

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: “COMMUNICATIVE LANGUAGE TEACHING TECHNIQUES
FOR ENRICHING THE SPEAKING SKILL IN HIGH SCHOOL
STUDENTS”

Trabajo de Investigación, previo a la obtención del Grado Académico de
Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera

Autor: Licenciado Juan Carlos Silva Valencia

Director: Licenciada Sarah Jacqueline Iza Pazmiño Magíster

Ambato – Ecuador

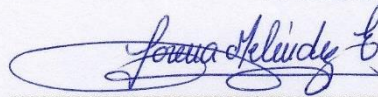
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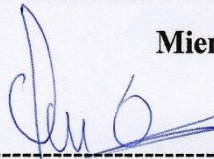
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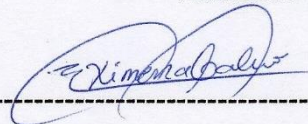
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Lic. Juan Carlos Silva Valencia

c.c.1804377065

AUTOR



Lic. Sarah Jacqueline Iza Pazmiño, Mg.

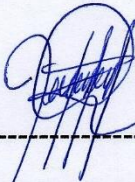
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AGRADECIMIENTO

Después de expresar mi gratitud a Dios por permitirme haber logrado otro objetivo en mi vida estudiantil, deseo agradecer a mi tutora y directora de tesis, Mg. Sarah Iza, por todo el apoyo y la orientación brindada a lo largo del arduo proceso del desarrollo de la tesis. Estoy muy agradecido por las sugerencias dadas, la paciencia y el tiempo dedicado para ayudarme a escribir mi tesis de una manera muy coherente y sistemática. También, me gustaría agradecer a los docentes expertos quienes gustosamente me ayudaron con la validación de las encuestas para su respectiva aplicación.

Igualmente, agradezco al señor rector de la Unidad Educativa Ambato, quien me permitió desarrollar el proyecto de investigación en esta institución. Del mismo modo, extendiendo un agradecimiento especial a mis colegas del área por brindarme valiosas recomendaciones e ideas que contribuyeron positivamente al desarrollo de mi tesis. Además, agradezco a Sarah de St. Aubin, nativa hablante del idioma inglés, por ayudarme a corregir varios errores en el uso del idioma al redactar mi tesis. Finalmente, agradezco a los estudiantes que colaboraron y fueron parte de este proyecto de investigación.

DEDICATORIA

En primer lugar, quiero dedicar este trabajo investigativo a Dios, pues él siempre ha sido mi apoyo, guía y protector en todo momento; el que me dio la vida, la inteligencia, la fuerza y el coraje para estar donde estoy ahora. Le dedico todo mi esfuerzo y las largas horas de trabajo invertidas en este proyecto de investigación porque sé que, si él no me hubiera cuidado, dándome salud y un sentido de determinación, estoy seguro de que no habría logrado dar este paso tan importante en mi vida profesional.

También dedico este trabajo realizado a mi familia por su incondicional soporte moral, pues ellos han sido quienes me han motivado a seguir creciendo académicamente y hacer que mis sueños se hagan realidad. Dedico esta labor de manera muy especial a mi madre, quien siempre ha mostrado su preocupación por mi progreso y éxito durante este arduo proceso de preparación. De manera similar, dedico este trabajo a mi padre, quien a pesar de no estar aquí conmigo, ya que está en los cielos, estoy muy seguro de que se sentiría orgulloso de mí por haber logrado otro objetivo en mi carrera estudiantil.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

TEMA:

**“TÉCNICAS DE ENSEÑANZA DEL LENGUAJE COMUNICATIVO
PARA ENRIQUECER LA DESTREZA ORAL EN ESTUDIANTES DE
COLEGIO”**

AUTOR: Licenciado Juan Carlos Silva Valencia

DIRECTORA: Licenciada Sarah Jacqueline Iza Pazmiño Magíster

FECHA: 17 de noviembre del 2017

RESUMEN EJECUTIVO

Este proyecto de investigación tiene como objetivo analizar cómo las técnicas de enseñanza del lenguaje comunicativo influyen en el enriquecimiento de destreza oral del idioma inglés en los estudiantes de colegio. Para determinar cómo estas dos variables están interrelacionadas, se realizó extensa investigación mediante la lectura de varios libros, artículos y revistas en relación con cada variable. Se prestó especial atención al libro "Técnicas y Principios en la Enseñanza de Idiomas" escrito por Larsen (2000), para recopilar información sobre la variable independiente (Técnicas de Enseñanza del Lenguaje Comunicativo) y "Cómo Enseñar la Destreza Oral" de Thornbury (2005) para obtener información sobre la variable dependiente (La Destreza Oral). Además, se aplicó una encuesta con 10 preguntas a 12 profesores de inglés y 234 estudiantes de segundo año de bachillerato después de haber sido validada por tres expertos. Esta encuesta permitió obtener un panorama más aproximado de cómo estas dos variables se toman en consideración y se aplican en las clases de inglés de la Unidad Educativa Ambato. Una vez que los resultados fueron cuidadosamente analizados y sistemáticamente tabulados, la hipótesis establecida fue verificada mediante el uso

de la prueba T de Student. Estos resultados indicaron que, ciertamente, las técnicas de enseñanza del lenguaje comunicativo sí influyen en el enriquecimiento de la destreza oral en los estudiantes de secundaria. Los resultados obtenidos también llevaron a establecer varias conclusiones y recomendaciones. Una de las conclusiones más importantes señaló que la mayoría de los estudiantes considera que aprenden inglés a través de tareas interactivas, pero desafortunadamente los docentes no parecen aplicar con frecuencia una variedad de técnicas que fomentan comunicación en el aula. Por lo tanto, se vio que los estudiantes no tienen suficientes oportunidades para interactuar entre ellos y así practicar el uso del idioma de una manera auténtica, divertida y significativa. La recomendación para esta conclusión fue diseñar un manual que incluya 20 técnicas de enseñanza del lenguaje comunicativo (algunas adaptadas y otras creadas) que los profesores pueden utilizar en sus clases para que sus alumnos sean alentados a practicar la destreza oral con más frecuencia. Por lo tanto, la propuesta para abordar el problema de investigación identificado en este proyecto de investigación es la presentación del manual con 20 técnicas basadas en el método comunicativo de enseñanza, las cuales se distribuyen para abordar y mejorar varias habilidades secundarias como la fluidez, la pronunciación, la gramática, el vocabulario y las funciones.

Descriptor: aulas de inglés, comunicación, destreza oral, encuesta, estudiantes de colegio, habilidades secundarias, manual, profesores de inglés, prueba T de student, técnicas de enseñanza del lenguaje comunicativo.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

THEME:

**“COMMUNICATIVE LANGUAGE TEACHING TECHNIQUES FOR
ENRICHING THE SPEAKING SKILL IN HIGH SCHOOL STUDENTS”**

AUTHOR: Licenciado Juan Carlos Silva Valencia

DIRECTED BY: Licenciada Sarah Jacqueline Iza Pazmiño Magíster

DATE: 17 de noviembre del 2017

EXECUTIVE SUMMARY

This research project is intended to analyze how communicative language teaching techniques influence the enrichment of the speaking skill in high school students. In order to determine how these two variables are interrelated, extensive research was done by reading several books, articles and journals in relation to each variable. Special attention was given to the book “Techniques and Principles in Language Teaching” written by Larsen (2000), for gathering information about the independent variable (Communicative Language Teaching Techniques) and “How To Teach Speaking” by Thornbury (2005) to get information about the dependent variable (The Speaking Skill). Furthermore, a survey entailing 10 questions was applied to 12 English teachers and 234 second year baccalaureate students after it was validated by three experts. This survey permitted to get a more approached panorama of how these two variables are taken into consideration and applied in the English classrooms of the Ambato High School. Once the results were cautiously analyzed and systematically tabulated, the established hypothesis was verified through using the Student’s T-test. These results stated that indeed, communicative language teaching techniques do influence the enrichment of the speaking skill in high school students. The results obtained also led to draw several

conclusions and recommendations. One of the most important conclusions pointed out that the majority of students believe that they learn English best through interactive tasks, but unfortunately teachers do not seem to frequently apply a variety of techniques that foster communication in the classroom. Hence, it was seen that students do not get enough opportunities to interact among themselves to practice using the language in such an authentic, enjoyable and meaningful manner. The recommendation for this conclusion was to devise a handbook, which entails 20 communicative language teaching techniques (some adapted, and others created) that teachers can use in their classes so that their students are encouraged to practice their speaking skill more often. Therefore, the proposal to address the research problem identified in this investigative project is the presentation of the handbook with 20 CLT techniques, which are distributed to address and enhance several speaking subskills such as fluency, pronunciation, grammar, vocabulary and functions.

Key words: communicative language teaching (CLT) techniques, speaking skill, speaking subskills, student's T-test, survey, English teachers, high school students, English classrooms, communication, and handbook.

INTRODUCTION

Currently, being able to speak English as a foreign or second language has become a necessity rather than a mere vanity. The twenty-first century has brought many dramatic changes, not only in technology but also in education and linguistics. Nowadays, English is addressed as the ‘Lingua Franca’ or the global language since it is taught and spoken all over the world to communicate among speakers of different languages.

But what is the methodology that has gained more acceptance in English classrooms? Unquestionably, the answer to this inquiry is the communicative language teaching method. The effectiveness of this approach when teaching or learning a new language is very promising. Kamal & Ibrahim (2017) postulate that the CLT method has emerged to substitute inefficient and traditional approaches that were used until some decades ago. Currently, the communicative approach is the one suggested to use in English classes no matter where in the world this language is being taught.

However, are English teachers really using this communicative method to effectively teach the language to their students? If this question were asked to some teachers and students anywhere in the world, perhaps in many cases the answer would be, ‘Yes!’, but in others, the response would still be, ‘No!’. In Ecuador, for example, the Ministry of Education (2014) in the National English Curriculum Guidelines acknowledges the following issue: “That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching.” Hence, the CLT method is strongly suggested to use when teaching English to high school students in Ecuadorian institutions.

Despite this ministerial recommendation, many Ecuadorian teachers do not seem to be utilizing the CLT approach to teach English; or at least this is what has been observed in the province of Tungurahua, specifically at Ambato High School. As a result, the topic of this research project is focused on this particular phenomenon, which deserves careful attention and analysis in order to identify the background of the problem, but more importantly, the solution to eradicate inappropriate or obsolete application of traditional teaching methods to teach students English.

The general structure of this thesis encompasses 6 chapters; each one contains information related to the research topic. The structure is described as follows:

CHAPTER I.- It talks about the problem, its contextualization and critical analysis. It entails the prognosis, the formulation of the problem, the questions, the research problem formulation, the justification and the objectives.

CHAPTER II.- The theoretical framework is addressed here, including the research background, philosophical and legal foundation. It gives all information about the fundamental categories (dependent and independent variables). It also mentions the hypothesis, which will be later accepted or rejected.

CHAPTER III.- It is about the research methodology. It has the research approach, basic research modality, the level of research, the population, the operationalization of variables, and the tools and techniques used for the data collection.

CHAPTER IV.- It encompasses the analysis and interpretation of results as well as the hypothesis verification through applying a statistical test.

CHAPTER V.- It covers the conclusions and recommendations made based upon results obtained after their analysis and interpretation.

CHAPTER VI. - It talks about the proposal and its components such as the topic, justification, objectives, methodology, its administration and evaluation.

CHAPTER I

THE PROBLEM

1.1 Research Topic

“Communicative Language Teaching Techniques for Enriching the Speaking Skill in High School Students.”

1.2 Problem Statement

1.2.1 Contextualization

The expansion of information and globalization has led to make more people and countries use English to communicate and exchange thoughts for different purposes and in different contexts. Currently, the dominance of this language has undoubtedly changed the perspective and direction of many areas (Xue & Zuo, 2013). Due to great amounts of research done by lots of investigators, it is universally acknowledged that English is one of the most widely spoken languages in the world and millions of people speak it officially, as well as a second language or as a foreign language. Indeed, learning English as a second or foreign language entails being able to speak it accurately and fluently, but more importantly, learning English implies being capable of using the language smoothly in real contexts of any kind and in any place. Currently, speaking this particular language represents opportunities for getting a job, studying abroad, travelling for business, and so forth. In other words, English is a way of communication that directly or indirectly opens numerous doors all over the world.

However, learning English as a foreign language may not turn out to be as easy as it might seem for some people around the world. In fact, several non-native speakers worldwide dare to say that speaking the language is rather complicated. Paakki (2013) in her research paper, found out that students from Finland and Japan argued that speaking English was not straightforward due to a variety of reasons.

For example, their prior educational methodology used by their teachers was grammar oriented and theoretical rather than practical and communicative. Besides, the deficiency of practice and direct exposure to the language greatly affected their performance in the speaking skill. Similarly, being afraid of making mistakes was another factor for deterring them from speaking in English. Another aspect that negatively contributed to this issue was the mixture of accents heard in those settings. Learners did not fully understand the language; consequently, their oral performance was weak and not clear enough to be understood. Therefore, the speaking skill is universally difficult to enrich in learners unless they do not regularly face the barriers mentioned above by Paakki in her investigation.

In Ecuador, the situation seems to be relatively the same in terms of learning English easily and effectively. The obstacles that Paakki found out in students when trying to develop their oral skill are quite similar. In this country, unfortunately, there are still many teachers who are adopting methods, strategies and techniques which are not necessarily efficient and meaningful to teach the language, specially the speaking skill. Some educators are still employing ineffective ways to make their students develop their oral performance, and obviously, they fail to do so since the methodology used was inaccurate. In other words, some teachers are still using traditional methods, which belong to past decades. In addition to that, students do not have enough practice to enhance this skill. They are also afraid of making mistakes and being mocked by their classmates. Another reason why learners are not fluent and accurate in English according to the level they should be in is that they are not that interested in learning the language, so they do not strive to practice and speak in English as much as possible. All these factors tremendously affect the enrichment of this skill among Ecuadorian learners.

Indeed, the Ministry of Education (2014) makes emphasis on the development of this particular skill in students proposed by the National Curriculum Guidelines for English as a Foreign Language. Nevertheless, the level required for each group of students in different school years in public and private institutions according the

Common European Framework (CEFR) is not fully reached. In fact, it is very challenging and complicated to make all or at least most students get the level of English proposed by the National Curriculum based on the CEFR. It is imperative to consider that pupils may not achieve their expected language level because of several educational, situational, or geographical factors. For example, even though the National Curriculum is for all the country, the Ministry of Education needs to consider that the settings are not the same for the Coast, Amazon, Highlands and Galápagos regions. Students from each region have different backgrounds, classroom facilities; and the language exposure varies according to the area in the country. Some learners might have more opportunities to practice speaking the language than others. Hence, the efficacy of learning English in Ecuador varies from region to region even if the teaching material (books) are the same for all public schools in the country.

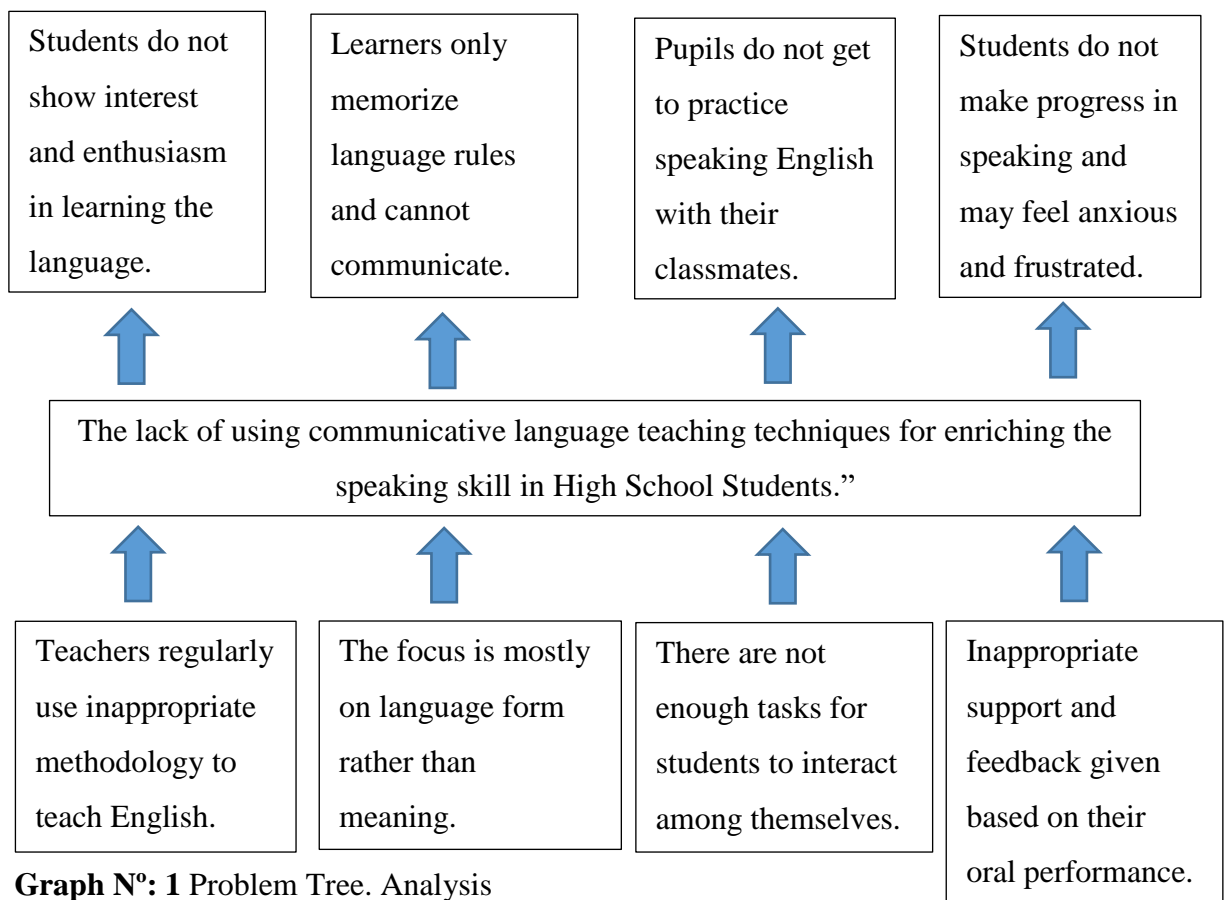
Now, the public institutions that are found in the province of Tungurahua do not entirely seem to strive to make their students speak English in a meaningful, accurate and fluent manner. It is common for teachers, specifically from Ambato, to make comments about their students and say that they are not eloquent in English—at least not in the way they should be. Additionally, local students from this city do not seem to enjoy English classes as they state that this subject turns out to be tedious, complicated to understand, and not very meaningful for their lives. Besides that, students from different schools in this city do not show a satisfactory level of English when they speak. What is more, they are usually reluctant to talk because they feel they are unable to do so. They do not have the sufficient input and self-confidence as to try to establish a conversation in English.

In Ambato High School, it is easy to notice that students are not generally accurate and fluent enough when speaking in the foreign language. Most of them have trouble when trying to interact in English even though this school is considered to be one of the best public institutions in the city. Taking the targeted group of students, which in this case is the Second Year Baccalaureate, it is disappointing to

see that many of them cannot use the language to have a decent conversation when talking about familiar topics that align with B1 according the Common European Framework. Even though they have been studying English for several years, and they are in the penultimate level of high school, their English is not good enough. It is sad to say that the majority of these learners are unable to speak the target language in the way they ought to. Therefore, something must be done to help pupils enhance their speaking skills and achieve the level of English proposed by the Ministry of Education. Educators must take advantage of time coming up with meaningful communicative language teaching techniques that foster speaking in class and using the language in real context situations.

1.2.2 Critical Analysis

1.2.2.1 Problem Tree Analysis



Graph N°: 1 Problem Tree. Analysis

Made by: Juan Carlos Silva

One of the salient reasons for students to have such a low level of interest and enthusiasm in learning English is often because teachers do not use an appropriate methodology to teach this language. This issue is so relevant to consider since it harshly affects learners not only in their motivation to learn the language, but also in their performance when they have to demonstrate what they have learnt. Vibulphol (2016) found out that many researchers agreed on stating that motivation plays a big role when learning a language. If students are highly motivated, they are more likely to learn the language easily; on the other hand, if they are demotivated, their performance will be lower than the ones who are enthusiastic about learning to speak the target language. Hence, the very first affair to consider when teaching a language is the methodology being used by the instructors and how much teachers do to motivate learners to actively get engaged in the learning process.

Similarly, another factor that negatively contributes to hinder learners from being competent in English is the wrong focus on language patterns. Al-Nammari, James, & Ramachandran (2009) within Dong (2016) argue that regularly, teachers are found trying to convey their English knowledge and grammar structure, meanwhile learners are only sitting there making an effort to receive and process the input, which is transmitted in a passive manner. Hence, many teachers focus on how the language forms: its grammatical rules, formulas, abstract knowledge rather than language functions. In other words, mistakenly, teachers do not concentrate on interaction patterns, and that is the reason why learners cannot communicate effectively in the target language because they are more concerned about memorizing the grammar rules taught by their instructor.

Another reason for this problem to take place is due to the fact that teachers do not provide enough opportunities for learners to actively interact among themselves in class. Consequently, they cannot practice developing this important skill. Indeed, teaching grammar, vocabulary, reading, writing and listening are important too, but speaking should be the most relevant skill to focus on since students need to be able to communicate in English more than being able to use proper language forms.

Larsen (2000) points out that being able to communicate requires more than just mastering the rules of linguistic usage, it also requires being able to use language functions appropriately. Likewise, he also posits that one of the prominent accountabilities of teachers is that they need to provide situations in the classroom which foster interaction.

Giving learners inappropriate support and feedback based on their oral performance is another issue that affects the enrichment of the speaking skill. Whenever students strive to talk, teachers are expected to give them positive feedback and praise their attempt to actively participate in class. Additionally, error correction needs to be wisely carried out because if teachers try to correct every single mistake learners make when speaking, it will definitely discourage them from taking part in interaction tasks. Another consequence is that their affective filter will increase and their level of anxiety and frustration towards learning English will begin to emerge as well. Gower et al. (1995) suggested that teachers should not correct learners while they are developing a speaking task because their willingness to keep on striving to speak may be hindered. He, on the other hand, recommended addressing those mistakes afterwards, but only the most important ones, which are certainly affecting communication (Sikder, 2016). Thus, teachers must be quite sensible when giving feedback and assistance to students while the enrichment of the speaking skill is efficiently taking place.

1.2.3 Prognosis

If the fact that the lack of using efficient communicative language teaching techniques for enriching the speaking skill in second year baccalaureate students at Ambato High School is not successfully solved now, it will negatively affect their future academic, social and professional lives. First, these students starting third Bach will have to face more challenges in this subject because of two crucial aspects. Initially, this will be so because obviously the material and content to cover, the language functions and skills will be more demanding and will require learners to have good prior knowledge to be successful communicators in class.

Secondly, in third year baccalaureate the number of English hours is reduced from five to three, which is a tremendous disadvantage for them as learners will have less exposure to the language. Therefore, it is in second year baccalaureate where students and teachers must optimize time and develop as many interactive tasks as possible. Similarly, afterwards, if students are planning to study at university, they need to have, at least, an elementary level of English to be able to talk about familiar topics in class. If that is not the case, students will be having a hard time at the university and they can even fail the semester in English class. In fact, that is the case of many students for not having a decent management of the speaking skill.

Likewise, if they are making plans to travel abroad where English is spoken and they cannot communicate in this language smoothly, their trip may turn into a chaos for being unable to speak English when visiting public places, or dealing with unexpected situations where their mother tongue is not possible to use. Additionally, these students will eventually get a job, and being able to speak English represents a great strength in their résumé. In several job interviews, managers ask candidates if they speak at least some basic English to be able to be hired. Therefore, if teachers now do not employ effective communicative language teaching techniques in their classes, they will be harshly affecting their students' lives hindering them from having a better future in anything they do.

1.2.4 Research Problem Formulation

How do communicative language teaching techniques help to enrich the speaking skill in high school students?

1.2.5 Questions

- To what extent are English teachers using communicative language teaching techniques to enrich the speaking skill in high school students?
- How confident do students feel when they have to communicate in English orally either inside or outside the classroom in real life situations?

- What is the outcome of using communicative language teaching techniques to enrich the speaking skill in high school students?

1.2.6 Delimitation of the Research Problem

Field: Education

Area: Teenage Education

Specific Field: Teaching and Learning

1.2.6.1 Temporal Delimitation

Second Semester of the school year 2016-2017

1.2.6.2 Spatial Delimitation

This investigation took place at Ambato High School with second year baccalaureate students.

1.3 Justification

Unquestionably, ‘Speaking’ is one of the most significant skills to be highly developed in students who are learning English as a second or foreign language. Oradee (2012) states the following: “Speaking is the most important and essential skill” pg. 533. But he also points out that indeed, the most difficult skill for learners to develop is speaking, usually because they are not exposed to authentic language situations where they can communicate and socialize on topics of their interest. Thus, when pupils are learning this language, the best and most direct manner to demonstrate they actually understand English is by speaking. In a real context, more than being inside the classroom, students at first sight are not required to read or write in English in order to let the others know they are competent in the foreign language. Instead, they are expected to smoothly establish a conversation and fluently talk about different topics in a coherent and organized manner using appropriate language patterns such as grammar, vocabulary, intonation and pronunciation.

Learners, however, cannot really accomplish that level of fluency and accuracy when speaking English unless they have had lots of practice in class with several tasks that foster a better performance in their oral speech. It is the teachers' responsibility to train learners and make them speak in English as much as possible through using numerous communicative language teaching techniques. According to Pourhossein (2014), the idea of interaction has gained more popularity in EFL (English as a Foreign Language) classrooms because several researchers have found in their studies that when communicative tasks are proposed in class, learners can construct new knowledge and their oral production is tremendously enhanced. Pourhossein also contends that teachers should strive to encourage learners to talk among themselves by trying to reduce their talking time. Instead, learners ought to be given many opportunities for them to speak in class.

Having said that, it is imperative that educators promote interaction in class using real context situations so that learners can prepare themselves once they have to face the outside world. Furthermore, teachers need to urgently implement the use of interactive tasks to provide learners a better classroom environment, where they can actively participate and utilize the language in a meaningful manner. It is traditional, insensible and tedious for students to try to learn English when all they have to do, mostly, is just sit down, listen to the teacher, have some repetition drills and complete the textbook doing grammar exercises. Undoubtedly, students need a lot more than this; English is a language, which must be practiced through talking to others. That is what a language means: a system of communication; and the best and more authentic way to communicate effectively is by speaking.

Therefore, it is fundamental to find out the impact of communicative language teaching techniques on the development of the speaking skill of second year baccalaureate students to help them be more accurate and fluent in English when using it to communicate in authentic settings. If teachers endeavor to make their students take part in interactive tasks in class as much as possible providing

different real contexts, pupils will be able to effectively communicate with other people anywhere and anytime. In other words, through promoting and using communicative language teaching techniques, teachers will not be merely helping learners to enjoy the English class more and improve their scores in the subject. But more importantly, they will be tremendously contributing to helping them be prepared to face the real world when entering the university, travelling abroad, getting a job or merely being in contact with native speakers. These are strong, convincing reasons to support and justify the development of this research.

1.4 Objectives

1.4.1 General Objective

To analyze how communicative language teaching techniques help to enrich the speaking skill in high school students.

1.4.2 Specific Objectives

1. To determine to what extent English teachers are using communicative language teaching techniques in the classroom to promote oral interaction among high school students.
2. To detect how confident students feel when they have to communicate in English orally in real life situations.
3. To propose the creation of a handbook that entails several appealing and practical communicative language teaching techniques that enrich the speaking skill in high school students

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

After sifting through the repository of a couple of universities, it was concluded that several researchers have attempted to address topics, which are somehow connected to this current area of investigation. Hence, from the great variety of topics existing online, I have picked the ones that are mostly related to the topic proposed in this thesis.

The first correlated topic is named as: “Estrategias Metodológicas Significativas en el Desarrollo de la Comunicación Oral del Idioma Inglés de los Alumnos de los Segundos Años de Bachillerato Técnico de la Unidad Educativa ‘Nueva Primavera’ del Año Lectivo 2013-2014” proposed by Toalombo (2014) at the Central University of Ecuador. In her thesis, she came to these conclusions:

- The English teachers at this institution do not carry out a variety of practical tasks to teach English and apply a method which is behavioral that requires learners to memorize language patterns.
- Similarly, teachers do not promote autonomy in learners. In other words, learners are not encouraged to use technology appropriate to learn the language.
- Teachers do not use techniques that motivate students to learn the language and use it through communicative tasks.
- Pupils do not develop the speaking skill in the way they should give the activities proposed in class do not attempt to enhance this skill.

As seen in these conclusions, it is demonstrated in a different context (school and city) that the problem with developing the speaking skill in students is quite common and concerns a lot of researchers. According to the findings of her

thesis, English teachers are not employing an appropriate methodology to help learners improve their communicative skills.

Another associated topic is the one proposed by Gaibor (2015) at the Technical University of Ambato named as: “EL Aprendizaje basado en el Método de Casos y la Destreza Oral del Idioma Inglés en los Estudiantes del Tercer Año de Bachillerato General Unificado de la Unidad Educativa Mayor Ambato”. This researcher drew the following conclusions:

- The method of cases for developing the speaking skill is not in English classes in third year baccalaureate of Ambato school.
- Even though the kind of situations that are used in class are related to real contexts, they are limited and do not really allow learners to express their experiences in such an authentic manner. Likewise, teachers do not give learners the chance of analyzing and giving solutions to problems that can emerge in real life.
- Interactive tasks are rarely carried out in English classes. Subsequently, learners do not get opportunities for interacting among themselves through having debates, conversations or merely sharing experiences with each other.
- The English teachers working at this institution are not familiar with the method of cases, which is a useful tool to enhance the speaking skill in students. This is easily proved when looking at the poor performance of students at the moment of trying to keep a conversation in the target language.

This researcher certainly points out that students who are in third year baccalaureate are not competent in the speaking skill, which indicates that they urgently need to deal with tasks that foster communication among themselves so that they can enhance this productive skill.

The closest topic found is: “Communicative Language Teaching y la Destreza del Speaking en los Estudiantes del Tercer Año de Bachillerato Técnico del Colegio Nacional Mariano Benitez del Cantón Pelileo Provincia del Tungurahua” by Flores (2015) at the Technical University of Ambato. The author drew the next conclusions:

- The Communicative Language Teaching approach indeed plays an important role in the speaking skill of third year baccalaureate students.
- Teachers generally consider that these communicative tasks are not very useful to apply with frequency since they require a lot of time, which is not necessarily productive for them to invest in activities like this.
- Teachers do not give that much relevance to interactive techniques such as role plays, games and group work tasks; consequently, students are unable to successfully achieve a competent level in their speaking skill.
- Overall, what English teachers have done in class is not bad; however, if they employ the communicate language teaching as part of their methodology, learners will significantly improve their communicative skills and will make their classes more entertaining and meaningful.

In my view, I strongly agree with this author since employing CLT techniques will tremendously help students be more fluent and accurate when speaking English. As illustrated above, communicative language teaching is certainly suggested by other researchers because the activities this approach proposes are authentic and fruitful for students.

In general, I can see that the investigators mentioned above along with their thesis have strived to demonstrate that the speaking skill as an issue that concerns both teachers and students. However, none of them have done much to solve this problem. With this investigation, though, it is intended to go beyond, demonstrating and doing what the other researchers have failed to accomplish.

2.2 Philosophical Foundation

This research is based upon two significant paradigms: the constructivist paradigm proposed by Jean Piaget (1972), and the Social Interactionist approach proposed by Lev Vygotsky (1978). These two paradigms directly address the topic of this thesis, which is concerned with communication and the speaking skill in the classroom.

The constructivist paradigm encourages students to construct their own knowledge, ideas and learning situations where they can freely use the language acquired according to their needs and interests. With this approach, students will be dealing with authentic tasks that resemble real situations in the world where they have to use the input in meaningful contexts. Besides, constructivism promotes collaborative work boosting learners to share their knowledge to equally succeed through cooperation rather than competition.

Similarly, the social interactionist matches with the communicative language teaching method as it stimulates interaction among students in the class. Vygotsky (1978) states that learning a language can smoothly take place when there is oral communication among human beings. Therefore, in order for students to successfully learn to speak English, they need to interact with their classmates through having discussions about their likes, experiences, interests and so forth. They also need to practice socializing situations that are relevant and authentic in the real world.

Hence, with the combination of these two paradigms, students will be using the language to build their own ideas based on a real situation, but more importantly, they will be sharing those thoughts with others so that their speaking skill easily improves within an interactive, enjoyable and practical context.

