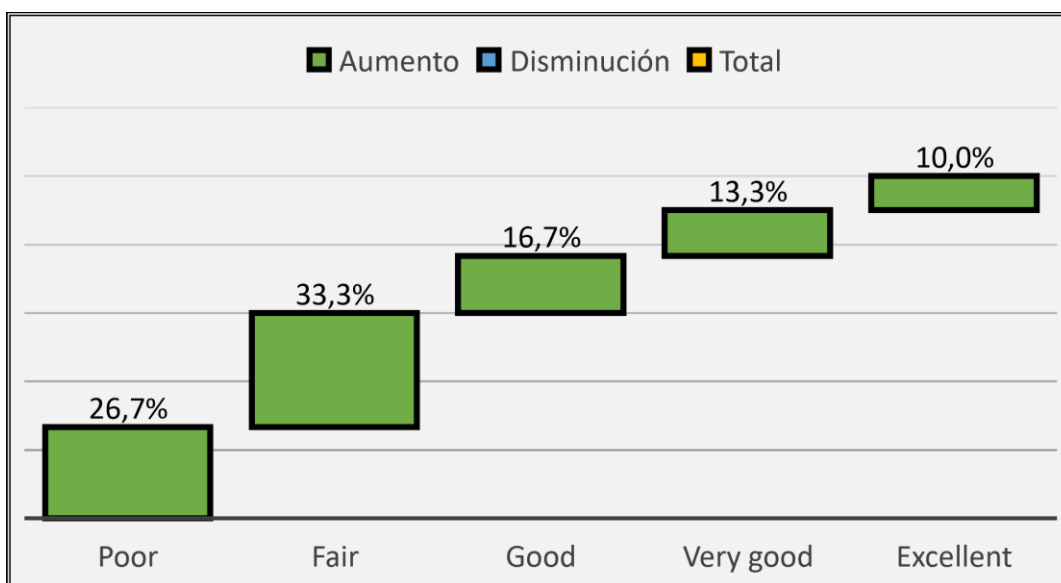
Alternative	Frequency	Percentage
Poor	4	26,70%
Fair	5	33,30%
Good	3	16,70%
Very good	2	13,30%
Excellent	2	10%

Total	15	100%
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Created by: Nato (2022)

Figure 11

Interactive Communication



Created by: Nato (2022)

Analysis and Interpretation

With regard to interactive communication, which goes hand in hand with all the other indicators, 60% of the students are identified as being at a poor or fair level, despite the fact that a considerable 40% of students show interactive communication skills.

4.3.2 Posttest

Table 12

Posttest Grammar and Vocabulary

Alternative	Frequency	Percentage
Fair	3	20%
Good	7	46,70%
Very good	3	20%

Excellent	2	13,30%
Total	15	100%

Created by: Nato (2022)

Figure 12

Post test Grammar and Vocabulary



Created by: Nato (2022)

Analysis and Interpretation

After the intervention with the activities of oral production of the English language, in the investigation of the students it is determined that in terms of grammar and vocabulary development, the variable of bad has been eliminated with a maintenance of regular scenarios with 20% and 46% concentrated in a good parameter appearing in an excellent context with 13.3%, which allows establishing that positive results were generated in terms of grammar and vocabulary mastery in the students.

Table 13

Postest Discourse Management

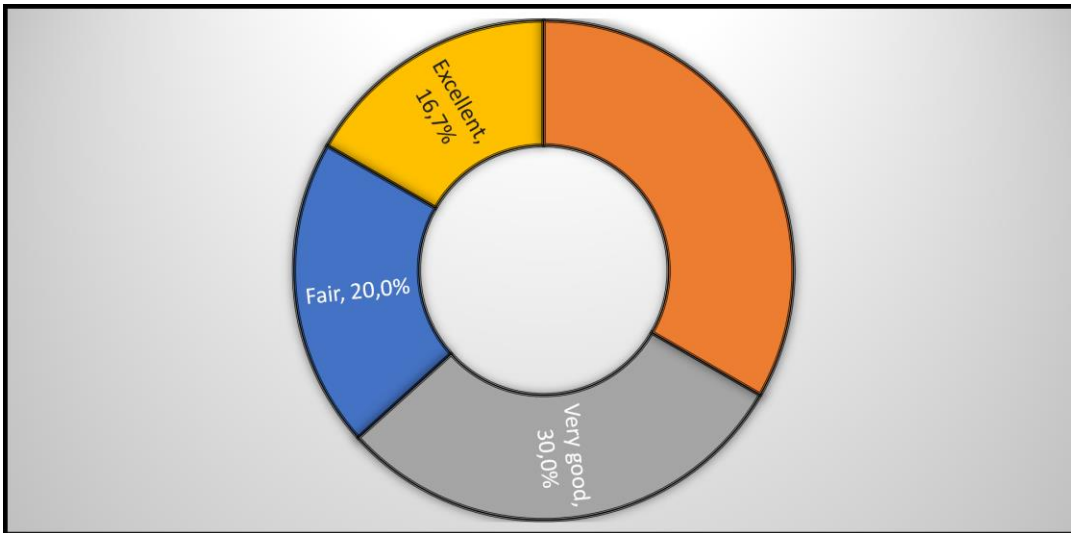
Alternative	Frequency	Percentage
Fair	3	20,0%
Good	5	33,3%

Very good	5	30,0%
Excellent	3	16,7%
Total	15	100%

Created by: Nato (2022)

Figure 13

Posttest Discourse Management



Created by: Nato (2022)

Analysis and Interpretation

Regarding the management of speech and dialogue in the students, similar to the previous variable, it can be identified that the criterion of bad is eliminated and it can be seen according to the graph that 80% of the students maintain a development from good to excellent with 16.6%, it is gratifying for the teacher to recognize that the activities generated have managed to develop a scenario of positive results.

Table 14

Posttest Pronunciation

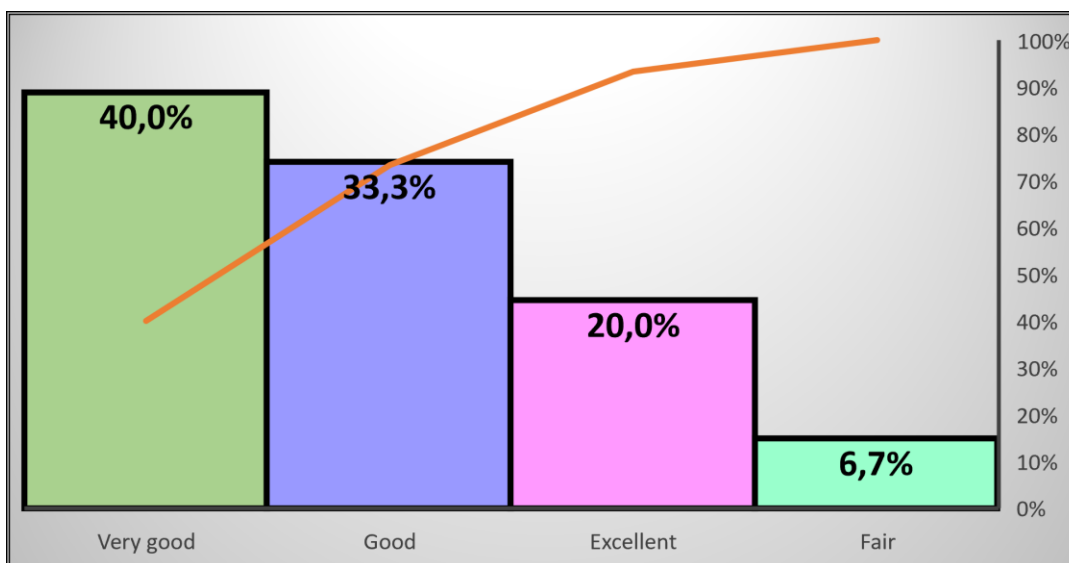
Alternative	Frequency	Percentage
Fair	1	6,70%
Good	5	33,30%
Very good	6	40%

Excellent	3	20%
Total	15	100%

Created by: Nato (2022)

Figure 14

Posttest Pronunciation



Created by: Nato (2022)

Analysis and Interpretation

As for pronunciation, in a very similar way to the previous criteria, the bad context was eliminated, maintaining a group of 6.6/ as regular, and it was determined that a remarkable 93.3% improved their pronunciation from good to excellent, with a marked 40% as very good.

