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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: "COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITIES TO DEVELOP ENGLISH SPEAKING SKILLS"

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

Autora: Licenciada Erika Paola García León.

Director: Licenciado Wilber Orlando Romero Villarroel, Mg.
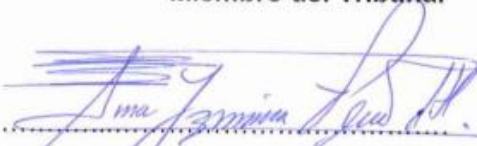
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....
Lic. Erika Paola García León
cc.110465756-2
AUTORA

....
Lic. Wilber Orlando Romero Villarroel, Mg.
cc. 180286809-9
DIRECTOR

DERECHOS DE AUTOR

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Erika Garcia.

DEDICATION

I would like to dedicate this research work to my grandfather Sr. Agusto Garcia Moncada (**+**), he made me a noble and brave person, I would also dedicate this work to my dear husband for his total support during the mastery process.

Erika García.

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

TEMA: "COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITIES TO DEVELOP ENGLISH SPEAKING SKILLS"

AUTORA: Lcda. Erika Paola García León.
DIRECTOR: Lic. Wilber Orlando Romero Villarroel Mg.
FECHA: 25 de septiembre,2019

RESUMEN EJECUTIVO

En la actualidad, la sociedad requiere profesionales altamente capacitados en todas las áreas, y el idioma inglés no es la excepción, es por ello que los estudiantes necesitan aprender a comunicarse en este idioma.

Sin embargo, el desarrollo de la destreza del habla no ha sido fácil de adquirir. Esto es debido a las metodologías tradicionales como: memorización de diálogos, repeticiones, exceso de actividades gramaticales y ausencia de material actualizado empleado durante el proceso de enseñanza- aprendizaje del idioma inglés. Por estas razones el objetivo de este estudio es analizar el enfoque comunicativo CLT (*Communicative Language Teaching)* como método para mejorar la producción oral en los estudiantes del tercer nivel de inglés del Centro de Idiomas de la Universidad Tecnica de Babahoyo. Por lo tanto, durante el periodo de investigación se trabajó con dos grupos de 30 participantes cada uno. El método aplicado en este estudio fue cuantitativo y cualitativo. En la primera fase se aplicó el pre- test con el fin de conocer la situación inicial de los 60 participantes y en la segunda fase se utilizó el post-test. Asimismo, para conocer la actitud de los participantes frente a esta metodología se utilizó el método cuantitativo a través de la encuesta, este cuestionario fue aplicado solamente al grupo de tratamiento. Posteriormente se realizó la recolección y análisis de datos y con ello se demostró que el uso de actividades comunicativas tuvo un efecto positivo en el desarrollo de la destreza oral, como consecuencia, los participantes manifestaron sentirse satisfechos y muy motivados con la implementación de las actividades comunicativas, las cuales son de gran beneficio a la hora de aprender el idioma inglés.

Descriptores: Métodos de enseñanza, enfoque comunicativo CLT, destreza oral, desarrollo, actividades comunicativas, producción oral, proceso de enseñanza-aprendizaje del inglés.

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

THEME: "COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITIES TO DEVELOP ENGLISH SPEAKING SKILLS"

AUTHOR: Lcda. Erika Paola García León.
DIRECTOR: Lic. Wilber Orlando Romero Villarroel Msc.
DATE: September 25th,2019

ABSTRACT

Currently, society requires highly trained professionals in all areas, and the English language is not the exception, that is why students need to learn to communicate in a foreign language. However, the development of speaking skill has not been easy to acquire due to the traditional methodologies such as memorization of dialogues, repetitions, excessive grammatical activities and absence of updated material used during the teaching-learning process of the English language. That is why the objective of this research study is to analyze the Communicative Approach CLT (Communicative Language Teaching) as a method to improve the Speaking Skill in the third level English students of the Language Center of the Technical University of Babahoyo. Therefore, during the research period the researcher established two groups of 30 participants each. The methods applied in this study was quantitative and qualitative. In the first phase, a pretest was applied to know the initial situation of the 60 participants. In the second phase, a post-test was used to determine the influence on improving the speaking skills using communicative activities. The quantitative method was used to know the attitudes of the participants towards the CLT methodology. It was done through a survey which was only applied to the treatment group. Afterward, the data collection and analysis was carried out, and the results showed that the use of communicative activities had a positive effect on the development of oral skills; likewise, the participants said they felt satisfied and very motivated with the implementation of the communicative activities based on CLT approach.

Key words: Teaching Methods, CLT approach, teaching approaches, speaking skills, development, communicative activities, oral production, teaching and learning process,

INTRODUCTION

Nowadays, knowing a foreign language allows for one's development in the current competitive society. That is why the learning of the English language in Ecuador is of great importance and is taught in public and private study centers of the country from to university levels. In the Higher Education centers of the Province of Los Ríos the learning of this language continues to be seen as a "requirement" for the culmination of university careers; The Language Center of the Technical University of Babahoyo has seen the need to improve through communication methods the teaching of this language because students have not fully mastered the oral skills (accuracy, fluency) needed to establish an effective form of communication.

Without these elements, students feel ashamed and demotivated. In fact, the teaching of this language in this study center has focused on the use of traditional methodologies focused specifically on the development of English grammar and completion of exercises in the course materials. This leaves aside the progress of oral skills through communicative approaches, which are of utmost importance for oral production.

Therefore, this research work analyzes the methods of teaching the English language that have been used over time, focusing mainly on activities based on the communication approach Communicative Language Teaching approach CLT as an alternative method in the development of the skill oral in the students of the English language. This is important since according to Salguero (2018), in his research work carried out in the Language Center of the Technical University of Ambato, the activities of the Communicative Method would help students to improvement of oral skills. These activities are related to oral production, which are recommended in the daily practice of activities where students are active and motivated to perform these types of tasks.

This research study consists of six chapters structured in the following way:

Chapter I. This first chapter establishes the research topic, the contextualization of the problem on a macro, meso and micro level, and the analysis of the causes and effects of the problem. This analysis is presented through a problem tree diagram, followed by the formulation of the problem, the research questions, and the delimitation of the object of study, the justification and general and specific objectives of the research.

Chapter II. This chapter presents the theoretical framework of the study. It contains the background, the philosophical foundations that support this work, the legal bases and basic categories as well as the conceptualization of the variables.

Chapter III. This chapter explains in detail all the methods used to collect and manage data in this research, the methodological approach, research modality, and population, operationalization of the variables, data collection plan and the method of processing the information obtained through the evaluation instruments.

Chapter IV. This chapter consists of the analysis of the results obtained from the pre- and post-test, as well as the results of the surveys that were applied to the participants at the beginning and end of the research.

Chapter V. This chapter contains the conclusions and recommendations based on the results obtained during research. Work which will reveal the efficiency of the use of the communicative method CLT in the development of oral skills in the students of the language center.

Chapter VI. In this chapter a proposed solution to the problem is presented. This consists of the design of communicative activities based on the Communicative Method (CLT). This alternative proposed is aimed at the third English level students of the Language Center (CENID) who have a desire of improving significantly their linguistic competences in English language.

CHAPTER 1

THE PROBLEM

1.1 Theme

Communicative Language Teaching (CLT) Activities to develop English Speaking Skills.

1.2 Problem Statement

1.2.1 Contextualization of the problem

Nowadays, teaching English as a second language is becoming more and more popular in different countries and continents around the world. This subject is one that students from many cultures and backgrounds across the globe are being taught English in elementary schools, high schools, and universities. One of the skills that students need to develop is that of speaking. This is true for both students here in Ecuador and around the world. Many different methodologies have been presented and put to the test in order to continue developing effective ways to make the English language teaching process more effective. This is particularly true for the skill of speaking.

However, there is a need to improve the approaches that are used to help the student to become better speakers (Kassim et al., 2010). This is something that is true globally, as can be seen by the results of studies that have been conducted (Kassim et al., 2010). In the 2018 edition of the EF – EPI (English Proficiency Index) Ecuador was placed in the 65th global ranking of proficiency English level with a score of 48.52 which is considered a low level of English. The First Education Institution conducted this study. These results were compared with 88 countries around the

world. This is why in Ecuador; the Ministry of Education is currently promoting the improvement of the quality of education in all areas of knowledge.

This is the same case with English as a foreign Language, which has not been taught with the necessary tactics to achieve the desired results. Furthermore, to improve students' level of English, it is necessary to foment new pedagogical strategies in order to develop students' communicative skills and abilities. It is important to apply this in the area of speaking, which has been problematic not only in Ecuador but in other countries as well (Kassim et al., 2010).

In the Province of Los Rios, the learning of the English language is well accepted in all schools being "speaking" one of the most desired skills students want to achieve in English classes in order to communicate with others for education and traveling. In fact, it could be defined as the essence and the center of attention. Mastering English speaking skills gives students not only the sense of being educated, but it also gives students the image of being linguistically capable as well. Therefore, based on the experience as a teacher in *Universidad Tecnica de Babahoyo*, the scarce of material (books) is another essential aspect of the problem that needs to be addressed. Academic institutions need to be constantly supplied with updated material in order to promote all the necessary skills involved in the English language learning process. Consequently, these are the main issues of this research study which aims to be considered as a proposal for further actions to be implemented.

Furthermore, at the Language Department teachers state that the issues are evident through the low level of active class participation by the students in the classroom. On the one hand, there is not enough speaking practice to improve or develop communicative skills. On the other hand, most of the classes are inappropriately taught in the students' mother tongue instead of English, as they should be as well as there is not enough material to do adequate oral language development. As a result, students

show a low level of confidence when trying to engage in activities geared towards developing speaking skills. Moreover, students reveal a high degree of difficulty when trying to express their ideas despite of having an overuse of grammar practice. It triggered an inadequate production of speaking having troubles organizing their ideas to successfully express them through oral communication with their classmates or teachers who might have a higher proficiency level and more advanced vocabulary.

Students lack the skills and knowledge needed to state well-structured sentences in order to produce coherent and effective oral communicative. This situation makes it difficult for students when trying to express themselves as they do not know the meaning of the words and are not being exposed to the English language accurately. These things make learning difficult for each student. Moreover, due to the lack of methodological strategies and more suitable resources, the students' learning experience is not successfully.

This fact is seen as students cannot adequately communicate orally when they are required to by the teacher. This is true even if asked to express basic ideas. Here, the lack of vocabulary and the frequent use of new words play a negative role that prevents learners from expressing themselves via oral communication. It is for this reason that this study is being done to see what is being done and what is should be done to remedy this situation.

Graph 1: Problem tree

Low development of speaking skills	Inadequate speaking production from EFL students	Low interest, demotivation, and passivity from students	Development of speaking skills in non-realistic situations

EFFECTS →

PROBLEM →

Limited use of Communicative Language Teaching (CLT) activities to enhance English speaking skills

CAUSES →

Traditional methods	Overuse of grammar activities	Absence of updated materials	Poor realistic practice

Source: Contextualization of the problem
Author: Garcia, P. (2019).

1.2.2. Critical Analysis

The challenge that students face when speaking can be established in four main issues. The first is that teachers tend to use more traditional methods than current ones which do not focus on what students need in order to obtain higher scores on their tests, improve motivation, and reduce speaking problems. Part of the reason for this could be that teachers are not aware of how to practically apply the current methods to their teaching practice. Furthermore, the teacher may feel that they are out of their comfort zone when using new methods.

The second issue is that the current curriculum is focused on developing grammar and neglects to enhance students´ speaking skill; therefore, the teacher must use productive speaking activities. The lack of effectiveness is that teachers are using traditional methods and not a current one like the communicative language teaching approach. Moreover, by not using effective activities, the student feels that they are not progressing. This lack of progress translates into frustration, which can lead to a process of demotivation and this to weak speaking skills. By having weak skills, students obtain lower scores when they are tested.

The third issue is the inappropriate use of updated materials. This can be due to a variety of reasons. The first is that because of not using a communicative approach when selecting materials. The traditional approach tends to use more repetitive and less current materials. Furthermore, it becomes more common as teachers use materials that they are more comfortable with rather than experimenting with newer materials. This is in part to not feeling comfortable with newer materials. Moreover, the time that it takes to find new materials impact the ability of teachers to get updated materials.

Finally, the limited or nonexistent time for realistic practice breeds a lack of confidence in speaking skills. This is because students can feel that they are not able to speak English in settings that are outside of the classroom because they have not to practice activities that mimic these types of situations. Most of the speaking practice is done to drill in the phrases and pronunciation that was learned in the classroom. Additionally, some students feel that all they can do is just to repeat the phrase that they supposedly learned in class. However, this is done without a real understanding of what, why, and how they are to uses these phrases.

1.2.3. Prognosis

The problem of Limited use of Communicative Language Teaching activities to enhance English speaking skills must be sorted out immediately; otherwise, the process will continue giving poor results, affecting students from the *Universidad Técnica de Babahoyo*, whose hopes of learning English and becoming fluent and accuracy might not come true. In other words, if nothing is done to correct this situation, the students will continue to have low levels of speaking performance and the University will have to fail at its mission of producing well-round professionals, ready for the challenges of living and working in a global setting as well as the students will not be able to take full advantage of the opportunities that come their way.

1.2.4. The setting of the problem

What type of methodological approach can improve the speaking skills in the students of third English level in the Universidad Técnica de Babahoyo?

1.2.5. Research questions

- What is the current situation of the participants in learning English speaking skills?
- What principles does the CLT lean upon in order to promote better speaking abilities?
- What characteristics should be speaking activities meet in order to foster better speaking skills?
- What are the student's attitudes toward the development of speaking skills when using communicative activities?

1.2.6. Research delimitation

The research study was carried out, taking into account the next characteristics:

- **Field**: Education
- **Area:** Teaching English as a Foreign Language
- **Aspect:** Communicative Language Teaching activities
- **Spatial delimitation:** Third level students at the Language Center of the Universidad Técnica de Babahoyo in Babahoyo city, Los Rios Province.
- **Temporary Delimitation:** This research was carried out in the academic period of January -April 2019.

1.3 Justification

The research topic is based on the communicative method. This method is being used more and more around the world as there is a need by the students to communicate in the language that they are learning. It is necessary for students to demonstrate that they can communicate by

speaking. The communicative method purports to aid in the development of communication through the productive skill of speaking.

The purpose of this study is to analyze the **feasibility** of inserting *CLT* activities in students of the Technical University of Babahoyo. This would be possible due to the extensive number of activities that are available in the Communicative Language Teaching approach. Many of these can be found for free on the internet, which significantly lowers the cost of implementing these activities in the classroom. Moreover, the goal of this project is in line with the goals of the University to produce well-rounded professionals. This is necessary given that a traditional non-communicative teaching method has been used. It is believed that it will benefit the student to have this type of teaching method applied to their learning of the English langue.

This would **benefit** the students both in the classroom and outside of the classroom as they will be better able to communicate with others. This is important because of the global world that they will live and work in. Besides, this research has the purpose of promoting the **development** of the communicative language teaching method. This is with the goal of developing the understanding capacity and to expand the auditory memory of students. Moreover, this work focuses on the influence of a pedagogical strategy based on the CLT or communicative method. This is to develop practical activities that are useful for teachers. This would be done by clarifying and developing a practical method of applying them in the classroom. This is important because it lends support to the use of this method in the classroom

It is believed that this research work has a positive **impact** on students because they will accept the new method since the benefits from it will be evident to them. This is because they will have the opportunity to

learn in a real environment, with more significant activities and with an easier method of learning. This needs to be done so that there can be an improvement in the quality of teaching of the English language in the students of the Technical University of Babahoyo. This would be of benefit to the authorities as well since it would help with the creation of well-rounded students.

1.4 Objectives

1.4.1 General objective

To analyze the Communicative Language Teaching approach (CLT) as a method to develop English Speaking skills.

1.4.2 Specific objectives

- To evaluate the level of the students' speaking skill through a pre-test and a post-test.
- To determine the principles under the CLT approach promoting better speaking abilities.
- To identify the characteristics of the speaking activities to foster better speaking skills.
- To analyze the student's attitudes toward the development of speaking skills when using communicative activities.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research background

After researching the topic through different sources, it was found that several researchers show how the Communicative Language Teaching approach encourages students to produce authentic language and communicate with others successfully. Consequently, in a study carried out by Flores (2015) at Colegio Nacional Mariano Benítez in Pelileo city, which points out that Communicative Language teaching is an active strategy that highly develops the English-speaking skill. It states that activities such as dialogues, dramatizations, games, and teamwork are not continuously practiced as a means of achieving significant improvement in oral production. Likewise, this research examines the implications of a CLT method in EFL instruction. Furthermore, the researcher explores the responses and reactions of 60 EFL students to a survey. The results reveal that, for the majority of participants, teachers rarely promote communicative activities, employ innovative techniques, and never give feedback to their speaking performance.

Similarly, Silva's (2018) study, in Ambato city, regarding how communicative language teaching techniques are helping to enrich the speaking skills in high school. The methodological procedures encompass the interviewing of 234 EFL students. The findings emphasize that English teachers do not commonly use communicative language teaching techniques in the classroom to promote interaction. The activities in class generally focus on grammar and the reinforcement of skills, but not necessarily speaking. Moreover, Silva (2018) notes that the teachers were

not using communicative language teaching techniques in their classrooms. Students were found to feel insecure when they were speaking. It was found that this was compounded by a lack of variety of activities which were considered boring. Silva (2018) recommends that teachers use communicative language teaching techniques, some of which were outlined in the handbook that was created based on the study. This study shows that while teachers know the importance of communicative language teaching, they tend not to use them.

In the same manner, Escobar (2018) states that when communicative games are used in high school English class, they are beneficial to the students by increasing their confidence and gaining an appreciation for the necessity of speaking and interacting in English. These games are based on the communicative language teaching theory and are part of the techniques that can be used with this approach. However, it is important to note that both this and the prior study are aimed at high school students. It is important to discover if the same process applies to university students in the same way that it does with high school students.

In the final analysis, Kassumi (2015) finds that using the communicative language teaching approach with students in Kosovo School has a positive effect on their learning. There was significate improvement in the students when compared to the control group. This difference held even when dealing with the rural groups where the education was not a good as the urban areas. There is a need to do something similar here in Ecuador to confirm that the results obtained in Kosovo. In conclusion of this study, there is a necessity to use the communicative language teaching approach in the syllabus of the language programs as an imperative.

2.2 Philosophical foundation

The present research is based on the Critical-Proposal paradigm. It is proposal since it does not stop at the passive contemplation of phenomena, but also raises alternative solutions built in a collaborative and active environment and it is critical because it questions the mold schemes of doing research that is committed to the instrumental logic of power and it challenges the explanations reduced to linear causality (Chicaiza, 2015). An educational reality is analyzed in a specific context, and an alternative solution is stated to the problem. Under those circumstances, this study proposes an alternative solution to EFL student's limited communicative competence at Universidad Tecnica de Babahoyo. It also emphasizes that communicative language teaching activities are an accurate tool to enhance the students' communicative competence.

2.3. Legal basis

Educación

CES (2015) el artículo 350 de la Constitución de la República del Ecuador, establece: "El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo"

Enseñanza del Idioma Inglés

Plan Nacional del Buen Vivir (2013 – 2017):
Objetivo 4.- Fortalecer las capacidades y potencialidades de la ciudadanía. Política 4.8. Impulsar el diálogo intercultural como eje articulador del modelo pedagógico y del uso del espacio educativo.

Lineamiento 4.8.i. Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

Reglamento de Régimen Académico (2013)

Artículo 31.- Aprendizaje de una lengua extranjera. Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las IES deberá planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.

2.4. Key Categories

Graph 2: Independent and dependent variable

Theories of
Language
Learning

Methodologies
for Teaching

Approaches
for Teaching

Communicative
Language
Teaching Approach

Communication
in Society

English
Language

Language
Skills

Speaking Skills

Independent variable

Dependent variable
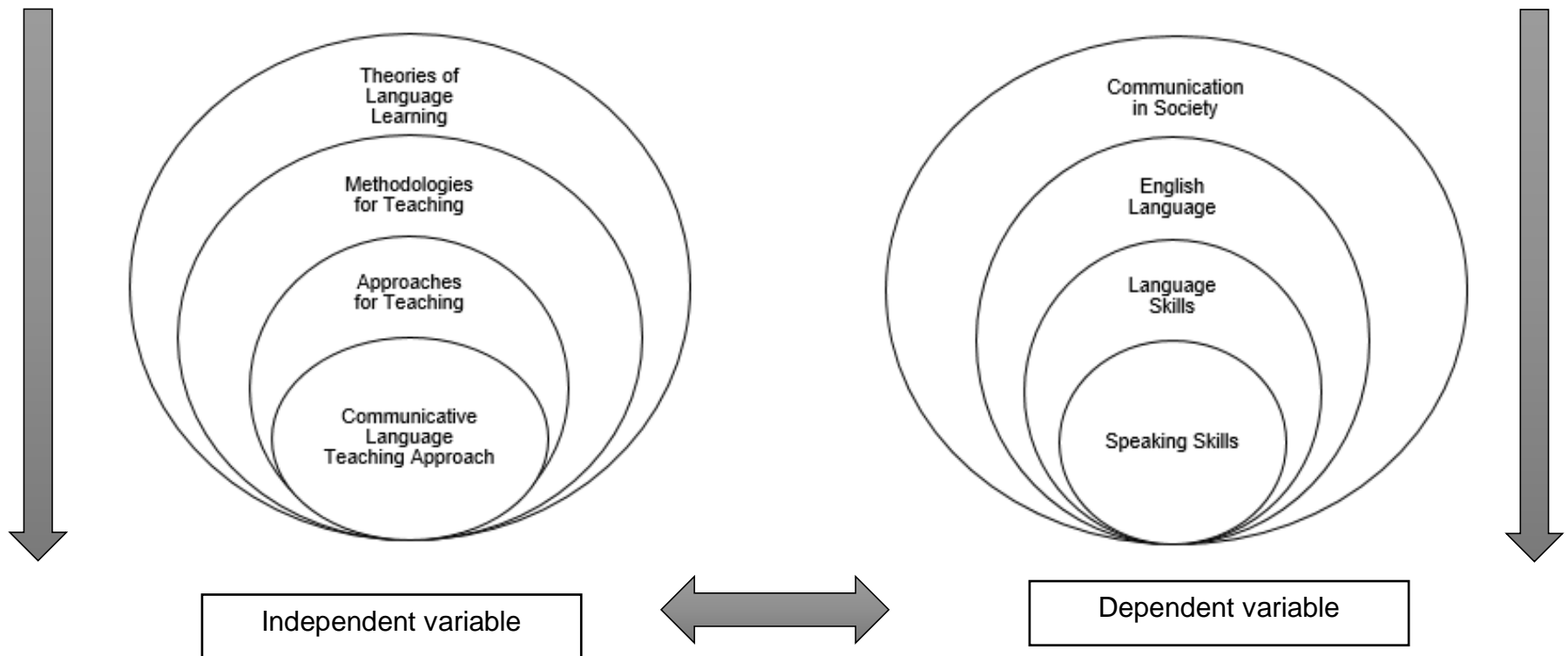
Source: Contextualization of the problem
Author: Garcia, P. (2019)

2.4.1. Independent Variable

2.4.1.1. Theories of language learning

It is important to note that many different theories of language teaching and learning that have been developed over the years (Richards et al., 2014). It is essential to note that all of the methods and approaches have a theory to support them (Richards et al., 2014). That is because the language theory purpose is to explain the processes that students use when learning a language (Richards et al, 2014, p 26). These theories include behaviorism, cognitive code learning, creative-construction hypothesis, skill learning, interactional theory, constructivism, and sociocultural learning theory (Richards et al., 2014, p 26).