2.3 Legal Foundation

The legal statutes that support this research are the following:

- **Organic Law of Intercultural Education (2015)**

Art. 7. The Rights of Students

a. "Be fundamental executors in the educational process." Indeed, students have the right to play an active role in class and teachers should come up with tasks and activities that foster individual, pair and group work so that they can develop their linguistic, sociolinguist, discourse and strategic competences appropriately.

Art. 11. The Obligations of Teachers

i. "Give students support and pedagogical monitoring to overcome the lag and difficulties in learning and development of competences, capacities, abilities and skills." Unquestionably, teachers are accountable for providing pupils proper classroom opportunities for them to learn. This can be done by utilizing a variety of methods, strategies and techniques that address all the multiple intelligences that students have. Furthermore, learners need suitable support and positive feedback; this way, they will feel motivated and learn the language effortlessly as long as their instructors are there to guide them, acting as a facilitator of knowledge and giving them chances to use the language in authentic contexts.

Art 31.- Competences of the Academic Council and the Intercultural or Bilingual Educational Circuit.

d. "Develop strategies for continuous improvement of the educational area including professional development of administrators and teachers." In other words, this article urges teachers to continuously train themselves through attending seminars, courses, or any type of educational programs that they will make them better instructors. Nowadays, students require teachers who are high qualified and prepared to teach them and convey the input utilizing innovative methodological strategies and techniques.

- **National Curriculum Guidelines (2014) by the Ministry of Education.**

Introduction - A key issue: “That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching.” As it is seen in this assertion, the Ministry of Education itself greatly supports the use of the communicative approach for the benefits it contributes to the learning of English. Hence, it is highly recommended that teachers employ CLT to teach English as a FL in all Ecuadorian institutions.

A specific objective: “By the end of the 2nd year Bachillerato, students will be able to communicate with some confidence on familiar routine and non-routine matters related to their interests and educational field.” That implies that students at this point should be capable of keeping a decent conversation based on the topics mentioned as they had already practiced dealing with those functions throughout the school year they just finished.

A specific objective: “By the end of the 2nd year Bachillerato, enter unprepared into conversations on topics that are familiar, of interest, or pertinent to everyday life within the personal and educational domain (e.g. family, hobbies, travel, etc.)” When students have actually acquired the language to communicate in real contexts, they do not need to think about what grammar structure to use, or what is the correct lexis they are expected to employ according to what they learned in the course book with the teacher. Instead, they just talk without much effort and thinking; language comes out easily and start speaking confidently because they know they have the tools to do so. In real life, they do not need to practice before having a conversation about a familiar topic; they just need to interact as much as they can to demonstrate that they are certainly competent in English.

An essential assessment indicator: “Follow the main points in an informal discussion with acquaintances and colleagues (real or imaginary) provided speech

is clearly articulated in standard dialect.” In order for students to be able to follow the essential points in a discussion either real or unreal effortlessly, they need to have practiced in class first working on speaking tasks that allowed them to interact among themselves through having role-plays, simulations, dialogues, debates, and so forth. Once, they have dealt with these situations several times in different contexts, they will undoubtedly be able to perform appropriately outside the classroom.

- **English Curriculum (2016) by the Ministry of Education:**

One of the core principles in the curriculum: “The communicative language approach: language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized.” In the national curriculum, this approach is also mentioned and well supported because it promotes interaction in class. Consequently, learners through talking to each other will best learn English avoiding memorizing tedious, hard language patterns such as grammar rules.

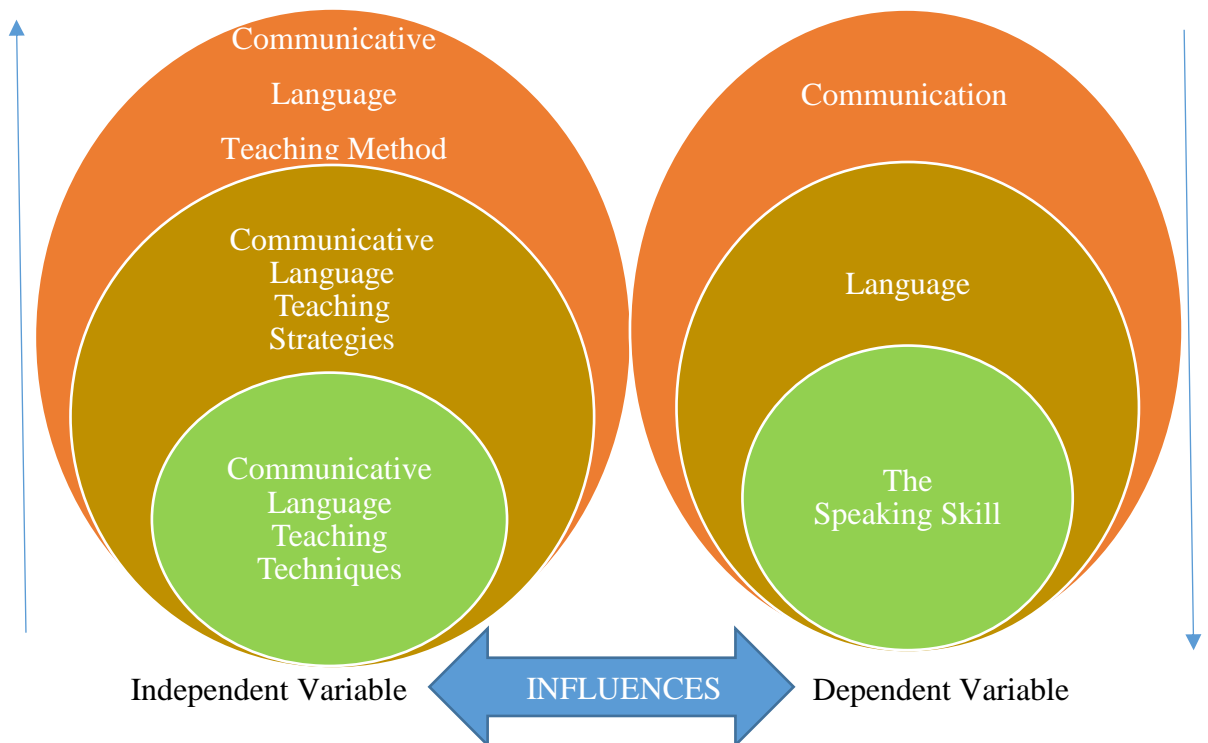
One of the key features of the learner-centered curriculum: “Learning is an active, dynamic process. It occurs more effectively when students are actively involved, rather than passively receiving information.” This is absolutely true because the more active students are, the more they learn since working on interactive, enjoyable tasks, learners are engaged and motivated to learn the language. English then does not turn into a tedious subject, but into an appealing one.

One of the Epistemological Foundations and Pedagogical Responses: “Constructivist theories of knowledge and the central role of language and communicative competencies in CLIL frameworks can be best expressed through a communicative approach to teaching.” As we can see, the constructivism paradigm is worth of taking into consideration for the essential role it plays when learning a language. If students are given the opportunity to talk about the input they just internalized with their classmates, and then creatively use it in new ways

as they consider, the learning process comes to be more meaningful and fun for students.

Curricular Thread 2: Oral Communication (Listening and Speaking): “The EFL curriculum recognizes the importance of listening and speaking as essential skills in the communicative competence of English language learning.” Indeed, the two productive skills go hand in hand because they are virtually utilized at the same time. Both are essential to develop so that communication can properly take place. However, listening does not seem to have the same difficulty to develop. Students usually show that they understand English spoken in class mostly by the teacher. Nevertheless, this does not really happen with the speaking skill. When they have to talk, they are often reluctant to do so because they are not used to interacting in class or merely do not have the sufficient tools to have a good oral performance.

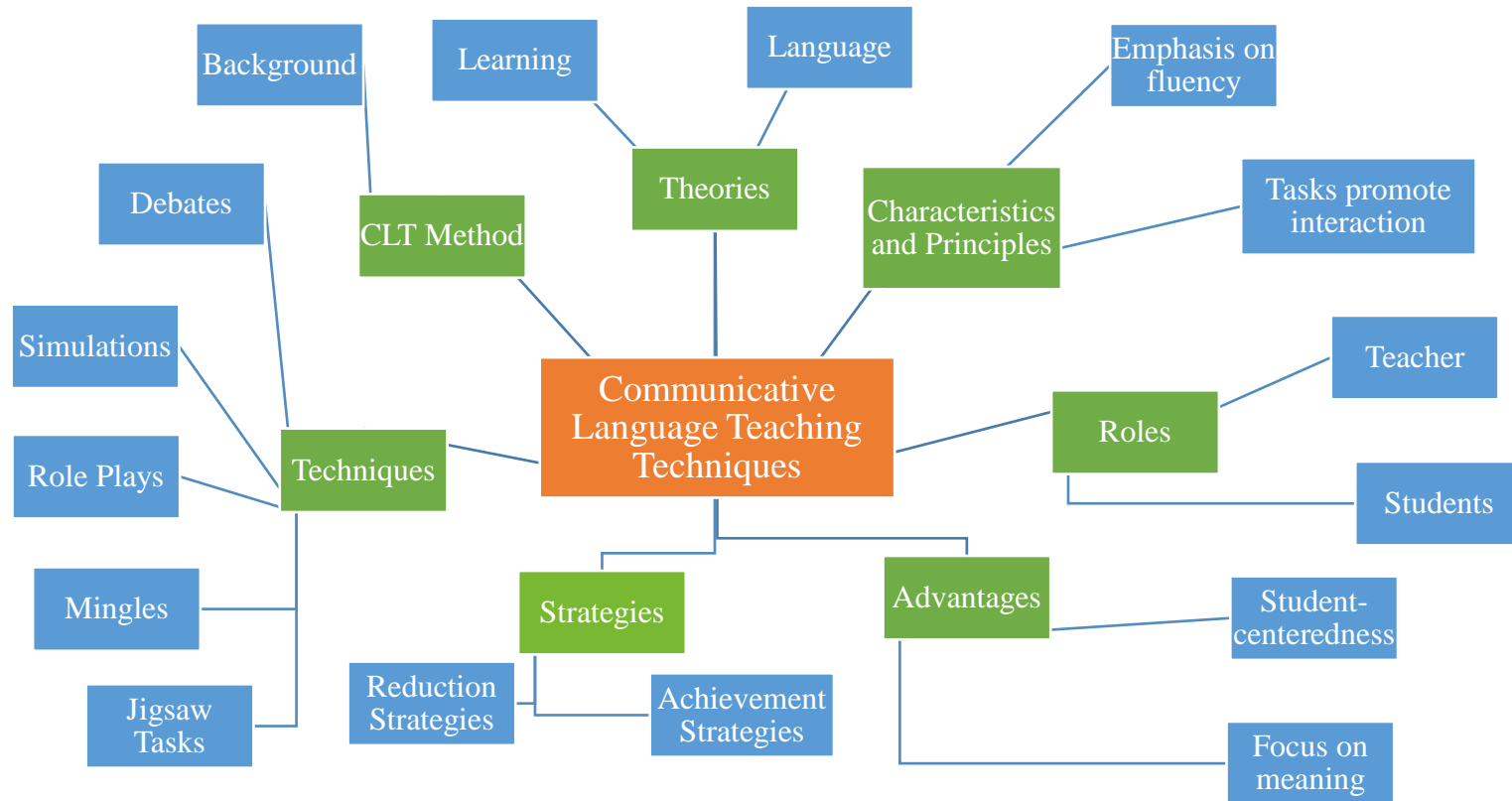
Fundamental Categories



Graph N°: 2 Fundamental Categories

Made by: Juan Carlos Silva

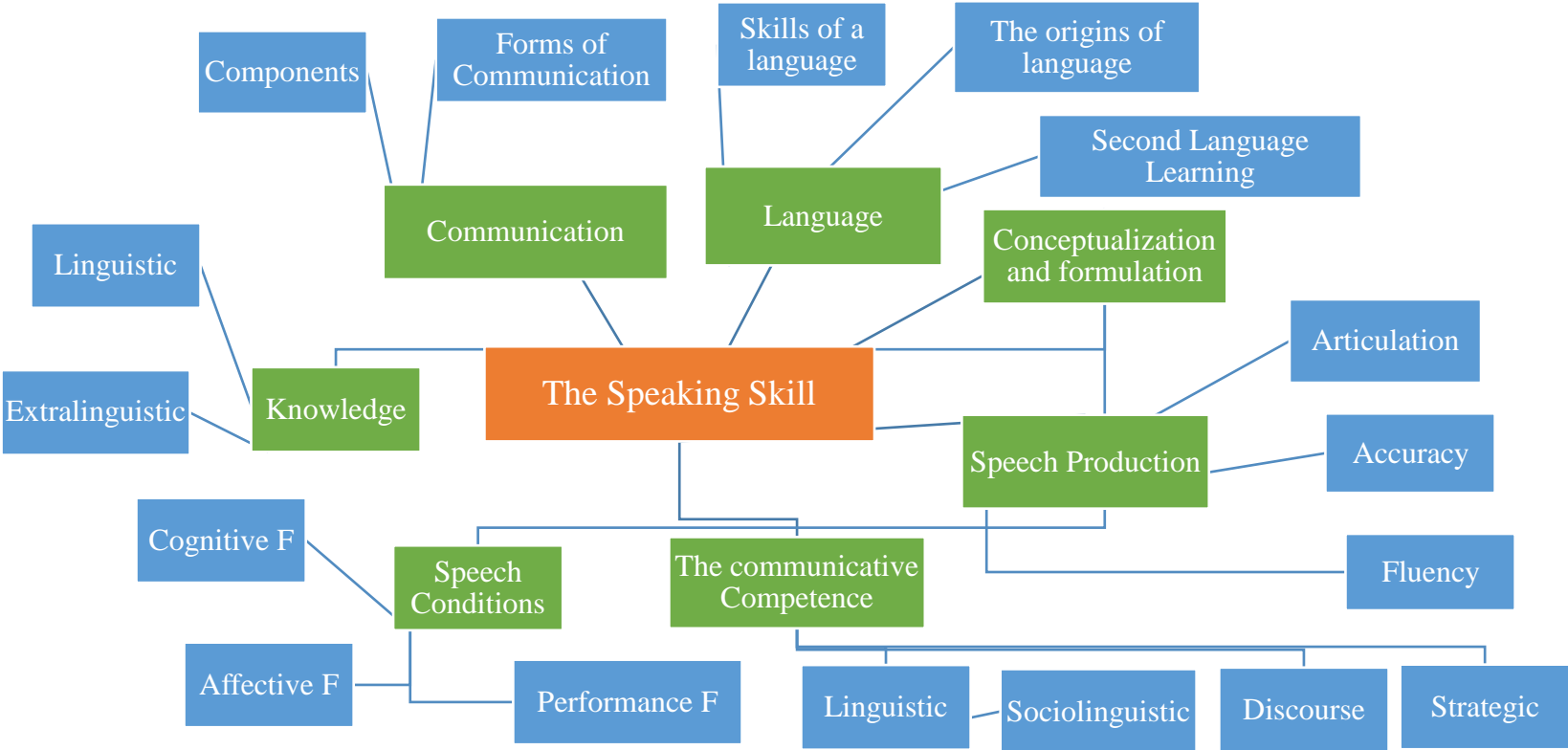
Independent Variable Interrelated Graphics



Graph N°: 3 Graphics Independent

Made by: Juan Carlos Silva

Dependent Variable Interrelated Graphics



Graph N°: 4 Graphics Dependent

Made by: Juan Carlos Silva

2.3.1 Dialectical View of Conceptualizing Variables

2.3.2 Independent Variable Framework

Communicative Language Teaching Method

Background

When the Communicative Language Teaching (CLT) method emerged for the first time in the 1970s and 1980s as a new language teaching approach, it was received with a sense of general enthusiasm and eagerness. Teachers as well as teaching institutions all over the world began to modify their standard methodologies. Starting with syllabi and classroom materials, they quickly attempted to adopt and implement this new and innovative approach. Much of this scholastic fervor was due to the fact that rather than simply focusing on grammar and vocabulary acquisition, the CLT more practically concentrates on developing the student's communicative competence. (Richards, 2006)

Historically speaking, Communicative Language Teaching came at an opportune moment for change. Ansarey (2012) catalogues several prominent teaching methods in use throughout the 1970's and 80's such as the Grammatical Translation Method (GTM), the Direct Method (DM), the Audio-Lingual Method (ALM), and others of similar fashion. However, she also notes that the most effective method for achieving communicative competence in students is unquestionably CLT. The reason for this is relatively straightforward: CLT is concentrated not so much on increasing the students' grammatical knowledge as enabling them to obtain meaning from the target language. A demonstrable indicator of success in acquiring English as a Foreign Language is in the quality of the communicative competence developed by EFL students; in other words, language knowledge that can be used in real-life contexts.

Additional proof of the utility of CLT is specifically in the way that it categorizes language as a system for expressing meaning. Richards & Rodgers (2001) explain

that in CLT, communication and interaction are the actual focus of language. Functional and communicative patterns are reflected within the structure of language, and hence its grammatical and structural characteristics are not the principal components.

Yoon (2004) describes how CLT has had great acceptance as an effective manner of teaching English as a Foreign Language. Yoon is another researcher who emphasizes that CLT is focused on learning to effectively communicate rather than simply obtaining grammatical structure. Larsen (2000) contends that this real-world efficiency begins in the classroom, as students use the target language through a variety of communicative activities such as role-playing, problem-solving tasks, speaking games, etc. As a result of this, students are able to build-up confidence and experience within these simple and controllable simulations, which in turn aids them in real world use of English.

Theories

Language theory

Initially, socio linguistics, which is a branch of science where sociology and linguistics are analyzed together, emerged in the sixties because people were fond of effectively communicating with each other. Sometime later, however, a new perspective was proposed; the language was not seen as a system of connected elements, which ultimately form a rule. Instead, language was considered as a vehicle to be able to maintain social interaction and easily express meaning. In other words, at first language was based on the linguistic competence, but later it was changed to the communicative competence (Richards & Rogers, 1986; Savignon, 1991). Savignon (1991) points out that communicative competence entails language learners being able to interact with other people in order to generate meaning. Javad (2014) contends that generally speaking, this competence is accountable for conveying and interpreting messages as well as negotiating meaning with others in particular settings.

Learning theory

Richards and Rodgers (1986) found out that there are two major types of learning theories being the following:

- a) Cognitive theory. - learning is seen a process of learning new information, grasping it, and then relating that input to pre-existing mental knowledge. Macdonough (1981) pointed out that error emergence is utterly normal when learning a language and it is part of the cognitive process. It demonstrates the students are assimilating new information, at the beginning there might be many errors, but little by little, they will vanish.
- b) Skills theory. - Richards and Rodgers (1986) postulated that mental and behavioral traits of performance are connected to this theory given that it provides chances of using the language authentically and naturally in situations that require spontaneous and unplanned language usage for communicative purposes.

Characteristics

Communicative Language Teaching is one of the newest methods proposed to teach English as a second or foreign language . This approach is widely accepted for the correct theoretical view regarding the language learning and teaching (Javad, 2014). Javad (2014) states that several researchers such as Richards and Rodgers, 1986; Savignon 1991; Brown, 1994 establish some of the salient CLT characteristics in the following way:

1. Even though it is known that learners need wide linguistic knowledge, it is also important to highlight the function of knowledge. In fact, being able to communicate in different contexts through using several functions is far more relevant than merely focusing on language patterns (Larsen-Freeman & Johnson, as cited in Javad, 2014).
2. Fluency and accuracy are matching principles when utilizing communicative techniques. Nevertheless, fluency seems to have more

relevance than accuracy since in order to promote active student engagement in oral tasks, students need to speak as much as possible without really worrying about making mistakes in grammar, vocabulary, pronunciation, etc. These mistakes should mostly be correct when they strongly affect communication (Brown, as cited in Javad, 2014).

3. The design of communicative language teaching techniques is to encourage students to get engaged in authentic, meaningful and enjoyable contexts where the language is being interactively used. In order to promote oral communication in the class, teachers need to do propose real-life activities such as role plays, games, simulations, dramas, etc. These tasks are supposed to spur students to think creatively so that they can deal with settings that require spontaneity as well as improvisation rather than dull repetition drills. At this point, authentic material such as realia should be implement so that these activities can quite resemble the real situations in life (Johnson & Morrow, as cited in Javad, 2014).
4. Indeed, grammar plays an important role when learning a language, but as mentioned before, it should not be the focus of the class. Teachers need to find innovative manners to teach grammar in such a fun, meaningful and authentic context. This can be done by wisely employing CLT. This method can actually address grammar topics or any other theme as long as the teacher is smart and creative enough to create contexts utilizing techniques that are suitable for each targeted topic. Therefore, grammar should be taught through having fun, interactive tasks in class (Savigno & Thompson, as cited in Javad, 2014).
5. This approach is restricted to the oral production only. Rather, it embraces all the four skills: reading, listening, writing, and speaking. Of course, communication is crucial in a CLT classroom, and this can be done through sharing information in several ways working on a variety of activities that

engage all students to actively take part of the class. Teacher is not the primary source of communication; students can use the language among themselves (Celce-Murcia, as cited in Javad, 2014).

6. Group and pair work tasks should be promoted for students to negotiate meaning, and transfer information the others might be lacking. Nonetheless, teachers should be sensible and not overuse these strategies in class because not all contexts are suitable for this kind of activities. Teachers can make students work in pairs or in groups as long as they are dealing with problem-solving exercises and time allotted is being wisely utilized (Celce-Murcia, Thompson & Savignon, as cited in Javad, 2014).
7. Larsen (as cited in Javad, 2014) contends that error production is perceived as a natural result of the oral production enhancement and thus this issue is accepted. Teachers must avoid correcting every single mistake their students make because this can affect their willingness to speak; consequently, they will not develop their oral skill effectively. Therefore, it is suggestible to ignore mistakes that are irrelevant; teachers should mostly correct the errors that can be tremendously affecting communication.
8. With regards to evaluation, this should be based upon both fluency and accuracy. Teachers should employ formal and informal assessment tools to evaluate students' knowledge. But these tools need to address authentic communication and should focus on qualitative assessment rather than quantitative evaluation, which mainly focuses on isolated linguistic traits (Madsen, Hughes, Larsen-Freeman, Savignon, as cited in Javad, 2014).
9. Larsen (as cited in Javad, 2014) points that learners' mother tongue is irrelevant when learning a second language. Instead, the target language is essential to employ at all times so that effective communication and classroom management can properly take place. As opposed to this

perspective, other researchers, such as Finocchiaro and Brumfit (as cited in Javad, 2014), argue that utilizing the native language may be tolerable for certain tasks. For example, when giving instructions in a test, explaining how to do the homework or how to develop a classwork.

10. The teacher is seen as the student's facilitator, manager, advisor and co-communicator during interactive classroom activities (Littlewood, Breen & Candlin, as cited in Javad, 2014). Teachers may have other roles such as counselor, researcher, learner and analyst. All these roles, however, foster the teaching/learning process to be student centered rather than teacher centered. In other words, the role of the teacher is to provide learners with opportunities to interact among themselves and work on activities that foster authentic interaction and negotiation of meaning (Larsen-Freeman, as cited in Javad, 2014).

Principles

Larsen (2000) establishes several principles to be considered when talking about communicative language teaching. These are the following:

- Authentic language in real contexts needs to be used whenever it is possible.
- Classroom communication can take place as long as the target language is employed.
- The focus of CLT is not merely the mastery of language patterns; instead, its emphasis is on communication.
- Students need to be aware of cohesion and coherence so that the sentences can convey clear, understandable meaning.
- Games that require student interaction play an important role in CLT since students are dealing with enjoyable tasks that let them negotiate meaning.
- Having chances to express their ideas and opinions is relevant to consider.
- Errors are accepted because they are seen as a natural process when learning a language. The salient mistakes can be corrected after the interaction has taken place.

- One of the most significant accountabilities that teachers have is to provide students with activities that that foster communication.
- Being a facilitator is one of the teacher's roles because he/she has to come up with tasks that require students work among themselves through dealing with communicative tasks. He is also expected monitor and give appropriate feedback based on the students' performance.
- As learners communicate, they are allowed to choose what to say and how to say it.

Roles of the teacher

According to Javad (2014), the teacher has several roles in the classroom as seen in characteristic 10 above. As a facilitator or advisor, the teacher is expected to answer the queries learners might have, monitor their progress, thoughtfully correct their mistakes and provide chances for them to speak among themselves. Larsen (2000) also points out the fact that the teacher acts as a facilitator since he/she is supposed to create activities that encourage pupils to talk and work with other classmates.

Roles of the students

Students, on the other hand, act as communicators and active or direct participants of the language learning process. They are all expected to be engaged in the tasks proposed by the instructor working in pairs or groups to negotiate meaning and learn from each other (Larsen, 2000). Similarly, Javad (2014) states that learners should not participate in classroom activities individually, but cooperatively. That is to say, students have to interact with the others so they can improve in speaking.

Advantages

Richards (as cited in Thamarana, 2015) says that unlike other traditional methods, CTL offers a variety of advantages for students mainly because this approach emphasizes task-oriented as well as student-centered. Some of these prominent advantages are:

- a) Students are encouraged to enhance their ability to utilize English more fluently. They are given the necessary tools to be able to express their own ideas in the way they want. Besides, they become more confident as they are up to interacting with others in a real context (Brown, as cited in Thamarana, 2015).
- b) This approach focuses on the communicative competence and strives to help learners be able to communicate in real life situations. This is accomplished by practicing in class with role plays as well as simulations (Richards & Harmer, as cited in Thamarana, 2015).
- c) A great part of the learning process is based upon learner-centeredness rather than teacher-centeredness. In other words, students the main protagonists of the class because the teacher is there only to guide and facilitate the language learning (Brown, as cited in Thamarana, 2015).
- d) As opposed to methods that focus mostly on linguistic knowledge, such as audio lingual or grammar-translation, this one focuses on meaning which enables learners to improve their communicative skills (Finocchiaro & Brumfit, as cited in Thamarana, 2015).

Communicative Language Teaching Strategies

Communicative strategies play a significant role in both communication and second language acquisition (Wei, 2011). Students can great benefit from these strategies, which allow them to interact among themselves along with the teacher. Consequently, their L2 will strengthen to such an extent that they will be capable of communicating in their second or foreign language more fluently and accurately. Wie (2011) points out that there are some communicative strategies to consider based on what Farch and Kasper (1983) suggested. These are mentioned as follows:

Achievement strategies

Through utilizing these strategies, pupils attempt to solve communicative issues during the planning phase as a result of deficient linguistic resources. These strategies were subcategorized into the following:

- Code-switching: Switching or changing from one language to another, in this case from L2 to L1 can be a good alternative when teaching a foreign language. This can help because students can connect and better process L2 when at times L1 is also utilized as long as it is done cautiously and in appropriate circumstances. Maldonado (2016) states that when students's level in L2 is not proficient, they have to rely on their L1. This can help better understand and internalize the target input making use of their mother tongue, and then going back to L2.
- Inter-lingual transfer: This strategy results from the combination of linguistic characteristics from the IL and L1. This transfer could happen in both the phonological level as well as the pragmatic level.
- IL based strategies: This strategy has to do with giving learners the opportunity to use paraphrasing when describing or exemplifying something. For example, if learners do not remember or know a specific word in L2, they can just start describing the word or giving examples of it until the message has been clearly stated. Then the teacher can name the actual utterance based on the student's description. This strategy also helps pupils with the communicative skill and be more fluent in the language.
- Cooperative strategy: As the same word says, this strategy encompasses cooperation. Learners can interact among themselves to solve problems in the classroom. Some group or pair work can be done to solve the problem and practice their communicative language skill.
- Nonverbal strategy: This strategy involves using some mime, gestures as well as sound-imitation along with spoken utterances. Verbal language should always be accompanied by nonverbal to make communication more meaningful and authentic. When students accompany their words with facial expressions, movements and any other body language, it is more likely for them to internalize the language as it is sort of acted out in a real context.

Reduction Strategies

When a learner of a second language is interacting with a native speaker, some kind of simplified version of their L1 system might be utilized by the native speaker or the language instructor in order to be at the same receptive level of the learner. Hence, reduction strategies play a significant role in second language acquisition (Wei, 2011).

- Formal reduction strategies: These strategies suggest that learners can be allowed to omit some linguistic system that is not that relevant to communication, or which does not interfere with it. According to Wei (2011), several researchers recommend that language instructors should not penalize their learners when they make mistakes with regards to language accuracy as long as they do not affect communication or meaning essence. In fact, they state that formal reduction strategies are employed to hone efficiency in production of speech. Thereby, teachers should focus more on fluency rather than accuracy as the key objective for learners is to be able to communicate in L2. Mistakes regarding linguistic usage can be corrected in the process of learning at specific suggested times.
- Functional reduction strategies: These strategies are suggested to be applied in second language teaching classrooms because students might display difficulties in developing specific speech acts as a result of functional language awareness deficiency. For example, the student might not know which language functions to use for particular purposes, if it should formal or informal. If teachers force them to use some a specific language function and they are not very familiar or confident with it yet, that can cause reluctance to performing oral production. So, it is important for teachers to be flexible with this issue and demand from them in such a decent degree. Similarly, Wie (2011) also posits that if the subject of discussion is too complex or irrelevant for students, there should be a topic avoidance, and subsequently, another appealing area of discourse should take place. Obviously, students have to be taught and trained to deal with any topic as

in real life, they will encounter different areas of discussion. However, in a language learning setting, topics and functions must be wisely addressed considering the different learners' backgrounds, proficiency levels, personal and collective interests and needs.

Communicative Language Teaching Techniques

Classroom interaction is crucial because it not only facilitates the development of the target language, but more specifically Communicative Competence. This is accomplished when learners are given adequate opportunities to interact with each other within the TL. (Yu, 2008)

Nunan (2015) suggests in his book a principle, which states “Provide Opportunities for Students to Talk by Using Group Work or Pair Work, and Limiting Teacher Talk” (p. 55). The idea is quite simply that students learn to speak by speaking. Pair and group work are the most effective means of developing students' Communicative Competence, as these strategies increase Student Talking Time (STT), and minimize Teacher Talking Time (TTT). A further benefit of pair and group work is that students are given the opportunity to take part in genuine conversations, which foster real life interaction patterns. With these strategies, the teacher deters students from either memorizing dialogues or simply copying the limited vocabulary obtained from himself/herself or the textbook. Nunan suggests several techniques that teachers may find effective when encouraging learners to interact with their classmates:

Role-Playing

Nunan (2015) states that through role-playing, learners can use the target language authentically and thus practice for real life circumstances. For instance, when simulating a medical appointment in A/B pair, one student can take the role of the doctor and the other a patient. In a ‘restaurant’ scenario, one learner is the customer and the other the server. Further possibilities include giving directions, asking for advice, taking a taxi, etc. Chen-jun (as cited in Aliakbari & Jamalvandi, 2010)

concur that this technique (role-play) is one of the key means through which teachers give students the chance to practice their oral skills specifically for real-life encounters. Thornbury (2005) similarly advocates this particular technique for its versatility and applicable practicality. Of further consideration is that according to Larsen (2000), role-playing is a crucially important technique in CLT as it allows students to practice interacting in different social contexts as well as diverse social roles.

Simulations

Nunan (2015) affirms that this technique is effective for developing ESL learners' Communicative Competence as they grapple with problem-solving situations. In a simulation, students do not respond as someone else pretending to be a different character as in role-playing; they instead respond to the problem at hand within their own roles. As Thornbury (2005) states, "students 'play' themselves in a simulated situation". Hence, a simulation incorporates unpredicted circumstances in which communication is not a pre-scripted dialogue; to the contrary, the interaction has an element of improvisational realism. In this technique, the environment is provided as well as necessary "facts" for functional "parts" (for example, representations for sex, age, and occupation are given.) Students are thus free if not required to use their imagination to cope with the target problem (Lyu, 2006).

Jigsaw Tasks

This technique revolves around an information gap that exists between two or more students. In simple terms, this is to say that one learner has information that the other is supposed to obtain using the target language. Four skills are required in order to successfully complete jigsaw tasks: writing, listening, reading, and most importantly, speaking. Moreover, this technique is categorized as student-centered, meaning that students have more opportunities to practice speaking while Teacher Talking Time is simultaneously condensed (Nunan, 2015). Richards (2006) goes on to say that crucially, when students are engaged in this type of activity they will be communicating expressively. Once a class is divided into groups, each is given

parts of the information required to complete the task at hand, and appropriate interaction is summarily required to successfully fit the pieces together and fulfill the target goal. Mingzhi (2005) posits that using Jigsaw Tasks is a CLT technique that encourages learners to negotiate for meaning because of the information gap. Within jigsaw tasks, this negotiation results in authentic communication taking place.

