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

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

COMMUNICATIVE LANGUAGE TEACHING METHOD TO IMPROVE THE ENGLISH-SPEAKING SKILLS FOR INTERMEDIATE LEVEL STUDENTS AT CENTRO DE EDUCACIÓN CONTINUA DE LA ESCUELA POLITÉCNICANACIONAL DEL ECUADOR

RESEARCH LINE

Development of English language educational skills

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As thesis advisor of the study " COMMUNICATIVE LANGUAGE TEACHING METHOD TO IMPROVE THE ENGLISH-SPEAKING SKILLS FOR INTERMEDIATE LEVEL STUDENTS AT CENTRO DE EDUCACION CONTINUA DE LA ESCUELA POLITECNICA NACIONAL DEL ECUADOR", submitted by Dolores Edith Rodriguez Armas in fulfillment of the requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés, I certify that this research meets sufficient requirements and merits to be submitted to public presentation and evaluation by Thesis Committee.

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Edith Rodriguez

DEDICATION

To my daughters and granddaughter, who have been my inspiration and driving force in achieving my goals, as well as my perseverance and desire for self-improvement.

Edith Rodriguez

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Communicative language teaching method to improve the English-speaking skills for Intermediate level students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador

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Año: 2023

RESUMEN

Este estudio pretende investigar la implementación del CLT en el nivel intermedio en el Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador. En esta investigación se definió el objetivo de proponer la Enseñanza Comunicativa de Lenguas para mejorar las competencias lingüísticas en inglés de los estudiantes de nivel intermedio del Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador 2022-2023. El estudio determinó que una metodología mixta que contenga componentes cuantitativos y cualitativos sería la forma más efectiva de alcanzar este objetivo. Así, se empleó un par de herramientas: un cuestionario diseñado para este estudio y una entrevista. Los estudiantes fueron los que rellenaron el cuestionario, mientras que los instructores fueron los entrevistados. El instrumento de investigación consistiría en una muestra de veinticinco participantes, incluidos cinco profesores y veinte alumnos. De acuerdo con la información recabada, los primeros resultados identificaron a un grupo de estudiantes que mostraban deficiencias en las competencias lingüísticas de comprensión, complejidad y pronunciación del idioma inglés, aspectos que sus profesores también expresaron que representan dificultades para los estudiantes. En consecuencia, se hizo evidente la necesidad de elaborar una guía para mejorar la producción oral en inglés de los participantes. Además, a través de la administración de un pre y postest, se pudo demostrar que el uso del método comunicativo favoreció la mejora de las competencias en las que la muestra estudiada mostraba debilidades, por lo que se pudo concluir que el método seleccionado ayudó a mejorar las habilidades primarias para el aprendizaje del idioma inglés.

Palabras claves: aprendizaje, estudiantes, competencias comunicativas, inglés

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Year: 2023

ABSTRACT

This study aims to investigate the implementation of CLT at the intermediate level at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador. This research defined the objective of proposing Communicative Language Teaching to improve the English-speaking skills of intermediate-level students at the Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador 2022-2023. The study determined that a mixed methodology containing quantitative and qualitative components would be the most effective way to achieve this objective. Thus, we employed a pair of tools: a questionnaire designed for this study and an interview. Students were the ones who filled out the questionnaire, while instructors were the ones who were interviewed. The research instrument would consist of a sample size of twenty-five participants, including five teachers and twenty students. According to the information gathered, the top results identified a group of students who showed deficiencies in the linguistic competencies of comprehension, complexity, and pronunciation of the English language, aspects which their teachers also expressed that represent difficulties for the students. Accordingly, the need to develop a guide to improve the participants' oral production in English became evident. Furthermore, through the administration of a pre-and post-test, it was possible to demonstrate that the use of the communicative method favored the improvement of the competencies in which the studied sample showed weaknesses; therefore, it was possible to conclude that the selected method helped to improve the primary skills for the learning of the English language.

Key words: learning, students, communicative competences, English.

Chapter I

The problem

Introduction

To improve their abilities in public speaking, a significant number of people throughout the world are learning English as a second language. All of this suggests that individuals or students need to know how to talk to communicate with people from all over the world and function effectively in a globalized setting (Richards & Rodgers, 2001). Along with the other three language skills, speaking is one of the essential skills to master. According to Daoust (2022), speaking is a productive talent similar to writing because it involves communicating with others through voice. Teachers can help students improve their public speaking skills by consistently emphasizing fluency, pronunciation, accuracy, understanding, complexity, and body language. Speaking is also a way to communicate thoughts and messages.

Additionally, moreover, communicating is a fundamental human right. Therefore, people must learn to express themselves in many languages. According to Diez et al.(2017), the receiver processes utterances to determine the speaker's intent while speaking.

Speaking fluent English is a complex skill that involves many different elements. According to Sandoval & Franco (2020), speaking has four dimensions: fluency, pronunciation, grammatical accuracy, and body language. Furthermore, Spratt et al. define fluency as saying at a regular rate, without hesitation, repetition/self-correction, using connected speech. In contrast, correctness in speech implies correct grammar, vocabulary, and pronunciation.

Batlle & Mañas (2021) consider that speech depends on the complexity of the information transmitted; however, the speaker may have difficulties clarifying what they want to say. Correspondingly, Chang (2017) proposed to submit the background, advantages, and

methodology of the communicative method applied in English classes to measure its influence on improving English language learning. To do this, he made a ten-session program for students at a language institute that used this method. The results demonstrated an improvement in the academic performance of the young people who received this training and an increase in their ability to produce written and spoken English texts.

An international agreement between the Ministry of Education and the British Council (2019) a public cultural institution of the United Kingdom that promotes knowledge of the English language, has made English teaching part of Ecuador's primary education curriculum since 1992. For this reason, it was incorporated as a mandatory part of the national curriculum to study English and certify students in mastering English.

Chapter 1. The diagnosis of the situation in the world and the country in the introduction, description, problem, backgrounds, objectives general and specific, and the justification of the investigation work.

Chapter 2. The theoretical framework to support this investigation work, description of the problem, researchers, and personal contribution.

Chapter 3. Administrative Framework Recurses, investigative conclusions, and suggestions.

1.1. Problem description

Among the causes of English language learning problems at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador, the first identified were the personal learning pace of each student, in addition to the motivation to learn, adequate teacher assistance, the large number of students per section, the support of family members, parents, the number of hours devoted to the subject, both inside and outside the classroom, and the representatives and decontextualized teaching of English language skills.

The students' communicative skills, including comprehension, fluency, accuracy, complexity, and pronunciation, were examined using a test, and the findings revealed that some of the students had specific shortcomings. For example, the results for the comprehension skill showed that 70% of the students obtained a score of 1.5, 20%, 2, and 10%1. In addition, these data show that the highest percentage of students can respond accurately to most of the questions posed by the instructor on the topic. However, a smaller proportion can accurately answer almost all of the questions posed by the instructor on the subject, and the minority can answer only a few questions (Eufemia, 2019).

The scores obtained in the fluency competency showed that 50% of the students scored 1.5, 30% 1, and 20% 2. The data concerning accuracy competency showed 50% of students scoring 1.5, 30% scoring 1, and 20% scoring 2. About the data of the complexity dimension, the results in the pretest assessment showed 50% of students located in level 1.5 and another 50% located in 1. Finally, in the pronunciation dimension, the surveyed group was situated in its totality in the score of 1.5; that is, they need to speak more clearly, and it is difficult to pronounce some words.

According to these data, half of the students can speak relatively fast, pausing from time to time (1-3 times) to think of a word or how to say something. Another proportion oftenbreaks (4-7 times), looking for the right word or expression.

According to the above, the consequences are:

- Delays in the consolidation of learning.
- Dropping out of the system.
- Personal frustration.
- Withdrawal in linguistic expression.
- Lack of practice alternatives.
- Slower or lower learning than expected for the age and level of the students.

CEC-EPN is entirely self-financed and operates as a commercial, academic center. The center receives income from private students but also serves polytechnic scholarship recipients; the estimated number of students per year is twenty thousand. The population involved includes students, instructors, and leaders of the institution.

During the research period covered by the 2023 cycle, the overall enrollment at this language institute was 5,933. On the other hand, the total population of instructors in the current cycle is one hundred and fifty-six. In the same way as the student population, this number has a minimal alteration each cycle. The institution has an enrollment of 5,093 students, which is relatively high compared to the faculty.

The above research results demonstrate that teachers and students in the Ecuadorian educational system need to improve their English language skills. Furthermore, these results indicate significant flaws in the learning and teaching of this subject, and even more so in the development of a natural language learning process. These things help to define the problem of this study.

Research Question

1 To what extent is CLT implemented in classrooms of Intermediate level students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador?

2 What challenges do teachers face in implementing CLT in classrooms of Intermediate level students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador?

3 How can a didactic guide enhance oral English production based on communicative competence?

1.2. Background

The rising competition for skilled communicators in today's increasingly globalized society presents a challenge for those who study languages other than their native tongue. Students should learn to communicate with one another in various exciting situations outside of the classroom. Instead of just learning to answer questions on a test, students need to know how to think critically and solve problems in the real world. The effectiveness of communicative teaching methods is a fascinating topic of debate, and language teachers worldwide have considered it (Moreno, 2020).

In today's increasingly interconnected world, English proficiency is no longer a nice-to-have or a competitive advantage; it's a requirement for effective communication and entry into the workforce. Also, it provides access to a broader range of possibilities, including new cultural encounters.

The effectiveness of communicative teaching methodologies is a prevalent issue of discussion, and language teachers worldwide consider this. The number of schools and institutions in Ecuador that provide English classes and focus solely on teaching the language has risen and fallen in response to shifts in demand for language instruction. Most individuals who desire to learn English do so to converse or interact in a communicative setting.

Retreage (2017) conducted an international study on communication access tactics and their effects on the English phonetic proficiency of Guatemalan students. As part of their method for conducting quantitative research, they employed a pre- and post-testing design with a sample of 17 students. Their post-test scores show that this method helps students develop their communicative talents in real-world circumstances.

Rivera et al. (2021) analyzed the communicative approach to teaching English as a second language in informal contexts to improve students' oral expression at School Angel

Héctor Cedeo nationwide. Twenty students from the school took part in the project. They gave a survey and an exam based on the Cambridge approach and the Common European Framework to determine the results. Unfortunately, most of the class (55%) performed at the A1 or beginner level, meaning they needed to learn to use English practically.

1.3 Objectives

1.3.1 General objective

To propose using Communicative Language Teaching to improve English-speaking skills for intermediate-level students al Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador 2022-2023.

1.3.2 Specific objectives

- To describe the elements involved in developing speaking skills in students through observation.

- To analyze how familiar teachers and students are with CLT activities.

- To design a guide containing a didactic unit for the improvement of oral production in English .

1.4 Justification

When discussing language, it is crucial to understand its benefits since it allows people to communicate and share information and ideas effectively. Because language is how culture is passed down from generation to generation, the language of each location is incredibly significant to the people who live there. English is one of the most widely spoken languages in the world; the government of Ecuador has made English a compulsory subject in the school curriculum. Furthermore, English education is automated and focuses on learning vocabulary and grammar while ignoring the necessity of building productive skills such as speaking and writing. These are the two English talents least encouraged in the classroom. Speaking skills

either need to be developed or developed, which presents a challenge for teachers trying to improve all English skills. Conversely, communicative language teaching, based on strategies that make speaking skills development easier, can help the teacher with these problems. Nevertheless, speaking skills development is one of the most challenging skills to acquire, so teachers must focus on more strategies to meet this need of students.

According to the Ecuadorian Ministry of Education (2014), communication is essential in developing senior high school students, just as it does for elementary school children, who should learn to communicate clearly in English in the classroom. Because of communication's role in the development of senior high school students, activities should be relevant and meaningful to language acquisition.

Students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador in Quito identified the need to adopt a teaching and learning method to assist intermediate-level students in developing their oral skills. This requirement is primarily motivated since oral communication is a productive skill that enables students to produce the language practically using their own words and examples. This significance focuses on increasing interest in the language among those already learning it and the same level of interest among those thinking about studying English. Furthermore, the reader should draw attention to the importance of oral abilities' importance.

Chapter II

Framework reference

2.1. Theoretical framework

2.1.1 Communication

The term communication has a Latin origin and is associated with communism, and its meaning is related to similarity. By using communication, people can assimilate and comprehend information about their surroundings. Humans are known for their propensity for communication, which is especially evident when they are around others or in a group setting. To carry out this operation, it is typically necessary to describe it using a three-party model, which includes the sender, the receivers, and the message (Contreras, 2020).

2.1.2 Types of communication

The multiplicity of communication methods has led to the development of different forms of exchange, each valuing a particular style, which can be formal or informal, academic, cultural, or artistic (Contreras, 2020).

When there is a power imbalance or a hierarchical relationship between the persons involved, they develop formal mechanisms when people need to convey anything to one another. It is also recognized as official communication through established channels or routes, like writing a letter, sending a memo, making an agreement, or letting someone know about a decision, among other things. Formal communication is often known as corporate communication since it occurs through channels or channels (Papic, 2019).

Informal communication, on the other hand, is when information flows regularly through different organizational and personal situations. The evidence is that humans have an innate need to communicate with one another and establish social networks that facilitate the

exchange of information and feelings. This communication style is based on people's natural need to talk to one another, form connections, and create surroundings where they can get along. Because this kind of communication focuses on making human connections, it does not have to follow the rules, formalities, or canons that institutions set (Castro et al., 2016).

According to Rivera (2017), scholarly refers to methods employed in research, studies, educational institutions at all levels, and organizations that make up educational systems. They enable the systematic organization and presentation of data, methods, procedures, research findings, and support for particular scientific projects.

On the other hand, culture conveys learning in addition to cultural heritage, which consists of traditions and lessons handed down from generation to generation. These communications help preserve values and teachings unique to each region, community, or nation. In general, aspects connected to customs are passed down, observed as anticipated, or regarded as part of the traditions, which results in rejecting elements from other cultures.

It represents artistic communication through art, painting, music, dance, film, literature, and sculpture. It is a part of human-to-human mediation that transcends culture and region, becoming one of the universal forms of communication; it represents the representation of ideas, codes, and expressions that allow their interpretation from physical or abstract symbols. Araiza et al., (2020) says that there are different kinds of pleasure, such as aesthetic and sensory pleasure.

2.1.3 Communicative method

The communicative approach is a methodology for teaching second languages that promotes the development of oral expression abilities in students by utilizing language as a means of interaction while considering the interests and motivations of students. It also

supports using unique instructional resources that capture learners' attention and urge them to participate dynamically in the scheduled activities.

According to Molina (2018), the communicative technique focuses on communication interaction, allowing the development of fundamental language competencies such as reading comprehension, oral understanding, and written and spoken output. With this method, students can talk to each other and create interactions by acting out real situations and using the language they are learning naturally. So, the teacher's plans and activities must align with the method's primary goal.

Following the above, the communicative approach promotes the formation of an integrated foreign language teaching process, allowing the integration of the four skills to develop adequate communication. In addition, it provides a practical option for the instructor and learners to carry out the teaching-learning process in a pleasant environment. This theory holds that educators should always plan lessons and tasks with the specific needs of their learners in mind.

The orientation is an element of the communicative method, as stated by the Common European Framework of Reference for Languages (2022). It assumes that students are members of a community and culture, and the language in a specific range of contexts determines their actions and behaviors.

The communicative approach assumes that learners are social beings, belonging to a community, part of a society, whose actions and behavior are associated with specific situations.

Teaching a language is conducted from a pragmatic perspective, which means that all the components of the learning process are based on the notion that individuals constitute a social entity and are part of a society where they act, interact, and comprehend their meanings.

As a consequence, education is a social process that needs to form individuals who think critically and are aware of both their growth and the growth of their classmates.

According to the education curriculum implemented in 2014, the communicative approach model constructs using basic and practical activities. These show language learners as active participants in creating effective and meaningful communication. It also emphasizes classroom activities, in which students must complete mental tasks as part of the communication process to understand the material.

Table 1

Common European Framework of Reference for Languages

Competence	Level	Characteristic
Proficient User	C2	Can comprehend almost everything heard or read with ease. Can summarize information from various spoken and written sources, reconstructing arguments and accounts into a logical presentation. Can express himself or herself spontaneously, fluently, and precisely, distinguishing finer shades of meaning even in more complex situations.
	C1	Can comprehend a variety of challenging, longer texts and recognize their implicit meaning. Can express oneself fluently and spontaneously without requiring a great deal of apparent effort. Possesses the flexibility and proficiency to use language for social, academic, and professional purposes. Produces lucid text, well-structured and detailed on complex topics, demonstrating command of organizational patterns, connectors, and cohesion devices.
Independent User	B2	Understand the main points of complex text on concrete and abstract topics, including discussions of technical topics pertinent to his/her area of expertise. Possesses fluency and spontaneity, making regular interaction with native speakers easy for both parties. Can produce clear, detailed text on a wide range of topics and explain a viewpoint on a timely issue by comparing and contrasting various options.
	B1	Can comprehend the main ideas of standard texts on familiar subjects such as work, school, and leisure. Able to handle most situations that are likely to arise while traveling in a region where the language is spoken. Produces text that is easily understood and well connected, based on topics that are either well-known or of personal interest. Describe experiences, events, dreams, hopes, and ambitions, and briefly explain opinions and plans.
Basic User	A1	Can comprehend sentences and commonly used expressions in areas of immediate relevance (e.g., basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine situations requiring a direct exchange of information on familiar topics. Capable of describing aspects of his or her background, immediate environment, and immediate needs.
	A2	Able to comprehend and use familiar everyday expressions and fundamental phrases to satisfy concrete-type needs. They can introduce themselves and others and ask and answer questions about personal information about possessions. Can interact easily if the other person speaks slowly and clearly and is willing to assist.

