



Pontificia Universidad Católica del Ecuador
Sede Ibarra

ESCUELA DE LENGUAS Y LINGÜÍSTICA

INFORME FINAL DEL PROYECTO

TEMA:

"INCIDENCIA DEL MÉTODO COMUNICATIVO EN EL DESARROLLO DE LA PRODUCCIÓN ORAL DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL NIVEL A2 DEL PROGRAMA ANGLO DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI"

PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGISTER EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA BILINGÜE
ESPAÑOL – INGLÉS

LÍNEA DE INVESTIGACIÓN:
INNOVACIÓN METODOLÓGICA EN LA ENSEÑANZA DEL INGLÉS

AUTORA: Licda. Martha Zenaida Chasi

ASESORA: Mgs. Mercy Elizabeth Noguera Arcos

IBARRA - ABRIL - 2019

CERTIFICACIÓN DEL ASESOR

Ibarra, 11 de Abril de 2019

Mgs. Mercy Elizabeth Noguera Arcos
ASESOR

CERTIFICA:

Haber revisado el presente informe final de investigación, el cual se ajusta a las normas vigentes en la Escuela de Lenguas y Lingüística de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE-SI); en consecuencia, autorizo su presentación para los fines legales pertinentes.



Mgs. Mercy Elizabeth Noguera Arcos
C.C.:1002673687

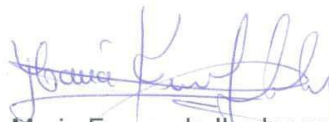
PÁGINA DE APROBACIÓN DEL TRIBUNAL

El jurado examinador aprueba el presente informe de investigación en nombre de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE-SI):



Mgs. Mercy Elizabeth Noguera Arcos

C.C.:1002673687



Mgs. Maria Fernanda Ibadango Tabango

C.C.: 1002688685



Mgs. Ana Julia Beltran Cevallos

C.C.: 1002694337

ACTA DE CESIÓN DE DERECHOS

Yo, Martha Chasi, declaro conocer y aceptar la disposición del Art.66 del Instructivo de Trabajo de Grado de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE-SI), que en su parte pertinente manifiesta textualmente: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través o con el apoyo financiero, académico o institucional de la universidad”

Ibarra, 11 de Abril de 2019.



Lic. Martha Zenaida Chasi

C.C.: 0502223092

AUTORÍA

Yo, Martha Zenaida Chasi, portadora de la cédula de ciudadanía N°050222309-2, declaro que la presente investigación es de total responsabilidad del autor, y que se ha respetado las diferentes fuentes de información realizando las citas correspondientes.



Martha Zenaida Chasi

C.C.: 050222309-2

RESUMEN

Esta investigación demuestra la influencia del Método Comunicativo de una manera práctica en la enseñanza – aprendizaje del habla en inglés en los estudiantes de la UTC. Se determinó la incidencia de las técnicas basadas en el método Comunicativo en el mejoramiento de esta importante destreza. Para la intervención se consideraron tres métodos, técnicas e instrumentos. Esta triangulación permitió obtener datos con un alto grado de exactitud y confiabilidad. Un análisis estadístico descriptivo y un inferencial probaron la mejora en la destreza speaking luego de aplicar una prueba de Cambridge. Con la guía de observación se evidenció una mejora de 1,88 puntos de acuerdo a la prueba T-student. Al aplicar la prueba T-student con los datos obtenidos con la tabla de análisis de contenido la mejora muestra una reducción en la media de 9 errores. El Coeficiente de Correlación de Pearson muestra una correlación de (0,586**), que evidencia la relación bilateral entre variables. Todos estos resultados más los obtenidos en una entrevista a los profesores demostraron el impacto positivo del proyecto. Se concluyó que el proyecto contribuye positivamente y se recomienda seguir investigando este método desde otra perspectiva

Palabras clave: Destreza de hablar, Método comunicativo, técnicas, enseñanza, aprendizaje

ABSTRACT

This research demonstrates the influence of the Communicative Method in the teaching - learning process of English-speaking skill at the UTC. The incidence of the techniques based on the Communicative Method was determined in the improvement of this important skill. Three methods, techniques and instruments were considered for the intervention. These allowed obtaining data with a high degree of accuracy and reliability. A descriptive and inferential statistical analysis showed improvement in speaking skills after applying a Cambridge test. With the observation guide an improvement of 1.88 points was evidenced according to the T-student test. When applying the T-student test with the data obtained with the content analysis table, the improvement showed a reduction of 9 errors on average. The Pearson Correlation Coefficient shows a correlation of (0, 586 **), which showed the bilateral relationship between variables. All these results in addition to those obtained in a teacher interview demonstrated the positive impact of the project. It was concluded that the project contributes positively, and it is recommended to continue investigating this method from another perspective.

Key words: Speaking skill, Communicative Language Teaching, techniques, teaching, learning

DEDICATORIA

Este proyecto está dedicado mi familia, quienes son mi inspiración y mi vida. También a la memoria de mi madre quienes son la luz que siempre me han guiado mi camino, a mis hermosos hijos y esposo que son mi luz en cada mañana.

A mis profesores que me enseñaron a enseñar y a luchar por el bienestar de la sociedad en que vivimos.

A todas las personas que siempre han estado conmigo como mi inspiración y fortaleza para empezar cada mañana.

Martha Zenaida Chasi

RECONOCIMIENTOS

A mis queridos colegas y estudiantes de la Universidad Técnica de Cotopaxi con quienes compartí muchas experiencias inolvidables. A mi querida institución la Universidad Católica del Ecuador por haberme permitido ser parte de su programa de maestría. A mí estimada tutora y mentora la Mgs. Mercy Noguera por su paciencia, bondad e interés genuino de que nuestra Alma Mater siga creciendo.

Gracias a todas las personas que me impulsaron cuando más lo necesitaba.

ÍNDICE

| | |
|---|--------------------------------------|
| PORTADA..... | i |
| CERTIFICACIÓN DEL ASESOR | ¡Error! Marcador no definido. |
| ACTA DE CESIÓN DE DERECHOS..... | vi |
| AUTORÍA | ¡Error! Marcador no definido. |
| RESUMEN | vi |
| ABSTRACT | vii |
| DEDICATORIA..... | viii |
| RECONOCIMIENTOS | ix |
| ÍNDICE | x |
| Introduction | xvii |
| Chapter I | 20 |
| Theoretical framework..... | 20 |
| 1.1. Problem description | 20 |
| 1.2. Research Background..... | 21 |
| 1.3. Approaches, methods and techniques | 22 |
| 1.3.1. Approach..... | 22 |
| 1.3.2 Method | 24 |
| 1.3.3. Technique | 25 |
| 1.4. Communicative language Teaching (CLT) | 25 |
| 1.4.1. CLT to develop meaningful communication | 26 |
| 1.4.2. <i>CLT to develop communicative competence</i> | 27 |
| 1.4.3. The procedure of Communicative Language Teaching | 29 |
| 1.4.4. Communicative language teaching and the functions of language..... | 31 |
| 1.4.5. Teachers' and students' roles in CLT | 32 |
| 1.4.5.1. <i>Teachers' role</i> | 32 |
| 1.4.5.2. <i>Students' role</i> | 33 |
| 1.5. Speaking | 33 |
| 1.5 .1. Language | 34 |
| 1.5.2. Output skills | 35 |
| 1.5.3. The process of language Speaking skill | 36 |

| | |
|--|----|
| 1.5.4 Interaction in speaking..... | 38 |
| 1.5.5. Vocabulary | 39 |
| 1.5.6. Grammar in speaking skill..... | 41 |
| 1.5.7. Pronunciation..... | 42 |
| 1.5.7.1. Segmental level..... | 43 |
| 1.5.7.2. Suprasegmental Level..... | 44 |
| Chapter II | 47 |
| Diagnosis | 47 |
| 2.1 Approach and level of Research..... | 47 |
| 2.2 Methodology..... | 49 |
| 2.3. Hypothesis formulation..... | 49 |
| 2.4. Population and Sample | 50 |
| 2.5. Techniques and instruments | 51 |
| 2.5.1. Observation Guide..... | 51 |
| 2.5.2. Survey | 52 |
| 2.5.3. Content analysis table | 52 |
| 2.6. Validity and reliability..... | 53 |
| 2.7. Analysis and interpretation of results..... | 54 |
| 2.7.1 First instrument observation guide, KET rubric | 54 |
| 2.7.2.1. Comparative chart results pre and post-test KET | 55 |
| 2.7.2.1.1 Comparative chart results pre and post-test KET | 57 |
| 2.7.2.1.1. Pretest KET..... | 57 |
| 2.7.2.1.1. Post Test KET..... | 59 |
| 2.7.2.1.2.T- student test..... | 61 |
| 2.7.2. Second instrument. Content analysis table | 62 |
| 2.7.2.1 Corroboration of normality assumption between pre and post-test..... | 65 |
| 2.7.2.2 Summary of statistical analysis mistakes KET | 67 |
| 2.7.2.3. Pre y post-test mistakes Speaking T -student..... | 67 |
| 2.7.3 Third instrument questionnaire..... | 68 |
| 2.7.3.1. Question N°1 | 69 |
| 2.7.3.2. Question N°2 | 70 |

| | |
|---|-----|
| 2.7.3.3. Question N° 3 | 71 |
| 2.7.3.4. Question N°4 | 72 |
| 2.7.3.5. Question N° 5 | 73 |
| 2.7.3.6. Question N° 6 | 74 |
| 2.7.2.7. Question N°7 | 75 |
| 2.7.2.8. Question N° 8 | 76 |
| 2.7.2.9. Question N° 9 | 77 |
| 2.7.2.10. Question N° 10 | 78 |
| 2.7.2.11. Question N° 11 | 79 |
| 2.7.2.12. Question N°12 | 80 |
| 2.7.2.13. Question N°13 | 81 |
| 2.7.2.14. Question N° 14 | 82 |
| 2.7.2.17.Pearson Correlations..... | 83 |
| Chapter III | 84 |
| Proposal | 84 |
| 3.1. Title of the proposal..... | 84 |
| 3.2. Justification | 84 |
| 3.3. Objective of the proposal project..... | 84 |
| 3.4 Structure of the proposal | 85 |
| 3.5. Structural guidelines for propositional formulation | 86 |
| 3.6. Guide of CLT techniques to improve the speaking skill..... | 87 |
| 3.7. CLT Speaking Techniques..... | 87 |
| 3.7.1. Contextual Vocabulary for speaking – learning technique..... | 87 |
| 3.7.2. Tallying grammar for communicating technique..... | 92 |
| 3.7.3. Socializing Critical Speaking Technique..... | 96 |
| 3.7.4. Creative pronunciation technique. | 100 |
| Chapter IV | 104 |
| Impacts | 104 |
| 4.1. Educational impact..... | 104 |
| 4.2. Ethical impact..... | 105 |
| 4.3. Conclusions and recommendations | 107 |

| | |
|-----------------------------|-----|
| 4.3.1. Conclusions..... | 107 |
| 4.3.2. Recommendations..... | 108 |
| BIBLIOGRAPHY | 109 |
| Anexes | 113 |

INDEX OF TABLES

| | |
|--|-----------|
| Table 1: Vowel sounds..... | 43 |
| Table 2: Consonant Chart..... | 44 |
| Table 3: Population | 50 |
| Table 4: Sample | 50 |
| Table 5: Cambridge Rubric | 51 |
| Table 6: Content analysis table..... | 52 |
| Table 7: Observation guide, KET rubric | 55 |
| <i>Table 8: Pre test KET.....</i> | <i>58</i> |
| Table 9: Post test KET | 59 |
| Table 10: Test of Normality KET pre and post -test | 61 |
| Table 11: Paired Samples Statistics..... | 61 |
| Table 12: Pair sample correlation..... | 61 |
| Table 13: T- student test Observation Guide..... | 62 |
| Table 14: Indices of mistakes KET | 62 |
| Table 15: Test of Normality | 65 |
| Table 16: Summary of statistical analysis mistakes KET | 67 |
| Table 17: Pair sample statistics..... | 68 |
| Table 18: T- student Content analysis table..... | 68 |
| Table 19: Activities to transmit real information..... | 69 |
| Table 20: Reason and arguments in English | 70 |
| Table 21: Process of communication | 71 |
| Table 22: English functions | 72 |
| Table 23: Teacher interaction..... | 73 |
| Table 24: English out of class | 74 |
| Table 25: Class interaction..... | 75 |
| Table 26: English level | 76 |
| Table 27: Grammar level..... | 77 |
| Table 28: Vocabulary level..... | 78 |
| Table 29: Vocabulary level..... | 78 |
| Table 30: Teacher interaction..... | 79 |

| | |
|---|-----|
| Table 31: Classmates interaction | 80 |
| Table 32: Ideas level | 81 |
| Table 33; Pronunciation Level..... | 82 |
| Table 34: Pearson Correlations..... | 83 |
| Table 35: Assessment Common European Framework of Reference | 86 |
| Table 36: Contextual vocabulary for speaking –technique | 87 |
| Table 37: Tallying grammar for communicating technique | 92 |
| Table 38: Socializing Critical Speaking Technique..... | 96 |
| Table 39: Creative pronunciation technique | 100 |

INDEX OF GRAPHICS

| | |
|--|----|
| Graphic 1: Approaches | 23 |
| Graphic 2: Communicative Competences | 29 |
| Graphic 3: Activities in class..... | 30 |
| Graphic 4: Processes of Speech Production..... | 36 |
| Graphic 5: Psychological process of speaking | 37 |
| Graphic 6: Comparative chart results pre and post-test KET | 57 |
| Graphic 7: Pre test KET | 58 |
| Graphic 8: Test of normality Pre test..... | 59 |
| Graphic 9: posttest KET | 60 |
| Graphic 10: Test of regularity | 60 |
| Graphic 11: Comparative diagram errors pre and post tests..... | 65 |
| Graphic 12: Analysis of the mistakes in the pre test..... | 66 |
| Graphic 13: Analysis of the mistakes in the post-test..... | 66 |
| Graphic 14: Activities to transmit real information in class | 69 |
| Graphic 15: Reason and arguments in English | 70 |
| Graphic 16: Process of communication..... | 71 |
| Graphic 17: English functions..... | 72 |
| Graphic 18: Teacher interaction | 73 |
| Graphic 19: English out of class..... | 74 |
| Graphic 20: Class interaction | 75 |
| Graphic 21: English level | 76 |
| Graphic 22: Grammar level | 77 |
| Graphic 23: Teacher interaction | 79 |
| Graphic 24: Classmates interaction | 80 |
| Graphic 25: Ideas level | 81 |
| Graphic 26: Pronunciation Level | 82 |
| Graphic 27: Graphic Pearson correlation | 83 |

Introduction

This research focuses on the influence of Communicative Language Teaching (CLT) on the development of speaking skills. The main idea was to apply techniques based on this method to improve English-speaking skills. Techniques based on CLT were used with the objective of developing meaningful communication, language functions, and communicative competences to define the interactive roles of the teacher and the student.

Based on the functional aspects of language and meaningful communication, four techniques were developed to allow students contextualize knowledge with the external world (outside the classroom). These aspects also served to improve vocabulary and grammar of UTC students. The intervention contributed significantly to pronunciation and interaction in the teaching-learning process. To determine the protagonist roles of the students, they contributed meaningfully with ideas in each class.

The influence of CLT on the speaking process was analyzed in students of level A2 of the Anglo Program at the Universidad Técnica de Cotopaxi. To obtain data, three methods, techniques and instruments were used. An observation guide, which consisted of a rubric of the KET test of the University of Cambridge, was used to rate the level of students' speaking skill. A questionnaire showed the relationship between the two variables through 14 Questions. The statistical analysis of Pearson's correlation served to confirm the correlation. Through the instrument Table of content analysis, errors in pronunciation, grammar and vocabulary that affect the development of the speaking skill were quantified. This was demonstrated in statistical terms by means of a pre and posttest and demonstrated by the T-student analysis. This diagnosis began a theoretical analysis and the implementation of techniques based on the CLT to find a solution to the low level of speaking.

The communicative method can be a determining factor in the development of speaking skills. There have been studies that corroborate what is stated. For example, several authors mention that the Communicative Method can be a determining factor to improve the skill in English. In first world countries in Europe and North America, works have been done to improve this important skill. Latin America and Ecuador are not the exception, due to their low level in the language. In the Anglo Program of the UTC this problem is also present in the teaching practice because the students' speaking mistakes were evidenced. The group studied was made up of 99 students of level A2, enrolled in the subject of English. The study group, made up of 54 women and 45 men, took this subject for a 100-hours class that included the entire semester. It is worth mentioning that the Anglo Program, at the time of the research had a total of 2340 students enrolled in the subject of English, and has 32 teachers in the subject of Languages. The purpose of this training center is to teach languages to a B1 level.

The main motivation of this project is to transcend significantly in the educational, scientific and social aspects. It aims to contribute to the academic improvement of the Anglo Program students at the UTC by applying techniques to improve speaking skills, compiling and analyzing information to contribute to future research. Finally, providing students the ability to perform better in international tests and interact in the academic and intellectual world which is an important tool in their profession.

The research is quantitative-qualitative, empirical, analytical, inductive, socio-educational, biblio-documentary, field and correlational. It is quantitative because it takes numerical and descriptive data of what will be studied. Additionally, because the interaction in the classroom allowed the researcher to obtain useful data, this is also a field and empirical investigation. The meticulous analysis by accounting for errors in speaking makes this an analytical investigation. It is an inductive investigation, because it takes data from each student to determine the general aspect that is going to intervene. It is socio-educational because it supports the achievement of the objectives of the National Plan of good living in objective four, which is to strengthen the capacities and potentials of the citizenship. In addition,

the use of reliable sources to thoroughly analyze the variables and the relationship between Communicative language teaching and speaking demonstrates that it is a bibliographic and correlational investigation.

The project is divided into four systematically structured chapters to meet the stated objective of analyzing the impact of the application of Communicative Language Teaching technique on speaking skills. The project is divided as follows.

Chapter I, Theoretical Framework, this chapter includes a theoretical-deductive description of the correlation between the CLT method and the Speaking variable. The underlying aspects of the studied were also analyzed from a macro to a micro level.

Chapter II Diagnosis. The methods, techniques and instruments used to obtain the information that quantitatively and qualitatively sustains the present project were described.

Their validity was determined through statistical tests. In addition, the data collection process, the results of the diagnostic tests, the population and sample used were described.

Chapter III The proposal. This chapter describes the development and aspects inherent to the CLT techniques developed to improve the speaking skills of Anglo Program students at UTC.

Chapter IV: This chapter describes the educational, scientific and social impacts caused by the project in the Anglo Program students of the UTC. The conclusions and recommendations related to the objectives of this project were presented at the end.