Debates

Using debates in the classroom allows learners to express their ideas in what should be a fun and safe learning environment, wherein they can interact with the target language to take a stance about a potentially controversial topic. Through debates, students can challenge the level of their English and intensely enhance their Communicative Competence, due to the fact they are exposed to real life contexts in which their opinions should be backed up with reliable evidence. Debating therefore encompasses both research and teamwork in order to successfully debate for either the affirmative or negative perspective.

Depending on the topic, a debate can be held in either a formal or informal setting (Claxton, 2008). Alasmari & Salahuddin (2013) maintain that debating can be utilized in EFL classes as a teaching technique to make learners rehearse English oral skills in real-life contexts. In this sense, debates are used to promote not only speaking but all four base skills. In addition, learners need to master a variety of sub skills such as pronunciation of words, vocabulary, script writing, brainstorming, argumentation and so forth in order to successfully debate.

Zare & Othman (2013) comment that using debates in the classroom offers several advantages to students: they can enhance their speaking skills, acquire course content, and develop their critical thinking skills. Furthermore, they contend that debates promote interactive learning as students are expected to share their ideas with their peers.

Mingles

Houston (2012) points out that using mingles has been a popular technique because it gives learners valuable speaking practice. Students are required to utilize vocabulary and phrases to express their thoughts, which in turn promotes individualism. They are free to choose the people or classmates they want to talk to, and at times can even choose what they want to say. In addition, students get the opportunity to physically engage as they walk around the classroom in order to complete the activity. This kind of physical activity is important because it enables them to stretch their legs on occasion while actively developing oral skills and generating more energy for the rest of the class.

Borzova (2014) clarifies that this speaking technique is generally informal and involves speaking to a classmate for a while and taking note of their responses before moving on to speak with another peer. Borzova also claims that mingles resemble real-life situations as, during the interaction, learners are on the lookout for information from different people so as to find multiple details about the same topic. Furthermore, mingles stimulate both fluency and accuracy as students repeat the same phrases quite a several times, enabling them to be more commutatively competent.

2.3.3 Dependent Variable Framework

Communication

Definition

The act of transmitting information in order to generate a shared understanding is defined as communication. This is something that people do all the time. To put this another way, communication takes place when there is an exchange of ideas or messages through means of visuals, spoken and written words, signals, or behavioral patterns (Velentzas & Broni, 2014). Searching other sources, linguists have given a variety of definitions to this term. For example, for Schramm in (Mohamed, 2005) communication is “a tool that makes societies possible and

distinguish human from other societies”. For Rogers, it is defined as “the process of transmitting ideas, information and attitudes from the source to a receiver for the purpose of influencing with intent.” All these and other unmentioned definitions are quite similar. In general terms, it can be said that communication refers to how people exchange information for different purposes and in different manners.

Communication Components

According to Mohamed (2005), there are four components regarding communication being these sender, message, receiver, and feedback. The sender is the person who sends or delivers the message. The message would be the specific information the sender gives. The receiver is the person who gets the message, and feedback is the information that is given to the sender in response or reaction to the sender’s message.

Forms of Communication

There are two key forms of communication: verbal and non-verbal.

- Verbal Communication: This type entails oral (such as discussions, lectures), visual (such as maps, signals), written (such as letters, reports), and electronic communication (such as emails, telephone fax).
- Non-verbal communication: This encompasses different facial expressions, gestures, and any other body language patterns used to transmit ideas.

In general, many language researchers have decided to classify these forms of communication into intrapersonal and interpersonal.

- Intrapersonal: It has to do with self-communication. In other words, when an individual is thinking, deciding, remembering, etc. Anything that does not involve interaction with other individuals.
- Interpersonal: This requires communicating with another person or group of people. Here, communication necessarily takes place when there are at least two people so that there can be the sender, message, receiver and feedback.

Language

The origins of language

It is still unclear how language really emerged. There is not reliable evidence or relics that demonstrate how the discourse of early ancestors was. Due to the lack of such evidence, there have been several speculations about the emergence of human language (Yule, 2014). This shortage of real proofs has led to consider different sources of language. Yule (2014) enlists the following:

The divine source.- According to the bible, this source states that God gave the language to the humankind through Adam when he was supposed to give names to all animals already existing on Earth. In the Hindu religion, it is also believed that language emerged from Sarasvati, who is the universe creator. In fact, in the majority of religions, it is suggested that language was given a divine creature.

The natural sound source. - This source states that primitive utterances might have appeared from imitations that men and women made based on natural sounds they heard, which were around them. It is also believed that legitimate sounds of language could have arisen from natural cries of emotion, for example sorrow, happiness, or wrath.

The social interaction source. - This foundation suggests that language might have occurred as a result of human interaction in early ages. Perhaps ancestors lived in groups and they made a physical effort to communicate among themselves so as to accomplish mutual goals such as hunting, working, protecting themselves, etc.

The physical adaptation source. - According to this source, primitive people gradually made a relevant transition to a vertical, suitable posture of their bodies letting them stand on their two feet and also permitting them to have a better position of teeth, lips, mouth, larynx and pharynx so that speech production can take place. It is believed that primitives did not have that same shape and size of human features as opposed to the present.

The tool-making source. - This hypothesis mentions that primitives might have developed language as a result of making tools and manipulating objects with their both hands. It is believed that manual gestures and using both hands is evidence of efficient brain work. Psychologists assert that object manipulation as well as complex vocalization development are closely found in the left hemisphere. Hence, there might have been a strong connection between these two areas letting language emergence.

The genetic source. - This source basically proposes that human beings are born with language. The innateness hypothesis is widely accepted in this source as language is part of people and the human brain is capable to develop any type of language being this verbal or non-verbal without a problem. This feature is innate in the humankind.

Second Language Learning

Yule (2014) postulates that sometimes there is a distinction made between 'foreign language' and 'second language'. However, in either case, people are merely learning another language (L2) and the phrase 'second language learning' is normally used to describe both conditions.

Acquisition and learning

Yule (2014) states that there is a big difference between these two terms. Acquisition occurs when the language development is obtained gradually as a result of the constant and direct exposure to it. The individual acquires it since birth because there have authentic communicative settings where the person little by little has been taking part in. Learning, on the other hand, implies going to a classroom to be formally instructed in the language and learn all its relevant components such as grammar, vocabulary, pronunciation, etc. This is a more conscious process of how the language works. A good example of a subject matter that is not acquired, but learned is maths.

Acquisition barriers

There are several factors that hinder a proper acquisition of L2 (Yule, 2014). One of the most salient issues would be the allotted time given to acquiring the language. Some people seem to be capable of reaching a high proficiency level of L2 as there is enough contact with the language in the four skills. For others, however, this is not the case. Another factor would be the language interference of L1. This can harshly affect L2 speakers as their mother tongue is still there and they cannot adopt the proper pronunciation of their second or foreign language because they pronounce words with L1 accent. Another factor to consider would be what is called the 'critical period', which states that it is more difficult to learn or acquire a language after puberty. That might be one of the reasons for many adults to have difficult moments when getting an L2. There are other hypotheses that say that early teenagers are more likely to learn the language smoothly as opposed to seven-year-old children. Hence, there is a variety of aspects that can be barriers for language acquisition or learning.

Affective factors

There are some factors that directly or indirectly affect pupils when they are learning another language (Henter, 2014). One of these would be lack of motivation to learn the language. If students are not intrinsically or extrinsically encouraged to study, it will be more difficult for them to be able to speak the language properly. Another issue would be attitude. If learners display negative attitudes towards learning, this will be an obstacle that absolutely affects the language learning process. It is important that scholars demonstrate a good attitude and enthusiasm in order to be successful in the language. Besides lack of motivation and positive attitude, language anxiety is another aspect that deters students from learning L2. This factor tremendously affects performance in oral communication, above all. If students feel anxious, it is difficult for them to be willing to speak the language, and therefore will opt for remaining in silence. As there is not enough practice of this skill, they will develop their oral skill with a lot of difficulty. Henter (2014) believes that it is imperative to address these affective factors properly if teachers want their

learners to actually learn the language and demonstrate they know it when dealing with real life situational contexts.

Skills of a language

The four skills of a language, as it is commonly known, are listening, speaking, reading, and writing (Spratt, Pulvernexx, & Melanie, 2014). Reading and Listening are receptive skills, whereas Speaking and Writing are called productive ones. Each skill has several subskills as mentioned here:

- Reading: Listening for detail, specific information or gist, deducing meaning from context, skimming, scanning, predicting, among others.
- Listening: Listening for detail, specific information, or gist, predicting, inferring attitude, feeling, mood, among others.
- Writing: paraphrasing, summarizing, editing, proofreading, etc.
- Speaking: making use of grammar, vocabulary and functions, utilizing features of connected speech, using body language, fluency, accuracy, pronunciation, intonation, among other subskills.

The Speaking Skill

Conceptualization and formulation

Brown, Burns & Joyce, (as cited in Khosravani, 2014) state that, “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. In other words, speaking implies being able to communicate in unexpected situations where the contexts can vary depending on the place, time and register existing in that moment. Speaking does not only require mastering grammar rules; it also involves creatively playing with words to deal with social situations that do not necessarily ask individuals to think about language patterns. These researchers, Brown, Burns & Joyce, (as cited in Khosravani, 2014) posit that in order for people to become proficient speakers, they need to take into consideration several elements and sub skills that have to be mastered appropriately. Thereby, speaking is such an elaborated process where numerous components take place.

Thornbury (2005) states that speaking is a complex term that entails a whole process. The key word in speaking is the word “utterance”. When several utterances or words are put together, an appropriate usage of syntax needs to be wisely selected so that the speaker can correctly transmit his or her ideas without dissipation. He states that in English utterances is formed by two crucial parts: one is the topic and the other is the comment. The topic basically refers to the general idea of what we are talking about, meanwhile, the comment refers to all the details mentioned about the topic. He also asserts that generally, the information has been mentioned already is known as the topic. The comment, however, is normally new information. He goes on to say that in order for words to stand together, they need grammatical parts such as articles, suffixes, auxiliary verbs, and so forth. In the formulation phase pronunciation takes place along with an appropriate stress and intonation. Thus, according to Thornbury (2005) in his book “How to Teach Speaking” this productive skill entails a variety of key terms that play an important role when trying to conceptualize and formulate the word “speaking”.

For Segura (2012), the speaking skill is commonly considered to be the most significant skill of four existing in a language. Although this skill is the most significant to develop in learners, it is ludicrous to think about the fact that learners usually spend years in a classroom trying to learn the language; yet, they have not been successful to speak it properly.

Speech Production

According to Thornbury (2005), each person produces approximately ten thousand words per day; and this is done without even noticing it because speaking is basically part of our daily lives. People who are required to speak all the time can even produce more words than that approximation. Speech production takes places when utterances are put together as well as phrases. When these words are systematically one after the other, clear and coherent speech intervenes.

Farouk (2014) points out that the place where the speech production takes place is inside vocal zone, which goes from the glottis to the lips. In fact, several organs found especially inside the mouth and throat have to work together in order to produce speech sounds. When a particular organ necessary for speech production is not working well, the speech sounds are obviously affected. This can result into having problems with some speech components such as clarity, volume, pronunciation, intonation, etc. of certain letters. It is also important to highlight that in order to have an appropriate speech production, lungs need to be filled of air so that words can be properly produced.

Articulation

“Articulation involves the use of the organs of speech to produce sounds” (Thornbury, 2005). In order to appropriately articulate the sounds, first the lungs need to produce a stream of air, which soon passes through the vocal cords until it gets to the mouth and takes the corresponding shape depending on how the tongue, teeth and lips are placed and moved. The consonant sounds take place when the stream of air is congested either at the teeth or lips. English speakers can produce around 40 phonemes as long as all these components are working appropriately. Consequently, these phonemes form words containing both vowels and consonants. Similarly, in the articulation process, it is also necessary to consider important changes regarding tempo, pauses, pitch direction, and loudness. These features are significant for building meaningful word forms as well as complete understandable sentences.

Accuracy

Accuracy has to do with using the language correctly in terms of grammar. This ability of utilizing appropriately grammatical structures goes for both speaking and writing (Rishi, 2014). Sheppard (2015) also states accuracy involves taking learners’ attention to how to use the language properly; how to use new vocabulary and grammar structures correctly so that the meaning is clear and free of language mistakes.

Fluency

This term refers to the ability to use the language when writing or speaking in such a way that is easy, efficient and natural. In other words, fluency entails that the speaker can talk smoothly without making unnecessary pauses or using too many fillers that affect the speed and natural flow of communication (Rishi, 2014). Sheppard (2015) suggest that in order for students to be fluent, it is a wise idea that language patterns be already familiar to the pupils. Also, the concentration should be on authentic communication rather than form. Moreover, assistance provided by teachers is relevant in the classroom so that they can be fluent speakers when facing the real world.

The Communicative Competence

Farooq (2015) explains that Hymes (1971) introduced the concept of Communicative Competence in the CLT method in the early 1970s. This term was dominant in the communicative approach, as Hymes believed that in order to be communicatively competent, both knowledge of a language and ability to use it had to be fused together. Richards & Platt (as cited in Farooq, 2015) strongly agree with Hymes in his theory and claim that CLT encourages the development of Communicative Competence. Similarly, Savignon (2002) points out that the Communicative Competence is the most relevant theoretical concept within CLT. As he defines it, “competence” signifies interpretation, expression, and negotiation of meaning.

Larsari (2011) explains that it is difficult to foster Communicative Competence if there is not enough exposure to the target language and opportunities to use it in a communicative context with other people. As opposed to ESL learners who have to use the target language every day to survive within their culture, an EFL learners’ position is quite different. Within Larsari (2011), Campbell (2004) posits that once they are outside of the classroom, EFL learners do not typically have adequate access to the target language. Once students return to everyday life, they resume speaking their first language (L1). Even if their teachers adopt approaches that

promote face-to-face interaction, meaning, or language use, the desired learning outcomes are left unaccomplished. As a solution, Campbell proposes that EFL teachers find more effective techniques to develop the students' Communicative Competence both inside and outside of the classroom.

In order for EFL learners to be successful during interactions in the target language, Canale and Swain (as cited in Alami, 2014) suggest that they need sufficient acquisition of the four components of the Communicative Competence. These components are listed and explained below:

Linguistic competence

The knowledge of language code, which entails syntax, vocabulary, pronunciation, spelling, etc. This competence promotes accuracy in language usage.

Sociolinguistic competence

The appropriate use of vocabulary, register, formality, and style of language, dependent on the sociocultural situation or context the learners are dealing with.

Discourse competence

The ability to divide language structures into different types of consistent written texts or oral exposition. This competence assures fluency of the language.

Strategic competence

The knowledge of both verbal and non-verbal communication strategies, which improve efficiency of communication. This can also empower learners to overcome difficult situations in the case of a communication breakdown.

Speech Conditions

Speech conditions basically refer the factors that make speaking English either a grueling process or straightforward experience. According to Thornbury (2005),

researchers have divided these factors into three types: cognitive, affective and performance factors.

Cognitive factors: These factors have to do with being familiar with the topic, the genre, the interlocutors and processing demands. In other words, if learners have a clear idea of what they have to say, who they have to talk to, how and where, they will feel confident and will easily produce the language orally.

Affective factors: They refer to feelings students can experience at the moment of speaking. Krashen (as cited in Hoang & Ngoc, 2015) established that there are three types of affective factors which are: motivation, self-confidence and anxiety. Motivation can certainly play a big role in learners' performance since if they are not high motivated, they may not do well in their speaking. Likewise, if they do not have confidence in themselves, they will hesitate and start babbling because of lack of confidence. Similarly, students can feel anxiety when they are not sure enough of what and how to say. All these factors can harshly affect their oral performance if nothing is done to help learners get rid of these emotional barriers.

Performance factors: Nation and Newton (as cited in Hoang & Ngoc, 2015) posit that there are some conditions that affect the students' performance. These encompass time pressure, planning, and the standard of performance as well the amount of support given to the speaker. If students are not given sufficient time to firstly plan or practice, suitable assistance while preparing for the speaking task, obviously, their oral performance will be of poor quality. Thornbury (2005) also suggests considering these factors, but goes beyond to mention other affairs to consider; such as environmental conditions as well as the degree of collaboration. Having a lot of noise or in the contrary, not enough good acoustic conditions while trying to rehearse for the oral task, or even worse at the moment of presenting it, can severely affect their performance. In addition, if students are asked to present their oral tasks individually will be much harder than when presenting in pairs or in groups. Besides, oral tasks should be carried out with others because in the real world, people do not interact with themselves, but with other human beings. Then,

speaking activities should foster group work to make the tasks more interactive, meaningful and authentic.

Knowledge

Thornbury (2005) points out that knowledge is a crucial factor in speaking because without having the necessary input regarding important components and features of it, it would be virtually impossible to produce the language accurately and fluently. He categorizes knowledge into two big groups being linguistic knowledge and extralinguist knowledge. Each one entails other subcomponents, which are going to be describe below:

Linguistic knowledge. - According to Cruz Santa (2016), Linguistics refers to how the system of a language is structured, how it is learned and used when making and transmitting messages, and how it varies over time. This type of knowledge embraces several subfields, which are mentioned and described below:

Phonetics – Deals with the study of sounds of regarding their physical traits.

Phonology – It is the study of sounds of speech concerning their cognitive features.

Morphology – Is basically about the study of how words are formed.

Syntax – Has to do with the study of how sentences are formed.

Semantics – This concentrates on the study of meaning.

Pragmatics – This feature focuses on the study of how the language is used.

Thornbury (2005) though divides the linguistic knowledge into the following categories, which are technically the same as mentioned above but uses some different terminology. He goes on to give some details about each type of linguistic knowledge.

Genre knowledge. - Speaking genres are classified depending on their overall purposes, the type of participation involvement as well as the degree of planning. The purpose can be transactional (whose mainly aim is to transmit information), or interpersonal (whose salient purpose is to promote social relations). The

participation can be interactive (more than one individual such as in a casual conversation), or non-interactive (can be done alone in events such as monologues or lectures). The planning can entail planned speech (such as in business presentations, which might be totally scripted beforehand), or unplanned speech (as in the case of a phone conversation, which requires a predictable sequence as well as spontaneous decisions.)

Discourse knowledge. - Involves being able to accurately and coherently unite individual utterances to make understandable sentences to facilitate proper communication. Here it is important to consider using discourse markers, whose job is to connect ideas coherently. These markers can include conjunctions such as and, but, because, so, etc. Other phrases that introduce or close a fragment of a talk are also necessary to consider such as now, anyway, well, etc. Additionally, phrases to clarify or better explain information can be mentioned, phrases such as ‘In other words’, ‘I mean’, ‘What I try to say is that’, etc. All these expressions help to better formulate sentences and convey information in the intended way by the speaker.

Pragmatic Knowledge. - This knowledge has to do with how the language is used in different contexts. In other words, it refers to what language is used, how and when it is used. In this type of knowledge, it is crucial to consider the different speech acts or also known as functions such as offering, suggesting, requesting, etc. Furthermore, politeness is another significant component of the speaking skill since students need to learn how to express their thoughts using kind language at all times. Besides politeness, using the language appropriately in formal or informal contexts is utterly imperative to bear in mind. This process of shifting the language patterns depending on whom the speaker is talking to is called, ‘register.’ In other words, the language patterns being utilized when referring to friends is not going to be the same when referring to authorities, for example.

Grammar. - This differs depending on the level of formality. If the register is very formal, then the grammatical structures will also be more sophisticated and

elaborated. This is more common in written English because when orally speaking the language, grammar tends to be mostly informal.

Vocabulary. - It has a lot of relevant when communicating. It is an essential part of language and entails a variety of chunks, which are basically a combination of words that normally go together. These are collocations, phrasal verbs, idioms, social formulas and others. These expressions vary according to the contexts in which the speaker is found.

Phonology. - It has to do with appropriately pronouncing the words in order to convey accurate meaning. Intonation also plays an important role in this language component because it permits the information to be broken into blocks so that it can be transmitted in such a clearer and more understandable manner.

Extralinguistic knowledge. - This kind of knowledge addresses some aspects: knowledge of culture and context as well as the topic and level of familiarity with other speakers. This sort of understanding only comprises the sociocultural knowledge, which is related with social values and behavioral rules that are followed by a society in a particular place. But it is crucial to point out that according to Thornbury (2005), this sociocultural knowledge can actually be both extralinguistic and linguistic since it varies depending on the context. For example, being aware of how people physically greet each other in a certain community is extralinguistic; however, understanding what they say when greeting each other is linguistic.

2.4 Hypothesis

Communicative language teaching techniques help to enrich the speaking skill in high school students.

2.5 Identification of Variables

Independent variable: Communicative Language Teaching Techniques

Dependent variable: The Speaking Skill

CHAPTER III

METHODOLOGY

3.1 Research Approach

This research project has both a qualitative and quantitative approach because of the following reasons. First, qualitative because it is more typical of human sciences and the word itself implies privileging of qualitative techniques. This approach seeks the comprehension of social phenomena and has an analytical observation, which permits to assume a dynamic reality. Besides, the contents concerning the problem will be described in detail being this way a descriptive investigation.

Additionally, this thesis will have a logical hypothesis since it is based on known facts that will eventually be proved. Also, the type of study will be internal because the investigator will be in direct contact with the students and teachers involved with the research problem.

Apart from employing the qualitative approach, it was said that this research project will be also quantitative because the data collected, will be systematically determined through using numerical, mathematical and statistical processes, which will be later statistically tabulated after having evaluated the corresponding surveys. Therefore, this approach will enable the investigator to answer several questions emerging from the current problem research.

In addition, the investigator will be able to prove the hypothesis that was previously established in the thesis. Based on the results gathered from the surveys and other data collection tools, the researcher will be capable of drawing conclusions and proposing recommendations to tackle the problems identified during the investigation process.

3.2 Basic Research Modality

3.2.1 Bibliographic Documentary Research

This research project will employ a variety of approaches, paradigms, theories, conceptualizations and criteria of numerous authors who made publications about the contents of the current research problem. All the factual information included in this thesis will be based upon different types of documents such as magazines, books, articles, journals, websites, dissertations and other sources of information that will be preferably updated as well as well-founded with scientific support.

3.2.2 Observational

This modality of investigation will be also utilized because the researcher will take some time to observe and carefully analyze the development of both variables in the class, without manipulating them whatsoever in order to see their reality. In other words, the researcher at this point will be there to merely witness how the teacher gives class and what teaching techniques he/she regularly uses to address and enhance the speaking skill in high school students.

3.3 Level of Research

3.3.1 Exploratory

This level of research allows to explore the research topic and questions so that a better understanding of the problem is attained. The exploratory research has a more flexible methodology, whose amplitude and dispersion are greater, and its study is little structured. Similarly, this level of research aims to generate a hypothesis and recognizes variables of an investigative interest.

3.3.2 Descriptive

This type of research is descriptive because it will strive to prove the veracity of the established hypothesis. To do so, a survey entailing ten questions will be employed and applied to both students and teachers based on both variables of the thesis topic so that the results obtained can be later tabulated and analyzed to draw conclusions and recommendations that allow to solve the problem previously identified.

3.4 Population and Sample

3.4.1 Population

The population of this research project will be composed of both second-year baccalaureate students and English teachers working at “Ambato” school according the following table:

Table N°: 1 Population

| POPULATION | QUANTITY |
|-------------------|-----------------|
| TEACHERS | 12 |
| STUDENTS | 234 |
| TOTAL | 246 |

Made by: Juan Carlos Silva

3.4.2 Sample

In order to get more reliable results, the data collection will be obtained from entire population. Therefore, it will not be necessary to calculate the sample.

3.5 Operationalization of Variables

3.5.1 Operationalization of the Independent Variable

Table N°: 2 Operationalization of the Independent Variable

| Independent Variable: Communicative Language Teaching Techniques | | | | |
|---|-------------------|--|--|-----------------------------|
| Conceptualization | Categories | Indicators | Items | Tools and Techniques |
| CLT techniques refer to using several types of techniques that promote interaction among students taking into account the student and | - Types | - Role plays - Debates - Mingles | - I learn English best through interaction tasks either in pairs or in groups (role-plays, conversations, dialogues). a) Always b) Almost always c) Sometimes d) Almost never e) Never - I like the activities that my teacher develops in class to promote oral communication in English. | - Survey questionnaire |

| | | | | |
|---|----------------------------------|--|---|------------------------|
| <p>teacher roles as well as the advantages they offer, where some of their characteristics and principles emphasize working on communicative tasks that promote communication in class based on real-life situations.</p> | - Roles | <ul style="list-style-type: none"> - Teacher - Students | - My teacher tells me what I did right or wrong and what I have to improve based on my oral performance in English. | - Survey questionnaire |
| | - Advantages | <ul style="list-style-type: none"> - Student-centeredness - Focus on meaning | - The activities done in class mainly focus on oral communication rather than grammatical explanation. | - Survey questionnaire |
| | - Characteristics and Principles | <ul style="list-style-type: none"> - Emphasis on fluency - Tasks promote interaction | - The activities that are done in class mostly permit me to develop my oral communication in English. | - Survey questionnaire |

Source: Bibliographic research
Made by: Juan Carlos Silva

3.5.2 Operationalization of the Dependent Variable

Table N°: 3 Operationalization of the Dependent Variable

| Dependent Variable: The Speaking Skill | | | | |
|---|----------------------------|---|--|-----------------------------|
| Conceptualization | Categories | Indicators | Items | Tools and Techniques |
| The speaking skill refers to the development of the communicative competence and improvement of speech production through paying attention to the linguistic knowledge and factors of speech conditions so that learners can orally | - Communicative Competence | - Linguistic - Sociolinguistic - Discourse - Strategic | - My teacher does activities to practice oral communication in English. - Always - Almost always - Sometimes - Almost never - Never | - Survey questionnaire |
| | - Speech Production | - Articulation - Fluency - Accuracy | - I can understand and communicate in English orally without much difficulty. | - Survey questionnaire |
| | - Knowledge | - Linguistic - Extra linguistic | - I consider that the oral communication in English is the most effective and frequent manner to communicate in real life situations. | - Survey questionnaire |

| | | | | |
|--|---------------------------------------|--|---|-------------------------------|
| <p>communicate in such a natural, fluent and accurate manner in different unexpected contexts.</p> | <p>- Factors of Speech conditions</p> | <p>- Cognitive - Affective - Performance</p> | <p>- My teacher motivates me to speak and communicate in English inside and outside the classroom. - We are given enough time, clear instructions and proper guidance to develop the interaction tasks.</p> | <p>- Survey questionnaire</p> |
|--|---------------------------------------|--|---|-------------------------------|

Source: Bibliographic research

Made by: Juan Carlos Silva

3.6 Tools and Techniques

In this research project, a survey will be utilized as a technique, and a questionnaire as a tool. These two resources will be both significant for data collection.

3.7 Data Collection Plan

Based on the objectives and hypothesis previously established, as well as the research approach selected, the following elements are crucial to mention:

- Definition of subjects: people or objects to be investigated.

In this research project, the people to be investigated will be second-year baccalaureate students and English teachers working at Ambato High School.

- Selection of the techniques to be employed in the data collection process.

As mentioned above, a survey and a questionnaire will be used in order to collect the necessary information. This questionnaire will entail a certain number of questions that will be connected to the objectives, and both variables concerning topics of relevance to the research problem.

3.8 Process and Analysis Plan

Once the data has been systematically collected through employing the techniques and tools previously mentioned, that information will be tabulated, analyzed and interpreted based on the results gathered. This data will also be illustrated by graphs, which will visualize demonstrate the outcomes obtained. Afterwards, the hypothesis that was previously established will be verified through using the chi-square test. Based upon all this information obtained as well as the objectives proposed at the beginning of this research project in chapter one, the investigator will be able to draw conclusions and recommendations accordingly. In other words, for each objective suggested, there will be one conclusion and one recommendation. Hence, all the research components will be cohesive and coherent among themselves so that they all properly match together.

CHAPTER IV
ANALYSIS AND INTERPRETATION

4.1 Analysis of results

STUDENT SURVEY

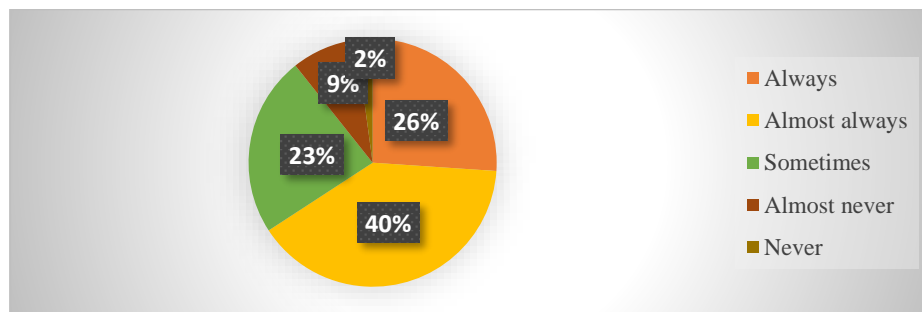
1. I consider that the oral communication in English is the most effective and frequent manner to communicate in real life situations.

Table N°: 4 Oral communication in English

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 61 | 26,07% |
| Almost always | 93 | 39,74% |
| Sometimes | 55 | 23,50% |
| Almost never | 20 | 8,55% |
| Never | 5 | 2,14% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 5 Oral communication in English

Source: Student survey

Made by: Juan Carlos Silva

4.2 Data Interpretation

Analysis and Interpretation. - Out of a total of 234 students, 26% say that they always consider that oral communication in English is the most effective and frequent manner to communicate in real life situations, 40% of them think this is almost always, 23% say sometimes, 9% say almost never, and only 2% of them say never. These results demonstrate that the majority of the students consider that oral communication in English is the most effective and frequent manner to communicate in real life situations. In other words, they are conscious about the fact that speaking is the most common and authentic way to communicate with others.

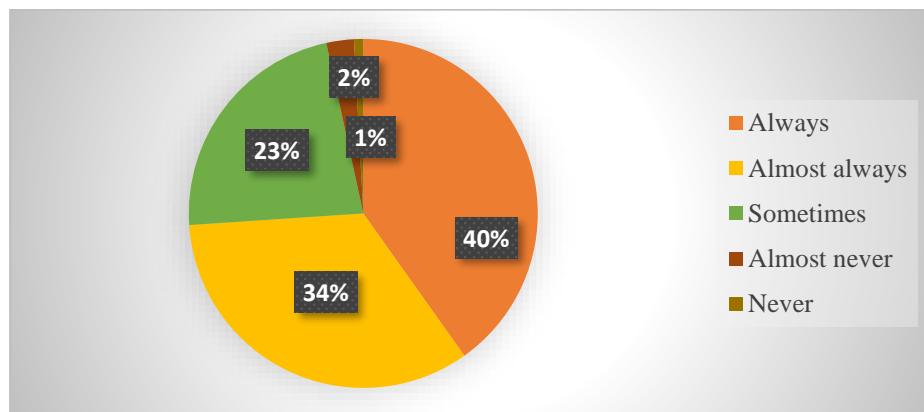
2. I learn English best through interaction tasks either in pairs or in groups (role plays, conversations, dialogues).

Table N°: 5 Interaction tasks

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 94 | 40,17% |
| Almost always | 79 | 33,77% |
| Sometimes | 53 | 22,65% |
| Almost never | 6 | 2,56% |
| Never | 2 | 0,85% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 6 Interaction tasks

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – Based upon the results displayed above, 40% of the students say that they always learn English best through interaction tasks, 34% say almost always, 23% say sometimes, 2% think almost never and 1% assume it is never. Overall, 74% of the students believe that interaction tasks play a significant role when they learn English. Thus, talking to their classmates allows them to better practice the target language in a meaningful manner.

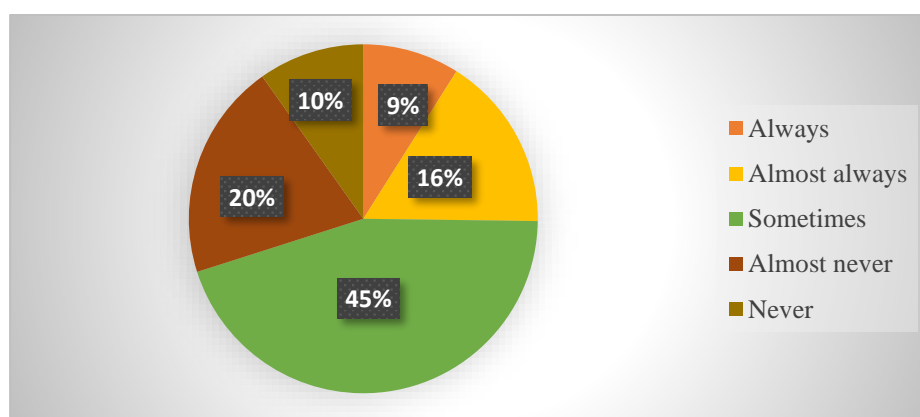
3. My teacher does activities to practice oral communication in English.