Note: Taken from The Common European Framework of Reference for Languages (2022)

2.1.4 Elements of the communicative approach

Teaching and learning foreign languages worked best when everyone involved, such as teachers, students, and representatives, agreed on implementing instructional strategies that lead to achieving academic goals. Parts of this style are notable for enacting the actions of various performers. These performers progressively constructed the new knowledge, starting with the students' previously acquired capacities and skills and incorporating them into the new academic learning process. This method's main objective is for students to acquire communicative skills. As a result, the communicative technique possesses the following characteristics: it places the student at the center of the process, promotes natural observation, and includes the participation of parents and representatives (See figure 1).

Figure 1
Elements of the communicative approach
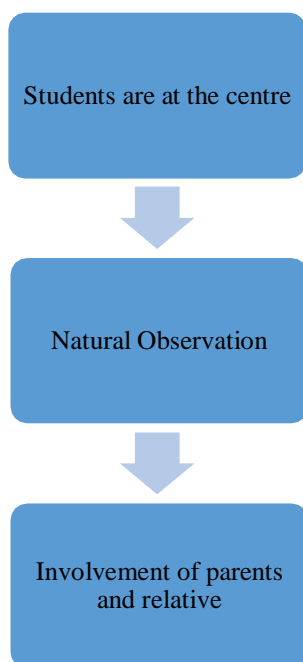
2.1.5 Students are at the center of the method

Traditional teaching approaches saw the instructor as integral to the educational process and community. In the communicative method, the teacher teaches academic content and values to help students grow as whole people. In this way, the educational exercise is a process that gives students a chance to show off what they know.

Following the preceding, one of the communicative method's hallmarks is the student-centered teaching process. Student-centered teaching, according to Moreno and Reyes, represents a paradigm shift in pedagogical instructional processes, with the teacher taking on the role of facilitator of learning processes and encouraging students to take charge and actively execute their teaching process in order to foster their abilities, skills, and competencies and to facilitate their autonomous development in traditional, natural settings.

Proper implementation of the student-centered communicative method, according to Garcia (2016), involves various tasks related to educational planning, execution, control, design, and monitoring of the learning process, while taking into account the affective, social, and cognitive needs of the students. Based on this, the instructor conducts a diagnostic analysis of students' behavior, individually and in groups, considering fundamental human characteristics, including motivation, desire for affiliation, interpersonal interactions, social connections, and learning styles. In this line, the job of the foreign language teacher is not just to teach the students what they need to know. Furthermore, the teacher is responsible for ensuring that the classroom is an excellent place to learn by planning activities that allow students to participate in creating the activities.

As a result, engaging learning environments have the quality of being created based on the student's interests and to demonstrate their own needs because beliefs influence knowledge and cognitive content acquisition about the usefulness or not of what they have learned.

Therefore, students can ask themselves, how can they put what they learn into practice? Moreover, what is the value of undertaking this learning? as a result of this process?

Educators need to gain insight into their students' motivations for learning a second language so they may tailor their instruction to match the needs of their students as individuals and as a class. Therefore, this class implies that the educator uses various information-gathering strategies (described below) to learn as much as possible about the class.

2.1.6 Communicative competence as a facilitator of natural observation

Observing how students act in their everyday lives helps them learn different language skills, such as communication and language skills, control over grammatical structures, level of vocabulary, understanding, and production skills. In order to get as much information as possible from this activity, teachers use two different ways to observe. The first type of observation is called systematic or specific. It looks at how students finish tasks and solve problems, respond to cues that get them to make activities, and form relationships. They can find the students' mistakes this way, which gives them a chance to improve their performance with the help of feedback and repetition from the teacher (Mantovani et al., (2021).

The second form of free observation entails gathering as much data as possible without focusing on a specific element. It involves collecting information every day about how students act in the classroom. After collecting data, the teacher must analyze it to see which patterns emerge and are unique to the given situation (Mantovani et al., (2021).

2.1.7. The interviewing process should include participation from the child's parents and other family members

Interviews are one of the observation tactics used to obtain information and answer a previously given problem. These are educational pedagogical tools designed to collect data to guide teaching practice toward resolving a previously specified problem. To orient

instructional practice toward accomplishing academic goals, considering the results of their application (León, 2017).

Involving parents in the interview's evolution serves as a pedagogical act in and of itself, as the results of its application allow parents to see the reality of the people they represent in various educational contexts (e.g., concerns, interests, motivations, strengths, and weaknesses), and as it encourages group work and the use of language in natural settings (Montes, 2021).

2.1.8 Promoting collaborative learning

There is evidence that collaborative learning is thriving as an alternative response to changing real-world demands and for gaining appropriate personal, individual, work, and community development skills (Haraldseid et al., 2021). These processes occur when individuals work together to attain similar goals and learn from one another via shared activities and interactions. According to research, the strengths of collaborative learning stem from its relationship to social constructivism; It posits that teachers and students benefit from developing intimate friendships because these interactions are essential to the learning process as a whole (Retnowati et., 2017).

For two people to effectively work together, there must be open communication, shared values, and a commitment to those values. It also can encourage critical thinking and the search for meaning in new learning, as well as group activities in which students talk to each other, save time and effort, and get credit for their work. In addition, when more complex tasks are broken up and given to different group representatives, they may be done better (Williamson, et al., 2020).

When everyone is encouraged to join in, activities centered on meaningful learning and working together often put less pressure on each individual's ability to remember the

information. This situation is because everyone is working together to learn something. As a result, all tasks were completed concurrently to develop into vital educational instruments. This situation means that activities are essential in and of themselves because they can lead to many different kinds of learning. Collaborative activities are a way to increase knowledge through practical exercises, a way for students to compare and analyze what they learn, and a way for them to work together and learn things that would not be possible otherwise (Liu et al., 2021).

2.1.9 Use of language in real-life environments

Through creating interactive spaces where daily life activities occur, the communicative approach fosters the acquisition of the English language in genuine communication circumstances. Furthermore, the students' attitudes in these language scenarios help develop their communicative abilities. This situation is because the performance and dramatization of these scenarios allow the socialization of thoughts, feelings, and beliefs as part of the communication process (Usquiano, 2017).

Actual communication situations in English constitute significant learning, which is one of the most motivating and stimulating for the consolidation of new knowledge because the student uses previous information and can find practical meaning in what she has accomplished when interacting with the situations or dramatizing them (León, 2017).

Furthermore, in the development of communication, students incorporate two concrete activities such as general knowledge, which is applied to a specific space and real-lifesituations, allowing them to locate the appropriate place to go to make a purchase, the words to use, and how to behave in these situations. Practice allows these skills to become ingrainedin their knowledge base, as stated by Portal et al, (2019).

The second competence is related to learners' ability to assess the actual communication processes, which include expressions, phonological awareness, facility of expression,

grammatical notions, oral production facilities, and word decoding in the foreign language they are practicing (Portal et al., 2019).

2.1.10 Using the communicative method in foreign language teaching

They are teaching a language through spoken interaction. It has become one of the most effective ways to consolidate oral abilities since it employs several pedagogical techniques and resources to make the job of instructors easier. Although teachers employ various tactics to help students improve their language abilities, this is one of the most successful since it encourages students to perform practical and dynamic growth of language knowledge and skills.

There are two aspects to the communication method. One component is communicative teaching and its associated learning process, in which the language approach gets into the investigation due to its significance in language acquisition. Furthermore, it entails language acquisition under dedication and continual conversation conditions. In addition, memory is an essential component of linguistic processes. As a result, the communicative process in language instruction is one of the most appropriate means of growing language competencies, as it involves a variety of resources that encourage it. Toro et al. (2019) teachers use a variety of ways to help students improve their language skills; CLT is one of the most successful programs because it allows students to devote their skills and abilities dynamically.

Teachers can benefit from using communicative language instruction in the classroom since it emphasizes contact and dialogue while also creating a natural environment for unconscious learning during the teaching and learning process. Conversely, the conversational language instruction technique employs suitable exercises to help students enhance their communicative abilities. Its use in the EFL classroom enhances language skills while creating an environment that fosters involvement. In addition, it was an effective strategy for teaching

and studying languages. CLT is a comprehensive strategy teacher practices in the classroom with very positive results (Daar & Acai, 2020).

2.1.11 Communicative Language Teaching Principles

Communicative language teaching methods positively affect students because they incorporate essential principles of language acquisition. Richards and Brown, among others, agree that the ability to use language in different contexts, with different people, and for different purposes allows for the developing of five distinct linguistic competencies: grammatical, discursive, functional, sociolinguistic, and strategic. These are the abilities that allow for the didactic development of language skills. Finally, consider communication concepts trainers can utilize (Moustafa & Hussien, 2021).

Language skills and organization are important aspects of communicative language instruction. It is a tool for the success of the language learning, teaching, and acquisition process. This concept was, however, divided into five subfields, each focusing on a distinct fundamental element of education: communicative language teaching, instructional design, assessment, and evaluation (CLT). The second principle is the development of language skills, such as B. Fluency and accuracy in use of language. The formation of a productive language is the third principle, and it requires that pupils be encouraged to create and utilize new terms in their writing and speaking. The fourth tenet is that children should engage in activities that frequently involve using language that has meaning to them. The fifth and final piece of advice is to make sure that the language you employ is always open and honest. For this reason, applying these principles promotes natural and meaningful language in the classroom (Noblecilla et al., 2019).

Some aspects of communicative language education are related to language learning and organization. Its purpose is to achieve the desired effects in teaching and learning. The

cornerstone of CLT is a set of guiding principles broken down into five components, each addressing specific aspects of the classroom experience (CLT). The second principle is that the language uses in a fluid and correct manner. Expanding one's lexicon is the focus of the third principle, which emphasizes its importance. The use of words should be purposeful and consistent, which brings us to the fourth principle. The sixth guideline is to use natural language (Lopez et al., 2017). As a result, these guidelines promote genuine and meaningful language in the classroom.

Because some components of language acquisition are considered essential principles, the communicative language teaching approach incorporates specific concepts that benefit learners. On the other hand, academics like Richards and Brown concur with interpreting the purpose of communicative principles. Language competency is the capacity to use language in various settings, with various people, and for several goals. The remaining five categories are as follows: grammatical, discursive, functional, sociolinguistic, and strategic. The development of language skills can pedagogically take place thanks to these abilities. Finally, evaluate the communication principles that might help trainers (Callejas, 2020).

Language skills and structure are central to communicative language teaching concepts. They enable the completion of the learning-teaching and language acquisition processes. The concepts, however, are grouped into five components that focus on teaching and learning: the central premise of communicative language teaching (CLT). The second concept is fluency and accuracy, which are aspects of the development of language skills; the third principle is building a productive language, which aids in the growth and expansion of children's vocabulary; and the fourth principle is that language needs to have meaning and daily applications in order to be useful. Finally, the fifth principle is to use truthful language (Cedeño

et al., 2020). As a result, these principles encourage using simple and significant language in the classroom.

Some parts of teaching a language communicatively focus on language skills and organization. They are a tool for teaching, learning, and learning a language. The principles, however, are broken into five sections focusing on teaching and learning. The main idea behind communicative language instruction is that teaching and learning go hand in hand (CLT). The second idea is the development of fluency and correctness in language use; the third principle is creating a productive language that aids in expanding children's vocabulary; the fourth principle is that language must have meaning and people use it regularly. The sixth guideline is to use honest words. As a result, these norms promote accurate and meaningful language in the classroom (Chávez, 2016).

2.1.12 Communicative Language Teaching Strategies

Although the communicative language teaching approach identifies techniques to teach and learn the language in the classroom, other strategies increase language acquisition and encourage student participation. Checking for comprehension, confirmation, clarification, requesting assistance, repeating, and offering feedback are all examples (Surkamp & Viebrock, 2018).

2.1.13 Disadvantages of the communicative approach to foreign language teaching

Communicative language instruction has some advantages, but it also has some disadvantages that outweigh the advantages. In the first place, correcting grammatical and verbal errors needs more attention. As a result, it retards the development of grammatical skills. There needs to be more emphasis on conversational abilities, with insufficient emphasis on reading and grammatical skills. Second, the emphasis is on fluency rather than accuracy; as a result, children become fluent but need help articulating a unified concept. Finally, the

communicative language training technique places a premium on voice output and communication skills above correctness (Rivera et al., 2021).

Some disadvantages originate from concerns with accuracy and other case-related challenges. Furthermore, because students are more interested in learning vocabulary and grammar than speaking abilities, this approach is not productive.; in these conditions, students acquire the language without speaking skills, as was the case with the previous system. As a result, the CLT approach needs to be fixed with class size and student number. It is difficult to achieve the best results with more than fifty students in each session, chances are not equal, and students communicate less with one another. As a result, educators and students who employ this method confront challenges (Rivera et al., 2021). To summarize, the Communicative Language Teaching technique has numerous downsides that may hamper language development; nevertheless, these drawbacks are not a significant worry for educators.

2.1.14. Roles in English language teaching.

2.1.14.1. Role of teachers. Furthermore, teachers must take roles based on the situations and instructional methodologies indicated in the preceding section. There are many different kinds of teachers because of the variety of student requirements and pedagogical approaches. Other researchers, such as Richards and Rodgers, argue that understanding the language and needs of learners is part of the teachers' duty and provide examples of good communicators who use an organized approach when students work in groups. Furthermore, the teacher has more essential duties in the classroom than speaking and writing; it is more implicit and helps students build language and support learning (Bolaos & Ortega, 2018). As a result, the responsibilities of teachers in developing the students' linguistic skills and abilities are highly demanding.

This method suggests a teaching position that includes many teachers' duties in fulfilling language needs and supporting their learning. Teachers are only accountable for satisfying some linguistic demands compared to other methods or approaches. The situation and the instructor's status are contextual. This strategy enables the instructor to encourage, guide, and lead pupils in the classroom and communicate with them, allowing the teacher to assume a new negotiator position when students struggle with meaning, the duties in charge of teachers in this technique as a resource (Doménech & Abellán, 2017).

2.1.14.2. Role of students. The engagement of both parties in the communicative language teaching (CLT) technique is a crucial factor to study and examine when defining the components of this CLT strategy. According to researcher Richards, an essential aspect of the roles of students is that they are active learners who develop their knowledge; group work is a component of this language-learning process. They are in charge of their learning, have the chance to enhance their language abilities with the assistance of their teachers, and are in an

environment that promotes the development of autonomy in learning. Throughout this process, kids must speak with one another and, later, with their professors (Sánchez et al., 2020). As a result, the position of the students within this technique allows them the freedom to enhance their language talents in a regulated environment centered on interaction and natural language.

Because they are at the center of the process, learners play an important role in communicative language education. However, learners are isolated from this instructional process, which provides extra benefits for both parties. When educators use this technique in foreign language education, pillars become the central learner process. As a result, they are accountable for their learning, and language learning and study skills develop between teacher and learner, nurturing the relationship between learners and teachers (Osorio, 2018). As a result, understanding the language-applying CLT approach depends more on the students and the relationship that instructors and students create to satisfy students' linguistic expectations.

2.1.14.3. Speaking skills. Communication is one of the characteristics of a communicative approach that enhances teaching and learning, but it also includescompetencies that enable linguistic outcomes. Similarly, communicative competencies can employ abilities that adapt to the demands of learners in a dynamic setting. Therefore, their utility extends beyond EFL classrooms (EFL). The integration has succeeded if everything clicks into place while learning a new language (Pastene, 2016). It offers learners informative feedback and fosters the development of their inherent skills. As a result, communicative competence is advantageous in the teaching and learning process; flexibility allows for good results and the building of future relevant settings for learners.

The Ecuadorian educational system permitted communicative methods to study English as a foreign language. Therefore, they emphasize communication abilities to help them achieve in the national school system. However, communication competence may include accepting

many conceptions and aims. Students' knowledge and abilities in areas like memory, perspective, concentration, and language teachers evaluate through classroom projects on various required topics; the projects positively impact learning and encourage students to interact with one another in a more natural setting. In conclusion, communicative competence permits us to advance in a natural setting through various activities, language learning, and the various linguistic abilities of the students.

2.1.14.4. Comprehension. According to Jiménez (2014), "comprehension is one of the most important cognitive skills within the process of communication, reading and written production" (p.68). The mental process developed during comprehension involves understanding the meaning of the words that make up a sentence, expression, or text and their associated contents. Through this activity, the person can mentally construct an image of what he has heard or read (Plaza, 2021).

On the other hand, it described that the ability, as mentioned above, is related to a more general competence, such as reading competence, which is the ability to understand the world that helpfully surrounds the individual. In this sense, competence depends on the specific reality, endowment, and pragmatic skills available to the person, depending on the socialization through which he/she has passed, his/her social and executive intelligence (Sánchez, 2018).

he comprehension capacity is of utmost importance, as it allows people to understand and incorporate new knowledge about what they have heard or read. It represents the mechanism par excellence, through which students can assimilate information from theexternal environment—facilitating the interaction between students, peers, teachers, and the context (Sánchez, 2018).

2.1.14.5. Interaction. The ability to interact is part of all communicative processes, especially those associated with teaching and learning. This ability is especially relevant in a conversation, where the process's core is listening, understanding, and comprehending what people hear.

he listening skill, in the teaching-learning process of the English language, is considered one of the most important and, at the same time, complex to master, due to the influence of factors such as the differentiation of graphemes and phonemes of that language and to the differences that occur in the way of expressing oneself between different countries (Rodríguez, 2018). Despite this reality, it is a skill that represents one of the least attended and stimulated in the process of language acquisition since the activities that are located in textbooks are elementary, with little time and oriented to the newest words, which translates into a delay in the student's ability to consolidate the information (Morales, 2021).