Table 15

Interactive Communication

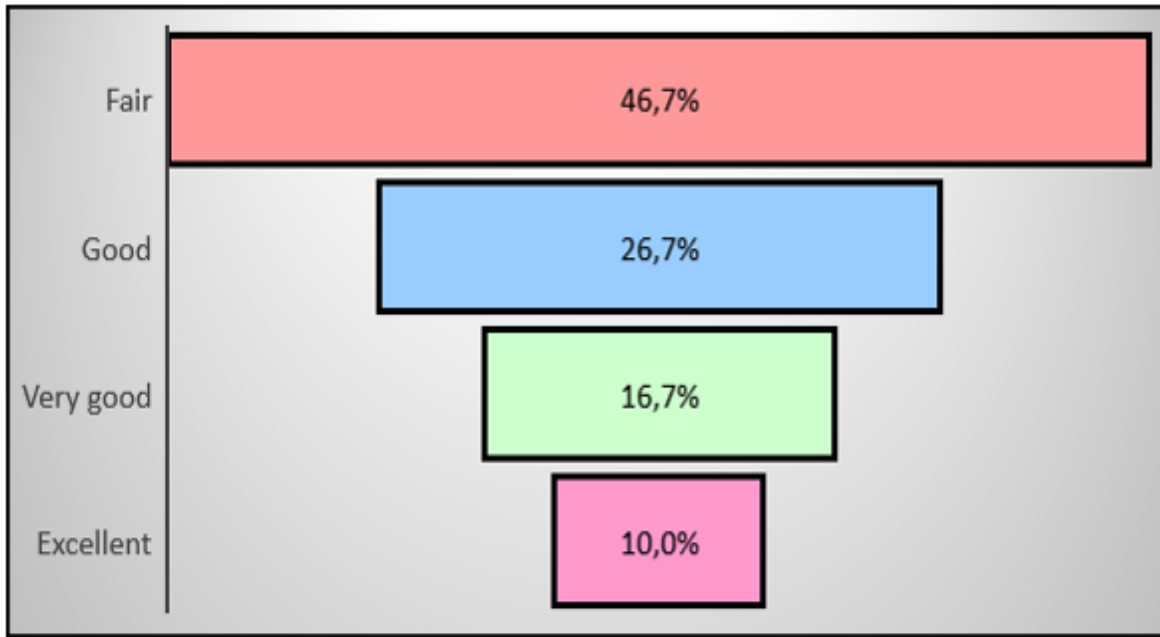
Alternative	Frequency	Percentage
Fair	7	46,7%
Good	4	26,7%
Very good	3	16,7%

Excellent	2	10,0%
Total	15	100,0%

Created by: Nato (2022)

Figure 15

Interactive Communication



Created by: Nato (2022)

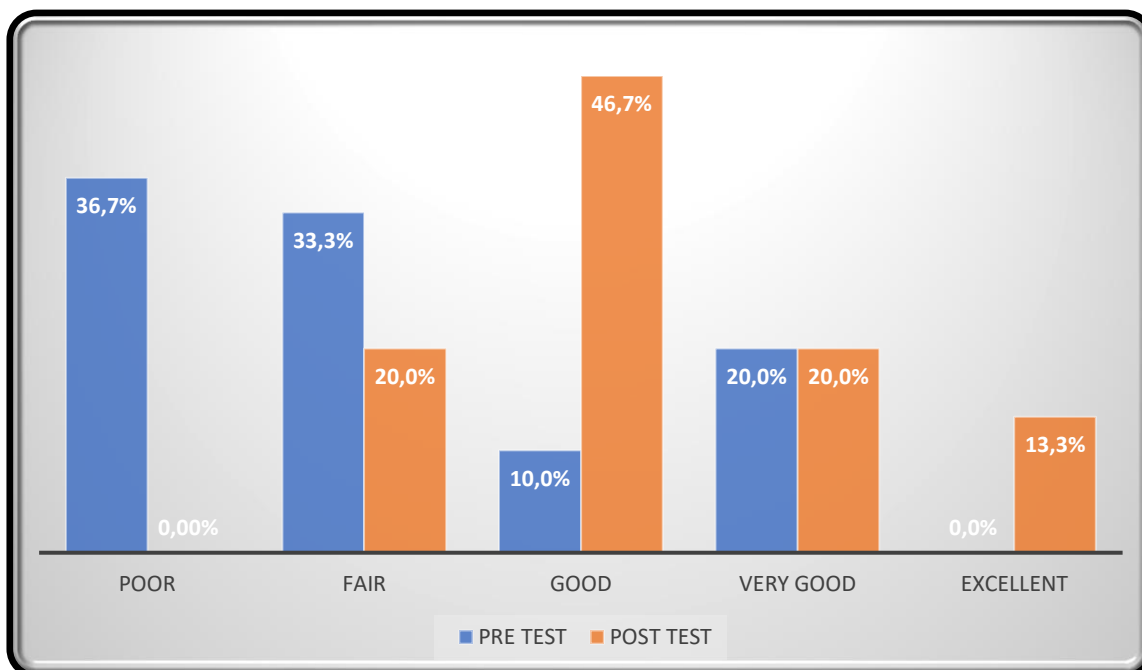
Analysis and Interpretation

Interactive communication today is directly related to the use and mastery of digital tools and network management, which from the dynamics of education itself has maintained a disadvantage, although in our educational environment is less, it is no less impacting, so that interactive communication shows 46.67% as regular, however there are 53.3% of students who denote maintaining an interactive communication between good to excellent.

4.4 Pre- and Post-Test Comparison on Learning Impact

Figure 16

Pre- and post-test comparison Grammar and Vocabulary



Created by: Nato (2022)

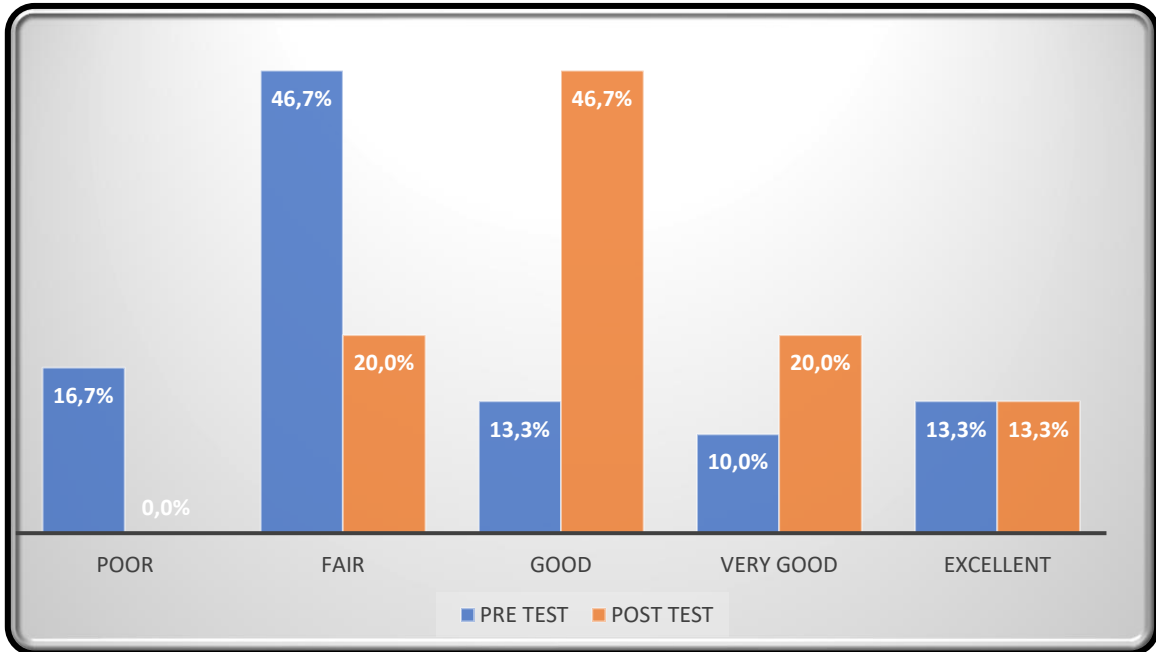
Analysis and Interpretation

The information shown in the graph above shows that the results of the pretest in students show low values of 36.7% and average values of 33.3% with reference to the use of grammar and vocabulary; while posttest values highlight good values of 46.7%, very good values of 20% and excellent values of 13.3% with reference to the use of grammar and vocabulary.

From the above information it is derived, that the use of the methodology of communicative language for the systematic development of oral ability is revealed as effective, significant improvement was achieved in 80% of students who achieved low and medium results in the pretest.

Figure 17

Pre- and post-test comparison Discourse Management



Created by: Nato (2022)

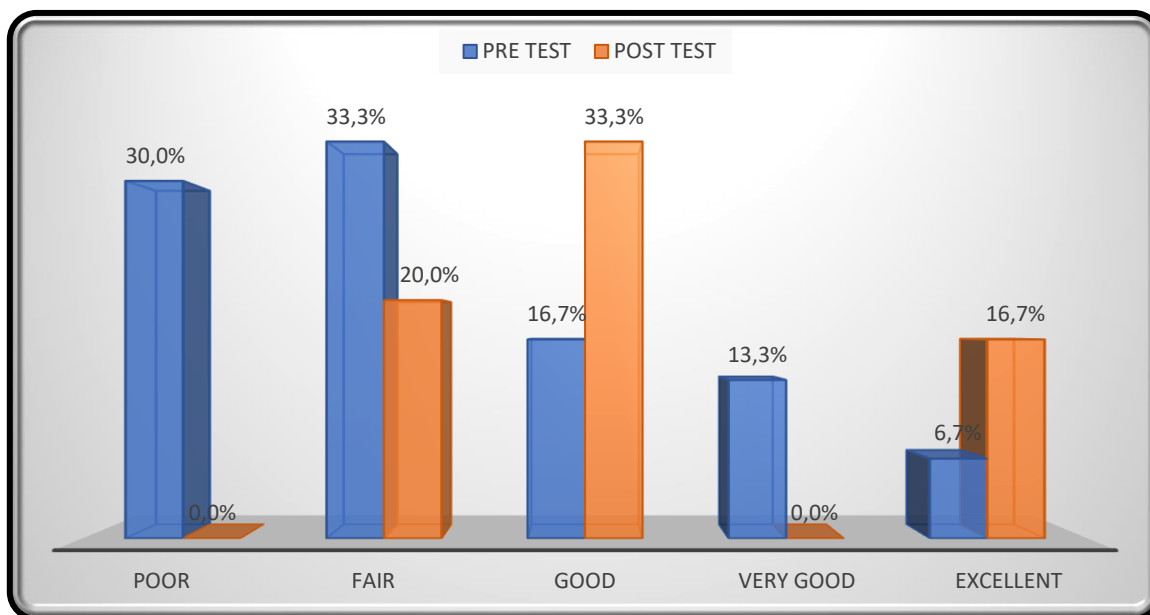
Analysis and Interpretation

The information shown in the graph above highlights that the results of the pretest in students show low values of 16.7% and mean values of 46.7% with reference to speech management; while the post-test values highlight good values of 46.7%, very good of 20% and excellent of 13.3% with reference to speech management.