Table N°: 6 Activities to practice oral communication

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 21 | 8,97% |
| Almost always | 38 | 16,24% |
| Sometimes | 105 | 44,87% |
| Almost never | 47 | 20,09% |
| Never | 23 | 9,83% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 7 Activities to practice oral communication

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – According to the data seen above, 9 % state that the teacher always does activities to practice oral communication in English, 16% say it is almost always, 45% of them say this is so sometimes, 20% think it is almost never and 10% postulate it is never. As it is clearly illustrated in the graph, almost 50% of the students point out that the teacher sometimes develops activities to practice communicating in English orally. Sadly, the ones who said this happens frequently is minor in relation to the number of students who said this occurs rarely.

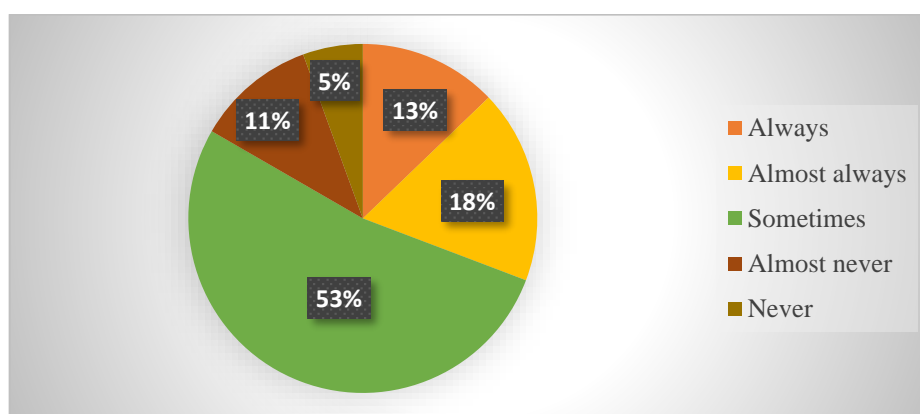
4. I like the activities that my teacher develops in class to promote oral communication in English.

Table N°: 7 Activities to promote oral communication

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 30 | 12,82% |
| Almost always | 42 | 17,95% |
| Sometimes | 123 | 52,56% |
| Almost never | 26 | 11,11% |
| Never | 13 | 5,56% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 8 I Activities to promote oral communication

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – With regards to this inquiry, 13% of the pupils posit that they always like the activities done by the teacher to promote oral communication in English, 18% think almost always, 53% state they like them on average, whereas 11% think almost never and only 5% say never. As we can see, approximately half of the total number of the students are somehow fond of the activities the teacher does in class to foster oral interaction. There is not a considerable level of satisfaction from students concerning this topic.

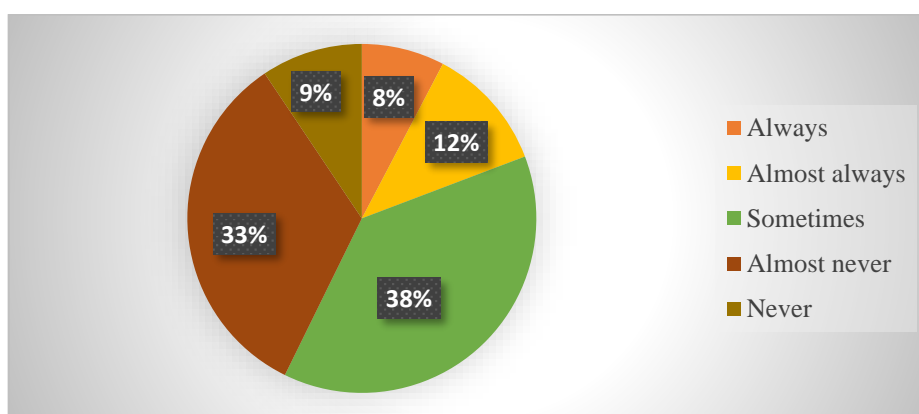
5. The activities that are done in class mostly permit me to develop my oral communication in English.

Table N°: 8 Develop oral communication in English

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 18 | 7,69% |
| Almost always | 27 | 11,54% |
| Sometimes | 89 | 38,04% |
| Almost never | 78 | 33,33% |
| Never | 22 | 9,40% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 9 Develop oral communication in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – Paying attention to the outcomes showed above, only 8% consider that the activities done in class always allows them to develop their oral communication in English, 12% say almost always, whereas 38% state this occurs sometimes, 33% say almost never and 9% state never. Even though the highest percentage goes for the option sometimes, it is worrying to see the percentage that goes below that option. In general, students say that the activities carried out in class do not necessarily let them improve their oral skill in English.

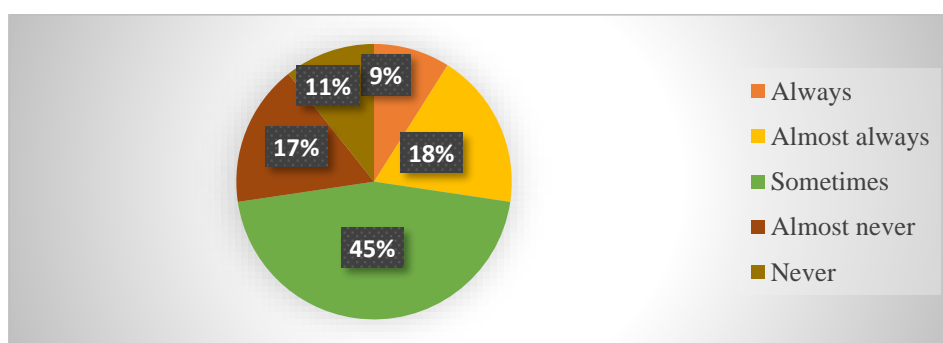
6. My teacher tells me what I did right or wrong and what I have to improve based on my oral performance in English.

Table N°: 9 Oral performance in English

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 21 | 8,97% |
| Almost always | 43 | 18,38% |
| Sometimes | 106 | 45,30% |
| Almost never | 39 | 16,67% |
| Never | 25 | 10,68% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 10 Oral performance in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – The results obtained for this question show that only 9% of the students state that the teacher always tells them what they did right or wrong and what they have to improve based on their oral performance in English, 18% say this happens almost always, 45% believe this is sometimes, 17% assume it is almost never, and 11% think this is never. In general, only nearly half of the total number of students think the teacher gives them feedback based on their speaking performance. Similarly, about 30% of them virtually state that this is done hardly ever. Thus, feedback is only given in a small frequency.

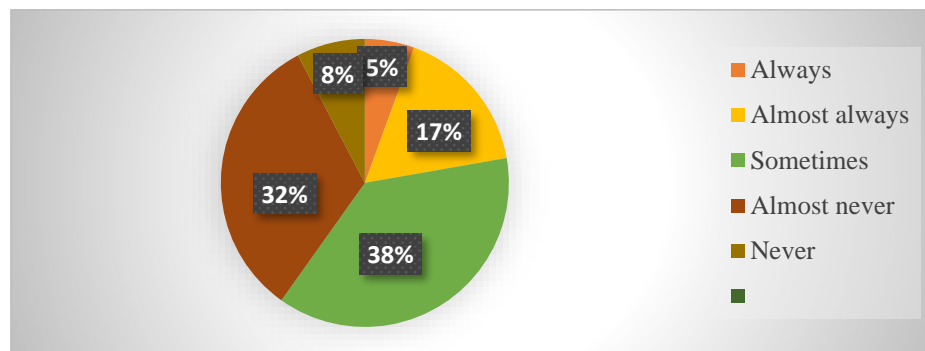
7. The activities done in class mainly focus on oral communication rather than grammatical explanation.

Table N°: 10 Activities on oral communication

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 13 | 5,56% |
| Almost always | 39 | 16,67% |
| Sometimes | 88 | 37,61% |
| Almost never | 76 | 32,48% |
| Never | 18 | 7,68% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 11 Activities on oral communication

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – According to the data displayed, 5% of the students point out that the activities done in class always focus mainly on oral communication rather than grammatical explanation, 17% believe this occurs almost always, 38% say sometimes, 32% think it is almost never, and 8% think it is never. These results demonstrate that a great amount of students say that the activities done in class do not primarily emphasize oral communication, but rather grammatical explanation. Unfortunately, the highest percentages go for sometimes and almost never.

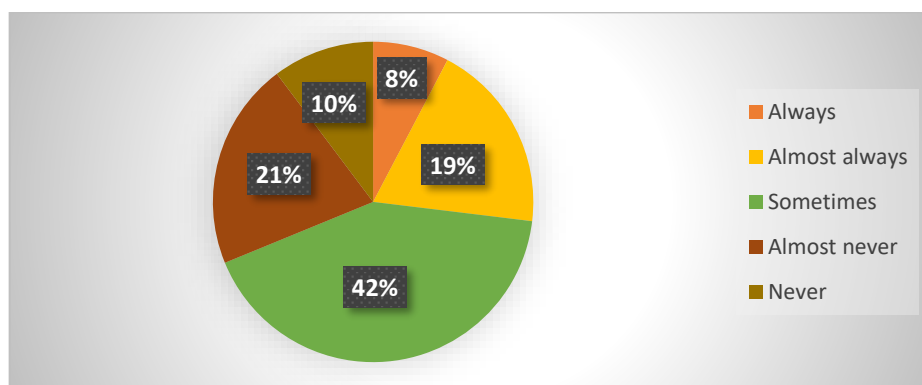
8. I can understand and communicate in English orally without much difficulty.

Table N°: 11 Understand and communicate in English

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 18 | 7,69% |
| Almost always | 45 | 19,23% |
| Sometimes | 98 | 41,88% |
| Almost never | 49 | 20,94% |
| Never | 24 | 10,26% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 12 Understand and communicate in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – The results above show that 8% of the students say that they can always understand and communicate in English orally without much difficulty, 19% say they can do that almost always, 42% think sometimes, 21% say almost never and 10% postulate this happens never. Overall, approximately half of the class can sometimes understand and communicate in English effortlessly, several students seem to feel confident doing it, but quite a few learners do not show the same level of confidence when interacting in English. Therefore, many of them need to reinforce this particular skill to easily communicate in the target language.

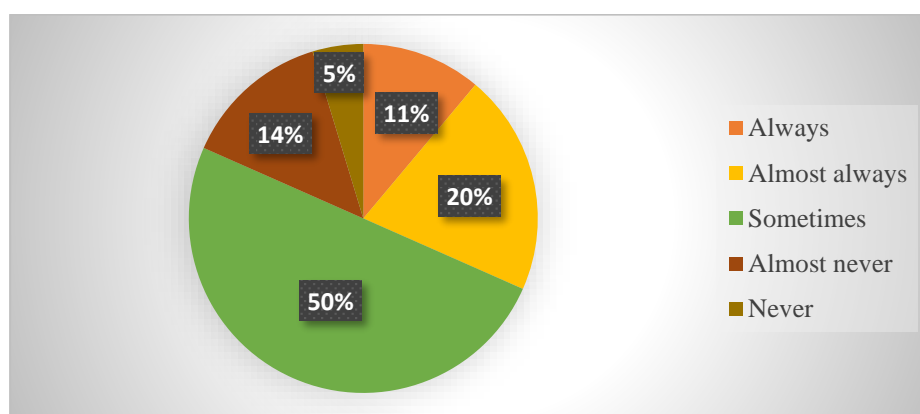
9. My teacher motivates me to speak and communicate in English inside and outside the classroom.

Table N°: 12 Speak and communicate in English

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 26 | 11,11% |
| Almost always | 48 | 20,51% |
| Sometimes | 117 | 50% |
| Almost never | 32 | 13,68% |
| Never | 11 | 4,7% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 13 Speak and communicate in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – Based upon the data above, 11% of the students point out that their teacher always motivates them to speak and communicate inside and outside the classroom, 20% say this occurs almost always, 50% think sometimes, 14% state this is almost never, and 5% say it is never. In general, these results demonstrate that teachers do not frequently motivate students to use English everywhere as much as possible. Even though there are several learners who postulate that the teacher does motivate them, others have an opposite position.

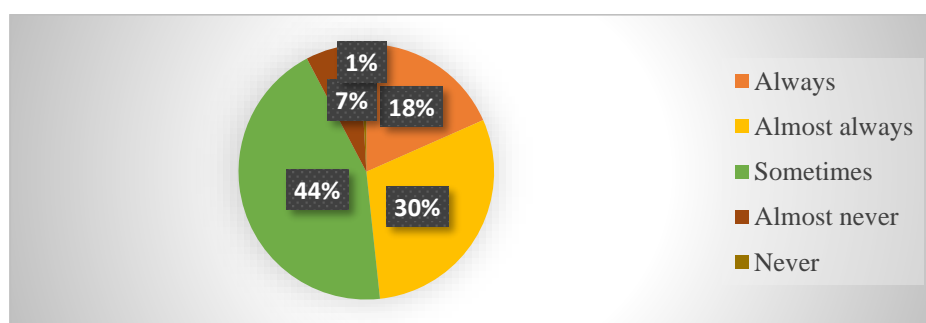
10. We are given enough time, clear instructions and proper guidance to develop the interaction tasks.

Table N°: 13 Clear instructions to develop the interaction tasks

| Option | Frequency | Percentage |
|---------------|------------|-------------|
| Always | 43 | 18,38% |
| Almost always | 70 | 29,91% |
| Sometimes | 103 | 44,02% |
| Almost never | 16 | 6,84% |
| Never | 2 | 0,85% |
| Total | 234 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 14 Clear instructions to develop the interaction tasks

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – According to the data displayed, 18% of the students say that they are always given enough time, clear instructions and proper guidance to develop the interaction tasks, 30% say almost always, 44% state that this happens sometimes, 7% think this is so almost never, and 1% say never. These results demonstrate that nearly half of the students are on average; thereby, teachers do not really give appropriate support for students to work on speaking tasks. Teachers need to make sure their students are clear about what to do and how to carry out the assigned speaking activities.

TEACHER SURVEY

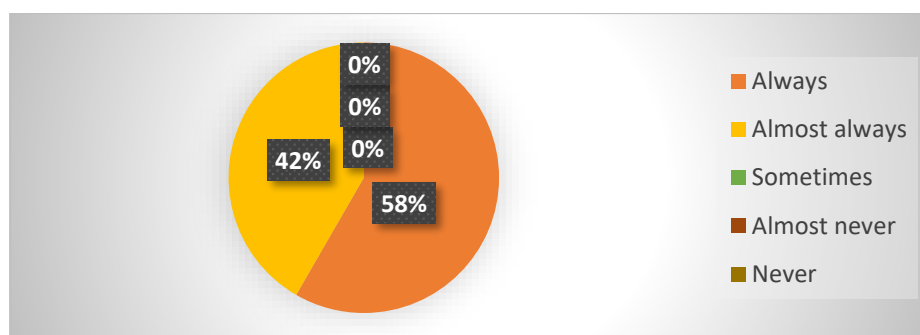
1. I consider that the oral communication in English is the most effective and frequent manner to communicate in real life situations.

Table N°: 14 Oral communication in English

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 7 | 58,33% |
| Almost always | 5 | 41,67% |
| Sometimes | 0 | 0% |
| Almost never | 0 | 0% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 15 Oral communication in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. - Out of a total of 12 teachers, 58% say that they always consider that oral communication in English is the most effective and frequent manner to communicate in real life situations, and the other 42% of them think this is almost always, none of them say sometimes, almost never, or never. These results demonstrate that virtually all the teachers surveyed consider that oral communication in English is indeed the most effective and frequent manner to communicate in real life situations. They do not really hesitate to say the opposite.

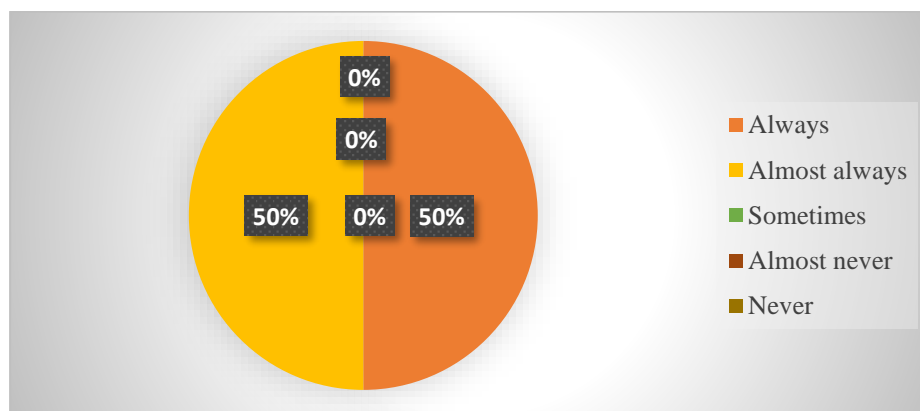
2. I think that my students learn English best when they work in interaction tasks either in pairs or in groups (role plays, conversations, dialogues).

Table N°: 15 Interaction tasks

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 6 | 50% |
| Almost always | 6 | 50% |
| Sometimes | 0 | 0% |
| Almost never | 0 | 0% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 16 Interaction tasks

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – Based upon the results displayed above, 50% of the teachers say that they think their students always learn English best through interaction tasks, the other 50% say almost always, and none of them say sometimes, almost never, or never. Overall, teachers do believe that interaction tasks play a significant role when their students learn English. Thus, students talking among themselves allows them to better practice the target language in a meaningful manner.

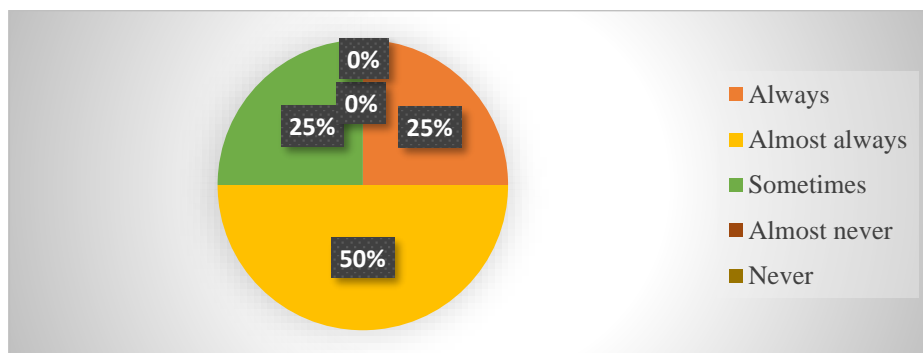
3. I do activities to practice oral communication in English.

Table N°: 16 Activities to practice oral communication in English

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 3 | 25% |
| Almost always | 6 | 50% |
| Sometimes | 3 | 25% |
| Almost never | 0 | 0% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 17 Activities to practice oral communication in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – According to the data seen above, 25% of the teachers state that they always do activities to practice oral communication in English, 50% say they almost always do them, 25% of them say this is so sometimes, 0% think it is almost never and 0% postulate it is never. As it is clearly illustrated in the graph, half of the teachers surveyed dare to say that they almost always do activities to promote oral communication, which is a good thing if they actually do what they affirm. Evidently, teachers usually come up with some activities to practice speaking in the classroom.

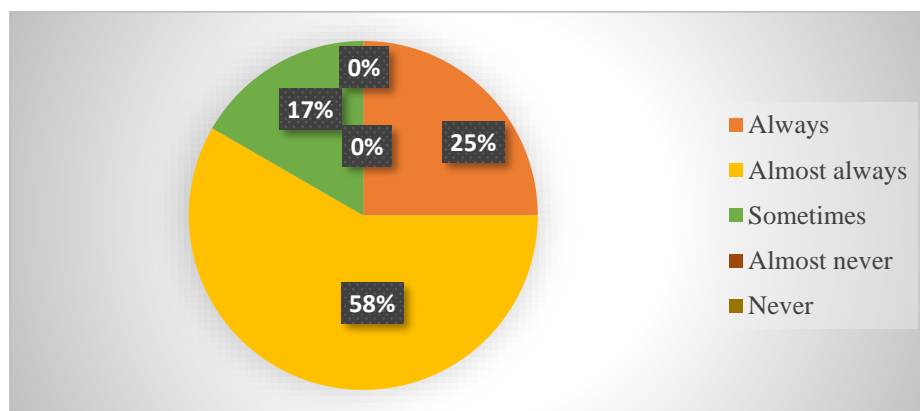
4. I think my students like the activities that I use to promote oral communication in English.

Table N°: 17 Activities to promote oral communication in English

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 3 | 25% |
| Almost always | 7 | 58,33% |
| Sometimes | 2 | 16,67% |
| Almost never | 0 | 0% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 18 Activities to promote oral communication in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – With regards to this inquiry, 25% of the teachers posit that their students always like the activities done in class to promote oral communication in English, 58% think almost always, 17% state that their students like them on average, and nobody thinks almost never or never. As we can see, the majority of teachers believe their students like the activities they do in class to promote oral interaction.

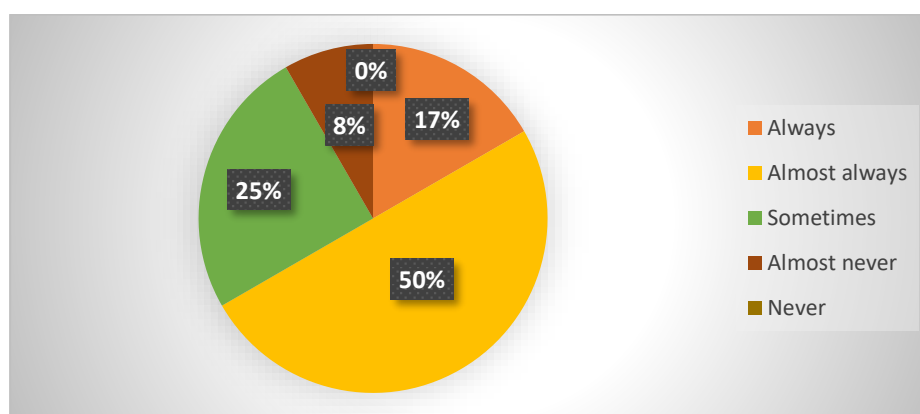
5. The activities that I do in class mostly allow learners to develop their oral communication in English.

Table N°: 18 Activities to develop oral communication in English

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 2 | 16,67% |
| Almost always | 6 | 50% |
| Sometimes | 3 | 25% |
| Almost never | 1 | 8,33% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 19 Activities to develop oral communication in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – Paying attention to the outcomes showed above, 17% consider that the activities they do in class always allow their students to develop their oral communication in English, 50% say almost always, whereas 25% state this occurs sometimes, 8% say almost never and 0% state never. Overall, half of the teachers dare to say that this occurs almost always; however, there are others who do not really think similarly. They honestly recognize their activities do not necessarily allow learners to develop their oral skill in English.

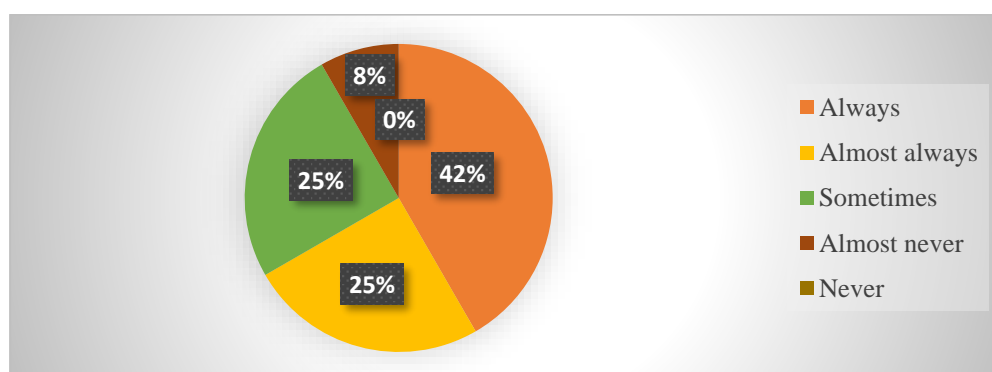
6. I tell my students what they did right or wrong and what they have to improve based on their oral performance in English.

Table N°: 19 Oral performance in English

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 5 | 41,67% |
| Almost always | 3 | 25% |
| Sometimes | 3 | 25% |
| Almost never | 1 | 8,33% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 20 Oral performance in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – The results obtained for this question show that only 42% of the teachers state that they always tell their learners what they did right or wrong and what they have to improve based on their oral performance in English, 25% say this happens almost always, 25% believe this is sometimes, 8% assume it is almost never, and 0% think this is never. In general, the majority of teachers seem to give feedback to their pupils based upon what they said in the target language. However, there are other teachers who acknowledge that this is not the case; they sometimes or hardly do that perhaps due to certain unknown reasons.

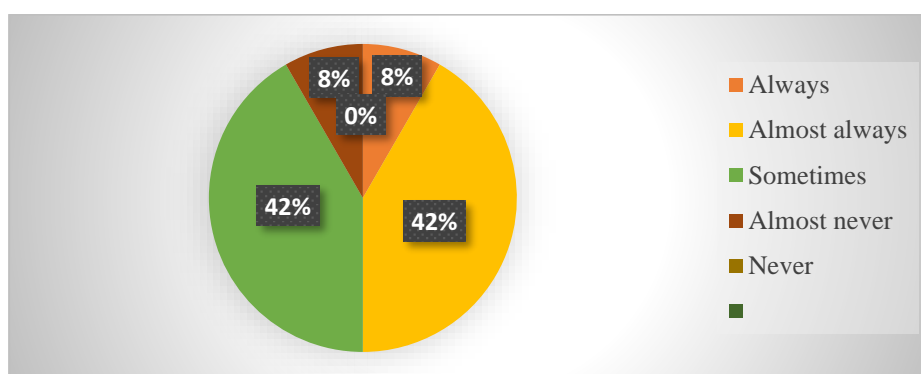
7. The activities done in class mainly focus on oral communication rather than grammatical explanation.

Table N°: 20 Activities on oral communication

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 1 | 8,33% |
| Almost always | 5 | 41,67% |
| Sometimes | 5 | 41,67% |
| Almost never | 1 | 8,33% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 21 Activities on oral communication

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – According to the data displayed, 8% of the teachers point out that the activities done in class always focus mainly on oral communication rather than grammatical explanation, 42% believe this occurs almost always, 42% say sometimes, 8% think it is almost never, and 0% think it is never. Although it is seen that some of the results are similar to others with regards to the options. Thus, the majority of them say this is so almost always and sometimes. Grammatical explanation is still taking dominance over oral communication in the classroom.

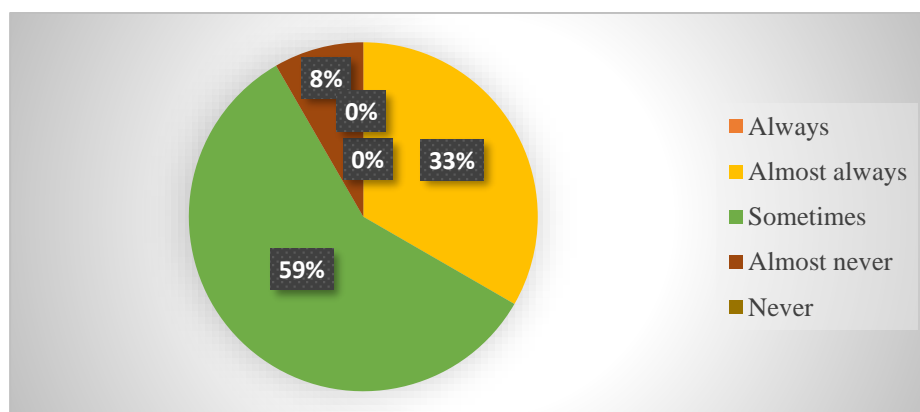
8. I think my students can understand and communicate in English orally without much difficulty.

Table N°: 21 Understand and communicate in English

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 0 | 0% |
| Almost always | 4 | 33,33% |
| Sometimes | 7 | 58,34% |
| Almost never | 1 | 8,33 |
| Never | 0 | 0 |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 22 Understand and communicate in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – According to the data displayed, none of the teachers believe that their students can always understand and communicate in English orally without much difficulty, however, 33% do believe this occurs almost always, 59% think this is so sometimes, 8% say almost never, and nobody thinks this is never. In general, more than the 50% postulate that their students can sometimes communicate in English. Overall, they are conscious about the fact that their pupils are not prepared enough to use English orally to interact with others smoothly.

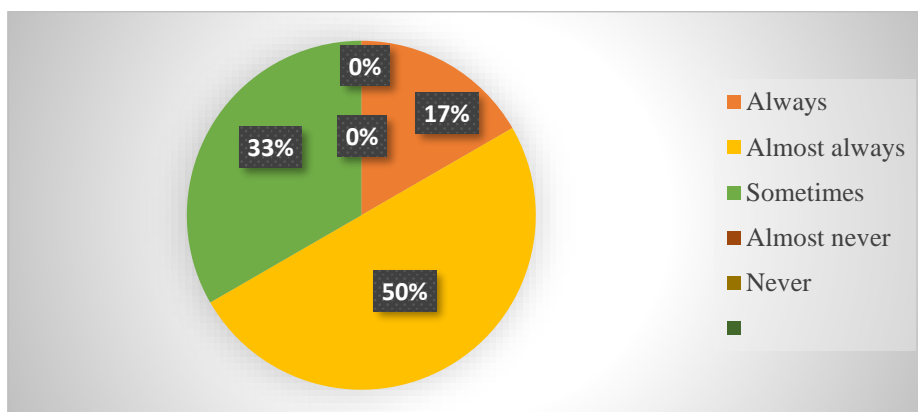
9. I motivate my students to speak and communicate in English inside and outside the classroom.

Table N°: 22 Speak and communicate in English

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 2 | 16,67% |
| Almost always | 6 | 50% |
| Sometimes | 4 | 33,33% |
| Almost never | 0 | 0% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 23 Speak and communicate in English

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – The data above demonstrates that 17% of the teachers say they motivate their students to speak and communicate in English inside and outside the classroom, 50% say they do it almost always, 33% say sometimes, and nobody thinks they do it almost never or never. These results demonstrate that half of the teachers surveyed dare to say they do motivate their learners to speak the language everywhere, but there are still others who do not do it. As a result, learners do not strive to practice using the language authentically as much as possible.

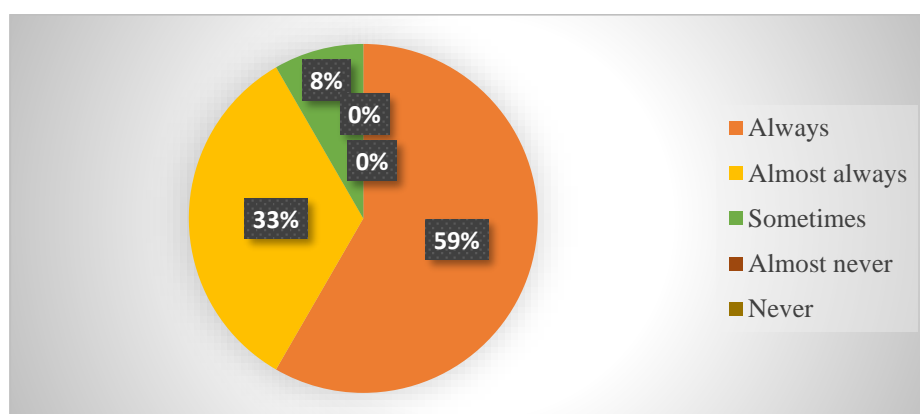
10. I give enough time, clear instructions and proper guidance to develop the interaction tasks.

Table N°: 23 Clear instructions to develop the interaction tasks

| Option | Frequency | Percentage |
|---------------|-----------|-------------|
| Always | 7 | 58,34% |
| Almost always | 4 | 33,33% |
| Sometimes | 1 | 8,33% |
| Almost never | 0 | 0% |
| Never | 0 | 0% |
| Total | 12 | 100% |

Source: Student survey

Made by: Juan Carlos Silva



Graph N°: 24 Clear instructions to develop the interaction tasks

Source: Student survey

Made by: Juan Carlos Silva

Analysis and Interpretation. – Analyzing the data above, it is seen that 59% of the teachers state that they give enough time, clear instructions and proper guidance to develop the interaction tasks, 33% say this is done almost always, 8% say this occurs sometimes, and no-one says to do it almost never or never. As it is clearly displayed, a great percentage of teachers dare to say that they do give clear instructions when carrying out interaction tasks in the classroom, but there is at least one who is not utterly sure of this.