Language is a very complex phenomenon and has been studied by scholars for quite some time (Richards et al., 2014). Richards and Rodgers (2014) state that it is not surprising that many theories that have been put forth by scholars. It is through these models of language learning that the methods, and approaches have been shaped. The models that were developed are the Cognitive, Structural, Functional, Interactional, Sociocultural, Genre and Lexical (Richards et al., 2014, p22).

From these models, the communicative language teaching approach has been formed (Richards et al., 2014). It draws from the functional model, the interactional theory, and the constructivism model. Moreover, the creative-construction hypothesis has impacted this approach as well because it holds to the idea that language learning is a creative process. This means that it is not a process of reproduction. This was integrated with skill learning, which over the time of study will become more automated (Richards et al., 2014, p26).

It is important to note that since methods, and approaches are based on theories, these theories are often attached to a specific method and approach (Richards et al., 2014). For example, the theory of behaviorism is connected to the audio-lingual method, cognitive-code learning is connected to PPP approach, and creative-construction hypothesis is connected to communicative language teaching and task-based language teaching (Richards et al., 2014).

Lantolf (2000) discusses the fact that there are steps to language acquisition that include internalization, imitation, and the zone of proximal development. These are important when deciding on the theory to be used in the process of learning a language. Lantolf (2000) includes in the discussion the following observations that he had been discovered. One important observation is that exposure to input is necessary for Second Language Acquisition (SLA). Another important one is that learners output often follows predictive paths that are based on the teaching that they are given (Lantolf, 2000). Therefore, it is important to consider the theory and methodologies when teaching English to students.

2.4.1.2. Methodologies for Teaching

The Grammar translation method

This method has the goal of being able to read the literature of the language and with a focus on the translation of the literature. This method has fallen out of favor yet despite this, it is still used today, however, without any real support by scholars. It was in the middle of the 19th century that other methods began to arise (Richards & Rodgers, 2014). The discarding of this method was because it focuses on the ability to be able to read and write in the target language, but there is no focus on the ability to listen or speak in the target language (Kong, 2011). These were becoming important

to people who were learning another language as an important part of communication.

The Direct Method

Richards and Rodgers (1986) and Larsen (2000) summarize the key features of the Direct Method as follows:

- Classroom instruction is conducted exclusively in the target language.
- Only everyday vocabulary and sentences are taught.
- Oral communication skills are built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- Grammar is taught inductively.
- New teaching points are taught through modeling and practice.
- Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- Both speech and listening comprehension are taught.
- Correct pronunciation and grammar are emphasized.

Methods like the audio-lingual, direct method, oral approach, the silent way, the natural approach, total physical response, task-based instruction, content-based instruction, the situational approach, and others came on the scene. Some of these methods were more popular than others. They were in, most part, a response to the deficiencies that were discovered first in the grammar-translation method and then in the other methods (Richards & Rodgers, 2014).

The Audiolingual method

Mei (2018) asserts that this method arose from the needs that were discovered during World War II by the military. This method was based on obtaining as close to native sound speech as was possible. Mei (2018) discusses how it moved from the military to the general public through the use of tapes and laboratories. It has as its strong point the fact that when learning one's native language, the starting point is speaking and listening moving later to reading and writing when and where applicable. One of the issues that are faced with this method is the tendencies of using a parrot-like speech when the language is stated without a clear understanding of what is being said. Another pitfall of this method is the boredom that more gifted students have when forced to continually repeat the same information over and over again (Mei, 2018).

There are even more issues with the audiolingual method, which is why it has fallen out of popular use as the main method. However, the communicative approach is the one that has managed to supersede the rest of these approaches and methods in its use (Richards & Rodgers, 2014). This is in part due to the flexible nature of the communicative language teaching approach. It is for this reason that this study contemplates the use of this method to address the problems and issues that students of the English language are facing (Canale & Swain, 1980). Brown (1994) gives a summary of the critical features of the Audiolingual Method.

- New material is presented in dialog form.
- There is dependence on mimicry, memorization of set phrases, and overlearning.
- Structural patterns are taught using repetitive drills.

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- Grammar is taught by inductive analogy rather than deductive explanation.
- Vocabulary is strictly limited and learned in context.
- There is much use of tapes, language labs, and visual aids.
- Great importance is devoted to pronunciation.
- Controlled use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.

The Community Language Learning

It is an environment in which students choose what they want to say, and their target language production is recorded for later listening and dissemination. The Teacher produces a transcription of the tape-recorded conversation with translations in the mother language - this is then used for follow up activities or analysis. Likewise, the teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/understanding. Students listen to their voices on the tape in a relaxed and reflective environment.

The teacher is a "human computer" for the students to control - the teacher stating anything in the target language the student wants to practice, allowing them to self-correct. Students work in small groups to create new sentences using the transcript, afterward sharing them with the rest of the class (Larsen-Freeman & Anderson, 2011).
Larsen-Freeman & Anderson (2011) state that the Community Language Learning method involves some features:
- In class, there is an interaction between the Students "learner-clients" and the teacher the "teacher-counselor."
- In the learning process, the relationship of mutual trust and support is essential.

- Students can use their native language; the teacher is the interpreter, which they then attempt to apply.
- Grammar and vocabulary are taught from general to particular topics.
- "Chunks" of target language produced by the students are recorded and later listened to - they are also transcribed with native language equivalents to become texts the students work with.
- Students apply the target language freely without translation or interpretation when they feel confident to do so.
- In class, students have to express not only how they feel towards the target language, but how they feel about the learning process, to which the teacher shows empathy and understanding.
- A variety of activities can be included, for example, focusing on a particular grammar or pronunciation point, or creating new sentences based on the recordings and audio scripts.

The Silent Way Method

The teacher aims to say as little as possible so that the learner can be in control of what he wants to say. Learning is focused on learner's discoveries or creation rather than remembering and repeating what is to be learned. The use of physical objects facilitates learning. Students have to solve a problem involving the topics to be learned. The most interesting material is the Cuisenaire rods, which are small rods of different color and length. They are used to introduce vocabulary and syntax, along with colorful wall charts (Richards & Rodgers, 2014).

The Suggestopedia Method

This method affirms that a language can be acquired only when the learner is receptive without mental blocks. Here is listed some key features:

- It is advised to the student that the language is natural - and in this way, the mental blocks to learning are removed.
- Learning is facilitated in an environment that is as comfortable as possible, featuring softly cushioned seating and dim lighting.
- "Peripheral" learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and various grammatical information.
- Self-perceived and psychological barriers to learners' potential to learn are "desuggested".
- Students are encouraged to be child-like, take "mental trips with the teacher" and assume new roles and names in the target language in order to become more "suggestible."
- Music, dram, and "the Arts" are integrated into the learning process as often as possible. Baroque music is played softly in the background to increase mental relaxation to acquire and keep new information during the lesson.
- Students work from lengthy dialogs in the target language. Errors are tolerated; the emphasis is on content and not structure.
- Grammar and vocabulary are presented and given treatment from the teacher, but not dwelt on.
- Homework is limited to students re-reading the dialog they are studying - once before they go to sleep at night, and once in the morning before they get up (Larsen-Freeman & Anderson, 2011).

The Total Physical Response

Asher (2006) states that Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action which attempts to teach language through physical action. TPR works by asking the students to respond to simple commands. The method stresses the importance of aural comprehension.

Larsen-Freeman & Anderson (2011) list conventional techniques closely associated with TPR.

- Using Commands to Direct Behavior. - The use of commands requiring physical actions from the students in response.
- Role Reversal. - Students direct the teacher and mates.
- Action Sequence. - Teacher gives interconnected directions which create a sequence of actions as students' progress in proficiency; more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of actions.

2.4.1.3 Approaches for teaching

Content-based Instruction

Content-based instruction integrates the learning of language with the learning of some other content, often academic subject matter. It mixes the learning of language with the learning of some other content, often academic subject matter. "Language across the curriculum" movement (the 1970s) focuses on integrating the teaching of reading and writing into all other subject areas. The subject matter content is used for language teaching purposes. Teaching should build on students' previous experience since learners are motivated when they perceive the relevance of the target language in use. Students are able to understand the vocabulary easily with contextual cues and learn the language effectively when is used to deliver interesting information working with cognitively demanding language and content developing communicative competence to read, discuss and write about content from other fields (Larsen-Freeman & Anderson, 2011).

Task-based Instruction

It aims are to provide learners with a natural context for language use in an interactive environment in which activities have a perceived purpose and a clear outcome of going through a pre-task with the students before

they work individually. The teacher wants to know how involved the students are, to make adjustments in their perceptions of relevance and their enthusiasm to learn using whatever language necessary to ensure their comprehension. Teacher provisions the correct target form, and students complete a task related in authentic speaking and listening, which enables them to develop their comprehension and speaking skills (Richards & Rodgers, 2014).

Participatory Approach

Based on the work of Paulo Freire in the early 60s, the goal of the participatory approach was to help students understand the social, historical, or cultural forces that affect their lives. Moreover, it sought to help empower students to take action and make the right decisions gaining control over their lives. It was believed that the activities in the classroom should relate to what happens outside in real context so that it would have relevance to the students. The curriculum is the result of an ongoing context-specific problem-posing process. Their involvement motivates students. Knowledge becomes a tool to help students find a voice to act in the world (social & political beings).

Focusing on linguistic procedure occurs within the focus on the content. Language skills are taught to be the catalyst for change. Students should be able to create their materials, which can become texts for other students. The aim is that students have the opportunity to evaluate their learning and direct it themselves.

To summarize:

- Content-based uses content from other subjects.
- Task-based focuses on different tasks to promote communication in the target language.
- The participatory approach uses the students' empirical knowledge as the means to learn the language.

Oral Approach or Situational Language Teaching

The oral approach was developed from the 1930s to the 1960s by British applied linguistics fellows such as Harold Palmer and A.S. Hornsby. It was developed as the means to obtain better learning with a good knowledge of vocabulary and grammatical patterns. It has theoretical principles about the selection, grading, and presentation of the content and material. Children had the advantage of using whatever they hear from their surroundings. The input was taken from the context to understand and use language.

The aim is to develop the skills in the individual to communicate, and function independently. This approach helps in the development of reading and writing skills (Richards and Rodgers, 2001). It is important to state that all the facts of language were to be presented in "situations." Its focus on oral practice, grammar, and sentence patterns is still supported by the teachers (Richards and Rodgers, 2001).

2.4.1.4. The Communicative Language Teaching method

Communicative approaches in language learning appeared in the 1970s, influenced by the breakaway from the concept of method, and the so-called "humanistic" new methods like Silent Way or Suggestopedia. Dissatisfaction with currents language teaching, such as Audiolingualism, meant that language was ready for a paradigm shift. In the *CLT* approach, the students become a responsible individual closely linked to the group within the work:

> The role of leaner as negotiator-between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes. The implication for the learner in that he should contribute as much

as he gains, and thereby learn in an independent way (Breen & Candlin, 1980).

The communicative language teaching approach emphasizes the communication process; therefore, significant aims to make communicative competence the goal of language teaching. Its main goal is to develop the ability to communicate effectively in the target language (Dornyei, 2009). The proponents of this approach are focused on the ability to communicate with grammar and the such learned inductively. Moreover, communicative competence could not be separated from the sociolinguistic competence, which is the knowledge of the usage of the language (Richards, 2005; Dornyei, 2009).

Canale and Swain (1980) discuss the fact that classroom must adopt this approach from the beginning to provide students the opportunity to develop communicative skills. It is believed that if it is not done in this way, there is no reason to believe that they will be able to develop it on their own. It is important that the learning of grammar and the emphasis on the communication of the message need to be balanced to clear communication.

Characteristics of the Communicative Language Teaching method

The following interconnected characteristics offered by Brown (2001) provide a useful overview:
- ✓ Classroom goals are focused on all of grammar, discourse, functional, sociolinguistic, and strategic of communicative competence. Goals, therefore, must interlace the organizational aspects of language with the pragmatic.
- ✓ Language techniques are planned to involve learners in the pragmatic, authentic, functional use of language for meaningful

purposes. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

- ✓ Organizational language forms are not the central focus, but rather aspects of language that allow the learner to accomplish those purposes.
- ✓ Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- ✓ Students in a communicative class have to use the language, productively and receptively, in unprepared contexts outside the classroom.
- ✓ Students are given opportunities to focus on their learning process through an understanding of their own styles of learning and the development of appropriate strategies for autonomous learning.
- ✓ The role of the teacher is that of facilitator and guide, as the owner of knowledge.

Moreover, Richards (2005) states that CLT lays its foundation on ten underlying assumptions:

1. Language learning must be meaningful.
2. Active tasks need to give opportunities for language growth.
3. The content must fulfill specific criteria to promote meaningful communication
4. Communication will require the use of a variety of skill sets.
5. Discovery and inductive activities are just as important as analysis and reflection activities in language learning.
6. Learners are in a gradual process that is moving toward accurate and fluent use of the language learnt.
7. Students learn at different rates, so that they will have different needs.
8. Learners need to use communication and learning strategies effectively.

9. Teachers are not the main actors but only facilitators.
10. The classroom is a collaborative community where students can share.

Roles of the teacher and the student

It has been noted that with this approach, the role of the teacher is that of being a facilitator (Breshneh et al., 2014). They are not seen as being the perfect model of the language; they are seen as the advisor who guides the students through the process of developing their speaking ability. The focus is not on the errors made. The focus is on the communication had with the corrections to errors being made discretely. Teachers provide the answers to student questions in the process of communicating their ideas.

Another important aspect of the teacher's roles is that of the selection of the activities and the insurance that they comply with the principles of communicative language teaching (Breshneh et al., 2014). To summarize, the teacher needs to select activities that foster the components of communicative competence while being balanced between accuracy and fluency, which promote communication in unrehearsed settings. Thus, the teacher has a crucial role in the section and implementation of the activity chosen.

Furthermore, the students have an important role in this process (Breshneh et al., 2014). Students are responsible for their own learning and full participation in the activities that are done. If they choose not to participate with each other or cooperate with the teacher, the activities will not be effective. Students need to become progressively less dependent on the teacher for support in the completion of the selected tasks.

2.4.1.4.1 Theories of language and CLT method

Communication

Stevens (1950) defines communication as an appropriate response to the stimulus of an organism. It has come to mean a variety of different things depending on who is defining the term. Reems (NA) further expands on this by stating that it is believed by a good number to be a verbal response to what someone else has said and communication goes beyond the spoken word. This is important because communication is something that has been part of human history for a long time. (Stevens, 1950).

Reems (NA) discuss that communication is both verbal and non-verbal. By non-verbal. It includes hand gestures as a basic form of communication. Communication does not necessarily cross-cultural boundaries with easy. Several characteristics that are part of communication such as gender, intentionality or lack thereof, the relationship between sender and receiver, symbolic meanings, and the context. Communication is a part of our lives, and the speaking part of it is much older than written history (Stevens, 1950).

Communicative competence

The term "Communicative competence" is an extension of Chomsky's "Linguistic competence" rather than as a contribution of it. Chomsky (1966) states that linguistic competence is knowledge and mastery of the fundamental system of rules which make up a language, which is rule-based creativity. It involves innovation since the formation of new sentences and new patterns in agreement with rules of great abstractedness and complexity.

Hymes (1972) claims that communicative competence reflects the belief that language is always used in a social situational context. It is a competence because individuals have to know when and when not to speak, what to say about with whom, when, where, in what way. These competencies as overlapping in *Graph 3.* In general, LG is part of CC, although there are some areas of LC that are irrelevant to CC (Allwright, 1979).

Graph 3: The relationship between linguistic and communicative competence (Brumfit and Johnson, 1979).

LC

CC

CC= Communicative Competence
LC= linguistic Competence
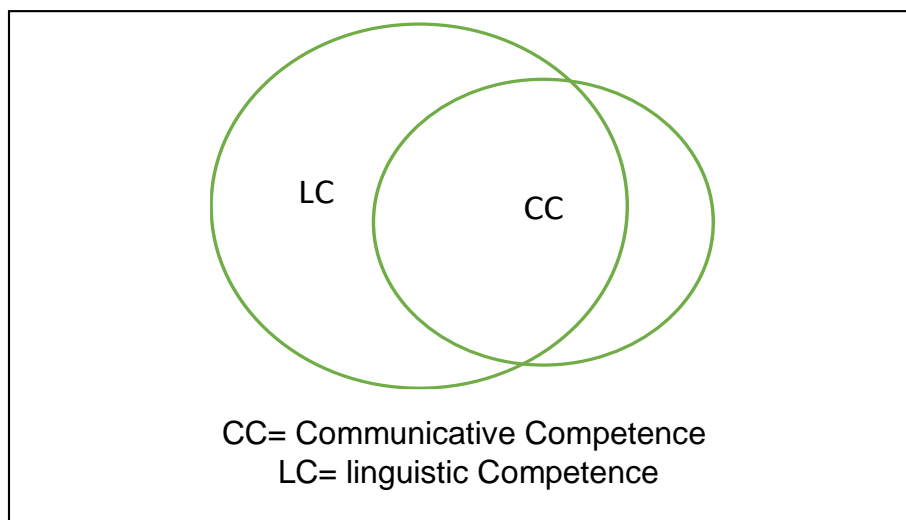
Savignon (2018) states that communicative competence was developed out the disappointment of the other methods to prepare the learners to communicate in the target language. Proponents of communicative competence developed activities like role-plays, games, and other activities. To further aid in the understanding of the language, learners are taught phrases which help them to negotiate the meaning of the language that they hear. Likewise, Savignon (2018) reports that communicative competence is associated with linguistic, sociolinguistic, discourse, and strategic competences.

Graph 4: Competences (McKenzie-Brown 2).
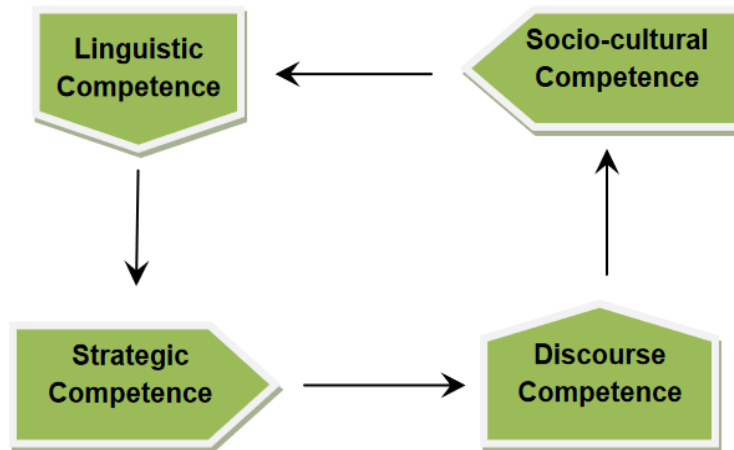
Communicative competence deals with both grammar and sociolinguistic aspects (Canale et al., 1980). The objective is to prepare students and learners to be able to communicate in real situations with the skills necessary to negotiate the meaning (Canale et al., 1980). Learners need to be taught the strategies to deal with the situations that they will face when communicating with others (Canale et al., 1980). Sim and Pop (2016) say that speaking is crucial, and time must be spent to practice this skill.

Sim and Pop (2016) mention that speaking is not a pure skill and that several processes need to be used in conjunction with each other. Communicative language teaching offers learners a more realistic and authentic platform from which they can practice these processes and skills. This is important since learners need to activate their knowledge and speaking skills together in order to be able to communicate their ideas. Moreover, it offers a variety of platforms from which they can practice their skills in a safe and more realistic environment before doing so in the so-called real world (Sim and Pop, 2016). This approach was suggested to address the problem of students who in other ways are reasonable;

however, when asked to speak they fail miserably due to a fear of speaking (Sim et al., 2016).

Communicative activities

The Communicative Language Teaching (CLT) main goal is to develop the ability to communicate effectively in the target language (Dornyei, 2009). The proponents of this approach are focused on the ability to communicate with grammar and the such learned inductively (Dornyei, 2009). The communicative language teaching approach is a broad approach that focuses on the goal of communication. This approach has as its primary objective communication so that the programs and syllabus created by those who are proponents must focus on the needs of the learners (Canale et al., 1980). This means that opportunities for practice the language are important to allow students to internalize their learning (Canale et al., 1980).

Chang and Goswami (2011) state that this approach is not limited to grammatical or linguistically competence (p4). Fluency and accuracy are seen to be complementary and having equal value and importance (Chang et al., 2011). Chang and Goswami (2011) state that learners need to be able to use both productive and receptive skills in a spontaneous and natural context and means. This makes the communicative language teaching approach ideal for teaching language due to flexibility. It is a fact that Communicative Language Teaching (CLT) is the concept that helps to get the most attention by language learners because of its versatile style and process that involves a vast quantity of activities.

Another characteristic of this approach is its vision centered on the student and the experience of teaching a second language (Hinkel, 2005). Therefore, the active participation of the student is fundamental for this

approach and a procedure that captures the dynamic and experiential nature of the process: learning by doing (Hinkel, 2005). Mainly, students are seen as communicators (Dornyei, 2009).

2.4.2 Dependent Variable

2.4.2.1 Communication in Society

The first thing that must be understood is what communication is and then what it means within society. Communication is an act that encompasses five main points which are what is said, who said it, in which channel, whom it is said to, and the effect of the message (Lasswell, 1948). A typical study of communication will focus on one or more of these, and however, for the purpose of this study, communication will be studied as a whole. Communication is essential because much can be understood about the society through the way that they use communication within it.

This is in part due to the way that communication flows through the society and how each part reacts to each other (Lasswell, 1948). The relationship between the sender and the receiver will be indicative of whether there is conductance or not of the message. This is not a black and white issue as there are degrees to the conductance of the message, which ranges from full to none. This is because the messages are not sent in a vacuum. There is a context for the message be it on a global level to a local level. Lasswell (1948) notes that education is typically conducted at a local level, and in fact, most communication happens on that level.

Furthermore, it has been noted that in order for there to be communication, there must be a degree of reciprocity no matter how simple or complex the relationship is between the parties involved. Moreover, when discussing the handling the message, Lasswell (1948) states that there

are at least two parties. The first is the message controllers, these are those who both create and manipulate the content of the message, and the message handlers, these are those who do not manipulate it. It is important that students move from being only handlers of the message to being controllers of the message. This is true no matter what the level of communication is, being global or local.

Communication is of benefit to society in a variety of ways. The first way is the ability to modify the environment of the speakers (Lasswell, 1948; Littlejohn et al., 2010). This is because the language is not static; however, it is in motion thus, allowing for the making of changes (Littlejohn et al., 2010). Another benefit is that communication allows for the understanding of social relationships, which allows for the discovery of the values that a society holds (Lasswell, 1948). By gaining insight into the values, the ideology of the society can be discovered (Lasswell, 1948). This is important for students since it allows for the reduction of misunderstanding based on what a particular group of people values over another as well as advert threats for that society (Lasswell, 1948).