Auditory or oral comprehension is another term for the ability to listen; it encompasses the possibility of understanding a text, whether in its oral expression or communicated verbally, through a face-to-face situation or the electronic situations currently available. It involves a series of processes, such as sound discrimination, vocabulary comprehension, discrimination of grammatical structures, interpretation of accentuations, speaker intentionality,interpretation, and retention. (Morales, 2021).

2.1.14.6. Accuracy. Accuracy in speaking English is one of the essential elements in the mastery of the language since this competence facilitates the possibility of having a more fluent language and confidence in its use. Setting up an interview, for example, highlights when it is essential. In addition, adequate grammatical expression reflects several significant aspects, such as mastery of the language, being careful at a personal level, and the ability to discriminate details.

Additionally, according to international standards, grammatical proficiency, and accuracy represent standardized evaluations for qualification at the corresponding language level. In the social sphere, people with adequate instruction like to communicate with those who use grammatical structures appropriately. This ability also represents an ordering in communication standards, thus facilitating the possibility of understanding between people (Alviárez et al, 2017).

According to what was exposed by Alviárez et al, (2017) despite the five years that students dedicate, during the secondary education level, to the study of the English language, they continue to present problems that manifest themselves in difficulties when reading that language, regardless of knowing a certain number of words; They show a poor comprehension of words and texts in different contexts, continue to be attached to textual reading rather than comprehension; and also express a poor level of coordination of words and adequate structures for the formation of sentences, and finally, they find it difficult to extrapolate the common aspects of syntax between the English and Spanish languages, in order to have a better understanding of them.

2.1.14.7. Fluency. Fluency in the mastery of a second language is given by the ability of the person to express him/herself coherently and in correspondence with the context in which he/she finds him/herself, being able to complete the time spent in a formal speech, issuing coherent and semantically appropriate sentences, that is, in which the words have meaning. Likewise, it implies the mastery of syntactic and semantic aspects or, in other words, the existence of concordance between sentences and the ability to use vocabulary in different contexts.

According to Rico et al. (2016), communicative fluency refers to: "competence to generate language, in a situational and culturally accepted way, which implies knowing what to say, how to transmit it, when, in what way and about what?" (p.4). Based on this approach, it can be deduced that it is a complex skill in which several aspects related to language are conjugated, such as demonstrating a comprehensive and executive command of it.

2.1.14.8. Pronunciation. Learning to pronounce English words correctly is a relevant aspect of mastering this language. However, it is one of the most difficult to consolidate. According to some authors, one of the easiest and most practical ways to do this is by listening to new words and practicing their utterances before coming into contact with how they are written. Because the writing of a large number of words in that language is different from how it is pronounced, which implies the risk of not understanding or making a mistake when using it in a conversation (Nguyen et al. 2021)

Regarding the issue of pronunciation in a second language, it is a skill that is influenced by different aspects, some of which are specific to each language, such as accentuation, intonation and rhythm. Similarly, it involves the ability to understand discourse and contextualized production within a discourse (Chen et al. 2019)

Pronunciation is essential in mastering English since it crystallizes one of the essential objectives of the learning process, which is to communicate. In this regard, there are situations in which students show a certain level of lexical-grammatical knowledge that facilitates comprehension. However, it is difficult for them to adequately understand the teacher due to the gaps they may present in pronunciation. (Kornder & Mennen, 2021).

Pronunciation is a faculty that is closely associated with phonetics because it involves the emission of sounds. This activity is generated from air travel from the lungs to the larynx, vocal cords, and oral cavity, to be transformed by the tongue and lips to exercise pronunciation properly.

2.1.14.9. Complexity. Most research on the complexity of speaking performances has been conducted in corpus linguistics, specifically in investigations of register distinctions between spoken and written language. Among the most notable is the work of Franco & Martinez (2015) and his colleagues, who claim that clausal subordination, rather than abstract nouns and nominalization at the phrasal level, represents the complexity of spoken language. Following this line of research, the suggested proposal operationalizes the lexicon-grammatical complexity of speaking performances in terms of clausal subordination.

There are many differences between spoken and written language.

One important reason is that spoken language must typically be understood immediately, whereas students can read and write multiple times. As a result, spoken language has a wide range of characteristics. The characteristics of spoken language are as follows: (Halliday, 1989).Variation in speed - but it is generally faster than writing

- Loudness or quietness
- Gestures - body language

- Intonation

- Stress

- Rhythm

- Pitch range

- Pausing and phrasing

- Language skills in English

The search for more efficient techniques for teaching second or foreign languages has distinguished the history of language instruction. For more than a century, debates and discussions in the field of language teaching have focused on issues such as the role of grammar in the language curriculum, the development of accuracy and fluency in teaching and the selection of curriculum frameworks in course design, the role of vocabulary in language learning, the teaching of production and reception skills, learning theories and their application in the classroom, memorization and learning, learner motivation, and the role of technology in language learning (Bolaños & Ortega, 2018). As a result, the teaching profession constantly looks for new approaches to address these and other fundamental questions and test the efficacy of various teaching strategies and methods in the classroom. Also, much work has been put into clarifying these and other critical concerns in teaching foreign languages.

2.1.15. Types of language skills.

Language acquisition includes developing at least four essential skills: hearing comprehension, reading comprehension, writing understanding, and vocal expression.

Listening comprehension is at the top of the list of listening skills because it is a multi-step process that involves: sensory processing, attention span, grammatical and lexical knowledge, working memory, cognition, past experiences, and the mental and physical abilities to remember and think about what the students heard. Sensory processing, focus, verbal ability,

and vocabulary are all aspects of working memory, influences of individual, text and assessment factor son text/discourse comprehension in oral language (Kim & Petscher, 2022).

This competency relates to the capacity to understand what one hears, which is a process that involves the auditory processing of information from the medium through which one supports the knowledge of both their mother tongue and their second language. In most cases, it is an action that gives the impression of being responsive but seems restricted to only listening. In addition, it exercises a form of activation at the level of the brain, which then works in connection with memory and associations to make observed sense. As a result of exposure to these conditions, one's ability to understand what they heard in a meaningful manner will improve (Prahl & Schuele, 2022).

Listening comprehension allows recognizing the new words and utterances that students utilize to build their sentences in the future as part of the personal communication process. The modifications can include external variables such as the quality of auditory stimuli, complexity, and the acoustic environment. Those with normal hearing and hearing loss proved this ability. These features demonstrated that children with unilateral hearing loss fare worse than their typically hearing peers in difficult listening situations (Griffin et al., (2020).

Reading comprehension is the capacity to decode written language, which involves language knowledge. Reading aids in comprehending signs and words, enhances personal and international cultural knowledge, and improves grammatical comprehension. Reading comprehension is the act of engaging with a text in order to comprehend and build meaning. Good reading comprehension predicts academic and professional success (Kim, 2017).

Some studies have found that many high school students struggle with reading comprehension, defined as an inability to understand what the readers read. However, some people have low reading comprehension while having good decoding skills. Because their loss

is particular to comprehension rather than universal to both decoding and comprehension, this condition is known as a specific reading comprehension deficit (Spencer et al., 2020).

Understanding the written: signifies the capacity to make sense of writing production, a habitual action that most individuals engage in because of the various factors that drive reading potential. This practice provides new information while immersing oneself in literary fiction. This ability applies to the vast majority of the tasks that are performed daily and is necessary for all academic environments.

Reading comprehension: symbolizes the capacity to make sense of the production of writing, a habitual action that most individuals conduct for the numerous reasons that drive the possibility of reading. This practice provides new knowledge while immersing the participant in literary fiction. This skill is essential in the classroom and most other everyday situations. Speaking skills are conceptualized as follows:

Correct communication skills are necessary for understanding and being understood by others. They also require understanding how to deal with people on a personal and social level; these competencies include listening, understanding, and reading, as well as expressing oneself orally and in writing (Vallejos, 2021).

Speaking abilities enable people to operate satisfactorily in any situation where they can speak and express themselves, i.e., H. among persons who share a language and communication pattern.

2.2. Legal framework

This work is based on the constitutional framework of the Republic of Ecuador (2008), Article 83, which promotes research as a tool for the growth and support of the educational system. In addition, the Organic Law on Intercultural Education (2016) promotes quality

education that meets the needs of different population groups and the adaptation of curricular components to the needs and conditions of the population.

According to the Ecuadorian Ministry of Education (2016), students engage in authentic conversations with their peers in the last year of secondary school. Communication is essential to their development as they learn to speak in the classroom, so activities should be relevant and meaningful for language acquisition. students engage in authentic conversations with their peers in the last year of secondary school. Communication is essential to their development as they learn to speak in the classroom, so activities should be relevant and meaningful for language acquisition. The Centro de Educación Continua de la Escuela Politécnica Nacional has recognized the need to provide a teaching and learning method to help secondary school students develop their oral language skills, as this is a productive skill that enables students to produce language in a practical way using their own words and examples. This value aims to develop a greater interest in the language in those learning the language and a similar interest in those considering learning English. It is also important to emphasize the value of oral expressiveness.

According to the investigations presented in this chapter, the Communicative Method of Language Teaching constitutes an alternative methodology, of which there is evidence about its effectiveness in the learning process. To highlight the conceptual and theoretical foundations that support its use, aspects related to communication as a broad process were presented in detail; the types and especially the characteristics of its use as an educational method.

On the other hand, the conceptions about the elements that make up the communicative method were presented, among which the student stands out as the center of this process; paradigm that provides significant differences with traditional teaching modalities. In it, each of the competencies that comprise the use of this method in the educational context is detailed.

In the same process of understanding and argumentation of the use of the Communicative Method of language teaching, the legal foundations that support the possibility of its being used were presented, in a manner consistent with the requirements of the established educational system. In this regard, the Constitution of the Republic and the Intercultural Education Law favor the possibility that learning is contextualized and sustains the cultural roots of the people, outstanding aspects in the exercise of the aforementioned teaching method. For all the above, there is scientific evidence of the advantages and disadvantages of the use of the communicative method in teaching the English language, aspects that support the realization of the present investigation.

Chapter   III

Research methodology

3.1. Description of the study area / Study group

Escuela Politécnica Nacional del Ecuador is one of the institutions with the most significant educational trajectory in Ecuador. It was conceived as the first center for teaching and scientific research, as an integrating body of the country, and as a generator of national development as part of the educational projects of the Society of Jesus. During its first years, it worked in a small building on the Alameda, in an area of 600 square meters, where the classrooms, laboratories, and administrative offices were located. In addition, the Faculties of Electrical and Chemical Engineering were functioning, and the Institute of Nuclear Sciences took its first steps.

The "José Rubén Orellana Ricaurte" Polytechnic Campus is located in the central-eastern sector of Quito, in the La Floresta parish. The EPN occupies an approximate area of 152,000 square meters and its main entrance adjoins the Rumiñahui Coliseum on Calle Ladrón de Guevara E11 – 253. The construction area is 67,489 square meters, which correspond to laboratories, research centers, classrooms, libraries, administrative offices, workshops, theater, sports fields, etc. It also has five additional access doors located at:

Calle Isabel la Católica and Veintimilla (Entrance Faculty of Electrical Engineering)

Calle Ladrón de Guevara and Andalucía (Administrative Building Entrance)

Calle Alfredo Mena Caamaño and Andalucía (Entrance of the Faculty of Chemical Engineering and Agroindustry)

Ladrón de Guevara Street (Entrance Faculty of Civil and Environmental Engineering)

Toledo Street (Entrance of the CEC)

3.2. Research Approach/ Type of Research

The research is developed under the mixed approach, that is, it has elements of the qualitative and quantitative conception, from the first the documentary analysis, collection of bibliographic information, conceptualization, and understanding of the concepts and epistemological bases of the research are developed (Hernández et al., 2016). At the same time, the quantitative aspect includes the methodical organization of the data, the definition of variables, the type of sampling and selection of the sample, and the application of objective instruments that allow obtaining concrete measures about the study variables.

In correspondence with the research objective, the qualitative approach represents a method that facilitates data collection, allowing qualitative information to be obtained, and expressed through words, verbalizations, and descriptions. Additionally, it represents a social activity that interprets, provides meaning, and understands the reality in which people live. From this model, there are tools to collect data, such as interviews, logs, classroom observation sheets, and questionnaires with open questions (Hernández et al., 2016).

Qualitative research supports understanding the worldview and generates relevant data for the study. It is qualified as inductive because it collects data to develop theories, and it facilitates the description, formulation, and construction of hypotheses using the data collected, including subjective aspects of those involved. In correspondence with this, in this project, open questions were used, where teachers and students offer their answers to specific questions about Communicative Language (Hernández & Mendoza, 2018).

Regarding the quantitative aspects, it represents a methodical and objective technique to analyze and examine numerical data that are expressed through statistical parameters such as descriptive and inferential techniques. This procedure allows the delimitation of results aligned with the research objectives, and concrete conclusions are generated based on specific

data. Regarding the type of research, it is considered descriptive because the data collected explains the characteristics and conditions in which the study variables are presented in a defined population. Moreover, it takes the phenomenon into account as a whole, dissects it to understand it, and displays the information gathered about it. Also, it uses the foundation of concepts subjected to different authors' analyses. Finally, according to the type of study, the variables are defined precisely, and they present dimensions and indicators for their measurement following the problem under study.

Regarding the type of research, it is considered cross-sectional because it investigates the problem in a specific time frame, the information collected, and the duration of the research as such is limited to a defined period, as reported by Hernández et al. (2016).

3.3. Procedures

The current investigation followed a standard operating procedure that began with identifying the research variables and progressed through implementing a sampling strategy that established the boundaries of the study's population and sample. Next, elaborating on the instruments defined for data collection was carried out. Which used the survey technique under the questionnaire modality? The sample included students and teachers; thus, separate surveys were developed for them. Using the expert judgment technique, they were validated to execute their application in the defined groups.

At the end of the data collection, the information was taken to a spreadsheet and SPSS statistical program to generate the tables of frequencies and percentages. The narrative style of the study necessitated the use of descriptive statistics. Details that helped explain the reasoning and the results.

The data collection of this research included carrying out a pre and post-test, through which the performance of the students in communication skills such as comprehension,

fluency, precision, complexity and pronunciation was assessed. These data made it possible to establish a baseline and identify the changes that occurred as a consequence of the application of the communicative approach methodology. The results are presented in detail in the corresponding chapter.

3.4 Data collection techniques

Because of its many practical applications and its ability to produce reliable data, the survey is the gold standard for data collecting in population research. Here, they were fashioned in light of the study's defining characteristics and the categories into which the sample was broken down.

3.5 Instruments

The instrument corresponded to a questionnaire designed for the selected sample; in this sense, one was developed to collect data from teachers and another from students. It was created as a tool for instructors and students to display qualitative and quantitative data. The one prepared for instructors was made up of five questions related to the techniques of Communicative Language Teaching. Some yes/no questions made the decision-making process easier for the teachers.

For students, the survey consists of eight questions, half of which are yes/no questions based on oral expression problems and communication strategies that facilitate student decision-making. However, embedded inside each question is a "why" question and students must explain the response they provided. The answers to the open questions allow them to investigate certain aspects that the students consider essential to improve their English-speaking skills. The rest of the questions are multiple-choice options that students choose based on their opinion; These questions can help develop and design the proposal. All of them

answered the online survey in an online class and completed it without difficulty. It belongs to the Centro de Educación Continua de la Escuela Politécnica del Ecuador.

3.6 Population

This study covered all the students of the selected level. Therefore, the population and the sample correspond to the same value, made up of students and teachers. The number of students is forty-one; twenty-six girls and fifteen boys between the ages of 20 and 40 make up the student population. In the case of teachers, there were five instructors, two men and three women.

Table 2
Population

Categories	Frequency	Percentage
Teachers	5	20%
Studens	20	80%
Total	25	100

3.7 Bioethical considerations

In this research work, aspects like copyrights, sources, bibliographic data, and other authors' ideas and opinions are well respected. The researcher conducts the investigation, and if necessary, it will be cited by the authors following the policies of APA 7. Additionally, the author can express his/her critical point of view about the bibliographic data of other investigations related to the present study. So, it is assumed that the researcher the responsibility for plagiarism.

On the other hand, the information gathered from the investigation group might be treated with ethics. All the data collection is managed only to accomplish the purpose of the

study. The study is socialized with authorities, teachers, and tutors of the 10th-grade students

of Partial High School to get permission because they are underage.

Chapter IV

Results and discussion

This chapter analyzes and describes the results of the surveys directed to teachers and students of the Continuing Education Center of the National Polytechnic School of Ecuador. The number of students who participated was 41, and the number of professors was 6.