4.3 Hypothesis Verification

To determine whether or not the communicative language teaching techniques influence the enrichment of the speaking skill in high school students, teachers and students were asked some opinion questions, which have a Likert scale (always, almost always, sometimes, almost never, never). In order to verify the hypothesis, the Student's T-test will be carried out.

4.3.1 Hypothesis Approach

Null Hypothesis (H₀): Communicative language teaching techniques **do not** help to enrich the speaking skill in high school students.

Alternative Hypothesis (H₁): Communicative language teaching techniques **do** help to enrich the speaking skill in high school students.

4.3.2 Selection of the Level of Significance

To verify the hypothesis, the following level of significance was used: $\alpha = 0.05$

4.3.3 Description of the Population

To carry out this research project, the researcher worked with 234 second year baccalaureate students of both shifts: morning and afternoon as well as 12 English teachers of "Ambato" School.

4.3.4 Statistical Specifications

Statistical test observed: $t = \frac{\bar{x}_1 - \bar{x}_2}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$ where $s_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$

4.3.5 Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable t is a Student's t-test with 14 degrees of freedom.

4.3.6 Rule of decision

If the 'p' value or level of bilateral significance is smaller than or equal to α (0,05), the null hypothesis (H_0) will be rejected and the alternative hypothesis (H_1) will be accepted. Similarly, if the total average calculated from the students is different from the one got from the teachers, the H_0 will be rejected and the H_1 will be accepted.

4.3.7 Data collection and calculation of statistics

Test T: Comparison between students and teachers in each question

Ho: The averages of students and teachers are similar

Ha: The averages of students and teachers are different.

Table N°: 24 Test T Comparison between students and teachers in each

| Group Statistics | | | | |
|--|----------|-----|---------|--------------------|
| QUESTIONS | TYPE | N | Average | Standard Deviation |
| 1. I consider that the oral communication in English is the most effective and frequent manner to communicate in real life situations. | Students | 234 | - | 0,995 |
| | Teachers | 12 | 4,58 | 0,515 |
| 2. I learn English best through interaction tasks either in pairs or in groups (role plays, conversations, dialogues). | Students | 234 | 4,10 | 0,895 |
| | Teachers | 12 | 4,50 | 0,522 |
| 3. My teacher does activities to practice oral communication in English. | Students | 234 | 2,94 | 1,057 |
| | Teachers | 12 | 4,00 | 0,739 |
| 4. I like the activities that my teacher develops in class to promote oral communication in English. | Students | 234 | 3,21 | 0,992 |
| | Teachers | 12 | 4,08 | 0,669 |
| 5. The activities that are done in class mostly permit me to develop my oral communication in English. | Students | 234 | 2,75 | 1,036 |
| | Teachers | 12 | 3,75 | 0,866 |
| 6. My teacher tells me what I did right or wrong and what I have to improve based on my oral performance in English. | Students | 234 | 2,98 | 1,068 |
| | Teachers | 12 | 4,00 | 1,044 |
| | Students | 234 | 2,80 | 0,993 |

| | | | | |
|---|-----------------|------------|-------------|--------------|
| 7. The activities done in class mainly focus on oral communication rather than grammatical explanation. | Teachers | 12 | 3,50 | 0,798 |
| 8. I can understand and communicate in English orally without much difficulty. | Students | 234 | 2,93 | 1,058 |
| | Teachers | 12 | 3,25 | 0,622 |
| 9. My teacher motivates me to speak and communicate in English inside and outside the classroom. | Students | 234 | 3,20 | 0,969 |
| | Teachers | 12 | 3,83 | 0,718 |
| 10. We are given enough time, clear instructions and proper guidance to develop the interaction tasks. | Students | 234 | 3,58 | 0,896 |
| | Teachers | 12 | 4,50 | 0,674 |
| TOTAL LEVEL | Students | 234 | 3,20 | 0,826 |
| | Teachers | 12 | 4,00 | 0,603 |

Source: Student and teacher survey

Made by: Juan Carlos Silva

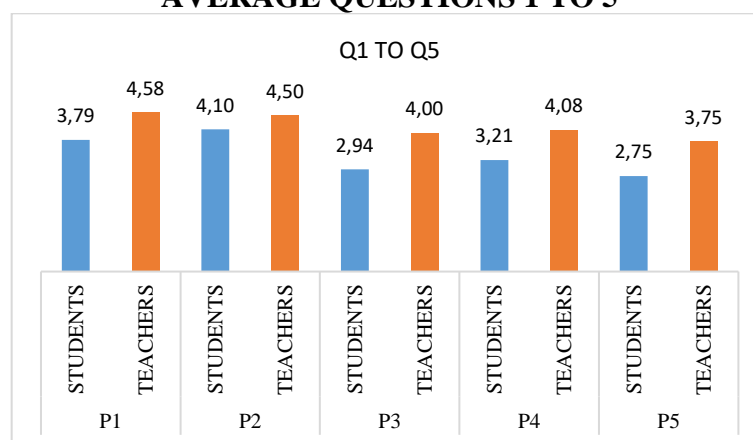
Table N°: 25 Test Codes

| Code | Answers |
|------|-----------|
| 5 | Always |
| 4 | Almost A |
| 3 | Sometimes |
| 2 | Almost N |
| 1 | Never |

Source: Student and teacher survey

Made by: Juan Carlos Silva

AVERAGE QUESTIONS 1 TO 5

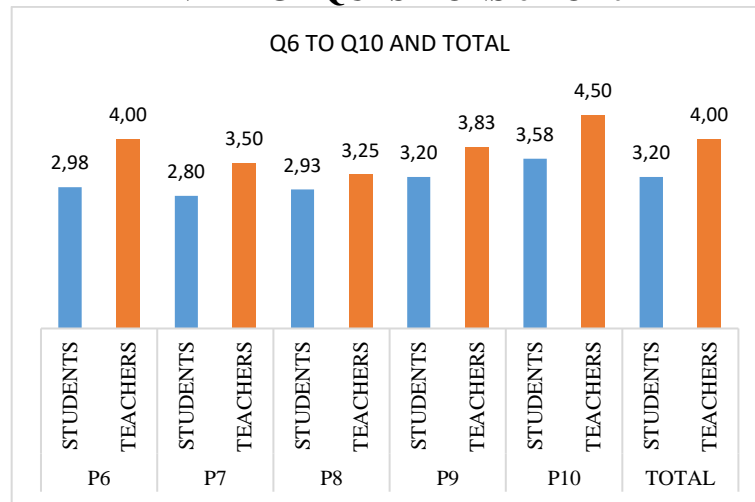


Graph N°: 25 Average questions 1 TO 5

Source: Student and teacher survey

Made by: Juan Carlos Silva

AVERAGE QUESTIONS 6 TO 10



Graph N°: 26 Average questions 6 TO 10
Source: Student and teacher survey
Made by: Juan Carlos Silva

In each one of the questions, it is observed that the average response of the teacher is higher than the average of the student; which implies a better appreciation on the part of the teacher on the teaching techniques. The student's total average tends to 3 (Sometimes) and that of the teacher to 4 (Almost Almost).

Student's T-test: Summary of each question

Table N°: 26 Student's T-test: Summary of each question

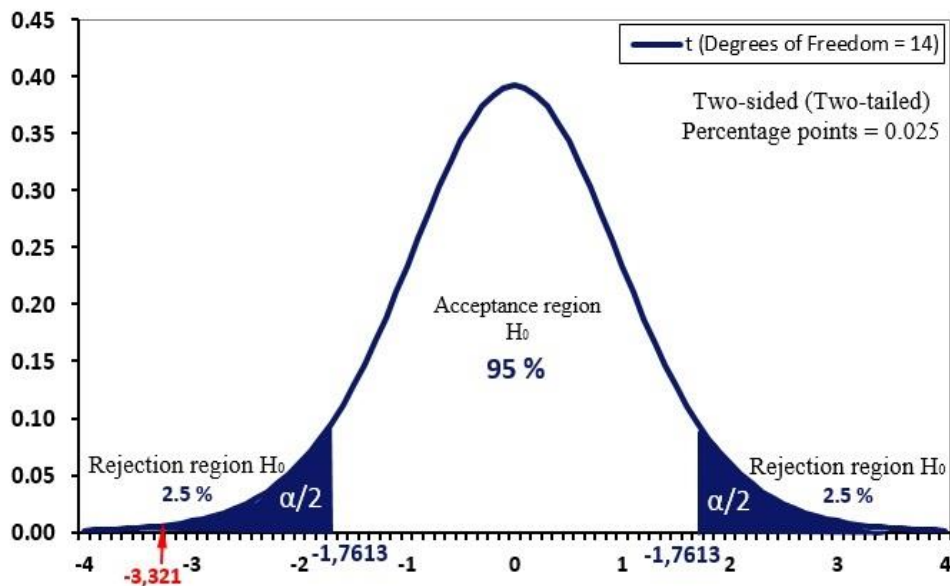
| Group Statistics | | | | |
|--|----------|---------|-------------------|-------------|
| QUESTIONS | TYPE | Average | Bilateral Signif. | Observation |
| 1. I consider that the oral communication in English is the most effective and frequent manner to communicate in real life situations. | Students | 3,79 | 0,007 | Different |
| | Teachers | 4,58 | | |
| 2. I learn English best through interaction tasks either in pairs or in groups (role plays, conversations, dialogues). | Students | 4,10 | 0,125 | Similar |
| | Teachers | 4,50 | | |
| 3. My teacher does activities to practice oral communication in English. | Students | 2,94 | 0,001 | Different |
| | Teachers | 4,00 | | |
| 4. I like the activities that my teacher develops in class to promote oral communication in English. | Students | 3,21 | 0,003 | Different |
| | Teachers | 4,08 | | |
| | Students | 2,75 | 0,001 | Different |

| | | | | |
|--|-----------------|-------------|--------------|------------------|
| 5. The activities that are done in class mostly permit me to develop my oral communication in English. | Teachers | 3,75 | | |
| 6. My teacher tells me what I did right or wrong and what I have to improve based on my oral performance in English. | Students | 2,98 | 0,001 | Different |
| | Teachers | 4,00 | | |
| 7. The activities done in class mainly focus on oral communication rather than grammatical explanation. | Students | 2,80 | 0,017 | Different |
| | Teachers | 3,50 | | |
| 8. I can understand and communicate in English orally without much difficulty. | Students | 2,93 | 0,303 | Similar |
| | Teachers | 3,25 | | |
| 9. My teacher motivates me to speak and communicate in English inside and outside the classroom. | Students | 3,20 | 0,026 | Different |
| | Teachers | 3,83 | | |
| 10. We are given enough time, clear instructions and proper guidance to develop the interaction tasks. | Students | 3,58 | 0,001 | Different |
| | Teachers | 4,50 | | |
| TOTAL LEVEL | Students | 3,20 | 0,001 | Different |
| | Teachers | 4,00 | | |

Made by: Juan Carlos Silva

Normal distribution Density Curve

Student t-Distribution



Graph N°: 27 Normal distribution Density Curve

Source: Student and teacher survey

Made by: Juan Carlos Silva

4.3.8 Final Decision

With 14 degrees of freedom and with 0.05 of level of significance, we can see that $p = 0,001 < \alpha = 0,05$, given that the t calculated: -3,321 is $< -1,7613$ from the t distribution table (see the annex attached). According to the values considered, the second one is greater than the first one and therefore, it is in the rejection region. Similarly, the total average calculated from the students is **different** from the one got from the teachers.

In other words, the null hypothesis is rejected and the alternative one is accepted, which states that: “Communicative language teaching techniques **do** help to enrich speaking skill in high school students.”

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After thoughtfully analyzing all the data collected, it was possible to draw the following conclusions:

- English teachers, who were investigated, do not commonly use communicative language teaching techniques in the classroom to promote interaction even though it was seen that these techniques help to enrich the speaking skill in students. Rather, the activities done in class generally emphasize on grammatical explanation and the reinforcement of other skills and subskills, but not necessarily speaking.
- A great number of students cannot really understand and communicate in English orally; in fact, they find it quite complicated to interact in this language when trying to speak to other people. Therefore, they feel insecure about using English to communicate in real life situations. Consequently, they are reluctant to actively participate in class as they do not know how to express their ideas in English.
- The majority of students consider that they learn English best through interactive tasks, but teachers do not seem to utilize varied techniques to foster communication in the classroom. Some of them do strive to make learners speak in class, however, learners do not entirely seem to enjoy the activities proposed by their teachers. Therefore, there is a limited usage of these kind of techniques that promote active student interaction.

5.2 Recommendations

Based upon the conclusions drawn, the following recommendations were devised:

- It is highly recommended that teachers utilize as many communicative language teaching techniques in the classroom as possible so that learners can optimize their speaking skill and can communicate effortlessly with others. Teachers should focus less on grammar, but more on communication as this is more relevant to rehearse and emphasize when learning a foreign language.
- It is suggested that teachers give students the necessary tools for them to take active participation in class. They should provide them with some useful prompts or expressions to facilitate their speaking skill development. Besides, teachers should give learners opportunities to interact among themselves using real life situations. To accomplish this, students must be given enough time to prepare, appropriate guidance and constant positive feedback so that learners feel motivated and know where they are succeeding and what they need to enhance in their oral performance.
- It is advisable that a handbook be devised, which entails several appealing and practical communicative language teaching techniques so that teachers can get familiar with them, see how they work and analyze their procedure, but most importantly, apply them with their students. Using the techniques proposed in the handbook, it is believed that learners will enjoy the English class more and will definitely enrich their speaking skill in a fun, practical and interactive language setting.

CHAPTER VI

THE PROPOSAL

TOPIC: Handbook of CLT techniques to help high school students enrich their speaking skill.

6.1 Informative Data

Name of the institution: Ambato High School

Beneficiaries: English teachers and students of the high school

Estimated time for the execution: First partial of the second semester of the school year 2017/2018

Beginning: Last week of February

End: Last week of March

Person in Charge: Juan Carlos Silva Valencia

Cost: \$200

6.2 Background of the Proposal

The proposal emerges from a problem detected in high school students that attend classes at Ambato school, whose level of English was seen to be rather weak specially in the speaking skill. Students are not able to communicate either inside or outside the class. Unfortunately, they are not competent enough in the language as to keep a conversation based upon familiar topics. They struggle a lot when trying to interact with others.

Similarly, this incident was demonstrated and proved through the application of surveys to both English teachers and students where the questions attempted to address the reasons why learners were not competent enough to speak in English. Once the results were cautiously tabulated and critically analyzed and interpreted, several conclusions and recommendations were drawn.

Overall, it was seen that teachers do not generally utilize communicative language teaching techniques to promote interaction in class so that learners can enhance their speaking skill. Besides, it was said that students are unwilling to actively participate in class because they do not know how to transmit their ideas orally. Consequently, recommendations for each conclusion were devised. One of them was this proposal, which suggests making a handbook that entails some communicative language techniques that teachers and students can both benefit from.

This handbook will initially include some relevant details with regards to its creation such as the name of the handbook, its index, a short message for teachers (as they will be the ones who will be in direct contact with this teaching manual), but most importantly, detailed explanation of how each technique proposed works will be given. It will include the name of the techniques, the subskills they are suggested to work with, the procedure, resources to be used, the suggested time for execution as well as the suitable student level and advisable topics each technique might best work for. It will also include some variations, suggestions, success indicators and ways of evaluation.

6.3 Justification

Undoubtedly, teaching English properly to high school students in public institutions in Ecuador is not necessarily an easy task to do. Rather, for many teachers it is a challenge to do it due to a variety of factors such as the extensive number of students in the same classroom, the limited number of English hours, the lack of modern technological equipment to teach the language, but most importantly the low or little interest students demonstrate towards learning English.

Considering the last factor, one of the reasons for students to feel demotivated to learn English is because teachers do not usually make their classes fun, practical and interactive. It is seen that quite a few teachers mostly spend time on grammar exercises, completion of book tasks, and so forth; little or no emphasis is given to

the speaking skill development. As there is no interaction in the class, students feel like they are not actually learning the language, at least not to speak it and use in real life situations. They might be able to explain how a certain grammar topic works, or say what some words mean in an isolated manner, but they are not able to use and put that language together in order to communicate with others. As result, students normally say English is boring, difficult to learn, etc. while teachers argue that learners do not show enthusiasm in class, do not study, and so on.

Based on these arguments that show the reality of how classes are typically held in public high schools, it is absolutely relevant to propose an alternative solution, which, in this case, is the creation of a handbook that collects several practical communicative language teaching techniques to promote interaction in the classroom. There are several benefits to using this teaching manual.

First, teachers will make their classes more meaningful, practical and enjoyable since the techniques proposed will allow learners to be actively involved in class and learn from a different perspective—in a communicative language setting. Also, learners will be able to demonstrate what they know through talking to others, rather than writing, doing or completing some grammar exercises in the book or worksheets given. Moreover, students will be preparing themselves to face the real world when they have to communicate outside the classroom; their productive skill will be honed and will be capable of maintaining a conversation with others based on familiar topics that align to pre-intermediate level. Finally, this handbook allows teachers to choose from a variety of techniques that best align with the class topic they are teaching so that they do not have to carry out the same activities every day making the class tedious and impractical.

6.4 Objectives

6.4.1 General

Devise a handbook of communicative language teaching techniques to help high school students enrich their speaking skill.

6.4.2 Specific objectives

- Explore the most significant and useful communicative language teaching techniques to make suitable adaptations in order to make them authentic and more practical when applying them with high school students.

- Socialize the handbook proposed with English teachers of the institution so that they know what teaching techniques are entailed in it and how they work.

- Encourage English teachers to use the techniques proposed in the handbook with their students to make them speak in class as much as possible so that their speaking skill is significantly improved.

6.5 Feasibility Analysis

This proposal is feasible to develop because it does not require any special resources, budget, or any other factors that may be unreachable either for teachers, students or the institution itself. First, there is the necessary support and permission from the authorities to carry out the proposal of this research paper since it will benefit English teachers, but more importantly, students who are learning this language. In terms of infrastructure, the high school is provided with classrooms that are big enough to carry out interactive tasks even if there are nearly forty students in each class. Similarly, there are courts and some free space outside the classrooms where teachers can take out their students to carry out the activities in case they find it somehow complicated to do it indoors.

Moreover, there are two specific places where the socialization of the handbook with the English teachers can be done; the rooms are spacious enough and a projector, board or any other common resources may be easily provided to do the training, if needed. And it is worth to say that the teachers who work at this institution are always keen on learning new things, training themselves to be better educators. Hence, it is pretty certain that all English teachers will show a big desire

and commitment to take part in the socialization of the handbook as well as in the execution of the techniques proposed in it to apply them with their students.

6.6 Foundation

Handbook: A handbook is basically a book that encompasses instructions, suggestions or guidelines on how to do something. It provides the most significant and helpful information about a specific subject (Dom, 2008).

Communicative Language Teaching: Communicative Language Teaching is one of the most outstanding methods ever created to teach a foreign or second language in the classroom where interaction among learners is chiefly emphasized. This approach is characterized by implementing activities that allow students to communicate with each other using real life situations. (Banciu & Jireghie, 2012)

Techniques: Minggu (2016) states that a technique is a procedure to complete a specific task. Others though define a technique as an activity that requires certain steps or stages for it to be developed. When talking about communicative language teaching techniques, it refers to some specific activities that are done to promote interaction in the classroom such as conversations, dialogues, games, surveys, information gap activities, and so on. All these techniques belong to pair and group work strategies that are inside the communicative language teaching method.

Speaking Skill: This is one of the productive skills of a language, which entails several subskills such as pronunciation, fluency, accuracy, functions, discourse markers, and others (Thornbury S. , 2005). He continues to assert that speaking also includes two salient types of knowledge: linguistic (regarding the features of language) and extralinguistic knowledge (which is independent from language). These types of knowledge encompass other sub kinds of it such as sociocultural, genre, discourse, pragmatic knowledge, and others.

6.7 Methodology

The operating model with which the proposal of the current research will operate is a practical handbook which entails twenty CLT techniques that will help students enrich their speaking skill in such an interactive and fun atmosphere. Some of these techniques have been adapted and others created based upon the interests and needs high school students demonstrate to have. Similarly, the techniques proposed aligned with the course books that learners have received by the Ministry of Education.

The method utilized to devise this handbook is the Communicative Language Teaching, which fundamentally emphasizes interaction in the classroom. Currently, the CLT method is widely accepted and fostered to use with ESL and EFL classrooms since the learning outcome promises to be quite efficient and successful. When teachers use CLT strategies and techniques, students find themselves communicating most of the time in the classroom and dealing with real-life situations to face the real world when speaking English outside the class. Moreover, The CLT method allows the teaching lessons to be more enjoyable, practical and meaningful for both teachers and mainly students. With this methodology, the English classes turn out to be authentic in terms of learning the language because being able to speak English is just that: orally practicing meaning rather than form of the language. Therefore, this method strives to make learners interact and develop the speaking skill along with their subskills altogether.

The CLT techniques included on this teaching manual are divided into sections based on the most significant speaking subskills such as fluency, pronunciation, grammar, vocabulary, and functions. There are 3 techniques for each subskill and 5 suggested for a combination of all the subskills taken into account for this handbook. Hence, the teacher will be easily allowed to choose the techniques that mostly align with what he/she wants to develop or reinforce in learners.

The handbook is expected to be carried out by all English teachers of Ambato High School of both shifts: morning and afternoon. Hopefully, they will be eager to experiment with new and adapted CLT techniques that will enable their English lessons to be more fun and practical for their students. The execution of the current proposal has been established according to the following action plan:

OPERATING MODEL

Table N°: 27: Operating Model

| PHASES | OBJECTIVES | ACTIVITIES | RESOURCES | PEOPLE RESPONSIBLE | TIME |
|------------------|---|--|---|--|---------|
| 1. PLANNING | To prepare a schedule of activities to present the proposal of the current research work to the English teachers. | <ul style="list-style-type: none"> - Write an official letter to the school principal asking for authorization to carry out a workshop with the English teachers. - Prepare a one-day workshop to present the CLT techniques | <ul style="list-style-type: none"> - Official letter - Handbook | <ul style="list-style-type: none"> - School principal - Author of the proposal | 2 hours |
| 2. SOCIALIZATION | To present the CLT techniques to the English teachers by having real demonstrations of how they work. | <ul style="list-style-type: none"> - Presentation of key details of each technique with PPT. - Demonstration and execution of CLT techniques. | <ul style="list-style-type: none"> - PPT presentations - Projector - Handbook - Didactic material | <ul style="list-style-type: none"> - Author of the proposal - English teachers | 2 hours |

| | | | | | |
|----------------|---|---|-----------------------------------|--|------------|
| | | | - A room | | |
| 3. APPLICATION | To apply all the techniques suggested on the handbook with students in the classroom. | - Execution of 3-4 CLT techniques per week. | - Handbook - Didactic material | - Author of the proposal - English teachers | 6 weeks |
| 4. EVALUATION | - To assess the effectiveness of the CLT techniques applied with the students. | - Complete an evaluation form to assess each CLT technique. - Meeting to give written and oral feedback to the author of the proposal. | - Evaluation form - A room | - Author of the proposal - English teachers | 30 minutes |

Source: Handbook

Made by: Juan Carlos Silva

“Don’t teach your students English to merely allow them to succeed in passing exams, teach them English to enable them to succeed in communicating with others.”

Juan Carlos Silva

CLT Techniques To Help High School Students Enrich Their ***Speaking Skill***



By Juan Carlos Silva

TO THE TEACHER

It is my pleasure to share with you all, English teachers, a bit of what I have researched and done to facilitate your students' speaking skill development. This handbook is intended to be very useful at the moment of teaching English in the classroom. The 20 techniques you will encounter in this teaching manual, in their majority, have been somehow adapted and directed to work specifically with high school students, considering the cultural and educational context they are in. Moreover, the CLT techniques are distributed for each speaking subskill such as fluency, grammar, vocabulary, pronunciation, and functions. A few techniques are also suggested to practice each of the subskills at the same time.

I humbly urge you to make use of this material since the application of the techniques proposed here will undoubtedly spur your students to speak because they are all based on the communicative language teaching method. In each of the activities, learners will find themselves interacting in the target language among their classmates as well as with the teacher. This handbook emphasizes communication in the classroom no matter what you are teaching, or what level you are working with. All the techniques can be readapted or modified depending on your necessity and creativity. You will see an explanation of how each technique should be carried out and how long it should take. Nonetheless, you are free to do it your own way and take more or less time from the one suggested. The idea is to experiment and include these activities in your classes.

Thereby, start analyzing and selecting what CLT techniques you will use to teach each topic and speaking subskill accordingly. It is worth trying all of them; I am positive you shall see extraordinary results with regards to the enrichment of the speaking skill of your students. You will see how your classes flow more smoothly, how your students seem to enjoy learning English, how they are actively involved in class, but most importantly, how they are interacting with each other to practice the language meaningfully.

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CLT TECHNIQUES TO PRACTICE FLUENCY



Rotate to Talk

CLT TECHNIQUE #1

Name: Let's talk for 2 minutes

Learning Objective: To enhance students' fluency and consolidate class topics through having short conversations about them.

Level: Any (Handout attached for 2nd BACH - B1.1)

Interaction: Pairs

Class Time: 15 minutes

Resources: Slips of paper, plastic bag, stopwatch, background music

Procedure:

1. Write several questions or topics on separate slips of paper. This needs to be done beforehand. The questions may be repeated twice; it all depends on how many topics you want them to practice during the activity.
2. Once in the classroom, ask your learners to move away their desks; they may want to form a big circle with them. Students just need free space to move around while performing the activity. Hence, it is not necessary to sit down.
3. Ask your students to be in pairs. The first time, they can just work with the person who is next to them in that moment.
4. Once in pairs, explain the activity to the students. Tell them each pair will have to pick a slip of paper from the bag. They have to read the question or topic together and right after that they have to start talking about it for 2 minutes. They are expected to have a conversation where both speak naturally. They can't stop interacting until the teacher asks them to do so.
5. Model the activity with a student, where you are part of the couple. It's important that all learners have understood what exactly they have to do.
6. Allow each pair to pick a slip of paper and when all pairs have one, you ask them to start talking. Let them know you will be controlling the time, and English usage as you walk around the classroom. It is suggested to play background music during the activity since it gives them more confidence when talking.

7. When they have talked for 2 minutes, stop the music and gather the students' attention. Ask them to put the papers back into the bag. Then ask the students to find a new partner to have another conversation based on another question. Later, follow the same process described above. You should allow your learners to work with at least five different classmates.

Variations: If you are planning to take a few more minutes to carry out this interactive activity, you may want to use the desks and arrange them so that students sit down in pairs and don't get tired of standing up. Similarly, if you have space, good weather condition and silence in the yard, you can take your students outside. They will enjoy having the activity in a different setting.

Suggestions: You may want to apply this technique at the end of a unit, partial or semester so that you have several topics to include and consolidate with students.

Handout: The questions suggested in the handout are based on topics found in the English book B1.1 given by the Ministry of Education to teach in public schools.

Success Indicator: Learners are able to fluently discuss about some class topics in pairs for two minutes.

Evaluation: To evaluate learners through this technique, make them get in pairs at random and ask them to pick two papers from the ones they practiced during the activity and have their discussion for two minutes for each paper. The grade depends on how fluent they are and how clear or coherent ideas they give based on the discussion topic.

POSSIBLE TOPICS/QUESTIONS FOR DISCUSSION: 2nd BACH (B1.1)

| | |
|--|--|
| Share with your classmate about a piece of news you watched, heard or read recently. | What do you do when you have problems at school, at home, with your friends, etc? |
| Give examples of healthy and unhealthy habits. | Talk about your favorite celebrity. Say important facts about him/her. |
| What can you do to protect the environment? Give a few ideas. | What idioms have you learned so far? What do they mean? |
| What adjectives would you use to describe your personality? Why? | Mention some types of communication. Which are your favorites? |
| What do you think about bullying? What can be done to stop it in high schools? | What would you have done if you hadn't had class today? Say at least three things. |
| Do you think a teenage brain is equal to an adult brain? Why? | What are two things you wish you had or hadn't done in the past? |

Adapted from: English For Asia

Author: (Gordon, 2010)

Technique: A Cup of Conversation

CLT TECHNIQUE #2

Name: Rotate To Talk

Learning Objective: To foster fluent interaction based on specific topics learned in previous classes.

Level: Any

Interaction: Pairs as they rotate in their circles

Class Time: 20 minutes

Resources: A list of topics for discussion and background music.

Procedure:

1. First, prepare some discussion topics for the activity. There should be at least 5.
2. Ask learners to move their desks so that there is enough space in the classroom to carry out the speaking task.
3. Number the students from 1 to 2. Ask all number 1's to form an inner circle in the middle of the classroom, and number 2's make an outer circle facing the inner one. Each member of each circle should be in front of another classmate to talk.
4. Once in circles, tell students a topic of discussion. They need to talk about it for around one minute in pairs. Play background music while students are interacting.
5. For a new discussion topic or round, stop the music and ask students from the outer circle to rotate to their right only one step so that they are in front of another student. The inner circle does not move. Then follow the same procedure as mentioned in the previous step.
6. When students have talked with several classmates about the different topics, encourage them to tell you what topics were the most complicated to discuss and why. Elicit some ideas from the entire class based on what they could have said during the discussion.

Variations: Instead of you telling the students a discussion topic, you could give each learner a slip of paper with specific topics or tasks to do. This is more personalized and learners have their short discussions based on what they have written on their papers.

Suggestions: Play some background music during the interaction to give students a better atmosphere. Constantly monitor the activity to make sure students are interacting in English. If not, you may want to punish those who are using L1 by reducing tenths or points in their active class participation.

Success Indicator: Learners are able to discuss and come up with some ideas based upon the topics given to talk in pairs as they rotate.

Evaluation: You could evaluate the students' participation in pairs, where you give them one or two topics of discussion and they talk about it in the same way they were doing while the technique was being carried out.

POSSIBLE TOPICS FOR DISCUSSION: 2nd BACH (B1.1, units 1 and 2)

| | |
|----------------------------------|-------------------------------|
| Activities you did last weekend. | Ways to keep fit and healthy. |
| Ways to protect the environment. | Ways to avoid stress. |
| Examples of unhealthy habits. | Things you have never done. |
| Recent news you heard or read. | Your daily routine. |

Adapted from: How to Teach Speaking

Author: Thornbury (2005)

Technique: The Onion

CLT TECHNIQUE #3

Name: Express Your Ideas

Learning Objective: To promote fluency and generate own ideas based on several discussion topics.

Level: Any

Interaction: Groups of 4

Class Time: 20 minutes

Resources: Discussion cards, discussion summary worksheet

Procedure:

1. First, prepare a set of cards in advance for each group. On each card, write some statements or questions that promote free discussion where students can generate their own ideas and express them in the group.
2. Have students make groups of 4. Mix them so that they work with different classmates from the ones they usually work with.
3. Give each learner a role in the group. One will be the discussion leader (who encourages everybody to speak), another the English controller (who makes sure the members speak in English), another the secretary (who writes down important ideas) and the other the spokesperson (who represents the group and speaks for the whole class). Besides that, everyone will have a second role, which is a contributor of ideas.
4. Give the set of cards to the discussion leaders from each group. There will be 5 discussion cards.
5. Ask all groups to talk about the topics proposed on the cards. They do not need to talk about all the topics given, they only need to pick up and focus on 3 cards that they consider are the most interesting ones and easy to discuss. Let them know that after a few minutes of discussion, the spokesperson from each team will share the ideas generated in the group with the rest of the class paying attention to what the secretary wrote down on the discussion summary worksheet.

6. During the discussion, each member has to execute their roles so that the activity is done as planned and expected.
7. Later, ask the spokesperson from each group to go to the front of the classroom in order to share with the class the summary of ideas obtained from the discussion.
8. Finally, give some comments and feedback to all the students.

Variations: Instead of asking the spokesperson from each team to pass to the front, you can ask them to visit other groups simultaneously to share their ideas with the rest of their classmates.

Suggestions: Play background music during the discussion and walk from group to group to assure students are interacting in English appropriately and all members are executing their corresponding roles

Success Indicator: Learners are able to generate their own ideas and speak fluently based upon several discussion topics.