Lasswell (1948) discusses some to the obstacles to effective and efficient communication between people. One of these is that of censorship of what can be communicated. Fortunately, here in Ecuador, this is not an issue that students have to deal with as is the case in of some other countries. Another and more frightening one is that of ignorance which can seriously threaten the success of communication. Ignorance can cover a variety of types of ignorance. One of these is of the process of communication. This is a problem that students here in Ecuador have when trying to communicate in English. Another type of ignorance is of the skills needed to have relevant communication as well as a lack of understanding of the society from which the communication is coming from.

Students are in need of obtaining the skills necessary in order to have relevant communication and avoid the pitfall of not understanding the differences of values between their culture and the target language (Lasswell, 1948). To summarize the role of communication in society, it has three main functions that it performs. The first of these is that of surveillance of the environment. This permits for the detection of threats and opportunities and the formation of the values that govern them. The second is that connection of the aspect of the society to respond to its environment (Lasswell, 1948, pg. 228). The final one is that of ensuring that the social inheritance is not lost for the future generations of that society. This means that it is imperative that students are comfortably able to communicate in an effective and efficient manner with others in the target language.

2.4.2.2 English Language

In the spread of English around the world, especially since the 1950's, has been remarkable and a quarter of the world´s population is "already fluent or competent" in English. The reasons or the spread are complex-related to British imperial expansion in the eighteenth and nineteenth century, the rise of USA as a significant superpower in the twentieth century, the information technology revolution, and increasing globalization (Crystal, 1997).

Likewise, Mydans (2007) states that English is the dominant language in a way that no language has ever been before spoken globally by every country in the world. Nowadays, scholars say that about one-fourth of the world's population communicate to some degree in English. It is the universal language used from science to air traffic control to global traffic. It has conquered the Internet, where 80 percent of the world's electronically stored information is in English. There are more native speakers of Chinese,

Spanish or Hindi, but it is English they speak when they talk across cultures, and they teach this language to their children to help them become to interact with the world.

According to Strevens (1978), American English called General American is not uniform, and as the case of British English, contains many different dialects. There are some board differences between British and American English:

1. **There are three main types of vocabulary:**

    - The common word-stock. - These are words which represent common ideas, using the same words in both British and American English.
    - Words with different meanings. - Stock ideas are expressed by words which are different in British and American English.
    - Words with no counterparts. - This category cover words for ideas or objects which have no counterparts in the other country.

2. **Pronunciation:**

    - The pronunciation of /r/ in a word like here, beer, where British English has a mute /r/.
    - The pronunciation of the vowel in words like *hot*, or *lock*. This might cause confusion with the British pronunciation of *heart* and *lark*.
    - Homophones in standard British English, such as *poor* and *paw*, are pronounced differently in General American.

3. Spelling:

- The deletion of *u* in words ending in –our (colour-color).
- The deletion of the second consonant letter (waggon-wagon, traveler-traveller).
- The replacement of the ending *-ce* with *-se* (defence-defense, license-licence).
- The substitution of *–que* at the end of words for *-k* (cheque-check).
- Some alteration of vowels (Pyjamas-pajamas, tyre-tire).

When teaching English, instructors have to keep in mind the importance of authentic materials from magazines and mainstream newspapers. This material provides students with examples of how English is used in native speaker context, and they are held to be more motivating than contrived materials.

2.4.2.3 Language Skills

The Reading Skill

Fairbairn & Fairbairn (2001) consider reading as a process of interaction between a reader and a text, a process that tries to satisfy the objectives of that reading. In this process, the reader examines the text in order to get a goal that guides the reading enjoying this activity.
Similar to this, Davis (2016) claims that reading skill is important for a variety of reasons. It is listed below some fundamental reasons:
- Reading is fundamental to functioning in today's society.
- Reading is a vital skill in finding a good job.
- Reading is important because it develops the mind.

- It is how people discover new things.
- Reading develops the imagination.
- Reading develops the creative side of people.

The Listening Skill

Listening is considered an invisible mental process, making, it difficult to describe since listeners have to discriminate between sounds, vocabulary and grammar structures, interpret stress and intention, retain and interpret all in seconds in the socio-cultural context of the utterance (Rost, 2002). Rost (2002) lists four stages in which listening occurs: receptive orientation, constructive orientation, collaborative orientation, and transformative orientation. Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know. The active listening chart shows three main degrees of listening: repeating, paraphrasing, and reflecting.

Graph 5: Degrees of Listening
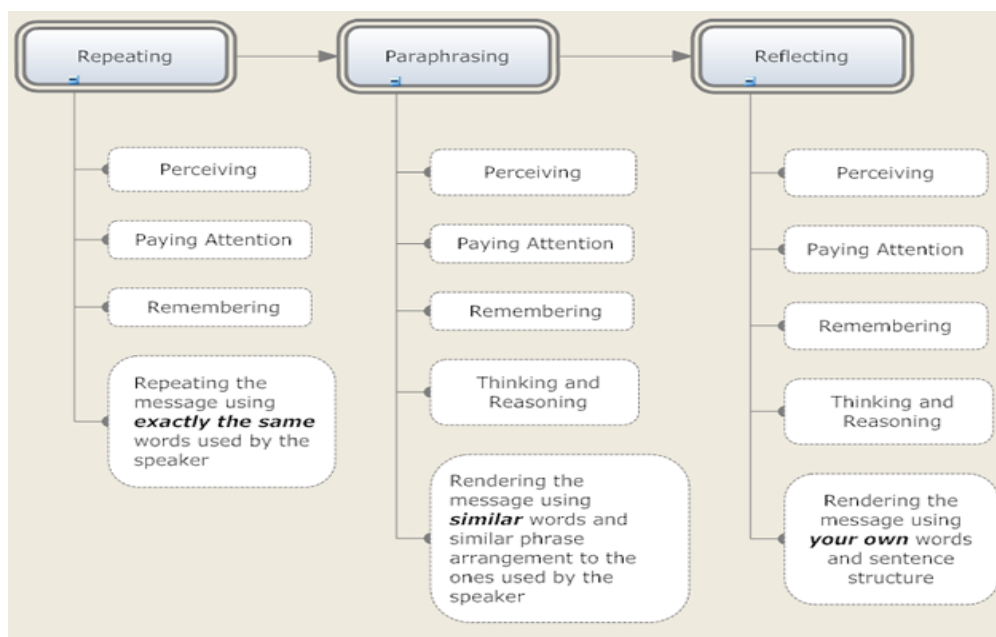
Source: (Boundless, 2018).

The Writing skill

Coulmas (2003) defines writing as a recording system of language through visible marks. Harmer (2004) lists some characteristics of writing as distinguished from speaking.

- Need for being learned/taught.
- Temporal and spatial transcendence.
- Greater possibility of addressing a general, rather than a specific, audience.
- Fewer opportunities for immediate repairs.
- No immediate writer – audience interaction.
- More opportunity/time for planning and modifying before arriving at a final product.
- Definite and conventional organizations for specific genres.
- Greater emphasis placed on the correctness of the final product.
- More dependence and expectancy of well-formed strings of language, i.e., sentences.
- Higher language density, that is, more frequent use of content words.
- Medium based grammatical, syntactical, and lexical choices.
- Reliance on punctuation marks and word order to compensate for the relative absence of paralinguistic features.

The Speaking skill

"Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people- like auctioneer or participants- may produce even more than that" (Thornbury, 2005, pág. 1). Furthermore, speaking implies the producing, receiving and processing information since it occurs in such an interactive way that it constructs meaning depend on the context in which speech occurs this being in the participants, their experiences, the physical environment, and the reasons for speaking. This skill needs people not only

to be linguistically competent, who know how to produce specific points of language, but moreover, socio-linguistically competent, who understand when, why, and in what ways to produce language (Nunan, 1999).

Chart 1: Characteristics of spoken language

1. **Clustering**	Fluent speech is bunched into phrases, rather than given meaning word-by-word. Learners can organize their output both cognitively and physically through such clustering.
2. **Redundancy**	Repetition of speech. Sometimes it is used to make the meaning clearer.
3. **Reduced forms**	It includes contractions, elisions, reduced vowels, etc. If the learners are unaware of this, it can result in a stilted, bookish quality in their speech.
4. **Performance variables**	The difference between native and nonnative speakers of a language is in their hesitation phenomena. Learners should know when to pause, backtrack, or correct the language when they have to speak it.
5. **Colloquial language**	Learners should also know about colloquial words, idioms, and phrases and practice using them.
6. **Rate of delivery**	Another salient characteristic of fluency is the rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.
7. **Stress, rhythm, and intonation**	This is the most important characteristic of English pronunciation. The stress-timed

	rhythm of spoken English and its intonation patterns convey essential messages.
8. Interaction	Speaking is about interaction. It is about how someone interacts and what kind of language a person use that will make communication go smoothly.

Source: Calle, P. (2018).

2.4.2.4 Speaking Skills

Pulverness, Spratt, and Williams (2012) consider speaking as a language skill that along with writing, belong to the productive skills. Therefore, it involves producing the language rather than receiving information or input through it. They include a concept as simple as "speaking involves using speech to communicate meanings to other people."

Being speaking a productive skill, the main concerns for teachers are fluency (at a natural flow and speed) and accuracy (correctly concerning grammar and pronunciation). (Crandall & Shin, 2014).

Furthermore, Brinton, Celce-Murcia, & Snow (2014) consider four factors that deal with the foundation of what makes a competent speaker: fluency, accuracy, appropriacy, and authenticity.

Fluency vs. Accuracy

Edge and Garton (as cited in Brinton et al., 2014) provide a simple definition of these terms. Fluency regards how students operate the language system quickly, or as Crandall & Shin (2014) define it as a natural

flow and speed. Yet, for Pulverness, et al. (2012) is to assure others'
sticking to the message we are conveying without getting bored or bothered
with so many hesitations and too slow pace of delivery. On the other hand,
accuracy involves conforming to the language system itself or dealing well
with vocabulary and grammar in order to provide bright ideas. Teachers
should consider these issues in order to set the focus of the task, Brown (as
cited in Brinton et al., 2014) suggests deciding whether the main purpose
of the task is message-oriented (fluency) or language-oriented (accuracy).

A final consideration is keeping in mind the context, in the
Ecuadorian setting, for example, EFL (English as a Foreign Language) is
how English is treated in classrooms since students do not have
opportunities outside the school to practice the language, the focus of the
lesson should be on building fluency. However, in ESL (English as a
Second Language) where students have the need to use the language
outside their schools, the focus should be on accuracy. Nevertheless,
teachers are suggested to make a balance on including activities in their
lesson plans that focus on both, so they are introduced, practiced, scaffold
monitored, and acquired at the same time.

Appropriacy

(Brinton et al., 2014) explain that this involves socio-cultural context
or pragmatics. They remark that students should be competent socially as
well as culturally. (Pulverness et al., 2012) regard this term as also keeping
the attention of others. This implies to apply the proper register to address
the interlocutor appropriately in terms of formality or informality. Thus, not
upsetting or making them feel uncomfortable with improper utterances.

Authenticity

This slippery topic involves authentic material for students to apply in their immediate context. Nonetheless, (Brinton et al., 2014, pag.108) mention that "it is unfortunate, therefore, that even today the vast majority of published pedagogical materials that teachers of L2 speaking use contain scripted dialogues that are free of speaker errors….and represent the speech from some often unspecified variety of native/speaker English." This is a worldwide inconvenience since all textbooks are pedagogically made including content that experts think might be useful for students, but they are not considering local context, culture, or immediate needs of learners or their learning styles.

Furthermore, Bilbrough (2007) proposes a dialogic pedagogy, which can be said to have been influenced by well-known researchers like Lev Vygotsky (who was a Russian cognitive psychologist) and in combination with Paulo Freire (a prestige Brazilian educationalist). These theories embed the sociocultural learning theory emphasized by Vygotsky that meant knowledge is constructed through social interactions by sharing, interchanging, or exchanging thoughts with more capable speakers. Nevertheless, Freire's approach highlights learning as a consequence of dialogues among people, in this case, among students within a classroom environment.

Bilbrough provides several examples of how dialogues can help construct and co-construct learning. He points out that not only pronunciation is enhanced, but the process is scaffold among speakers because they help one another to keep the flow of the conversation, being one of the students acting as a teacher –in all classrooms there are students that have a higher level than others, or mix-ability or level settings-, monitoring, prompting, understanding, helping, correcting mistakes, and keeping the conversation going. In this process of dialogic pedagogy, an important characteristic is the interest of the learner to get the message

understood by the other party. Therefore, learners are engaged to trigger the conversation or the dialogue in an original context and maintain it as long as the teacher allows.

This is complex to achieve in a regular class environment because of the limitation of time. Students can get the peak of motivation and engagement when the class is almost over. This can be a positive consequence because the teacher can continue next class, yet it can also be negative since they have to get the same attention and motivation from the very beginning. Hence, again, the topics, themes, and content of the resources, scripts, recording, and passages can boost discussion and create real-life-like dialogues. Therefore, teachers should devote a certain amount of time in planning and selecting the topics attractive to learners.

Regarding games, Uberman (as cited in Chen, 2005) implies that after learning and practicing new vocabulary, which is the objective of the booklet, students will have various opportunities to apply the language in a non-stressful way. The focus of students within games is not worrying about accuracy (correctness of the language) but fluency (the message they are conveying) since they want to beat the others and win the game. Furthermore, these task-based activities also involve non-linguistic aspect like learning to win and lose, values that helping one another, and they reinforce the principles of cooperative and collaborative learning which are so important for programs like International Baccalaureate.

Speaking subskills

Lackama (2010) affirms that English teachers must teach students specific speaking skills, known as sub-skills or micro-skills because conversations outside the class are destined to be better learning experiences than those inside the class. By raising awareness of speaking

sub-skills teachers provide students with strategies to improve their ultimate goal that is their communication outside the classroom.

Chart 2: Speaking sub-skills

Sub skills	Application
Fluency *Students practice speaking with a logical flow without planning or rehearsing.*	Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterward).
Accuracy with Words & Pronunciation *Students practice using words, structures and pronunciation accurately.*	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.
Using Functions *Students use specific phrases for purposes like giving advice, apologizing, etc.*	Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.
Appropriacy *Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.*	Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, "What's the damage?" is inappropriate in a four-star restaurant.
Turn-taking Skills *Students practice ways of interjecting, eliciting an interjection or preventing one.*	Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.
Relevant Length *Students practice speaking at a length appropriate to a situation.*	Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in

	a job interview. Activities which require students to elaborate or be concise are useful.
Responding and Initiating *Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.*	Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, "What do you think about…", "Speaking of…", "Really?", etc. Gestures and other paralinguistic tools are also used in conversation management.
Repair and Repetition *Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.*	The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected, a participant will 'repair' parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood or as listeners they can repeat to seek clarification, or correction from the speaker.
Range of Words and Grammar *Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.*	Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
Discourse Markers *Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)*	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse makers and then require students to use them appropriately.

Source: Speaking Subskills Lackman N. (2010)

Speaking another language

Chart 3 Communication Strategies

Strategies	Example:
a) Circumlocution	"I get a red in my head" meaning "shy"
b) Word Coinage	vegetarianist for vegetarian
c) Foreignizing a Word	turning Spanish word "una carpeta" into English sounding "a carpet"
d) Approximation	work table for workbench
e) All Purpose Words	stuff, thing, make, do
f) Language Switch	using L1 word or expression (aka: code switching)
g) Paralinguistics	gestures, mime, charades, non-verbal
h) Appealing for Help	"Taxi driver gets angry; he loses his...how you say?" (temper)

Source: Thornbury (2005).

There are some kinds of knowledge that proficiency speakers draw on when speaking.

Chart 4: L2 Speakers Need to Know

a) Sociocultural Knowledge	a) develop intercultural competence and the ability to manage
b) Genre Knowledge	b) speech act knowledge, pragmatics
c) Speech Acts	
d) Register	c) how to speak based on context
	d) use role plays to help learners speak in different social situations
e) Discourse	e) using grammar and vocabulary in order to connect speaking turns
f) Grammar	f) core grammar for informal speaking is:
	▪ present, past simple, sequencing.

g) Vocabulary h) Phonology	• continuous and perfect tense for narratives. • frequent modal and semi modal forms. • ability to formulate questions. • basic conjunctions • all purpose quoting expressions *"he said... then I said..."* g) a working knowledge of top 1500 or even top 200 words h) areas of pronunciation most important: • "core" consonant sounds (not vowels) • contrast between long and short vowels (hit vs. heat) • consonant clusters (/pr/ in product) • sentence stress

Source: Thornbury (2005).

2.5 Hypothesis

- The communicative activities based on CLT approach improve the development of the speaking skills in third level's students of the Language Center of the University Technical of Babahoyo.

2.6 Pointing Variables

2.6.1 Independent variable

- Communicative English Teaching (CLT) activities

2.6.2. Dependent variable

- Speaking skill

CHAPTER III

METHODOLOGY

3.1. Approach

This research study was carried out at the Language Center of the Universidad Tecnica de Babahoyo with the aim of analyzing the Communicative Language Teaching (CLT) as a method to develop English speaking skills in the students of third English level in the Universidad Técnica de Babahoyo. This was done during the learning term of January-April 2019. In order to obtain the results, a Mixed-Method was used. It is a combination of quantitative and qualitative methods in which researches take advantage of the strengths of each approach and compensate for their weaknesses. This is done to understand better and address research problems that are encountered (Gheitase et al., 2015).

3.2. The basic method of research

Bibliographical – documentary research

The research was based on information compiled from diverse sources such as books, journal articles, modules, newspapers, and magazines. All of them from different authors, whose aim is basically to analyze and describe concepts and theories that are relevant to the topic of this research. Thus, compiling information to discern which method and activities would be the most useful to the participants.

Field research

It leads to the right place and time in which the phenomenon or the problem is occurring. The collection of data was through a student's CLT approach evaluation and an onsite questionnaire in the scene. In this case, with EFL students at Universidad Tecnica de Babahoyo. These type of research, researches will find concise and reliable data, as well as a sustainable theoretical framework.

3.3 Level or type of research

The development of this study was framed in descriptive research. This research was "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method" (Fox & Bayat, 2008). It was used to describe the characteristics of the problem and attitudes of the participants in their natural environment. This allows for a deeper understanding of the participants' feelings of the study and the activities that were used.

Likewise, it is a mixed-method study since integrated both qualitative and quantitative. "Qualitative data are collected first when the idea is to explore a topic of specific interest with participants. Later, the researcher enlarges the understanding through the collection of quantitative data with a population or a representative sample of it. When the qualitative and the quantitative data are simultaneously collected, implementation takes place about the same time because of the nature of the research question" (Creswell, 2010).

3.4 Population and sample

Concerning the participants, two groups of thirty adult learners attending the third English course at the Language Center of the Technical University of Babahoyo. The participants range in age from 20-30 years old (M=23.2, SD=3.0) their English level proficiency is level A2 according to the standards level of English managed by the Department of Languages.

The teaching and learning process in the "treatment" group involved the use of activities based on the CLT approach in order to enhance speaking skill in students in this level whereas the "control" group were taught by using the regular syllabus provided by the language center for eight weeks, two hours per week.

The treatment was carried out from January to February 2019. There was no specific sampling procedure for the selection of the study groups. The groups were assigned by the university according to their policies and may be considered intact classes. The study was carried out with 60 people, 20 men (35%) and 40 women (65.0%), students of the Universidad Tecnica de Babahoyo who studied the third English level during the academic period January – February 2019.

Table 1: Population

Study Population		n	%
Sex	Men	20	35.0
	Women	40	65.0

3.5 Operation of variables

Independent variable: Communicative Language Teaching

Chart 5: Independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS
Communicative Language Teaching The communicative language teaching approach focuses on the goal of **communication.** It allows the teaching of a language which consists of key aspects of good active communication in which **the role of the teacher is** important who takes into account different **techniques for the teaching** of the English language.	Communication Teacher Role Teaching Techniques	•Interpersonal communication •Interaction •morphologic, •syntactic, •phonemic •Facilitator •Innovative •Strategist •Dialogues •Role-plays •Games •Teamwork •Debates •presentations	1. Did you have good communication with your classmates during the implementation of the activities? 2. Did the communicative method help you in the improvement of the speaking skill? 3. Do you agree with the communicating teaching techniques (e.g., presentations, discussions, debates, working in groups, role plays, etc.) applied during the research activity? 4. Did you feel satisfied with the way you were taught in the classroom? 5. Would you like to have more opportunities for enhancement and practice oral communication skills?	Survey ▪ Questionnaire CLT activities

Source: Bibliographic research
Author: Garcia, P. (2019).

Dependent variable: Speaking skill

Chart 6: Dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS
Speaking is a productive language **skill**. Therefore; it involves producing the language, it includes **four factors** fluency, accuracy, appropriacy, and authenticity that deal with the foundation of what makes a competent speaker.	Productive skill Fluency Accuracy Appropriacy Authenticity	▪ Ability to produce a message ▪ Natural flow and speed ▪ Interaction ▪ Grammar and vocabulary structures ▪ Formal and informal register ▪ Authentic material ▪ Connecting with the audience	Talk about yourself Look at the picture and describe it. Tell a personal anecdote. Talk about a holiday you had. Talk about a special event. Tell about when you lost something important.	Pre-Post Test. Rubric

Source: Bibliographic research
Author: Garcia, P. (2019).

3.6 Method of data collection

Pre-test

In order to identify the initial situation of the participants, a pre-test was applied. This pre-test consisted of three parts. In part 1, the students were asked to introduce themselves using basic grammar structures, and vocabulary relates to their personal information, interest, studies, work, and family. In the second part, in pairs, the students were given a picture or photograph to describe all they can see in the photo and explain what they think is happening in it. In the final part, the learners must talk about a personal anecdote telling the speaker the essential facts of their story.

Post-test

After the treatment, the participants were given a post-test, which consisted of the parts. In the first part, the student A asked his/her partner about the missing information which is not in the gap whereas student B must find out the information and answer the questions given by student A. in the second part, the students were asked to start a short discussion; they were able to express their opinions or views related to topic. In the last part of the test, students made an oral presentation with a topic given by the speaker.

Survey

In the survey, Linkert Scale questions were taken into consideration in order to ask the participants to rate their perceptions from strongly agree to strongly disagree (Elkins & Pinder, 2015). The questionnaire was

administrated at the end of the treatment to 30 students of the treatment group to get data regarding perceptions and feelings about using CLT activities as a means of developing the speaking skill. These questions aimed at getting data about the participants own impressions towards the treatment and its effect on their speaking skills.

Chart 7: Data collection

BASIC QUESTIONS	EXPLANATIONS
What for?	To reach the objectives that were set up at the beginning of the research.
What people?	Students of the third level (aged 20-30 years) Universidad Tecnica Babahoyo
What aspects?	The CLT approach and speaking skill in English learners.
Who?	Erika Paola Garcia Leon; the researcher
When?	Period: January- February 2019
How many times?	Once
What collection techniques?	Pre- test- post-test / Survey
With what?	Standard questions/ CLT questionnaire (Linkert Scale)
What situations?	During the regular schedule of class.

Source: Study's intervention
Author: Garcia, P. (2019).

3.7 Data Analysis

Once the instruments were applied the researcher followed the next steps:

- Tabulate the data collection
- Analyze and interpret the results gotten from the pre-test, the post-test, and the survey.
- Present a written report.