4.1. Results of the Student Survey

Figure 2
Motivation for learning to pronounce the English language
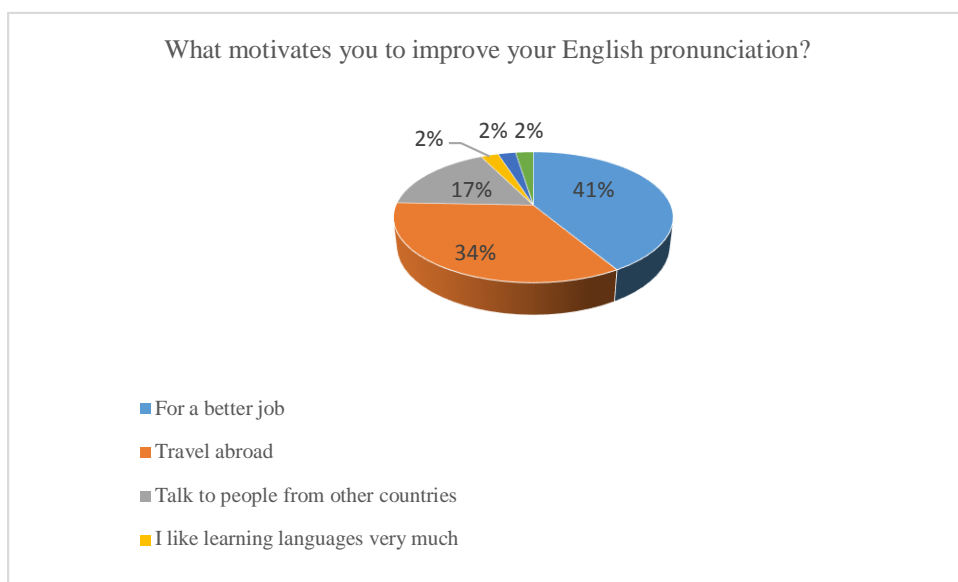
The results of what motivates them to improve their English pronunciation show that 41% of students want a better job, 34% want to travel, 17% want to talk to people from other countries, and 2% want to learn languages, improve communication among friends and acquaintances, do business on various platforms. None want to improve their English pronunciation.

According to the results obtained, the primary motivation to improve the pronunciation of the language of these students is related to getting a better job and traveling outside the country.

Figure 3
Desire to improve English level
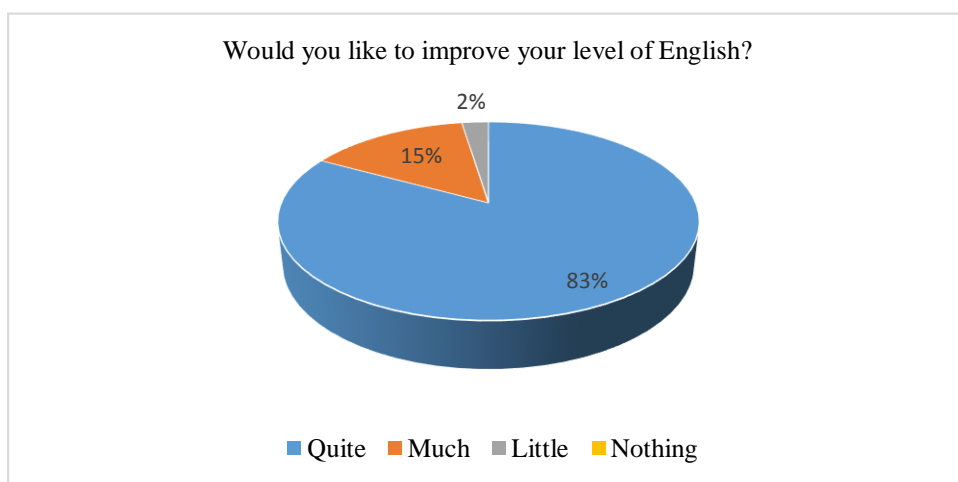
The category quite a lot, represented by 83%, was the primary data for whether they would like to increase their level of English, followed by a lot with 15% and a little with 2%. According to these findings, most students would like to significantly increase their level of English, followed by those who are very interested (15%) and, in a smaller number, those who reacted little. These figures reflect more students interested in improving their English skills.

Figure 4
Communication in English with classmates during class

Do you communicate in English with your classmates
during English class?

7% 2%
41%
49%

■ Always ■ Almost always ■ Sometimes ■ Never
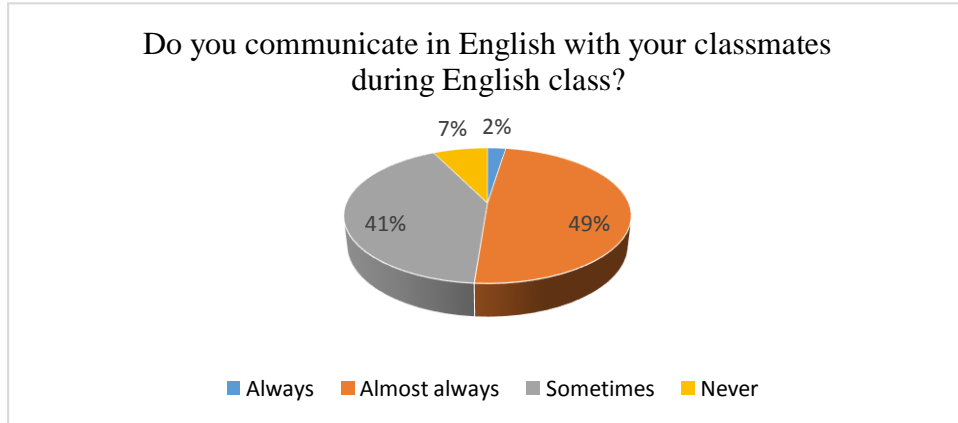
When asked if they communicated in English with their classmates during class, 49% said very usually (49%), followed by sometimes (41%), never (7%), and always (2%). It is essential to highlight that the response category with the highest percentage corresponded almost constantly; it is striking that 2% of students never performed this activity in class.

Figure 5
Hours of English practice outside the classroom

How many hours a week do you practice English outside
the classroom?

5%
17% 27%
51%

■ Less than 30 minutes ■ From 30 minutes to 1 hour
■ 1 to 1.5 hours ■ Over 2 hours
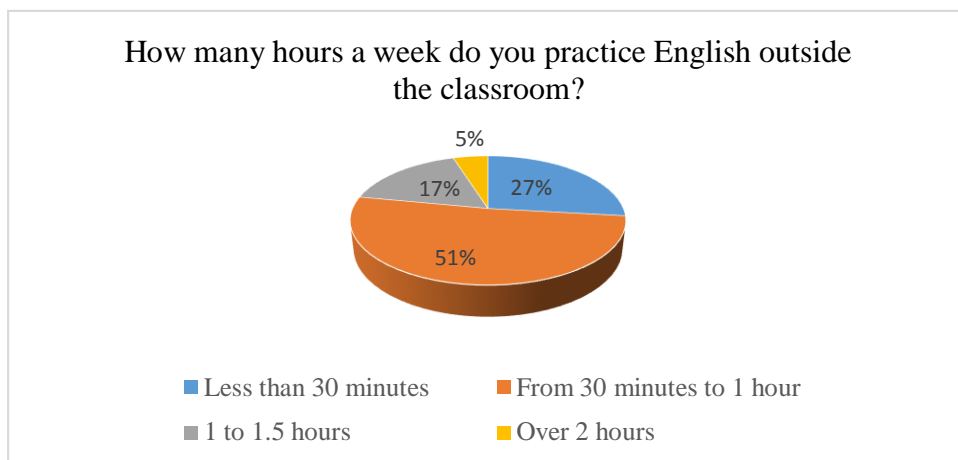
The results regarding the number of hours per week of English practice outside the classroom showed that 51% of the students dedicate between thirty minutes to one hour; followed by those who dedicate less than thirty minutes with 27%; then those who dedicate between 1 to 1.5 hours with 7%, and finally those who dedicate more than two hours, represented by 5%. According to these data, the highest percentage of students only dedicate between half an hour to one hour of practice, and the lowest percentage is more than two hours.

Figure 6
Skill you like to practice in English classes
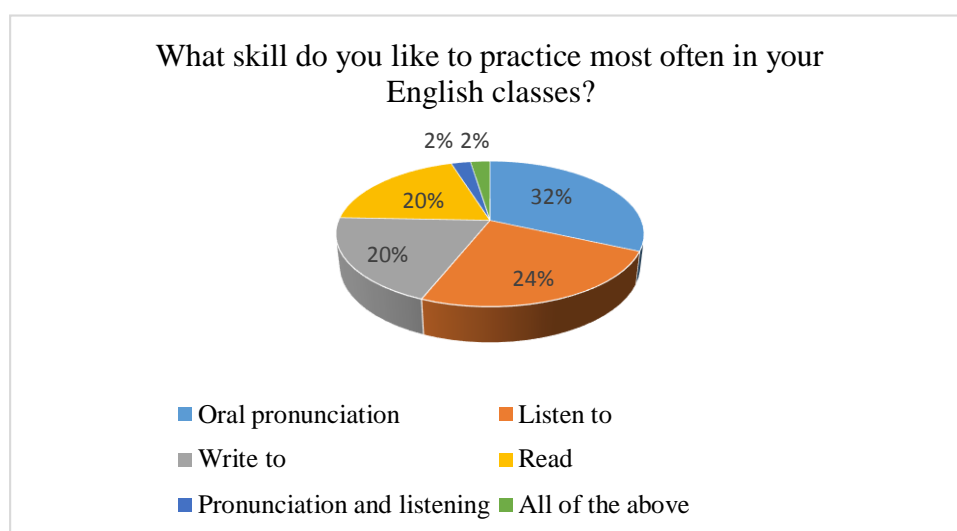
Concerning the talent, they would like to develop, oral pronunciation received 32% of the responses, followed by hearing (24%), and writing and reading (20% each), with a minimum percentage of 2% for pronunciation and listening all. These results show that oral pronunciation represents the primary competence that this group of students would like to practice.

Figure 7
Frequency of oral production activities in classes
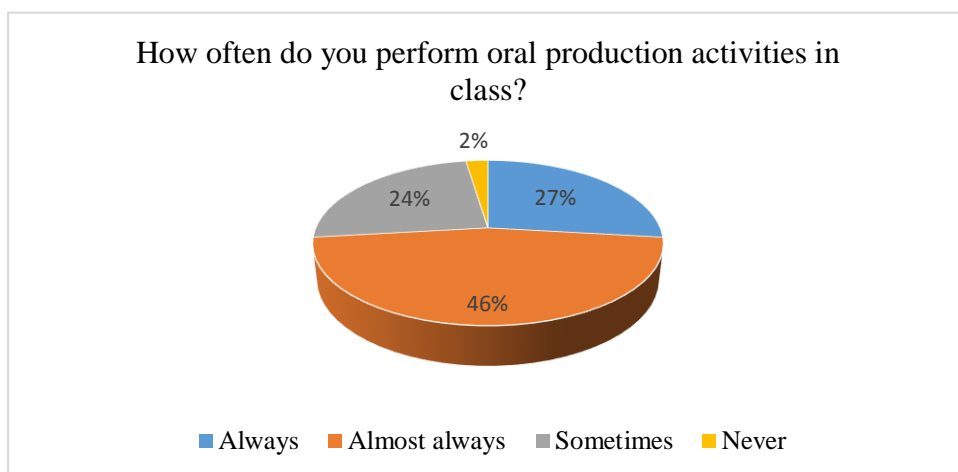
Concerning the frequency with which students carry out oral production activities in class, 46% said almost always, followed by 27% who always said, then sometimes with 24%, and finally, 2% never. These data show that the highest percentage of young people consider that they almost always carry out oral production activities in the classroom, a positive aspect of their process of consolidating language acquisition.

Figure 8
Activities to be carried out by the teacher to promote oral production

What kind of activities does the teacher do in English class to improve students' oral expression?
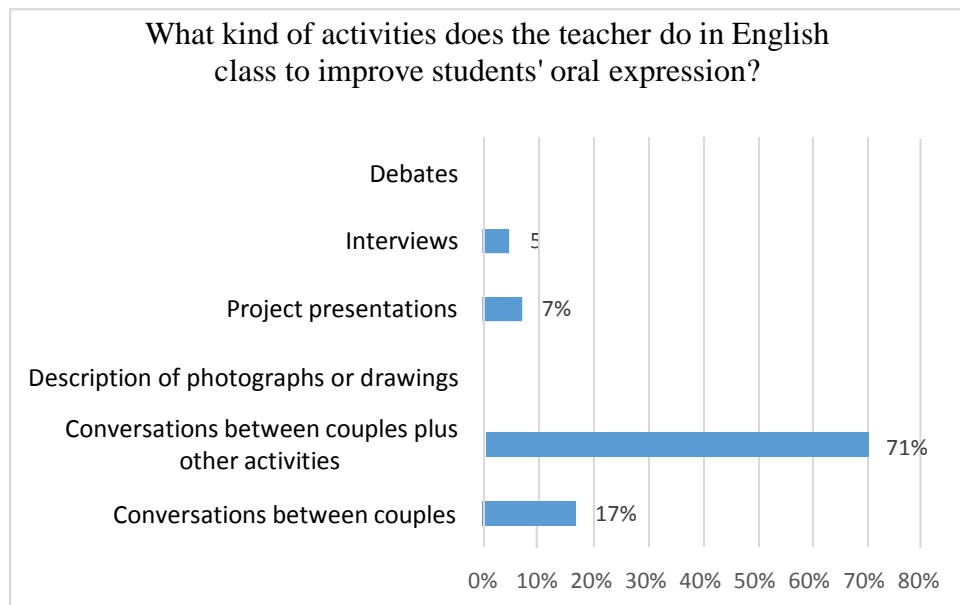
The results regarding what type of activities the teacher performs in class to improve oral expression showed that 71% of students agreed that conversation between pairs is the most frequently performed activity, followed by a conversation between pairs with 17%; then the presentation of projects with 7% and in last place, interviews with 5%. These results showed that the activity mainly performed corresponds to the conversation between pairs. However, it is noteworthy that the discussion style had the fewest responses, even though it improves various competencies in the pupils.

Figure 9

Activities you would like to do to improve your English
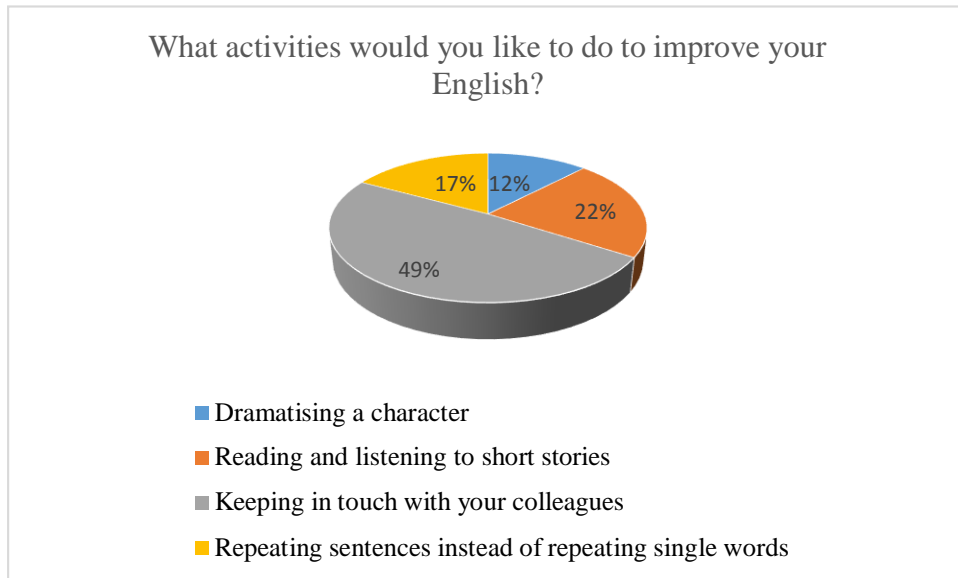
The results of what activities they would like to do to improve their English level revealed that the highest percentage, corresponding to 49% of the students, would like to have conversations with their classmates, followed by 22% reading and listening to short stories, 17% repeating sentences rather than repeating single words, and 17% dramatizing a character. According to these findings, students mostly want to communicate with their peers to improve their pronunciation.

Figure 10
I want the teacher to use innovative methods to communicate in English.
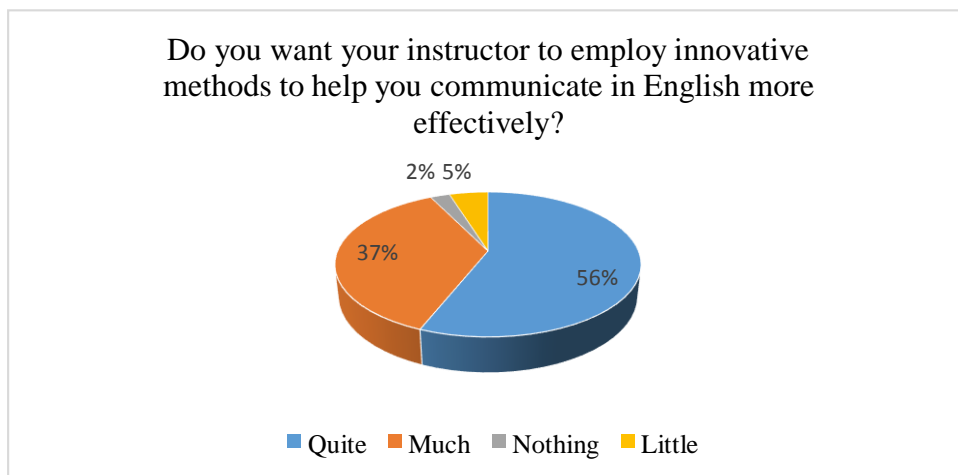
Would they like the teacher to use innovative techniques to help them improve their communication in English? 56% of the students answered Quite a lot; 37% a lot, 5% a little, and only 2% a little. These results show that almost all the students agree with the use of innovative techniques by the teacher.

4.2. Results of the questionnaire applied to teachers

The data obtained from the information gathered from the teachers, according to the objectives defined for the research, are presented below.