Evaluation: To evaluate the outcome of this technique, you can merely observe and appreciate the discussion of each while they are all interacting. You can use the rubric attached to assess the students' oral performance.

| DISCUSSION RUBRIC | | | | |
|---------------------------------|---|--|--|---|
| Student's Name: _____ | | | Final Grade: _____/10 | |
| Criteria | Poor 0 pts | Fair 1pts | Good 1.5 pts | Excellent 2 pts |
| Fluency & Speech | Speaks very slowly and very little. | Speaks slowly and little. | Speaks normally and some times. | Speaks fluently and many times. |
| Pronunciation | Many words are mispronounced. | Some words are mispronounced. | A few words are mispronounced. | All words are correctly pronounced. |
| Grammar & Vocabulary | Many mistakes are made. | Some mistakes are made. | A few mistakes are made. | No mistakes are made. |
| Comments / Ideas | Not analytical or related to the topic. | A bit analytical and related to the topic. | Generally analytical and related to the t. | Very analytical and related to the topic. |

DISCUSSION TOPICS FOR B1.1

| |
|--|
| How to keep fit and healthy. |
| How to protect the environment. |
| Traditions celebrated in your city. |
| Changes in means of communication over time. |
| Common difficult situations for teenagers. |

DISCUSSION SUMMARY SHEET

ROLES FOR EACH MEMBER

1. Discussion Leader: _____
2. English Controller: _____
3. Spokesperson: _____
4. Secretary: _____

| DISCUSSION TOPIC | COMMENTS/IDEAS |
|-------------------|-------------------------|
| 1: _____ _____ | _____ _____ _____ |
| 2: _____ _____ | _____ _____ _____ |
| 3: _____ _____ | _____ _____ _____ |

Adapted from: How to Teach Speaking

Author: Thornbury (2005, pag 86)

Technique: Speaking Card

CLT

TECHNIQUES TO

PRACTICE

PRONUNCIATION



Change seats if your name is ...

CLT TECHNIQUE #4

Name: Change seats if your name is...

Learning Objective: To rehearse proper pronunciation of target difficult words.

Level: Any

Interaction: Whole class (student-students)

Class Time: 20 minutes

Resources: A list of 5 to 10 words to practice pronunciation, markers, and pens

Procedure:

1. First, choose 5 to 10 words that are difficult for your students to pronounce.
2. Write the words you picked on the board and ask your students to listen and repeat. Make them pronounce each word at least three times.
3. Later, ask your students to form a big circle with their desks. Make sure there are no extra desks.
4. Once in a circle, assign each student, including you, a word from the list written on the board. Tell them that word will be their new name during the activity. Ask them to write it on a visible part of one of their hands so that they can remember who they are, and their classmates can see their new names. Do it first for them to see and so they can follow the same procedure.
5. Stand up in the middle of the circle and explain the game. You will say, "Change seats if your name is ... (a word from the list)", and students who have that name have to change seats. Tell them you will also sit down and there will be a student who did not find a seat. That learner has to take the teacher's place and lead the game. He/she says, "Change seats if your name is ... (another word from the list)", and another person will not find a seat. He/she has to stand up in the middle of the circle to continue the game.
6. Model the activity by having a couple of examples where you say the suggested phrase for them to move and practice.
7. The game is over when several students have led the activity being in the middle of the circle to say the names written on the board.

Variations: Another way to finish the game is when the same student has not found a place to sit down for three times. Depending on the time you want to invest on the activity, you can decide on having two or three students. You can give those learners a punishment. You can require them to pronounce all the words correctly or ask the whole class to suggest another punishment as long as it has to do with language usage.

Suggestions: It is a good idea to write an extra word on the board that will be another name for all participants of the game. For example, ‘everybody’. If someone says, “Change seats if your name is everybody”, then everyone must change seats. Another suggestion is to encourage all students to control that their classmates whose names were mentioned actually stand up and change seats.

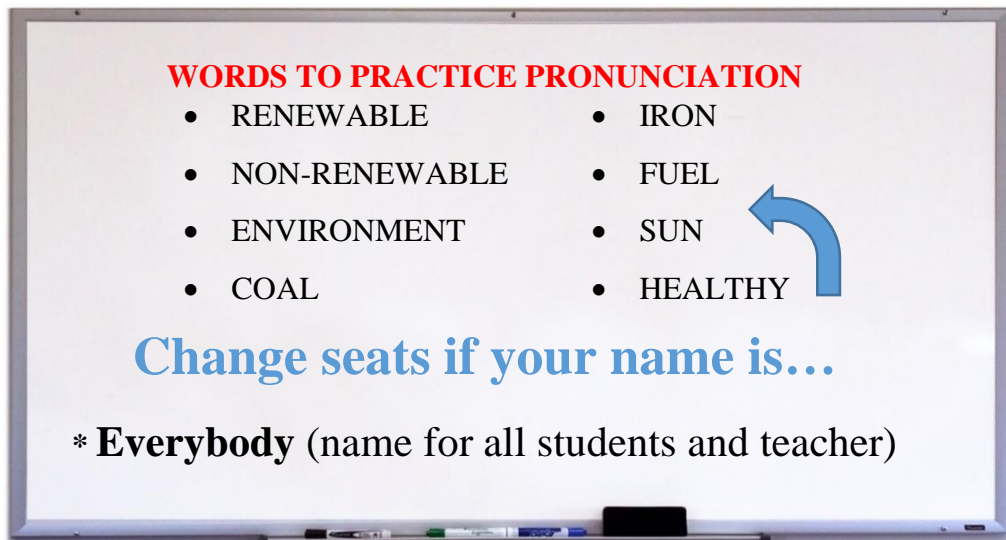
Success Indicator: Learners are able to correctly pronounce target words that have been practiced during the game.

Evaluation: To evaluate proper pronunciation of the words you had for the activity, you can simply ask learners to read and pronounce these words individually

WORDS FROM BOOK B1.1 (Unit 2, lesson 2)

| | |
|-------------|----------------|
| RENEWABLE | FUEL |
| ENVIRONMENT | NON- RENEWABLE |
| COAL | SUN |
| IRON | HEALTHY |

WHAT TO WRITE ON THE BOARD



Adapted from: Great Group Games

Author: Hing (2010)

Technique: Where The Wind Blows

CLT TECHNIQUE #5

Name: Blindfolded Walkers

Learning Objective: To consolidate correct pronunciation of target words by repeating them several times while walking around blindfolded until students find other classmates who have the same words as them.

Level: Any

Interaction: Groups of 3

Class Time: 20 minutes

Resources: Scarves

Procedure:

1. First, prepare ten words you want your students to practice pronunciation and ask each learner to bring a scarf for the class that you will perform this technique.
2. Write the words on the board for students to see how they are written and make them repeat them a few times to start modeling proper pronunciation.
3. Then ask students to move their desks so that there is enough space in the classroom to walk around.
4. Have your learners stand up and form a big circle.
5. Explain the activity. Tell them you will whisper a word from the board into each student's ear. He/she must remember that word as they will later have to start walking around the classroom blindfolded to find two more students who have the same word as them. In order to do that, they have to repeat the word given several times until they find the other classmates and make a group of three.
6. Once students are clear about how to proceed, ask them to take their scarves and blindfold themselves with them.
7. Go from student to student whispering a word into his/her ears. Whisper it twice so that the student understands the word clearly. Preferably, ask the learners not to repeat the word they heard; they should only listen to it.

8. Once all learners have a word, ask them to start walking in any direction to first mix them up. As they cannot see, they should walk slowly and use their hands to walk around safely and avoid crashing into each other. At this point, they should not say the words they heard yet.
9. When all students are spread out around the classroom, ask them to start saying their words loudly so that they can hear each other and try to start walking in direction to their classmates whose word is the same as theirs. In the meantime, correct those students whose pronunciation is not correct.
10. When students start making their groups, ask them to wait for a while until all learners have found their classmates to form their groups too.
11. Once all students are in groups, ask them to uncover their eyes to recognize their classmates in their groups.
12. Later, ask learners to form a big circle to repeat the activity once more. This time, make sure you give each learner a different word and then proceed in the same way as explained above for the first round.

Variations: This technique works well when practicing pronunciation of individual words, but also when consolidating correct intonation and rhythm of short sentences or questions. Therefore, you can choose what to rehearse in students. For advanced learners, you can encourage them to use extra recycled vocabulary to locate and find their classmates quickly and more realistically. They can use phrases like: Where are you, ___ (target word given)? I don't hear you! Speak louder, please!

Suggestions: In case a student forgot to bring a scarf, ask him/her to use his/her uniform sweater to cover his/her eyes. Do not just ask learners to close their eyes because at some point they will cheat and open them to find their classmate quickly.

Success Indicator: Learners are able to properly pronounce target words or say statements with correct intonation and rhythm to sound more natural.

Evaluation: To evaluate the outcome of this technique, you can simply ask each learner to read the word, phrase or sentence appropriately using correct pronunciation, intonation and rhythm accordingly.

LANGUAGE TO PRACTICE PRONUNCIATION FROM BOOK B1.1

| | |
|-----------------|-------------------------------------|
| BUSINESS | I've already watched that movie. |
| JOURNALIST | She must have slept all day long. |
| RENEWABLE | He's the man who broke the window. |
| INDECISIVE | Mario loves chocolate, doesn't he? |
| RELIABLE | I love going scuba diving! |
| PARADE | What would you do if you were rich? |
| PROCRASTINATION | What would you have done? |
| RAPPELLING | Where did you go last weekend? |

Author: Juan Carlos Silva

CLT TECHNIQUE #6

Name: What's your name?

Learning Objective: To practice correct pronunciation and spelling of new words through having a short dialogue in pairs.

Level: Any

Interaction: Pairs

Class Time: 20 minutes

Resources: List of target words for pronunciation, dialogue handout

Procedure:

1. First, decide on what words you want your students to practice pronunciation and spelling. Make a list, minimum 15 words.
2. Make copies of the conversation template for each student.
3. Once in the classroom, write the words you chose on the board and ask your students to listen and repeat. Make them pronounce each word at least three times.
4. Ask the students to move their desks so that they can walk around the classroom freely. They may want to form a circle with the desks.
5. Later, distribute the copies and tell everyone you are going to give each student a new name; that will be one word from the ones written on the board.
6. Go to each student dictating his/her new name. Make sure he/she writes it on the dialogue handout where it says, 'I'm ____'. Ask them to practice pronouncing and spelling their new names until you finished giving the names to everyone. You should use all the words the same number of times.
7. After that, model the speaking activity, where students have to walk around the classroom introducing themselves to others. They have to follow their dialogue handout.
8. Afterwards, ask all learners to stand up and introduce themselves to each other having a short dialogue with at least 10 students.

9. To finish the activity, ask learners to sit down and elicit the names of students they just met. Before doing that, erase the words from the board and ask learners to put away their speaking cards.

Variations: After every 3 minutes of interaction, you can ask learners to exchange papers with another classmate so that they receive a new identity and practice pronouncing and spelling another word.

Suggestions: It is advisable to have a quick revision of pronunciation of the alphabet, especially letters that are confusing for them as they are somewhat similar to another. For example: a, e, i, j, g, k, q, r, etc.

Success Indicator: Learners are able to correctly pronounce and spell target words that have been practiced during the speaking activity.

Evaluation: To evaluate correct pronunciation and spelling of the words you chose for the activity, you can simply ask learners to pronounce and spell these words individually.

DIALOGUE HANDOUT

Student A: Hi, what's your name?

Student B: I'm _____.

Student A: How do you spell that?

Student B: It's... (spell your name)

Student A: Oh, I see. It's a nice name!

Student B: Thanks! And how about you? What's your name?

Student A: My name is ... (read your name above)

Student B: How do you spell that?

Student A: It's... (spell your name)

Student B: Oh, I see. You have a cool name!

Student A: Thanks! Well, bye!

Student B: See you!

WORDS FROM BOOK B1.1 (Unit 3, lesson 1)

| | |
|---------------|-------------|
| SOCIABLE | HUMBLE |
| VAIN | INDECISIVE |
| AMBITIOUS | RELIABLE |
| CURIOUS | RESERVED |
| SENSITIVE | SENSIBLE |
| UNPREDICTABLE | COMPETITIVE |
| IMPATIENT | ANALYTICAL |

Author: Juan Carlos Silva

CLT TECHNIQUES TO PRACTICE GRAMMAR



Tic-Tac-Toe Game

CLT TECHNIQUE #7

Name: Spin the marker

Learning Objective: To rehearse accuracy by practicing grammar topics through asking and answering questions.

Level: Any (Handout attached for 1st BACH – A1.2, UNIT 4)

Interaction: Class group and pairs

Class Time: 20 minutes

Resources: Slips of paper, marker

Procedure:

1. First, prepare the material for the activity beforehand. You need to write the grammar topic you want your students to rehearse on small slips of paper; for example, tag questions. So, write a short sentence on each slip of paper (preferably at least 1 per learner) using different grammar tenses: simple present, simple past, simple future, present perfect, etc. Write at least 1 paper per learner. It all depends on the tenses you have taught. It is important to write affirmative and negative sentences to practice both forms.
2. In class, make all students form a big group either sitting down or standing up. There should not be any desks in the middle at all. Similarly, ask learners to put everything away as they will not need it.
3. You will stand in the middle and explain the activity. Have a marker with you and the slips of paper with the written sentences you wrote before going to class. First, tell them you are going to spin the marker on the floor. The student facing its base will pick up a slip of paper to read to the student who is facing the cap of the marker. That student has to listen to the sentence and say its corresponding tag question.
4. Model the activity through giving two examples. Spin the marker and proceed in the way you just explained in step 3. If it is needed, the first two times, encourage all students to say the tag question based on the sentence they just heard.

5. Once all learners have understood what exactly they have to do, carry on the activity. Ask the two learners interacting to speak out loud. Similarly, ask the other learners to remain in silence while their two classmates are talking.
6. The activity is finished when all papers have been used. During and at the end of the activity, give feedback so that learners feel more confident using tag questions.

Variations: This technique is also useful to practice other grammar topics such as active and passive voice, positive, negative and question forms or sentence transformation, questions and answers, and so forth. For example, one student reads the active sentence and the other transforms it into the passive or vice versa. This would also happen from positive to negative, from present to past, or any other transformation. Likewise, one pupil asks the question and the other answers it based on conditionals, opinions, facts, etc.

You can also apply this technique by dividing the class into smaller groups rather than one big group. In such a case, ask a learner of each team to be the one in charge of spinning the marker, providing the papers and basically leading the interactive task.

Suggestions: For more advanced classes, you may want to challenge your students to produce their own sentences or questions, so they do not have to pick up any papers. Rather, they can come up with their own ideas and do of this activity more personalized.

Another suggestion would be to try to make all students participate in the activity. If the marker points to learners who already talked, you may want to spin the marker again or just ask the neighboring learners to talk this time.

Success Indicator: Students are able make correct questions, provide accurate answers or make any type of statements using the target grammar appropriately.

Evaluation: Depending on the grammar topic you are revising, you can evaluate your students either in pairs or individually by asking them to make or answer questions, make sentence transformations, finish statements, etc. using the target grammar correctly.

PRACTICE OF TAG QUESTIONS: For 1st Bach, book A1.2 (Unit 4)

| | |
|--------------------------------------|------------------------------------|
| Sarah loves vegetables, _____? | It is cold today, _____? |
| We are friends, _____? | You live in Cevallos, _____? |
| Luis was absent, _____? | Sabrina has been to Peru, _____? |
| Let's watch a movie, _____? | You are 15 years old, _____? |
| It's raining there, _____? | Roberto doesn't smoke, _____? |
| You didn't do it, _____? | Close the door, _____? |
| They will come tonight, _____? | You study at Ambato school, _____? |
| You haven't eaten yet, _____? | Sebastian is sick today, _____? |
| Baños is beautiful, _____? | There are 30 students here, _____? |
| Alex has one sister, _____? | My mother is a doctor, _____? |
| He was reading last night, _____? | You got 8 in your test, _____? |
| You weren't absent yesterday, _____? | Daniel went to Quito, _____? |
| She broke the window, _____? | Abigail made dinner, _____? |
| I am very friendly, _____? | You are kidding me, _____? |

Adapted from: Great Group Games

Author: Fish & Ahmed (2016)

Technique: Spin the Bottle Activity

CLT TECHNIQUE #8

Name: Look At The Examples To Talk

Learning Objective: To practice grammar topics through asking and answering questions to fill in the speaking worksheet using third person sentences.

Level: Any

Interaction: Pairs as they walk around the classroom

Class Time: 20 minutes

Resources: Speaking worksheet and pens

Procedure:

1. First, work on the speaking worksheet depending on what grammar topic/s you want students to rehearse. Follow the template attached in this technique.
2. Ask the students to move their desks so that they have free space to walk around the classroom. They can form a big circle with their desks.
3. Distribute the speaking worksheet to each learner. Give them about a minute to read the example conversations found on the paper.
4. Explain the activity, which consists of walking around the classroom to ask the questions to other classmates; for each question, a different student. Ask learners to copy their classmates' responses in the space provided in the paper using their names. Model the activity through simulating a couple of questions where you take the role of a student. Emphasize what the verb form will be like when writing down the sentences. Draw the students' attention again to the example conversations to see how the sentences should be written. Also, they have to pay attention to the symbol provided to write either positive or negative sentences.
5. Ask all learners to stand up, leave their seats and start doing the activity. They are given 10 minutes to complete their speaking worksheets. In the meantime, walk around the classroom to control proper usage of the target
6. Later, ask students to sit down and share their responses with the rest of the class. You may elicit two or three sample answers for each question. Ask

the students who provided the answers a few extra questions to get further information.

Variations: The number of questions in the speaking worksheet may vary according to the time you plan to invest in the activity. Also, you may include up to two grammar topics in the same worksheet. Three or more would be too much and extremely challenging for the learners.

Suggestions: Play some background music during the interaction to give students a better atmosphere. Constantly monitor the activity to make sure students are interacting in English. If not, you may want to punish those who are using L1 by reducing tenths or points in their active class participation.

Success Indicator: Learners are able to ask and answer the questions proposed in the speaking worksheet using the target grammar properly with third person sentences.

Evaluation: This phase can be done through observation. Make sure students make proper sentences when using third person. For example: in simple present tense, in positive sentences, there must be -s, -es or -ies at the end of the verb. For negative statements: 'does not' instead of 'do not', or auxiliaries: 'has' instead of 'have', 'was' instead of 'were', possessive adjectives: 'his' or 'her' instead of 'your', and so on.

Author: Juan Carlos Silva

CLT TECHNIQUE #9

Name: Tic-Tac-Toe Game

Learning Objective: To generate sentences with some suggested words or phrases using proper grammatical structures.

Level: Any

Interaction: A/B Groups

Class Time: 20 minutes

Resources: Board and markers

Procedure:

1. First, divide the class into two groups. You may want to number your students from 1 to 2 to mix them up. Then, ask all number 1's and 2's to sit together and form a big circle.
2. In the meantime, draw on the board a big tic-tac-toe grid and write words or phrases in each compartment for them to use and make a sentence.
3. Once in groups, ask all learners to put away all their things. Tell them they do not need anything for the activity. They cannot use books, dictionaries, or notebooks to write; they only need to participate and talk.
4. Later, explain how the game works and its rules. First, assign X's to group 1 and O's to group number 2, or let them choose what each group wants. Then tell them they are required to make sentences using the words or phrases found on the grid. One student from each group alternatively raises his/her hand to say the word or phrase they will use, and right after that, they have to make a sentence. If the sentence is grammatically correct, it will be accepted and the teacher will put a cross or circle over that compartment. If the sentence is not right, the teacher will say it is incorrect and will give the opponent group the change to speak. They will be given 5 seconds for a member of each group to raise his/her hand. If nobody does that, you will go to the other group and will do the same until somebody is ready to speak. At this point, highlight that all members must participate with a sentence no matter if it is correct or not. The same person can only participate twice once

everybody has talked. Let them know that in order for them to win a round, they need to have gotten a row of three crosses or circles before the opponent does.

5. Once you clearly explained the procedure and rules, start playing the game. Let number one begin the first round. The second round will start number 2, the third 1 again, and so forth.
6. The game is over when several rounds have been played and group 1 has more points than group 2, or vice versa.

Variations: You can also have students play this game in smaller groups or pairs. You can just ask each group or pair to draw the tic-tac-toe grid on a sheet of paper. You also need to draw on the board at least three or four grids filled in with words or phrases for them to copy. Each grid is for a round. Once their grids are complete, they start playing by themselves.

Suggestions: Remind the students the rules given at all times to keep the game going in the way expected. Also, require students to make affirmative, negative and interrogative statements to practice all sentence forms.

Success Indicator: Learners are able to generate complete, accurate sentences using the suggested words or phrases on the tic-tac-toe grid.

Evaluation: You can evaluate your students by asking them to individually make sentences with new words or phrases added to the tic-tac-toe grid. A rubric is not needed here as you are only testing one criterion, which in this case is correct use of grammar.

HAT TO WRITE ON THE BOARD (Example B1.1 grammar UNIT 1)

TIC-TAC-TOE GAME (Grammar Tenses)

| | |
|-------|-------|
| 1 (O) | 2 (X) |
| ┌ | |
| └ | └ |

| | | |
|--------------------|-----------------------------|-------------------|
| usually | Does she...? | didn't |
| yet | seen | Have you ever...? |
| drinks | By the time he arrived, ... | We |

Adapted from: TESOL ESL Games

Author: Anderson (2014)

Technique: ESL—Tic Tac Toe

CLT TECHNIQUES TO PRACTICE VOCABULARY



What's on your Picture?

CLT TECHNIQUE #10

Name: What's your corner?

Learning Objective: To promote individual learning of new vocabulary to later socialize the information acquired with other classmates in small groups.

Level: Any (Handout attached for 2nd BACH - B1.1)

Interaction: Groups of four

Class Time: 20 minutes

Resources: Four small posters, notebooks to take notes

Procedure:

1. First, you will need to prepare the material for the activity beforehand. You need four small posters where you are going to include vocabulary you want to introduce in the class. On each poster, write two words or phrases that students will be learning. To explain each target word, include short definitions, synonyms, antonyms or pictures. It depends on what level you are teaching and how competent your students are in each class.
2. In the classroom, put the four posters in each corner of the room to help spread out the information and the groups of students.
3. Explain to them that the class will be divided into four groups. Each group will go to a corner. They are expected to read the information on the poster and memorize the two words written on it along with their definitions, example sentences, synonyms, or antonyms that help explain the target words. They are not allowed to write down anything or take pictures. Cellphones are prohibited. Let them know that later they will be sharing that information with other students from different corners. They are supposed to be experts at retelling their corners' topic.
4. Once you have explained what they will be doing, number your students from 1 to 4. Then all the number 1's will go to one corner, number 2's to another, and so on.
5. Once all students are equally distributed into groups for each corner, give them 5 minutes to familiarize themselves with the information they are reading.

6. Walk to each corner to help learners with possible questions they may have about meaning, pronunciation, etc.
7. When the 5 minutes allotted are over, renumber each learner in each group from 1 to 4 so that they can make other groups with members from the four different corners. While they are forming their new groups, remove the posters from the corners. Once in groups, ask them to share the information they had on the poster found in their corner. This time, all students are required to take notes while sharing their information. Give them 10 minutes for that.
8. Finally, have your learners tell you what they just learned from their classmates during the discussion. Consolidate and reinforce knowledge through giving extra examples or any other kind of support you can think of.

Variations: Depending on what you want to focus on, you can also apply this technique to introduce grammar topics, where you can include explanation (how to use it), structure, examples, etc. You can also work with short reading passages, where students are supposed to summarize what they read and share their summary with their groups orally.

Suggestions: Make sure students do not use their cellphones while being in their corners. Remember they cannot take pictures or take any notes there. You may allow them, though, to use their dictionaries if they do not understand a word.

Handout: The topics suggested in the handout are based on vocabulary: adjectives and phrasal verbs found in the English book B1.1 (Unit 3).

Success Indicator: Students are able to convey the vocabulary they learned to their classmates using synonyms, antonyms or example sentences to explain the meaning of the words or phrases.

Evaluation: You can ask each student to tell you what words he/she learned when reading the posters alone and also when talking to other classmates in their groups.

INFORMATION FOUND ON EACH POSTER FOR EACH CORNER

CORNER ONE

PHRASAL VERBS

1. Look after

Synonym: take care of

Example: Nurses have to **look after** patients.

It's one of their responsibilities.



2. Find out

Synonym: discover

Example: I need to find out who ate my hamburger?

I have my doubts, but I am not sure.



CORNER TWO

ADJECTIVES

1. Curious

Meaning: interested in learning about people or things around you

Example: "Why did you ask?"

"I was just curious."



2. Reserved

Antonym: sociable

Example: Martin doesn't talk much.

He's very reserved.



CORNER THREE
PHRASAL VERBS

1. Bring in

Meaning: Earn or make money

Example: Loren brings in a lot of money per month.

She's a dentist and has lots of patients.



2. Turn down

Synonym: Reject

Example: She turned down that job opportunity

because the payment wasn't good.



CORNER FOUR
ADJECTIVES

1. Polite

Antonym: discourteous

Example: Karen is very polite and respectful with others.

Everybody likes her for being so considerate.



2. Vain

Synonym: arrogant

Example: I don't like him. He is always telling others

about the things he has. He's so vain.



Author: Juan Carlos Silva

CLT TECHNIQUE #11

Name: Tell Me About Your Words

Learning Objective: To expand vocabulary in students so that they can share the words they learned with other classmates.

Level: Any

Interaction: Pairs

Class Time: 20 minutes

Resources: Vocabulary worksheet, textbooks, dictionaries, and pens.

Procedure:

1. Make copies of the vocabulary worksheet for each student and give them out preferably at the beginning of studying a new unit.
2. Ask learners to choose 3 words they will be learning in the unit and include them on the vocabulary worksheet. They should try to add one word per lesson or week so that at the end of the unit, they have the worksheet 60% complete. The other 40% or two last words will be added from other classmates' worksheets.
3. Ask learners to continue practicing the words and information related to it that helps them remember what they mean (meaning, synonym, antonym, sentence, Spanish translation). They should be experts with the words they included on their worksheets.
4. When you have finished studying the unit, ask learners to bring the vocabulary worksheet. But more importantly, ask them to come ready to demonstrate that they have learned the information added on the worksheet.
5. Ask learners to get in pairs and exchange their vocabulary worksheets. Once they have their partner's paper, they need to start testing each other. They ask questions to check they can explain the meaning of the words using synonyms, antonyms, sentences or translation to their L1.
6. In the meantime, walk from pair to pair to monitor the activity and help students with correct pronunciation of the words.

7. For words 4 and 5, asks learners to copy the ones they learned with their partner while sharing and testing knowledge. If his/her partner has similar words, he/she can ask another classmate to teach him/her a new word to add to his/her vocabulary worksheet.
8. Finally, encourage a few students to tell the whole class the words they included on their vocabulary worksheet and explain what they mean.

Variations: With more advanced classes, you may want to challenge your students to include a few more extra words on their worksheet. Similarly, you can ask them to provide at least two synonyms or antonyms for describing each word.

Suggestions: Motivate your students to use advanced dictionaries to find meanings, synonyms and antonyms of the words. For the sentences, encourage them to try to create their own ones so that the input is more personalized and meaningful.

Success Indicator: Learners are able to explain the meaning of new words by using short definitions, synonyms, or antonyms included on their vocabulary worksheets.

Evaluation: To evaluate the outcome of this technique, you can just test the students using their own vocabulary worksheets. Ask them questions for them to say a definition, synonym or antonym of the words found on their worksheets.

VOCABULARY WORKSHEET

| MY LIST OF NEW VOCABULARY: UNIT _____ | | | | | | |
|--|-------------|----------------|--|----------------|-----------------|----------------|
| Numbers 1, 2, 3: Included from ME | | | Numbers: 4, 5: Included from MY CLASSMATE | | | |
| # | WORD | MEANING | SYNONYM | ANTONYM | SENTENCE | SPANISH |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

POSSIBLE WORDS STUDENTS MIGHT WRITE ON THEIR VOCABULARY WORKSHEET (B1.1, Unit 3)

| MY LIST OF NEW VOCABULARY: UNIT <u>3</u> | | | | | | |
|---|-------------------|--|---|-------------------|--|--------------------------------|
| Numbers 1, 2, 3: Included from ME | | | Numbers: 4, 5: Included from MY CLASSMATE | | | |
| # | WORD | MEANING | SYNONYM | ANTONYM | SENTENCE | SPANISH |
| 1 | <i>Humble</i> | <i>When you do not think that you are important</i> | <i>Modest</i> | <i>Arrogant</i> | <i>Katty can play the guitar pretty well, but she's humble about it.</i> | <i>Humilde</i> |
| 2 | <i>Reliable</i> | <i>When you can believe in someone or something because they work in the way you want.</i> | <i>honest</i> | <i>unreliable</i> | <i>I don't want to tell her my secret. I think she is not reliable.</i> | <i>confiable</i> |
| 3 | <i>Indecisive</i> | <i>not good at making decisions</i> | <i>Undecided</i> | <i>Decisive</i> | <i>I'm not sure whether to go or not to the party. I am so indecisive.</i> | <i>Indeciso</i> |
| 4 | <i>Bring in</i> | <i>To make money</i> | <i>Earn</i> | --- | <i>Charlie brings in almost \$2000 per month. He's a doctor.</i> | <i>Producir / Hacer dinero</i> |
| 5 | <i>Avoid</i> | <i>To reject something or say 'No' to it.</i> | <i>evade</i> | <i>permit</i> | <i>You should avoid eating fast food. It's bad for your health.</i> | <i>Evitar</i> |

Author: Juan Carlos Silva

CLT TECHNIQUE #12

Name: What's on your Picture?

Learning Objective: To expand vocabulary by describing pictures and adding extra details to it.

Level: Any

Interaction: Groups of 5

Class Time: 30 minutes

Resources: Pictures, pencils and dictionaries

Procedure:

1. First, select an appealing picture to be described from the student book or from any other source such as the newspaper, a magazine, the internet, etc.
2. Stick the picture on the worksheet added to this technique and make copies of it for every student.
3. Distribute the copies to each learner and ask them to complete part A where they have to say 5 things about the picture to describe it. They can write sentences, phrases or merely words such as adjectives or nouns that help describe what they see on the picture. They are allowed to use their dictionaries if they do not know how to say something in English. Give them 5 minutes to complete task A.
4. When learners have finished doing task A, ask them to complete task B, where they have to use their imagination and creativity to add 1 extra detail to the picture. Encourage them to draw something related to what the picture represents. They just need to find a free space on the picture to draw their new detail. Tell them their drawing does not need to be perfect or artistic, but spur them to do their best. When they have added the new detail to the picture, they should write its corresponding name of what they just drew or represent. Again, allow them to use their dictionaries if needed. Give them another 5 minutes to do task B.
5. For task C, ask learners to make groups of five and sit together. In this task, they are required to share the information they wrote for tasks 1 and 2. For

task 1, they compare and see if they came up with the same ideas to describe the picture. For task 2, they share their extra details added to the picture. At the same time, they are asked to add their classmates' drawings to their own pictures so that at the end of the task they can have 5 extra details added to the original picture given by the teacher. Ask them not to forget labelling the drawings they copied from their partners. Give them around 15 minutes to accomplish this task.

6. Finally, ask students to share some of their ideas with the rest of the class based on what they originally had on the pictures and on what they added to them. You can ask one or two learners to pass to the board and draw the items they included on the picture given. The others say what those drawings display.

Variations: You can make students work either in groups or pairs. If they are working in pairs, when they have shared the information with their partners, ask them to find a new classmate to compare and share their ideas. You can ask learners to find 2 or 3 more partners to increase their vocabulary while sharing their ideas orally while describing the pictures.

Suggestions: Make sure the picture you selected is relevant for the class, eye-catching for the students, and have several things to be said while describing it. Also, when students are making their drawing on the picture, ask them not to make it too big so that they have enough space to copy their classmates' drawings. If more space is needed, they can use the back of the paper to draw and label the new items they are copying.

Success Indicator: Learners are able to describe pictures based on what they originally had on it and what they added to it while comparing the picture with other learners.

Evaluation: To evaluate the outcome of this technique, you can ask learners to individually describe the picture given on the worksheet using both the items already included on it and the one added by themselves as well as their classmates’.

PICTURE DESCRIPTION WORKSHEET

STICK THE PICTURE HERE

TASK A: Write five things to describe the picture. (Use words, phrases or sentences)

1. _____
2. _____
3. _____
4. _____
5. _____

TASK B: Draw a new detail on the picture and then say what it is on the line below.

1. _____

TASK C: Compare your picture descriptions with other classmates. Then add your classmates’ details to your own picture and say what they are on the lines below.

1. _____
2. _____
3. _____
4. _____

SAMPLE PICTURE DESCRIPTION WORKSHEET COMPLETED



TASK A: Write five things to describe the picture. (Use words, phrases or sentences)

1. *Eight people*
2. *It's about healthy*
3. *Clear sky and sunny*
4. *Fruit*
5. *Bicycles*

TASK B: Draw a new detail on the picture and then say what it is on the line below.

1. *A bird flying.*

TASK C: Compare your picture descriptions with other classmates. Then add your classmates' details to your own picture and say what they are on the lines below.