CHAPTER IV
ANALYSIS AND INTERPRETATION

4.1. Analysis and Interpretation of the Results

The results of the study are expressed by measuring the central tendency and dispersion as well as those referring to attitudes by absolute frequencies (small samples ≤ 30). In accordance with the normality test for Shapiro Wilk small samples, the behavior of the data was normal ($p > .05$). Therefore, the parametric T-Student test was used for the comparison between the groups. In addition, for the establishment of significant changes, the Wilcoxon nonparametric test was used. For better understanding, box plots (aka box and whisker diagrams) were used, as well as columns and stacked bar charts data processing was done with the statistical program SPSS 25 and the editing of tables and graphs was done in Excel 2016. Decisions were made with a significance of 0.05 ($p < .05$).

4.2. Data Interpretation of the Speaking Test results

4.2.1 Pre-test - Initial Situation

With the pre-test, the initial level of knowledge was determined and graded over a score of 15 points. This score included the three necessary competencies that the students have to have at the time of speaking, which are fluency, interaction, and comprehension. Each of these was scored over 5 points.

The total initial scores in the treatment ranged from 3.5 to 13 points. They had an average of 6.73 (DE=2.42). While the control group, the initial scores

ranged from 6 to 13 points. They had an average of 9.63 (DE=1, 64). These scores were significantly higher than (p<.05). Furthermore, as is observed in the box plot diagram, the dispersion of the data in the control group was very low. This implies that they had a similar means of behavior. Table N° 2 shows the behavior of the results.

Table 2: Initial situation of evaluation
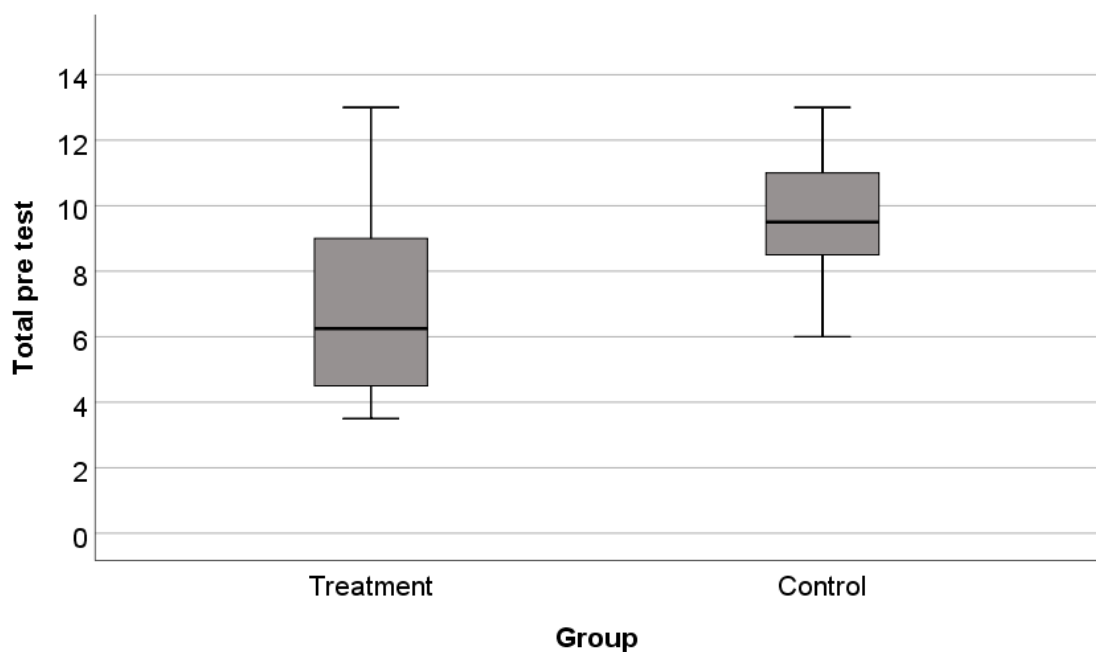
Table N° 2: The box and whisker diagram shows the range of the scores (over 15 points). The horizontal lines represent the minimum, maximum, and quartiles. The amplitude of the diagram reflects the dispersion of the data.

It is referencing the evaluated competences. Table 1 shows a maximum value of 4 as well as all the averages of the treatment group, which were found below the average of the scale (M = 2.5). This demonstrates a direction towards poor performance. However, it can be highlighted that the "interaction" was the competency with the best performance (M = 2.43, SD = 0.94) followed by comprehension and finally fluency. In the control group, something different happens because the best

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one is fluency (M = 3.43, SD = 0.68) followed by comprehension and interaction. In every case, they obtained better performance scores, with the exception of interaction in which performance was practically the same in both groups.
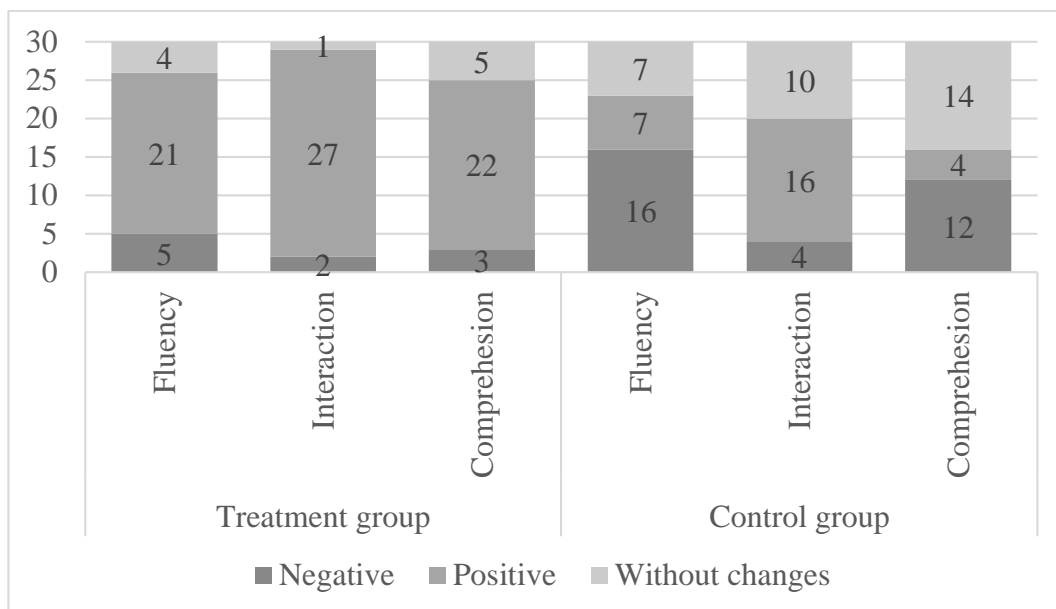
Table 3: Pre-test results (control and treatment group)

Competence	Treatment				Control				p
	Min	Max	Mean	SD	Min	Max	Mean	SD	
Fluency	1,0	4,0	2,02	1,03	2,0	4,0	3,433	0,679	0,000*
Interaction	1,0	4,0	2,43	0,94	1,0	5,0	2,800	1,186	0,247
Comprehension	1,0	5,0	2,28	0,94	2,0	5,0	3,400	0,621	0,000*

In the treatment group, there was an increase of 1.23 points in the competency of fluency, in interaction 1.0 point and in comprehension 1.07 points. The results obtained, shown in the following diagram, display the number of changes produced in the two groups of the 30 participants. At least 21 students were positively influenced and showed changes in the performance of their competences. That is to say that their performances improved. There were between 2 and 5 cases that showed a negative impact. There were four students in fluency, 1 in interaction, and five in comprehension who experienced no change.

On the other hand, in the control group, there was a decrease in the score for fluency of 0.417 points and 0, 29 decreased in comprehension. However, in interaction, there was an increase of 0.6 points. More than half of the students (16) have negative changes in fluency, 4 had negative changes in interaction and 12 in comprehension. Some students presented no change in their score, either positive or negative, 7 people in fluency, 10 in interaction, and 14 in comprehension. Less than 8 presented a positive change in both fluency and comprehension while 16 presented a positive change in interaction. See table 4 for details.

Table 4: Changes produced in each group.

Bar chart values:

Treatment group:
- Fluency: Negative 5, Positive 21, Without changes 4
- Interaction: Negative 2, Positive 27, Without changes 1
- Comprehesion: Negative 3, Positive 22, Without changes 5

Control group:
- Fluency: Negative 16, Positive 7, Without changes 7
- Interaction: Negative 4, Positive 16, Without changes 10
- Comprehesion: Negative 12, Positive 4, Without changes 14

Legend: ■ Negative ■ Positive ■ Without changes

Table Nº 4: Changes presented in each group. The bar chart diagram shows the frequency of the students that have positive, negative, or not change in each of the competencies for both the control and treatment group.

4.2.2 Post-Test – After the intervention

The results obtained in a post test (after the intervention), revealed that in both groups the scores were between 6.50 and 13.00 with an average of 10.03, (SD = 1.68) in the treatment group and 9.53 (SD = 1.6) in the control group. They showed an increase of 3.3 on average in the treatment group and a decrease of 0.1 in the control group when compared to the pretest.

The box plot shows similar behavior in both groups, which implies a similarity   of   performance. The   treatment   group had increased while the control group practically remained in their initial situation. The comparison between post-test scores did not reveal significant differences (p <0.05), considering that the control group

was, initially, in better conditions. The intervention allowed them to be located at the same level. Figure 3 shows the behavior of the results.

Table 5: Post test results (control and treatment group)
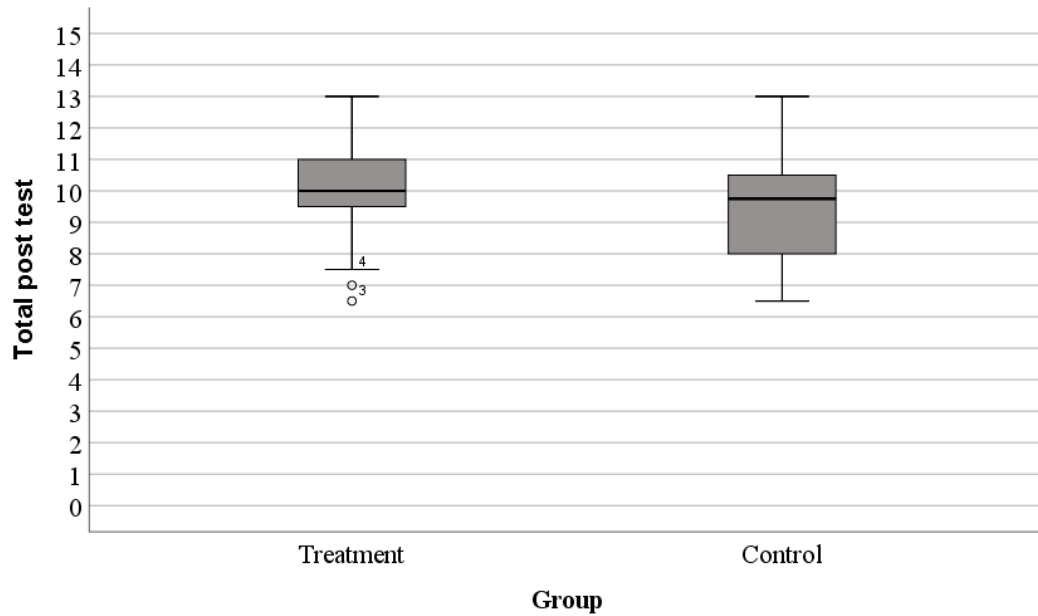
Figure 5. Post-test results. The box plot shows the behavior of the scores over 15 points; the horizontal lines represent the minimum, maximum, and the quartiles. The amplitude of the graphic symbolizes the dispersion of the data. The external circles show the atypical cases.

Regarding the individual competences, it was found that the one with the best final performance was that of interaction. This is followed by comprehension and finally fluency in both study groups. The details are shown in table 6, in which similarity of scores in both groups is observed (p> .05).

Table 6: Post-test, subskills results

Competence	Treatment				Control				p
	Min	Max	Mean	SD	Min	Max	Mean	SD	
Fluency	2,0	4,0	3,25	0,74	2,0	4,0	3,02	0,77	0,244
Interaction	2,0	5,0	3,43	0,99	2,0	5,0	3,40	1,12	0,816
Comprehension	2,0	5,0	3,35	0,77	2,0	5,0	3,12	0,63	0,213

4.3 Data interpretation of the student's attitude toward the communicative activities

The survey was applied to 30 students belonged to the treatment group find out their perceptions toward using communicative activities to develop the speaking skill. This results also helped the researcher reach the conclusions of the study. In general, a positive attitude was found among the students regarding the application of the CLT methodology.

1. Did you have good communication with your classmates during the implementation of the activities?

Table 7: Communication during the activities

Alternative	Frequency	Percentage
Strongly agree	11	37,00%
Agree	13	43,00%
Disagree	5	17,00%
Strongly disagree	1	3,00%
Total	30	100,00%

Source: Post-intervention survey
Author: Garcia, P. (2019).

Graph 6: Communication during the activities

Communication during the Activities

- Strongly agree   - Agree   - Disagree   - Strongly disagree
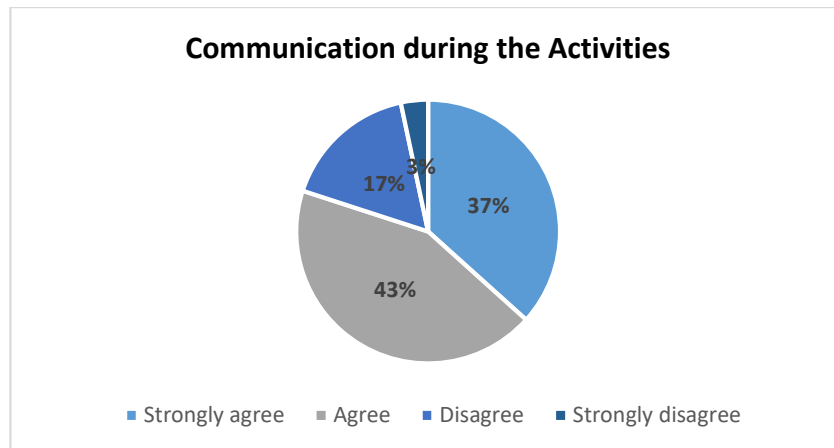
Source: Post intervention survey
Author: Garcia, P. (2019).

Analysis and interpretation

Regarding the question about how well was the communication with each other when using the activities, the 37% of the students agreed, and a 47% strongly agreed with having good communication with their peers during the intervention phase, 24 out of 30 people with a good attitude being in total.

1. **Did the communicative method help you in the improvement of the speaking skill?**

Table 8: Speaking improvement

Alternative	Frequency	Percentage
Strongly agree	11	36,00%
Agree	15	50,00%
Disagree	2	7,00%
Strongly disagree	2	7,00%
Total	30	100,00%

Source: Post-intervention survey
Author: Garcia, P. (2019).

Graph 7: Speaking improvement

Speaking improvement

36%

50%

7%

7%

7%

■ Strongly agree   ■ Agree   ■ Disagree   ■ Strongly disagree
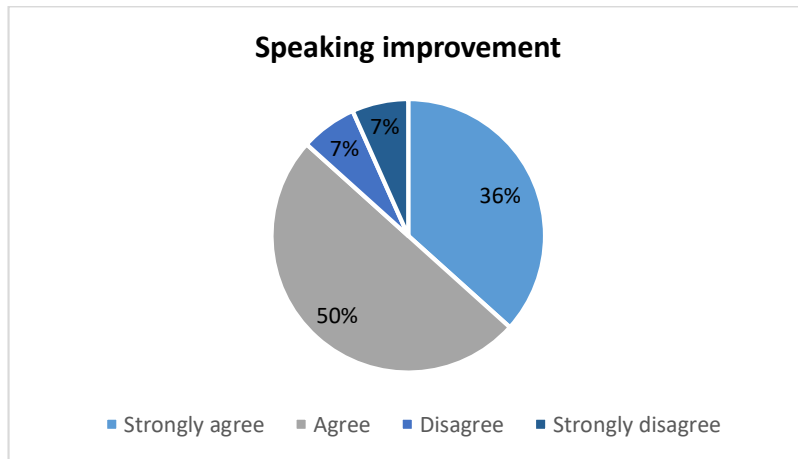
Source: Post intervention survey
Author: Garcia, P. (2019).

Analysis and interpretation

In the second question, 86% of the students said that the method was favorable for their oral development. They noted positive changes in fluency, whereas 14% of the remaining students disagreed with the process. They indicated that the method did not seem to improve their speaking ability.

2. **Do you agree with the communicating teaching techniques (e.g., presentations, discussions, debates, working in groups, role plays, etc.) applied during the research activity?**

Table 9: Communicative Techniques

Alternative	Frequency	Percentage
Strongly agree	17	57,00%
Agree	10	33,00%
Disagree	2	7,00%
Strongly disagree	1	3,00%
Total	30	100,00%

Source: Post-intervention survey
Author: Garcia, P. (2019*).*

Graph 8: Communicative Techniques

Communicative Techniques

3%
7%
33%
57%

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree
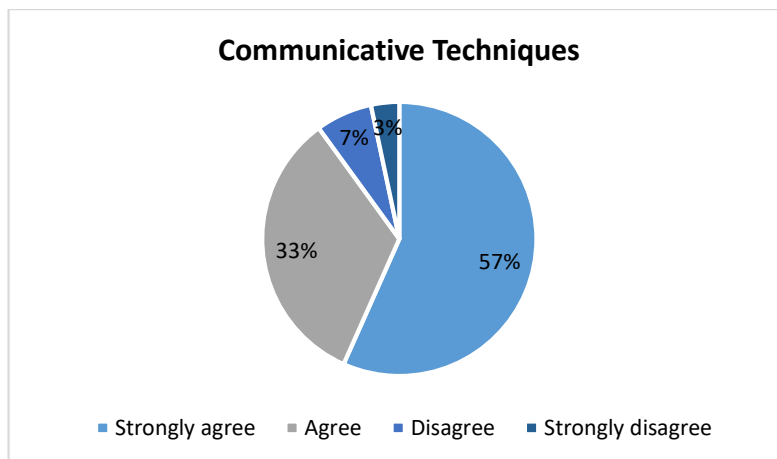
Source: Post intervention survey
Author: Garcia, P. (2019).

Analysis and Interpretation

In the third premise, 90% of the surveyed students (n = 27) agreed with the teaching techniques applied. They indicated that the activities increased their motivation for English language learning. However, a minority of students disagreed with the techniques used during the research activity.

3. **Did you feel satisfied with the way you were taught in the classroom?**

Table 10: Communicative Method

Alternative	Frequency	Percentage
Strongly agree	9	30,00%
Agree	15	50,00%
Disagree	4	13,00%
Strongly disagree	2	7,00%
Total	30	100,00%

Source: Post-intervention survey
Author: García, P. (2019).

Graph 9: Communicative Method

Communicative Method

■ Strongly agree   ■ Agree   ■ Disagree   ■ Strongly disagree
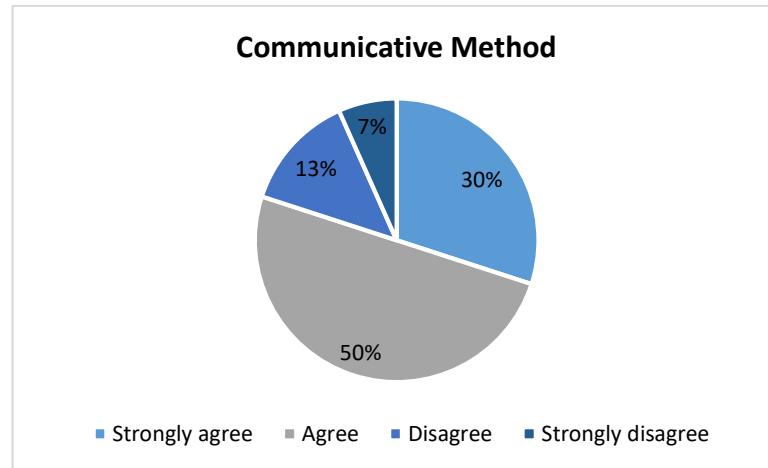
Source: Post-intervention survey
Author: Garcia, P. (2019).

Analysis and Interpretation

In the fourth question, 80% of the students were satisfied with the methodology applied. 13% and 7% of participants expressed disagreement with the method.

4. Would you like to have more opportunities for enhancement and practice oral communication skills?

Table 11: Opportunities for practicing oral communication skills

Alternative	Frequency	Percentage
Strongly agree	22	73,00%
Agree	7	23,00%
Disagree	1	4,00%
Strongly disagree	0	0,00%
Total	30	100,00%

Source: Post-intervention survey
Author: Garcia, P. (2019).

Graph 10: Opportunities for practicing oral communication skills

Opportunities for practicing oral communication skills

73%

23%

4%

0%

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree
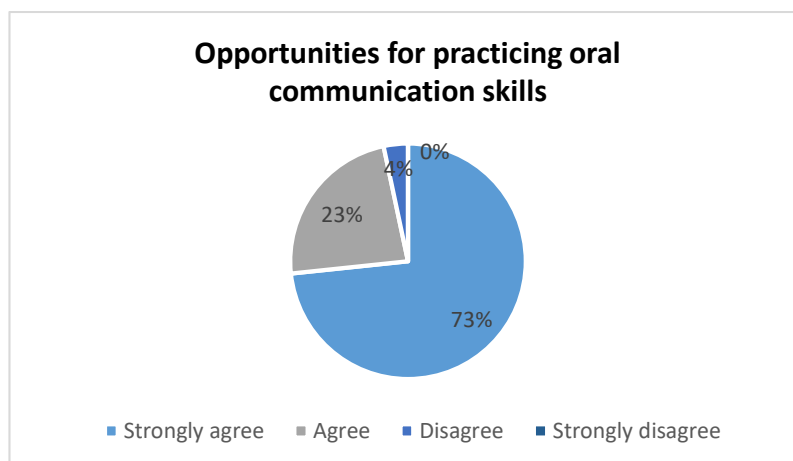
Source: Post-intervention survey
Author: Garcia, P. (2019).

Analysis and Interpretation

Finally, 96% of the participants stated that they would like to have more opportunities to practice their communication skills due to significant changes in the improvement of their speaking ability.

4.4 Hypothesis verification

The use of activities based on the communicative Language teaching method has helped in the development of speaking skills. The data from the results of the two tests applied during the initial situation, and after the intervention confirmed the hypothesis proposed. Furthermore, the implementation time needed to complete the activities was not anymore that what would generally be used with the traditional methods.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Through the pre-test results it was evidence the absence of the CLT method when teaching English since the students did not perform oral production activities. It is due to the student's low vocabulary, afraid of speaking out and shame of communicating with their classmates using the English language. Consequently, the students had difficulty to perform speaking activities from the very beginning.

- The principles that the communicative activities based on CLT approach must have in order to develop speaking skills successfully were identified. These must be highly motivational for students so that they can overcome difficulties such as the fear of expressing themselves. The activities must be done while at the same time developing their oral skills through participatory activities in which all participants have the same opportunity to talk as well as other activities like talk-active activities where the main objective is to talk with each other as much as possible in class. Finally, communicative activities must be structured according to the level of English of the students.

- At the time of doing the activities, it was essential to identify the characteristics of the speaking activities to foster better speaking skills so the activities must be focused on Accuracy, which involves vocabulary, grammar, sounds, and fluency, which includes the aspects of intonation, stress, and speaking rate. The students had improved in the development of these elements, as was demonstrated by the post-test results.