Figure 11
Favorite thing about teaching English
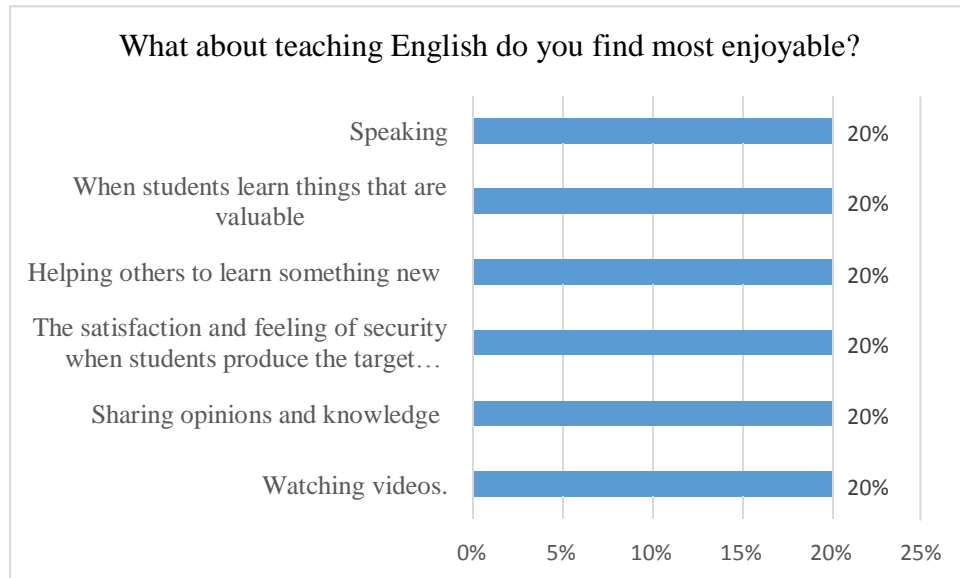
Concerning what they like most about teaching English, the responses ranged from watching videos, sharing opinions and knowledge, the satisfaction and sense of security when students produce English, and helping others learn something new when students learn valuable things and speak. The results show that each teacher has a different notion of what he or she enjoys most about teaching English, which is positively significant because it is an indicator of the intrinsic motivation of each teacher to perform his or her activities.

2. In your opinion, what is the most difficult skill for students to learn in English?

Figure 1

Most difficult skill for students to learn in English

In your opinion, what is the most difficult skill for students to learn in English?

67% 17% 17%

■ Speaking ■ Reading ■ Writing
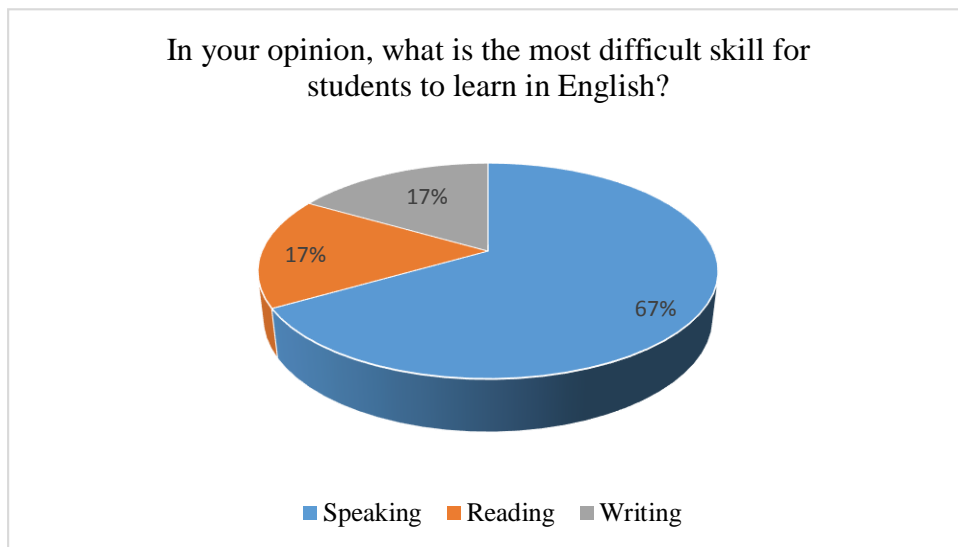
Concerning the opinion about the most challenging skill for students to learn in English, the results show three major categories, with speaking corresponding to the highest percentage, represented by 67% of the teachers, followed by reading for 17% and another 17% associated with writing. Therefore, according to the teachers, speaking is the most challenging skill for students to consolidate in their learning process.

Figure 2

Belief that teaching how to speak is a difficult skill to teac
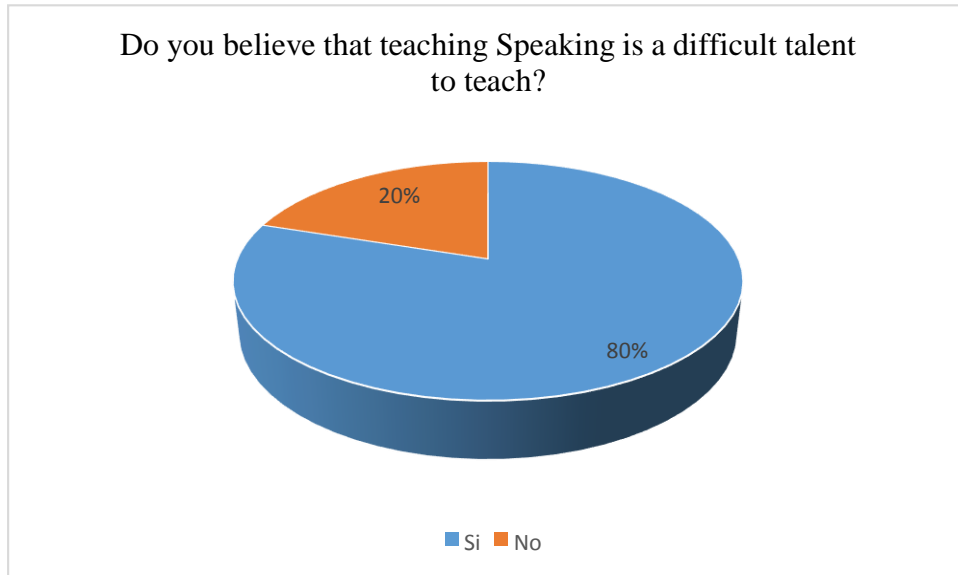
When asked if they thought teaching public speaking was a complex skill, 80% of teachers said yes, citing numerous reasons ranging from difficulty. Introducing the vocabulary of the subject may be more accessible. However, it is a difficult skill considering the interference of the first language and the lack of linguistic immersion because students are afraid of making pronunciation mistakes. After all, many rules and characteristics of the language have to be applied when writing. It is very complex because of the difference in pronunciation. While the no corresponded to the argument because it is something I do well.

Figure 3

Common issues students have while expressing themselves verbally in English
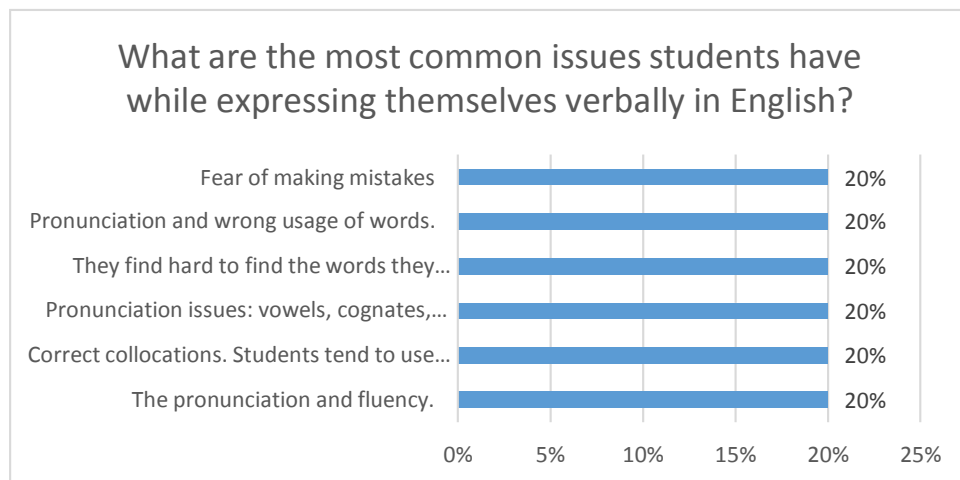
The data relating to the most common problems presented by the students revealed a variety of responses expressed by the teachers, including fluency and pronunciation, use of the same structure as in the native language, pronunciation of both vowels and consonants, locating and using the right words, and fear of making mistakes.

Figure 4

Methodology do you use in your English classes
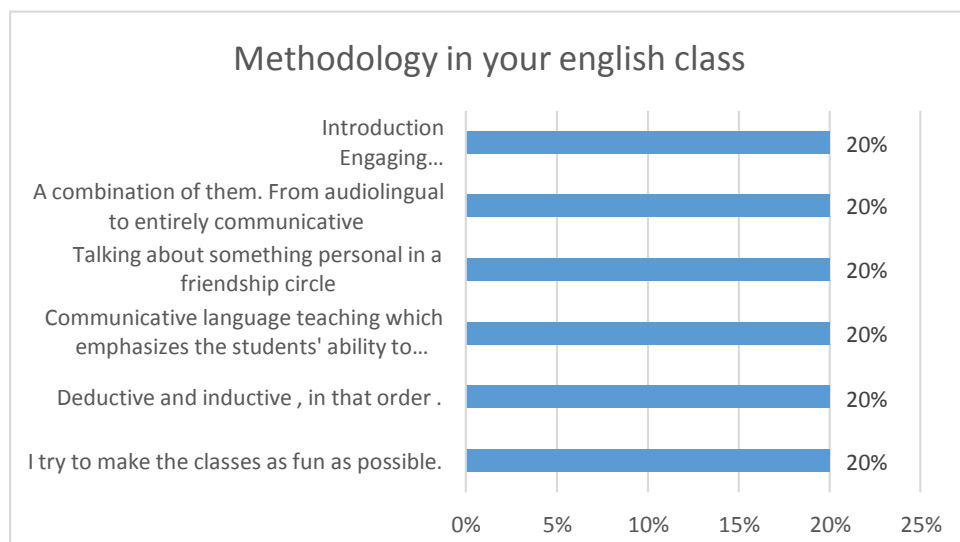
As for the methodology used in classes, each teacher expressed a different response, which included: making classes fun, deductive and inductive, communicative language teaching, which emphasizes the student's ability to communicate in real-life contexts, talking about something personal in a circle of friends, a combination of audio linguistic to fully communicative and introductory, involving and activating. According to these results, the classes have no unified methodology; they depend on each teacher.

Figure 5

Do you have any knowledge of communicative language teaching methods (CLT)
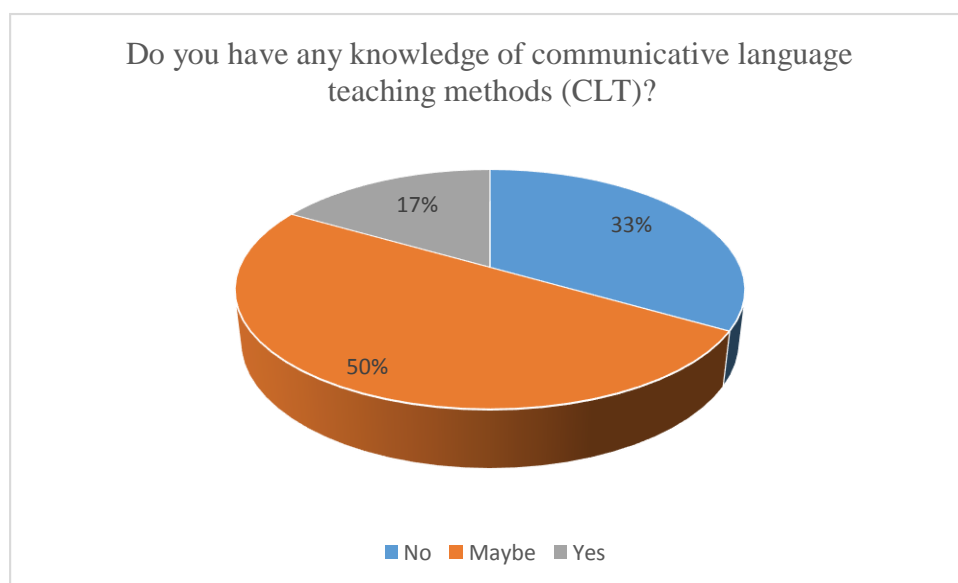
Concerning knowledge of communicative language teaching methods (CLT), 50% of the teachers said they might know them, 33% said they did not, and only 17% said they did. Therefore, according to these data, there needs to be more knowledge of communicative language teaching methods (CLT) on the part of the highest percentage of teachers.

Figure 6

Strategies would you use for helping your students to develop speaking skills in class

Most of the time, teachers helped their students improve their oral expression skills by having them participate in various communicative activities (such as pair discussions, role-playing, puzzle solving, and other collaborative tasks) and by putting these activities in a real-world context. Less often, teachers used games, dramatizations, and problem-solving exercises to help students practice formal and informal speaking.

According to the results obtained regarding tactics, only a portion of the teachers questioned used communicative activities with their pupils. This response is comparable to the one stated in the methods utilized.

4.3. Pre- and post-test results

This chapter analyses and describes the results of the surveys of teachers and students at the

Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador.

Names	Comprehension				Fluency				Accuracy				Complexity				Pronunciation				Grade over 10
1 ARMAS TULCANAZO JESUS ALEXANDER	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	6.5
2 BENAVIDES HEREDIA DOMENICA	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7
3 CHAMORRO ESTUPIÑAN ANTONELLA	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	6.5
4 MUÑOZ TELLO CAMILA	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	5.5
5 PAREDES ALTAMIRANO MATEO	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7.5
6 PARRENO MENDEZ CARLOS	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	8.5
7 SANCHEZ MIER DOMENICA	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7.5
8 UVIDIA VACA JUAN IGNACIO	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	8.5
9 VALAREZO GALVEZ ALEXIS	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7.5
10 VILLACIS DE LA CUEVA FARID	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	8.5

Pre-test results

Figure 7

Understanding
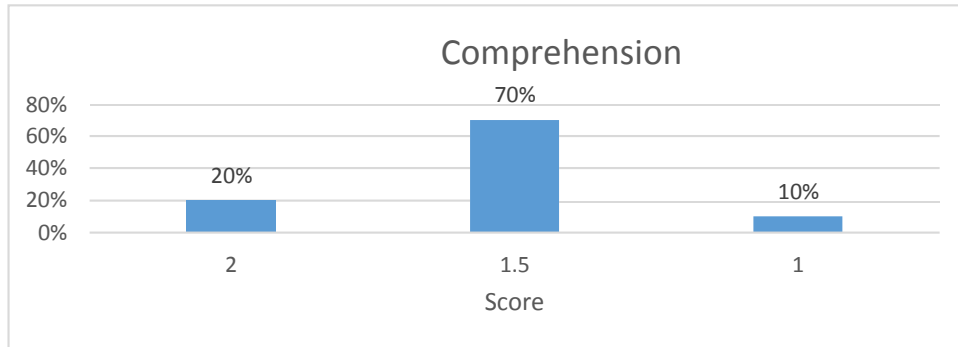
The results for the comprehension skill reflected 70% of students scoring 1.5, 20%, 2, and 10% 1. These data show that the highest percentage of students can respond accurately to a large proportion of the questions posed by the instructor on the topic. Conversely, a smaller proportion can accurately answer almost all of the questions posed by the instructor on the topic, and the minority can answer only some of the questions.

Figure 8

Fluency
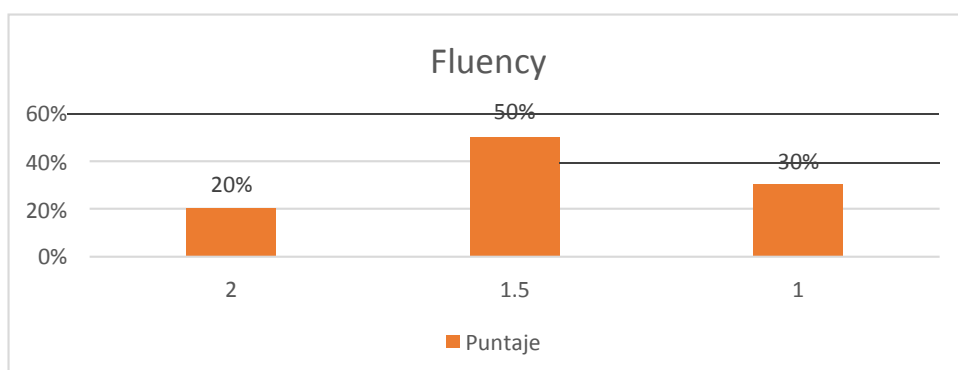
The fluency proficiency scores show that 50% of the students scored 1.5, 30% 1, and 20% 2. According to these data, half of the students can speak relatively quickly, occasionally pausing (1-3 times) to think of a word or how to say something. A further percentage frequently

hesitate (four to seven times) while seeking the appropriate expression. They do not sound natural and speak slowly; the minuscule amount babbles naturally and without many pauses.