1. *A pineapple*
2. *Go swimming*
3. *Sheep*
4. *A hat to protect from the sun*

Adapted from: TESOL ESL Games

Author: Aviles (2016)

Technique: Speaking: Picture Description

CLT TECHNIQUES TO PRACTICE FUNCTIONS



Let's have a role-play!

CLT TECHNIQUE #13

Name: Communicating with Classroom Expressions

Learning Objective: To avoid using Spanish when students need to communicate with the teacher or classmates for asking or answering simple common questions or requests.

Level: Any

Interaction: Groups, pairs, student (s) to teacher or vice versa.

Class Time: 25 minutes

Resources: Chart of classroom expressions and dictionaries.

Procedure:

1. First, elicit some typical classroom expressions used in English class. You may want to write them on the board, or ask the students who suggested the expressions to write them on the board themselves.
2. Give each learner a copy of the handout for this technique. Right after that, read the 10 expressions and possible ways to respond to the students. Tell them that the words in parentheses are only examples. Provide and elicit other words for each case.
3. For number 11 to 15, encourage learners to come up with other expressions they think are necessary to include in the list. Similarly, ask them to suggest possible ways to respond to those expressions.
4. Once the 15 expressions are complete, let them practice pronunciation and intonation through having some drilling exercises.
5. Finally, allow learners to practice using the expressions in pairs by following the short sample dialogues found in the handout. Model the activity for them to better understand what they have to do. Ask them to practice using all the expressions and ways to respond accordingly. Also, they should be using their dictionaries to deal with some of the questions in the handout. Constantly monitor the activity to aid learners in possible questions, and to control proper interaction in English.
6. Have a few pairs demonstrate their dialogues with the rest of the class.

7. Ask learners to start memorizing the expressions so that in future classes, they do not need to use the handout in order to communicate naturally.

Variations: The procedure suggested above would be suitable mostly for the first time where the technique is being introduced, which would be preferably done the first day of class. For future classes, students should use the information given in this technique depending on their necessity. Expressions can be used at any time of the class, regardless of the topic they are learning or the level they belong to.

Suggestions: It is highly recommended that you require and encourage your students to try to communicate in English at all times in class. Ask them to use the expressions given. You exemplify and avoid using L1 in class. Consider using Spanish as your very last resource. Students will, sooner than later, get used to listening and communicating in English. The more they are exposed to the language, the faster they'll learn it.

Success Indicator: Students are able to communicate with the teacher and other classmates using classroom expressions.

Evaluation: To evaluate the outcome of this technique, informal assessment should be used where the teacher constantly observes how learners communicate using the classroom expressions given in every English class.

CHART OF CLASSROOM EXPRESSIONS

| COMMUNICATING WITH CLASSROOM EXPRESSIONS | |
|---|---|
| Classroom Expressions | Possible Ways to Respond |
| 1. What's the meaning of (<i>astounding</i>)? | That word / phrase means ... (<i>very surprising</i>) |
| 2. How do you say (<i>cartuchera</i>) in English? | In English, that word / phrase is ... (<i>pencil case</i>) |
| 3. How do you spell that word? | It's... (<i>p-e-n-c-i-l c-a-s-e</i>) <i>Repeat!</i> |
| 4. How do you pronounce this word? | It's (<i>'pensl keis/</i>) |
| 5. Is this OK / correct? | Yes, it is. It's correct! / No, there's a problem here. |
| 6. Can you check my homework, please? | Absolutely! / Yes, but it's late. / No, it's too late. |
| 7. Can you repeat that, please? | Yes, no problem! / Sure! |
| 8. Can you lend me your (<i>eraser</i>), please? | Sure! Here you are. / Of course! |
| 9. Can I improve my grade, please? | OK. What you have to do for next class is... |
| 10. Can you justify my absence, please? | Of course! / Sure, I can! |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| Short sample dialogue: Student-Teacher | Short sample dialogues: Student-Student |
| S: Teacher, can I improve my grade, please? I got 5 in the oral lesson. T: OK. What you have to do for next class is study more and retake the oral lesson. S: Thanks a lot, teacher! T: You're welcome! | S1: Hey Diego, can you lend me your eraser, please? S2: Sure! Here you are. S1: Thank you! S3: Excuse me Ale, what's the meaning of vain? S4: I'm not sure. Let's look it up in the dictionary. S3: Good idea! |

Author: Juan Carlos Silva

CLT TECHNIQUE #14

Name: Let's have a role-play!

Learning Objective: To let students use their English freely to communicate in real-life situations based on the roles given to each learner.

Level: Any

Interaction: Pairs or groups of 3

Class Time: 20 minutes to prepare and 20 to present

Resources: Role-cards, realia, and role-play rubric.

Procedure:

1. First, prepare the role-cards for each student. Specify who they are and what they have to do and say depending on their role. Only write down key ideas so that they can use their imagination and creativity to give more authenticity to the character.
2. Let students know they are going to have a role-play in small groups. If needed, explain what that word means so that they have an idea of what they are about to do.
3. Have students make groups of three and then give each learner a copy of the role-cards. They have to quickly decide what role they will take in each group.
4. Give a copy of the role-play rubric to each learner so that they know how they will be evaluated if you are considering giving them a grade. Specify what you will pay attention to such as use of language, fluency, timing, etc.
5. Let them work for some minutes to prepare for the role play. Be ready to help your students in language questions they might have.
6. Later, ask learners to perform their role plays for the entire class. In the meantime, take notes to give general and personalized feedback to each learner so that they know what they did right or wrong, and what or how to improve for the next time.
7. Give feedback based on the notes you took and on the criteria considered in the role-play rubric.

Variations: The number of students in each group will vary depending on how many characters you have planned to have for the role-play situation.

Suggestions: If you want your students to use realia to make their role-plays more realistic and appealing, you should allow them to perform the role-plays for the next class. Having more time to practice will also allow them to have a better oral performance.

Success Indicator: Learners are able to have a role-play following the roles given and their imagination to illustrate a real-life situation.

Evaluation: Use the following devised rubric to evaluate your students' performance during the role-play activity in an individual manner.

| ROLE-PLAY RUBRIC | | | | |
|---|--------------------------------------|--|--------------------------------------|---|
| Student's Name: _____ | | | Final Grade: _____/10 | |
| Criteria | Poor 0 pts | Fair 1pts | Good 1.5 pts | Excellent 2 pts |
| Fluency & Speech | Speaks very slowly and very little. | Speaks slowly and little. | Speaks normally and some times. | Speaks fluently and many times. |
| Pronunciation | Many words are mispronounced. | Some words are mispronounced. | A few words are mispronounced. | All words are correctly pronounced. |
| Grammar & Vocabulary | Many mistakes are made. | Some mistakes are made. | A few mistakes are made. | No mistakes are made. |
| Performance & Volume | No acting and very low voice volume. | Little acting and low voice volume. | Good acting and normal voice volume. | Great acting and high voice volume. |
| Creativity & Visual Material | Not creative and no visual material. | Somewhat creative and a bit of vis. mat. | Creative and some visual material. | Very creative and a lot of vis. material. |
| Comments: _____ _____ | | | | |

ROLE-CARDS

STUDENT A

Your role: DOCTOR

1. Politely receive your patient and ask him/her about his/her problem.
2. Tell your patient he/she's feeling sick because of the bad habits he/she has.
3. Suggest your patients practicing some healthy habits. Tell him/her what to do and not to do.
4. Charge for your medical service.
5. Finish the appointment by kindly saying good bye to your patient.

STUDENT B

Your role: PATIENT

1. You are in your bedroom feeling sick. Your stomach hurts, you feel dizzy, you are not OK.
2. Call your mother and tell her how terrible you feel right now.
3. At hospital, tell the doctor about your problem. Describe the unhealthy habits you have.
4. Ask your mother to pay the doctor.
5. Thank the doctor for the help provided. Tell him/her you will practice more healthy habits.

STUDENT C

Your role: PATIENT'S MOTHER

1. You are at home doing the chores. Go to your son/daughter's bedroom when he/she calls you.
2. Ask your son/daughter what the problem is. Show you feel very worried about him/her.
3. Quickly, take your son/daughter to the doctor to receive medical assistance.
4. Pay the doctor for his medical service.
5. Thank the doctor for the attention received and say good bye to him/her.

Adapted from: How To Teach Speaking

Author: Thornbury (2005, pag. 96)

Technique: Role-Play

CLT TECHNIQUE #15

Name: Group Debate

Learning Objective: To allow learners to express their ideas by defending his/her position in a debate toward a contentious topic.

Level: Any

Interaction: Groups of 5

Class Time: 20 minutes

Resources: Selected topics for the debate, role cards for each member of the group.

Procedure:

1. Prepare in advance a controversial topic for the debate. Make sure the topic selected goes according to the students' interests and is easy for them to come up with many ideas or arguments to defend their positions.
2. Number the students from 1 to 5. Then ask number 1's to sit together, 2's together, and so on. In each group, the four students should be facing each other: two at the left and two at the right, the other student should be sitting at the edge of the left and right classmates.
3. Tell the students they are going to have a debate. Make sure they understand this term by asking them questions to check prior knowledge and explaining to them how a debate is carried out.
4. Assign each member of every group a role for the debate. The two students at the left will be the opposers, the ones at the right will be proposers and the one in the middle will be the chairperson. Explain what they have to do for each role.
5. Give each learner a handout with some prompts and expressions that can be used during their oral performance so that they can better express themselves.
6. Give all the groups a contentious topic for them to start the debate. Give them two minutes to prepare their arguments. The chairperson should be the first one to talk, then each proposer and opposer should alternatively express their opinions saying good or bad things about the suggested topic.

7. When students have finished their debates in their small groups, ask one of the chairpersons to pass to the front and elicit some comments from the proposers and opposers made in each group. This can be done as a wrap-up phase of the activity.

Variations: If you want to extend the activity and make students take another role, ask learners to change positions in their groups. Once they have a new role, give them a new contentious topic to have the debate.

Suggestions: If a certain group finishes the debate a few minutes before the others, you can ask them to have another debate based on a new topic you give them in that moment. Encourage learners to take notes by writing key phrases or words so that they know what to say when it is their turn to speak. That will give more confidence and fluency at the moment of speaking.

Success Indicator: Learners are able to express their ideas towards a contentious topic through having a debate.

Evaluation: To evaluate the outcome of this technique, you can merely observe and appreciate the discussion of each while they are all interacting. You can use the rubric attached to assess the students' oral performance.

| DEBATE RUBRIC | | | | |
|--------------------------------------|---|--|--|--|
| Student's Name: _____ | | | Final Grade: _____/10 | |
| Criteria | Poor 0 pts | Fair 1pts | Good 1.5 pts | Excellent 2 pts |
| Respect for opposed arguments | Does not show respect to other arguments. | Shows some respect to other arguments. | Shows a lot of respect to other arguments. | Always respects other arguments |
| Arguments given | Irrelevant and unrelated to the topic. | Relevant and related to some extent. | Very important and quite related to the t. | Extremely important and totally related. |
| Organization & Clarity | Disorganized and unclear comments. | At times organized and clear ideas. | Mostly organized and clear ideas. | Always organized and clear ideas. |
| Use of Rebuttal | Does not address any opponent's arg. | Addresses a few opponent's arguments. | Addresses some opponent's arg. | Addresses many opponent's arg. |
| Role Execution | Does not defend his/her position. | Defends his/her position at times. | Mostly defends his/her position. | Defends his/her position at all times. |
| Comments: _____ _____ | | | | |

ROLE-CARDS FOR THE DEBATE

STUDENT A

Your role: CHAIRPERSON

1. Start the debate by welcoming the two proposers and opposers.
2. State the order of participation: one proposer then one opposer. Later, the second proposer and opposer.
3. Give each participant one minute for them to present their arguments.
4. Make a final decision of whom presented the best arguments: proposers or opposers. Explain why.

EXPRESSIONS YOU CAN USE IN YOUR ROLE

- Dear members of this debate, I want to say that...
- It's your turn to tell your argument. You have one minute to talk.
- Thank you very much for your comments. Now, let's go with...
- Based on what you all just said, I think that the best arguments came from...

STUDENTS B-C

Your role: PROPOSERS

1. Prepare the ideas for your first argument.
2. For the second time you have to speak, pay attention to what the opposer just said and reject his/her argument with your opposite ideas.
3. Try to be respectful at all times and do not interrupt the opposers' speech.

EXPRESSIONS YOU CAN USE IN YOUR ROLE

- In my opinion, I strongly believe that...
- Something important to mention is that...
- I don't agree with you on that because...
- I respect your point of view, but I think that...

STUDENTS D-E

Your role: OPPOSERS

1. Prepare the ideas for your first argument.
2. For the second time you have to speak, pay attention to what the proposer just said and reject his/her argument with your opposite ideas.
3. Try to be respectful at all times and do not interrupt the proposers' speech.

EXPRESSIONS YOU CAN USE IN YOUR ROLE

- In my opinion, I strongly believe that...
- Something important to mention is that...
- I don't agree with you on that because...
- I respect your point of view, but I think that...

Adapted from: How To Teach Speaking

Author: Thornbury (2005, pag. 102)

Technique: Role-Play

CLT TECHNIQUES TO PRACTICE SEVERAL SPEAKING SUBSKILLS



Running Dictation Contest

CLT TECHNIQUE #16

Name: Playing Cards to Practice English

Learning Objective: To rehearse several speaking sub-skills through carrying out what is established for each type of playing card.

Level: Any (Handouts attached for 2nd BACH - B1.1)









Interaction: Groups of 5

Class Time: 30 minutes

Resources: A deck of playing cards for each group, handout with game instructions and rules, and speaking cards in plastic bags.

Procedure:

1. First, work on the speaking cards before going class. To do so, consider the four design elements of playing cards and write their corresponding categories and tasks to do for each case. Also consider the four specific names that are given to the cards as opposed to the ones which have numbers. To make this clearer, follow the chart below:

| Design elements of playing cards | Tasks to do for each element |
|--|--|
| CLUBS  | Pick up a speaking card to answer a question |
| DIAMONDS  | Pick up a speaking card to read and spell a word |
| HEARTS  | Pick up a speaking card to give 5 examples of a category |
| SPADES  | Pick up a speaking card to correct the mistake in a sentence |
| ACE  | Gets two extra cards |
| JACK  | Miss a turn |
| QUEEN  | Just say 'Good Luck!' to the next player |
| KING  | Choose your favorite speaking card to talk |

Once you have written examples for each category (at least 10 for each one): questions to answer, key words to read and spell, examples for categories, and sentences to correct mistakes, then you are ready for step number two.

2. In class, have your students get in groups of preferably 5. Let them know they are going to practice some grammar, vocabulary, pronunciation, spelling of words and answer several questions to improve their oral skill.
3. Give the materials to each group: a deck of cards, the handout with the game rules and the speaking cards.
4. Ask them to organize the speaking cards on their desks so that they do not mix with other categories. They have to be faced down so that the students cannot see what it is written on each card. Then they will shuffle the deck of cards. For the first round, assign a student to do so and to pass 5 cards to each player.
5. Explain the rules of the game. Each learner has to throw a card they wish on the table one at the time. Depending on its design element, the student has to pick a speaking card and do the assigned activity written on it. When the task has been correctly done, the next player continues. If the group decides that a certain player did not do the task appropriately, that learner has to take back the card he/she just threw. The game is over when a player has been able to throw all his/her cards. Then, they may play again another round. Ask them to shuffle the playing cards as well as the speaking ones.
6. Ask the students to start playing the game following the rules just explained and written on the handout. At this point walk to each group to aid learners with possible doubts, to assure the game is being played properly, and to control learners are using the target language to communicate.
7. After playing, ask learners to organize the material provided and return it in the way it was given to them. All speaking cards must be in each corresponding plastic bag and the playing cards inside their box.





Variations: The number of players in each team may vary depending on how many learners you have in class, and how much time you want to invest in the activity. Similarly, the rules can always be modified, reduced or added as well as the activities assigned for the speaking cards.

Suggestions: You can assign roles to some players in each team. For example, select a strong language student in each group to be the leader so that he/she may help the rest of the players better understand and orally perform in the speaking tasks. This way the game will flow more smoothly. You can also assign another student to be the language controller. This player is in charge of making sure everyone interacts in English. Another player can make sure the rules of the game are being properly held.

Success Indicator: Learners are able to carry out the different language tasks assigned for each speaking card such as answering questions, spelling words, correcting mistakes in sentences and giving examples of specific vocabulary topics.

Evaluation: You can evaluate each learner while playing cards or afterwards using the same speaking cards utilized for the game. The learner has to pick up a card from each category and do what is required on it.

Handout: Game Rules

| GAME: Playing Cards to Practice English | |
|---|---|
| INSTRUCTIONS | RULES |
| <ol style="list-style-type: none"> 1. Organize the speaking cards on the desk. They have to be separated from each category and faced down. 2. One student shuffles the cards and gives five to each player. 3. The first player throws a card on the table and depending on the design element of the playing card, he/she performs the task assigned. 4. When this is done, the next player throws a card and follows the same process. 5. The game is over when a player has no cards with him/her. | <ol style="list-style-type: none"> 1. All players have to speak in English. If someone speaks Spanish, he/she will be given an extra playing card. 2. The speaking cards must be faced down so that none of the players can see what exactly is written on each card. 3. Each player has a maximum of 30 seconds to perform the speaking activity, or he/she will miss a turn. 4. If the answer provided was not correct or accepted by the group, that player has to take back the playing card he/she just threw. |
| Design elements of playing cards | Tasks to do for each element |
| CLUBS  | Pick up a speaking card to answer a question |
| DIAMONDS  | Pick up a speaking card to read and spell a word |
| HEARTS  | Pick up a speaking card to give 5 examples of a category |
| SPADES  | Pick up a speaking card to correct the mistake in a sentence |
| ACE A | Gets two extra cards |
| JACK J | Miss a turn |
| QUEEN Q | Just say 'Good Luck!' to the next player |
| KING K | Choose your favorite speaking card to talk |

SPEAKING CARDS (Based on the book B1.1 for 2nd BACH)

| QUESTIONS | GIVE 5 EXAMPLES |
|---|------------------------|
| What would you do if you were a rich person? | Irregular verbs |
| How often do you play basketball? | Sections of the newsp. |
| What's something you have never done? | Idioms |
| What did you do yesterday? | Healthy habits |
| What do you do when you get a bad grade? | Unhealthy habits |
| What's the meaning of 'awesome'? | Natural resources |
| Can you make a sentence using 'where'? | Phrasal verbs |
| What do you enjoy doing in your free time? | Means of communic. |
| What do you know about your favorite celebrity? | Amazing things to do |
| What does 'grinning from ear to ear' mean? | Difficult situations |

| CORRECT THE MISTAKE | WORD TO READ & SPELL |
|---|-------------------------|
| The National Anthem was written for Juan L. Mera. | Unbelievable |
| Julio has never ate sushi. | Awesome |
| Lucy might have was sick yesterday. | Astonishing |
| He is the man where helped me cross the street. | Journalist |
| I haven't finished to do my homework yet. | Renewable |
| When I was a child, I used to played with dolls. | Indecisive |
| We are playing now, don't we? | Fireworks |
| Michael said he will arrive tomorrow. | Rappelling |
| I wish I am at the beach now. | Musician |
| They would had won if they had trained more. | |

Author: Juan Carlos Silva

CLT TECHNIQUE #17

Name: Reading a Dialogue

Learning Objective: To practice fluency and proper pronunciation through reading a dialogue found in the coursebook.

Level: Any

Interaction: Pairs

Class Time: 20 minutes

Resources: Coursebook, board, markers and pencils.

Procedure:

1. First of all, choose a dialogue from the coursebook you want your students to rehearse. Tell them they will be practicing the dialogue for a few minutes.
2. In the classroom, play the audio from that dialogue twice so that learners can listen to it and identify intonation patterns, pronunciation, and fluency.
3. While listening to the audio, ask your students to underline or circle words that are difficult for them to pronounce so that later those words can be emphasized for good practice.
4. Write on the upper part of board “Difficult Words To Pronounce” and encourage the students to go to the board and write one or two words that are complicated for them to read. There should be at least ten words written on the board.
5. Let students practice the correct pronunciation of those words. You read them one by one and ask the students to listen and repeat at least three times for each word.
6. Later, ask your students to get in pairs to practice the complete dialogue. Each student takes a role and reads his/her part fluently and with clear pronunciation. In the meantime, you walk round the classroom to monitor the activity. Some pairs in particular may need your help to check proper pronunciation of a few words.

7. After a few minutes, draw the learners' attention and ask them to change roles in the dialogue. Similarly, walk around the classroom to monitor the activity.
8. At the end, ask a few pairs to read the dialogue for the entire class. At this point, students should be able to read it fluently and with correct pronunciation since they have had a lot of practice reading the dialogue.

Variations: For further practice of the dialogue, you may want to ask your students to work with other classmates to form new pairs specially when changing roles. If you want to extend this technique with advanced learners, you could ask them to memorize the dialogue and say it to the class with no books. Students can be even asked to change some particular words in the text such as names or adjectives to make the dialogue more personalized.

Success Indicator: Students are able to read the dialogue in pairs fluently, with accurate pronunciation and intonation.

Suggestions: If the dialogue you chose does not have audio, model it by reading with another student who you believe is one of the most advanced learners in the class. Another suggestion is to play background music while students are talking; this gives them more confidence when interacting as they do not feel intimidated of being heard. Similarly, identify pairs that are struggling a lot with pronunciation, intonation or fluency so that you can give them more support and personalized practice.

Evaluation: You consider the following criteria to grade your students' performance through a rubric.


RUBRIC FOR READING A DIALOGUE

Student's Name: _____ **Final Grade:** _____/10

| Criteria | Poor 0 pts | Fair 1pts | Good 1.5 pts | Excellent 2 pts |
|------------------------|--|-------------------------------------|--|-------------------------------------|
| Fluency | Reads very slowly and makes many pauses. | Reads slowly and makes some pauses. | Reads normally and makes a few pauses. | Reads fluently with no pauses. |
| Pronunciation | Many words are mispronounced. | Some words are mispronounced. | A few words are mispronounced. | All words are correctly pronounced. |
| Intonation | Is not natural at all. | Is natural at times. | Is mostly natural. | Is natural all the time. |
| Sentence Stress | Many mistakes in stress. | Some mistakes in stress. | A few mistakes in stress. | No mistakes in stress. |
| Volume | Reads with very low volume. | Reads with low volume. | Reads with good volume. | Reads with high volume. |

Comments:

Dialogue (Book B1.1 for 2nd BACH, unit 2, page 22)



2. Read and listen to the conversation. Then, check ✓ the correct options in the box below.

Useful Expressions

- Use **I know!** to show agreement with what someone says.
- Use **I guess** to express your opinion about something you are not sure about.

Jason: Hi, Alan. I'm glad you came to my Granny's Birthday party.

Alan: Thanks for the invitation. Is she really going to be 100 years old?

Jason: Yes, and look at her! She's not sedentary, instead she is very active!

Alan: I know! She has lots of energy. She **must have slept** all day long!

Jason: Well, she didn't. It **could have been** because she took a 30 minutes nap this afternoon. But she sleeps very well at night.

Alan: And, she is thin and fit. She **must have eaten** low-fat foods all of her life!

Jason: Yes. Her diet has always included steamed fish, grilled meat, and olive oil.

Alan: Wow! She has had a very healthy diet. She **might never have eaten** fatty food, I guess.

Jason: Well, she doesn't like junk food. She prefers lots of veggies and fruit.

Alan: What about drinks? Does she drink sodas and coffee?

Jason: Not really. She prefers to drink water and fruit-flavored yogurt or fresh juice.

Alan: I guess she **might never have smoked**, right?

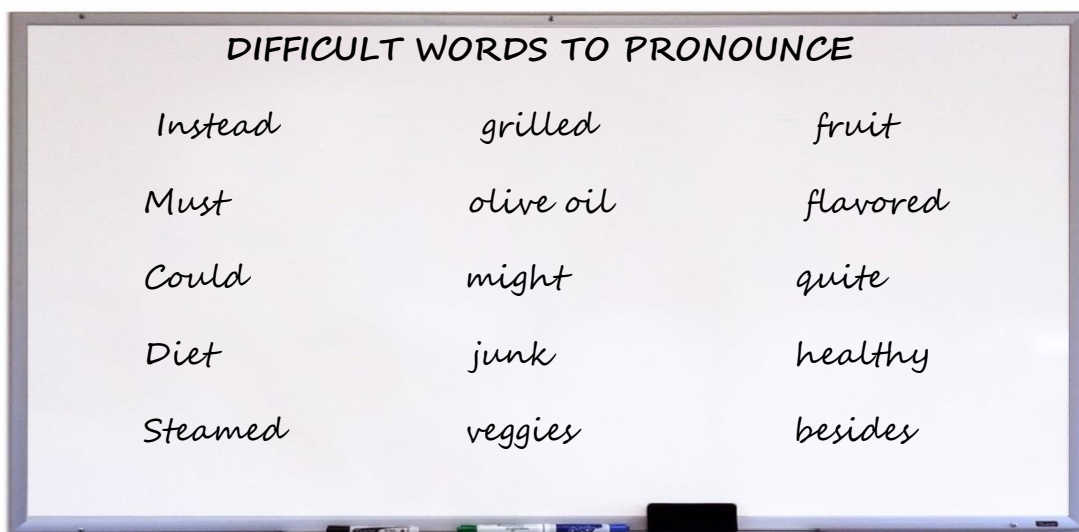
Jason: You're right. She hates smoking and she has never been drunk. Besides, she loves exercising. She walks the dog every day!

Alan: And she looks quite relaxed! Has she ever felt stressed?

Jason: Well, as you can see, she is always in a good mood and nothing makes her feel angry.

Alan: Gee! Now I see... Having such a healthy lifestyle must have prevented her from getting

Possible words students might find difficult to pronounce



Adapted from: How To Teach Speaking

Author: Thornbury (2005, pag. 72)

Technique: Dialogues

CLT TECHNIQUE #18

Name: Board Game

Learning Objective: To practice several speaking subskills through playing a board game.

Level: Any

Interaction: Groups of 4

Class Time: 25 minutes

Resources: Board game, dice, counters.

Procedure:

1. First, complete the board game template using information you want your students to practice. You can consider several subskills such as grammar, vocabulary, pronunciation, fluency, and others.
2. Make copies of the board game for each learner and have a dice for each group.
3. Allow the students to form groups of 4 and then give the board game to every student and a dice to each group. Each student needs to have a counter (explain what that word means).
4. Explain how the game works. Also, ask them to read the rules of the game on the paper so that they know how to proceed.
5. Model the game with a pair of examples so that students visualize how to play the game.
6. Choose an advanced language student in each group to be the leader in order to guide the game.
7. Let them play the game for around 20 minutes. In the meantime, walk from group to group to make sure they are playing the game appropriately.
8. The game is over when a student gets to the 'FINISH' square.

Variations: Depending on what your objective is and what subskill you want to rehearse, you may focus on a particular topic rather than on several ones. The



number of students in each group may also vary depending on the total number of learners in the class, and the time you have planned to invest in the activity.

Suggestions: Try to give more assistance to those groups whose members or players are weak in English. Allow them to use their dictionaries in case they do not know how to say something or do not understand a particular word on the board game. And consider playing background music while students are playing the game.



Success Indicator: Learners are able to properly carry out the speaking activities assigned in the game.

Evaluation: You could evaluate your students' performance in the activity through giving them individual oral lessons. Just ask them a few questions from the board game at random.

BOARD GAME TEMPLATE

| | | | | | |
|---|--|--|--|--|---------------------------------------|
| <div style="border: 2px solid black; padding: 10px; background-color: #fff9c4;"> <h3 style="margin: 0;">BOARD GAME</h3> <p style="text-align: center; margin: 5px 0;"><u>RULES</u></p> <ol style="list-style-type: none"> 1) If a player speaks Spanish, he/she misses a turn. 2) Put all your counters on the 'START' square. 3) First player rolls the dice and moves the counter accordingly. 4) Do what it says in the square you moved to. 5) If the activity isn't correctly done, you go back to the square you were before. 6) Next player continues in the same way as the previous player. 7) The game is over when a player gets to the 'FINISH' square. </div> |  | Spell this word without looking at it: _____ | Spell this word without looking at it: _____ | <div style="background-color: #4a7ebb; color: white; padding: 5px; font-weight: bold;">Miss One Turn</div> | Give 5 examples of: _____ _____ |
| | Give 5 examples of: _____ _____ | Talk for 1 minute about: _____ _____ | <div style="background-color: #808080; color: white; padding: 5px; font-weight: bold;">Move Back 3 Spaces</div> | | |
| | <div style="background-color: #4a7ebb; color: white; padding: 5px; font-weight: bold;">Miss One Turn</div> | Correct the mistake: _____ _____ | <div style="background-color: #4f7942; color: white; padding: 5px; font-weight: bold;">Super Skip Move Ahead</div> | Correct the mistake: _____ _____ | |
| | Complete this sentence with your ideas: _____ _____ | Complete this sentence with your ideas: _____ _____ | <div style="background-color: #e67e22; color: white; padding: 5px; font-weight: bold;">Oh No! Go Back to Start</div> | | |
| | Complete this sentence with your ideas: _____ _____ | <div style="background-color: #e67e22; color: white; padding: 5px; font-weight: bold;">Sorry! Go back to this square</div> | Complete this sentence with your ideas: _____ _____ | | |
| | <div style="background-color: #76b82a; color: white; padding: 5px; font-weight: bold;">Move Ahead 2 Spaces</div> | Read this word 5 times with correct pronunciation: _____ _____ | <div style="background-color: #4a7ebb; color: white; padding: 5px; font-weight: bold;">Miss One Turn</div> | | |
| | Talk for 1 minute about: _____ _____ | Correct the mistake: _____ _____ | Read this word 5 times with correct pronunciation: _____ _____ | | |
| | Answer this question: _____ _____ | <div style="background-color: #76b82a; color: white; padding: 5px; font-weight: bold;">Move Ahead 2 Spaces</div> | Talk for 1 minute about: _____ _____ | | |
| | <div style="background-color: #808080; color: white; padding: 5px; font-weight: bold;">Move Back 2 Spaces</div> | Spell this word without looking at it: _____ _____ | Give 5 examples of: _____ _____ | <div style="border: 2px solid red; padding: 5px; background-color: #fff9c4;"> <div style="background-color: red; color: white; padding: 2px; font-weight: bold; text-align: center;">FINISH</div>  <div style="text-align: center; font-size: small;">Very Good</div> <div style="background-color: red; color: white; padding: 2px; font-weight: bold; text-align: center;">WINNER!</div> </div> | |

BOARD GAME HANDOUT FOR 2nd BACH (B1.2)

| | | | | | |
|---|---|---|---|---|--|
| <div style="border: 2px solid black; padding: 10px; background-color: #fff9c4;"> <h3 style="margin: 0;">BOARD GAME</h3> <p style="margin: 5px 0;"><u>RULES</u></p> <ol style="list-style-type: none"> 1) If a player speaks Spanish, he/she misses a turn. 2) Put all your counters on the 'START' square. 3) First player rolls the dice and moves the counter accordingly. 4) Do what it says in the square you moved to. 5) If the activity isn't correctly done, you go back to the square you were before. 6) Next player continues in the same way as the previous player. 7) The game is over when a player gets to the 'FINISH' square. </div> |  | Spell this word without looking at it: Astonishing | Spell this word without looking at it: Anxiety | Miss One Turn | Give 5 examples of: Means of communication |
| | Give 5 examples of Healthy Habits | Talk for 1 minute about: Your Daily Routine | Move Back 3 Spaces | | |
| | Miss One Turn | Correct the mistake I have was to Spain two times. | Complete this sentence with your ideas: Super Skip Move Ahead | Correct the mistake: Julio is a doctor, doesn't he? | |
| | Complete this sentence with your ideas: In my free time, I enjoy... | Complete this sentence with your ideas: If I were a rich person, I... | Oh No! Go Back to Start | | |
| | Move Ahead 2 Spaces | Read this word 5 times with correct pronunciation: Awesome | Complete this sentence with your ideas: I wish I had... | | |
| | Talk for 1 minute about: Your favorite celebrity | Correct the mistake: I enjoy to play basketball. | Miss One Turn | | |
| | Answer this question: What can people do to protect the environment? | Move Ahead 2 Spaces | Read this word 5 times with correct pronunciation: Fireworks | | |
| | Move Back 2 Spaces | Spell this word without looking at it: Procrastination | Give 5 examples of: Difficult Situations | Talk for 1 minute about: Things you did last weekend. | |
| | | | |  | |

CLT TECHNIQUE #19

Name: Running Dictation Contest

Learning Objective: To practice target grammar and vocabulary as well as the four language skills altogether through having an interactive speaking activity.