- The participants showed high interest and felt motivated during the application of the communicative activities. They expressed that the activities based on the methodology of CLT had helped them to increase their vocabulary, improved their pronunciation, and increased confidence in themselves. This is since they expressed their initial fear of talking in front of their classmates.

5.2. Recommendations

- It is necessary to encourage the use of activities based on CLT methodology since the daily practice of these activities to help increase and improve oral production in students.

- Students need to be motivated with communicative activities focused on real situations. This such as dialogues (asking for books in the library, ordering food in the cafeteria, making a hotel reservation), presentations (personal information, career information they study, family, entertainment) are useful. These are activities in which students use phrases or questions from everyday life, thus communicating without presenting significant difficulty.

- Taking into account the characteristics of the activities to develop speaking, these should be structured and designed according to the level of English (low, intermediate, advanced) of the students.

- Training of the teachers of the UTB language center with the methodology Communicative Language Teaching is necessary so that they know the importance and application of this communicative method since initially there was little use of this approach.

CHAPTER VI

ALTERNATIVE PROPOSAL

TOPIC: Enhancing student's speaking skills using communicative activities.

6.1 Informative Data

- **Institution:** Centro de Idiomas de la Universidad Técnica de Babahoyo.
- **Beneficiaries:** Third level students at the Universidad Tecnica de Babahoyo
- **Location:** Babahoyo- Los Rios.
- **Timetable for implementation:** twelve-weeks (Academic period August-December 2019)
- **Start date:** October,2019
- **End date:** December, 2019
- **Person in charge of the project:** Erika Paola Garcia León.

6.2 Proposal background

The present proposal is the result of the research carried out in the Language Center of the Universidad Tecnica de Babahoyo, in which the communicative approach was analyzed to determine the influence in the development of student's speaking skills through CLT communicative activities. Initially it was evidence a reduced usage of communicative activities practice. That is to say, students did not have enough practice in class, their English learning focused on grammar activities, and reading practice has caused demotivation and boredom at the moment of speaking.

On the other hand, the findings in the post-test demonstrated that the students had improved considerably in the ability to communicate with

others using the English language, and it also has brought a positive impact on student's attitudes regarding the new methodology. The activities applied were focused on accuracy, comprehension, and interaction. This practice has allowed participants to increase their fluency and gain self-confidence. Consequently, the alternative proposal is to design a booklet based on communicative activities which will be a complementary resource in order to let students practice speaking at the end of each lesson. Furthermore, it is well-known that this type of activities increase motivation in the learners, help to develop fluency collaboratively in a friendly environment. (Richards, 2006).

6.3 Justification

The goal of this project is to create a space for students to be able to practice their conversational skills based on CLT principles. The idea is that by doing this kind of activities the students improve the development of speaking skills. In this way it will promote collaborative learning while granting to students the ability to speak. This kind of project benefits the students because it allows for the authentic use of the language in real world usages of the language they are learning. Students will be communicating with others through debates, role plays and presentations. This will be of benefit for the students as in the modern world the use of presentations in the field of business is undeniable.

Furthermore, it is the goal of this university to foster the opportunity for its students to be well round people who are capable of contributing to society. In this age of global markets and economies it is imperative that people are able to communicate across a variety of mediums in an effective manner. It is the goal of the university to provide for its students the opportunity to do so in a safe environment where they are able to learn and perfect the skills they will need to become effective professionals.

6.4 Objectives

6.4.1 General Objective

To enhance the student's speaking activities through communicative activities.

6.4.2 Specific Objectives

- To develop accuracy and fluency through communicative activities.
- To increase self- confidence in the students.
- To provide new instructional material for speaking practice in the classroom.

6.5 Feasibility Analysis

This project is feasible because the booklet can be used in the classroom. It is possible for copies to be made of the booklet for classroom use. Therefore, there is low out of pocket costs to be able to do such activities. This means that it will not be difficult for the students to be able to afford the materials even if they come from poorer situations. Furthermore, due to the size of the booklet and the number of activities, it is possible for the teachers to be able to accomplish the task even with the time limits that constrain the class.

Another reason that this is feasible is that it comes at the end of the lesson. It is an opportunity for teachers who are unsure of themselves on how to use the CLT approach to have well planned out chance to do so. Due to the fact that the steps to follow provide the necessary scaffolding for teachers and students to be able to do the activities successfully.

6.6 Foundation of the proposal

It is important to reiterate the importance of the ability to communicate with others in society (Bresheneh et al, 2014). As the world becomes more and more a global community there is the importance to be able to communicate with others who do not speak each other's mother tongue. The lingua franca that permits the ease of communication is English (Canale et al, 1980). The easier it is to communicate in English, the higher the competitive edge the speaker has. Therefore, as a higher educational system, it is imperative to give to the students the competitive edge that they need. It has been demonstrated that CLT gives students the chance to practice their English in an authentic and practical means as is currently possible (Bresheneh et al, 2014). This is then the foundation of this booklet as it gives teachers a practical means to add this essential practice to their lessons.

6.7 Methodology

This booklet is designed for third level English learners. It is expected that students improve their speaking skills significantly. The teacher and students can use this booklet for twelve weeks, following the regular syllabus and schedule time at the language center. Moreover, teachers can use this instructional material as a complement for teaching English classes. The content of the booklet consists of twenty-five worksheets, and twenty lesson plans to know how to implement the activities in the class. In the lesson plan describes the objectives of each lesson as well as the procedure that must be followed for proper use. It is essential to mention that each unit will be covered in a week and a half of class. The topics presented are very familiar to students, so it is suggested that at the end of each lesson, the activity proposed can be applied. Furthermore, once the activity is applied,

the teacher can evaluate the student's performance by using a rubric proposed for each topic.

6.8. Proposal development

This booklet has been designed to be used at the end of each lesson as a means of putting to use the skills that have been learnt in the lesson. It is based on authentic forms and needs of communication. It is based on the principles of the communicative language teaching. It is recommended that the teacher make copies of the student page as needed. This can be seen as a way of creating interest in what is coming up and what will be learnt next.

SUPPLEMENTARY SPEAKING ACTIVITIES FOR THE

THIRD ENGLISH LEVEL COURSE

Author:

Lcda. Erika Paola García León

Ambato- Ecuador

2019

INTRODUCTION

To the student

The supplementary speaking activities booklet is designed for the third level English students of the Centro de Idiomas of the Universidad Tecnica de Babahoyo. It was created to improve the learner's speaking skills and help them to become more fluency and accurate users. The students will be able to use this booklet with their teacher in the classroom. The topics exposed in this booklet are familiar, so the students are expected to have fun during the performance of the activities.

To the teacher

This booklet is considered as a supplementary instructional material to get students involved in practicing oral skills. The booklet contains twenty-five worksheets; they are organized into four units. Each unit consists of five or seven communicative activities which pretend to help the learners in the development of their speaking abilities. This booklet is considering of great help for teachers so feel free to adapt or improve this material according to the student's needs. There is also a variety of rubrics as a means of assessing the student's performance.

How to use this booklet?

This booklet is a twelve-week course. It can be used at the end of each lesson. The teacher can hand out the worksheets to the students, or they can make copies of the material to work in class. The units can be developing in a week and a half following the regular syllabus course. The teacher can also find an action plan to implement the activities at the same time they use the regular student booklet 3.

ACTION PLAN

	WEEK	LESSON	COMMUNICATIVE ACTIVITY	RESOURCES	ASSESSMENT
UNIT 1	**WEEK 1**	LESSON 1A: My Family	Presentation	Worksheet 1A-1 Worksheet 1A-2 Worksheet 1A-3	Presentation: My Family tree. Present simple.
		LESSON 1B: You look nice!	Task-based picture	Worksheet 1B	Describing actions; use of clothing vocabulary and the present progressive tense.
	WEEK 2	LESSON 1C: Shopping time	Role-play	Worksheet 1C	Role-play: use of
		LESSON 1D: Describing people	Presentation	Worksheet 1D	Guessing who's who: describe people's physical appearance.
	WEEK 3	LESSON 1E: My best friend	Poster	Worksheet 1E	Poster: Describing my best friend.
UNIT 2		LESSON 2A: Traveling	Collage	Worksheet 2A	Collage: Plans for a trip
	WEEK 4	LESSON 2B: My plans!	Small talk	Worksheet 2B	Conversation: talking about future plans and goals. Use of *be going to.*
		LESSON 2C: Things!	Debate	Worksheet 2C	Debate: arguments in favor/against the use of internet for social purposes.
	WEEK 5	LESSON 2D: Life in future	Dialogue	Worksheet 2D	Dialogue: asking and answering questions. Use of the future will.

		LESSON 2E: Meeting up!	Conversation	Worksheet 2E	Discussion: Weekend activities plans. Use of present continuous with future meaning.
UNIT 3	WEEK 6	LESSON 3A: A comfortable Hotel	Role-play	Worksheet 3A	Role-play: at the hotel. How to host in a hotel.
		LESSON 3B: School Regulations	Poster	Worksheet 3B	small talk about school regulations.
	WEEK 7	LESSON 3C: Cellphones	Debate	Worksheet 3C	Debate: arguments in favor/against
		LESSON 3D: Digital devices	Crosswords	Worksheet 3D	Guessing game: Gadgets features. Describing objects and predictions.
	WEEK 8	LESSON 3E: What's the matter?	Role-play	Worksheet 3E	Questions about health problems.
UNIT 4		LESSON 4A:Memorable times	Picture-based	Worksheet 4A	Describing actions using the past tense.
	WEEK 9	LESSON 4B: Stories	Creating a story	Worksheet 4B-1 Worksheet 4B-2 Worksheet 4B-3	Story: the students must demonstrate knowledge of the use of the past tense (simple past and past progressive). They must use the vocabulary related to vacations. Additionally, the groups will be evaluated by the members of the other group using a rubric.

	WEEK 10	LESSON 4C: Watch out!	Telling a personal anecdote	Worksheet 4C	Small talk: in turns, a student is asking to tell his/her personal anecdote to the entire class. The students must demonstrate knowledge of the past tenses as well as vocabulary related to mishap/accidents.
	WEEK 11	LESSON 4D: Job interview	Role-play	Worksheet 4D-1 Worksheet 4D-2	Role-play: The students are assigned to play a role in the Job- interview activity. In pairs, student A is assigned as the boss and student B plays as the person who is looking for a new job. The students will interview their classmates by asking the suggested questions according to the job position he/she has applied.
	WEEK 12	LESSON 4E: Introducing my college	Video presentation	Worksheet 4E	Video presentation: the students must demonstrate knowledge of the present perfect tense (since, for, already, never, ever, still, yet) as well as vocabulary for work and studies.

Elaborated by the researcher.

CONTENTS

UNIT 3

Page	Lesson	Language	Grammar	vocabulary
Pages 38-40	Lesson 3A A comfortable hotel	Could you open the window? it's hot here. Could I use your cellphone? I need to call my mom.	Could for request and permissions	Collocations
Pages 41-42	Lesson 3B School Regulations!	What's up? Oh my god! Are you kidding me? You don't have to pay for the tickets	Have to/don't have to	Phrases and expression in real word
Pages 43-45	Lesson 3C Cellphones!	You must wear a uniform You mustn't smoke in this area	Must/Mustn't	Mobile services
Pages 46-48	Lesson 3D Digital devices	How useful is a cellphone? How things will change in 2040?	Future for predictions	Digital devices
Pages 49-51	Lesson 3E What's the matter?	Should I call the police? You shouldn't smoke cigarettes	Should/shouldn't	Parts of the body and symptoms

UNIT 4

Page	Lesson	Language	Grammar	vocabulary
Pages 52-54	Lesson 4A Memorable times!	Where did you go last holiday? I spent time with my family… Did you have a good time?	Past simple affirmative, negative, question	Special celebrations
Pages 55-59	Lesson 4B Stories	Where were you at five? Were you walking alone yesterday?	Past progressive affirmative, negative, question form	Holiday activities
Pages 60-61	Lesson 4C Watch out!	How was your holiday? Who did you go with? How did you get there?	Past simple and past continuous Time clauses with past simple and past progressive	Misfortune events
Pages 62-66	Lesson 4D Job interview!	Have you ever work full time? Have you ever deal with people with eating disorders?	Present perfect affirmative, negative an question form	Work experience
Pages 67-69	Lesson 5E Introducing my college!	Have long have you studied at UTB? Is there any cafeteria there?	Present perfect since, for, already, never	Studies

Elaborated by the researcher.

PLAN UNIT 1A
LESSON 1A: MY FAMILY

Communicative activity	Presentation
Language function	Exchanging basic personal information Identifying family relationships
Learning objective	To exchange personal information To identify family members
Interaction	Pairs
Worksheets	1A-1; 1A-2; 1A-3
Procedure	**Pre- task** ▪ Divide the class into two groups, then students will make two circles, the half of the students will be inside the circle and the other part of students will be outside the circle. ▪ The teacher will ask some questions about student's personal information such as: name, age, place where they live, study or work, and family. ▪ Once the teacher has asked a question, the students in the inside circle will reply first and then the outside students. ▪ When the students have answered the question, they will move to the right to continue answering the next questions. **Task 1** ▪ The teacher will give the students a card with missing information about family members. ▪ In pairs, students **A** and **B** will work together to complete the card with the missing information. ▪ Students **A** will have the female family member whereas student **B** will have the male member. ▪ Students will complete the missing word telling their classmate the name of the female or male member. See card examples on the worksheet. (Worksheet 1A-1). **Task 2** ▪ In pairs, the students will interview their classmates. They will ask each other questions about their family and complete the survey with their answers. (See survey on the worksheet 1A-2).
Assessment	▪ **Oral presentation:** each student will make his/her own family tree. Then they will present their family tree to the whole class. See the rubric for assessing student's oral production. (Worksheet 1A- 3). (the teacher must hand out the rubric under which students will be assessed).

Elaborated by the researcher.

WORKSHEET 1A-1

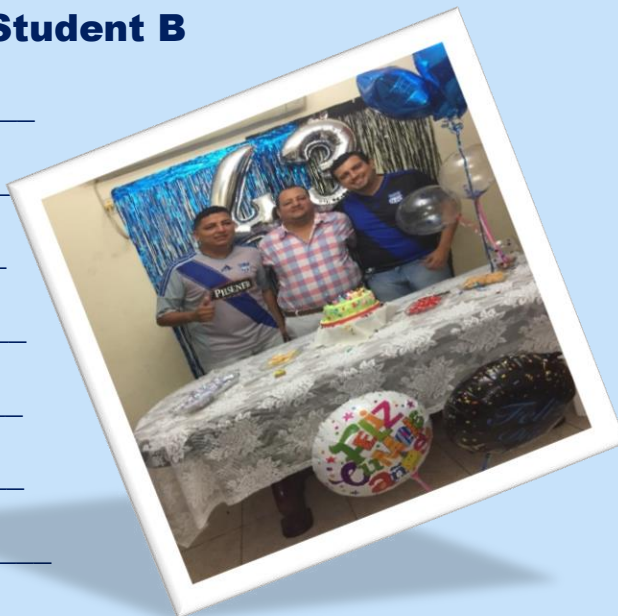**Preparation**: In pairs, find out the missing information about the family members.

Student A

Mother _____

Wife _____

Daughter _____

Sister _____

Grandmother _____

Aunt _____

Niece _____

Student B

Father _____

Husband _____

Son _____

Brother _____

Grandfather _____

Uncle _____

Nephew _____

Elaborated by the researcher.

WORKSHEET 1A-2

**Discuss:** Interview your classmate. Ask each other the questions from the survey. Complete with your peer's answers.

✎ CLASS SURVEY

Questions	Your classmate's answer
1. Is your family large or small?	
2. What is your parents' name?	
3. Do you have any brothers or sisters?	
4. How many cousins do you have?	
5. Who is your favorite aunt?	
6. Do you live with your parents?	
7. How old are your grandparents?	
8. How many brothers does your mother have?	
9. Are you married?	
10. Do you have children?	

Elaborated by the researcher.

WORKSHEET 1A- 3

Present: complete the Family tree with your own information. Then present your family to the class.
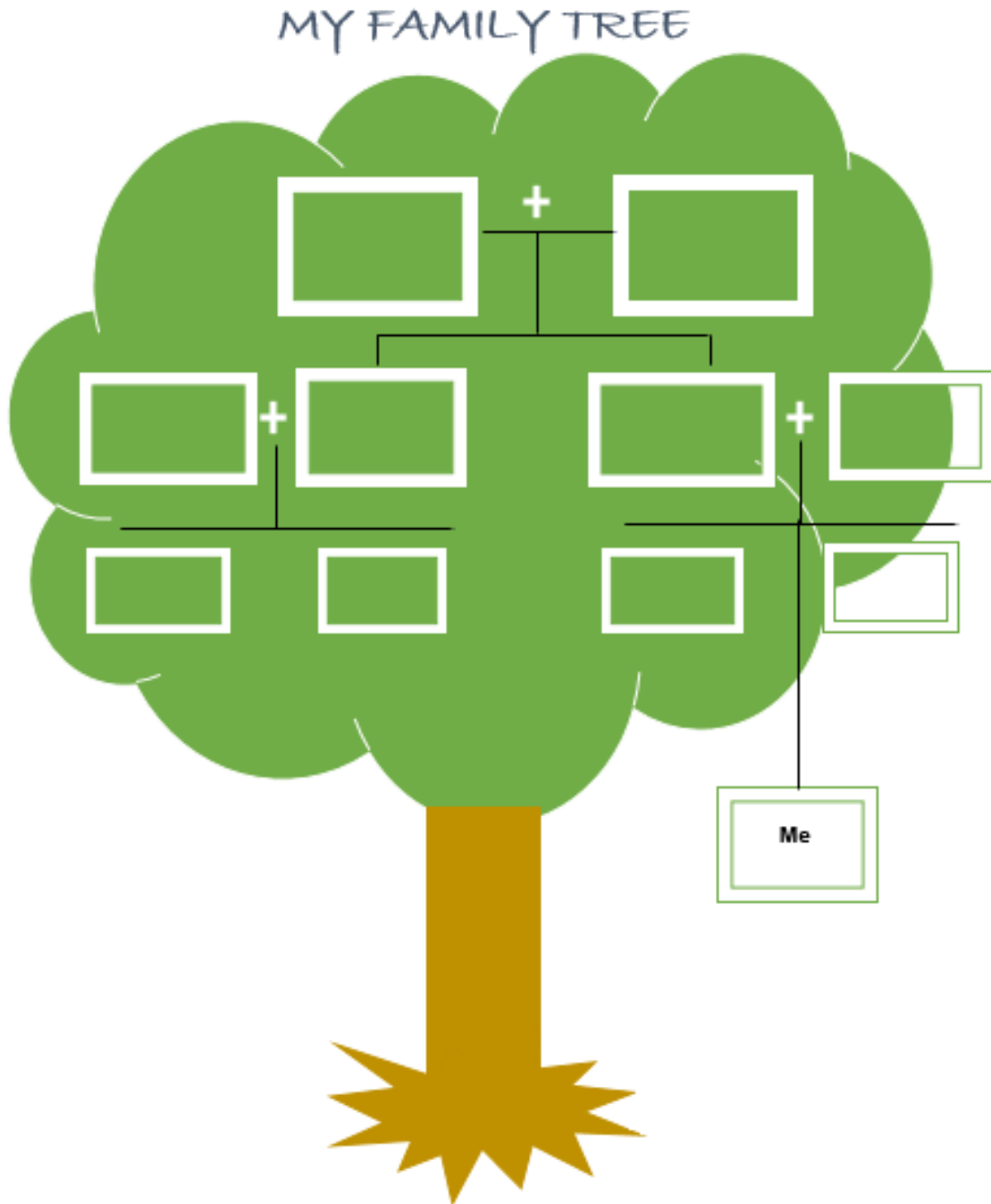
MY FAMILY TREE

Elaborated by the researcher.

WORKSHEET 1A- 3

RUBRIC FOR THE ORAL PRESENTATION
"MY FAMILY TREE"

CATEGORY	2points (excellent)	1.5 points (good)	1 point (regular)	0,5 points (Poor)
Posture and eye contact	Good posture, looks relaxed and confident. Make eye contact with everyone in the classroom during the presentation.	Good posture and make eye contact with everyone in the classroom during the presentation.	Sometimes has good posture and make eye contact.	Poor posture and/or does not look at their classmates during the presentation.
Content	Demonstrates a thorough understanding of the topic.	Demonstrates a good understanding of the topic.	Demonstrates a good understanding of parts of the topic.	Not seem to understand very well the topic.
Vocabulary	Use appropriate for the audience. Increase the vocabulary of the audience by defining the words that could be new to it.	Use appropriate vocabulary for the audience. It includes 1-2 words that could be new to most of the audience, but does not define them.	Use appropriate vocabulary for the audience. It does not include vocabulary that could be new to the audience.	Use several (5 or more) words or phrases that are not understood by the audience.
Elocution	Speaks clearly and correctly all (100-95%) the time and has no bad pronunciation.	Speak clearly (100-95%) all the time, but with a bad pronunciation.	Speak clearly and distinctively most (94-85%) of the time. It has no bad pronunciation.	Often mumbles or cannot be understood or has a bad pronunciation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster	There are more than 2 grammatical mistakes on the poster.

Total score: 10 points

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

11

PLAN UNIT 1B
LESSON 1B: You look nice!

Communicative Activity	Task-based picture
Language function	Talking about clothes
Learning objective	To describe people's clothes using the present progressive tense.
Interaction	Pairs
Worksheets	1B-1; 1B-2
Procedure	**Pre-task (Prepare)** ▪ Students will look at the picture, then they will write the kind of clothe that people are wearing they will write them into the categories of the box. (Worksheet 1B-1). **Task 1 (Discuss)** ▪ In pairs, the students will write down some questions about the picture in activity 1, then they will ask their classmates these questions to identify who is wearing the item mentioned. ▪ Students will discuss about the clothes they use when they travel to a cold or warm city. **Task 2 (Dialogue)** ▪ The teacher will divide the class into two groups, each group takes a turn to answer a question given by the teacher. ▪ A student from each group will sit and pick a piece of paper, read the question aloud and the other student will answer it. If the student reply correctly the question another participant from his/her group will take a sit in order to answer the next question.
Assessment	▪ **Describing actions:** In pairs, students will describe a picture assigned by the teacher. They will tell their classmate what are the people doing? It is necessary that students use time expressions such as: *at the moment, now, right now,* etc. (Worksheet 1B-2).

Elaborated by the researcher.

WORKSHEET 1B-1

Look at the picture. What are they wearing? Identify and write in the box the clothes they are wearing.

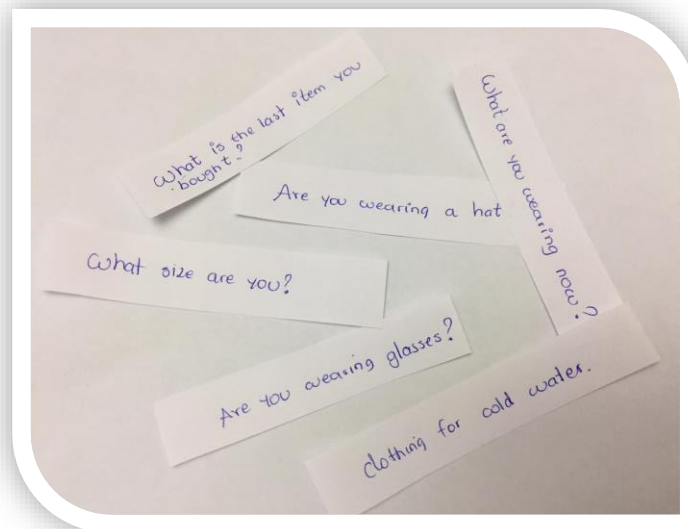| GUSTAVO	ERIKA	DILMA	JUAN JOSÈ
✓	✓	✓	✓

Elaborated by the researcher.