From the above information it is derived, that the use of the methodology of communicative language for the systematic improvement of speech management is revealed as effective, Significant improvement was achieved in 80% of students who achieved low and medium results in the pretest.

Figure 18

Pre- and post-test comparison Pronunciation



Created by: Nato (2022)

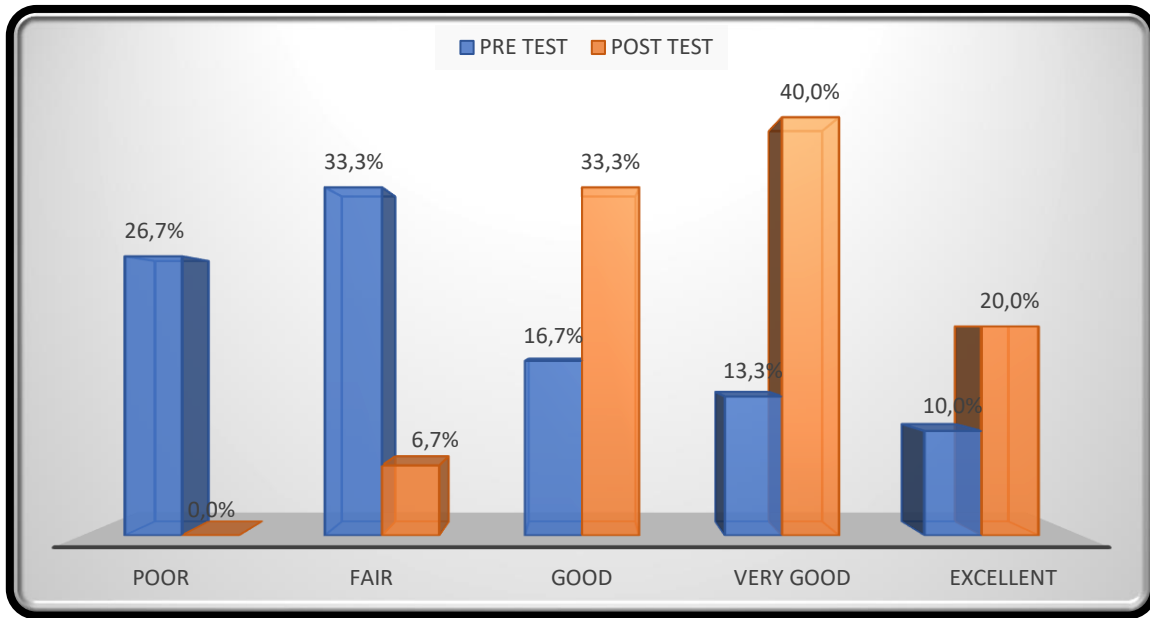
Analysis and Interpretation

The information shown in the graph above highlights that the results of the pretest in students show low values of 30% and average values of 33.3% with reference to pronunciation; while the values of the posttest highlight good values of 33.3%, very good of 13.3% and excellent of 6.7% with reference to pronunciation.

From the above information it is derived, that the use of the methodology of communicative language for the systematic improvement of pronunciation is revealed as effective, Significant improvement was achieved in 53.3% of students who obtained low and medium results in the pretest.

Figure 19

Pre- and post-test comparison Interactive Communication



Created by: Nato (2022)

Analysis and Interpretation

The information shown in the graph above shows that the results of the pretest in students show low values of 26.7% and average values of 33.3% with reference to interactive communication; while posttest values highlight good values of 33.3%, very good 40% and excellent 20% with reference to interactive communication.

From the above information it follows, that the use of the communicative language methodology for the systematic improvement of interactive communication is revealed as effective, Significant improvement was achieved in 93.3% of students who obtained low and medium results in the pretest.

In the scenario prior to the application of the activities, language learning and above all oral production of the English language in the students is concentrated between basic and intermediate with minimal participation in advanced. In the scenario after the implementation of the improvement activities, the graph shows that the scenario is concentrated in the intermediate level and there is a growth in the advanced level.

The application of a didactic guide aimed at English language teachers belonging to the Sucre Language Institute in the city of Quito, detailing the elements, guidelines and steps to be followed in a logical and concatenated way for the use of the communicative language methodology in order to enhance oral skills, with the help of new information and communication technologies, derives in multiple benefits for the integral development of the teaching process of oral skills in the subject of English language.

It is important to take into account that the communicative language methodology stands out for being an eminently didactic methodology in which intensive use is made of diverse materials such as recordings, videos and texts in which situations of daily life are recreated and therefore a language fully applicable to the reality that surrounds the student is acquired and that allows him/her to establish an active communicative exchange through which they manage to understand the social environment that surrounds them and in the same way they manage to make themselves understood with transparency.

On the other hand, the didactic methodology can be fully applied to the new information and communication technologies that are observed by the new generations as the ideal means for the transfer of knowledge since contemporary students are observed as digital natives, that is to say, they are a generation that has grown up in constant exchange with digital technologies, which they use in all aspects of daily life.

Hence, there is a positive predisposition to the use of information and communication technologies as a platform for the development of didactic teaching methodologies such as the communicative language methodology, which is observed as an exponent par excellence of an active education that encourages student interest and participation, so that an educational process materializes in which the student is observed as the neural axis of the

learning process, and the teacher becomes a moderator of knowledge that enhances and supports an active educational process.

It can then be affirmed that the proposal to apply the didactic guide for the effective and efficient use of the communicative language methodology in the development of oral skills with the help of new information and communication technologies had a positive impact on the development of students' oral skills and abilities, as well as on the potentiation of teaching performance, which required less time to effectively transfer oral skills to students.

CHAPTER V

ACADEMIC PROPOSAL

5.1 Title

“Communicative Language Teaching for online classes”

This is a didactic guide for the application of Communicative Language Teaching strategies in online classes for the improvement of oral production

5.2 Rationale

In the past decades, significant changes have taken place in the lives of human beings. Enormous changes have taken place in all spheres of everyday life. Thanks to these technological advances, man can contact individuals from different regions and cultures. The opportunity for continuous and accessible communication between people speaking different languages has been a challenge for language education since the old paradigms, which mainly

focused on written communication, are no longer valid: the communication that students are willing to do is based on orality. From a business meeting to a Skype conference to a backpacking trip around the world, foreign language students must be able to participate fluently and successfully in conversation.

The world is connected every hour and every moment. People talk and share ideas with individuals on the other side of the world with different time zones, beliefs and languages. Telecommunications, as well as new communication technologies, are in full swing. Therefore, there is a clear need to prepare students of foreign languages to be effective communicators, able to assess the situation and context of the communicative act and effectively convey its message.

Yes, students need to develop communication strategies in their native language, which they know and master, just as it is equally important to develop them in a foreign language whose communication context they fully know or understand. Consequently, to help students learn a second language, it is necessary to develop communicative competence and, with-it practical competence, in this case, English, to go beyond mere grammatical and structural systems to achieve understanding and real situations.

Despite the imperative need to promote the ability to connect language forms with their communicative functions, it is common for second language learners to reach higher levels with problems in this area: learners master grammatical structures in controlled situations. They are, but they consider them fixed and unstable. Therefore, when they use the linguistic collections they know, they produce unnatural speech (because it does not appear to have been produced by a native speaker). The communication problems presented by the

students are mainly related to the inability to encode and decode the contradictory meaning and unnecessary force behind the statement.

Developing oral production in EFL learners is a challenge for teachers; This ability is a crucial skill that allows students to interact with their classmates and the people around them. Unfortunately, lack of resources and motivation are two of the most common problems teachers face when trying to get students to speak English. Due to the pandemic, most academic institutions have changed how English classes are conducted and taught, calling for online learning environments that combine some approaches with modern online teaching.

Therefore, communicative language teaching strategies have become a good alternative to encourage students to create language using materials and activities that promote real-life communication, learning through online learning and teaching with Zoom is possible. According to (Hopkins, 2010) synchronous learning allows instructors to interact with students in real time, allowing them to engage students immediately. Participants can also receive instant feedback, responses and recognition, making them feel more connected, almost as if they were in a face-to-face session.