Figure 9

Accuracy
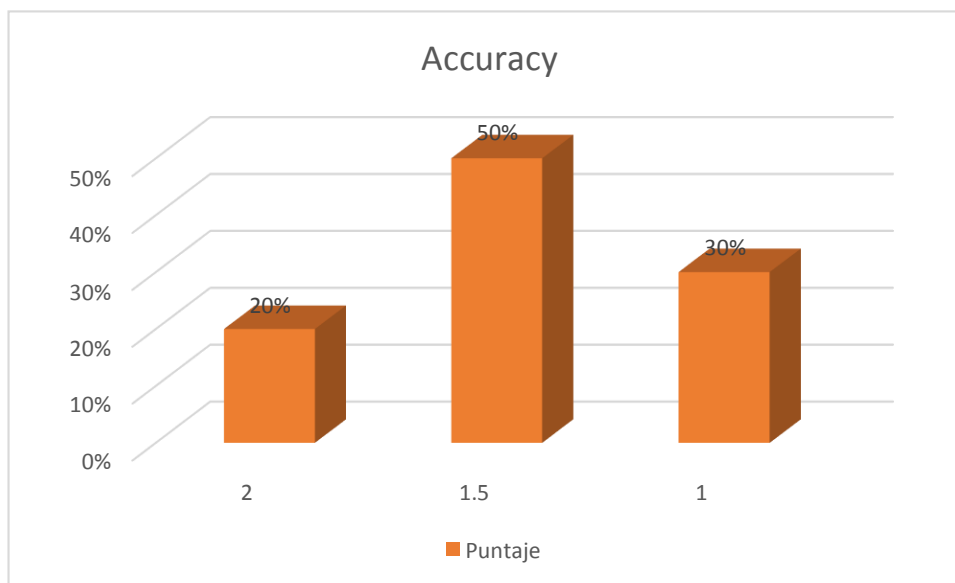
The data regarding accuracy competence showed 50% of students scoring 1.5, 30% scoring 1, and 20% scoring 2. According to these data, half of the respondents can form basic questions using be and other verbs in the present simple tense. Use correct pronouns but occasionally (1-3 times) conjugate them incorrectly in the present simple tense. Use regular and irregular verbs in the present simple. A smaller group of about 30% cannot form basic questions using be and other verbs in the present simple. Use correct pronouns but occasionally (1-3 times) conjugate them incorrectly in the present simple tense. Use regular and irregular verbs in the present simple. A smaller group of about 30% cannot form basic questions using be and other verbs in the present simple. Uses correct pronouns but often (4 times or more) conjugates them incorrectly in the present simple. Makes mistakes when using irregular verbs in the past tense. Makes use of various structures (adverbs of frequency, tenses, etc.) while

committing the fewest number of errors possible and making frequent errors. Can form basic questions using be and other verbs in the present simple. Can use correct pronouns and conjugate correctly in the present simple tense. Use basic regular and irregular verbs in the past tense and use other structures (adverbs of frequency, tenses, etc.) correctly.

Figure 10

Complexity
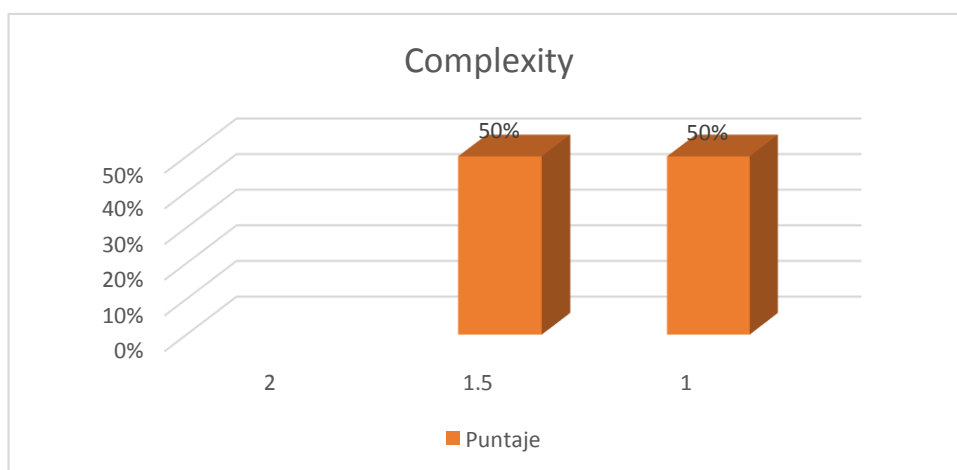
Concerning the data on the complexity dimension, the results of the pre-test assessment showed that 50% of learners were placed at level 1.5 and 50% at level 1. They may introduce a new word or structure but not use it correctly. At the same time, the others use vocabulary and structures of the level but do not introduce new structures or vocabulary.

Figure 11

Pronunciation
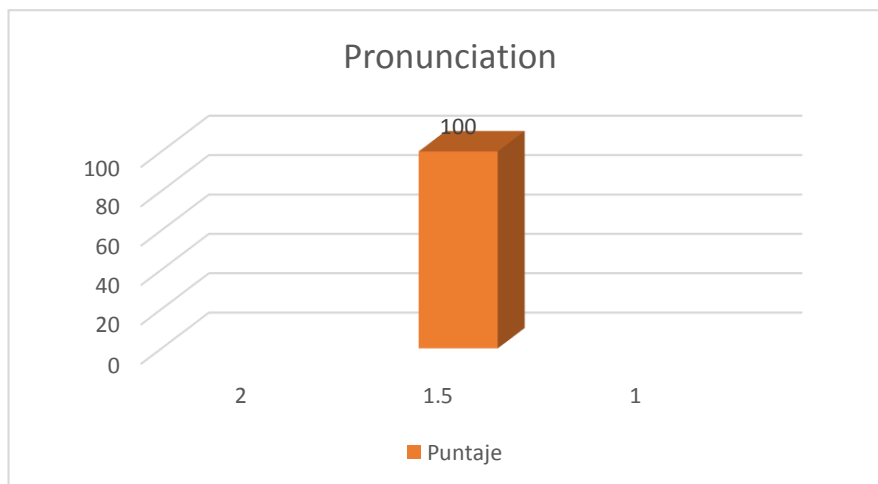
In the dimension of pronunciation, the group surveyed was located in its entirety with a score of 1.5, i.e., they need to speak more clearly and find it difficult to pronounce some words. In addition, they need to correct some intonation and rhythm mistakes, making comprehension difficult. Generally, students have to be asked to repeat some things. When he/she does not know a word, he/she mispronounces it.

Table 3

Summary of pre-test results

Understanding		
Score	Frequency	Percentage
2	2	20%
1.5	7	70%
1	1	10%
0		
Total	10	100
Fluency		
Score	Frequency	Percentage
2	2	20%
1.5	5	50%
1	3	30%
0		
Total	10	100
Accuracy		
Score	Frequency	Percentage
2	2	20%

Score	Frequency	Percentage
1.5	5	50%
1	3	30%
0		
Total	10	100
Complexity		
Score	Frequency	Percentage
2		
1.5	5	50%
1	5	50%
0		
Total	10	100
Pronuntiation		
Score	Frequency	Percentage
2		
1.5	10	100
1		
0		
Total	10	100

Source: Test of communicative competences

Names	Comprehension				Fluency				Accuracy				Complexity				Pronunciation				Grade over 10
1 ARMAS TULCANAZO JESUS ALEXANDER	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7.5
2 BENAVIDES HEREDIA DOMENICA	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7
3 CHAMORRO ESTUPIÑAN ANTONELLA	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7.5
4 MUÑOZ TELLO CAMILA	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7
5 PAREDES ALTAMIRANO MATEO	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	7.5
6 PARRENO MENDEZ CARLOS	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	9.5
7 SANCHEZ MIER DOMENICA	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	8.5
8 UVIDIA VACA JUAN IGNACIO	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	8.5
9 VALAREZO GALVEZ ALEXIS	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	9.5
10 VILLACIS DE LA CUEVA FARID	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	8.5

Post-test results

Figure 12

Understanding
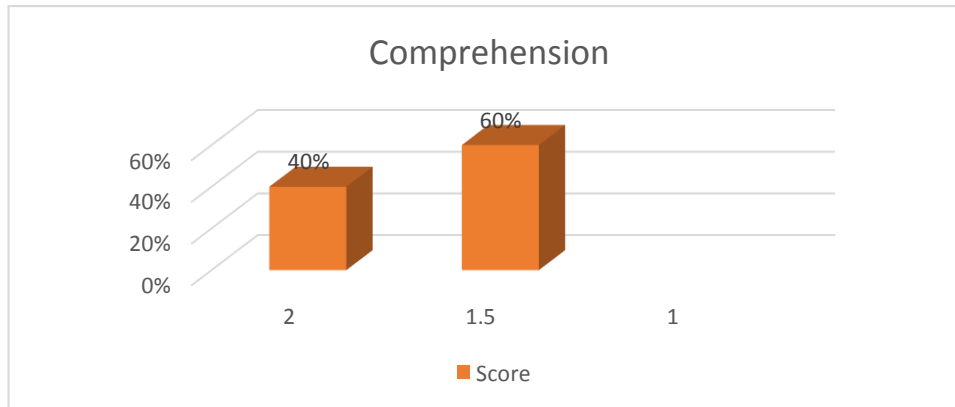
Source: Test of communicative competences

In pronunciation, the group surveyed all scored 1.5, i.e., they need to speak more clearly and find it difficult to pronounce some words. In addition, they make some intonation and rhythm mistakes, making comprehension difficult. Generally, they have to be asked to repeat some things. When they do not know a word, they mispronounce it.

Figure 13

Fluency
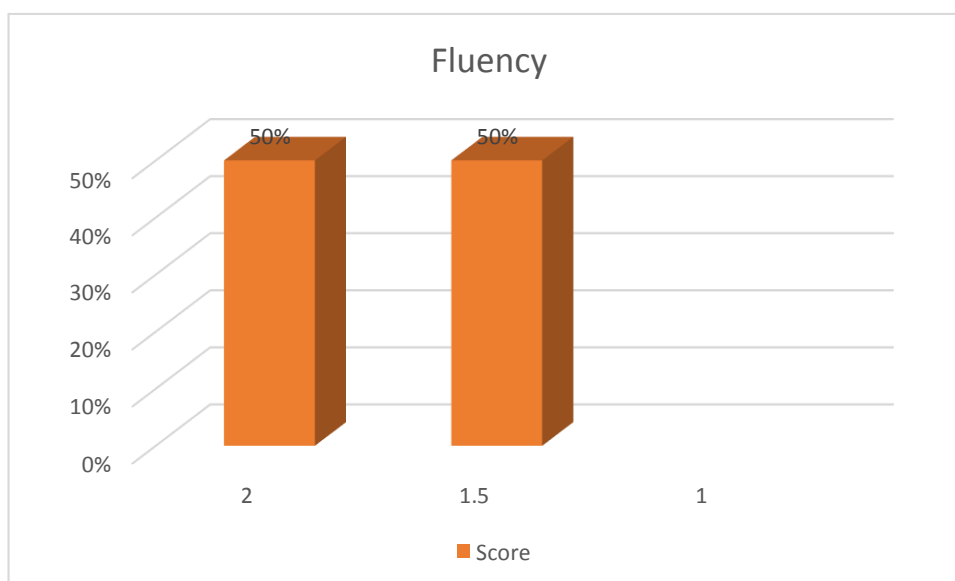
Source: Test of communicative competences

Concerning fluency competence, 50% of students were found to be at level 1 and 50% at level 1.5, showing that 30% could improve in this skill and babble naturally and without many pauses.

Figure 14

Accuracy
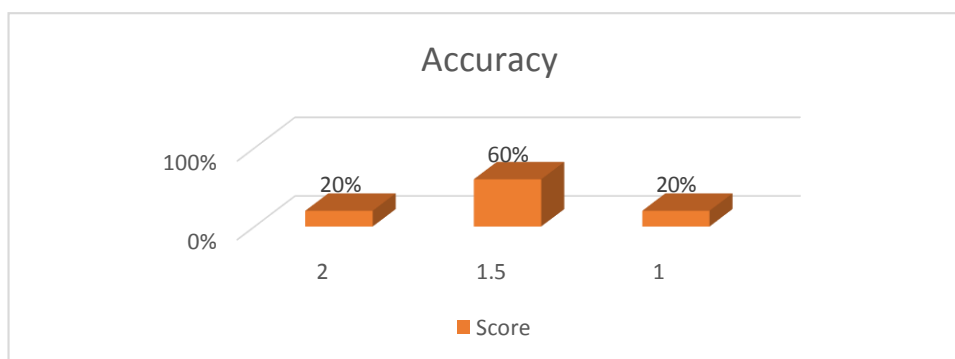
Source: Test of communicative competences

Concerning the accuracy dimension, 60% of participants scored 1.5, 20% 2, and another 20% 1. According to these data, there was an improvement in this skill for 10% of those assessed.

Figure 15

Complexity
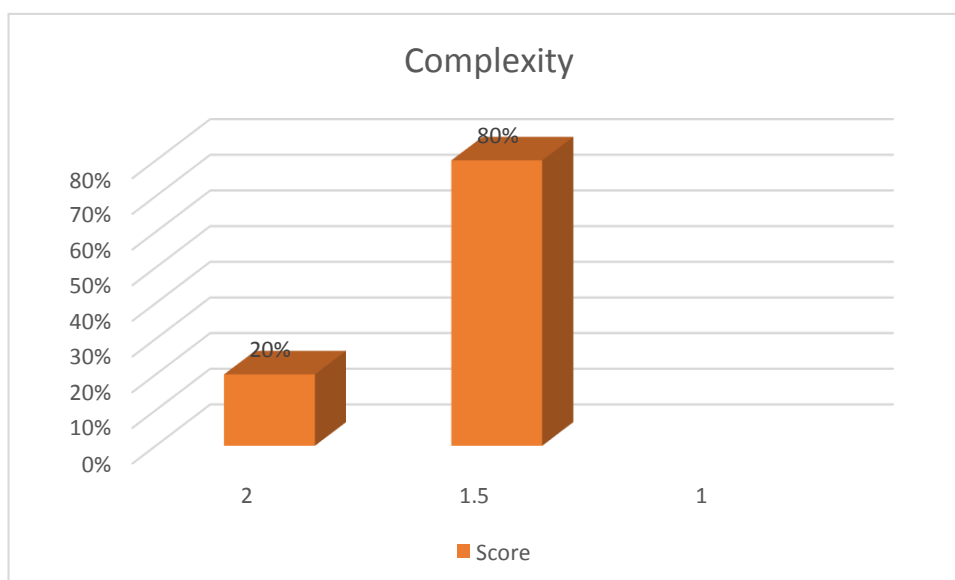
Source: Test of communicative competences

The results in the complexity dimension show 80% of students with a score of 1.5 and the other 20% located at level 2. As expressed by these data, a significant group of students, 30% of the participants, improved their condition from level 1.5 to two and from 1 to 1.5.

Figure 16

Pronunciation
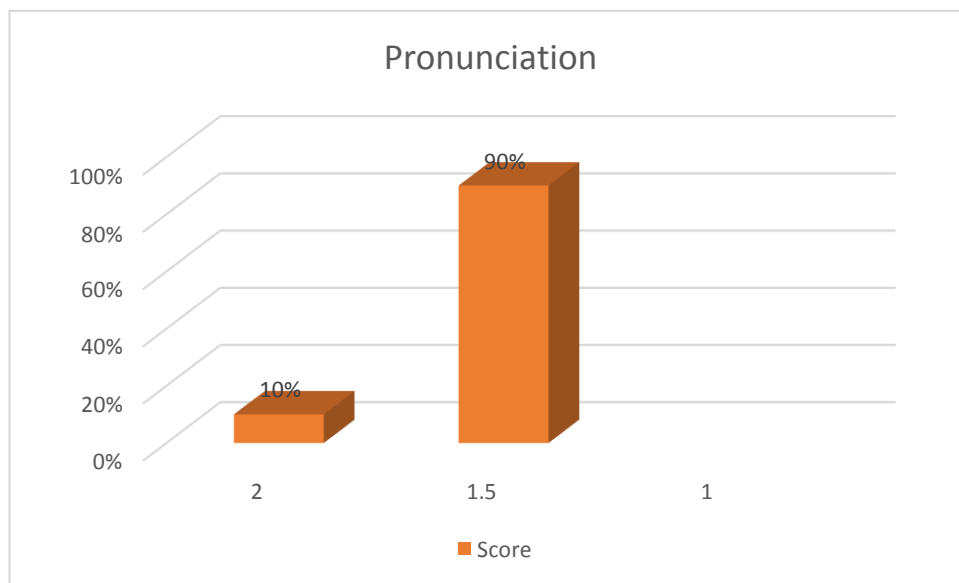
Source: Test of communicative competences

About the post-test results for the pronunciation dimension, 90% were found to be at level 1.5 and 10% at level 2. According to the results, it can be seen that 10% of the students improved their pronunciation skills, reaching the second level of this classification.

Table 4

Summary of post-test results

Understanding		
Score	Frequency	Porcentaje
2	4	40%
1.5	6	60%
1		

0		
Total	10	100

Fluency		
Score	Frequency	Percentage
2	5	50%
1.5	5	50%
1		
0		
Total	10	100

Accuracy		
Score	Frequency	Percentage
2	2	20%
1.5	6	60%
1	2	20%
0		
Total	10	100

Complexity		
Score	Frequency	Percentage
2	2	20%
1.5	8	80%
1		
0		
Total	10	100

Pronuntiation		
Score	Frequency	Percentage
2	1	10%
1.5	9	90%
1		
0		

Source: Test of communicative competences

Table 5

Pre- and post-test differences

Number	Pretest	Postest
1	6.5	7.5
2	7	7
3	6.5	7.5
4	5.5	7
5	7.5	7.5
6	8.5	9.5
7	7.5	8.5
8	8.5	8.5

9	7.5	9.5
10	8.5	8.5

Source: Test of communicative competences

The comparison of averages obtained in the pre-and post-test assessment indicates a significant improvement in the performance of all students; only three people remained at the values obtained, i.e., they neither improved nor deteriorated their condition in the pre-and post-test assessment. According to the results obtained, it is evident that seven participants managed to improve the averages obtained in their performance for the dimensions assessed before and after the intervention, which can be considered a significant achievement.