Chapter I

Theoretical framework

1.1. Problem description

Speaking is without any doubt one of the most common ways of communicating; people use oral expressions to set forth their ideas, opinions or feelings. However, if a person wants to speak in a foreign language there are some aspects that have to be developed. In Ecuador, speaking is studied in English as a foreign language classes in elementary schools, high schools and universities. The concern is how to teach it in a proper way. The importance of finding a method to develop the English language skills in an effective way is unquestionable. Around the world many researchers have developed various projects to demonstrate how effective methods can determine the success in the English communication. However, it is important to focus on a method that has influenced language teaching in a deep way; this is Communicative Language Teaching (CLT). According to Ying (as cited in Vongxay, 2013, p.1) “CLT is the most influential language teaching methodology in the world”. The main idea of this method is to promote real communication between the interactors that use the foreign language. This idea is analyzed by (Xiaorong Li, 2011, p. 20), who studies the following concepts:

CLT is now an “accepted paradigm with many interpretations and manifestations” (Brown, 2007, p. 45). For some, it means “little more than an integration of grammatical and functional teaching,” for others, it means “using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks” (Richards & Rodgers, 1986, p. 66). It derives from and is centered on communicative competence (CC); it also has a close connection with task-based language teaching (TBLT).

As the citation explains, Communicative Language Teaching Method intends to show a holistic perspective of communication. The main idea is to integrate grammatical, functional and interactional resources in a practical way. This method is still studied around the world because of its success according to certain research studies.

1.2. Research Background

Developing speaking skills is essential in the English teaching and learning process; it is difficult to increase the students' English level without this skill. English students use this skill when they travel to another country, when they give oral presentations about research, when they do presentations in class, or when they interact in class with their classmates.

Based on what was exposed previously, teachers and researchers have worked very hard to develop this skill applying the Communicative Language Teaching. One example is the research conducted by Li (2011) who mentions in his work "Communicative Language Teaching in Current Chinese Colleges and Universities" that the combination of the CLT method and technological resources helped to improve the speaking level of 10 million of English language students.

CLT has a long History according to Saritha (2017). In his book "Approaches and methods of English language teaching" he presents a brief analysis of the History of this method. The author mentions that this method started in 1960 because of Chomsky's questions about the teaching mode of that time. Chomsky pointed out that the lack of development of uniqueness and creativity in students was the main mistake of traditional methods. Saritha mentions that after Chomsky's analysis, some writers looked for a method to improve the teaching process. The writings of Brunkfit, Widdowson, Wilkins among others supported theoretically the creation of communicative methods. CLT began in Great Britain and moved to America in 1970s and its main goal was to develop communicative competence and procedures to teach listening, reading, writing and speaking skills. Widdowson (1978) related the linguistic systems with their communicative values in text and discourse. From this point, it is possible to understand language as a system of meaning which is the interaction and communications between individuals and is not just grammatical structures. In the 1980s, this method allowed the creation of a new syllabus based on communicative skills and study English for specific purposes. Until 1990, many techniques were created not only to develop communication but also to analyze the uses that English could have according the people's needs.

The History of creation of CLT was resumed by (Richards, 2006) in three stages.

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present) (p.10)

Many research studies about CLT have been performed around the world, and all of them mention the influence of this method in the development of speaking skill and its importance for English learning. In Africa, specifically in Cameroon, Essosmo, (2013) researched the application of CLT in high schools, and explains the difficulties that students have in the development of speaking skill in a foreign language and how many techniques based on CLT were applied. Another study that contributes to the understanding of CLT is by Du, (2013) who demonstrates that the skill with the lowest level in English students in Bangladesh is speaking, which is why CLT was applied. His research presents an explanation of how this method should be applied. The last research taken as a reference is the one performed by Šolcová & Thomas, (2011) "Teaching speaking skills", where the researchers describe the CLT method as very useful for interaction and for developing speaking skills. Finally, Savington (as cited in Cummins & Davison, 2007, p. 279) who mentions that "Nonetheless, it is important to note that from the beginning, many theorist agreed that one of the basic tenets of CLT was that linguistic skills and communicative abilities should not be treated in isolation from each other". The present research mentions speaking skills in an isolated way only for its study; however, CLT trains all the communicative skills simultaneously.

1.3. Approaches, methods and techniques

It is essential to distinguish the difference between method, approach and technique. There are many methods, approaches and techniques that have influenced the English teaching learning process and have changed the English teacher and learners' perception of this language study.

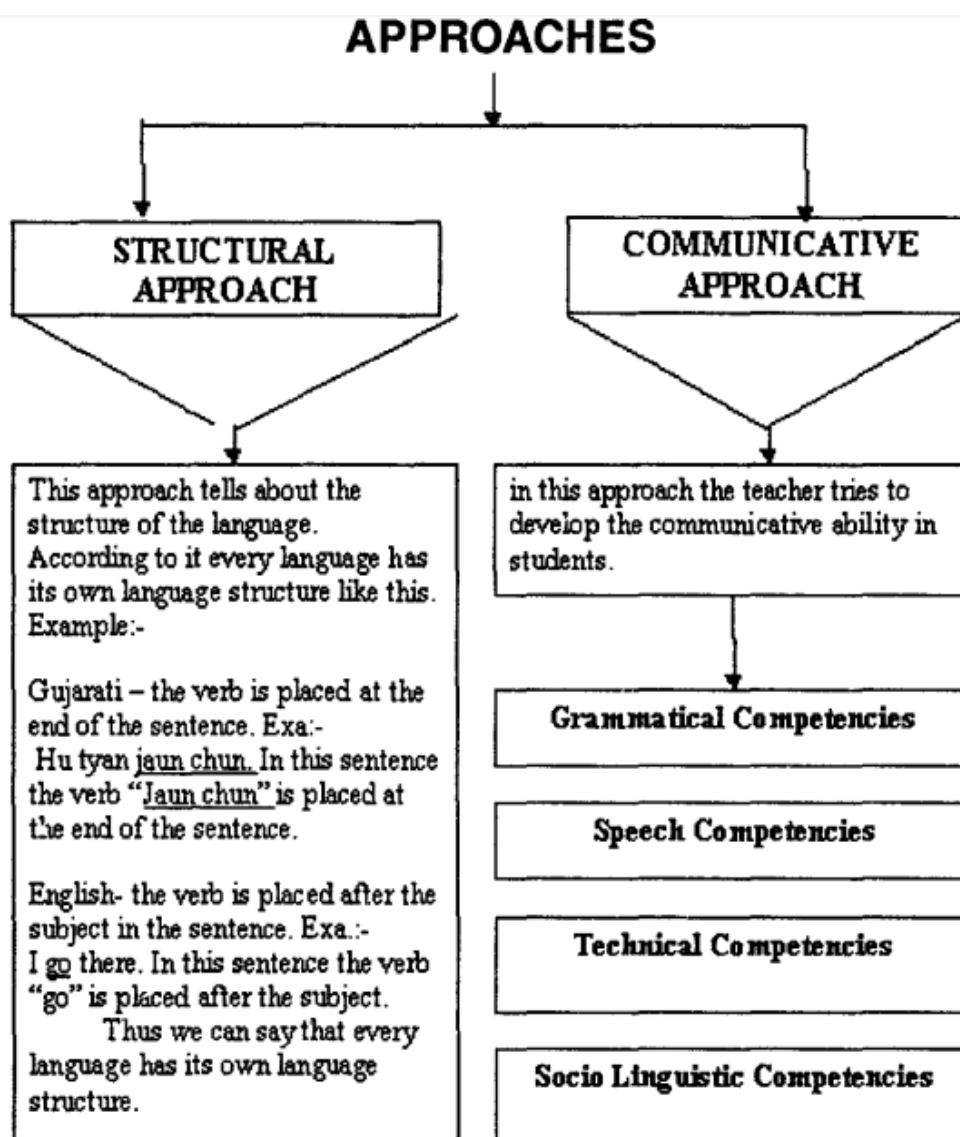
1.3.1. Approach

An approach according to (Richards & Rodgers, 2014, p. 21) is "(...) a set of correlative assumptions dealing with the nature of language teaching and learning.

An approach is axiomatic. It describes the nature of the subject matter to be taught (...) “. It means that an approach studies language teaching and learning in a holistic and deep way. However, “Method means a particular way of doing something and Approach refers to different theories about the nature and acquisitions of language or how languages are learned.”

(Patel & Jain, 2008, p. 89). This concept establishes the difference between method and approach and clarifies the notions of each one. This author presents two kind of approaches and resume their main characteristics in the following chart.

Graphic 1: Approaches



(Patel & Jain, 2008, p. 80)

1.3.2 Method

To study a specific method is the main objective of this research; however, it is necessary to be conscious that each method is related to a specific approach and works with different techniques under the established theory. “Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural” (Richards & Rodgers, 2014, p. 21). Based on the previous concept, it is possible to understand a method as a practical teaching guide to be performed in an academic environment. The previous concept is expanded in the following words.

Method.- (in language teaching) a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning. (Richards, 2013, p. 300).

To know what a method is, its principles, procedures and its background are essential to teach in the best possible way. According to Richards, (2008), all methods have something positive and a teacher cannot be forced to apply a particular one. Each teacher has to look for the best method or group of them to interact with their students. However, there are many methods to improve the teaching learning process. Larsen-Freeman, (2000) mentions the following: The Grammar Translation Method, The Direct Method, The Audio Lingual method, The Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching (CLT), Content Based, Task based. These methods have been studied and applied for a long time, although, nowadays more new methods have been created. From all these methods, Communicative Language Teaching (CLT) is the main goal of this research. This method was chosen because it represents a revolution in the orthodox conception of teaching methodology and permits the development of languages skills. (Ahmad & Rao, 2013, p. 188) says” The application of Communicative Language Teaching (CLT) has faced problems and resistance in the English as a Foreign Language (EFL)

context (Ellis, 1996; Li, 1998; Liao, 2000).” This method motivates the acquisition of English language and prepares students to act in a real context.

1.3.3. Technique

The preceding concepts demonstrate that there is concordance between an approach and a method. It is a kind of chain that transmits theories, fundamentals, principles and background until they are put in practice as a technique. It is like a pyramid where the top is the practical performance in a class, a technique, based on a method and approach.

A technique is implementational- that which actually takes place in a classroom. It is a trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well (Richards & Rodgers, 2014, p. 21)

The techniques applied in class strictly obey the theoretical consideration studied in the method. In CLT the techniques use materials that promote communication and interaction.

1.4. Communicative language Teaching (CLT)

Through this method, it is possible to develop meaningful communication in a real context. it promotes the interaction to improve language skills as well as communicative competences., the learners are able to use the language functions to express their feelings and ideas and develop language inside and outside class. The teacher and students perform different roles.

Patel & Jain, (2008) did a meaningful analysis using real examples from a classroom in which CLT was applied. The authors explained the main characteristics of the method. In the classroom when CLT is applied the teacher promotes real communication through different techniques and materials. The idea is to motivate the students to engage in the process of learning while they transmit their ideas and opinions working with real language. The students understand

certain language functions and unconsciously put in practice linguistics competences through this method.

All these notions are recognized by (Richards, 2013, p.124), who declares “ (...) Communicative Language teaching, an APPROACH to foreign or second language teaching which emphasizes that the goal of language learning is COMMUNICATIVE COMPETENCE and which seeks to make meaningful communication and language use a focus of all classroom activities. (...)”. The author also says that CLT is a reaction to traditional methods that re-examine teaching goals, syllabuses materials, and classroom activities that have changed the conception of language teaching around the world. CLT responds to certain principles that have even been adopted by other methods.

The major principles of Communicative Language Teaching are:

- 1 Learners use a language through communication
- 2 Authentic and meaningful communication should be the goal of classroom activities
- 3 Fluency and accuracy are both important goals in language learning
- 4 Communication involves the integration of different language skills
- 5 Learning is a process of creative construction and involves trial and error (Richards, 2013, p.124)

1.4.1. CLT to develop meaningful communication

It is not enough to teach rules and vocabulary to produce meaningful communication. This idea is expressed by (Richards, 2006, p. 37) “ It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach.”. The author mentions that the CLT method appears as a response to the world’s needs. People want to communicate, express their ideas, and put in practice grammar and vocabulary learned previously. CLT does not avoid the use of grammar but instead incorporates it to its teaching process through meaningful and communicative practice.

Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the café?” etc. The practice is now meaningful because they have to respond according to the location of places on the map.(Richards, 2006, p. 16)

This is one of the main characteristics of CLT to develop meaningful communication., the idea is to avoid mechanical practices that only promote memorization and disrupt communication. However, meaningful practice it is not enough to engage students in a real context in which they can interact with other English speakers. That is why some writers recommend communicative practice.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc. (Richards, 2006, p. 16)

From this analysis, it is possible to determine that meaningful communication can take place under these practices. Richard, (2013) considers communication as the transmission of information between the sender and the receiver. Teachers who work with CLT give English students reasons to communicate. In this process, information is coded and decoded and can be interpreted to make sense and interact with it.

1.4.2. CLT to develop communicative competence

Many researchers agree that CLT is a useful tool to develop communicative Competence. However, it is first necessary to clarify the concept of Communicative competence. Richard (2013) mentions that a person that develops this competence

is able to construct language according to formal rules. This person is also able to recognize if the language production is possible, correct, or commonly used in a certain community. The author mentions that Communicative competence comprises:

1. Discourse competence refers to the learner's ability to use the new language in spoken and written discourse - how well a person can combine grammatical forms and meanings to find different ways to speak or write. How well does the student combine the language's elements to speak or write in English? Teachers often call this ability the students' fluency.
2. Grammatical competence refers to the ability to use that language correctly, how well a person has learned features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. How well does the learner understand grammar of English? Teachers call this accuracy language use.(...)
3. Socio-linguistic competence refers to learners' ability to use language correctly in specific social situations – for example, using proper language forms at a job interview. Socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of the interaction, and the expectations of the players. How socially acceptable is the person's use of English on different settings? This competency is about appropriacy in using language.
4. Strategic competence refers to strategies for effective communication when the learner's vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can the learners find ways to compensate for areas of weakness? If so, the learner has communicative efficacy. (McKenzie-Brown, 2012, p. 98)

This author presents a deep reflection about the applications of CLT by teachers in the classroom, he agrees Richards (2006), who in his book "Communicative Language Teaching Today" mentions that CLT combines many elements in order to achieve communication. Syllabus, materials, techniques, and activities (games, role-plays, constructing stories, etc.) are essential to put communicative competence into practice. McKenzie-Brown, (2012) presents a graphic that summarizes the competences.

Graphic 2: Communicative Competences



By (McKenzie-Brown, 2012, p. 98)

McKenzie, (2012) mentions that CLT permits the student to develop speaking skills in an accurate and fluent way. It is also mentioned that students get confidence in the use of the language in an oral way because the interaction is focused primarily in the necessity of communication, not in formal aspects. McKenzie recommends speaking in English from the first class; this action will motivate the students to develop the other communicative skills. According to this writer, the classroom is the best place to develop speaking because the students feel free and comfortable and have more opportunities to practice the language.

1.4.3. The procedure of Communicative Language Teaching

The great distinction between the CLT method and traditional methods is without a doubt the way of conducting the teaching process in which the students are considered active participants. Creativity, willingness, imagination and welfare are positive characteristics of this evolutionary method. (Richards & Rodgers, 1986, p. 125) mentions that “CLT procedures are evolutionary rather than revolutionary” and presents in detail all the steps considered in the procedure of CLT in a class.

1. Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation(s) to the learners' probable community experiences) and a discussion of the function and situation-people, roles, setting, topic, and the informality or formality of the language which the function and situation demand. (...).

2. Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individuals) generally preceded by your model. (...).
3. Questions and answers based on the dialog topic(s) and situation itself. (Inverted wh, or questions).
4. Questions and answers related to the students' personal experiences but centered on the dialog theme.
5. Study one of the basic communicative expressions in the dialog or one of the structures, which exemplify the function. (...)
6. Learner discovery of generalizations or rules underlying the functional expression or structure. (...)
7. Oral recognition, interpretative activities (...).
8. Oral production activities- proceeding from guided to freer communication activities.
9. Copying of the dialogs or mini-dialogs or modules if they are not in the class text.
10. Sampling of the written homework assignment, if given.
11. Evaluation of oral (oral only), e.g. "How would you ask your friend to? And how would you ask me to?" Finocchiaro ,and Flunfit (as cited in Richards & Rodgers, 1986, p. 64)

The author uses Littlewood's explanation to classify all the steps in two parts according the activities performed in the teaching process

Graphic 3: Activities in class

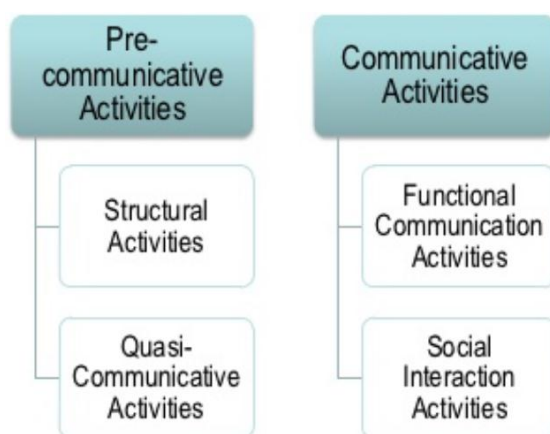


Figure 2: Adapted from *Approaches and Methods in Language Teaching* by Littlewood (as cited in Richards & Rodgers, 2001, p. 171).

CLT was created in the 1970s with the objective of promoting students' communication, motivation and interaction.

In the mid of 1970s, the scope of Communicative Language Teaching has extended.

Both American and British proponents now see it as an approach that aim to make communicative competence the goal of language teaching and develop procedure for the teaching of four language skill that acknowledge the interdependence of language and communication (Richards & Rodgers 1986:66).(Desai, 2015, p. 48)

However, in the 21st century some researchers have written about the evolution of this method after many years and have synthetized the steps in the following way.

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

- Interaction between the learner and users of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending to the feedback learners get when they use the language
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
- Trying out and experimenting with different ways of saying things (Richards, 2006, p. 4)

Communicative Language Teaching in all steps focuses on communication between students and teachers.

1.4.4. Communicative language teaching and the functions of language

Communicative language teaching is a valuable instrument to practice the functions of the language while teacher and students communicate. A student can express his or her ideas according to a specific function that is required in the conversation. The functions can be observed in daily conversations when a person apologizes, asks for permission or transmits information. Without a doubt CLT allows English language students to practice the language functions while they develop speaking and of course the other language skills. Halliday (as cited in Richards & Rodgers, 2014) presents a list of the functions of the language.

1. The instrumental function: using language to get thing
2. The regularity function: using language to control the behavior of others
3. The interactional function: using language to create interaction with others
4. The personal function: using language to express personal feeling and meanings
5. The heuristic function: using language to learn and to discover
6. The imaginative function: using language to create a world of the imagination
7. The representational function: using language to communicate information (p. 88-89)

CLT shows a transformation of the methodological conception, it demonstrates that communications is more than grammar and words. (Richards & Rodgers, 2014, p. 89) says, “Learning a second language now was similarly viewed by proponents of CLT as acquiring the linguistic means to perform the seven basic functions”

Language should not be analyzed only from a philosophical point of view. Language also has to be studied as a communicative system in which the interlocutors put in practice meanings, functions, interactions, and purposes. CLT makes this objective possible because of its holistic perspective, eclectic theory and rich variety of procedures.