The purpose of this proposal is to provide teachers with a digital guide with some communicative language teaching activities that can be implemented in virtual learning, promoting the development of appropriate oral production.

5.3 Theoretical Foundation

Communicative Language Teaching is widely used to teach English as a foreign language, and with appropriate strategies, it has improved communication skills. The method

was implemented face-to-face in classes, but due to the pandemic, the traditional way of teaching has changed, allowing teachers and students to use the approach in a presentation and virtual environment. (Nguyen, 2010) CLT online "creates an environment in which a student interacts with one more collaborating peer to solve a given problem, mediated by a computer including all of its communicative facilities" (p.68).

The main goal of teachers in presentations and online classes is to find strategies for students to speak confidently. Therefore, engaging and interactive activities are a great resource to help students develop speaking skills appropriately. Consequently, CLT strategies encourage students to speak and develop this critical skill. Harahap et al. (2021) describe six Communicative Language Teaching activities that help students speak, such as information gap activities, jigsaw activities, information gathering, task completion, game-based activities, and role plays.

5.3.1 Communicative Language Teaching Activities

Richards (2006) explains the characteristics of these activities in a detailed way:

1. **Information Gap activities:** Teamwork and completion of missing information search activities; Once they get their classmates' information, they can fill in the blanks. This activity is flexible as it can be adapted for presentation or virtual.
2. **Jigsaw activities:** The main goal of this activity is to draw students' attention to a certain topic before the lesson begins, it is a group activity where each group has a piece of information needed to complete the activity. Participants communicate meaningfully using the resources of their own language.

3. **Information gathering:** Activities where students conduct surveys, interviews and research to improve students' communication skills using the target language to gather some information. Solis (2021) states that the most suitable methods and techniques for students negotiating to gain missing information are those that put them at the center, such as information gathering exercises.
4. **Task competition:** Different kinds of games such as puzzles, map reading, among others use one's language resource to complete a task. Solis (2021) points out that students can use what they already know about language to communicate in class and complete assignments. Their goal is to discuss different perspectives with their partners in order to creatively and jointly fulfill a specific task.
5. **Opinion sharing activities.** The activities where students have to compare values, beliefs, or list tasks or ranking are called.
6. **In information transfer:** Activities can be continuously adapted throughout the teaching and learning process, and students are expected to modify information presented in one form to another.
7. **Role play:** The teacher assigns roles to the learners and creates a scenario based on the clues or information he or they provide. Silva (2018) remarks that through role-playing that learners can use authentic language to practice for real-life situations.
8. **Pair and group activities:** The teacher conducts these activities by engaging students in questions and answers, allowing them to express themselves freely. This activity benefits students because they can hear the language used by other members of the group. As well as creating a bridge between languages.

9. **Games-based activities:** Solis (2021) states that games promote classroom interaction and support speaking skills. He also notes that since games promote communication and are an essential part of every teacher's curriculum, constant use of language is essential to successfully complete tasks.

5.4 Objectives:

5.4.1 General Objective

To create an online guidebook with Communicative Language Teaching to improve the English oral production of intermediate level students.

5.4.2 Specific Objective

- To select an effective communicative Language teaching strategy to help teacher and students to develop the English oral production of intermedia students.
- Design the communicative strategies to improve oral production of intermedia level students.

5.5 Beneficiaries

5.5.1 Direct Beneficiaries

The students of the intermediate level of the Sucre Language Center are the primary beneficiaries of this research because, based on the information gathered, the guidebook provides CLT strategies online for developing oral production. Nearly 20 students who register for the intermediate level every semester benefit directly.

5.5.2 *Indirect Beneficiaries*

Even though this proposal is addressed to intermediate students at Sucre language Center, Since the guidebook is an online resource, it can be used by any teachers and students who want to improve their oral production.

5.6 Impacts

The didactic guide contributes to the student's development of oral production, engaging learners in practicing the English language with confidence through CLT activities that can be applied by zoom. This modality, presential and online connected with the integration of technological resources, has enormously impacted teachers and students because these activities allow them to practice and develop language skills.

5.7 Development

This proposal consists on developing an online didactic, which include the strategies of CLT to help on the development of oral production, these strategies were collected in the theoretical framework of this study. The guide activities are based on the topics of the units that the teacher covers during classes. The guide was applied taking into account the results obtained from the survey that was applies to the students of intermediate level and the interview to the teacher in charge of this level.

5.7.1 *Sessions and activities*

Table 16

Activities

SESSION	Strategy	Name of the activity	Target	Material
Activity 1	Information Gap activity	Introduce yourself	Tag questions	Jamboard
Activity 2	Information Gap activity	Talk about your culture	Nouns	Live worksheets Wordwall,
Activity 3	Role play	Life plans	Future will	Mentimeter
Activity 4	Jigsaw Activity	Holidays and Traditions	Relative pronouns who	Mentimeter Live worksheets
Activity 5	Questions and answers	Reading for Pleasure	Noun Clauses	Wordwall
Activity 6	Debate	Health Matters	Modal Must	Jamboard
Activity 7	Group activity	Describe an invention	Passive Voice	Mentimeter
Activity 8	Information Gap activity	Describe Voice Calls	Passive Voice	Jamboard
Activity 9	Group activity	Talking about real and unreal situations	conditionals	Learnhip
Activity 10	Group activity	Creating a new version	Simple past	Jamboard

Activity 11	Information Gap activity	Talk about Politic	Past perfect	Jamboard
Activity 12	Role play	Christmas Gift List	Vocabulary “Christmas”	Jamboard

Created by: Nato (2022)



CLT ACTIVITIES TO IMPROVE ORAL PRODUCTION ACTIVITIES






BY ELISA NATO

ACTIVITY 1

Table 17

Activity 1

<u>TOPIC: PERSONAL INFORMATION</u>	
COMMUNICATIVE ACTIVITY	Pair work Information gap
TARGET:	Tag questions
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	By the end of the activity students will be able to exchange personal information
DIGITAL RESOURCE	 
PROCEDURE:	<p>Step 1: Teacher writes on the board some sentences using a variety of tenses.</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> • I was born in Quito • I didn't grow up in Machala • I am a doctor </div> <p>Step 2: Teachers calls Ss to confirm the previous statement by asking the following questions</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p>You were born in Quito, weren't you? You didn't grow up in Machala, did you? You're not a doctor, are you?</p> </div>

Step 3:

The teacher makes Ss notice the words in yellow and encourage Them to do the same with their classmates.

The teacher divides Ss into pairs and provides the links of the sheet of papers in live worksheets to start the activity.

PAIR WORK - INFORMATION GAP ACTIVITIES

25

STUDENT A	True or false?	Student B complete the chart with the correct information if the sentence is false
Student A's questions		
I was born in	T F	
I grew up in	T F	
I like playing	T F	
Tomorrow, I am going to	T F	
I can play the	T F	
I am married	T F	
I am in my twenties	T F	
I have children	T F	
I live with	T F	

STUDENT B

Student B's questions	True or false?	Student BA complete the chart with the correct information if the sentence is false
You were born in, weren't you?	T F	
You grew up in, didn't you?	T F	
You like playing, don't you?	T F	
Tomorrow, you are going to, aren't you?	T F	
You can play the, can't you?	T F	
You aren't married, are you?	T F	
You are in your twenties, aren't you?	T F	
You have children, don't you?	T F	
You live with, don't you?	T F	

<https://www.liveworksheets.com/sm3342856js>





Step 4: The teacher asks Ss A to complete the first column of the papers using true or false information about them. Then share the screen with their partner.

Step 5: Ss B reads the information and confirms it using tag questions. If the information is false, they must ask for factual information and write it down on the paper.

ACTIVITY 2

Table 18

Activity 2

<u>TOPIC: TALK ABOUT YOUR CULTURE</u>	
COMMUNICATIVE ACTIVITY	Pair work Information gap
TARGET:	Tenses
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	By the end of the activity students will be able to exchange information about their culture.
DIGITAL RESOURCE	 
PROCEDURE:	<p>Step 1: The teacher asks Ss how culture has changed in different aspects such as dating, clothes, table manners, clothes etc.</p> <p>Step 2: The teacher provides Ss the link and explains that they will work in pairs making and answering questions about our culture using random cards.</p> <p>https://wordwall.net/es/resource/33472289/develop-your-cultural-awareness</p>  <p>Step 3: The teacher provides a link that Ss have to complete according their classmate's answers.</p> <ul style="list-style-type: none"> • https://es.liveworksheets.com/ne3141224gi • https://es.liveworksheets.com/cv3141214at

Step 4: Ss individually open the papers in live worksheets. (Student A and B). Ss check the information and complete with their partner`s answer or add extra information.