Discuss: In pairs, write some questions about the picture above. Then ask your classmate the questions: *Who is wearing a pink blouse? Who is wearing a watch?...*

Example:

Dialogue: In pairs, pick a piece of paper**,** answer the questions. Take turns to do it.

Elaborated by the researcher.

WORKSHEET 1B-2

Look at the pictures and describe what the people are doing right now. Use the words in the box.

STUDENT A

STUDENT B

VOCABULARY	
PICTURE A	PICTURE B
Computer	Sofa
Chair	Cellphone
Blue blouse	Hat
Jeans	Microphone
Green sweater	Sneakers
conversation	Sweater

Elaborated by the researcher.

PLAN UNIT 1C

LESSON 1C: Shopping time!

Communicative activity	Role -play
Language function	Talking about prices Talking about clothing
Learning objective	Students will be able to ask for prices, sizes, marks and decide whether or not to buy the item.
Interaction	Pair work
Worksheet	1C
Procedure	**Pre-task** The teacher will ask the students questions about the place where they usually buy things. E.g. *Where did you buy your cellphone? Where do you usually go shopping? Do you buy things in the streets markets?* **Task 1** The students will look at the three pictures on the worksheet 1C. They will choose one place to perform a role. **Task 2** Once the students have chosen the picture. They will simulate to be at one of the stores in the pictures. (Worksheet 1A- 3 **Picture 1 The clothing store** ▪ **Student A:** the costumer who wants to buy a shirt for her/his father but he/she doesn't kwon the size of the shirt. ▪ **Student B:** the clerk, she/he knows the prices, and sizes. **Picture 2 The electronic shop** ▪ **Student A:** the costumer who wants to buy a laptop but he/she doesn't know what mark to buy. He needs some recommendations. ▪ **Student B:** the shop assistance, she/he knows the prices, marks, and offers. **Picture 3 The shoe store** ▪ **Student A:** the shopper who wants to buy a pair of tennis. He/she is looking for a specific brand of shoes. ▪ **Student B:** the clerk, she/he knows the prices, and sizes.
Assessment	**Role-play:** students will ask and answer questions at the store. They must use the possessive pronouns and possessive case. See the rubric for assessing the activity (the teacher must hand out the rubric under which students will be assessed).

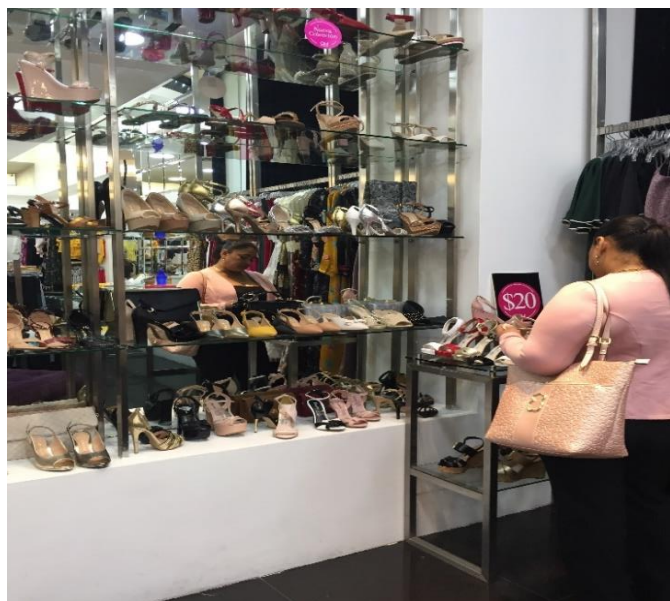Elaborated by the researcher.

WORKSHEET 1C

Instruction: Look at the pictures and choose a situation to perform a role with your classmates.

PICTURE 1 THE CLOTHING STORE

Where did you buy your cellphone? Where do you usually go shopping? Do you buy things in the street markets?

PICTURE 3: THE SHOE SHOP

Source: photos taken by the researcher.

Picture 1 The clothing store

- **Student A:** the costumer who wants to buy a shirt for her/his father but he/she doesn't kwon the size of the shirt.
- **Student B:** the clerk, she/he knows the prices, and sizes.

Picture 2 The electronic shop

- **Student A:** the costumer who wants to buy a laptop but he/she doesn't know what mark to buy. He needs some recommendations.
- **Student B:** the shop assistance, she/he knows the prices, marks, and offers.

Picture 3 The shoe store

- **Student A:** the shopper who wants to buy a pair of high heels. She is looking for a specific model of shoes.
- **Student B:** the clerk, she/he knows the prices, and sizes.

PICTURE 2: THE ELECTRONIC SHOP

WORKSHEET 1C

RUBRIC FOR ROLE-PLAY
"AT THE STORE"

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Role	Point-of-view, arguments, and solutions propose are consistently in character.	Point-of-view, arguments, and solutions propose are often in character.	Point-of-view, arguments, and solutions propose are sometimes in character.	Point-of-view, arguments, and solutions propose are rarely in character.
Knowledge gained	Can clearly explain several ways in which his character "see" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "see" things differently than other characters.	Can clearly explain one way in which his character "see" things differently than other characters.	Cannot explain one way in which his character "see" things differently than other characters.
Required elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/costume	Student uses several props (could include costume) that accurately fit the situation, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the situation, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster	There are more than 2 grammatical mistakes on the poster.

Total score: 10 points.

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

PLAN UNIT 1D

LESSON 1D: Describing people!

Communicative activity	Presentation
Language function:	Talking about physical appearance Expressing opinions on people's appearance
Learning objective:	Students will be able to describe people's physical appearance.
Interaction:	Pair work
Worksheet	1D
Procedure	**Pre-task (Prepare)** ▪ In pairs, the students will look at the pictures and will tell their classmate one adjective which best describe the people in the pictures. e.g. *young, old, fat, thin...* ▪ Students will discuss together what do the people in the pictures like? Then they will match the letters A-I with the right description. Then students will choose a person from the images and describe it. **Task 1 (Discuss)** ▪ Students will tell their partner *what do you look like* and describe yourself using the phrases in task 1. **Task 2 (Oral production)** ▪ Students will download some pictures of their family from the social networks (Facebook or Instagram). Then they will make a short presentation on power point using the downloaded photographs to present one member of their family to the class.
Assessment	▪ **Guessing who's who;** the teacher will tell a student to stand up and describe one of their classmates. The students will describe her/he without telling his/her name. The remaining students will guess who is the classmate described.

Elaborated by the researcher.

WORKSHEET 1D

Prepare: In pairs, look at the pictures and tell your partner <u>one</u> adjective which best describe the people in the pictures.

      e.g. *young, old, fat, thin...*

Discuss: what do the people in the pictures like? <u>Match</u> the letters A-I with the right description. Then choose <u>one</u> person from the images and describe her/him.

1. *Old and short grey hair*	**5.** *Long and black hair*	**9.** *Blue eyes*
2. *Small and thin*	**6.** *Curly and black hair*	
3. *Old and short hair*	**7.** *Tall and thin*	
4. *A little chubby and bald*	**8.** *Short and blond hair*	

Discuss: Tell your partner *what do you look like* and describe yourself using the phrases in task 1.

- Download some pictures of your family from the social networks (Facebook or Instagram).
- Make a short presentation on power point using the downloaded photographs and present <u>one</u> member of your family to the class, tell about his/her appearance and personality.

MY FAMILY

PHYSICAL APPEARANCE

USEFUL PHRASES

Inquiring
- ☑ What does she/he look like?
- ☑ What is she/he like?
- ☑ What's your father/mother name?

Discussion
- ☑ She/he looks too old…
- ☑ She/he has curly/straight hair

Presentation
Let me introduce my family…
My family is large/small…
I have three brothers…

Elaborated by the researcher.

PLAN UNIT 1E

LESSON 1E: My best Friends!

Communicative activity	Poster
Language function	Taking about people's appearance
Learning objective	Students will be able to ask questions about their best friend's appearance and personality using adjectives to describe appearance and personality.
Interaction:	Pairs – solo
Worksheet	1E
Procedure	**Task 1 (Prepare)** ▪ The students will work alone. They will think of a friend from high school or college. Then, they will write down his/her physical characteristics and personality into each category. **Task 2 (Discuss)** ▪ Students will work in pairs. They will talk together about a friend. The students will tell each other where they met their friend, and what does she/he like? **Task 3 (Present)** ▪ The students will work alone. Teachers will encourage students to draw their friend on a flipchart provided by the teacher. They will write some of his/her physical appearance and personality. Finally, when students get ready they will present their friend to the whole class.
Assessment	▪ **Poster presentation:** Students will listen to their classmates' presentations to ask questions about their best friend's appearance and personality. See the rubric for assessing the poster presentation. (the teacher must hand out the rubric under which students will be assessed).

Elaborated by the researcher.

WORKSHEET 1E

Physical appearance

Height	Hair length	Eyes	Skin

Personality

Positive	Negative

Discuss: In pairs. Tell your partner about your friend. Tell him/her where did you meet your friend, and what does she/he like?
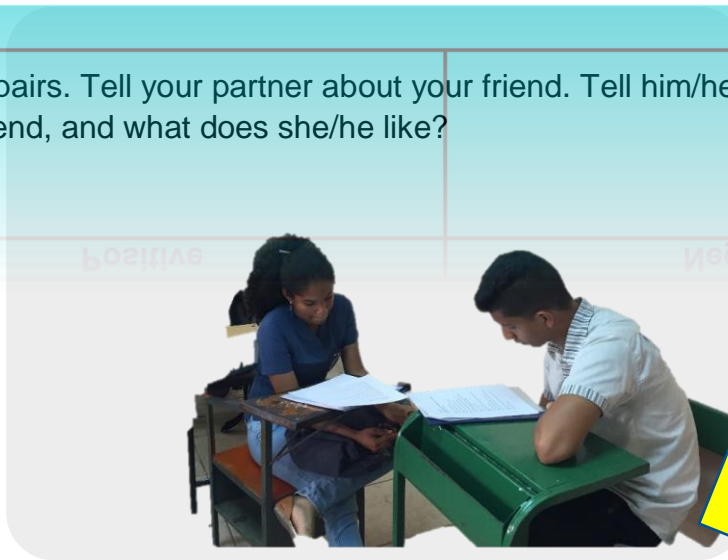
Tall, small, fat, Slim, long, short hair, Green, brown, black eyes, brown, White, black skim, passionate, adventurous, easygoing,

Present: Work alone. Draw your friend on a flipchart then write some of his/her physical appearance and personality. When you get ready present your friend to the whole class. You can even ask your classmates questions about what you told them about your friend.

Elaborated by the researcher.

WORKSHEET 1E

RUBRIC FOR THE POSTER PRESENTATION
"My best friend"

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Graphics clearly	The graphics is in focus and the content easily viewed.	Most of graphic is in focus and the content easily viewed.	The graphics is in focus and the content is viewed.	The graphic is not clear or is too small. The content cannot be viewed or identify.
Required elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Knowledge gained	Student can accurately answer all questions related to facts in the poster.	Student can accurately answer most questions related to facts in the poster.	Student can accurately answer about 75% of questions related to facts in the poster.	Student appears to have insufficient knowledge about the facts in the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster	There are more than 2 grammatical mistakes on the poster.

Total score: 10 points

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

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PLAN UNIT 2A

LESSON 2A: Traveling!

Communicative activity	Collage
Language function	Describing cities and sights Talking about future activities
Learning objective	Students will be able to plan a trip and talk about it using the future tense *be going to*.
Interaction	Pairs
Worksheet	2A
Procedure	**Pre-task** ▪ The teacher will write on the board the name of four main cities of Ecuador. Then the teacher will ask students to tell an adjective to describe better the city chosen. **Task 1 (Prepare)** ▪ The students will look at the pictures and talk to their classmates about the following questions: *What would be a good place to visit on vacations? The coast, highland, orient, or Galapagos Island.* ▪ the students will discuss about a city they would like to go on vacations. They will ask each other some questions about the trip. **Task 2 (Discuss)** ▪ In pairs, the students will talk to their classmate on how important is to plan a trip before traveling. They will plan a trip taken into consideration the following aspects: accommodation, transportation, activities, touristic attractions and money. **Task 3 (Oral production)** ▪ Using the information from task 2 the students will make a collage and present to the class their plans for a trip. Tell where/ when are you going to, the city you're going to visit use the information in task 2.
Assessment	▪ **Collage:** The students will listen to each other's presentations and will make questions to find out more information. See the rubric for assessing the poster presentation. (the teacher must hand out the rubric under which students will be assessed).

Elaborated by the researcher.

WORKSHEET 2A

Prepare: Talk to your classmate. Look at the pictures of Ecuador. *What would be a good place to visit on vacation? The coast, highland, orient, or Galapagos Island.*
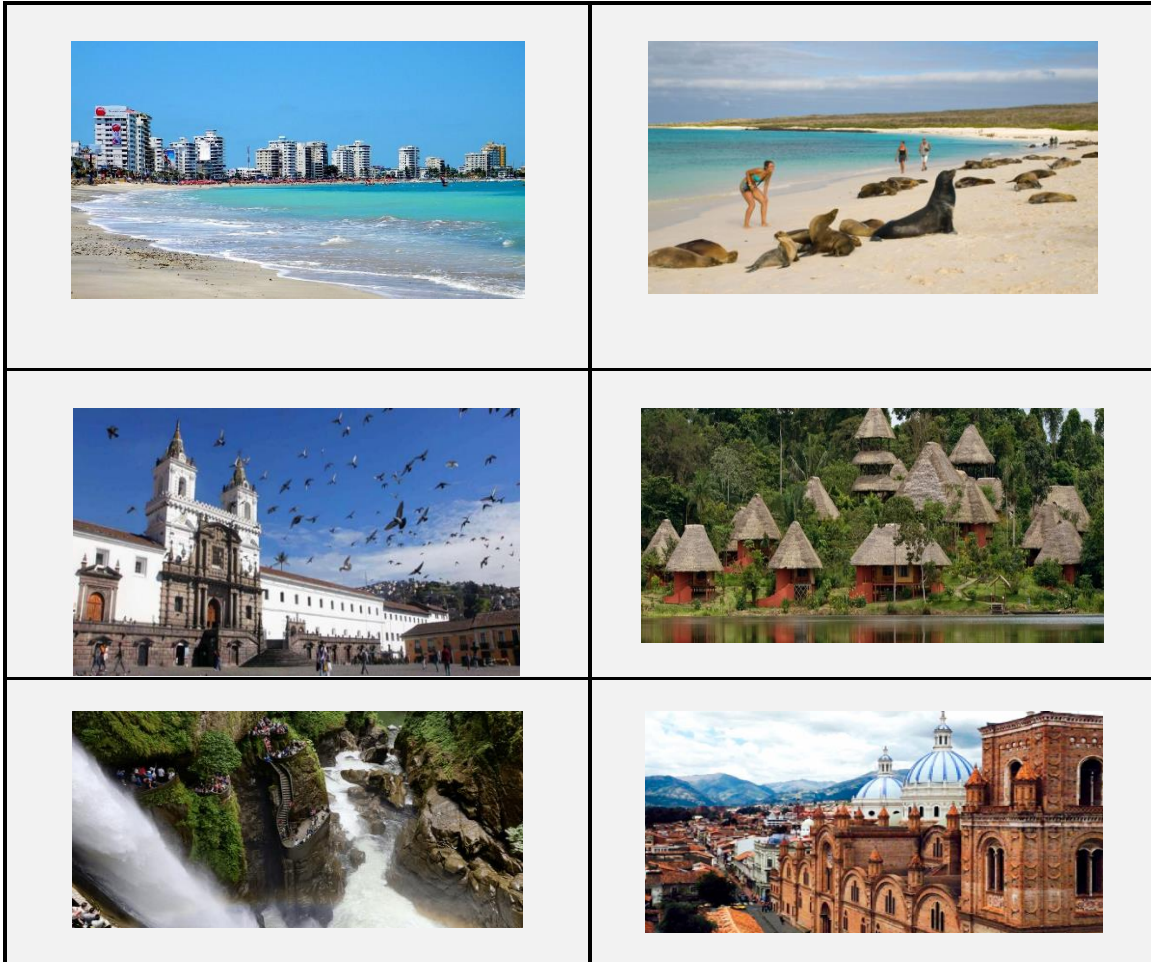
Source:Images taken from www.google.com

Discuss: Talk to your classmate. Imagine you are going to travel to a city from task 1, tell your peers:

- Which two places are you going to visit?
- What activities are you going to do there?
- Who would be your ideal fellow traveler to go there?
- How important is to plan a trip before traveling?

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Discuss: In pairs. Talk to your classmate how important is to plan a trip before traveling. Plan a trip taken into consideration the following aspects.

Oral production

- Make a collage and present to the class your plans for a trip, tell where/ when are you going to, the city you're going to visit. Use the information from the mind map.

Elaborated by the researcher.

WORKSHEET 2A

RUBRIC FOR THE COLLAGE PRESENTATION
"Plans for a trip"

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster	There are more than 2 grammatical mistakes on the poster.

Total score: 10 points

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

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PLAN UNIT 2B

LESSON 2B: My plans!

Communicative activity	Small talk
Language function:	Talking about future plans Asking and answering questions about future events
Learning objective:	Students will be able to talk about their plans for the future using be going to and the present progressive with future meaning.
Interaction:	Group work
Worksheet	2B
Procedure	**Task 1 (Prepare)** ▪ The students will write some of their plans for the weekend on the graphic. They will write two or three sentences per each category e.g. study, work, travel, and family. **Task 2 (Discuss)** ▪ In pairs, the students will discuss their plans in mind. The students will use the prompts to ask and answer the questions to find out more about it.
Assessment	**Small talk:** in groups of four, the students will participate in asking and answering questions about their partner's plans to find out more information. They will use the future tenses *be going to* and the *present progressive* with future meaning.

Elaborated by the researcher.

WORKSHEET 2B

Prepare: what plans do you have in mind? Think of your plans and write them into each category.
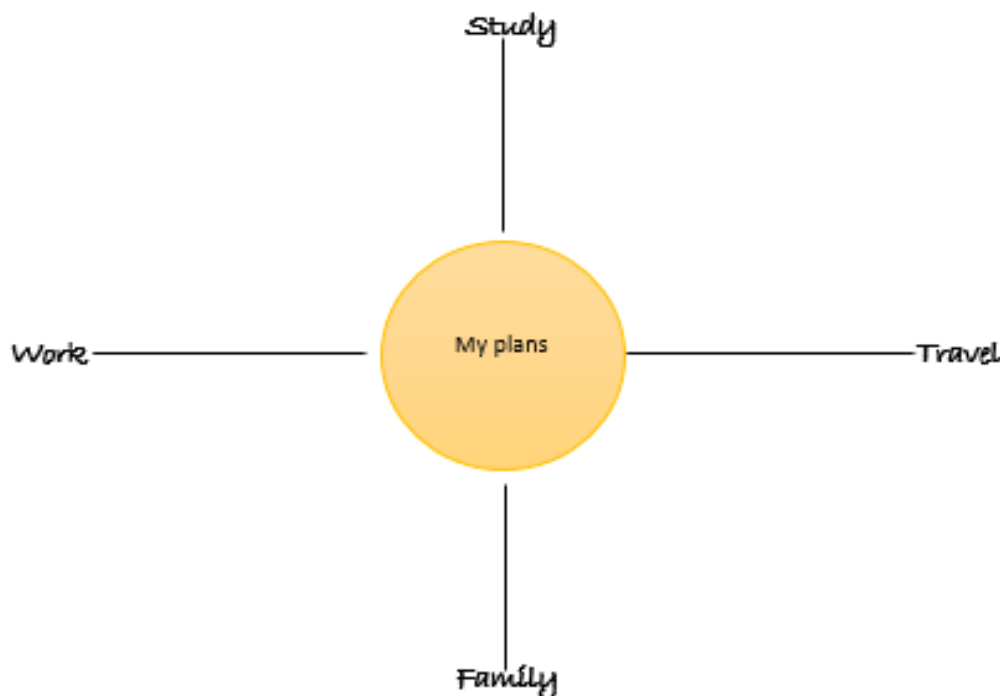
Discuss: In pairs, share with your classmates your ideas about your future plans. Use the prompts to ask and answer the questions to find out more.

e.g.

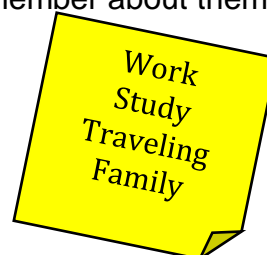Where are you going to celebrate your graduation?

Are you getting married?

Where are you going to work after finishing school?

Are you studying abroad next year?

Where are you going to celebrate your graduation

Oral production: Talk in groups of four. What can you remember about each other from the discussion part? Tell your classmates what you remember about them.

Elaborated by the researcher.

Work
Study
Traveling
Family

30

PLAN UNIT 2C

LESSON 2C: Things!

Communicative activity	Debate
Language function:	Talking about gadgets
Learning objective:	Students will be able to talk about the advantages or disadvantages of buying/having an electronic device.
Interaction:	Pairs
Worksheet	2C
Procedure	**Pre-task** ▪ The students will work in pairs. They will talk to their classmates about the gadgets they use for doing activities such as: chatting with friends, watching programs/movies or listening to music. **Task 1** ▪ The students will look at the pictures to identify the name of the gadgets in the box. Then they will talk in pairs about the characteristics of the devices as well as the advantages and disadvantages of buying/having one. **Task 2** ▪ The students will work in groups of four. They will have a short debate on the topic ""*Cellphones should be banned during English classes".* The students will make arguments in favor or against the statement. **Task 3** ▪ The students will arrange their sits in a circle. They will take turns to give their stand on the arguments in favor VS. against. It will take a minute per round.
Assessment	▪ **Debate:** Ask and answer questions to find out more information about the topic. See the rubric for assessing the poster presentation. (the teacher must hand out the rubric under which students will be assessed).

Elaborated by the researcher.

WORKSHEET 2C

Prepare: In groups of two. Talk your partners about the gadgets you use for doing homework, chatting with friends, watching programs/movies or listening to music.

Discuss: Look at the pictures. Write number 1-5 in the pictures below. Talk your partner about the <u>characteristics</u> of the gadgets, the advantages and disadvantage of buying/having one of these.

a ☐	b ☐	c ☐
d ☐	f ☐	g ☐

1. Cellphone
2. Television set
3. Laptop
4. Speaker
5. Blue-ray
6. Apple watch

Source: Images taken from www.google.com

Discuss: in groups of four. Make arguments in <u>favor and against</u> the statement "*We should stop using the internet for social purposes"*. Take notes of your partner's opinions.

Oral production: Taking turns, a student from the group, will give their stand on the arguments <u>for vs. Against</u>. It will take a minute per round.

Elaborated by the researcher.