1.4.5. Teachers’ and students’ roles in CLT

1.4.5.1. Teachers’ role

There are many roles that teachers perform when putting Communicative Language Teaching into practice. Savignon, (2007), mentions that teachers are a valuable resource that adapt constantly to the changes in the educational programs. The language-teaching world has evolved and technological, social and methodological elements have changed with it. These aspects demand that the teacher becomes a smart performer and a theory builder who learns constantly from his/her context.

In CLT the teacher implements communication while he/she facilitates student’s interaction. “(...)the teacher’s role in this setting as that of a needs analyst” who is responsible for “determining and responding to learner language needs” Richards and Rodgers (as cited in Çelik, 2013, p. 190). the article also mentions that the teacher has an active role to provide the necessary feedback in the right time.

The last analysis shows the teacher as the curriculum performer. Borg and 2009; Fullan, 2007(Rahman, Pandian, & Kaur, 2018, p. 1016) "Curriculum implementation depends on several factors. However, many researchers hold the belief that teachers reside at the core of successful implementation of curriculum." There is no doubt about the influence that teacher have in the construction, application and change in the curriculum. However, Hiep, (2007) asserts that applying a curriculum based on CLT demands total flexibility from teachers. To perform activities that require interaction does not mean only communication. The teacher has to look for a variety of ways in which students can develop the target language.

1.4.5.2. Students' role

In CLT, learners are the focus in classroom activities. They should be motivated constantly to do work group, communicative activities, and interactive practices. students have the opportunity to choose according their criteria how to act in the speaking activities. They feel the security to participate. These ideas are supported in the following paragraph.

Thus, communicative language teaching often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities (Banciu & Jireghie, 2012, p. 97)

Finally, it is necessary to mention that "Communicative language teaching is one of the latest humanistic approaches to teaching Approaches, which gives emphasis to the language use and provides more opportunity to learners to practice the target language in spite of its limitation". (Thamarana, 2014, p. 69). In this way, students develop an authentic, confident and independent way of learning.

1.5. Speaking

CLT is a communicative mental and physiological procedure, in which meaningful sounds are produced in order to transmit information and permit interaction. This

skill is very important not only in daily life but for teaching and learning of English languages. This interactive skill integrates vocabulary as oral outcomes that are subject to change according to specific grammatical rules and proper pronunciation of a particular language. The following citation explains in the best possible way what speaking is.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. ("CAELA: ESL Resources: Digests", 1999, p. s/p)

Tarruell, et al., (2005) says that speaking has been one of the greatest concerns both at the pedagogical and linguistic level, and even more so in the teaching of foreign languages where orality plays a very important role in the communication process. Teachers in the classroom should encourage social interaction with the students to present their opinions about certain expressed idea, and explain and discuss about the topic inside and outside classroom

1.5 .1. Language

Noam Chomsky (1986) in his book "*Knowledge of Language: Its Nature, Origin, and Use*" presents a deep study of language. The author mentions many concepts and he agree partially with Saussure in the sense that language is a social product.

However, Chomsky also agrees with Bloomfield's ideas. For Leonard Bloomfield, for example, a language is "the totality of utterances that can be made in a speech community", regarded as homogeneous (...)" Bloomfield (as cited in Chomsky, 1986, p. 16). This analysis demonstrates that language is a human and social construction. Richards ratifies these ideas.

Language is the system of human communication, which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. MORPHEMES, WORDS, SENTENCES, UTTERANCES. In common usage it can also refer to non-human systems of communication such as the "language" of bees, the "language" of dolphins. (Richards, 2013, p. 283)

To analyze speaking, which is the objective of this research, it is necessary to examine some language parts. According to Europarat, (2003) the language skills are divided into oral expression, written expression, listening comprehension and reading comprehension. The first two are productive skills and the others are receptive skills (input and output skills). This research focuses on productive skills, specifically in speaking.

1.5.2. Output skills

output skills are divided into oral expression, or speaking, and written expression, or writing. According to the Cervantes, (2017) speaking is a communicative capacity that encompasses not only a mastery of the pronunciation, the lexicon and the grammar of the target language, but also sociocultural and pragmatic knowledge. On the other hand, writing is one of the so-called linguistic skills, which refers to the production of written language. Speaking uses primarily verbal language, but also contains nonverbal elements such as maps, graphs, mathematical formulas, etc. Speaking is an interactive skill in which grammar, vocabulary and pronunciation are essential to develop good communication.

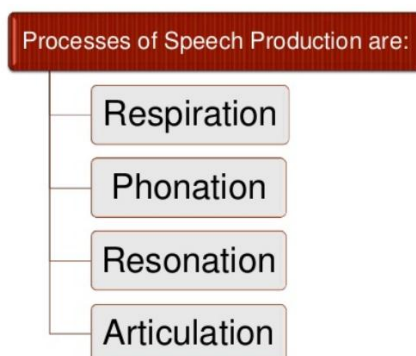
1.5.3. The process of language Speaking skill

The speaking process is very sophisticated. It can be understood from two perspectives as it is a physiological and mental procedure. From the first perspective, this process is studied from the function of the organ of the speech, which permits the speaker to produce “oral language”. This process is explained in detail in the following words:

The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth. After passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils; we call the part comprising the mouth the oral cavity and the part that leads to the nostrils the nasal cavity. Here the air from the lungs escapes into the atmosphere.(Roach, 2010, p. 8)

Roach is not the only researcher who focuses his attention on this process (Hardcastle & Marchal, 1990, p. 1) mentions “The role of the cerebellum in speech control is examined by assessing the effects of cerebellar lesions on speech through a short review of literature.” The author reflects that investigations have primarily studied the physiological mechanism of speech, However, he says, the cerebellum is the regulatory systematic motor activity. The physiological process can be summarized in the following figure.

Graphic 4: Processes of Speech Production



(Draizelle Sexon, 05:35:14 UTC)

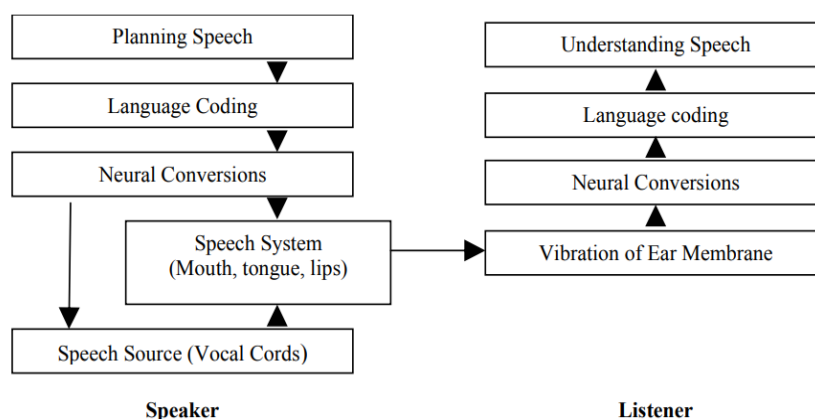
On the other hand, the mental process is analyzed from a psycholinguistic point of view. In this analysis, these are the step according Psycholinguistics.

Speech communication process can be summarized as follows:

- Conversion of speaker's ideas into words
- Generation of voice of the words using the vocal cords and speech system
- Transmission of voice to the ear of the listener as vibrations
- Transmission of voice to brain via auditory nerves of the listener and conversion of those vibrations to language code equivalent by the brain
- Extraction of meaning from those codes, words, gathered. (Tunali, 2005, p. 3)

The same writer presents an illustration to explain this complex process.

Graphic 5: Psychological process of speaking



(Tunali, 2005, p. 4)

There is a wide explanation about the psychological process of speaking, Liu & Fan, (2014) in their study “ *The Research of Speaking Process in Language Attention System*” do a detailed study on this topic. They explain that the speaking process can be studied from two perspectives, the first one from psycholinguistics and the other from Cognitive Linguistics. The cognitive perspective focus points to attention and knowledge as an essential factor of the speaking process. These authors mention that the cognitive process of speaking is similar to the any other cognitive process.

These two analyses from the physiological and psychological perspectives help to illustrate that speaking can be taught and learned. The most important factor is classroom interaction using the appropriate methods, techniques, teacher and students' reflection in the pre, during and post speaking process. However, presenting clear criteria for speaking activities based on a theoretical foundation is crucial. Then, the use of instruments to evaluate speaking in this research has to be based on the established theory. This background points to the importance of developing student's pronunciation, grammar, vocabulary and motivating students and teachers to interact in the classroom. Thus, speaking as a communicative skill can be put in practice.

1.5.4 Interaction in speaking

According to Brown (as cited in Pastás 2014), "Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information". Traditional teaching does not allow the necessary space for students' interaction by speaking. The time is limited or null, and students do not participate or put into practice this very important skill.

According to Robinson (as cited in Pastás, 2014, p. 11) "Interaction is the process of referring to face-to-face action. It can be either verbal channeled through written or spoken words, or non-verbal channeled through proximity, eye contact, facial expressions, gesturing etc.", the main point studied is speaking interactions, which can be performed in class when English language is taught. The same author mentions that

(...) through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges. (Pastás, 2014, p. 11)

The author refers principally to oral communication, which is promoted by teachers in the class with communicative methods. The author cites Tsiu (1995) to mention the main aspects of oral interaction in the classroom, which are: teacher questions, teacher feedback and oral treatment, teacher explanation, modified input and interaction, Turn-allocation and turn-taking behavior, and student talk. The author asserts that the communicative Approach focuses on communication and interaction and cites Littlewood to explain the importance of extending the range of communication through situations in the classroom

1.5.5. Vocabulary

Teaching vocabulary is very important in the speaking process, because it aids in the development of thinking and expressing feelings. This is why it should be considered in English teaching plans. This idea is ratified by (Locke, 2013, p.170) “Words are tools not also for reading and writing but also for thought and developing new ideas...” .The author also mentions that vocabulary is undoubtedly indispensable for language. Vocabulary is the motor of grammar and communication. Verbs, nouns, adjectives and other kinds of words are essential in the construction of an infinite number of sentences.

Developing a larger vocabulary helps to develop speaking skills as well as thinking skills. This development can even improve the other language skills.

(Boonkit, 2010, p. 1306) mentions, “There are a number of factors relating to speaking skills to be considered for effective English-speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers.” The author says that a wide range of vocabulary increases speaking levels; however, it does not mean that grammar and pronunciation can be always improved in the same level at the same time.

While writing about vocabulary teaching Grave et al. (2012) asserts that when students acquire vocabulary, they learn word decoding, spelling and recognition.

However, vocabulary is not a text skill. It has to be through conversation and reading. This writer presents the following program to improve vocabulary

- Providing rich and varies experiences
- Teaching individual words
- Teaching word leading strategies
- Fostering word consciousness (Graves, et al., 2012, p. 4)

In this process, the author mentions that in the first stage, developing vocabulary has to be done using the Language skills. In The second step, it is necessary to show the meaning of the word and the contexts in which they can be applied. In the third step, the number of words can be expanded using exercises based on inflection and derivation. In the last step. The student recognizes the importance of vocabulary and spends time incorporating new words to their lexicon.

Vocabulary is more than words and its grammatical application. It is also a semantic issue in which students have to learn as Flohr, (2010) says how to use vocabulary according its connotation, denotation and appropriateness it the essential to communicate.

Garaves et al (2012) also mentions that a native speaker student spends 8 minutes per class on average to develop 3000 words in a year. The range of words permits native speakers to communicate fluently. However, Goldenber (2011) mentions that English teachers do no take the necessary time to teach vocabulary, but instead teach vocabulary in an isolated way. The authors consider this a big error and asserts that “Vocabulary development is critical for English learners because we know that there is a strong relationship between vocabulary knowledge in English and academic achievement” Saville-Troike, (Goldenberg, 2011, p. 27)

All these theories demonstrate that a method is necessary to develop vocabulary as an essential part of speaking. Communicative Language teaching is highly recommended because it allows students to have necessary interactions to increase vocabulary.

1.5.6. Grammar in speaking skill

Grammar is important to have good communication and of course, to speak in a proper way. Therefore, it has to be learned by the students in class. Williams, (2006) states that there are many exercises such as drills that can be done to teach grammar, but it is not necessary to speak to do those exercises. The author mentions the possibility that grammar influences speaking. However, grammar is a valuable instrument that can be used by teachers to provide reinforcement and feedback when vocabulary and sentence structures are explained.

A description of the structure of a language and the way in which linguistic units, such as words and phrases, combine to produce sentences in the language. In general, the meanings and functions that these sentences have in the general language system are taken into account. It may or may not include the description of the sounds of a language (Richards & Schmidt, 2007, p.207)

Lynch & Anderson, (2013) explain that grammar is more than a system of rules because it can be used to express meaning as well. When a person says a sentence, for example: I travelled, the person knows the rules to construct the sentence but also knows the meaning of the time and the person and the content that he/she refers to.

Grammar can help the student to develop speaking through two branches. The first one branch is morphology and the second is syntax. Morphology is "the study of morphemes and their different forms (allomorphs), and how they are combined in the formation of words." (Richards & Schmidt, 2007, p.342). In many combinations, morphology uses many processes, among them inflection and derivation. According to Katamba (2015) inflection and derivation are the most important processes in the formation of words. The author mentions that inflection is the word formation process, within a particular grammatical context. It implies the use or rules to form words and their concordance in the sentence. On the other hand, (Katamba, 2015, p. 54) mentions, "derivation is a way to create new lexical items by recycling existing words. (...) derivation allows us to add new lexical items to the open class of words

of nouns, adjectives verbs and adverbs,” The changes could be in a lexical or grammatical way.

On the other hand

(....) Syntax means construction of sentences: how words are grouped to form sentences and sentences. Some people also use the term grammar to express the same thing as syntax, although most linguists follow the most recent practice according to which the grammar of a language includes all its organizing principles: information about the sound system, about the form of the words, how we adjust the language according to the context, etc. syntax is only part of this grammar. The term "syntax" is also used to refer to the study of the syntactic properties of languages. In this sense, it is used in the same way that we use "stylistics" to signify the study of literary style (Tallerman, 2011, p.1)

It is important to know the words and their functions. However; language is transmitted in phrases and sentences. (Richards & Schmidt, 2007, p.75) mention that "a phrase is a group of words that form a grammatical unit" and a sentence is "the largest unit of grammatical organization with the parts of discourse (for example, nouns, verbs, adverbs)", (Richards & Schmidt, 2007, p.480).

Morphology and syntax as grammatical branches can be used in using CLT while speaking English. This method, as it was mentioned in a previous chapter, the analysis of grammar and vocabulary considers in one of its teaching steps.

1.5.7. Pronunciation

Roach, (2010) mentions that pronunciation is the way in which a word or a language is produced orally. In the English language, segmental and suprasgmental levels are studied. On the Segmental level, phonemes and phones are studied, while the suprasegmental level refers to rhythm, intonation, accent, tone and pauses. The sounds conform to the sound patterns determined in a certain language, this fact

determines if someone has "correct pronunciation". A word can be spoken differently by individuals or groups depending on many factors such as: culture, location, speech or speech disorders, ethnic group, social class, or education.

1.5.7.1. Segmental level

Vocal phonemes

Roach (2010) says that vowel sounds usually have no obstruction. It can be said that a vowel is a sound of spoken language, produced with an open vocal tract, so that the tongue does not touch the lips, teeth or roof of the mouth, as in the case of the "ah" / ɑ: / or "oh" / oʊ /. There is no air pressure built at any point on the glottis. This contrasts with the sound of some consonants that have a constriction or lock at some point along the vocal tract.

The vowels in English are particularly difficult to imitate for the Spanish-speaker because they have more variations than those, they are accustomed to pronouncing in Spanish. This chart presents the vowels used in English language.

Table 1: Vowel sounds

| Spanish | A | e | l | o | u |
|---------|----|----|----|----|----|
| English | Æ | e | ɪ | ɒ | ʊ |
| | ^ | ɜ: | i: | ɔ: | u: |
| | ɑ: | | | | |
| | ə | | | | |

Modified from Roach (2010)

Consonant phonemes

Roach (2010) mentions that the pronunciation of consonantal phonemes has to do

with the mode of articulation; this mode has a different classification than that used for vowel phonemes. The mode of articulation is determined according to the arrangement of the speech organs that obstruct the flow of air that passes from the trachea through the larynx and continues through the mouth. According to this airflow, two types of sounds are obtained: voiceless and voiced. The following chart presents all the consonant sounds used in English.

Table 2: Consonant Chart

| | | MANNER | VOICING | PLACE | | | | | |
|-----------|-----------|-----------|---------|----------|-------------|-------------|----------|---------|-------|
| | | | | Bilabial | Labiodental | Interdental | Alveolar | Palatal | Velar |
| Obstruent | Stop | Voiceless | p | | | t | | k | ʔ |
| | | Voiced | b | | | d | | g | |
| | Fricative | Voiceless | | f | θ | s | ʃ | | h |
| | | Voiced | | v | ð | z | ʒ | | |
| | Affricate | Voiceless | | | | | tʃ | | |
| | | Voiced | | | | | dʒ | | |
| Sonorant | Nasal | Voiced | m | | | n | | ŋ | |
| | Liquid | Lateral | | | | l | | | |
| | | Rhotic | Voiced | | | | | r (ɹ) | |
| | Glide | Voiced | w | | | | j | (w) | |

(“Consonant Chart”, 2017)

1.5.7.2. Suprasegmental Level

The following information is synthesized from García, (2017) who says the Suprasegmental level is a vocal effect that extends over more than one segment of sound within a pronunciation. This includes aspects like accent, tone, intonation, rhythm and pause. In the teaching-learning process of the English language, knowledge and the adequate application of these can often determine the success in communication

Accent

Gil (as cited in Garcia, 2017) declares that accent can be understood as the prominence of a syllable in contrast to those around it. This prominence manifests itself acoustically and is perceived by speakers. Through the accent, a contrast is established between prominent syllables and non-prominent syllables.

Intonation

In usual conversation, the tone of voice changes, to add emotion and meaning to the words and sentences. The intonation or tone of voice can rise, fall or remain monotonous.

Tone

If the tone of a single syllable or word influences the denotative meaning of the word, the tone has a different name than the others in that word. Tone registers are measured by contrasting the absolute (general) pitch of different syllables with the salient ones.

Rhythm

The change of rhythm of the sentence is another effect that happens when accenting words of content and reducing the accent in words of function. Many times, function words are pronounced so fast that they sound like a single longer word. The time is reduced by eliminating many accented syllables and trimming vowel sounds.

Pauses

A pause or silence can be added between words to add meaning and emotion. The pause refers to a moment of lack of energy use while talking or a very short moment of silence between the articulations of sounds.

Huges & Reed, (2016) say there is a debate when studies conceptualize research concepts about speaking. It means that the theories about this skill have to be contrasted with others. The practice and the constant developing of knowledge about language will permit help learns to have a better perspective about it.

When theories of speech meet the real world 'is an example of what is known as a "position paper". This mean that the text in question- such studies are generally journal article- encapsulates and academic's stance on a broad topic, and they generally that is open to debate.(Hughes & Reed, 2016, p. 129)

Chapter II

Diagnosis

This research points out the measurement of phenomena, induction, prediction, establishment of hypothesis. all of these aspects are considered by Hernández Sampieri (2010). These characteristics are common for both the qualitative and quantitative approach. In this chapter, the research aspects that led to the qualitative-quantitative data of the research were analyzed. the variables, the hypothesis, the triangulation of the methods used, were theorized and each of them with different techniques and instruments. This chapter also explains the elements immersed in the diagnostic. In the final stage, statistical analysis was applied to the processes and data obtained throughout the project.