Level: Any

Interaction: Pairs

Class Time: 20 minutes

Resources: Sentence strips and scotch tape.

Procedure:

1. First, prepare the sentence strips in advance before you go to class. The sentences should not be too long, but should entail the grammar and vocabulary you want them to practice.
2. Ask all learners to move away their desks and put them next to the room walls.
3. Have students get into A/B pairs.
4. Write on the board the role for each student: A= RUNNER, and B=WRITER. Ask students A to sit down on the desks that are on the left side of the classroom. They need to have a pen and a sheet of paper to copy the information students B will dictate to them. Ask the writers to first jot down their names (A+B) at the top of the paper. Students B are required to stand up in front of their partners A accordingly. There should be a few centimeters of distance between A and B partners.
5. Tell students B you will stick 5 slips of paper on the other side of the classroom separately. Each paper has a written sentence on it. Students B must run to read all the 5 sentences written on those papers and come back to students A to dictate them to their partners. Runners can go to read the papers as many times as they need if they do not remember the complete sentence in one time. Tell them that order is not important, but they need to make sure they have dictated the 5 sentences to their partners A.

6. Point out that the runners are not allowed to write down anything, or even take pictures. They have to try to memorize or remember what they just read. Runners must speak clearly and slowly so that writers can copy the sentences correctly. Also, tell them it is their responsibility to make sure their writers are not making mistakes at the moment of writing. There should be correct spelling, capitalization and punctuation. Writers can ask for repetition to confirm what they heard and avoid making mistakes when copying the sentences.
7. As this is a contest, let them know that the first 5 pairs to finish will get extra credit as long as there are no mistakes in the sentences.
8. When the instructions and rules of the contest are clearly explained, let the CLT technique take its place. Meanwhile, constantly observe all students to make sure they are not cheating and are interacting in the target language.
9. When students have finished dictating and copying their sentences, they should give you the paper to check if their job was properly done.

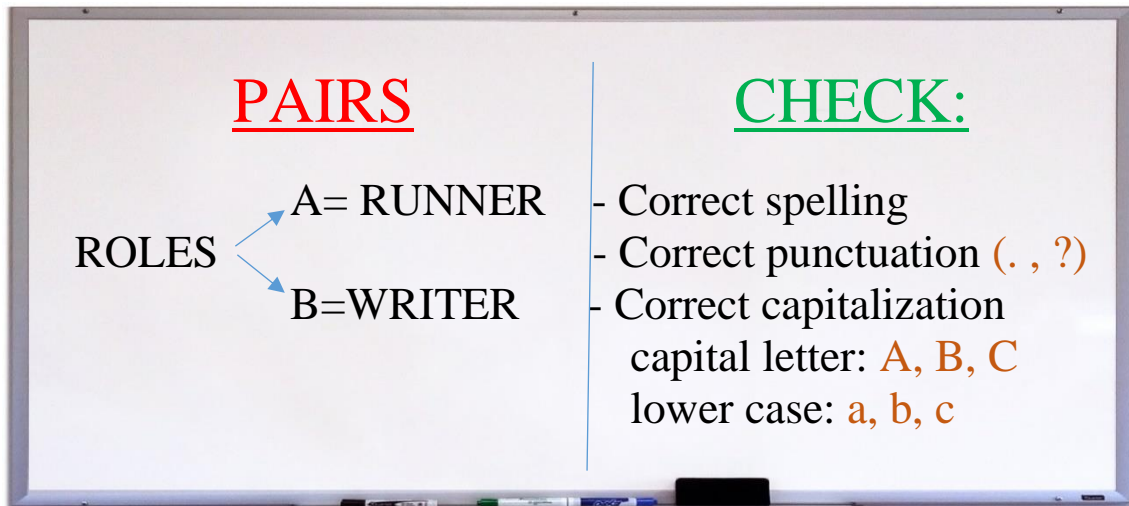
Variations: If you have enough space and good weather condition, you may want to take your students outdoors to carry out the activity. Another variation can be made with the number of sentences. Also, regarding the prize, you can give them extra credit or any other small reward such as a candy to each winner, less homework, etc.

Suggestions: For the second round, ask learners to change roles so they both practice being the writer and runner. Also, it is a good idea that you make the pairs so that students are mixed up between weak and strong language learners. Otherwise, the more advanced students will always finish first.

Success Indicator: Learners are able to dictate and copy sentences correctly through having a clear interaction during the activity.

Evaluation: You could evaluate your students' oral performance in the activity through giving a grade to the paper where students wrote the sentences. This can be the evidence of proper pronunciation and interaction to accomplish the written task.

What to write on the board



POSSIBLE SENTENCE STRIPS: 2nd BACH (B1.1, unit 2)

FIRST ROUND

Andrea might have travelled to Quito.

She must have slept all day.

His parents might not have given him permission.

They must have won the competition.

Darla could have had an accident.

SECOND ROUND

Alex must not have slept well last night.

He could have done a lot of exercise.

She might not have passed the final exam.

They might have gone to a party.

She might have never eaten fatty foods.

Adapted from: English For Asia

Author: Gordon (2010)

Technique: Running Dictation

CLT TECHNIQUE #20

Name: Giving an Appealing Presentation

Learning Objective: To help learners develop several speaking subskills by requiring them to give a presentation based on a real-life topic that is relevant to them.

Level: Any

Interaction: Groups of three or four

Class Time: 40 minutes

Resources: Pictures, posters, realia and other visual material to give the presentation.

Procedure:

1. First, ask learners to prepare a presentation about a particular topic you have chosen. Ask them to work in groups of three or four and to prepare the material for their presentation. Ask them to include or create any type of visual material such as pictures, drawings, photos, collages, posters, real objects, etc. to make their speech more entertaining and attractive for the audience. Give them a few days to prepare for it.
2. Have students choose a leader from each group and tell them they will be the ones guiding their own groups during the preparation for their oral presentations.
3. Distribute a copy of the oral presentation rubric included in this technique to each learner and tell them they will be evaluated based upon the criteria found on that rubric. Let them know that the grade will be for the group so that they must work cooperatively to do a good job in order to get a good grade.
4. On the day of the presentations, ask each group to find a place on any of the four walls of the classroom to prepare the visual material for their presentations. Give them 5 minutes to do so.
5. Once everybody is ready, tell them they will be giving their presentations into two groups. The groups on the right will start at the same time and will

have around 15 minutes to give their presentations. The groups from the left will be their audience and they can split themselves to go to any group they want to listen to as long as all groups have some students as their audience. The students taking part as the audience are allowed to ask questions to the presenters.

6. Before the groups start talking, give the audience students two copies of the rubric so that they can also evaluate their classmates while they are listening. Ask them to write comments for each group they have visited so that they receive feedback not only from the teacher, but also from their classmates.
7. When the first groups have finished talking for 15 minutes, change roles. Students who gave the presentations will now be the audience and the ones who did not, will now speak. Similarly, give each learner two copies of the rubric for them to evaluate the groups they visited and 15 minutes for the presenters to talk.
8. At the end, give learners some general encouraging feedback based on their oral performance so that they know what was well done and what they can improve.

Variations: Depending on whether you have more time available for this activity, you can ask learners to give their presentations individually, rather than in groups. Likewise, you can evaluate this technique by using a rubric for each learner.

Suggestions: Make sure all students are actively involved in the activity. Check that all learners have completed the rubric and written some comments for the groups they visited while they were part of the audience.

Success Indicator: Learners are able to work cooperatively to give a good presentation paying attention to the successful accomplishment of the criteria found on the rubric.

Evaluation: To evaluate this technique, use the following oral presentation rubric:

| ORAL PRESENTATION RUBRIC | | | | |
|------------------------------------|--|--|--|---|
| Student's Names: _____ | | | Final Grade: _____/10 | |
| Criteria | Poor 0 pts | Fair 1pts | Good 1.5 pts | Excellent 2 pts |
| Visual Material | No visual material. | Not very attractive. | Attractive. | Very attractive. |
| Information Presented | Not clear or organized | Sometimes clear and organized. | Usually clear and organized. | Always clear and organized. |
| Grammar and Vocabulary | Many mistakes are made. | Some mistakes are made. | A few mistakes are made. | No mistakes are made. |
| Fluency and Pronunciation | Speaks very slowly with bad pronunciation. | Speaks slowly with acceptable pronunciation. | Speaks fluently with good pronunciation. | Speaks very fluently with excellent pron. |
| Eye Contact and Volume | No eye contact and very low volume. | Some eye contact and low volume. | Good eye contact and volume. | Very good eye contact and high volume. |
| Comments: _____ _____ | | | | |

Adapted from: How To Teach Speaking
Author: Thornbury (2005, pag. 94)
Technique: Presentations

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6.8 Administration of The Proposal

The execution of this proposal is expected to start the last week of February, 2018 and finish the same year in the last week of March. These dates align with the time established for the first partial of the second semester of the school year 2017/2018. All the phases, activities and more details about how the proposal will be carried out are mentioned in the operating model included above.

6.9 Evaluation of The Proposal

In order to monitor the proper execution of the proposal, the following evaluation plan will be considered and followed:

Table N°: 28: Evaluation of The Proposal
(Herrera, Medina, & Naranjo, 2010)

| BASIC QUESTIONS | EXPLANATION |
|----------------------------|--|
| 1. What to evaluate? | The execution of the proposal. |
| 2. Why to evaluate? | To see the level of acceptance and reliability of the proposal. |
| 3. For what to evaluate? | To verify the efficacy of the proposal and see if the techniques proposed indeed help the development of the speaking skill. |
| 4. With what criteria? | Pertinence, coherence and effectiveness. |
| 5. Indicators | Quantitative and qualitative |
| 6. Who evaluates? | The author of the proposal and English teachers |
| 7. When to evaluate? | During the time assigned on the operating model. |
| 8. How to evaluate? | Through observation, oral quizzes, conversations. |
| 9. Information sources? | People, documents, books, websites. |
| 10. With what to evaluate? | Evaluation forms, written and oral feedback. |

Source: Handbook and Research Book

Made by: Juan Carlos Silva

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ANNEXES

ANNEX 1: OFFICIAL LETTER FOR RESEARCH AUTHORIZATION

Ambato, 15 de mayo de 2017

Dr. Mario Cevallos

RECTOR

UNIDAD EDUCATIVA "AMBATO"


Presente

De mi consideración:

Yo **Juan Carlos Silva Valencia** con CI. **1804377065**, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Ambato, solicito muy comedidamente se digne en otorgar el respectivo permiso para realizar mi investigación de tesis la cual tiene como tema: "**COMMUNICATIVE LANGUAGE TEACHING TECHNIQUES FOR ENRICHING THE SPEAKING SKILL IN HIGH SCHOOL STUDENTS**".

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,


Lic. Juan Carlos Silva
DOCENTE DE INGLÉS



ANNEX 2: STUDENT SURVEY



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Encuesta Dirigida A Estudiantes De La Unidad Educativa Ambato

Objetivo: Investigar como las técnicas de enseñanza del lenguaje comunicativo ayudan a optimizar la destreza oral del idioma inglés en los estudiantes de Segundo de Bachillerato de la Unidad Educativa Ambato.

Instrucciones:

A continuación, se presenta una serie de enunciados relacionados con el uso de técnicas de enseñanza del lenguaje comunicativo y el desarrollo de la destreza oral del idioma inglés. Por favor, indique el grado en que está de acuerdo o en desacuerdo con cada una de las frases, haciendo una cruz en la casilla que corresponda.

| CUESTIONARIO | 1 Siempre | 2 Casi siempre | 3 Algunas veces | 4 Casi Nunca | 5 Nunca |
|--|--------------|----------------------|--------------------|--------------------|------------|
| 1. Considero que la comunicación oral en inglés es la más efectiva y frecuente para comunicarse en situaciones de la vida real. | | | | | |
| 2. Aprendo inglés de mejor manera en actividades de interacción ya sea en grupos o parejas (conversaciones, diálogos, dramatizaciones). | | | | | |
| 3. Mi profesor realiza actividades para practicar la comunicación oral en inglés. | | | | | |
| 4. Me gusta las actividades que mi profesor utiliza para fomentar la comunicación oral en inglés. | | | | | |
| 5. Las actividades que se hacen en clase permiten principalmente desarrollar mi comunicación oral en inglés. | | | | | |
| 6. Mi profesor me dice que hice bien o mal y que debo mejorar después de mi intervención oral en inglés. | | | | | |
| 7. Las actividades desarrolladas en clase se enfocan más en la comunicación oral que en la explicación gramatical. | | | | | |
| 8. Puedo entender y comunicarme en inglés de manera oral sin mayor dificultad. | | | | | |
| 9. El profesor me motiva a hablar y comunicarme en inglés dentro y fuera del aula de clases. | | | | | |
| 10. El profesor nos da instrucciones claras, pautas necesarias y el tiempo suficiente para desarrollar las actividades de interacción asignadas. | | | | | |

GRACIAS POR SU VALIOSA COLABORACIÓN

ANNEX 3: TEACHER SURVEY



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Encuesta Dirigida A Docentes De La Unidad Educativa Ambato

Objetivo: Investigar como las técnicas de enseñanza del lenguaje comunicativo ayudan a optimizar la destreza oral del idioma inglés en los estudiantes de Segundo de Bachillerato de la Unidad Educativa Ambato.

Instrucciones:

A continuación, se presenta una serie de enunciados relacionados con el uso de técnicas de enseñanza del lenguaje comunicativo y el desarrollo de la destreza oral del idioma inglés. Por favor, indique el grado en que está de acuerdo o en desacuerdo con cada una de las frases, haciendo una cruz en la casilla que corresponda.

| CUESTIONARIO | 1 Siempre | 2 Casi siempre | 3 Algunas veces | 4 Casi Nunca | 5 Nunca |
|--|--------------|----------------------|-----------------------|--------------------|------------|
| 1. Considero que la comunicación oral en inglés es la más efectiva y frecuente para comunicarse en situaciones de la vida real. | | | | | |
| 2. Creo que mis estudiantes aprenden el inglés de mejor manera cuando trabajan en actividades de interacción ya sea en grupos o parejas (conversaciones, diálogos, dramatizaciones). | | | | | |
| 3. Realizo actividades para practicar la comunicación oral en inglés. | | | | | |
| 4. Creo que a mis estudiantes les gusta las técnicas que utilizo para fomentar la comunicación oral en inglés. | | | | | |
| 5. Las actividades que realizo en clase permiten principalmente desarrollar la comunicación oral en inglés de los estudiantes. | | | | | |
| 6. Les digo a mis estudiantes que hicieron bien o mal y qué deben mejorar después de su intervención oral en inglés. | | | | | |
| 7. Las actividades desarrolladas en clase se enfocan más en la comunicación oral que en la explicación gramatical. | | | | | |
| 8. Considero que mis estudiantes pueden entender y comunicarse en inglés de manera oral sin mayor dificultad. | | | | | |
| 9. Motivo a mis estudiantes a hablar y comunicarse en inglés dentro y fuera del aula de clases. | | | | | |
| 10. Doy instrucciones claras, pautas necesarias y el tiempo suficiente para desarrollar las actividades de interacción asignadas. | | | | | |

GRACIAS POR SU VALIOSA COLABORACIÓN

ANNEX 4: VALIDATION OF SURVEYS BY EXPERTS



**UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO**

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACIÓN (Encuesta a Docentes)

| Items | A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados | | Observaciones | B. Calidad técnica y representatividad | | | | Observaciones | C. Lenguaje | | Observaciones |
|----------------------------|---|---------------------|-----------------------------------|--|-----------|-------------|--|---------------|--------------|----------------|---------------------------------|
| | Pertinencia (P) | No Pertinencia (NP) | | Optima (O) | Buena (B) | Regular (R) | Deficiente (D) | | Adecuado (A) | Inadecuado (I) | |
| 1 | ✓ | | | ✓ | | | | ✓ | | | |
| 2 | ✓ | | | ✓ | | | | ✓ | | | |
| 3 | ✓ | | | ✓ | | | | ✓ | | | |
| 4 | ✓ | | | ✓ | | | | ✓ | | | |
| 5 | ✓ | | | ✓ | | | | ✓ | | | |
| 6 | ✓ | | | ✓ | | | | ✓ | | | |
| 7 | ✓ | | | ✓ | | | | ✓ | | | |
| 8 | ✓ | | | ✓ | | | | ✓ | | | |
| 9 | ✓ | | | ✓ | | | | ✓ | | | |
| 10 | ✓ | | | ✓ | | | | ✓ | | | |
| Datos del Validador | | | Mg. Christian Luis Parede Jiménez | | | | 1803745627 | | | | <i>Christian Parede Jiménez</i> |
| | | | Apellidos y Nombres | | | | Nº de cédula | | Firma | | |
| | | | Profesor Universitario UTA | | | | Profesor de Inglés del Centro de Idiomas | | 17-05-2017 | | |
| | | | Profesión | | | | Cargo | | Fecha | | Teléfono |


(Universidad Central del Ecuador, 2017)



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACIÓN (Encuesta a Estudiantes)

| Items | A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados | | Observaciones | B. Calidad técnica y representatividad | | | | Observaciones | C. Lenguaje | | Observaciones |
|---------------------|---|---------------------|------------------------------------|--|--|-------------|----------------|---------------|--|----------------|---------------|
| | Pertinencia (P) | No Pertinencia (NP) | | Optima (O) | Buena (B) | Regular (R) | Deficiente (D) | | Adecuado (A) | Inadecuado (I) | |
| 1 | ✓ | | | ✓ | | | | | ✓ | | |
| 2 | ✓ | | | ✓ | | | | | ✓ | | |
| 3 | ✓ | | | ✓ | | | | | ✓ | | |
| 4 | ✓ | | | ✓ | | | | | ✓ | | |
| 5 | ✓ | | | ✓ | | | | | ✓ | | |
| 6 | ✓ | | | ✓ | | | | | ✓ | | |
| 7 | ✓ | | | ✓ | | | | | ✓ | | |
| 8 | ✓ | | | ✓ | | | | | ✓ | | |
| 9 | ✓ | | | ✓ | | | | | ✓ | | |
| 10 | ✓ | | | ✓ | | | | | ✓ | | |
| Datos del Validador | | | Mg. Christian Luis Sorales Jiménez | | 1803745627 | | | |  Firma 0984874267 Fecha | | |
| | | | Profesor Universitario UTA | | Profesor de Inglés del Centro de Idiomas | | | | | | |
| | | | Profesión | | Cargos | | Nº de cédula | | Telefono | | |

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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACIÓN (Encuesta a Docentes)

| Items | A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados | | Observaciones | B. Calidad técnica y representatividad | | | | Observaciones | C. Lenguaje | | Observaciones | |
|---------------------|---|---------------------|---------------------------------|--|------------------------|-------------|----------------|---------------|---------------|----------------|---------------|--|
| | Pertinencia (P) | No Pertinencia (NP) | | Optima (O) | Buena (B) | Regular (R) | Deficiente (D) | | Adecuado (A) | Inadecuado (I) | | |
| 1 | ✓ | | | | | | | | ✓ | | | |
| 2 | ✓ | | | | | | | | ✓ | | | |
| 3 | ✓ | | | | | | | | ✓ | | | |
| 4 | ✓ | | | | | | | | ✓ | | | |
| 5 | ✓ | | | | ✓ | | | | ✓ | | | |
| 6 | ✓ | | | | | | | | ✓ | | | |
| 7 | ✓ | | | | | | | | ✓ | | | |
| 8 | ✓ | | | | | | | | ✓ | | | |
| 9 | ✓ | | | | | | | | ✓ | | | |
| 10 | ✓ | | | | | | | | ✓ | | | |
| Datos del Validador | | | Puma Terán Gustavo Vinicio MSc. | | 170 820 560 2 | | | | Gustavo Terán | | | |
| | | | Apellidos y Nombres | | Nº de cédula | | Firma | | | | | |
| | | | Docente | | Docente Idiomas-Inglés | | | | 14/05/17 | | 0996641736 | |
| | | | Profesión | | Cargo | | Fecha | | Teléfono | | | |

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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACIÓN (Encuesta a Estudiantes)

| Items | A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados | | Observaciones | B. Calidad técnica y representatividad | | | | Observaciones | C. Lenguaje | | Observaciones |
|---------------------|---|---------------------|---------------------------------------|--|-----------------------------|-------------|----------------|---------------|---------------|----------------|---------------|
| | Pertinencia (P) | No Pertinencia (NP) | | Optima (O) | Buena (B) | Regular (R) | Deficiente (D) | | Adecuado (A) | Inadecuado (I) | |
| 1 | ✓ | | | ✓ | | | | | ✓ | | |
| 2 | ✓ | | | ✓ | | | | | ✓ | | |
| 3 | ✓ | | | ✓ | | | | | ✓ | | |
| 4 | ✓ | | | ✓ | | | | | ✓ | | |
| 5 | ✓ | | | ✓ | ✓ | | | | ✓ | | |
| 6 | ✓ | | | ✓ | | | | | ✓ | | |
| 7 | ✓ | | | ✓ | | | | | ✓ | | |
| 8 | ✓ | | | ✓ | | | | | ✓ | | |
| 9 | ✓ | | | ✓ | | | | | ✓ | | |
| 10 | ✓ | | | ✓ | | | | | ✓ | | |
| Datos del Validador | | | Ruma Terán Gustavo Viviencia M.Sc. | | 1708205602 | | | | Gustavo Terán | | |
| | | | Apellidos y Nombres | | Nº de cédula | | Firma | | | | |
| | | | Docente | | Docente Idiomática - Inglés | | 1708205602 | | 0996641736 | | Fecha |

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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACIÓN (Encuesta a Docentes)

| Items | A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados | | Observaciones | B. Calidad técnica y representatividad | | | | Observaciones | C. Lenguaje | | Observaciones | |
|---------------------|---|---------------------|--------------------------------------|--|-------------------------------|-------------|----------------|---------------|--------------------------------------|----------------|---------------|--|
| | Pertinencia (P) | No Pertinencia (NP) | | Optima (O) | Buena (B) | Regular (R) | Deficiente (D) | | Adecuado (A) | Inadecuado (I) | | |
| 1 | X | | | | | | | | X | | | |
| 2 | X | | | | | | | | X | | | |
| 3 | X | | | | | | | | X | | | |
| 4 | X | | | | | | | | X | | | |
| 5 | X | | | | | | | | X | | | |
| 6 | X | | | | | | | | X | | | |
| 7 | X | | | | | | | | X | | | |
| 8 | X | | | | | | | | X | | | |
| 9 | X | | | | | | | | X | | | |
| 10 | X | | | | | | | | X | | | |
| Datos del Validador | | | Observaciones | | Nº de cédula | | Observaciones | | Firma | | Observaciones | |
| | | | Apellidos y Nombres | | Nº de cédula | | | | Firma | | | |
| | | | Profesión | | Cargo | | | | Fecha | | Teléfono | |
| | | | Dra. Del Salto Bastidas Ibeth Lucela | | 1802509497 | | | | Dra. Del Salto Bastidas Ibeth Lucela | | | |
| | | | Docente | | Docente de Inglés UE "Ambato" | | | | 17/05/2017 | | 0992421063 | |

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UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO


MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACIÓN (Encuesta a Estudiantes)

| Items | A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados | | Observaciones | B. Calidad técnica y representatividad | | | | Observaciones | C. Lenguaje | | Observaciones |
|---------------------|---|---------------------|---------------------|--|--------------------------------------|-------------|----------------|---------------|--------------|----------------|---------------|
| | Pertinencia (P) | No Pertinencia (NP) | | Óptima (O) | Buena (B) | Regular (R) | Deficiente (D) | | Adecuado (A) | Inadecuado (I) | |
| 1 | X | | | | | | | | X | | |
| 2 | X | | | | | | | | X | | |
| 3 | X | | | | | | | | X | | |
| 4 | X | | | | | | | | X | | |
| 5 | X | | | | | | | | X | | |
| 6 | X | | | | | | | | X | | |
| 7 | X | | | | | | | | X | | |
| 8 | X | | | | | | | | X | | |
| 9 | X | | | | | | | | X | | |
| 10 | X | | | | | | | | X | | |
| Datos del Validador | | | Apellidos y Nombres | | Dra. Del Solto Bastidas Ibeth Lucila | | | | Firma | | |
| | | | Profesión | | Docente | | | | Fecha | | |
| | | | Cargo | | Nº de cédula | | | | Teléfono | | |
| | | | | | 1802109497 | | | | 0992421063 | | |
| | | | | | Docente de Inglés UE "Ambato" | | | | A 10/10/2017 | | |

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ANNEX 5: STUDENT CONSENT FORM



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

APROBACIÓN DE USO DE INFORMACIÓN
(CONSENTIMIENTO)

Tema de Investigación: “Communicative Language Teaching Techniques for Enriching the Speaking Skill in High School Students.”

Mi nombre es Juan Carlos Silva Valencia. Soy estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera (TEFL) en la Universidad Técnica de Ambato. Este curso, segundo de bachillerato paralelo “B” de la sección vespertina de la Unidad Educativa Ambato, está invitado a participar en un estudio que examina como las técnicas de enseñanza del lenguaje comunicativo ayudan a optimizar la destreza oral del idioma inglés en los estudiantes a nivel de colegio. De modo que, me he permitido seleccionar a este curso y paralelo para la aplicación de las técnicas ya antes mencionadas que son parte de la propuesta de mi tesis de grado.

Para el efecto de dicha investigación y verificación de su aplicación, se procederán a tomar algunas fotografías y pequeños video clips únicamente durante la ejecución de las técnicas que involucren interacción en la clase de inglés. Esta acción se llevará a cabo en el transcurso del primer quimestre del año lectivo 2017-2018, dejando en claro que, al finalizar este período académico, ya no será necesario recolectar ningún tipo de evidencias.

Cabe recalcar que la información recolectada será netamente para fines educativos e investigativos, por lo cual se adjunta documento de respaldo donde indica lo expuesto anteriormente en relación a mis estudios universitarios de posgrado con el tema legalmente aprobado para su investigación.

Seguro de contar con su apoyo y consentimiento, agradezco infinitamente al paralelo, así como al tutor del mismo por su respaldo para la ejecución de dicha investigación.

Para constancia de su consentimiento, escriba sus nombres completos como estudiantes
del SEGUNDO DE BACHILLERATO "B", SECCIÓN VESPERTINA

Nathaly Sofia Cordao Arévalo

Sorelyn Nicole Culqui Chávez

Luis Angel Pazmino Espin

Angie Rachel Bustillos Coloma

Odalis Monserrath Guzman Gonzales

Doménica Monserrath Garcia Solis.

Bhirley Monserrath Morales Segovia

Brenda Nayeli Ronquillo Tisalema

Tatiana Elizabeth Assel Ortega

José Eduardo Arellano Pomboza

Elvoren Shirley Chicaiza Nuñez

Carlos Daniel Tello Torres

Irma Dayanne Suavedra Callata

Leonel Alexander Farfán Romero

Melany Margarita Gavilanez Barragán

Joselyn Elizabeth Pérez Pina

Miriam Sarahi Narango Apuesta

Johanna Nicole Sánchez Marín

Helen Betzabe Lema Tascano

Nayeli Sozmin Chiliquingo Quiroga

Paula Solome Suárez Muñoz

Sabrina Rodríguez

Dayana Pamela Chiriboga Solís

Esthela Elizabeth Torres Cordova

Michelle Karen Tayo Lasinguiza

Cynthia Melissa Castro Ulloa

Daniela Irene López Gutiérrez

Kamila Sarahi Viquez Kato

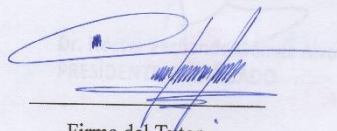
Alvaro David Hernández Yáñez

Helen Betzabe Lema Tascano

Michelle Abigail Santumaria Nuñez

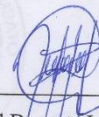
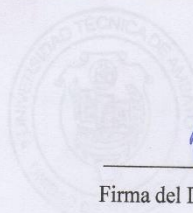
Analia Alejandra Childe Gutiérrez

Scarlet Anahí Sánchez Intriago



Firma del Tutor

Lic. Victor Canseco



Firma del Docente Investigador

Lic. Juan Carlos Silva

ANNEX 6: T TABLE

t Table

| cum. prob | t _{.50} | t _{.75} | t _{.80} | t _{.85} | t _{.90} | t _{.95} | t _{.975} | t _{.99} | t _{.995} | t _{.999} | t _{.9995} |
|-----------|-------------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|-------------------|-------------------|--------------------|
| one-tail | 0.50 | 0.25 | 0.20 | 0.15 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | 0.0005 |
| two-tails | 1.00 | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.002 | 0.001 |
| df | | | | | | | | | | | |
| 1 | 0.000 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 318.31 | 636.62 |
| 2 | 0.000 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | 0.000 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | 0.000 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | 0.000 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | 0.000 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | 0.000 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | 0.000 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | 0.000 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | 0.000 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | 0.000 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | 0.000 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | 0.000 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | 0.000 | 0.692 | 0.868 | 1.076 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | 0.000 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | 0.000 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | 0.000 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | 0.000 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | 0.000 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | 0.000 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | 0.000 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | 0.000 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | 0.000 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | 0.000 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | 0.000 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | 0.000 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | 0.000 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | 0.000 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | 0.000 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | 0.000 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 40 | 0.000 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 60 | 0.000 | 0.679 | 0.848 | 1.045 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 80 | 0.000 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.195 | 3.416 |
| 100 | 0.000 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.174 | 3.390 |
| 1000 | 0.000 | 0.675 | 0.842 | 1.037 | 1.282 | 1.646 | 1.962 | 2.330 | 2.581 | 3.098 | 3.300 |
| Z | 0.000 | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |
| | 0% | 50% | 60% | 70% | 80% | 90% | 95% | 98% | 99% | 99.8% | 99.9% |
| | Confidence Level | | | | | | | | | | |

ANNEX 7: T TEST

| INDEPENDENT SAMPLES TEST | | | | | | |
|--|----------------------------------|-------|------------------------------|--------|------------------|--|
| | Levene test of Variances Quality | | T test for equality of means | | | |
| | F | Sig. | t | gl | Sig. (bilateral) | |
| 1. I consider that the oral communication in English is the most effective and frequent manner to communicate in real life situations. | 3,275 | 0,072 | -2,737 | 244 | 0,007 | |
| | Equal variances are assumed | | -4,886 | 15,59 | 0 | |
| 2. I learn English best through interaction tasks either in pairs or in groups (role plays, conversations, dialogues). | 2,195 | 0,14 | -1,539 | 244 | 0,125 | |
| | Equal variances are not assumed | | -2,484 | 14,55 | 0,026 | |
| 3. My teacher does activities to practice oral communication in English. | 1,495 | 0,223 | -3,414 | 244 | 0,001 | |
| | Equal variances are not assumed | | -4,71 | 13,425 | 0 | |
| 4. I like the activities that my teacher develops in class to promote oral communication in English. | 2,14 | 0,145 | -2,899 | 244 | 0,003 | |
| | Equal variances are assumed | | -4,271 | 13,616 | 0,001 | |
| 5. The activities that are done in class mostly permit me to develop my oral communication in English. | 0,773 | 0,38 | -3,29 | 244 | 0,001 | |
| | Equal variances are not assumed | | -3,869 | 12,671 | 0,002 | |
| 6. My teacher tells me what I did right or wrong and what I have to improve based on my oral performance in English. | 0,136 | 0,712 | -3,22 | 244 | 0,001 | |
| | Equal variances are assumed | | -3,286 | 12,21 | 0,006 | |
| 7. The activities done in class mainly focus on oral communication rather than grammatical explanation. | 0,56 | 0,455 | -2,405 | 244 | 0,017 | |
| | Equal variances are not assumed | | -2,929 | 12,812 | 0,012 | |
| 8. I can understand and communicate in English orally without much difficulty. | 1,945 | 0,164 | -1,032 | 244 | 0,303 | |
| | Equal variances are not assumed | | -1,856 | 14,498 | 0,119 | |
| 9. My teacher motivates me to speak and communicate in English inside and outside the classroom. | 0,886 | 0,348 | -2,242 | 244 | 0,026 | |
| | Equal variances are assumed | | -2,939 | 13,149 | 0,011 | |
| 10. We are given enough time, clear instructions and proper guidance to develop the interaction tasks. | 2,048 | 0,154 | -3,5 | 244 | 0,001 | |
| | Equal variances are assumed | | -4,521 | 13,077 | 0,001 | |
| TOTAL LEVEL | 4,044 | 0,045 | -3,321 | 244 | 0,001 | |
| | Equal variances are not assumed | | -4,408 | 13,213 | 0,001 | |