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WORKSHEET 2C

RUBRIC FOR A DEBATE

Topic: "*We should stop using the internet for social purposes*"

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Respect for other team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of facts	Every major point was well supported with several relevant facts or examples.	Every major point was adequately supported with relevant facts or examples.	Every major point was supported with facts or examples, but the relevance of some was questionable.	Every point was not supported.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of the topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.

Total score: 10 points

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

PLAN UNIT 2D
LESSON 2D: Life in future!

Communicative activity	Dialogue
Language function:	Making decisions and promises Making predictions
Learning objective:	Students will be able to ask about how things will change in the future using the future tense.
Interaction:	Pairs
Worksheet	2D
Procedure	**Task 1 (Prepare)** ▪ The students will work in pairs. They will look at the cards on the worksheet 2D. The Student **A** will ask one of the statements written in the card and student **B** will answer it with the correct reply. The student will identify whether the statement is an offer or promise. **Task 2 (Discuss)** ▪ In pairs again the students will talk to their classmates about how the world will be in 2040. They will also use the prompts to create better ideas on world changes. **Task 3 (Oral production)** ▪ One of the student will present to the class his/her own ideas on how the world will change in 2040.
Assessment	**Dialogue:** The students will ask questions to find out more about the future changes in the world. It is required that students use the future tense will/ won't (positive and negative forms).

WORKSHEET 2D

In pairs. Look at the cards. Student A asks one of the statements below and student B answers it with the correct reply. (Offering/promise)

STUDENT A

It's too hot here, the windows are closed.

I forgot my cellphone at home.

I am feeling bad. I have a stomached.

I can't listen to music on my phone.

These shoes don't fit me well.

You look so tired.

STUDENT B

I will write you every day.

You will see the doctor.

So, I will open the windows.

You shall take them back to the store.

You shall take a nap.

I will back home.

You shall turn up the volume.

Discuss: In pairs again. Talk to your classmates about how the world will be in 2040. Use the prompts to create better ideas.

✎ People/ time to relax /busy life
✎ Families/ smaller/larger
✎ Children/study/ online/home
✎ People/drive/electric cars
✎ Transportation/easy/economic/expensive

✎ Food/light/ expensive/little
✎ People/happier/ more stressed
✎ Families/no children/pets
✎ No cellphones/small TV
✎ Robots/ useful/suitable

Oral production: Talk to the class about your own ideas on how the world will change in 2040.

Elaborated by the researcher.

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PLAN UNIT 2E

LESSON 2E: Meeting up!

Communicative activity	Small talk
Language function:	Talking about activities for the weekend Asking and answering questions about plans. Talking about arrangements
Learning objective:	Students will be able to talk about plans and arrangements to meet up with friends.
Interaction:	Pairs
Worksheet	2E
Procedure	**Task 1 (Prepare)** ▪ Students will think of four things they have in mind to do with their friends on the weekend. They will write down on the notebook. For a better understanding they can see the examples and follow them. **Task 2 (Discuss)** ▪ In groups of three students. They will use the notes provided in task 1 to make arrangements with their partners. The students will also figure out who is going to do the same things as them. **Task 3 (Small talk)** ▪ The teacher will encourage students to present their plans to the class. In their talks they must include the answers of the three questions assigned.
Assessment	**Discussion:** the students participate in asking and answering questions about their partner's plans. They must use the present progressive for future meaning.

Elaborated by the researcher.

WORKSHEET 2E

Prepare: Work alone. Think of four things you have in mind to do with your friends on the weekend. For example:

Saturday, 8pm.
Have a party at Lucia's home
Sunday, 3pm.
Watch the championship
Saturday, 2pm.
Go for a picnic in Samanes park
Saturday, 5pm.
Go to Vilma Palma concert at Alberto Spencer stadium

Discuss: In groups of three. Using the notes from activity 1 make arrangements with the partners in your group. Figure out who is going to do the same things as you.

Small talk: Tell the class:

- Which activities are you and your friend doing together at the weekend?
- Who's going to do it with you?
- What time are you going out?

Elaborated by the researcher.

PLAN UNIT 3A

LESSON 3A: A comfortable hotel

Communicative activity	Role-play
Language function:	Talking about hotel experiences Talking about hotel facilities Talking about past events and activities
Learning objective:	Students will be able to ask and answer questions at a hotel reservation.
Interaction:	Pairs
Procedure	**Task 1 (prepare)** ▪ The student will work alone. They will think of the facilities that a good hotel should offer. The students will make a list. **Task 2 (Discuss)** ▪ The students will work in pairs. The students will tell their classmates about the last hotel they stayed. They will also ask each other how good/bad the hotel was, was it comfortable/uncomfortable experience? How much did you pay per night? Does the hotel have any attractions? **Task 3 (Oral production)** ▪ **Role-play:** In groups of three. The students will play a role simulating they want to stay in a hotel near the beach. Student **A** will be the receptionist, student **B** will be the guest and student **C** will be the guest's wife/husband. The students will create the dialogue based on the words they have in task 1. Then they will act out the dialogue.
Assessment	▪ **Role-play:** the students perform will be assessed using a rubric. The students must use the past tense and vocabulary for hotel facilities. (The teacher must hand out the rubric under which students will be assessed).

Elaborated by the researcher.

WORKSHEET 3A

Prepare: Work alone. Think of the facilities that a hotel should offer. Make a list.

> **HOTEL FACILITIES**
>
> _____
> _____
> _____
> _____
> _____
> _____
> _____

Discuss: In pairs. Remember the last trip you had. Tell your classmate *how good/bad was the hotel, was it comfortable/uncomfortable experience? How much did you pay per night? Does the hotel have any attractions?*

Role-play: In groups of three. You and your partners will play a role simulating you want to stay in a hotel near the beach. Student **A** will be the receptionist, student **B** will be the guest and student **C** will be the guest's wife/husband. Create the dialogue based on the words you have in activity A. then act out the dialogue.

Elaborated by the researcher.

WORKSHEET 3A

RUBRIC FOR ROLE-PLAY ACTIVITY
"Hotel reservation"

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Role	Point-of-view, arguments, and solutions propose are consistently in character.	Point-of-view, arguments, and solutions propose are often in character.	Point-of-view, arguments, and solutions propose are sometimes in character.	Point-of-view, arguments, and solutions propose are rarely in character.
Knowledge gained	Can clearly explain several ways in which his character "see" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "see" things differently than other characters.	Can clearly explain one way in which his character "see" things differently than other characters.	Cannot explain one way in which his character "see" things differently than other characters.
Required elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/costume	Student uses several props (could include costume) that accurately fit the situation, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the situation, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster	There are more than 2 grammatical mistakes on the poster.

Total score: 10 points

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

PLAN UNIT 3B
LESSON 3B: School's Regulations

Communicative activity	Poster
Language function	Talking about school regulations Expressing opinion
Learning objective	Students will be able to talk about the regulations of their school using the modal verb have to/don't have to.
Interaction	Pair/ solo
Materials	Flipchart, markers, and magazines.
Worksheet	3B
Procedure	**Task 1 (Prepare)** ▪ The teacher will write the word "rules" on the board. The students will think of the main rules of their college and will write them on the board too. The students will also work on the worksheet 3B to complete the school's regulations box. *(What they have to/don't have to do)* **Task 2 (Discussion)** ▪ Then, the students will form groups of 2. They will discuss about the school's regulations. Once the have finished the discussion they will make a poster in order to explain the regulations of the Babahoyo University. **Task 3 (Oral production)** ▪ In a small talk the students will tell the class the rules/regulations of their institution.
Assessment	**Conversation:** The students will participate in asking questions to find out more about the UTB regulations. They students must demonstrate knowledge on how to use the modal verb *have to.*

Elaborated by the researcher.

WORKSHEET 3B

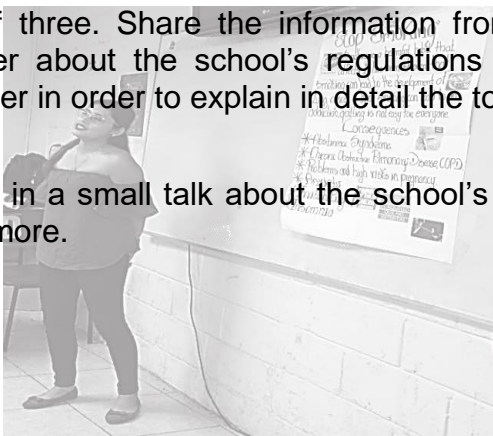**Prepare:** Think of the main rules of your college and write them down on the box.

Example: *I am a nursing student so I have to wear a uniform / I don't have to pay registration fee.*

What I have to do?

I have to...	I don't have to...

Discuss: Work in groups of three. Share the information from the box with your partners then ask each other about the school's regulations they know. Use the information to design the poster in order to explain in detail the topic.

Poster: Tell your classmates in a small talk about the school's regulations. Ask and answer questions to find out more.
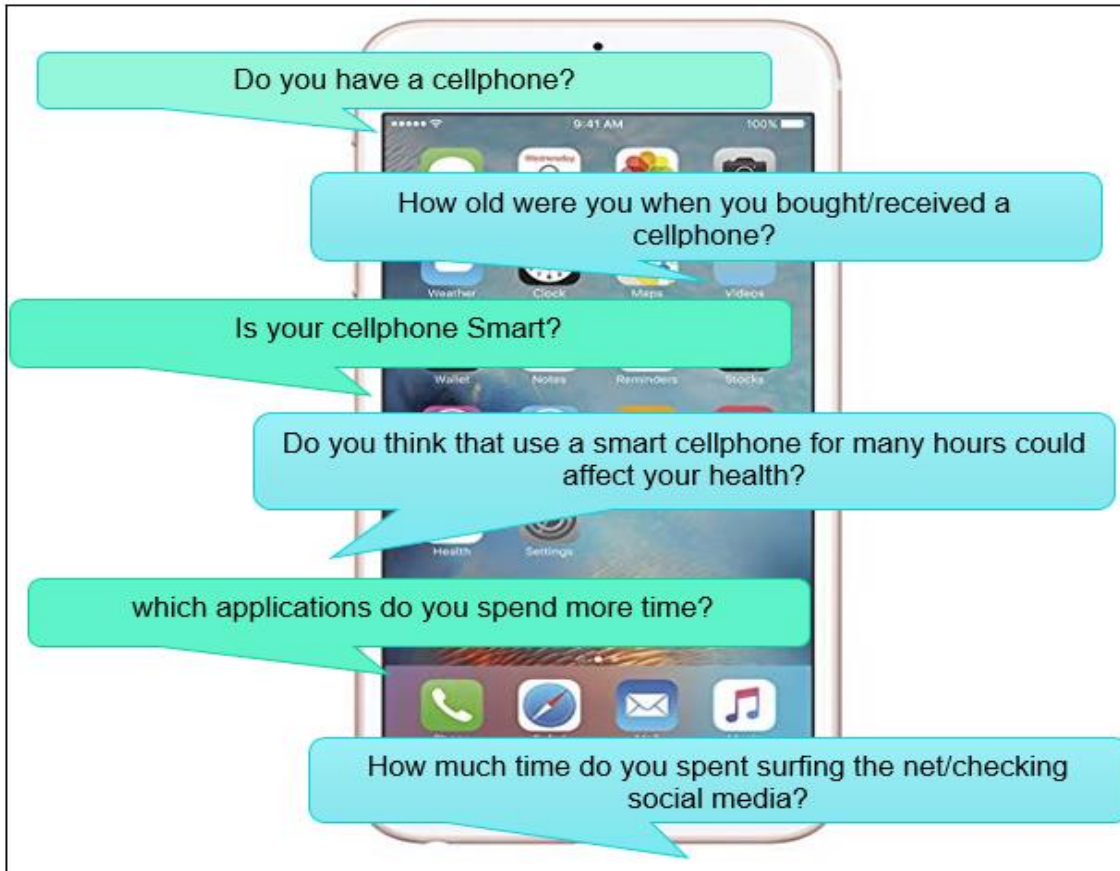
Elaborated by the researcher.

PLAN UNIT 3C
LESSON 3C: Cellphones

Communicative activity	Debate
Language function	Expressing opinion Describing objects
Learning objective	Students will be able to deliver and oppose arguments about the use of smart cellphones in class.
Interaction	Group work
Worksheet	3C
Procedure	▪ The class will be divide into two groups. The half of the class will agree with *the use of cellphones in class* whereas the other half will argue against the main idea. ▪ The teacher will divide the positive and negative into groups in four. ▪ Each group will have enough time to prepare their arguments with examples. ▪ Once they are ready, the teacher will begin the debate asking the positive group for their opinion about the topic. Students will take turns to speak. Each one will speak for one minute. ▪ Then, the group against the main idea will tell their negative arguments about the topic. ▪ Once the students have given their opinions in favor and against the topic they will have two minutes to discuss the ideas told by the students during the discussion. ▪ To find out the winner group is necessary for the class to vote for the best arguments either negative or positive arguments.
Assessment	▪ **Debate:** Work in groups and share your ideas. The students must demonstrate knowledge on how to use the modal verb must/mustn't. (the teacher must hand out the rubric under which students will be assessed).

Elaborated by the researcher.

WORKSHEET 3C

Prepare: Work in pairs. Think of ideas about topic: "The use of cellphones in class".
Ask and answer the questions together.

Debate time: Prepare your answers with your group to deliver arguments in favor or
against about the topic above.

Elaborated by the researcher.

WORKSHEET 3C

RUBRIC FOR A DEBATE

Topic: ""The use of cellphones in class"

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Respect for other team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of facts	Every major point was well supported with several relevant facts or examples.	Every major point was adequately supported with relevant facts or examples.	Every major point was supported with facts or examples, but the relevance of some was questionable.	Every point was not supported.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of the topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.

Total score: 10 points

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

PLAN UNIT 3D
LESSON 3D: Digital devices

Communicative activity	Crosswords!
Language function	Talking about digital devices Talking about predictions Describing objects
Learning objective	Students will be able to identify and describe digital device learnt in class. Students will be able to talk about changes in the future related to the usage of main gadgets for example cellphones, laptops, digital watches, TV, etc.
Interaction	Pair work
Worksheets	3D-1; 3D-2
Procedure	▪ The teacher will ask the students to put on the table the gadgets they have with them. ▪ The students will tell the names of the gadgets in order to revise vocabulary. ▪ The students will work in pairs. Student A and student B. they will be given one half crossword sheet. ▪ The students will together to guess the missing letters to complete a word. ▪ The students are allowed to give the necessary clues for each of the word. ▪ When they have finished completing the crosswords. They must work with another classmate (with the same letter A, B) to compare the written words.
Assessment	**Guessing game:** Think of your favorite gadget, tell the class some features of the gadget and let them to guess what it is. Ask your classmate questions about the changes this gadget will have in five years. The students must demonstrate knowledge on how to describe things and making predictions using the future tense will/won't.

Elaborated by the researcher.

WORKSHEET 3D-1

Instruction: Work in pairs. Complete the crossword with the clues given by your classmate.

DIGITAL DEVICES

STUDENT A

Elaborated by the researcher.

e.g.

Yeah, I know it's a *cellphone!*

People use *"it"* to call and send messages!

That's great!

WORKSHEET 3D-2

Instruction: Work in pairs. Complete the crossword with the clues given by your classmate.

DIGITAL DEVICES

STUDENT B

e.g.

You can take amazing pictures with this gadget

Yeah, you're right.

Humh..I think it is a camera!

Elaborated by the researcher.

PLAN UNIT 3E
LESSON 3E: What's the matter?

|	
Communicative activity	Role-play
Language function	Talking about health problems Describing symptoms
Learning objective	Students will be able to give advices for health problems.
Interaction	Group work
Worksheet	3E
Procedure	▪ The teacher will put the students in groups of three then they will choose a situation to act out. **Situation 1** A stomach ache ▪ You are in class and suddenly you feel bad. **Situation 2** A rash You eat and drink a lot at your birthday party yesterday. **Situation 3** Flu ▪ You have a very bad cold with fever, your feel very bad. ▪ Then the students will choose a role to act out; it can be a doctor, a sick person, a nurse, a colleague or teacher.
Assessment	**Role-play:** At the end of the role-play the teacher will ask the students to tell some words related to health problems. The students must demonstrate knowledge on how to use the modal verb Should/shouldn't to give advice or recommendations for health problems. (The teacher must hand out the rubric under which students will be assessed).

Elaborated by the researcher.

WORKSHEET 3E

Instruction: Look at the pictures and choose one situation to act out. You can use the phrases in the box to improve your performance.

Situation 1

A stomach ache: you are in class and suddenly you feel bad.
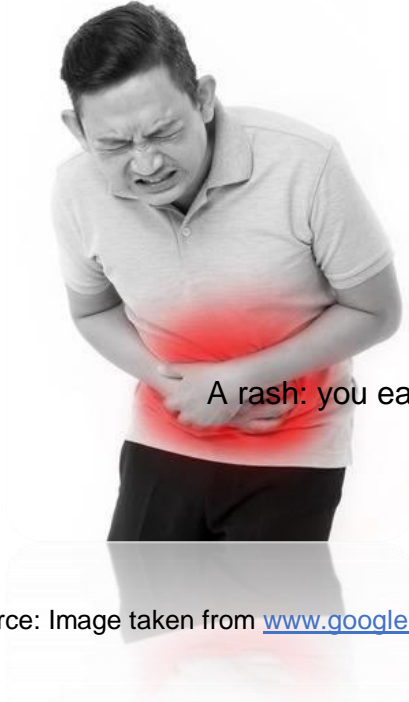
Useful phrases
Where's the pain?
Did you eat too much?
I should call an ambulance
I have high temperature
How long should I stay in bed?

Situation 2

A rash: you eat and drink a lot at your birthday.

Source: Image taken from www.google.com

Source: Image taken from www.google.com

Situation 3:

Flu: you have a very bad cold with fever.

Useful phrases
What's the matter?
What's wrong with you?
Do you feel well?
Are you feeling good?
I think you should see the doctor…
I need a doctor.
Where's the pain?

Source: Image taken from www.google.com

WORKSHEET 3E

RUBRIC FOR ROLE-PLAY ACTIVITY
"Health problems"

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Role	Point-of-view, arguments, and solutions propose are consistently in character.	Point-of-view, arguments, and solutions propose are often in character.	Point-of-view, arguments, and solutions propose are sometimes in character.	Point-of-view, arguments, and solutions propose are rarely in character.
Knowledge gained	Can clearly explain several ways in which his character "see" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "see" things differently than other characters.	Can clearly explain one way in which his character "see" things differently than other characters.	Cannot explain one way in which his character "see" things differently than other characters.
Required elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/costume	Student uses several props (could include costume) that accurately fit the situation, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the situation, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster	There are more than 2 grammatical mistakes on the poster.

Total score: 10 points

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

UNIT 4A
Lesson plan 4A: Memorable times

Communicative activity	Picture- based description
Language function	Talking about past events Asking and answering questions about past events. Describing past actions
Learning objective	Students will be able to talk about past event/celebrations using the past tense.
Interaction	pair
Worksheet	4A
Procedure	**Pre task (Prepare)** ▪ The students will look at the pictures to identify the celebrations (wedding, birthday celebration, anniversary or holiday trip) using the words from the box. **Task 1 (Discuss)** ▪ In pairs. The students will ask each other questions related to the pictures in the pre-task. (*What are the people doing in the pictures? Where are they?*). then, the students will identify what is happening in the pictures using the prompts. ▪ The students will write 1-4 in the pictures according to the actions given. **Task 2 (Interaction)** ▪ In pairs. Students will show his/her classmate a picture of an important moment/event of their parents (it can be their wedding reception, their birthday, a holiday, etc.) then the students will describe the scene behind the photograph.
Assessment	▪ **Describing actions:** the student will show the picture to the entire class. He/she must describe the events that were happening before the picture was taken. The students must demonstrate knowledge of the past tense.

Elaborated by the researcher.

WORKSHEET 4A

In pairs. Look at the pictures. Identify the celebrations in the pictures using the words from the vocabulary box.

→ vocabulary box

holiday trip, wedding, birthday celebration, anniversary

Source: Images taken from www.google.com

Discuss: Talk to a partner. *What are the people doing in the pictures? Where are they?* Write 1-4 in the correct picture.

→ 1. Smiling and having lunch at home
→ 2. Dancing at the wedding reception
→ 3. Kissing his wife somewhere
→ 4. Having a birthday party.

Interaction: In pairs. Show your classmates a picture of your parents, and ask each other about the scene behind the photograph. Use the questions below to star the conversation.

> What was happening at that time?

> Who were with them in that moment??

> Who were taking the photograph?

> Were you already born?

Oral production: show the picture to the entire class. Describe the events that were happening before the picture was taken.

USEFUL PHRASES

Inquiring
- ☑ When did they took the photograph?
- ☑ Where did your parents go for their honey moon?
- ☑ Were they celebrating your birthday?

Presentation
- ☑ I believe my parents were…
- ☑ At the celebration were my…
- ☑ The picture shows…
- ☑ They weren't at ….
- ☑ The people in the photograph are …

Elaborated by the researcher.

UNIT 4B
Lesson plan 4B: Stories

Communicative activity	Creating a story
Language function	Talking about past event Narrating a story
Learning objective	Students will be able to create and tell a story using the past progressive tense.
Interaction	Group work
Worksheet	4B-1; 4B-2; 4B-3
Procedure	- The teacher will put the students in groups of four. - Give the students some pictures, they will create a story based on a vacation trip. - Let students enough time to create the story. They must the past tense and appropriate vocabulary. - Once they have finished, ask the whole class to sit in a circle. - Students will tell their stories to the entire class. Each student from the group will take turns to narrate the story. - The teacher will hand out the rubric to each group. The groups will assess each group participation.
Assessment	**Story:** the students must demonstrate knowledge of the use of the past tense (simple past and past progressive). They must use the vocabulary related to vacations. Additionally, the groups will be evaluated by the members of the other group using a rubric.

Elaborated by the researcher.

WORKSHEET 4B-1

Look at the pictures to create a story based on a vacation trip.

Where were they? Do you think that everything was ok?

Source: Photos taken by the researcher.

WORKSHEET 4B-2

: Look at the pictures to create a story based on a vacation trip.

Where were they? Do you think that everything was ok?

Source: Photos taken by the researcher.

WORKSHEET 4B-3

Look at the pictures to create a story based on a vacation trip.

Where were they? Do you think that everything was ok?

Source: Photos taken by the researcher.

WORKSHEET 4B

RUBRIC FOR STORY TELLING

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Sequence	Tells story in correct sequence leaving out no important parts of story.	Tells story in sequence with 2-3 omissions.	Tell story with several omissions, but maintains sequence of those told.	Tells story out of sequence.
Vocabulary	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	Uses a varied vocabulary that is occasionally a little too simple or a little too hard for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.
Audience contact	Storyteller looks at and tells the story to all members of the audience.	Storyteller looks at and tells the story to a few people in the audience.	Storyteller looks at and tells the story to 1-2 people in the audience.	Storyteller does not look at or try to involve the audience.
Acting/Dialogue	The student uses consistent voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student often uses voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student often uses voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tells the story but does not use voices, facial expressions or movement to make the storytelling more interesting or clear.
Connections/transitions	Connections between events, ideas, and feelings in the story are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.	The story seems very disconnected and it is very difficult to figure out the story.

Total score: 10 points
Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

UNIT 4C

LESSON PLAN 4C: Watch out!