2.1 Approach and level of Research

A mixed qualitative-quantitative research design, according to (Hernández Sampieri et al., 2010) follows these steps:

- Rationalization of the mixed design.
- Decisions on:
 - a) What instruments will be used to collect the quantitative data and which ones for the qualitative data,
 - b) The priorities of the quantitative and qualitative data,
 - c) Sequence in the collection and analysis of the quantitative and qualitative data,
 - d) The way of transforming, associating and / or combining different types of data, and
 - e) Methods of analysis in each process and stage.
- Decision on how to present the results inherent to each approach. (p.545)

The data used in this research are quantitative and qualitative; these data were combined and transformed to obtain the results.

This project contributes to the objective of the (Anglo Program of UTC, 2016) which is "to train competitive students in the domain of the English Language, with updated

scientific, technological and humanistic knowledge to successfully face the changes and challenges of the globalized world ". In turn, it is also helps to fulfill objective four of the (" Versions of the National Plan - National Plan 2013 - 2017 ", 2017) which is to strengthen the capabilities and potential of citizens. This contribution to society makes this project an eminently social research.

In the research process, three types of research were also used: descriptive, applied and contrastive research. Through descriptive research, the important features of the problem were pointed out, the properties were detailed and finally the population trend based on the survey was described. This is an applied research because it seeks the solution to the low-level problem in the English speaking skill of students at the A2 level of Anglo Program at the UTC Language Center in the academic term April – August 2017., During the academic period, Communicative Language Teaching techniques were developed by the researcher. Finally, this is a contrastive research because the data obtained were contrasted using a pre-test and a post-test. It aimed to quantify speaking errors and demonstrated in quantitative terms the level of improvement after the application of the CLT techniques. After this process, the alternative hypothesis was proved.

The following is a summary of the steps involved in the process of this project to achieve its objectives:

- First and second reading: Bibliographical texts referring to the two variables were studied and examined; then in the second reading, the theoretical conception was enriched by taking only the most relevant bibliographic material.
- The construction of a matrix served to operationalize the variables, and to provide a logical structure to elaborate the theoretical framework. The hierarchical order of the fundamental concepts of variables, dimensions and indicators were also determined. The instruments to obtain data were established.
- Elaboration of the theoretical framework

- Preparation, application and organization of instruments for obtaining data from the English-speaking skill pretest
- Application of CLT techniques to improve speaking
- Presentation and comparison of statistical data based on the results of the instruments, observation guide (rubric), survey and content analysis table in the pre and posttest to demonstrate the alternative hypothesis proposed.
- Conclusions and recommendations.

2.2 Methodology

The data obtained are observable and measurable. These data were taken with an observation guide (rubric) applied in the classroom during teaching practice. The empirical evidence reached demonstrates the postulates established in the objectives of the project. These aspects prove that this is an empirical research.

It is also an analytical research questions, because it breaks down the aspects that are presented in the English speaking skill of the students of the A2 level of Anglo Program the UTC. These aspects were identified, organized and quantified through the instrument content analysis table.

This research is also inductive, because individual mistakes in speaking are accounted for in order to arrive to a general assertion. Each student took a speaking test from which only the first and the last were analyzed with the content analysis table instrument. The statistical results showed that each individual's results is replicated in the group in general

Finally, this research is a field investigation since it is performed in a specific place and time in the presence of the researcher.

2.3. Hypothesis formulation

The hypotheses will be accepted or rejected according to the results of the study.

Null hypothesis

The application of CLT techniques does not improve the English speaking skill in the students of A2 level of Anglo Program at UTC in the academic term April – August 2017

Alternative hypothesis.

The application of CLT techniques improves the English speaking skill of the students of A2 level of Anglo Program at UTC in the academic term April – August 2017.

2.4.Population and Sample

The sample population is composed of 99 students of the A2 level of Anglo Program at Universidad Técnica de Cotopaxi in the academic term April- August 2017.The sample was chosen considering the feasibility of the project., The researcher worked as a teacher in the period and with the sample mentioned. It is worth mentioning that there are no universities in the city that have the same courses. The following table shows the information about population.

Table 3: Population

| POPULATION | FRECUENCY | PERCENTAGE |
|-------------------|------------------|-------------------|
| Students | 99 | 100% |
| Total | 99 | 100% |

By:Martha Chasi

Table 4:Sample

| SAMPLE | FRECUENCY | PERCENTAGE |
|---------------|------------------|-------------------|
| Students | 99 | 100% |
| Total | 99 | 100% |

By:Martha Chasi

2.5. Techniques and instruments

2.5.1. Observation Guide

The first instrument was used during the daily teaching practice., this was a standardized rubric of KET test (Key English test) of Cambridge University and it was applied for the diagnosis and for the final test. It was an observation guide to measure the level of the speaking skill of the students. This instrument served to investigate the underlying aspects of English-speaking skill (Grammar and vocabulary, pronunciation and interactive communication), to have a clear perspective of the problem and establish the research hypotheses. Through observation it was possible to find the essential aspect of the problem., in order to intervene, the observer is an active individual and intends to delve into social problems to reflect on them. The instrument observation guide is presented in the following chart. It is worth mentioning that although the first and the last tests of each student were taken as samples, the students took at least six oral tests throughout the semester, in which the CLT techniques were applied repeatedly to improve their speaking skill.

Table 5: Cambridge Rubric

| A2 | Grammar and Vocabulary | Pronunciation | Interactive Communication |
|----|---|--|---|
| 5 | <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | <ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | <ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> | | |
| 3 | <ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | <ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. | <ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> | | |
| 1 | <ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | <ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. | <ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | <i>Performance below Band 1.</i> | | |

(Cambridge, 2015)

2.5.2. Survey

This research presents a systematization of methods, techniques, instruments, elements and data obtained from the sample considered in the project. The data are quantitative and qualitative, the qualitative data were obtained with the instrument questionnaire and the items were placed on a scale of: always (5), Almost always (4), Sometimes (3), Rarely (2), Never (1) to obtain data on the activities in class (methodology). On the other hand, scales of Excellent (5), Very good (4), Good (3), Regular (2), and for Poor (1) were used for the variable Speaking. These data were quantified thanks to the Likert Scale. The parameters are in the range of one to five and all the items were multipurpose. (See annex 1)

2.5.3. Content analysis table

To obtain quantitative data, a content analysis table was used which aimed to account for mistakes in English speaking skills.

These mistakes were taken from students' speaking tests. The mistakes analyzed included grammar, vocabulary, pronunciation and interaction and are presented in the following table.

Table 6: Content analysis table

| | CONTENT ANALYSIS TABLE | | | | | | | | | | |
|-------------------|--------------------------------|----|----|----|----|----|----|----|----|----|-----|
| | Students (S)) pre-test | | | | | | | | | | |
| ITEMS | Speaking | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 |
| GRAMMAR | Sentence | | | | | | | | | | |
| | Omissions | | | | | | | | | | |
| | Word order | | | | | | | | | | |
| VOCABULARY | Inflections | | | | | | | | | | |
| | Derivations | | | | | | | | | | |
| | Range of lexicon | | | | | | | | | | |

| | | | | | | | | | | | | | |
|----------------------------------|------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| PRONUNCIATION | Vowels and consonants sounds | | | | | | | | | | | | |
| | Pauses | | | | | | | | | | | | |
| | Rhythm and intonation | | | | | | | | | | | | |
| INTERACTIVE COMMUNICATION | Understand information | | | | | | | | | | | | |
| | Transmitting information | | | | | | | | | | | | |
| | Exchanging information | | | | | | | | | | | | |

Adapted from (Artundanga, 2013)

Finally, an interview of teachers of the Anglo Program at UTC was conducted. This interview was performed after completing the project to measure the impacts caused by the application of CLT techniques to improve speaking. (See annex 2)

2.6. Validity and reliability.

The research has a high degree of validity and reliability because of the systematization on a qualitative and quantitative level, the demonstration through statistical operations and the bibliographic support. For the development of this qualitative-quantitative research, instruments tested at the international level were used and some instruments were adapted from reliable projects.

The project was applied in the academic term April – August 2017 with a duration of 128 hours, with the total collaboration of the participants since the research teacher actively participated during the hours class in the English subject.

At the statistical level, to consolidate the results and test the alternative hypothesis, the data are presented using descriptive statistics. To consolidate the research, several statistical operations including frequency tables, percentage charts, comparative tables, T-student and Pearson's correlation coefficient were also applied.

Finally, an interview of the academic staff showed positive results. The teachers interviewed assured that they observed an improvement in the students' speaking skill and a greater predisposition to speak and learn English

2.7. Analysis and interpretation of results

The project "Incidence of the Communicative Method in the development of speaking skill of the English language in the students of level A2 of the Anglo program at Universidad Técnica de Cotopaxi" demonstrates the correlation between the independent variable Communicative Language Teaching Method and the dependent variable English speaking skill. The three instruments support the alternative hypothesis: "The application of CLT techniques improves the English speaking skill English of the A2 level students of Anglo Program at UTC in the academic period April-August 2017". The observation guide instrument was taken as a starting point, which consists of a rubric of the Key English Test (KET) of the University of Cambridge. In the diagnostic test evaluated with the KET rubric, the average result for the speaking skill of the 99 students was 6.55 /15. According to the content analysis table 42, 22 was the mean number of 'mistakes. The results of these two instruments were analyzed with T-student test. Finally, the survey about activities in the classroom (methodology) and student speaking levels showed that there is a correlation between the two variables. This instrument measured the students' perception about the variables. polyvalent questions were systematically structured according to the Likert scale and this instrument showed a correlation of (,586 ") according to the Pearson correlation coefficient.

2.7.1 First instrument observation guide, KET rubric

This instrument consisting of a rubric of the University of Cambridge KET test was applied several times during the semester in the subject of English II to all students in the study. The rubric was exclusively used with the KET test (See annex 3). The

first test was considered the pre-test and the last one the posttest. The results of the rubric obtained per each student are explained in detail in the following chart.

2.7.2.1. Comparative chart results pre and post-test KET

Table 7: Observation guide, KET rubric

| Student (S) | INDICES | | | | | | | | Difference |
|-------------|--------------------|---------------|---------------------------|-------|--------------------|---------------|---------------------------|-------|------------|
| | Pre-test KET | | | | Post-test KET | | | | |
| | Grammar/vocabulary | Pronunciation | Interactive Communication | Total | Grammar/vocabulary | Pronunciation | Interactive Communication | Total | |
| S1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 | 6 | +3 |
| S2 | 1 | 3 | 2 | 6 | 2 | 3 | 2 | 7 | +1 |
| S3 | 2 | 4 | 3 | 9 | 4 | 4 | 3 | 11 | +2 |
| S4 | 3 | 3 | 3 | 9 | 4 | 4 | 5 | 13 | +4 |
| S5 | 1 | 2 | 0 | 3 | 1 | 2 | 2 | 5 | +2 |
| S6 | 2 | 4 | 2 | 9 | 4 | 4 | 5 | 13 | +4 |
| S7 | 1 | 1 | 0 | 2 | 1 | 1 | 1 | 3 | +1 |
| S8 | 2 | 1 | 0 | 3 | 4 | 2 | 1 | 7 | +4 |
| S9 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 3 | 0 |
| S10 | 2 | 1 | 0 | 3 | 2 | 1 | 2 | 5 | +2 |
| S11 | 4 | 1 | 1 | 6 | 4 | 1 | 3 | 8 | +2 |
| S12 | 4 | 3 | 2 | 9 | 4 | 3 | 3 | 10 | +1 |
| S13 | 3 | 2 | 1 | 6 | 2 | 2 | 1 | 5 | -1 |
| S14 | 1 | 0 | 0 | 1 | 1 | 2 | 0 | 3 | +1 |
| S15 | 1 | 3 | 2 | 6 | 2 | 3 | 3 | 8 | +2 |
| S16 | 2 | 2 | 2 | 6 | 4 | 4 | 2 | 10 | +4 |
| S17 | 3 | 4 | 2 | 9 | 4 | 5 | 2 | 11 | +2 |
| S18 | 3 | 2 | 1 | 6 | 3 | 2 | 1 | 6 | 0 |
| S19 | 4 | 4 | 4 | 12 | 5 | 5 | 4 | 14 | +2 |
| S20 | 3 | 2 | 1 | 6 | 3 | 4 | 2 | 9 | +3 |
| S21 | 3 | 3 | 3 | 9 | 3 | 3 | 3 | 9 | 0 |
| S22 | 3 | 2 | 1 | 6 | 3 | 2 | 4 | 10 | +4 |
| S23 | 2 | 2 | 2 | 6 | 2 | 2 | 2 | 6 | 0 |
| S24 | 4 | 1 | 1 | 6 | 4 | 5 | 2 | 11 | +5 |
| S25 | 3 | 4 | 1 | 8 | 4 | 3 | 3 | 10 | +2 |
| S26 | 2 | 2 | 2 | 6 | 4 | 4 | 3 | 11 | +5 |
| S27 | 1 | 3 | 1 | 5 | 3 | 3 | 1 | 7 | +2 |
| S28 | 1 | 2 | 1 | 4 | 2 | 1 | 2 | 5 | +1 |
| S29 | 1 | 1 | 0 | 3 | 2 | 2 | 2 | 6 | +3 |
| S30 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 4 | +1 |
| S31 | 2 | 1 | 1 | 4 | 2 | 2 | 2 | 6 | +2 |
| S32 | 3 | 2 | 1 | 6 | 3 | 5 | 1 | 9 | +3 |
| S33 | 2 | 2 | 2 | 6 | 3 | 2 | 2 | 7 | +1 |
| S34 | 1 | 3 | 2 | 6 | 4 | 4 | 2 | 10 | +4 |
| S35 | 2 | 3 | 2 | 7 | 3 | 3 | 4 | 10 | +3 |
| S36 | 3 | 3 | 3 | 9 | 4 | 5 | 3 | 12 | +3 |
| S37 | 3 | 4 | 2 | 9 | 3 | 2 | 2 | 7 | +2 |

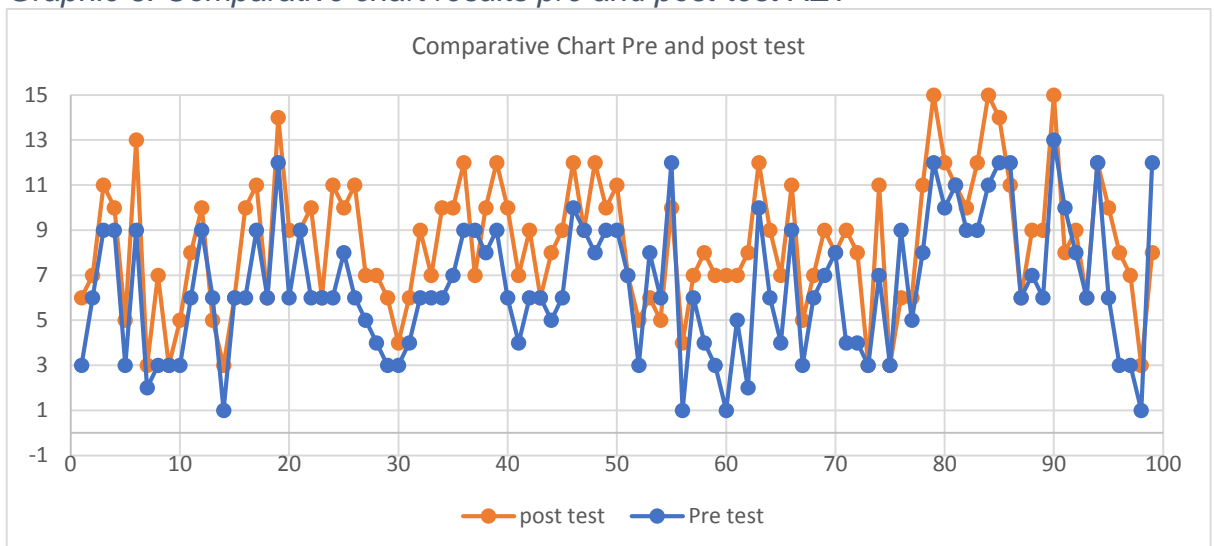
| | | | | | | | | | |
|-----|---|---|---|----|---|---|---|----|----|
| S38 | 4 | 3 | 1 | 8 | 2 | 2 | 2 | 6 | -2 |
| S39 | 3 | 4 | 2 | 9 | 4 | 4 | 4 | 12 | +3 |
| S40 | 2 | 2 | 2 | 6 | 4 | 4 | 2 | 10 | +4 |
| S41 | 3 | 1 | 0 | 4 | 3 | 3 | 1 | 7 | +3 |
| S42 | 3 | 1 | 2 | 6 | 2 | 3 | 1 | 9 | +3 |
| S43 | 2 | 3 | 1 | 6 | 1 | 2 | 3 | 6 | 0 |
| S44 | 3 | 1 | 1 | 5 | 2 | 3 | 2 | 8 | +3 |
| S45 | 3 | 3 | 0 | 6 | 3 | 3 | 3 | 9 | +3 |
| S46 | 4 | 4 | 2 | 10 | 4 | 4 | 4 | 12 | +2 |
| S47 | 3 | 3 | 3 | 9 | 3 | 5 | 2 | 9 | 0 |
| S48 | 4 | 3 | 1 | 8 | 4 | 4 | 4 | 12 | +4 |
| S49 | 3 | 3 | 3 | 9 | 3 | 4 | 4 | 11 | +2 |
| S50 | 5 | 3 | 2 | 9 | 3 | 5 | 2 | 11 | +2 |
| S51 | 3 | 2 | 2 | 7 | 3 | 2 | 2 | 7 | 0 |
| S52 | 1 | 2 | 0 | 3 | 2 | 2 | 1 | 5 | +2 |
| S53 | 2 | 3 | 3 | 8 | 2 | 2 | 2 | 6 | -2 |
| S54 | 2 | 2 | 2 | 6 | 2 | 2 | 3 | 7 | +1 |
| S55 | 4 | 4 | 4 | 12 | 3 | 4 | 3 | 10 | -2 |
| S56 | 1 | 0 | 0 | 1 | 2 | 1 | 1 | 4 | +3 |
| S57 | 2 | 2 | 2 | 6 | 2 | 4 | 1 | 7 | +1 |
| S58 | 2 | 1 | 1 | 4 | 3 | 3 | 2 | 8 | +4 |
| S59 | 1 | 1 | 1 | 3 | 2 | 3 | 2 | 7 | +4 |
| S60 | 1 | 0 | 0 | 1 | 3 | 2 | 2 | 7 | +6 |
| S61 | 1 | 4 | 0 | 5 | 4 | 1 | 2 | 7 | +2 |
| S62 | 2 | 0 | 0 | 2 | 2 | 1 | 2 | 5 | +3 |
| S63 | 4 | 3 | 3 | 10 | 4 | 4 | 4 | 12 | +2 |
| S64 | 2 | 2 | 2 | 6 | 3 | 3 | 4 | 10 | 43 |
| S65 | 2 | 2 | 0 | 4 | 3 | 2 | 2 | 7 | +3 |
| S66 | 3 | 4 | 2 | 9 | 3 | 4 | 4 | 11 | +2 |
| S67 | 1 | 1 | 1 | 3 | 2 | 2 | 1 | 5 | +2 |
| S68 | 2 | 2 | 2 | 6 | 2 | 3 | 2 | 7 | +1 |
| S69 | 2 | 3 | 1 | 7 | 2 | 4 | 3 | 9 | +2 |
| S70 | 3 | 3 | 2 | 8 | 3 | 2 | 3 | 8 | 0 |
| S71 | 1 | 2 | 1 | 4 | 3 | 3 | 1 | 7 | +3 |
| S72 | 1 | 2 | 1 | 4 | 3 | 2 | 1 | 6 | +2 |
| S73 | 2 | 1 | 0 | 3 | 1 | 1 | 1 | 3 | 0 |
| S74 | 3 | 4 | 0 | 7 | 4 | 4 | 3 | 11 | +4 |
| S75 | 1 | 1 | 1 | 3 | 0 | 1 | 0 | 1 | -2 |
| S76 | 3 | 4 | 2 | 9 | 2 | 2 | 2 | 6 | -3 |
| S77 | 2 | 1 | 2 | 5 | 3 | 1 | 2 | 6 | +1 |
| S78 | 2 | 4 | 2 | 8 | 4 | 4 | 3 | 11 | +3 |
| S79 | 3 | 5 | 4 | 12 | 5 | 5 | 5 | 15 | +3 |
| S80 | 2 | 5 | 3 | 10 | 4 | 5 | 3 | 12 | +2 |
| S81 | 4 | 4 | 3 | 11 | 4 | 4 | 3 | 11 | 0 |
| S82 | 3 | 3 | 3 | 9 | 5 | 3 | 2 | 10 | +2 |
| S83 | 5 | 2 | 2 | 9 | 4 | 4 | 4 | 12 | +2 |
| S84 | 3 | 4 | 4 | 11 | 5 | 5 | 5 | 15 | +3 |
| S85 | 3 | 5 | 4 | 12 | 5 | 5 | 4 | 14 | +2 |
| S86 | 4 | 4 | 4 | 12 | 4 | 4 | 3 | 11 | -1 |
| S87 | 3 | 2 | 1 | 6 | 2 | 2 | 2 | 6 | 0 |
| S88 | 3 | 3 | 1 | 7 | 3 | 3 | 3 | 9 | +2 |
| S89 | 2 | 2 | 2 | 6 | 3 | 3 | 4 | 10 | +4 |
| S90 | 4 | 4 | 5 | 13 | 5 | 5 | 5 | 15 | +2 |
| S91 | 3 | 3 | 4 | 10 | 3 | 3 | 2 | 8 | -2 |
| S92 | 3 | 3 | 2 | 8 | 4 | 2 | 3 | 9 | +1 |