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ACTIVITY 3

Table 19

Activity 3

TOPIC: <u>TOPIC: LIFE PLANS</u>	
COMMUNICATIVE ACTIVITY	Role- play
TARGET:	Was / Were going to and would
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	By the end of the activity students will be able to ask and answer questions about life plans.
DIGITAL RESOURCE	
PROCEDURE:	<p>Step 1: The teacher makes brainstormed words about life plans and provides a link where students have to complete their information. Ss will think of their life plans and make a list of them. https://www.menti.com/altgnb2opyjt</p> <p>Step 2: The teacher divides the class into break-out rooms and explains that Ss must share their information in pairs. Information such as:</p> <div style="border: 1px dashed black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> Have you ever changed your mind before settling on something? What plans did you change? Do you regret your choice? </div> <p>Step 3: Role-play: In pairs Ss will play a role simulating regret about their choices related to their life plans.</p>





	<ul style="list-style-type: none">• Student A: Will be an old person regretting about the choices in life.• Students B: Will be a young man asking advice about career election. <p>Step 4: Ss will present the roleplay in front of the class.</p> <p>Example:</p> <p>Student B: “I want to perfectionate my English skills. Have you ever regretted about something in your learning process?”</p> <p>Student A: “Yes, I regret not study enough in my English class, actually I don`t have language skills”</p>
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ACTIVITY 4

Table 20

Activity 4

TOPIC: <u>Holidays and Traditions</u>	
COMMUNICATIVE ACTIVITY	Jigsaw activity
TARGET:	Adjective clauses with subject relative pronouns who and that.
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	By the end of the activity students will be able to share information about a specific holiday.
DIGITAL RESOURCE	 
PROCEDURE:	<p>Step 1: The teacher brainstorms words related to holidays. https://www.menti.com/sqat88sywq</p> <div style="text-align: center;"> <p><small>Go to www.menti.com and use the code 4851 6689</small></p>  </div> <p>Step 2: Teacher talks about some customs and traditions in Ecuador and the USA, then divide the class into groups of four.</p> <ul style="list-style-type: none"> • Teacher talks about some customs and traditions in Ecuador and the USA, then provides a link, which contains four different traditions, so Ss can read and work in groups. • Ss are assigned a specific topic to become and expert on it



<https://es.liveworksheets.com/6-ot151482io>

Step 3:

- Teacher gives 10 minutes to read the information and become an expert on the topic.

Step 4:

- The teacher divides the class into four groups. (Breakout rooms)
- and visits the different rooms to check and give feedback.

Step 5:

- Ss get together with their assigned group.
- Read the information about holidays and traditions, make a collaborative presentation and present to the class.

Example:




Group 1: “Hanami is the most ancient Japan festival, and people continues to celebrate nowadays...”

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ACTIVITY 5

Table 21

Activity 5

TOPIC: <u>Reading for Pleasure</u>	
COMMUNICATIVE ACTIVITY	Jigsaw activity
TARGET:	Noun clauses.
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	By the end of the activity students will be able to share information about their reading habits.
DIGITAL RESOURCE	 
PROCEDURE:	<p>Step 1: The teacher starts with presenting a video to the class about the benefits of reading.</p> <p>https://www.youtube.com/watch?v=0QrbdHhP2Us&list=RDLV0QrbdHhP2Us&index=1</p> <p>Step 2: The teacher asks Ss their opinion about the video and make the following question.</p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>How often do you read?</p> </div> <p>Ss give their different answers.</p>

Step 3:

- The teacher divides the class into teams and makes Ss take turns playing cards (word wall); they have to answer each other the following questions
- <https://wordwall.net/es/resource/36108647/reading-for-pleasure>



- Do you consider yourself to be a big reader? Why or why not?
- Do you spend time reading online? Why or why not?
- When and where do you prefer to read most?
- Do you have any favorite authors? Who are they?

Step 4: Encourages Ss to take turns and answer each other the questions.

Step 5: Finally, Ss take turns giving information of one of their classmates in front of the class.

Created by: Nato (2022)

Step 4: Teacher breaks out rooms into two groups. first group will be in favor of conventional medicine and the other group in favor of Herbal medicine.

Step 5: The groups will share their points of view about the topic. Finally, teacher creates a general debate about the topics with the whole class.



Example:

Teacher: Why do you keep the idea that Herbal medicine would help?



Group 1 Student: "Because it has a lot of therapeutic properties and it will keep clean the organs."

Created by: Nato (2022)

ACTIVITY 7

Table 23

Activity 7

TOPIC: <u>Describe an Invention</u>	
COMMUNICATIVE ACTIVITY	Presentation- group activity
TARGET:	Passive voice
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	By the end of the activity students will be able to present some details about an invention.
DIGITAL RESOURCE	 Mentimeter
PROCEDURE:	<p>Step 1: The teacher makes a brainstorm about the most useful inventions ever.</p> <p>https://www.menti.com/al439dodjw9z</p> <p>Students write as many inventions that come up to their minds.</p> <p>Step 2: Share with the class some important inventions through the years and how they are essential in our lives. Such as television, computer airplane telephone</p> <p>Step 3: Explain Ss that they have to prepare a presentation about the most essential invention they consider exist.</p> <p>Divide the class into groups of 4 (breakout room)</p>

- **Step 4:** In addition, Ss record the information in vocaroo and sent it to the teacher.

<https://vocaroo.com/>



- Ss present the invention to the class.

Example:



Group 1: “We are going to talk about the mobile phone, we choose this because you can carry a mobile phone with you so you don't miss important calls. If you are in an accident, you can call the police or ambulance...”

Created by: Nato (2022)

ACTIVITY 8

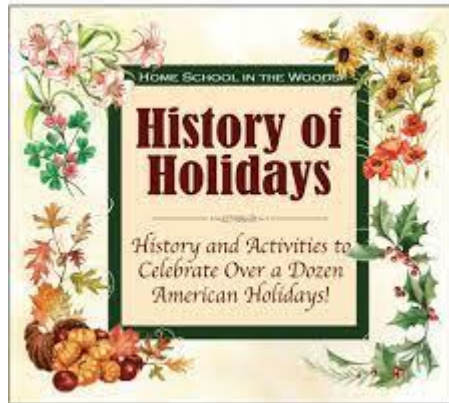
Table 24

Activity 8

TOPIC: Describe Holidays	
COMMUNICATIVE ACTIVITY	Pair work - Role play
TARGET:	Present simple and present continuous
TIME:	 40 minutes
LEVEL:	B1
OBJECTIVE :	At the end of the activity, students will be able to recognize when the present simple and the present continuous should be applied.
DIGITAL RESOURCE	 Jamboard
PROCEDURE:	<p>Step 1: The teacher shares the virtual blackboard in which he explains to the students what the present simple and the present continuous.</p> <p>https://jamboard.google.com/d/13wZxsYAp8LhYZjjaiiE3VgBjonE4McEoABjfoXJUM5k/edit?usp=sharing</p> <p>Step 2: The teacher forms pairs and asks them to see a short text about the Christmas story.</p> <p>https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-vs-continuous-progressive-tense/holiday-reading-grammar-practice-present-simple-present-cont/82661</p> <p>Step 3: Students make a presentation about the most relevant facts from the reading,</p>

Step 4: The students will share the words enclosed in the present simple and later in the present continuous to compare if there were errors.

Finally, the students must improvise a talk about what they are going to do at the parties.



Example:

Student A- Hi Nancy, what did you ask the Christ Child for Christmas?

Student B- I didn't ask Laura for anything, I did want a doll but more I wanted my brother to come home.

Student A - Don't you think you can ask for both things? Both would make you very happy

Student B- I do not believe that the Child Jesus will bring my brother home from Peru

Student A - You never know, if you want it with faith, maybe and it will come true.

Student B- I have a lot of faith, I would like to see him again so that my mom is also happy. We miss him very much.

Student A - You'll see that by doing things well, that's how it is fulfilled.



Student B- Thank you Laura, it would be the best Christmas present.

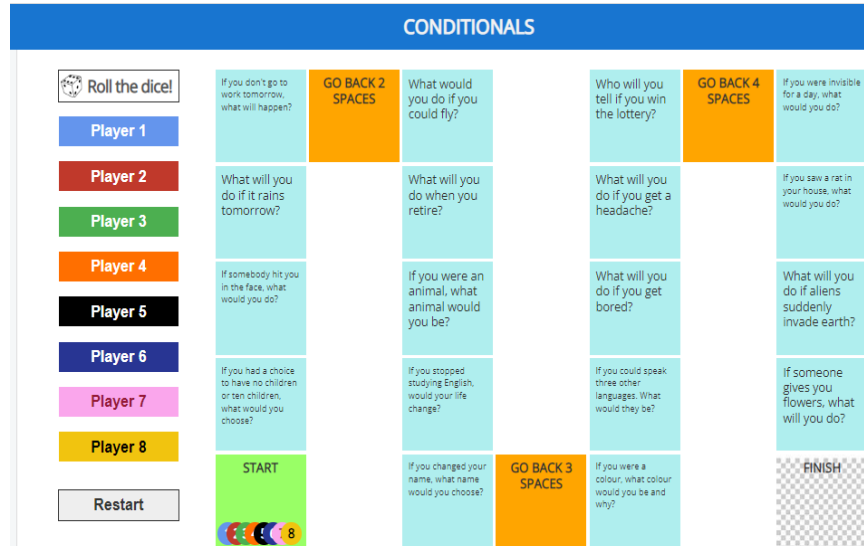
Created by: Nato (2022)

ACTIVITY 9

Table 25

Activity 9

TOPIC: Talking about real and unreal situations	
COMMUNICATIVE ACTIVITY	GROUP WORK – SPEAKING INTERACTION
TARGET:	Conditional sentences
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	At the end of the activity, students will be able to use conditional sentences.
DIGITAL RESOURCE	
PROCEDURE:	<p>Step 1: Teacher starts the class with the questions</p> <ul style="list-style-type: none"> What would you do if you were the president? What will you do if you don't learn English? <p>Teacher explains the difference between these two situations one is hypothetical and the other is a real possibility.</p> <p>Step 2: Ss are divided into groups of three or four.</p> <ul style="list-style-type: none"> Teacher provides a virtual board game that contains conditionals questions. Explain the game: each student in each group has de chance to roll the dice and answer the questions sharing the information with the rest of the group <p>https://learnhip.com/boardgames/game.php?w=848474d8</p>



Note: picture designed by the researcher using LearnHip

Step 3:

- Ss have to speak at least a minute to stay on the square, on the other hand if she or he is not able to speak that time, They have to move back to the square that they began.
- The first player to reach the END wins.