Table 6

Resultados prueba de McNemar

Testing of McNemar-			
	Value	gl	Asymptotic sign (bilateral)
McNemar-Bowker test		9	.001[a]
N of valid cases	10		

Source: Test of communicative competences

The comparison of averages obtained in the pre-and post-test assessment indicates a significant improvement in the performance of all students; only three people remained at the values obtained, i.e., they neither improved nor deteriorated their condition in the pre-and post-test assessment. According to the results obtained, it is evident that seven participants managed to improve the averages obtained in their performance for the dimensions assessed before and after the intervention, which can be considered a significant achievement.

4.3. Discussion

According to the defined research objectives, the results obtained in this study allowed identifying the first specific objective. Furthermore, they exposed how to describe the elements involved in developing oral competence in students through observations.

Access to a better job has been highlighted as the motive for which 41% of students are motivated; these results align with what Gómez (2017) found when he asked students what they thought about learning a language. 99% of the students said they could get a better job because they knew how to speak English.

Those motivated to learn because they like to travel represented 34% of the participants in this research. This finding is within those obtained by Gómez (2017) but in a higher proportion, expressed by 99% of its participants. Regarding being motivated by conversing with people from various nations, 17% of the present study's findings were similar to what Gómez (2017) found for 80% of his participants.

Regarding the type of activities, the teacher performs in classes to improve oral expression, 71% of students agreed that conversation between pairs is mainly executed, followed by a conversation between pairs with 17%. These findings contradict those obtained by Ortega and Minchala (2019), who investigated aspects related to the development of English classes in high school students, discovering that English language teaching has some roots in is partly based on communicative ability; typically, students ask to exchange information in class using the vocabulary and grammatical structures they have acquired. In addition, learners are just moderately compelled to complete learner-centered and interaction-based communicative tasks (such as mini-dialogues) (e.g., music and favorite celebrities).

The findings obtained in this research show that there is partial use of the elements involved in the development of oral competence; this is based on the answers obtained that it

is mainly peer conversations, which represents an indicator that there are other skills associated with the method that is not reflected in the data exposed by the students.

Concerning the question "if they would like the teacher to use innovative techniques to help them improve their communication in English," 56% of the students answered Quite a lot, 37% a lot, 5% a little, and only 2% a little. These findings are similar to those obtained by Valle (2018), who investigated innovative didactic strategies for learning English in a group of students in a school in Ecuador, obtaining 56% of young people with a lack of knowledge about the use of these techniques. As a consequence, they suffer from them in their learningprocesses.

Second objective: analyze instructors' and students' knowledge. The findings show that teachers engage in a variety of activities in which they expose communicative language teaching, emphasizing the student's ability to communicate in real-life contexts; this finding is consistent with the findings obtained by Mendoza (2019), who studied the teaching strategies that promote English oral production skills in the subjects of communicative competences in students, obtaining as a result that teachers employ a diversity of strategies.

Concerning the students, in this research, the results show they need to be more precise about using this methodology by the teachers since they expressed that in the most frequent activities, they perform the work in pairs. These results are compatible with the findings obtained by Paredes (2020), who studied the methodological strategies used to develop interaction in English, finding that 43% of the students sometimes express themselves in English in the classroom, in addition to stating that their formal oral interaction in the second language is limited.

The third goal of this study was to "Design a guide containing a didactic unit for the improvement of oral production in English based on the Communicative Language Teaching

Methodology," based on data collected from students and teachers and required by the

curriculum of the Escuela Politécnica del Ecuador.

Chapter V

Proposal

5.1. Proposal Title

Guide for improving oral production in English based on Communicative Language Teaching methodology.

5.2. Objectives

5.2.1. General Objective

To design a guide based on Communicative Language Teaching to increase the linguistic competencies of intermediate-level students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador.

5.2.2. Specific Objective

To present specific communicative language teaching methods to help teachers of English to develop their students' speaking skills at an intermediate level.

To develop activities for use in the classroom using communicative language teaching methods to help intermediate-level learners improve their English-speaking skills.

To promote the availability of communicative exercises that foster the language skills of intermediate-level students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador.

5.3. Introduction

Based on Communicative Language Teaching Ways, this guidebook includes several strategies that might assist teachers in strengthening their students' English-speaking skills. The purpose of the handbook is to provide a guide containing CLT techniques to promote English speaking abilities in junior students and to choose and develop communicative language

teaching ways to improve English speaking skills in junior students. This handbook also contains some notions regarding Communicative language teaching practices and discusses the tactics utilized to create this guidebook.

Each of the four parts of this manual for teaching languages in communicative contexts is as follows: Each unit has three speaking tasks focused on a single method. At the end of the units, instructors might conduct a brief evaluation based on the students' outcomes while using those tactics. Every activity, however, was meant to foster dialogue between students and instructors. Furthermore, each activity considered the prior inquiry results conducted with professors and students from the Institute de Idioms de la School Polytechnics Nacional. The handbook is a helpful resource developed to promote extra material based on Communicative Language teaching strategies to improve intermediate-level students' English-speaking skills

5.4. Justification of the proposal

This didactic guide on applying the communicative method of language teaching was developed based on the results obtained from the evaluation process through the questionnaire applied to students and teachers at the intermediate level of the Continuing Education Centre of the National Polytechnic School of Ecuador. Designed to present specific communicative methods of language teaching to help English teachers develop the oral skills of their students at the intermediate level.

With the help of the exercises provided in this guide, English teachers can better meet their students' requirements in the classroom and help them succeed in learning a second language in a way that is engaging and brings about the desired results in the real world. One cornerstone of modern educational systems is the importance of innovation and ongoing professional development for educators to foster the kind of meaningful learning processes essential to meeting the needs of the modern world.

5.5. Methodology

The development of this guide was based on the methodology of the communicative approach to encourage English language learning in intermediate-level students at the Centro de Educacion continua de la Escuela Politecnica Nacional. Because the process of interaction with this population through the questionnaire applied identified shortcomings in the use of the main strategies related to the selected method, showing the need to reinforce aspects that can improve the performance of the student's language skills with the support of their teachers.

5.6. Theoretical underpinning

Teaching English as a second language is a complicated process in which one can differentiate the use of several ways to comprehend English language acquisition. Some examples of these approaches are communicative, structuralist, humanistic, natural, and conventional. Because of this circumstance, it is clear that this method is an alternative to the more conventional ways, as it uses various components to assist the growth of students' communicative abilities more effectively.

According to Jasper's approach, many people know this method as Communicative Language Learning; the aim is to enable the learner to communicate in real-life situations. Accordingly, recordings, texts, authentic materials, and activities are used to develop and simulate reality in natural environments. The classroom represents a communicative space in which language is an essential factor of the curriculum, which, given the resources, the space, and the favorable discursive and didactic conditions, tends to learn through communication in action (p. 10).

It is a method that focuses on learning English through practice, drill, or message rather than grammatical structure. Instructions for making the message appropriate in the context in which it is expressed serve as a compass. Sometimes teachers misapply it, emphasizing

grammatical structures, rules, and formulas in the classroom, which does not produce the desired results. In the end, this does not lead to the expected results.

When considering the viewpoint of some authors, this approach incorporates the best features of conventional approaches while emphasizing the growth of communicative competence rather than language proficiency. What is significant about this method is that the learner learns to use English in various communication situations and to communicate quickly and correctly, both orally and in writing, based on his or her needs. The above-mentioned is done by doing activities involving using a foreign language in real communication situations and focusing on using English in real situations, emphasizing the meaning of the contexts. Following this premise, the learner develops communicative competence as the ultimate goal of mastery of the new language.

Communicative competence is a combination of sociolinguistic competence, gestural competence, and communicative strategy competence.

The communicative approach starts from the learners' communicative needs and aims to satisfy them.

A foreign language learner must have alternatives to interact with a native speaker, i.e., precise communicative demands in real-life situations.

It presents a pragmatic style in which all texts present an intention, objective, and specific communicative activity. This inherent ability to assess rightly and correctly, or the logical order of the arguments given, and the structuring in a two-level system of relations and formal representation or macrostructure

That supplies the semantic attribute to the chosen text

Following the previous approach, it is worth highlighting what is understood by communicative competence, as expressed by Molina (2018); this construct describes the ability

that allows students to adapt to the situations of the environment by making use of the ability to communicate, through the use of socially accepted expressions. For this reason, it represents an advantage in the teaching-learning process based on adapting to contexts andcommunicating according to them.

5.7. Main strategies used to promote communicative competence

By using the proposed methods, learners' communication competence would improve, and they will be able to use English effectively, as advocated by the communicative approach. Moreover, it is feasible to use various activities and various approaches to carry out the activity to establish this procedure firmly.

Brainstorming is a dynamic tool for group work that encourages the emergence of new ideas on a given topic. In most cases, students use group settings in which the problem-solving process requires considering several different options in conditions of creativity and relaxation. With this technique, students can think, collaborate and express their thoughts on a topic to establish consensus and select the most suitable alternative. It also allows them to recall the most relevant aspects of a topic or to develop associations between previous and new knowledge (Mantovani et al., 2021).

Debate

Debate is a discussion technique through which students and teachers are encouraged to exhibit their critical thinking about a topic based on oral communication and contextualization of problems. It allows the expression of ideas and the underlying arguments to contrast them with those of other people and may or may not reach a discussed consensus. As a methodology, it begins with a brief presentation of the members of a team or representatives who will develop it, guided by a speaker who will guide by providing the

guidelines, problem, or topic selected and develop it through the clear expression of arguments concerning the topic (Santacruz, 2018).

Storytelling

It is a concept of English origin composed of two words: the first is the story, and the second is the tell. It is understood from there to be the narration of a story that is captivating for the audience because it reveals significant facts that, in the end, leave a lesson or final message as a part of having experienced it. This situation is because the story exposes significant facts that, in the end, leave teaching. Therefore, it is a great way to improve oral communication because it requires skills like organizing the story in the participant's head and finding the right words to say it. Also, expressing the right tone for the emotion trying to convey, keeping the audience's attention, summarizing, and ending the conversation well (Becerra and Febres) (2017).

Speech

Speaking in front of an audience is one of the most frequently performed activities by students and people in general; essential for presenting oneself in front of a class, presenting one's ideas, and, most importantly, expressing oneself in the workplace. It is, therefore, essential to develop this skill to communicate effectively with the public in the personal, academic, and professional spheres. In terms of communicative technique, it comprises a series of steps for its development, which include: drafting in advance, having a personal and collective greeting, not using audiovisual aids, using moderate gestures during the presentation, having an introduction that attracts attention, ensuring the respect of the listeners, depending on the audience, initiating this through the use of questions, a striking statement and developing it by maintaining the interest of the listeners. Finally, it is best practice to close with a request, a summary of the piece, relevant quotes, or compelling phrases (Olivares, 2017).

Read out loud

Reading aloud is a technique that facilitates oral expression through pronunciation, intonation, diction, fluency, and volume. When uttering, the voice provides meaning and life to written texts so the listener can use their imagination and express their feelings and emotions concerning what the reader is reading. It represents a form of communicative teaching because it involves using four aspects, the reader, listener, text, and teacher, through which students can try to understand and express themselves adequately. (Ortega y Minchala 2019).

Writing personal diaries

Writing personal diaries represents a communicative technique that facilitates the preservation of events, occurrences, and activities that pupils could forget; it involves a process of a cognitive organization through ordering ideas to facilitate their presentation. It can be used as a technique to help correct certain shortcomings associated with writing, facilitates creativity, reinforces memory, facilitates the development of habits, and favors emotional connection and expression (Bermello y González, 2020).

Round Table

The round table is a socialized learning strategy based on methods of explanation and demonstration that encourage communication, information-seeking, organization, decision-making, and social skills.

Visual construction

This strategy aims to enable learners to produce words orally and in writing, visualize pictures, attract their attention, and motivate them to use the foreign language by presenting

topics using pictures, diagrams, charts, and videos. In addition, these strategies mentioned above can help learners use the target language by asking questions, asking for comments, verbalizing their actions, asking questions, asking comments, verbalizing the actions shown to them, and talking about what they see and what they imagine.

Construction of meanings

Words play several roles in people's lives; one of the most significant is that people make sense of the world and their experiences through meaning-making, in which narrative is an essential means of constructing meaning. This strategy involves the transfer of cognitive language skills. It is not based on mere translation but on understanding and assimilation of meaning through experience. It supports English language learning by enabling students to develop and approach spoken English.

Group Activities

Exercise 1

Brainstorming

Objective: The goal is to get the children involved in meaningful conversations.

Activity

The teacher presents a series of problems to the general group, "students do not like to read," "students have deficits in English writing," "students find it difficult to understand what they hear," and "students need more fluency in reading and pronunciation."

Group activity.

The teacher subdivides the group into five or six new groups of four students. In this space, they should list all the possible alternatives to solve this situation, according to the attached format, and choose the most relevant for each situation.

Evaluation

The teacher will evaluate the participants according to the criteria below.

Technique

The student pronounces clearly and appropriately the words used in his/her expression, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in carrying out the activity in small groups and provide information of interest, relevance, and pertinence to the topic.

Semantics

Learners use appropriate words in meaning and context.

Textual

The learner uses tenses appropriately, develops sentences with all their components, and can explain sentences with relevance.

Pragmatics

The learner develops interventions according to the role he/she plays and uses the materials provided appropriately.

Exercise 2

Debate

Objective: To carry out information exchanges that foster communication skills.

Activity

The teacher provides information on the discussion technique and invites students to use it in personal communication lessons.

Group activity.

The instructor separated the students into subgroups and told each group to conduct a debate by selecting a topic, determining the questions to be asked, determining the time of the activity, and determining its progression. The teacher will help ensure that the selected topic is of interest to the group, is topical, timely, can be dealt with in the time available, is suitable for oral presentation, generates positions for and against, has evidence, and encourages debate.

Evaluation

The teacher will assess participation according to the following criteria.

Technique

The student pronounces clearly and appropriately the words used in his/her expression, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in small groups and, as a whole, provide information of interest, relevance, and pertinence to the topic.

Semantics

Students use appropriate words in meaning and context.

Textual

Students use verb tenses appropriately, develop sentences with all their components, and can explain sentences with relevance.

Pragmatics

Learners develop interventions appropriate to their role and use the materials provided appropriately.

Exercise 3

Storytelling

Objective:

To foster communication skills so that kids can use their imaginations to tell pleasant tales that can be transmitted verbally.

Activity

The teacher explains the elements of a story and divides the group into subgroups. Within these, they will develop a story that allows the participation of all members of the group. The theme must correspond to their reality and conditions.

Group activity.

The teacher subdivides the group into five or six new groups of four students. They must construct a story with a theme, well-defined characters, atmosphere, setting, narrator, action, denouement, and morals in this space.

Evaluation

The teacher will assess participation according to the criteria below.

Technique

The student pronounces clearly and appropriately the words used in his/her expression, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in carrying out the activity in small groups and provide information of interest, relevance, and pertinence to the subject matter.

Semantics

Learners use appropriate words in meaning and context.

Textual

The learner uses tenses appropriately, develops sentences with all their components, and can explain sentences with relevance.

Pragmatics

The learner develops interventions according to the role he/she plays and uses the materials provided appropriately.

Exercise 4

Speech

Objective:

To conduct research on and present contemporary themes that allow students to practice their communication skills in the English language.

Activity

The teacher defines specific topics according to the current reality of the students and the country.

Group activity.

The instructor broke the class into smaller groups of up to three students apiece, then provided each group with a set of subjects and directions for a speech that would be around ten minutes long.

Evaluation

The teacher will assess participation according to the criteria below.

Technique

The student pronounces clearly and appropriately the words used in his/her speech, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in carrying out the activity in small groups and provide information of interest, relevance, and pertinence to the subject matter.

Semantics

Learners use appropriate words in meaning and context.

Textual

The learner uses tenses appropriately, develops sentences with all their components, and can explain sentences with relevance.

Pragmatics

The student develops interventions according to the role he/she plays and uses the materials provided appropriately.

Exercise 5

Round table

Objective:

To promote communication skills using the English language.

Activity

In advance, the teacher indicates the activity of looking for information about the round table technique. Then, on the activity day, the teacher selects two students to present what they have researched.

Group activity.

The teacher divides the students into subgroups of up to six people. In each subgroup, the students first look at the verbs and expressions they can use to talk about how the activity is going and what they think so that they can step in at the right time. Then, the roundtables will be held for 15 minutes, encouraging the participation of all members.

Evaluation

The teacher will assess participation according to the criteria indicated below.

Technique

The student pronounces clearly and appropriately the words used in his/her expression, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in carrying out the activity in small groups and provide information of interest, relevance, and pertinence to the subject matter.

Semantics

Learners use appropriate words in meaning and context.

Textual

The learner uses tenses appropriately, develops sentences with all their components, and can explain sentences with relevance.

Pragmatics

The learner develops interventions according to the role he/she plays and uses the materials provided appropriately.

Exercise 6

Reading aloud

Objective:

By utilizing fun activities, the goal is to inspire students to acquire new vocabulary to communicate more effectively in English.

Activity

The teacher provides students with a list of words to learn and practice.