| | | | | | | | | | |
|------------|---|---|---|-----------|---|---|---|-----------|----|
| S93 | 3 | 3 | 2 | 6 | 2 | 2 | 2 | 6 | +2 |
| S94 | 4 | 5 | 3 | 12 | 4 | 4 | 4 | 12 | 0 |
| S95 | 3 | 2 | 1 | 6 | 4 | 4 | 2 | 10 | +4 |
| S96 | 2 | 1 | 0 | 3 | 3 | 3 | 2 | 8 | +5 |
| S97 | 1 | 1 | 1 | 3 | 2 | 3 | 2 | 7 | +4 |
| S98 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 3 | +2 |
| S99 | 3 | 5 | 4 | 12 | 3 | 3 | 2 | 8 | -4 |

This table shows in detail the results from both tests. The following graph demonstrates the improvement achieved because of this instrument.

2.7.1.1 Comparative chart results pre and post-test KET

Graphic 6: Comparative chart results pre and post-test KET



2.7.1.1. Pretest KET

Table 7 presents a summary of the frequencies obtained by the students in the speaking test. the highest score obtained by the samples was 13 and the lowest was 1. The most repeated score is six 26 times and the score repeated the least is 13.

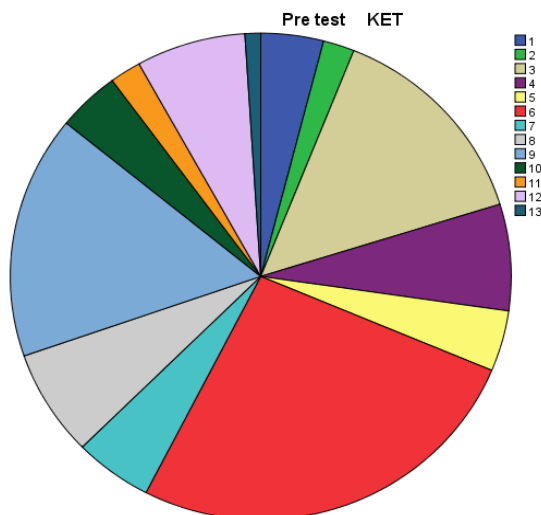
Table 8: Pretest KET

| | | Pretest KET | | | |
|-------|-------|-------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 1 | 4 | 4,0 | 4,0 | 4,0 |
| | 2 | 2 | 2,0 | 2,0 | 6,1 |
| | 3 | 14 | 14,1 | 14,1 | 20,2 |
| | 4 | 7 | 7,1 | 7,1 | 27,3 |
| | 5 | 4 | 4,0 | 4,0 | 31,3 |
| | 6 | 26 | 26,3 | 26,3 | 57,6 |
| | 7 | 5 | 5,1 | 5,1 | 62,6 |
| | 8 | 7 | 7,1 | 7,1 | 69,7 |
| | 9 | 16 | 16,2 | 16,2 | 85,9 |
| | 10 | 4 | 4,0 | 4,0 | 89,9 |
| | 11 | 2 | 2,0 | 2,0 | 91,9 |
| | 12 | 7 | 7,1 | 7,1 | 99,0 |
| | 13 | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 99 | 100,0 | 100,0 | |

By: Martha Chasi

The frequency of the scores establishes a trend with a low level. It is necessary to analyze this result to compare with other tests. The following graphic shows the distribution of the scores.

Graphic 7: Pre test KET

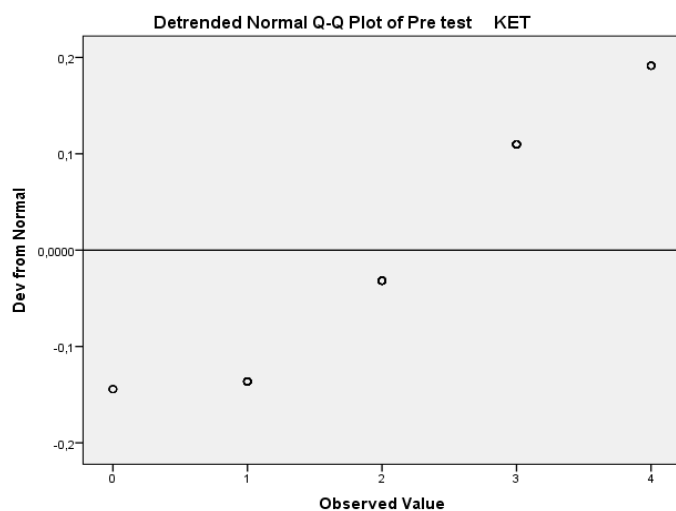


By: Martha Chasi

This graphic shows the distribution of the scores from 0 to 15.

Finally, to contrast the result of the pre with the post-test it was necessary to prove the regularity expressed in both set of results.

Graphic 8: Test of normality Pre test



2.4.1.1. Post Test KET

This table presents a summary of the grades obtained by the students in the post-test. the lowest score is three and the highest is 15. The most repeated score was 7.

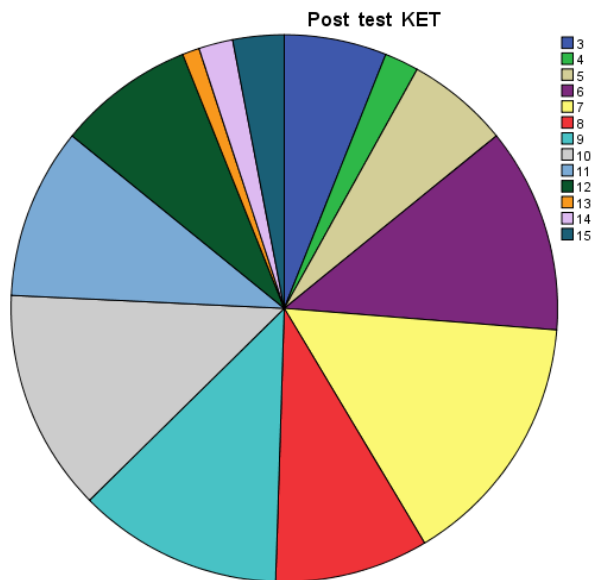
Table 9: Post test KET

| Posttest KET | | | | | |
|--------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 3 | 6 | 6,1 | 6,1 | 6,1 |
| | 4 | 2 | 2,0 | 2,0 | 8,1 |
| | 5 | 6 | 6,1 | 6,1 | 14,1 |
| | 6 | 12 | 12,1 | 12,1 | 26,3 |
| | 7 | 15 | 15,2 | 15,2 | 41,4 |
| | 8 | 9 | 9,1 | 9,1 | 50,5 |
| | 9 | 12 | 12,1 | 12,1 | 62,6 |
| | 10 | 13 | 13,1 | 13,1 | 75,8 |
| | 11 | 10 | 10,1 | 10,1 | 85,9 |
| | 12 | 8 | 8,1 | 8,1 | 93,9 |
| | 13 | 1 | 1,0 | 1,0 | 94,9 |
| | 14 | 2 | 2,0 | 2,0 | 97,0 |
| | 15 | 3 | 3,0 | 3,0 | 100,0 |
| | Total | 99 | 100,0 | 100,0 | |

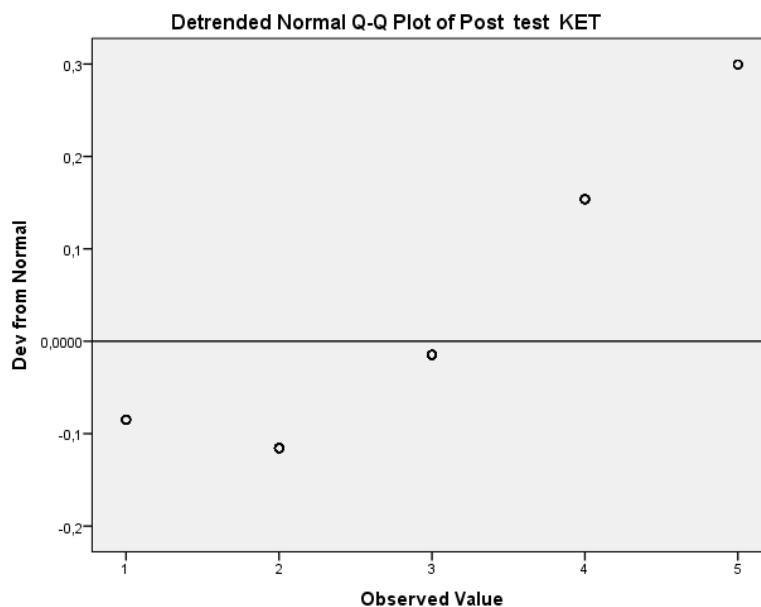
By: Martha Chasi

This graphic shows the number of times that the scores are repeated in the post-test. These results were contrasted with the pre-test

Graphic 9: posttest KET



Graphic 10: Test of regularity



The graphic shows that most of the changes observed in the post-test follow a regular pattern. However, there are some results that show negative changes or no changes.

Table 10: Test of Normality KET pre and post -test

| Tests of Normality | | | | | | | |
|--------------------|-----|---------------------------------|----|------|--------------|----|------|
| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre test | KET | ,149 | 99 | ,000 | ,959 | 99 | ,004 |
| Post test | KET | ,106 | 99 | ,008 | ,975 | 99 | ,053 |

This table shows the significance in the Key English Test in both pre and posttest. The results indicate that the values in sig. is less than 0.5 so the correlation can be accepted. In this case, the Kolmogorov-Smirnova analysis has to be taken because the sample is over 30 people. Based on the analysis, it is possible to apply the T-student test to confirm the changes after the application of CLT techniques.

2.4.1.2. T- student test

This chart shows the difference between the mean in the pre and the post – test. There was an increase of 2.12 points out of a total of 15 points.

Table 11: Paired Samples Statistics

| Paired Samples Statistics | | | | | |
|---------------------------|---------------|------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre test KET | 6,55 | 99 | 2,949 | ,296 |
| | Post test KET | 8,43 | 99 | 2,868 | ,288 |

Table 12: Pair sample correlation

| Paired Samples Correlations | | | | |
|-----------------------------|------------------------------|----|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | Pre test KET & Post test KET | 99 | ,780 | ,000 |

In this chart, the significance (Sig) was under que 0.5, so the alternative hypothesis was accepted. The variation between the pre and the post-test was demonstrated with the T- student test.

Table 13: T- student test Observation Guide

| Paired Samples Test | | | | | | | | |
|--|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 Pre test KET - Post test KET | -1,889 | 1,932 | ,194 | -2,274 | -1,504 | -9,728 | 98 | ,000 |

This test served to demonstrate whether the alternative hypothesis was supported. The T-student test showed the change in the post test after applying the CLT techniques. As evidenced by the T-student table, an expected count of less than 0.5 was expected, in fact, the value obtained was ,000 which indicates a highly significant change. According to the table, a change of 2,12 points between pre and posttest was observed and the variation was equivalent to 14% improvement.

2.7.2. Second instrument. Content analysis table

After applying the rubric for KET, each student mistake was counted and registered in a content analysis table. The teacher recorded and transcribed the students' speaking tests in pairs (See annex 4). Each oral test was transcribed and studied according to the items in the matrix. The following table shows the total of mistakes performed by each student of Anglo program in the speaking test.

Table 14: Indices of mistakes KET

| Indices of mistakes KET | | | |
|-------------------------|-----------------------------|------------------------------|------------|
| Students (S) | Total mistakes pre-test KET | Total mistakes post-test KET | Difference |
| S1 | 64 | 50 | -14 |
| S2 | 52 | 44 | -8 |
| S3 | 30 | 22 | -8 |
| S4 | 32 | 18 | -14 |
| S5 | 65 | 60 | -5 |
| S6 | 36 | 20 | -16 |
| S7 | 73 | 67 | -6 |
| S8 | 71 | 49 | -22 |
| S9 | 72 | 70 | -2 |
| S10 | 70 | 69 | -1 |

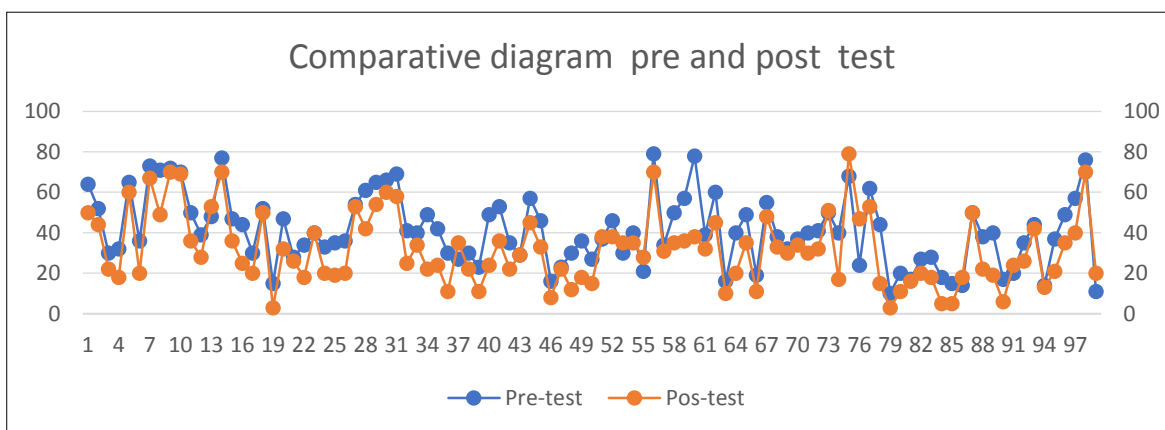
| | | | |
|------------|----|----|-----|
| S11 | 50 | 36 | -14 |
| S12 | 39 | 28 | -11 |
| S13 | 48 | 53 | +5 |
| S14 | 77 | 70 | -7 |
| S15 | 47 | 36 | -11 |
| S16 | 44 | 25 | -19 |
| S17 | 30 | 20 | -10 |
| S18 | 52 | 50 | -2 |
| S19 | 15 | 3 | -12 |
| S20 | 47 | 32 | -15 |
| S21 | 28 | 26 | -2 |
| S22 | 34 | 18 | -16 |
| S23 | 40 | 40 | 0 |
| S24 | 33 | 20 | -13 |
| S25 | 35 | 19 | -16 |
| S26 | 36 | 20 | -16 |
| S27 | 54 | 53 | -1 |
| S28 | 61 | 42 | -19 |
| S29 | 65 | 54 | -11 |
| S30 | 66 | 60 | -6 |
| S31 | 69 | 58 | -11 |
| S32 | 41 | 25 | -16 |
| S33 | 40 | 34 | -6 |
| S34 | 49 | 22 | -27 |
| S35 | 42 | 24 | -18 |
| S36 | 30 | 11 | -19 |
| S37 | 27 | 35 | +8 |
| S38 | 30 | 22 | -8 |
| S39 | 23 | 11 | -12 |
| S40 | 49 | 24 | -25 |
| S41 | 53 | 36 | -17 |
| S42 | 35 | 22 | -13 |
| S43 | 29 | 29 | 0 |
| S44 | 57 | 45 | -12 |
| S45 | 46 | 33 | -13 |
| S46 | 16 | 8 | -8 |
| S47 | 23 | 22 | -1 |
| S48 | 30 | 12 | -18 |
| S49 | 36 | 18 | -18 |
| S50 | 27 | 15 | -12 |
| S51 | 37 | 38 | +1 |
| S52 | 46 | 38 | -8 |
| S53 | 30 | 35 | +5 |
| S54 | 40 | 35 | -5 |
| S55 | 21 | 28 | +7 |
| S56 | 79 | 70 | -9 |
| S57 | 34 | 31 | -3 |
| S58 | 50 | 35 | -15 |
| S59 | 57 | 36 | -21 |
| S60 | 78 | 38 | -40 |
| S61 | 39 | 32 | -7 |
| S62 | 60 | 45 | -15 |
| S63 | 16 | 10 | -6 |
| S64 | 40 | 20 | -20 |
| S65 | 49 | 35 | -14 |

| | | | |
|------------|----|----|-----|
| S66 | 19 | 11 | -8 |
| S67 | 55 | 48 | -7 |
| S68 | 38 | 33 | -5 |
| S69 | 32 | 30 | -2 |
| S70 | 37 | 34 | -3 |
| S71 | 40 | 30 | -10 |
| S72 | 41 | 32 | -9 |
| S73 | 50 | 51 | +1 |
| S74 | 40 | 17 | -23 |
| S75 | 68 | 79 | +11 |
| S76 | 24 | 47 | +23 |
| S77 | 62 | 53 | -9 |
| S78 | 44 | 15 | -29 |
| S79 | 10 | 3 | -7 |
| S80 | 20 | 11 | -9 |
| S81 | 17 | 16 | -1 |
| S82 | 27 | 20 | -7 |
| S83 | 28 | 18 | -10 |
| S84 | 18 | 5 | -13 |
| S85 | 15 | 5 | -10 |
| S86 | 14 | 18 | +4 |
| S87 | 50 | 50 | 0 |
| S88 | 38 | 22 | -16 |
| S89 | 40 | 19 | -21 |
| S90 | 17 | 6 | -11 |
| S91 | 20 | 24 | +4 |
| S92 | 35 | 26 | -9 |
| S93 | 44 | 42 | -2 |
| S94 | 14 | 13 | -1 |
| S95 | 37 | 21 | -16 |
| S96 | 49 | 35 | -14 |
| S97 | 57 | 40 | -17 |
| S98 | 76 | 70 | -6 |
| S99 | 11 | 20 | +9 |

By: Matha Chasi

The number of mistakes were compared between the pre and post-test. The reduction of the mistakes was presented in the previous chart. The following graphic illustrates the changes between the mistakes in the pre-test and the mistakes after the application of the CLT technique.