Step 4: The teacher opens the breakout rooms and students’ start playing the game.





Created by: Nato (2022)

ACTIVITY 10

Table 26

Activity 10

TOPIC: Creating a new version	
COMMUNICATIVE ACTIVITY	Group work / speaking role play
TARGET:	Simple past
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	At the end of the activity, students will be able to create a new version of the story using simple past.
DIGITAL RESOURCE	
PROCEDURE:	<p>Step 1: The teacher shares the padlet that contains the name of classical tales.</p> <p>https://padlet.com/enato/creating-a-new-version-na0vgej4b1gqygz0</p>



Step 2: Teacher divides the class into groups of four and assigns each group the tale that they are going to change creating a funny version.

Step 3: The students organize the role play assigning different characters to the members of the group. Ss apply the simple past tense

Step 4: Ss complete the funny version in padlet and act out in front of the class.




Step 5 : The class will choose the best version

Created by: Nato (2022)

ACTIVITY 11

Table 27

Activity 11

TOPIC: Talk about Politic	
COMMUNICATIVE ACTIVITY	Debate
TARGET:	Past perfect
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE	At the end of the activity, students will be able to apply the past perfect to simple sentences.
DIGITAL RESOURCE	
PROCEDURE:	<p>Step 1: The teacher shares the jamboard in which he explains to the students what the past perfect is and its application.</p> <p>https://jamboard.google.com/d/1ZsshCUiu_Dj1fXov0BNO3RFlsstZ3Eu51ibKHXRnJeQ/edit?usp=sharing</p> <p>Step 2: The teacher asks the students what questions they have about the class taught.</p> <div style="text-align: center;"></div> <p>Step 3: The teacher divides the group into two teams and asks the students to answer the following questions:</p>



Had the State acted against corruption before it would affect society?

If they had been stronger anti-corruption legislation, there would be no economic losses?




Had the Government ever taken rigorous action against corruption before the Montecristi's Constitution?

Created by: Nato (2022)

ACTIVITY 12

Table 28

Activity 12

TOPIC: Christmas Gift List	
COMMUNICATIVE ACTIVITY	Dramatization
TARGET:	Gerund and infinitives
TIME: 	40 minutes
LEVEL:	B1
OBJECTIVE:	At the end of the activity, students will be able to develop oral skills with a vocabulary that corresponds to the Christmas season
DIGITAL RESOURCE	 YouTube 
PROCEDURE:	<p>Step 1: The teacher shares the video where she explains when gerunds and infinitives are used in order for students to learn to differentiate them.</p> <p>https://www.youtube.com/watch?v=w4dohK6_XDg&ab_channel=AmericanEnglish</p> <p>Step 3: The teacher shares the quizzi link with the students to complete the sentences with the gerunds or infinitives as appropriate.</p> <p>https://quizizz.com/admin/quiz/5fac9f0fa86a6e001b324cf7/gerunds-and-infinitives</p> <p>Step 2: The teacher asks the students to encircle in red color the gerunds and blue color the infinitives and to recreate the play the snowman.</p>

The Snowman

– Narrator: This is a sad winter story, it all started on the day after the last big snowfall of the year, the one that would allow children to play freely in it knowing that all their creations would remain there for a couple of weeks.

– Alex: Noah! Noah! Come play in the snow, come let's make an angel on the floor like in the movies.

– Noah: How cold it is!

– Alex: Let's make a snowman!

– Narrator: And so the two children began with a game what would be one of the most beautiful Christmas miracles in history, in the end they would create an unforgettable friend.

(Noah and Alex are standing in front of the Snowman)

– Noah: He just needs something for us to know that he is a boy.

– Alex: In Grandpa's room there is a tall hat, I'm going to look for it.

(Alex runs offstage)

— Alex: But if the snow has no stomach.

– Snowman: Hmm, right.

(The Snowman takes a snowball from his body and throws it at one of the children, they immediately begin to play)

– Narrator: The children and their new friend played happily during the last weeks of winter, time passed quickly without them realizing that the sun was beginning to feel warmer and warmer with each passing day.

(The snowman is sitting fanning himself with his hat, Alex and Noah come running up)

– Alex: Get up, let's play.

	<p>– Noah: We don't have to wear sweaters anymore, it's not very cold anymore.</p> <p>– Snowman: Children I have to talk to you, I don't feel very well.</p> <p>– Noah: What do you have? You have a cold?</p> <p>– Snowman: No, it's not that.</p> <p>– Alex: Because if you want we can make you a hot soup.</p> <p>– Snowman: Kids I'm melting.</p> <p>– Noah: Do you want us to put you in the refrigerator?</p> <p>– Snowman: It's time for me to go.</p> <p>– Alex: Go away? Where?</p> <p>– Snowman: Humm I don't know, where there is snow and children who need me.</p> <p>– Noah: We need you.</p> <p>– Snowman: Don't be sad that even if I leave I will always be with you.</p> <p>Alex: How?</p> <p>– Snowman: Thanks to this magic hat I never have to leave you, every time you want to talk to me, talk inside the hat and deep inside you will know that I am answering you.</p> <p>(The children and Snowman hug)</p> <p>– Noah: Goodbye, Snowman.</p> <p>– Snowman: See you until next Christmas.</p>
--	--

Created by: Nato (2022)

5.8 Assessment

Assessment is an integral part of the teaching and learning process. Its main function is to obtain information for decision making, reflection, planning and readjustment of educational practice if necessary, to improve the learning of all students. The evaluation indicates to what extent the students have achieved the objectives initially proposed.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

After the proper collected information analysis, as well as the results obtained during this investigation, it was possible to get the following conclusions:

- After gathering information from several research works that focus on a methodology that help students to improve their speaking skills, it was observed that Communicative Language with the help of new information and communication technologies is currently revealed as high efficiency to ensure the effective development of the ability in the case of English language students, the systematic use of didactics in this methodology enhances the effective transfer of knowledge and at the same time ensures the students' interest in the English language subject. It is a method not only applied here in Ecuador but also in some other countries, been considered suitable to encourage students to communicate naturally.
- The level of oral production of students belonging to the Sucre Language Institute in the city of Quito is revealed as low. The pre-test results show poor performance in oral production regarding all of these aspects, such as grammar and vocabulary, discourse management, pronunciation, and interactive communication; hence, from the beginning, it was evident that students had difficulties performing the speaking skill. In addition, the survey directed to the students and the interview directed to

former teachers demonstrated that students considered their speaking level low and felt demotivated to participate in the class.

- With the strategies selected from the Communicative Language Teaching method, such as role plays, debate, jigsaw activities, etc., a didactic guide was elaborated, and it was noticeable the engagement of the students, so they were willing to develop their speaking skills.
- The development of oral production skills has great importance in the process of language learning and integration among students. During the application of the communicative Language Teaching activities, students were highly motivated because it helped them to overcome their difficulties in these aspects, such as grammar and vocabulary, discourse management, pronunciation, and interactive communication, increasing their confidence at the moment of speaking.

6.2 Recommendations

- Due to the pandemic, the modality of education has some options, such as presential and virtual; hence it is recommendable to conduct studies on the application of the virtual environment that goes tight related to the methodology of communicative language teaching so that students and teachers can use technological resources increasing and improving their performance in speaking skill
- It is recommendable that teachers combine the Communicative Language Teaching activities with the updated versions of this method, using the speaking activities in the

class constantly, creating confidence in students at the moment of producing the language.

- Apply the didactic guide proposed in this research for the use and application of the methodology of communicative language in the development of oral skills with the help of new information and communication technologies for teachers at the Institute of Languages Sucre in the city of Quito, in such a way as to ensure the effective development of the oral ability of the English language in intermediate level students. it is highly recommended to use input in the first phase of the lesson and output after students have mastered the meaning of the target language, and design other authentic activities.
- To conduct a study of a different population, creating a didactic guide with Communicative language activities directed to university students who attend class entirely virtual.