Group activity

The teacher provides students with a list of words a week in advance with which they should familiarize themselves and which they will use to develop short stories to read aloud in front of their classmates. Each student will have 4 minutes to read. At the end of all the readings, the other students will give feedback on what they have read, considering aspects of pronunciation, fluency, concordance, volume, and intonation.

Evaluation

The teacher will assess participation according to the criteria below.

Technique

The student pronounces clearly and appropriately the words used in his/her expression, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in carrying out the activity in small groups and provide information of interest, relevance, and pertinence to the subject matter.

Semantics

Learners use appropriate words in meaning and context.

Textual

The learner uses tenses appropriately, develops sentences with all their components, and can explain sentences with relevance.

Pragmatics

The learner develops interventions according to the role he/she plays and uses the materials provided appropriately.

Exercise 7

Writing personal diaries

Reading aloud

Aim: To encourage communicative expression through personal writing.

Activity

The teacher provides the students with the guidelines for writing a diary and presents examples of personal diaries from the country's history, Manuela Sáenz, Simón Bolívar, among others.

Group activity

The teacher instructs the students to write a personal diary about their experiences during the last month of their lives, emphasizing the emotions they have experienced. At the end of the personal activity, students can share 5 minutes of what they have written with their classmates, emphasizing how they felt when they put their experiences on paper.

Evaluation

The teacher will assess participation according to the criteria below.

Technique

The student pronounces clearly and appropriately the words used in his/her expression, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in carrying out the activity in small groups and provide information of interest, relevance, and pertinence to the subject matter.

Semantics

Learners use appropriate words in meaning and context.

Textual

The learner uses tenses appropriately, develops sentences with all their components, and can explain sentences with relevance.

Pragmatics

The learner develops interventions according to the role he/she plays and uses the materials provided appropriately.

Exercise 8

Visual construction

Reading aloud

Aim: To encourage graphic organizers to improve English language communication skills.

Activity

The teacher provides students with information about different cognitive organizers used as resources to support writing, such as Gowin's EVE, problem tree, meant facts, idea maps, concept maps, mind maps, webs, and sequences of events.

Group activity

The teacher provides information about the different types of cognitive organizers and asks the students to subdivide into groups. Each group will use a different type to convey ideas about a topic related to the subject's content. In the end, students will present the information provided in their organizer and will be able to appreciate how they can be used to favor the development of communicative competencies.

Evaluation

The teacher will assess participation according to the criteria below.

Technique

The student pronounces clearly and appropriately the words used in his/her expression, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in carrying out the activity in small groups and provide information of interest, relevance, and pertinence to the subject matter.
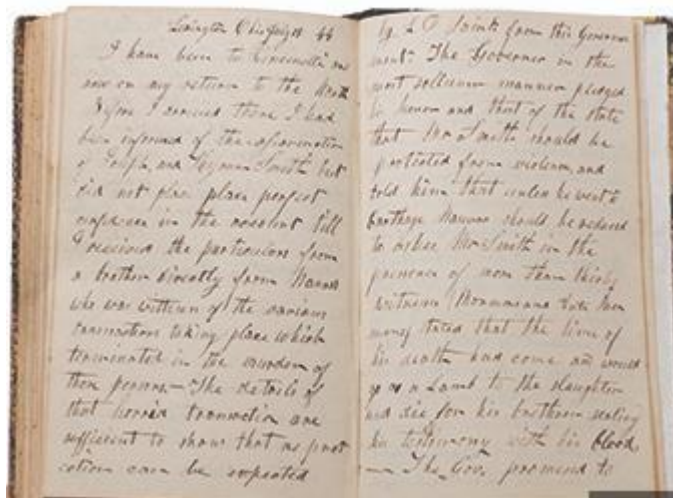
Semantics

Learners use appropriate words in meaning and context.

Textual

The learner uses tenses appropriately, develops sentences with all their components, and can explain sentences with relevance.

Pragmatics

The learner develops interventions according to the role he/she plays and uses the materials provided appropriately.

Exercise 9

Meaning construction

Reading aloud

Aim: To encourage the construction of meaning from written texts.

Activity

The teacher provides students with a list of sentences taken from the topics that make up the first unit of the content of their practice book.

Group activity

The teacher subdivides students into groups. Each group will construct paragraphs with the sentences they have available, according to the meaning they manage to give them, in association with the topics provided by the teacher. In the end, each group will present the paragraphs produced, and the teacher will assess their relevance concerning the topics and materials provided.

Evaluation

The teacher will assess participation according to the criteria below.

Technique

The student pronounces clearly and appropriately the words used in his/her expression, managing tone, modulation, volume, and rhythm.

Intervention

Students intervene in carrying out the activity in small groups and provide information of interest, relevance, and pertinence to the subject matter.
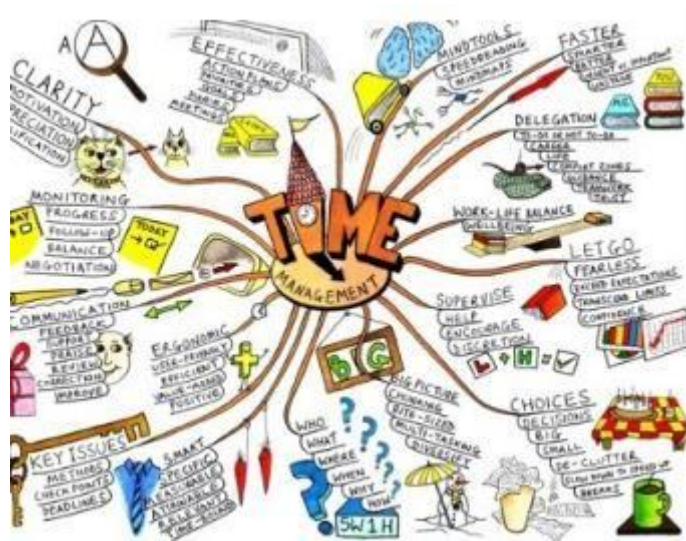
Semantics

Learners use appropriate words in meaning and context.

Textual

The learner uses tenses appropriately, develops sentences with all their components, and can explain sentences with relevance.

Pragmatics

The learner develops interventions according to the role he/she plays and uses the materials provided appropriately.

Conclusions

- To describe the elements involved in developing speaking skills in students through observation.

Part of being able to teach a language well rests on being able to understand the method being used and how it can affect the students and their needs.

If, on the one hand, the learner's main need is to communicate orally, then it's important to give them chances to improve this skill by focusing on language as a means of communication. This is done so that the learner has something to say when they need to, and it also helps them use the different functions of the language from the beginning levels.

On the other hand, the learner must be led to look for his own growth as a language student and his own opportunities, to be aware of his responsibility in this teaching process, and to develop autonomy, since he is the one who will benefit from this learning.

However, these exercises are not required in every course that uses the communicative approach. For instance, some educators may assign homework in the form of grammarexercises or non-communicative automaticity drills. Despite being one of the most cutting- edge methods, it is rarely implemented because educators lack familiarity with it and thereforefail to fully capitalize on its benefits.

- To analyze how familiar teachers and students are with CLT activities.

The students provided evidence that their perspective extends to cover only a subset of the actions connected to the methodology that was introduced before. The reason for this predicament is that there needs to be an assimilation of the entire range of alternate teaching tactics that are implemented by the teachers inside the classroom.

- To design a guide containing a didactic unit for the improvement of oral production in English based on the

In light of the findings of this study, an instructional manual that is geared at enhancing oral production in English and is founded on the principles of Communicative Language Teaching (CLT) has been developed. This guide aims to provide educators with a variety of pedagogical options and exercises that can be used in the classroom to help students consolidate the knowledge they have gained.

Recommendations

The recommendations arising from the results obtained in this research are as follows:

- Regular training and refresher days should be developed for instructors to become proficient in the communicative English language teaching technique.

- To develop planning and follow-up activities in which teachers can exchange experiences among themselves and with other colleagues to identify best practices in using the selected methodology and existing shortcomings in its implementation.

- Socialize and promote the use of the didactic guide designed to improve oral production in English based on the Communicative Language Teaching methodology an d establish a methodology, to be described in the Institutional Educational Plan, for teaching the English language. This methodology should be the communicative teaching technique for planning to be directed by the principles of this methodology.

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

Annexes

UNIVERSIDAD TÉCNICA DEL NORTE

INSTITUTO DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

TITLE

Communicative language teaching method to improve the English-speaking skills for Intermediate level students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador.

RESEARCH LINE

Development of English language educational skills.

Research proposal as a requirement to begin graduation work.

AUTHOR: LIC. EDITH RODRIGUEZ

DIRECTOR: MSC: MARTHA LARA

IBARRA - ECUADOR

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UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS MENCIÓN EN INGLÉS

Test dirigido a los estudiantes

Título de la Tesis: Communicative language teaching method to improve the English-speaking skills for Intermediate level students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador.

Objetivo General: To propose using Communicative Language Teaching to improve English-speaking skills for intermediate-level students al Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador 2022-2023.

Objetivo del instrumento de validación: El objetivo del test es evaluar pronunciación, interacción, fluidez, y comprensión que tiene los estudiantes de nivel intermedio del Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador, para expresarse tanto en situaciones cotidianas como en situaciones menos corrientes, mediante diferentes actividades.

Instrucciones:

El test consta de cuatro partes 1.- Los participantes responden las preguntas facilitando información objetiva o personal 2.- Los participantes describen una fotografía en color, 3.- Formular sugerencias y responder a ellas, discutir alternativas y negociar acuerdos. 4.- Discutir gustos, aversiones, experiencias, opiniones, hábitos, etc.

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DATA INSTRUMENTS VALIDATION

Theme: Communicative language teaching method to improve the English-speaking skills for Intermediate level students at Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador.

General objective: To propose using Communicative Language Teaching to improve English-speaking skills for intermediate-level students al Centro de Educación Continua de la Escuela Politécnica Nacional del Ecuador 2022-2023.

Author: Edith Rodriguez

Judge: MSc. Gloria Escudero Orozco

Academic tutor: MSc. Martha Lara

Data instrument collection: Test

Use a check mark.

Poor	Fair	Good	Very good	Excellent
1-2	3-4	5-6	7-8	9-10

	Poor 1-2	Fair 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Comprehension (ability to understand questions and respond appropriately)					
Interaction (ability to listen to and interact with a partner) Accuracy (grammar, syntax, and general structures)					
Fluency (vocabulary, speed, naturalness, lack of hesitation)					
Pronunciation (stress, rhythm, intonation patterns)					

Validated by: MSc. Gloria Escudero Orozco

…………………………..

ID 0602698904   Signature

What is in the speaking paper?

The B1 preliminary Speaking test has four parts and take together with another candidate.

Part 1	
What do candidates have to do?	Respond to questions, giving factual or personal information.
How long to the candidates have to speak?	2 minutes.
Part 2 (extended turn)	
What do the candidates have to do?	Describe one colorful photograph, talking about for one minute.
How long to the candidates have to speak?	3 minutes.
Part 3 (Discussion)	
What do the candidates have to do?	Make a respond to suggestion, discuss alternatives and negotiate agreement.
How long to the candidates have to speak?	4 minutes.

Part 4 (General conversation)	
What do the candidates have to do?	Discuss likes, dislikes, experiences, opinions, habits, etc.
How long to the candidates have to speak?	3 minutes.

Contents

Part 1
General questions

Part 2
1A Learning a language
1B At a party

Part 3 an4
1 work and relaxation

This test confirms that the student has mastered the fundamentals of the English language. The B1 exam evaluates whether a student has learned the principles of English and possesses the requisite language abilities for everyday communication**.**

Part 1 (2 – 3 minutes)

Phase 1 Interlocutor

To both candidates

Good morning/afternoon/evening.

Can I have your mark sheets, please?

 Hand over the mark sheets to the Assessor.

I'm ………… and this is …………

To Candidate A

What's your name? Where do you live/come from?

Thank you. To Candidate B

And what's your name? Where do you live/come from? Thank you.

B.- Do you work or are you a student?   **Back-up prompts**

                                                    Do

you have a job?
            Do you study?

  What do you/ study?   What job do you do?
                                                    What subject do you study?

A.-Do you work or are you a student?   Do you have a job?
                                                    Do you study?

  What do you/ study?   What job do you do?
                                                    What subject do you study?

  Thank you

Phase 2 Interlocutor

Select one or more questions from the list to ask each candidate. Ask Candidate A first.

How do you get to work/school/university every day?   Do you usually travel by car?
(Why/Why not?) What did you do yesterday evening/last weekend?   Did you do
anything yesterday evening/last weekend? What?

Do you think that English will be useful for you in the future?   Will you use English in the
future?
(Why/Why not?)   (Why/Why not?)

Tell us about the people you live with.   Do you live with friends/your family?

Thank you.

Part 2 (2 – 3 minutes)

1A Learning Language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, Here is your photograph. It shows **people learning a language.**

*Place **Part 2** booklet, open at **Task 1A**, in front of candidate.*

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A   ……………………………………………   *approx. 1 minute*
?

> **Back-up prompts**
> - Talk about the people/person.
> - Talk about the place.
> - Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1B At a party

Interlocutor   **B**, Here is your photograph. It shows **people at a party.**

*Place **Part 2** booklet, open at **Task 1B**, in front of candidate.*

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B

🕐 *approx. 1 minute*   ………………………………………………

Back-up prompts
• Talk about the people/person.
• Talk about the place.
• Talk about other things in the photograph.

Interlocutor   Τhank you. (Can I have the booklet please?) *Retrieve* **Part 2** *booklet.*

1A

1B

Part 3 (2 – 3 minutes)

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates …………………………………………………………

🕐 *approx. 2–3 minutes*

Interlocutor   Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*

Activities to help the man relax

Part 4

Interlocutor Use the following questions,
as appropriate:

- What do you do when you want to relax? (Why?)

- Do you prefer to relax with friends or alone? (Why?)

- Is it important to do exercise in your free time? (Why?/Why not?)

- Is it useful to learn new skills in your free time? (Why?/Why not?)

- Do you think people spend too much time working/studyingthese days? (Why?/Whynot?)

Thank you. That is the end of the test.

EXAM RUBRIC

Comprehension

Comprehension (ability to understand questions and respond appropriately)
Language competence

2.0 Able to accurately answer almost all questions posed by the instructor about the topic.
1.5 Able to accurately answer most questions posed by the instructor about the topic.
1.0 Able to accurately answer a few questions posed by the instructor about the topic.
0.5 Unable to accurately answer questions posed by the instructor about the topic.

Fluency

(vocabulary, speed, naturalness, lack of hesitation)

2.0 Speaks quickly, naturally, and without many pauses.
1.5 Speaks relatively quickly, pausing occasionally (1-3 times) to think of a word or how to say something.
1.0 Pauses often (4-7 times), searching for the correct word or expression. Does not sound natural and speaks slowly.
0.5 Exhibits very stilted speech and cannot finish a sentence without long pauses, which makes it very difficult to follow the conversation.

Accuracy

(grammar, syntax, and general structures)

2.0 Able to form basic questions using be and other verbs in the simple present. Uses correct pronouns and conjugates them correctly in the simple present. Can use basic regular and irregular verbs in the past. Uses other structures (frequency adverbs, times, etc.) correctly.
1.5 Able to form basic questions using be and other verbs in the simple present. Uses correct pronouns but occasionally (1-3 times) conjugates them incorrectly in the simple present. Can use basic regular and irregular verbs in the past with few (1-2) mistakes. Uses other structures (frequency adverbs, times, etc.) with few (12) mistakes.
1.0 Unable to form basic questions using be and other verbs in the simple present. Uses correct pronouns but often (4 times or more) conjugates them incorrectly in the simple present. Makes mistakes using regular and irregular verbs in the past. Uses other structures (frequency adverbs, times, etc.) with frequent mistakes (4 or more).
0.5 Unable to form basic questions using be and other verbs in the simple present. Does not use correct pronouns and conjugates them incorrectly in the simple present. Cannot use

basic regular and irregular verbs in the past. Consistently makes mistakes in the use of other structures, such as frequency adverbs, times, etc.

Complexity

Able to handle communication with complexity.

2.0 Uses vocabulary and structures appropriate for the level. Extends vocabulary and structures by introducing new words or structures above the level and using them correctly.
1.5 Uses vocabulary and structures appropriate to the level. May try to introduce a new word or structure but does not use it correctly.

1.0 Uses vocabulary and structures from the level, but does not introduce any new structures or vocabulary.
0.5 Uses several (5 or more) words or phrases that are not understood by the instructor.

Pronunciation

(stress, rhythm, intonation patterns)

2.0 Speaks clearly and pronounces words correctly. Speaks loudly and is easy to understand, and uses good rhythm and intonation. When doesn't know a word, attempts a pronunciation that is more or less correct.

1.5 Doesn't speak very clearly and has trouble pronouncing certain words. Makes a few mistakes with intonation and/or rhythm which get in the way of understanding. Does not speak very loudly and must be asked to repeat a couple of things. When doesn't know a word, pronounces it incorrectly.

1.0 Mumbles and is hard to hear. Difficult to understand because of frequent pronunciation mistakes. Sometimes says a word in Spanish. Must be asked to clarify concepts often.

0.5 Mumbles and stumbles over words. Does not speak clearly and loudly and must be asked to repeat statements various times before he/she can be understood. Has pronunciation so low that it is almost impossible to follow the conversation. Often uses words in Spanish.

EXAM GRADING

Names	Comprehension				Fluency				Accuracy				Complexity				Pronunciation				Grade over 10
1	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
2	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
3	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
4	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
6	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
7	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
8	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
9	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	
10	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	2	1.5	1	0.5	