Graphic 11: Comparative diagram of the number of errors in the pre and post tests



2.7.2.1 Corroboration of normality assumption between pre and post-test

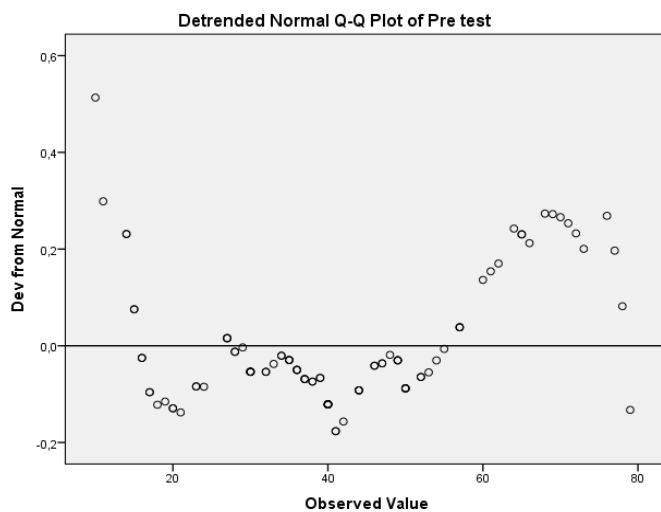
The following analysis shows the correlation between the results of the pre and post-test taken by the students. The first test was administered before the CLT techniques were applied and the second test was administered after the CLT techniques. Mistakes in grammar, vocabulary, pronunciation and interaction were analyzed. The normality of data was proven with Kolmogorov-Smirnova.

Table 15: Test of Normality

| Tests of Normality | | | | | | |
|--------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre test | ,084 | 99 | ,064 | ,974 | 99 | ,005 |
| Post Test mistakes | ,099 | 99 | ,019 | ,959 | 99 | ,004 |

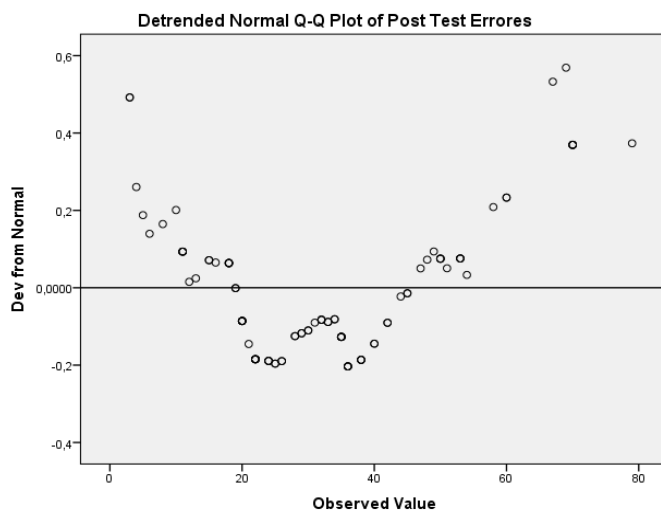
this chart demonstrates the significance id regularity at least in the post- test in the pre- test. There is some irregular variation, but it can be considered normal because of the nature of the test. Kolmogorov statistic test is considered because of the number of the students in the samples for the pre and post-tests.

Graphic 12: Analysis of the mistakes in the pre test



this graphic shows the variation of the results according to the sample of 99 students in the pre-test. the results will be compared with the post test.

Graphic 13: Analysis of the mistakes in the post-test



This graphic, shows the changes that the 99 students made after the application of Communicative language teaching techniques. The reduction of mistakes was evident. However, there were some students who obtained the same result and some even increased the number of mistakes. However, the negative results were minimal and did not affect the regularity obtained.

2.7.2.2 Summary of statistical analysis mistakes KET

The data show a decrease of almost nine mistakes between the pre and post-test. This represents a reduction of almost 21% of the number of mistakes on average. The following tables show the statistical analysis.

Table 16: Summary of statistical analysis mistakes KET

| Description | | | Statistic | Std. Error |
|-------------------|----------------------------------|-------------|-----------|------------|
| Pre test | Mean | | 41,222 | 1,7308 |
| | 95% Confidence Interval for Mean | Lower Bound | 37,788 | |
| | | Upper Bound | 44,657 | |
| | 5% Trimmed Mean | | 40,835 | |
| | Median | | 40,000 | |
| | Variance | | 296,562 | |
| | Std. Deviation | | 17,2210 | |
| | Minimum | | 10,0 | |
| | Maximum | | 79,0 | |
| | Range | | 69,0 | |
| | Interquartile Range | | 22,0 | |
| | Skewness | | ,318 | ,243 |
| | Kurtosis | | -,549 | ,481 |
| Post Test Errores | Mean | | 32,131 | 1,7448 |
| | 95% Confidence Interval for Mean | Lower Bound | 28,669 | |
| | | Upper Bound | 35,594 | |
| | 5% Trimmed Mean | | 31,479 | |
| | Median | | 30,000 | |
| | Variance | | 301,381 | |
| | Std. Deviation | | 17,3603 | |
| | Minimum | | 3,0 | |
| | Maximum | | 79,0 | |
| | Range | | 76,0 | |
| | Interquartile Range | | 22,0 | |
| | Skewness | | ,624 | ,243 |
| | Kurtosis | | -,101 | ,481 |

2.7.2.3. Pre y post-test mistakes Speaking T -student

Table 1: Pair simple test

The following table shows the intervals in the obtained data in the pre and post test

Table 17: Pair sample statistics

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|------------------------------|--------------------|----------------|-----------------|---|---------|-------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre test - Post Test Errores | 9,0909 | 9,1083 | ,9154 | 7,2743 | 10,9075 | 9,931 | 98 | ,000 |

By:Martha Chasi

Table 18: T- student Content analysis table

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-------------------|--------|----|----------------|-----------------|
| Pair 1 | Pre test | 41,222 | 99 | 17,2210 | 1,7308 |
| | Post Test Errores | 32,131 | 99 | 17,3603 | 1,7448 |

By:Martha Chasi

To verify the correlation in the changes in statistical terms, the T-student test was used , this test showed that there was a significant change in the post test, after applying the CLT techniques to improve speaking skills . The data used was polyvalent. The highest number of mistakes was 79 and the minimum was 10 in the pretest. In the post test, the maximum value was 70 and the minimum was 3.

The applied instrument (survey) was composed of 14 questions, 7 for the independent variable CLT (method in the classroom) and 7 for the dependent variable, speaking. The results of the applied survey are presented below.

2.7.3 Third instrument questionnaire

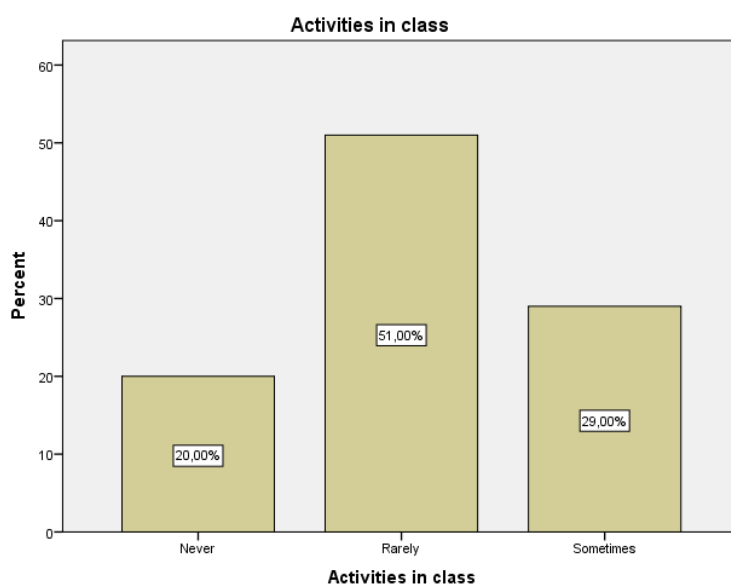
The data obtained with the sample in the instrument questionnaire are presented in the following tables

2.7.3.1. Question N°1

Table 19: Activities to transmit real information

| | | Activities in class | | | Cumulative Percent |
|-------|-----------|---------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | |
| Valid | Never | 20 | 20,0 | 20,0 | 20,0 |
| | Rarely | 51 | 51,0 | 51,0 | 71,0 |
| | Sometimes | 29 | 29,0 | 29,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Graphic 14: Activities to transmit real information in class



By:Martha Chasi

The students of A2 level of Anglo Program at UTC answers the question about practice activates to transmit information in English in the following way. 51% chose "rarely", while 29 chose "sometimes" and 20% chose never. This result is possibly due to teachers using traditional methods. Apparently, the practice of conversation with real information is rarely used in the daily academic activities of students. This Question demonstrates the necessity of Communicative Language Teaching in speaking practice in the classroom.

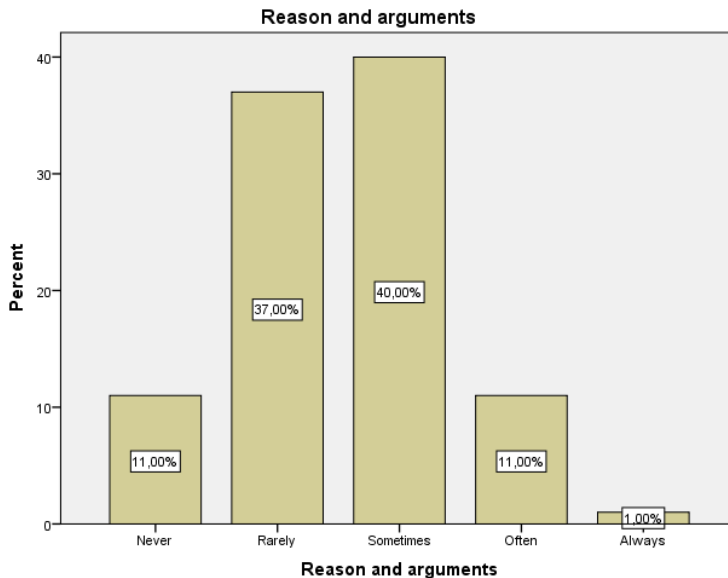
2.7.3.2. Question N°2

Table 20: Reason and arguments in English

| | | Reason and arguments | | | Cumulative Percent |
|-------|-----------|----------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | |
| Valid | Never | 11 | 11,0 | 11,0 | 11,0 |
| | Rarely | 37 | 37,0 | 37,0 | 48,0 |
| | Sometimes | 40 | 40,0 | 40,0 | 88,0 |
| | Often | 11 | 11,0 | 11,0 | 99,0 |
| | Always | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Produced by:Martha Chasi

Graphic 15: Reason and arguments in English



By: Martha Chasi

In question number 2, 1% indicated that their teacher always promotes reasoning and argumentation in English. This is equivalent to one student. From the sample, 11 % said that they often reason and argue in English. The 40 % mentioned that these activities are sometimes done in English. 37% of students mentioned that they rarely do these activities. However, 13% of the sample indicated that they never do these activities. Half of the sample stated that argumentation and reasoning are not promoted in class. Based on these results, CLT for teaching and improving the speaking skill was used.

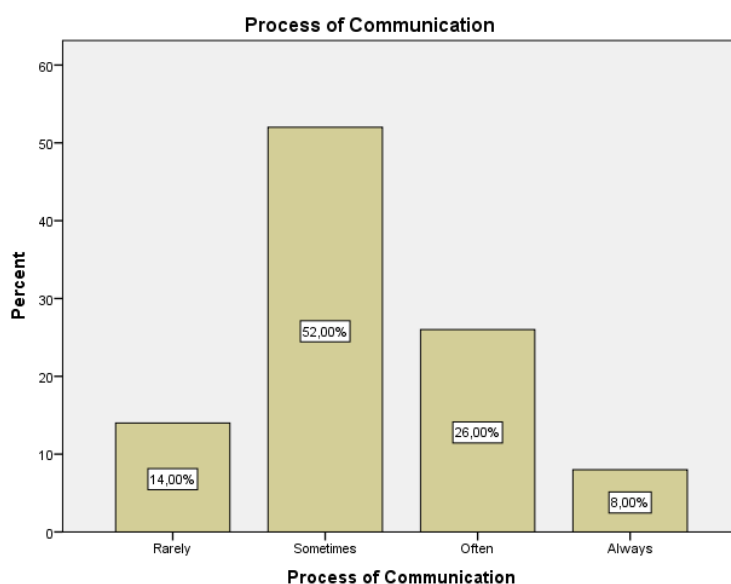
2.7.3.3. Question N° 3

Table 21: Process of communication

| | | Process of Communication | | | |
|-------|-----------|--------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Rarely | 14 | 14,0 | 14,0 | 14,0 |
| | Sometimes | 52 | 52,0 | 52,0 | 66,0 |
| | Often | 26 | 26,0 | 26,0 | 92,0 |
| | Always | 8 | 8,0 | 8,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By:Martha Chasi

Graphic 16: Process of communication



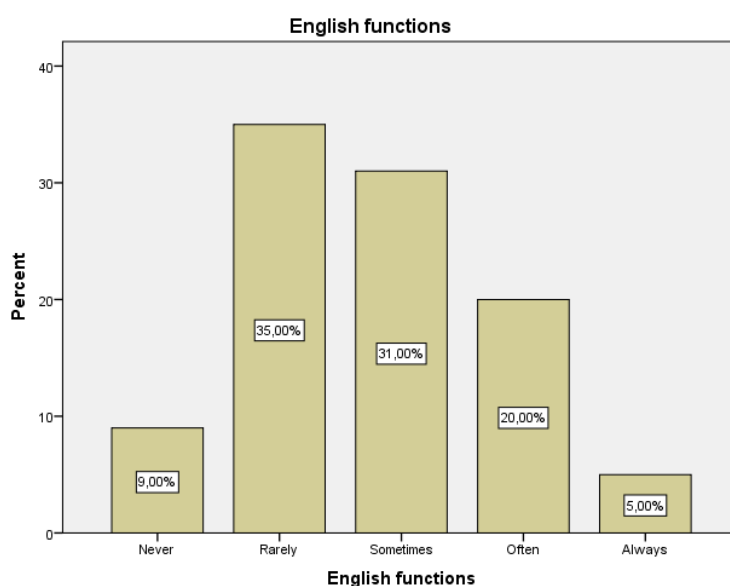
The students answered this question about the process of communication. Most of the students, 52% of the population, mentioned that sometimes the topics are relevant to this process. 26 % mentioned that these activities were developed in class often. There was a contradiction because 14% responded rarely and 8% responded always. To develop good speaking skills, the activities and topics have to permit students to communicate in a real way. The alternative chosen for improving this process was CLT.

2.7.3.4. Question N°4

Table 22: English functions

| | | English functions | | | Cumulative Percent |
|-------|-----------|-------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | |
| Valid | Never | 9 | 9,0 | 9,0 | 9,0 |
| | Rarely | 35 | 35,0 | 35,0 | 44,0 |
| | Sometimes | 31 | 31,0 | 31,0 | 75,0 |
| | Often | 20 | 20,0 | 20,0 | 95,0 |
| | Always | 5 | 5,0 | 5,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

Graphic 17: English functions



By: Martha Chasi

35% of students stated that the class activities rarely have a specific purpose, while 31 % of the population believed sometimes. The rest of the percentages was distributed in 9% never, 20% often and 5% always. Most of the population believed the use of English is not taught with a specific purpose. Teachers should help students to develop language in a proper way so that students can obtain reliable and practical answers and improve communication.

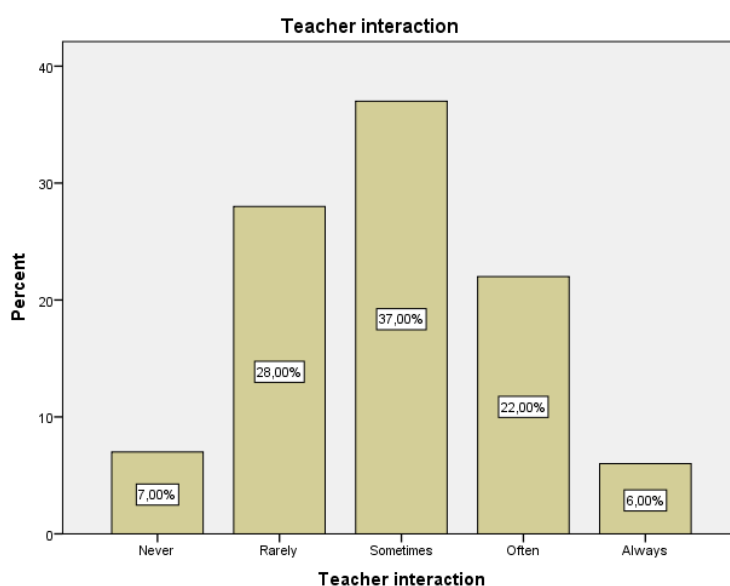
2.7.3.5. Question N° 5

Table 23: Teacher interaction

| Teacher interaction | | | | | |
|---------------------|-----------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Never | 7 | 7,0 | 7,0 | 7,0 |
| | Rarely | 28 | 28,0 | 28,0 | 35,0 |
| | Sometimes | 37 | 37,0 | 37,0 | 72,0 |
| | Often | 22 | 22,0 | 22,0 | 94,0 |
| | Always | 6 | 6,0 | 6,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By: Martha Chasi

Graphic 18: Teacher interaction



By:Martha Chasi

interaction between students and teachers is essential to have good communication. Unfortunately, the table shows that only 6% said that the teacher always transmits and receives information. 22 % of the sample states that they often interacted with the teacher in class. 37 % recognized that sometimes the interaction takes place. 28% said that they rarely interacted with the teacher and 7% said that they never interact. The idea of interaction is to communicate a meaning, and the transmission of ideas makes communication flow. If a student knows English but does not interact, there is no communication. It is important to work on this aspect to improve speaking skills.