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ANEXXES

Annexes 1 Application issued to the institute



Quito, 21 de septiembre del 2021

**Ing. Santiago Illescas PHD RECTOR INSTITUTO SUPERIOR UNIVERSITARIO
SUCRE**

Presente. -

Por medio del presente yo Licenciada Carmen Elisa Nato Sierra, portadora de la cédula No. 0703971895, docente del Centro de Idiomas y estudiante del Programa de maestría en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés, Cohorte II Rediseño, Instituto de Posgrado de la Universidad Técnica del Norte, me permito de la manera más comedida su gentil aprobación para realizar el trabajo de investigación, denominado "Communicativ Language Teaching to develop oral production on intermedia level students at Sucre Language Center in Quito" durante el período académico mayo - octubre 2022. Este proceso investigativo contempla la aplicación de instrumentos de recolección de datos, aplicación de la propuesta.

Segura de contar con su aprobación, anticipo mi profundo agradecimiento.



Atentamente
Licda. Elisa Nato
DOCENTE CEI ISU SUCRE



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(Matriz):
Av. 10 de Agosto N26-27
y Luis Mesquero Narváez

Annexes 2 Authorization issued by the institute

SECRETARÍA DE EDUCACIÓN SUPERIOR,
CIENCIA, TECNOLOGÍA E INNOVACIÓN



Quito, 23 de septiembre de 2021

Licenciada:

Carmen Elisa Nato

MAESTRANTE DEL PROGRAMA DE PEDAGOGIA DEL IDIOMA INGLÉS DE LA UNIVERSIDAD TECNICA DEL NORTE.

De mi consideración

En respuesta a su solicitud de fecha 21 de septiembre del 2021, por medio de la presente hago conocer que AUTORIZO para que realice su trabajo de investigación con el tema **“COMMUNICATIVE LANGUAGE TEACHING TO DEVELOP ORAL PRODUCTION ON INTERMEDIATE LEVEL STUDENTS AT SUCRE LANGUAGE INSTITUTE IN QUITO”** Se brindará todas las facilidades necesarias para que el Trabajo de Investigación cumpla su objetivo

Atentamente



Firmado electrónicamente por:
SANTIAGO FABIAN
ILLESCAS CORREA

Ing. Santiago Illescas PhD.
RECTOR IST SUCRE



www.tecnologicosucree.edu.ec

Dr. Santiago Illescas. PhD.
AUTORIZADO POR:

Annexes 3 Student Survey



UNIVERSIDAD TECNICA DEL NORTE
INSTITUTO DE POSTGRADO



MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN INGLÉS

Encuesta

Objetivo: Identificar las dificultades más representativas al momento de comunicarse utilizando el idioma inglés dentro de la clase, para precisar estrategias adecuadas que permitan un desarrollo adecuado de la habilidad de "speaking".

INSTRUCCIONES:

Se solicita que responda las siguientes preguntas con total honestidad. Sus respuestas serán anónimas; la información será utilizada únicamente con propósitos investigativos.

QUESTIONARIO:

Seleccione la respuesta apropiada

1. ¿Considera usted que actualmente es importante aprender a hablar en inglés?

Mucho	Bastante	Poco	Nada

2. ¿Con qué frecuencia participa usted en las actividades de producción oral en clase?

Siempre	Casi siempre	Rara vez	Nunca

3. ¿Según su punto de vista, en qué situaciones emplea más la habilidad de producción oral en clases?

Diálogos	<input type="checkbox"/>	Dramas	<input type="checkbox"/>
Debates	<input type="checkbox"/>	Entrevistas	<input type="checkbox"/>
Presentaciones	<input type="checkbox"/>	Audios	<input type="checkbox"/>

4. ¿Según su criterio, Cual considera es su nivel de inglés al hablarlo?

Alto	Intermedio	Básico

5. ¿Crea su profesor actividades interesantes para desarrollar la habilidad de speaking?

Siempre	Casi siempre	Rara vez	Nunca

6. ¿Qué actividades le gustaría incorporar para estimular la producción oral del idioma inglés?

Seleccione las dos actividades que más le gustaría.

Juegos

Trabajos en grupo

Videos

Proyectos

7. ¿Desearía participar en actividades que le ayuden a mejorar su producción oral en inglés?

Siempre	Casi siempre	Rara vez	Nunca

Annexes 4 Teacher's Interview



UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSTGRADO



MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON
MENCION INGLÉS

LEVEL B1 TEACHER'S INTERVIEW

This Interview is addressed to English teachers of the B1 level at Sucre Language Center from Quito to identify the use of Communicative Language teaching activities to develop proper oral production in the English class.

QUESTIONS:

Date:							Time:						
Place:													
Question 1:													
1. According to your experience, which skills do you consider the most difficult for your students when learning EFL? Being 1 the most difficult, 6 the least difficult. Numbers can be repeated according to your opinion.													
Listening	1	2	3	4	5	6							
Reading													
Writing													
Speaking													
Vocabulary													
Grammar													
Questions 2													
What problems do your students face when they have to speak English in the class?													
Questions 3													
What strategies do you use to motivate your students to develop their oral production?													
Questions 4													
Would you like to have a guide that contains strategies that help students to communicate in English? Yes / No, explain													

.....
Questions 5
Do you consider that the didactic guide is a useful resource to engage students to develop oral production? Yes /No explain.
What components do you consider important in a didactic guide?

Thank you for your collaboration.

Annexes 5 Pre y post Speaking Test



UNIVERSIDAD TÉCNICA DEL NORTE
IBARRA - ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

PRE – POST-TEST SPEAKING TEST



English Qualifications

Assessing speaking performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

SOURCE: Cambridge English Qualifications 2020

(Cambridge English Assessment, 2020)

<https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>

B1: Preliminary

SPEAKING TEST

PART 1: TALK ABOUT YOURSELF

- **INSTRUCTION:** Students will introduce themselves using basic grammar and vocabulary related to their personal information.
- **INDIVIDUAL:** activity
- **TIME:** 2 -3 minutes each

PART 2: DESCRIBE A PHOTOGRAPH OR PICTURE

- **INSTRUCTION:** Students will be given a picture or photograph to describe what they see and explain what is happening in.
- **INDIVIDUAL:** activity
- **TIME:** 2 -3 minutes each

PART 3: DESCRIBE A PICTURE

- **INSTRUCTION:** Students will be given a picture or photograph to describe together what they see and explain what is happening in.
- **PAIR ACTIVITY:** Activity
- **TIME:** 2 -3 minutes each

SOURCE: Test adapted from Cambridge English Qualifications 2020

(Cambridge English Assessment, 2020)

1B



Activities to help the man relax



Annexes 6 Instrument validation by Experts



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

DATA INSTRUMENTS VALIDATION

Theme: COMMUNICATIVE LANGUAGE TEACHING TO DEVELOP ORAL PRODUCTION ON INTERMEDIATE LEVEL STUDENTS AT SUCRE LANGUAGE INSTITUTE IN QUITO

General objective: To determine the efficiency of using the Communicative Language Teaching activities in the development of oral production on intermediate-level students at Sucre Language Institute of Quito in the academic year 2021- 2022

Author: Carmen Elisa Nato Sierra

Judge:

Academic tutor: Dr. Narcisa Fuertes PhD

Data instrument collection: Questionnaire

Use a check mark

Scale:	Excellent	Good	Average	Below Average	Poor
	5	4	3	2	1

Aspect 1:

Principles of Assessment	Criteria	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					✓
Reliability	Is the test consistent or free from random errors; presenting conditions of two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					✓
Authenticity	Does the instrument reflect “real-world” language, containing language that is as natural as possible?					✓
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					✓
Washbak	Does the instrument have a positive impact on the participants?					✓

Aspect 2:

Evaluation parameters	Criteria	1	2	3	4	5
Belonging	Does the questionnaire have a logical relation with the thesis objectives?					✓
Importance	What is the level of importance between the test content and the investigation?					✓
Organization	Is there a logical organization with the questions displayed?					✓
Writing organization	Are the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations, correctly used?					✓
						✓

Validated by (Name and surname): Dr. Narcisa Fuertes PhD.

ID: 1002091161

Signature

DATA INSTRUMENTS VALIDATION

Theme: COMMUNICATIVE LANGUAGE TEACHING TO DEVELOP ORAL PRODUCTION ON INTERMEDIATE LEVEL STUDENTS AT SUCRE LANGUAGE INSTITUTE IN QUITO

General objective: To determine the efficiency of using the Communicative Language Teaching activities in the development of oral production on intermediate-level students at Sucre Language Institute of Quito in the academic year 2021- 2022

Author: Carmen Elisa Nato Sierra

Judge:

Academic tutor: Dr. Narcisca Fuertes PhD

Data instrument collection: Questionnaire

Use a check mark

Scale:	Excellent	Good	Average	Below Average	Poor
	5	4	3	2	1

Aspect 1:

Principles of Assessment	Criteria	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					✓
Reliability	Is the test consistent or free from random errors; presenting conditions of two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					✓
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					✓
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					✓
Washbak	Does the instrument have a positive impact on the participants?					✓

Aspect 2:

Evaluation parameters	Criteria	1	2	3	4	5
Belonging	Does the questionnaire have a logical relation with the thesis objectives?					✓
Importance	What is the level of importance between the test content and the investigation?					✓
Organization	Is there a logical organization with the questions displayed?					✓
Writing organization	Are the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations, correctly used?					✓
						✓

Validated by: MSc. Juan Carlos Guarinda Castillo.