Communicative activity	Telling a personal anecdote
Language function	Narrating anecdotes Talking about past events Talking about accidents
Learning objective	Students will be able talk about personal anecdotes using the past simple and past progressive tense.
Interaction	Group work
Worksheet	4C
Procedure	- The teacher will introduce the class brainstorming the topic. The teacher will write on the board "Verbs to describe accidents" so the students will tell the teacher which verbs can be used to describe misfortune events. Task 1 (prepare) - The teacher will tell the students a personal anecdote about a mishap/accident. (The misfortune can be a little humorous too). - Then, the students will think of a personal anecdote too so they will work alone to come up with ideas. - After a few time, the teacher will give the students a flipchart. - The students will draw on it the most important or the funniest part of the anecdote. - Once the students have finished the drawing, the teacher put them into group of three in order to share their personal anecdotes with their partners. - The students will show their drawings to their classmates. - The students will ask and answer questions about the misfortune event to find out more information.
Assessment	**Small talk:** in turns, a student is asking to tell his/her personal anecdote to the entire class. The students must demonstrate knowledge of the past tenses as well as vocabulary related to mishap/accidents. - The teacher may ask the students which anecdote was the funniest or the most serious and why?.

Elaborated by the researcher.

WORKSHEET 4C

Think of a personal anecdote. Draw the most important or funniest part of the story.

USEFUL WORDS		
VERBS	**VOCABULARY**	**Time clauses**
Fall down	Bike	As soon as
Slip on	Tree	When
Fall off	A wall	As
Jump off	Arm	While
Crash into	Leg	Suddenly
break	Head	Fortunately
	Car	Unluckily
		amazingly

Elaborated by the researcher.

UNIT 4D

LESSON PLAN 4D: Getting a new job!

Communicative activity	Job interview!
Language function	Talking about jobs Talking about job experiences
Learning objective	Students will be able to ask and answer questions for a job interview using the present perfect tense.
Interaction	Pair work
Worksheets	4D1; 4D2
Procedure	**Pre task (Prepare)** ▪ In pairs. The students will look at the pictures and talk to his/her partner about *what of the jobs present in the pictures are more demanding?* ▪ The students must support their ideas. ▪ The students will write letters A-I in the pictures to identify the kind of job. **Task 1 (interaction)** ▪ In pairs. The students will be given a situation: "You and your friend are <u>looking for a new job, "</u> ▪ The students will organize their ideas taking into consideration the characteristic presented in the mind map. Additionally, the students can add two more characteristic to the list to find out more information.
Assessment	**Role-play:** ▪ The students are assigned to play a role in the Job-interview activity. ▪ In pairs, student **A** is assigned as the <u>boss </u>and student **B** plays as the person who is looking for a new job. ▪ The students will interview their classmates by asking the suggested questions according to the job position he/she has applied. Feel free to add more questions. (The teacher must hand out the rubric under which students will be assessed).

Elaborated by the researcher.

WORKSHEET 4D-1

<mark>Prepare:</mark> in pairs. Look at the pictures. Talk to your partner. *What of the jobs below are more demanding?* Support your ideas. Write letters A-I in the pictures below.

A Teacher	**F** Nutritionist
B Accountant	**G** Systems Engineer
C Nurse	**H** Psychologist
D Journalist	**I** P.E. teacher
E Bilingual secretary	

Source: images taken from www.google.com

Elaborated by the researcher.

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Interaction: Talk your partner. You and your friend are <u>looking for a new job,</u> take into consideration the characteristic below to find a new one. Add two more characteristic to the list.
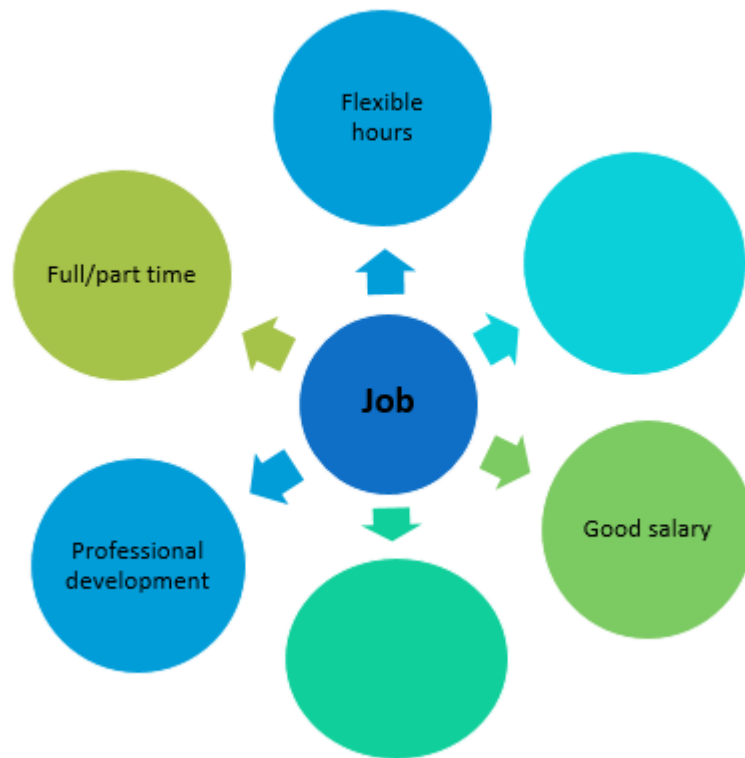
Oral production: Role-play.

- The students are assigned to play a role in the Job- interview activity.
- In pairs, student **A** is assigned as the <u>boss</u> and student **B** play as the person who is looking for a new job.
- Interview your classmate asking the suggested questions according to the job position he/she has applied. Feel free to add more questions.

Elaborated by the researcher.

WORKSHEET 4D-2

SUGGESTED QUESTIONS FOR THE INTERVIEW

Job: Teacher

Questions:
- ☑ What was his/her last job?
- ☑ How much time have you been unemployed?
- ☑ Have you ever dealt with hyperactive children?
- ☑ Have you ever worked abroad?
- ☑ Have you ever worked under pressure?
- ☑ Have you ever worked with adults?

Job: Journalist

Questions:
- ☑ Have you ever worked on TV/ radio?
- ☑ Have you ever been fired?
- ☑ Have you ever dealt with celebrities?
- ☑ Have you ever worked under pressure?

Job: Nutritionist

Questions:
- ☑ Have you ever dealt with people with eating disorder?
- ☑ Have you ever worked full time?
- ☑ Have you ever traveled abroad for job requirements?
- ☑ Have you ever worked under pressure?

Job: Systems Engineer

Questions:
- ☑ Have you ever worked full/ time?
- ☑ Have you ever worked abroad?
- ☑ Have you ever worked under pressure?

Job: Accountant

Questions:
- ☑ Have you ever worked for a bank?
- ☑ Have you ever worked as a professor at University?
- ☑ Have you ever worked for private institutions?
- ☑ Are you able to work under pressure?
- ☑ Have you ever had a part-time job?

Source: images taken from www.google.com

Elaborated by the researcher.

WORKSHEET 4D-2

RUBRIC FOR ROLE-PLAY ACTIVITY
"Job interview"

CATEGORY	2points *(excellent)*	1.5 points *(good)*	1 point *(regular)*	0,5 points *(Poor)*
Role	Point-of-view, arguments, and solutions propose are consistently in character.	Point-of-view, arguments, and solutions propose are often in character.	Point-of-view, arguments, and solutions propose are sometimes in character.	Point-of-view, arguments, and solutions propose are rarely in character.
Knowledge gained	Can clearly explain several ways in which his character "see" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "see" things differently than other characters.	Can clearly explain one way in which his character "see" things differently than other characters.	Cannot explain one way in which his character "see" things differently than other characters.
Required elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/costume	Student uses several props (could include costume) that accurately fit the situation, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the situation, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster	There are more than 2 grammatical mistakes on the poster.

Total score: 10 points

Source: http://rubistar.4teachers.org/index.php

This rubric can be easily adjusted to meet the student's needs.

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UNIT 4E

LESSON PLAN 4E: Introducing my college!

Communicative activity	Video presentation
Language function	Talking about personal experience at college Talking about studies Talking about college facilities
Learning objective	Students will be able to introduce their college using the present perfect.
Interaction	Group work
Worksheet	4E

Procedure
 	
Required information
Location
Offices
Teachers
Directors
Students
Cafeteria/bar
Faculties/careers
Library/labs
	Pre-task
	  ▪ The teacher will introduce the class given to the students a short quiz to know how much information they know about their college.
	  ▪ Once the students have finished the quiz, the teacher will put the students in pairs. Then, the Ss will compare their answers with their partner.
	  ▪ To find out more the students will ask and answer questions about the topic.
	Task 1
	  ▪ The teacher will explain the students that they will make an informative video about their college. They will include the next info:
	Task 2 ⟸
	  ▪ The teacher will organize the groups of three randomly.
	  ▪ Once the groups are established, they will work together to come up with their ideas.
	  ▪ Each student must contribute with relevant information about the college.
	  ▪ It is necessary that all members of the group speak and participate actively during the activity.
	  ▪ The video will be presented to the entire class. (the video presentation will be according to the teachers' deadline).

Assessment	**Video presentation**: The students will assess their partner's presentation using a rubric provide by the teacher. Additionally, the students must demonstrate knowledge of the present perfect tense (since, for, already, never, ever, still, yet) as well as vocabulary for work and studies.

Elaborated by the researcher.

WORKSHEET 4E

Use the college quiz to know if you are familiar with the service your college offers.

The College Quiz
What do you know about your college?

1. How many campus does the UTB have?
   ☐ 2 Campus ☐ 3 Campus ☐ Not campus

2. How many faculties are there in your college?
   ☐ 6 faculties ☐ four faculties ☐ seven faculties

3. Write the names of the Rector and one of the Vice rector's name.
   ☐ _____ ☐ _____

4. Is there any cafeteria?
   ☐ Yes, there are three ☐ no, there aren't any ☐ two

5. How many English levels does the Language center offer?
   ☐ Three levels ☐ four-seven levels ☐ seven

Discuss: in pairs. Compare your answers with your partner. Ask his/her questions about your college. Find out more.

How many careers does the U.T.B.

Do you know where is the library?

Is there a copy center?

How Long have you studied at

Required information
Location
Offices
Teachers
Directors
Students
Cafeteria/bar
Faculties/careers
Library/labs

Video making: In groups of three. Organize your ideas with your classmates. You will make a video to introduce your college to other people. You must include the next info: ⟹

Video presentation: you will assess your partner's presentation using a rubric provide by the teacher.

Elaborated by the researcher.

WORKSHEET 4E

RUBRIC FOR THE VIDEO PRESENTATION

"Introducing my College"

CATEGORY	2points (excellent)	1.5 points (good)	1 point (regular)	0,5 points (Poor)
Knowledge	All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions.	All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions.	Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions.	Most students needed note cards to talk and to answer questions.
Video graphic-clarity	Video did not rock/shake and the focus was excellent throughout.	Video did not rock/shake and the focus was excellent for the majority of the video.	Video had a little rocking/shaking, but the focus was excellent throughout.	Problems with rocking/shaking AND focus.
Length of the video	Video was 7-10 minutes long.	Video was 6-9 minutes long.	Video was 5-6 minutes long.	Video was less than 5 or more than 15 minutes long.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster	There are more than 2 grammatical mistakes on the poster.
Vocabulary	Use appropriate for the audience. Increase the vocabulary of the audience by defining the words that could be new to it.	Use appropriate vocabulary for the audience. It includes 1-2 words that could be new to most of the audience, but does not define them.	Use appropriate vocabulary for the audience. It does not include vocabulary that could be new to the audience.	Use several (5 or more) words or phrases that are not understood by the audience.

Total score: 10 points   Source: http://rubistar.4teachers.org/index.php
This rubric can be easily adjusted to meet the student's needs.

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ANNEXES

Annex 1: Photographs of the third level students doing some speaking activities during the research study.

Oral presentation activity

Role play activity

Talk show activity

Dialogue activity

Annex 2: Letter of Authorization

UNIVERSIDAD TECNICA DE BABAHOYO

CENTRO DE IDIOMAS

UTB

cenidutb@utb.edu.ec

Babahoyo, 13 de diciembre del 2018

Memorándum – CENID - 182 — 12– 18

Lcda.
Paola García León
Ciudad.

Asunto: Respuesta a su solicitud de autorización.

En atención a su comunicado relacionada a brindar actividades para el desarrollo y mejora de la expresión oral (speaking) el centro de idiomas **autoriza** lo solicitado y le concede las facilidades para que lleve a cabo la realización de su trabajo investigativo titulado **"COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITIES TO DEVELOP ENGLISH SPEAKING SKILLS"** información que le permitirá la obtención del título de Magister en la enseñanza del idioma inglés como Lengua Extranjera.

Cordialmente,

CPA. Julio Mora Aristega, MAE
DIRECTOR DEL CENTRO DE IDIOMAS UTB

SURVEY 1

UNIVERSIDAD TÉCNICA DE AMBATO

Survey addressed to the Participants of the Third level English Course at the Language Center CENID of the Universidad Tecnica De Babahoyo

Objective: Determine the use the Communicative Language Teaching method in the classroom.

Resercher: Lcda. Erika Paola García León.

Instruction: Read each of the following questions and mark with an (X) according to your perception.

Date: _____   Gender: Male_____   Female: _____   Age: _____

1. **Does your English teacher act as a facilitator at the time you do communicative activities?**

Strongly agree		Agree		Disagree		Strongly disagree	

2. **Does your English teacher promote the performance of communicative activities in with dynamism?**

Strongly agree		Agree		Disagree		Strongly disagree	

3. **During the activities that you develop in the classroom, do you receive guidance from your teacher?**

Strongly agree		Agree		Disagree		Strongly disagree	

4. Do you do speaking activities every day?

Strongly agree		Agree		Disagree		Strongly disagree	

5. **During the speaking practice, your teacher uses communicative activities such as dialogues, presentations, games, debates, teamwork?**

Strongly agree		Agree		Disagree		Strongly disagree	

SURVEY

UNIVERSIDAD TÉCNICA DE AMBATO

Survey addressed to the Participants of the Third level English Course at the Language Center CENID of the Universidad Tecnica De Babahoyo

Objective: To analyze the student's attitudes toward the development of speaking Skills when using communicative activities.

Resercher: Lcda. Erika Paola García León.

Instruction: Read each of the following questions and mark with an (X) according to your perception.

Date: _____Gender: Male_____   Female: _____   Age: _____

1. **Did you have good communication with your classmates during the implementation of the activities?**

Strongly agree		Agree		Disagree		Strongly disagree	

2. **Did the communicative method help you in the improvement of the speaking skill?**

Strongly agree		Agree		Disagree		Strongly disagree	

3. **Do you agree with the communicating teaching techniques (e.g., presentations, discussions, debates, working in groups, role plays, etc.) applied during the research activity?**

Strongly agree		Agree		Disagree		Strongly disagree	

4. Did you feel satisfied with the way you were taught in the classroom?

Strongly agree		Agree		Disagree		Strongly disagree	

5. **Would you like to have more opportunities for enhancement and practice oral communication skills?**

Strongly agree		Agree		Disagree		Strongly disagree	

Annex 4: Pre-Post Speaking Test

TECHNICAL UNIVERSITY OF BABAHOYO
LANGUAGE CENTER CENID
PRE/POST- SPEAKING TEST

Speaker: _____   Date: _____
Examiner: _____
Term: January-February 2019

INSTRUCTIONS FOR THE SPEAKER:

► The speaker has to ask questions from the bank list given. She/He also must take control of the time.

► The speaker should ask the questions and instructions clearly and slowly.

► The speaker has to repeat each question twice only if students ask for it or need it.

INSTRUCTIONS FOR THE EXAMINER:

► The examiner only has to evaluate students by listening to their responses and grade them based on the rubric given.

► The examiner should take notes to give feedback.

► Examiner must be on silence during the test, and he/she cannot interrupt the test.

Source: Test adapted from Britishcouncil.org (2018).
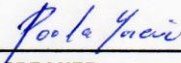
PART 1: TALK ABOUT YOURSELF

- **Instruction:** Students will introduce themselves using basic grammar structures, and vocabulary relate to their personal information, interest, studies, work, and family.
- **Individual** activity
- **Time:** 2 min (each)

PART 2: DESCRIBE A PHOTOGRAPH OR PICTURE

- **Instruction:** students will be given a picture or photograph to describe all they see in the picture and explain what they think is happening in it.
- **Pair activity**
- **Time:** 2 min (each)

PART 3: TELL A PERSONAL ANECDOTE

- **Instruction:** Students will talk about a personal anecdote. They will tell the speaker essential facts of the topic. Students must use narrative tenses -past simple and past participle as well as they might use some of the following resources:

  - ✓ Tell me about a holiday you had.
  - ✓ Tell me about a special event in your life.
  - ✓ Tell me about a time when you lost something important.

- **Individual** activity
- **Time:** 2 min (each)

_____
SPEAKER

_____
EXAMINER

Source: Test adapted from Britishcouncil.org (2018).

PART 2

Image taken from www.google.com

Image taken from www.google.com

PART 2

Image taken from www.google.com

Image taken from www.google.com

PART 2
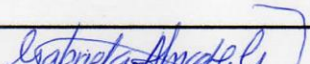
Image taken from www.google.com

Image taken from www.google.com

Annex 5: Survey validation report

DATOS DE LA VALIDADORA DE LAS PREGUNTAS PARA LA ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE TERCER NIVEL DE INGLES

DATOS PERSONALES	
NOMBRES Y APELLIDOS	Gabriela Almache Granda
CEDULA DE IDENTIDAD	1206110999
TITULO ACADEMICO	Magister en Pedagogia de los idiomas Nacionales y extranjeros
CAMPO DE ESPECIALIZACION	Idiomas
CORREO ELECTRONICO	gabyag8989@gmail.com
NUMERO DE TELEFONO	0988908429
DIRECCION	10 de Agosto entre Pedro Carbo y Juan Montalvo
CIUDAD	Babahoyo
DATOS LABORALES	
INSTITUCION DONDE LABORA	Universidad Tecnica de Babahoyo
FUNCION/CARGO	Docente
FECHA DE VALIDACION	Diciembre 19, 2018
OBSERVACIONES	
FIRMA	Gabriela Almache

VALIDADCION DE CONTENIDOS DEL INSTRUMENTO DE EVALUACION SOBRE "COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO DEVELOP ENGLISH SPEAKING SKILLS"
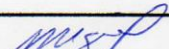
CORRESPONDENCIA DE LAS PREGUNTAS DE LA ENCUESTA PREGUNTAS PARA LOS ESTUDIANTES

CATEGORIAS / ITEMS	(A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES PE= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TECNICA Y REPRESENTATIVIDAD O=OPTIMO B=BUENO R=REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMATICA Y ORTOGRAFIA A= ADECUADO I=INADECUADO		OBSERVACIONES
	PE	NP	O	B	R	I	A	I	
1. Did you have good communication with your classmates during the implementation of the activities?	✓			✓			✓		
2. Did the communicative method help you in the improvement of the speaking skill?	✓		✓				✓		
3. Do you agree with the communicating teaching techniques (e.g., presentations, discussions, debates, working in groups, role plays, etc.) applied during the research activity?	✓		✓				✓		
4. Did you feel satisfied with the way you were taught in the classroom?	✓			✓			✓		
5. Would you like to have more opportunities for enhancement and practice oral communication skills?	✓		✓				✓		

(firma)

Annex 6: Test validation report

DATOS DEL VALIDADOR DEL PRE/POST SPEAKING TEST DIRIGIDO A LOS ESTUDIANTES DE TERCER NIVEL DE INGLES

DATOS PERSONALES	
NOMBRES Y APELLIDOS	MIGUEL ESTEBAN BELTRÁN MORENO
CEDULA DE IDENTIDAD	120368833-6
TITULO ACADEMICO	Licenciado EN IDIOMAS
CAMPO DE ESPECIALIZACION	IDIOMAS
CORREO ELECTRONICO	miguelestebani982@outlook.com
NUMERO DE TELEFONO	0988878196
DIRECCION	GARCIA MORENO e ISAIAS chopilea
CIUDAD	Babahoyo
DATOS LABORALES	
INSTITUCION DONDE LABORA	Universidad Tecnica de Babahoyo
FUNCION/CARGO	Docente
FECHA DE VALIDACION	Diciembre 19, 2018
OBSERVACIONES	
FIRMA	

VALIDADCION DE CONTENIDOS DEL INSTRUMENTO DE EVALUACION SOBRE "COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES TO DEVELOP ENGLISH SPEAKING SKILLS"

CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO DEL PRE-TEST PREGUNTAS PARA LOS ESTUDIANTES

CATEGORIAS / ITEMS	(A) CORRESPONDENCIA DE LOS ITEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES PE= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TECNICA Y REPRESENTATIVIDAD O=OPTIMO B=BUENO R=REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMATICA Y ORTOGRAFIA A= ADECUADO I=INADECUADO		OBSERVACIONES
	PE	NP	O	B	R	I	A	I	
PART 1: TALK ABOUT YOURSELF **Instruction:** Students will introduce themselves using basic grammar structures, and vocabulary related to their personal information, interest, studies and work.	✓		✓				✓		
PART 2: DESCRIBE A PHOTO OR PICTURE **Instruction:** students will be given a picture or photograph to describe all they see in the picture and explain what they think is happening in it.	✓		✓				✓		
PART 3: TELL PERSONAL ANECDOTE **Instruction:** Students will talk about a personal anecdote. They will tell the speaker essential facts of the topic. Students will be able to speak about one of the topics below: ☐ Holiday ☐ A special event in his/her life. ☐ About a time when he/her lost something important. (wallet, credit cards, keys, money, cellphone, etc)	✓		✓				✓		

Annex 7: Rubric for the pre/post Speaking test.

RUBRIC FOR THE PRE/ POST SPEAKING TEST

CATEGORY	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
Comprehension Ability to understand questions and respond appropriately	Unable to understand and make her/himself understood while performing the task even when listener asks for repetition or clarification	Unable to make her/himself understood while performing most of the task; listener frequently asks for repetition and clarification	Makes her/himself understood while performing at least half the task; listener sometimes asks for repetition or clarification	Makes her/himself understood while performing most of the task; listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener rarely asks for repetition or clarification.
Interaction Ability to listen to and interact with a partner	Unable to listen attentively or respond appropriately while performing the task; fails to interact with a partner.	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half of the task, listens to another person and responds reasonably well; interacts adequately with a partner.	While performing most of the task ,listens attentively to another person and responds appropriately; interacts well with a partner.	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner.
Fluency Ability to speak naturally and without many pauses**.**	Unnatural and labored speech, extremely hesitant on even high-frequency vocabulary words, phrases and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words	Speaks fluency without hesitation or searching for words.

Total score: 15 points.

Source: Taken and adapted from: Classroom Assessment suggestions (MinEduc,2012).

Annex 8: Urkund Analysis report

RESULTADO DEL ANALISIS Y REVISION CON LA HERRAMIENTA ANTIPLAGIO URKUND

Document	Tesis Capitulo 1-6 Agosto 2019.docx (D54889812)
Submitted	2019-08-19 05:27 (-05:00)
Submitted by	egarcia@utb.edu.ec
Receiver	wo.romero.uta@analysis.urkund.com

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of this approx. 56 pages long document consists of text present in 6 sources.