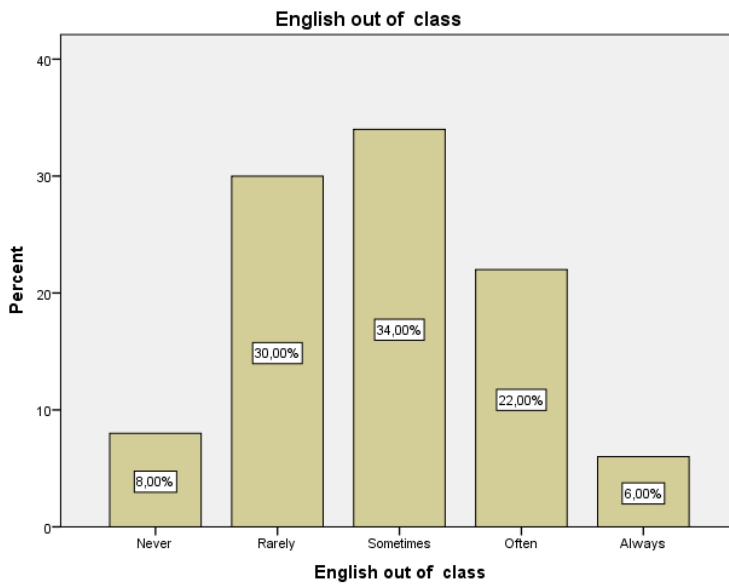
2.7.3.6. Question N° 6

Table 24: English out of class

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Never | 8 | 8,0 | 8,0 | 8,0 |
| | Rarely | 30 | 30,0 | 30,0 | 38,0 |
| | Sometimes | 34 | 34,0 | 34,0 | 72,0 |
| | Often | 22 | 22,0 | 22,0 | 94,0 |
| | Always | 6 | 6,0 | 6,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By:Martha Chasi

Graphic 19: English out of class



By:Martha Chasi

Using the language out of the classroom is a challenge for some students. According to the table, only 6% of students said they always use the language out of the classroom, 22% said that often, 34% sometimes and 30% said rarely, and 8% never. Despite knowing the language, it cannot be asserted that the students practice English out of the classroom; this practice can help the students to improve the construction of their ideas in English and in their interactions with other people.

2.7.2.7. Question N°7

Table 25: Class interaction

| | | Class interaction | | | Cumulative Percent |
|-------|-----------|-------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | |
| Valid | Never | 54 | 54,0 | 54,0 | 54,0 |
| | Rarely | 38 | 38,0 | 38,0 | 92,0 |
| | Sometimes | 8 | 8,0 | 8,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By:Martha Chasi

Graphic 20: Class interaction



By:Martha Chasi

54% of the sample said that they do not interact in the class to create a positive environment with their classmates. The Anglo Program of the UTC seeks to develop students' English skills, but the results of the survey did not agree with this idea. The data obtained indicated that 38% of students rarely interact with their classmates in a good environment. In addition, 8% of the population indicated that sometimes the interaction in class was good. Based on the statements made by students, it is necessary to reflect on the need to promote interaction in class and develop exercises and put speaking skills into practice.

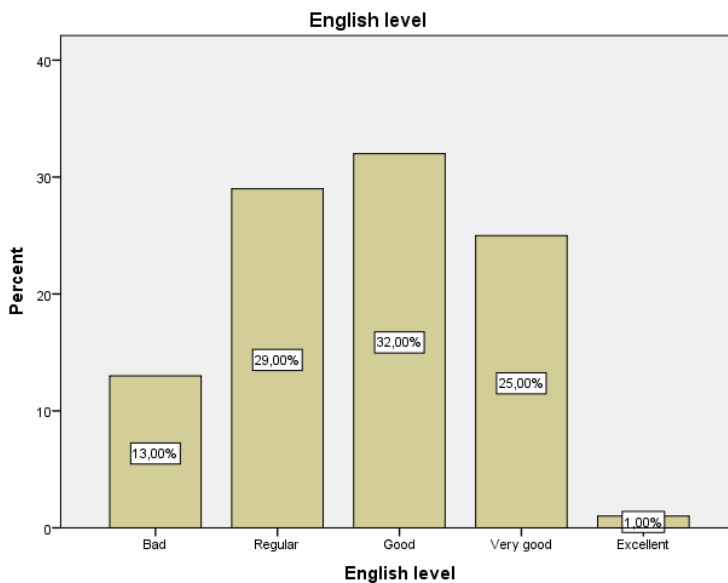
2.7.2.8. Question N° 8

Table 26: English level

| | | English level | | | Cumulative Percent |
|-------|-----------|---------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | |
| Valid | Bad | 13 | 13,0 | 13,0 | 13,0 |
| | Regular | 29 | 29,0 | 29,0 | 42,0 |
| | Good | 32 | 32,0 | 32,0 | 74,0 |
| | Very good | 25 | 25,0 | 25,0 | 99,0 |
| | Excellent | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By: Martha Chasi

Graphic 21: English level



By: Martha Chasi

It is very important to know the students' English level according their perspective because it provides a reference for improvement. Only 1% indicated that his or her level is excellent, 25% very good, 32% good, 29% regular and 13% indicates that their level is bad. It is necessary to intervene for improving their speaking level. These statistical data indicated that only 30% of the population has a very good level. The rest of the population needs an alternative to improve this skill.

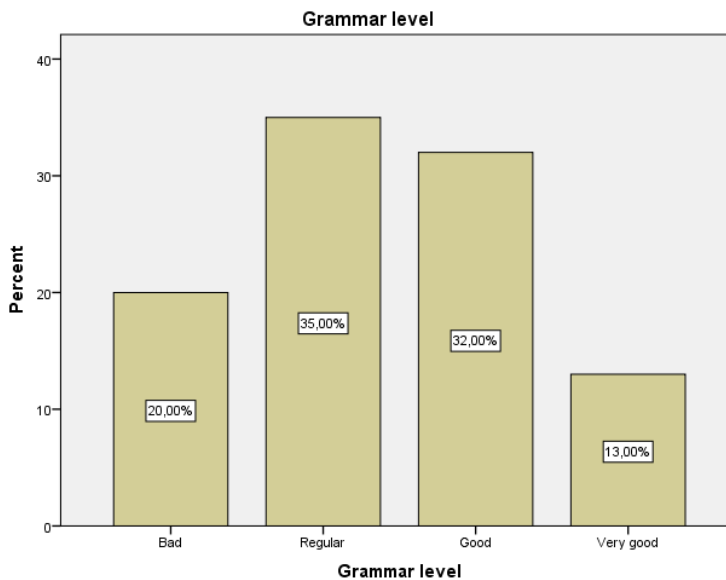
2.7.2.9. Question N° 9

Table 27: Grammar level

| | | Grammar level | | | |
|-------|-----------|---------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Bad | 20 | 20,0 | 20,0 | 20,0 |
| | Regular | 35 | 35,0 | 35,0 | 55,0 |
| | Good | 32 | 32,0 | 32,0 | 87,0 |
| | Very good | 13 | 13,0 | 13,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By:Martha Chasi

Graphic 22: Grammar level



By: Martha Chasi

There is a high percentage of students that has a low level in grammar. 65% of the students were in the range of bad or regular. 32% of the population was in the range of good and only 13% in the range of very good. Improving grammar means developing the quality of students' speech. It is essential to master grammar to have an excellent level of speaking and to avoid the lack of meaning in disorganized sentences.

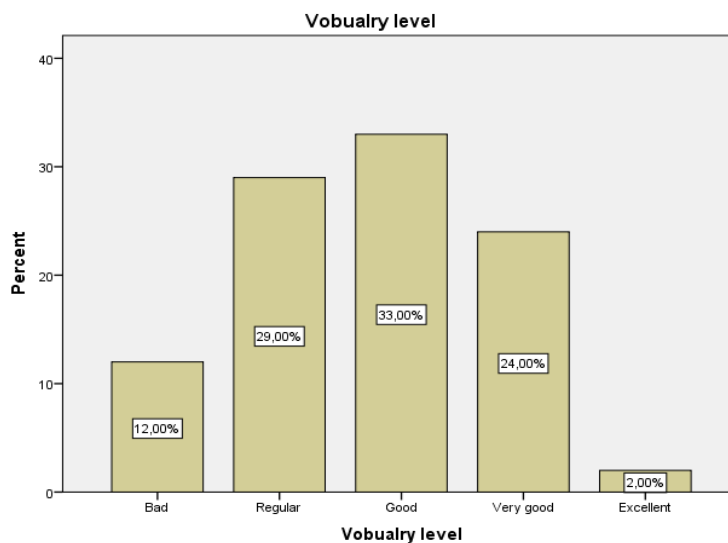
2.7.2.10. Question N° 10

Table 28: Vocabulary level

| | | Vocabualry level | | | Cumulative Percent |
|-------|-----------|------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | |
| Valid | Bad | 12 | 12,0 | 12,0 | 12,0 |
| | Regular | 29 | 29,0 | 29,0 | 41,0 |
| | Good | 33 | 33,0 | 33,0 | 74,0 |
| | Very good | 24 | 24,0 | 24,0 | 98,0 |
| | Excellent | 2 | 2,0 | 2,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By:Martha Chasi

Table 29: Vocabulary level



By: Martha Chasi

Vocabulary is indispensable to develop speaking skills in any language. students' perceptions of their vocabulary allows them to identify the needs they have when they speak in English. In the survey, 12% of students said that the quality of their vocabulary was bad, 29% said their level was regular, 33% said that their level was good, and only 24% said that their level is very good. only 2% of students had an excellent level. Based on what has been said by the students and the theory explained in chapter 1, there are many potential causes for the deficiency in speaking.

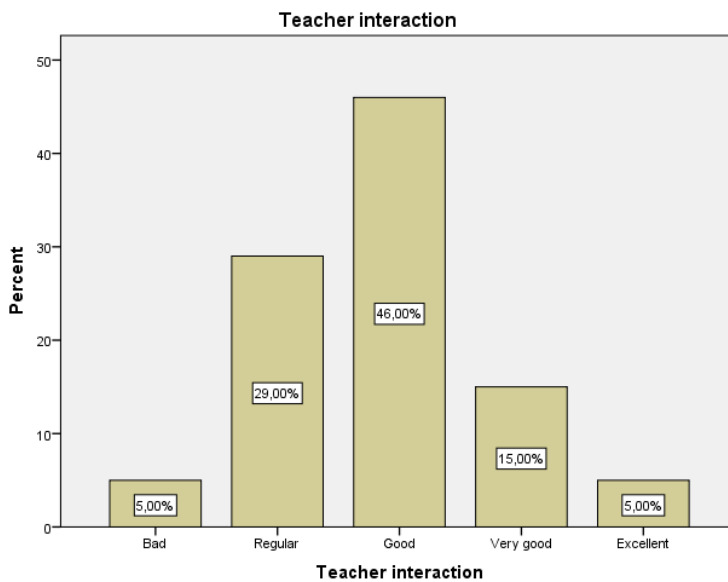
2.7.2.11. Question N° 11

Table 30: Teacher interaction

| | | Teacher interaction | | | |
|-------|-----------|---------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Bad | 5 | 5,0 | 5,0 | 5,0 |
| | Regular | 29 | 29,0 | 29,0 | 34,0 |
| | Good | 46 | 46,0 | 46,0 | 80,0 |
| | Very good | 15 | 15,0 | 15,0 | 95,0 |
| | Excellent | 5 | 5,0 | 5,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By:Martha Chasi

Graphic 23: Teacher interaction



By: Martha Chasi

From the population surveyed, 5% consider that interaction with their teacher is bad, and 29% consider that the interaction with their teacher is regular. 48% of the population said that their interaction is good, while 15% of the students surveyed stated, very good and only 5% excellent. It is important to improve the interaction between teacher and students; maybe the problem should not be focused on the interaction but rather in the way of interacting. This means using real language for real communication.

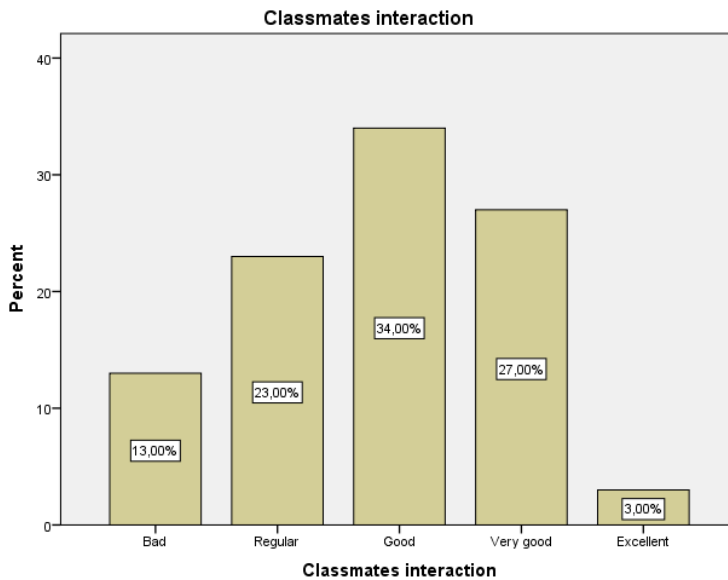
2.7.2.12. Question N°12

Table 31: Classmates interaction

| | | Classmates interaction | | | Cumulative Percent |
|-------|-----------|------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | |
| Valid | Bad | 13 | 13,0 | 13,0 | 13,0 |
| | Regular | 23 | 23,0 | 23,0 | 36,0 |
| | Good | 34 | 34,0 | 34,0 | 70,0 |
| | Very good | 27 | 27,0 | 27,0 | 97,0 |
| | Excellent | 3 | 3,0 | 3,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By: Martha Chasi

Graphic 24: Classmates interaction



By:Martha Chasi

In this study, 13% of the students indicated that their interaction with other classmates in English is bad, 23 % stated that their learning is regular, 34% is good, 27% very good and 3% excellent. In addition to these factors, the theoretical arguments mentioned above stated that it is necessary to intervene in this process. Communicative Language Teaching is presented as a solution to the teaching and improvement of academic writing.

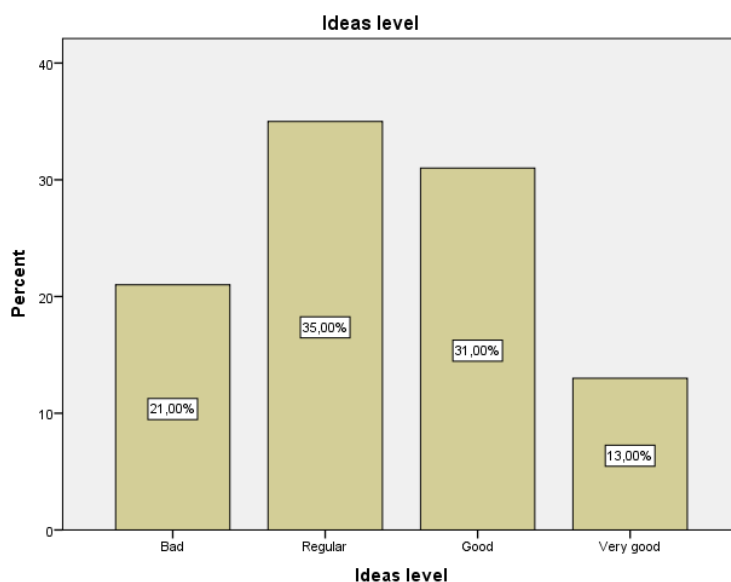
2.7.2.13. Question N°13

Table 32: Ideas level

| | | Ideas level | | | |
|-------|-----------|-------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Bad | 21 | 21,0 | 21,0 | 21,0 |
| | Regular | 35 | 35,0 | 35,0 | 56,0 |
| | Good | 31 | 31,0 | 31,0 | 87,0 |
| | Very good | 13 | 13,0 | 13,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By: Martha Chasi

Graphic 25: Ideas level



By: Martha Chasi

According to the sample, 21% affirms that the way of presenting their ideas is bad, 35% stated regular. most of the students have problems when they want to organize their ideas in English. 31% of students indicates that their ideas in English are good. In addition, 13% of the students mentions that their ideas are very good. The interaction among the students can help them to develop their ideas. daily practice allows students to internalize the target language. According to the theory studied in the previous chapter, CLT is a useful resource to master English and increase quality of ideas.

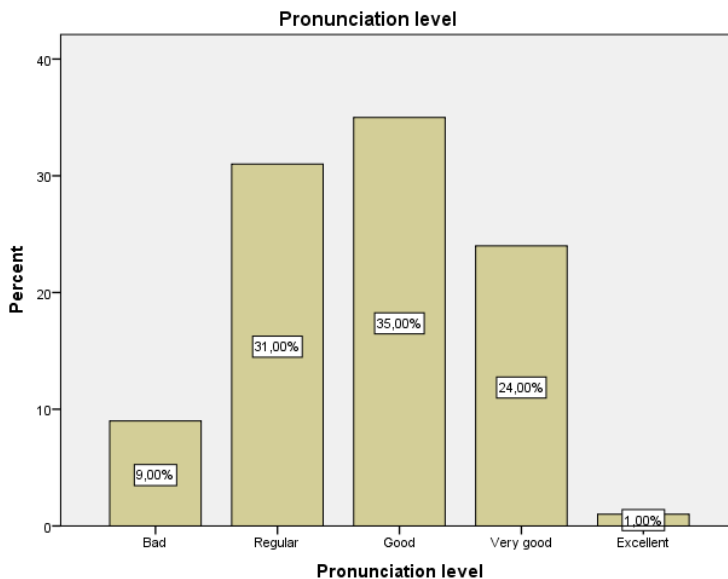
2.7.2.14. Question N° 14

Table 33; Pronunciation Level

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Bad | 9 | 9,0 | 9,0 | 9,0 |
| | Regular | 31 | 31,0 | 31,0 | 40,0 |
| | Good | 35 | 35,0 | 35,0 | 75,0 |
| | Very good | 24 | 24,0 | 24,0 | 99,0 |
| | Excellent | 1 | 1,0 | 1,0 | 100,0 |
| | Total | 100 | 100,0 | 100,0 | |

By:Martha Chasi

Graphic 26: Pronunciation Level



By: Martha Chasi

Question 14 discussed activities that contribute to the improvement of pronunciation., 9% of the sample affirmed having a bad level, and 31% regular level. This is a valid reason to use interactive exercises to improve pronunciation. This sub skill can determine understanding and therefore the success in a conversation. The idea, based on this point, is to allow students to practice their dialogues, analyze their mistakes, interact in the classroom with practical techniques and finally correct errors to improve the quality of their speech. Most of the population believes they have a relatively good level in their pronunciation.