Elizabete Alcantara
JUAN CARLOS
GUARINDA
CASTILLO

ID: 080237072-6

Signature

DATA INSTRUMENTS VALIDATION

Theme: COMMUNICATIVE LANGUAGE TEACHING TO DEVELOP ORAL PRODUCTION ON INTERMEDIATE LEVEL STUDENTS AT SUCRE LANGUAGE INSTITUTE IN QUITO

General objective: To determine the efficiency of using the Communicative Language Teaching activities in the development of oral production on intermediate-level students at Sucre Language Institute of Quito in the academic year 2021- 2022

Author: Carmen Elisa Nato Sierra

Judge:

Academic tutor: Dr. Narcisca Fuentes PhD

Data instrument collection: Questionnaire

Use a check mark

Scale:	Excellent	Good	Average	Below Average	Poor
	5	4	3	2	1

Aspect 1:

Principles of Assessment	Criteria	1	2	3	4	5
Validity	Does the instrument measure what it intends to measure?					✓
Reliability	Is the test consistent or free from random errors; presenting conditions of two or more administrations? Does the instrument give precise directions, and use an appropriate rubric for scoring?					✓
Authenticity	Does the instrument reflect "real-world" language, containing language that is as natural as possible?					✓
Practicality	Is the test appropriate regarding logistical aspects (time, budget, and administrative issues) involved in making, giving, and scoring the instrument?					✓
Washbak	Does the instrument have a positive impact on the participants?					✓

Aspect 2:

Evaluation parameters	Criteria	1	2	3	4	5
Belonging	Does the questionnaire have a logical relation with the thesis objectives?					✓
Importance	What is the level of importance between the test content and the investigation?					✓
Organization	Is there a logical organization with the questions displayed?					✓
Writing organization	Are the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations, correctly used?					✓
						✓

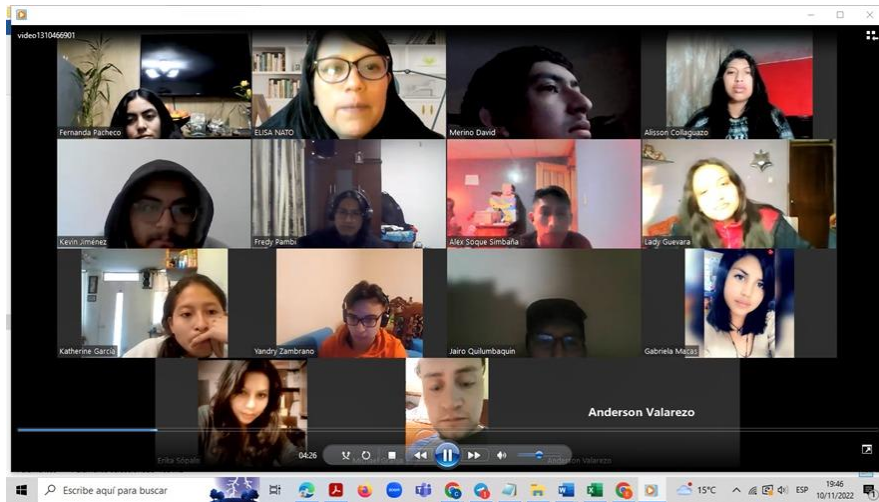
Validated by: MsC. Ana Victoria LugO

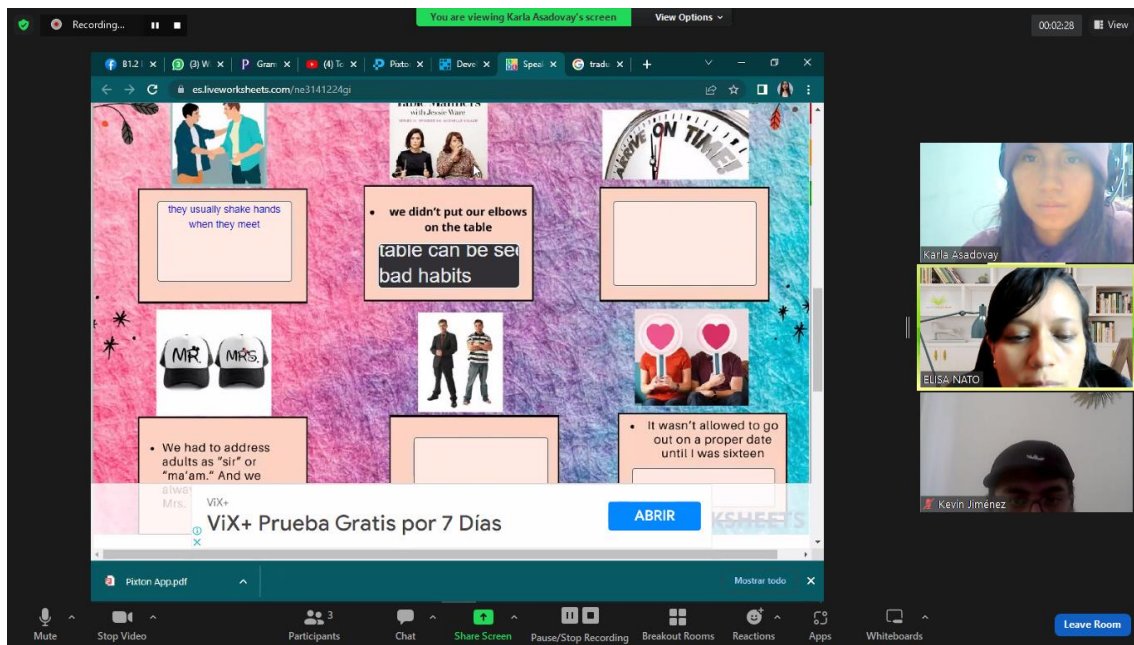
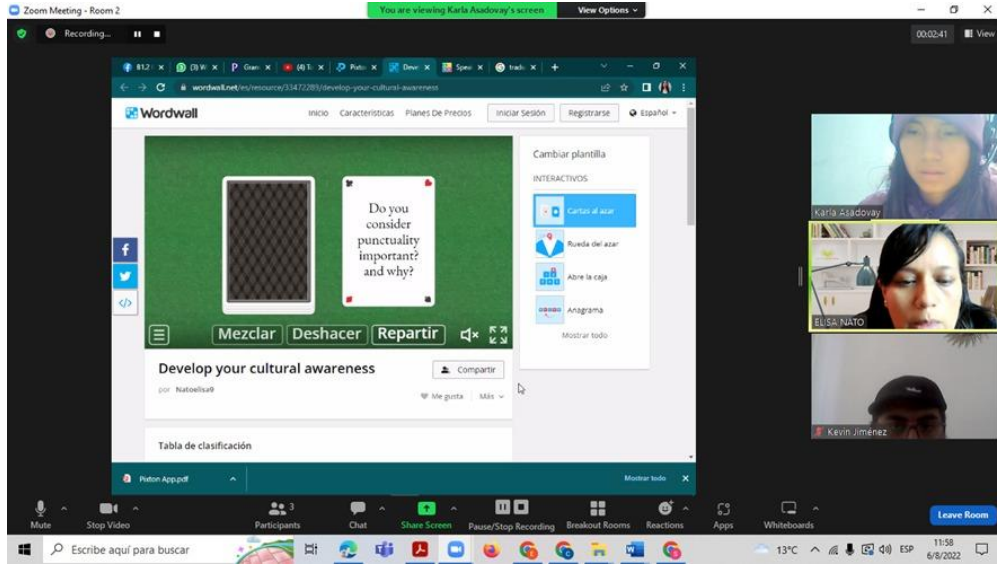


ID: 0605714062

Signature

Annexes 7 Evidence of application of the proposal





The image shows a Padlet board titled "two truth - one lie" with the subtitle "Hecho con una mente curiosa". The board features several user profiles, each with a list of statements:

- Katherine Garcia**: I like painting, I have two pets, I like singing.
- Anderson Valarezo**: I'm single, I work on the weekends, I like to learn new things, I have a dog and a cat.
- Alisson Collaguazo**: I live with my parents, I have one brother, I don't have a pet but I have an elf.
- Gabriela Macas**: My pet is a cat, I have four sisters and one brother, I visit Amazon jungle.
- Kevin Jiménez**: I like to sing and write the lyrics of what I sing, I have broken both arms 3 times, and once I almost died, I have followed cooking courses to cook better.
- Jairo Quilumbaquin**: I have two younger brothers, I live with my two parents, And I have two pets.
- Erika Sópalo**: I have two dogs, I know how to ski in the snow, I walk in the mountains.
- Elisa**: I have three children, I had a cocodrile as a pet, I am married.

A video player overlay is visible on the right side of the board, showing a video titled "Alex Soque Simba..." with a thumbnail of a person. The video player shows a progress bar at 10:51 / 32:30. The background of the board is a brick wall pattern. The interface includes a search bar at the top left, a user list on the right, and a Windows taskbar at the bottom with the date 10/11/2022 and time 19:50.