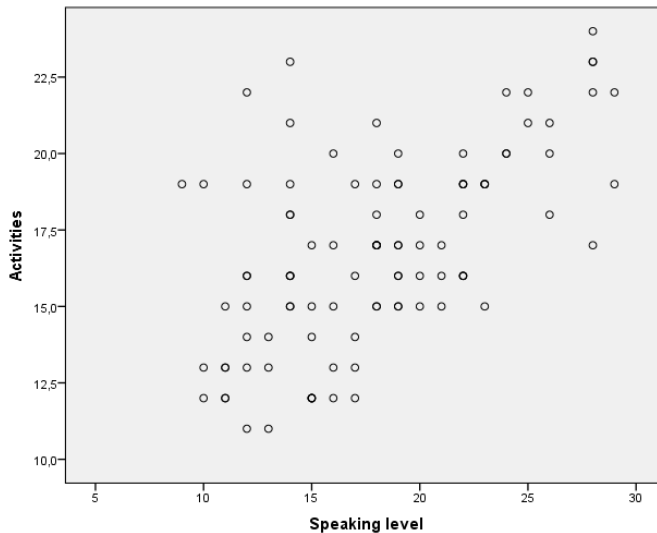
2.7.2.17. *Pearson Correlations*

Table 34: *Pearson Correlations*

| | | Activities | Speaking level |
|----------------|---------------------|------------|----------------|
| Activities | Pearson Correlation | 1 | ,586** |
| | Sig. (2-tailed) | | ,000 |
| | N | 99 | 99 |
| Speaking level | Pearson Correlation | ,586** | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 99 | 99 |

** . Correlation is significant at the 0.01 level (2-tailed).

Graphic 27: *Graphic Pearson correlation*



By: Martha Chasi

The results presented from the survey were added and compared, placing the values under the Likert scale with values assigned in equal scale, both for the variable Communicative language teaching and for the variable speaking. The Pearson correlation coefficient shows the correlation, 586 ** between the presented criteria. It is necessary to clarify that the questions presented were polyvalent. This study focus exclusively in both variables. The English-speaking skill is broader and more complex, which is why only some aspects were studied according to the objectives of this project.

Chapter III

Proposal

3.1. Title of the proposal

Guidebook of Communicative language teaching Techniques for the development of English speaking skill in the students of A2 level of Anglo Program at Universidad Técnica de Cotopaxi according to the Key English Test (KET) of Cambridge University.

3.2. Justification

For the development of the present project, there were some legal considerations. The constitution of the Republic of Ecuador in its article 26 mentions that the citizens of Ecuador have the right to be trained to improve the quality of their services and to have better capabilities.

According to these lawful considerations, this project justifies its development because it aims to improve the English speaking skills of students of the A2 level of Anglo Program at the UTC by increasing their skills in grammar, pronunciation, interactions and vocabulary. The development of these speaking skills will let the students work in projects, programs, and research projects that involve communication in English. When the students develop the English language in a high level, it is possible to transmit that knowledge to other people.

3.3. Objective of the proposal project

The Anglo program at UTC aims to develop competitive students in the English language so that they can contribute to society in a meaningful way. That is why this project established the following objectives

1. To create a guidebook with techniques based on the Communicative Language Teaching Method to improve grammar, vocabulary, pronunciation and interaction in the English speaking skill.

2. To apply the guidebook with techniques based on the Communicative Language Teaching Method to improve grammar, vocabulary, pronunciation and interaction in the English speaking skill.

3. To evaluate the efficiency of the guidebook with techniques based on the Communicative Language Teaching Method to improve the English speaking skill of the students of The Anglos Program at UTC.

3.4 Structure of the proposal

Framing the proposal in a systematic scheme, obtaining reliable results from the students of the Anglo program, and leaving a work that can contribute in the learning process and future research projects was challenging. The structure of the proposal is the following.

- To establish a theoretical framework for the effective application of CLT techniques within the methodological and teaching processes of the English Speaking.
- To identify the characteristics of the speaking skill, its learning process, the importance of introduction in the speaking instruction, and application of the CLT techniques for strengthening this important skill.
- To conduct a diagnostic and evaluation study of the students' speaking skill ability, to specify the properties and qualities of the phenomenon. It was initially verified on the level of development of the speaking skill in the group of the pedagogical instruction.

- To establish the structural guidelines for the development of English speaking skill techniques. It is based on the level of speaking in the aspects of grammar, vocabulary, interaction, and pronunciation. The students obtained results according to standards of the First Certificate in English.
- To create a guide for the development and application of CLT techniques through the use of concrete, interactive and didactic actions in the teaching and learning of the English language in order to improve speaking skills.
- To examine the effect of the CLT techniques in speaking features such as interaction, vocabulary, grammar, pronunciation.

3.5. Structural guidelines for propositional formulation

The guide of Communicative Language Teaching techniques to improve speaking in the students at UTC is a worthy resource with interactive, practical and creative activities which encourage the students to participate in class. This is a useful tool that can help the students pass the Key English Test (KET) level which is established according to the Common European Framework of Reference of Languages. These parameters are established according to activities of communication and interaction among individuals.

Table 35: Assessment Common European Framework of Reference

| SKILL | FRAMEWORK | CHARACTERISTICS |
|----------|---------------------------------|---|
| Speaking | Oral expression and interaction | Students can communicate in simple and habitual tasks that require direct exchange of information on activities and daily affairs. They can make very brief social exchanges, though, generally, they cannot understand enough to keep the conversation going by themselves. Students use expressions and phrases to describe in simple words their family and other people, their living conditions, their educational background and their current or last job. |

| | | |
|--|--|---|
| | | Modify from: Cervantes Institute, Ministry of Education of Spain, Anaya, (2002) |
|--|--|---|

3.6. Guide of CLT techniques to improve the speaking skill.

This project refers to the parameters of proficiency mentioned by Anaya, (2002). These parameters about speaking are used as orientation to improve grammar, vocabulary, pronunciation and interaction. The techniques, which are the product of research and experience, are focused mainly in the development of the subskills mentioned above to help the students to improve their English speaking level. The techniques that will contribute to speaking development are:

- Contextual vocabulary for speaking - learning technique
- Tallying grammar for communicating technique
- Socializing critical speaking Technique
- Creative pronunciation technique

The main idea when the teacher and students work with CLT is to take English outside the classroom and to work with real information that lets them interact in a meaningful way. Each technique mentioned above aims to internalize English and increase the student's confidence, security, and desire to communicate in the foreign language.

3.7. CLT Speaking Techniques

3.7.1. Contextual Vocabulary for speaking – learning technique

Anglo Program at Universidad Técnica de Cotopaxi

Table 36: Contextual vocabulary for speaking – technique

| TECHNIQUE INFORMATION DATA |
|---|
| Technique No: 1 |
| Methodological and pedagogical identifier: Contextual speaking – learning technique |

| |
|--|
| Education level: Higher education – UTC |
| Participants: Teacher and students at Anglo Program |
| Responsible for applying the technique: Researcher |
| Applied practical and interactive activities: Practical activities to internalize vocabulary |
| Duration of activity: 10 sessions |

| METHODOLOGICAL CONTEXTUALIZATION |
|--|
| Integrated levels: 3 levels of knowledge integration (previous, basic, posterior) |
| Abstract about the technique: The technique Contextual Speaking – Learning Technique intends to create a connection between the outside and the inside world for the students. The technique focuses on student performance. The idea is to help them to develop, practice and internalize vocabulary in context while they interact inside and outside the class. |
| Teaching objectives: <ul style="list-style-type: none"> • To connect the language inside and outside the class • To provide the students instruments to expand and internalize vocabulary. • To design material that the students can use in real context. • To practice English and outside the classroom, the idea is to promote the interaction between teachers and students. • To integrate techniques like conceptualizing, related words, synonyms, antonyms, word in context. |
| Integral activities: <ul style="list-style-type: none"> • Group, pair and individual observation of places, objects, activities and people. • Introduction to English speaking skills based on the objectives established in KET test. • To establish some follow up activities to integrate to the teaching – learning process according to the context. • To promote communication between the teacher and student with the background obtained from the previous activities. • To develop activities that facilitate students´ interaction, participation, and internalization of vocabulary. • To let student reflect and speak in both an individual and collective way. |
| Resources: <ul style="list-style-type: none"> • Didactic material created by the teacher and students. • Printed exercises to practice speaking. • Projector and computer. • Resources of directed dialogue. • Pre - during - post - speaking techniques. |

FOLLOW-UP

Activities:

- Observation and register of things based on the realia technique., students focus their attention on things, places, people, colors, clothes etc.

(PRE-TEACHING)

Developing Vocabulary with CLT

EXERCISE

- A. Go to a market and circle on the paper provided by the teacher the vocabulary related to food and shopping that you can observe and recognize there.

Food and Drink

| | | | |
|------------------|-------------------------|---------------|----------------------------|
| apple | chocolate | ice | plate |
| bake | coffee | ice cream | potato |
| banana | cola | jam | rice |
| barbecue | cook (n & v) | juice | roast (v & adj) |
| biscuit | cooker | kitchen | salad |
| boil | cream | knife | salt |
| boiled | cup | lemon | sandwich |
| bottle | curry | lemonade | sauce |
| bowl | cut (n) | lunch | sausage |
| box | dessert | main course | slice (n) |
| bread | dinner | meal | snack (n) |
| break (n) | dish (n) | meat | soup |
| breakfast | drink | melon | steak |
| burger | eat | menu | sugar |
| butter | egg | milk | sweet (n & adj) |
| cafe/café | fish | mineral water | tea |
| cafeteria | food | mushroom | thirsty |
| cake | fork | oil | toast |
| can (n) | fridge | omelette | tomato |
| candy | fried | onion | vegetable |
| carrot | fruit | orange | waiter |
| cereal | garlic | pasta | waitress |
| cheese | glass | pear | wash up |
| chef | grape | pepper | yog(h)urt |
| chicken | grilled | picnic | |
| chilli | honey | piece of cake | |
| chips | hungry | pizza | |

Cambridge (2012)

Shopping

| | | | |
|---------------------------|-------------------------|---------------------------|----------------|
| ad / advertisement | cheque | expensive | shop |
| assistant | close (v) | for sale | shop assistant |
| bill | closed | open (v & adj) | shopper |
| bookshop | cost (n & v) | pay (for) | shopping |
| buy (v) | credit card | penny | spend |
| cash (n & v) | customer | pound | store |
| cent | department store | price | supermarket |
| change (n & v) | dollar | receipt | try on |
| cheap | euro | rent | |

Cambridge (2012)

- B. Write some extra objects you know.

.....

.....

.....

.....

- C. Classify the observed objects according to categories

Example

Fruit: apple, banana

.....
.....
.....
.....

D. Write some ideas or related words about the words you know

.....
.....
.....
.....
.....

(WHILE TEACHING)

- A. Work in pairs exchanging ideas about the things you have observed in the market.
- B. Talk to the class about the objects you have observed in the market. You can mention the objects, present a brief description or share something about your experience.
- C. The teacher will help the students to identify objects using realia, concepts antonyms, synonyms, and related words.



D. Work in groups with the picture provided by the teacher and describe what you can see

(POST TEACHING)

E. Visit the supermarket again and describe what you can observe inside. use the WhatsApp application to record your speech. (30 seconds to 1 minute)

Example: I am in the supermarket. I see people

F. record a conversation with a partner about the visit to the supermarket.
(30 seconds to 1 minute)

Example: Hello, Did you visit the supermarket?

Role of the teacher:

- Define the roles, processes and roles of the interactors
- Design didactic material to practice with the students.
- Interact with students, creating an environment of cooperation, security and participation.
- Give and receive information to develop ideas In a real context
- Assess the results obtained from the techniques.

Role group of students:

- Construct knowledge and negotiate meaning and procedures with the teacher and classmates.
- Participate in an interactive way with their classmates and teacher.
- Focus on the functional aspect of language.
- Provide feedback pm the contents of the lesson to improve the teaching learning process.
Incorporate innovative ideas and participate in the class to develop their linguistic competences.

By: Martha Chasi

3.7.2. Tallying grammar for communicating technique

Anglo Program at Universidad Técnica de Cotopaxi

Table 37: Tallying grammar for communicating technique

| TECHNIQUE INFORMATION DATA |
|--|
| Technique No: 2 |
| Methodological and pedagogical identifier: Tallying grammar for communicating technique |
| Education level: Higher education – UTC |
| Participants: Teacher and students at Anglo Program |
| Responsible for applying the technique: Researcher |
| Applied practical and interactive activities: Practical activities to internalize grammar |
| Duration of activity: 10 sessions |
| METHODOLOGICAL CONTEXTUALIZATION |
| Integrated levels: 3 levels of knowledge integration (previous, basic, posterior) |
| Summary of the theme presented: This technique is a combination of techniques that help students to express their ideas and interact in class. It also works with the technique Contextual vocabulary for speaking techniques. It starts with observation but focuses its attention on the description of actions and experiences. For incorporating the structures, the students will listen to audios, watch videos and read conversations about people in places. |
| Teaching objectives: <ul style="list-style-type: none"> • To motivate the student to interact in class with the teacher and classmates. • To practice the functional aspects of grammatical structures. • To relate the personal and real experiences with grammatical structures. • To establish a second technique within the methodological plan to systematize all the activities in order to improve speaking. |
| Integral activities: |

- To work with the vocabulary studied in the previous activities to relate vocabulary and grammar.
- To reinforce the previous knowledge developed with the other technique in order to develop in the students short dialogues, description, short narrations, answer and formulate questions.

Resources:

- Didactic material elaborated by the teacher and students.
- Printed exercises to practice speaking.
- Projector and computer.
- Resources of directed dialogue.
- Pre - during - post - speaking technique.

FOLLOW-UP

(PRE TEACHING)

Activities:

- Observation and register of actions based on realia technique, students focus their attention on activities that people do (in a supermarket) and write a brief description of the actions in present time with pictures.

EXERCISE

A. Speak about your experiences and the actions that you see in the supermarket.

B. Listen to your teacher and classmates about their activities in the supermarket.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

C. Watch a video about the activities that a person does in the market.



Source: <https://www.youtube.com/watch?v=ehZtiZjLxUw>

D. Work in pairs, talk about the activities that you watch in the video.

.....

.....

.....

.....

.....

.....

(WHILE TEACHING)

A. Match the words to form sentences about activities that people do in a market. Watch the video again to help you to construct the ideas. Write more sentences related to the topic.

| Subject | Verb | Object |
|-----------|---------|---------------------|
| My mother | drives | three cans of beers |
| The baby | talks | the car |
| My father | have | in the market |
| A man | buys | to my mother |
| The girls | pay | for their food |
| I | receive | money |
| They | cries | a Candy |

B. Work in groups of three students to talk about the steps that you follow in order to get the things you need to buy in a market.

C. Perform a role play about activities that people do in a supermarket. Work in group of four people.

POST TEACHING

**A. Record an audio using WhatsApp to explain how you organize to go shopping.
(From 30 seconds to 1 minute)**

Teacher's role:

- To elaborate additional didactic and interactive material.
- To apply follow-up methodologies and technology team involvement in class development.
- To form a means of exchanging information and supporting ideas for the development of new material.
- To look for opportunities throughout the class to remember what is learned in each session, involving the topic that is being reviewed.

Students' roles

- To construct knowledge and negotiate meaning and procedures with the teacher and classmates.
- To participate in an interactive way with their classmates and teacher.
- To focus the attention in the functional aspect of language.
- To feedback the contents of the lesson to improve the teaching learning process.
- To incorporate innovative ideas and participate in the class to develop their linguistic competences.

By: Martha Chasi

3.7.3. Socializing Critical Speaking Technique.

Anglo Program at Universidad Técnica de Cotopaxi

Table 38: Socializing Critical Speaking Technique.

| TECHNIQUE INFORMATION DATA |
|--|
| Technique No: 3 |
| Methodological and pedagogical identifier: Socializing critical speaking Technique |
| Education level: Higher education – UTC |
| Participants: Teacher and students at Anglo Program |
| Responsible for applying the technique: Researcher |
| Applied practical and interactive activities: Practical activities to internalize vocabulary |
| Duration of activity: 10 sessions |

| METHODOLOGICAL CONTEXTUALIZATION |
|---|
| Integrated levels: 3 levels of knowledge integration (previous, basic, posterior) |
| Summary of the theme presented: The technique Socializing Critical Speaking Technique intends to change the students' mentality. The students focus on generating ideas, expressing emotions and reflecting about the reality, values and meaning of reality. The teacher and students will interact all the time. The students create a background with material provided by the teacher. (Pictures, quotes, readings and videos) |
| Teaching objectives: <ul style="list-style-type: none"> • To use English to express ideas, feelings and reflect about reality. • To motivate students to use English without considering their mistakes but instead to transmit their ideas. • To establish a third technique according to methodological strategy to pass the vocabulary and structures to a semantical level • To practice and interact with the vocabulary, structures and ideas developed by the teacher and students. • To develop freedom and security for communication. |
| Integral activities: |

- To apply the technique to help students become accustomed to speaking in English to express ideas, needs and feelings.
- To combine many resources and activities to motivate the students to be involved in speaking activities .

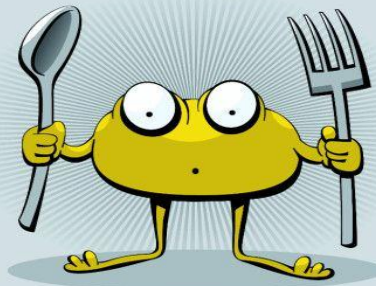
Resources:

- Didactic material elaborated by the teacher and students.
- Printed exercises to practice speaking.
- Projector and computer.
- Resources of directed dialogue.
- Pre - during - post - speaking technique.

FOLLOW-UP

PRE- TEACHING

Look at this picture and read this quote about diet to get ideas to share in class.



Whatever
your problem is,
the answer
is not in
the fridge.

The DO IT Program
notsalmon.com/DO-IT

Source:<https://i.pinimg.com/originals/2b/bd/91/2bbd91179337799580a80d74a1561b44.jpg>

EXERCISE

- A. Share ideas with a classmate about the picture and quote that you saw at home.
- B. Watch a video about food and diet in class

EATING DISORDER

One of the most common misconceptions about eating disorders

0:03 / 4:56 Desliza la página para ver más detalles

Source: <https://www.youtube.com/watch?v=0SRmccgFIs8>

- C. Organize your ideas in a group of three students to share with your classmates in class.
- D. Read the following article about food and diet.

What a Grain again?

You know what fruits and vegetables are. But here's a reminder about what's included in the three other food groups: protein, grains, and dairy:

Protein: Beef; poultry; fish; eggs; nuts and seeds; and beans and peas like black beans, split peas, lentils, and even tofu and veggie burgers. Protein builds and maintains the tissues in your body.

Grains: Bread, cereal, rice, tortillas, and pasta. At least half of the grains you eat should be whole-grains, such as whole-wheat bread, oatmeal, and brown rice. Whole grains have more fiber and help you feel full.

Dairy: Milk, yogurt, cheese, and fortified soy milk. With MyPlate, the dairy circle could be a cup of milk, but you also can get your dairy servings from yogurt or cheese. Choose low-fat or nonfat dairy most of the time.

The plate can be used for breakfast, lunch, and dinner. That may make you wonder: Do I really have to eat vegetables with breakfast? The answer is no but aim to eat a variety of food groups at each meal. And if your breakfast doesn't include a veggie, consider a vegetable at snack time or more vegetables at dinner.

The plate also shows how to balance your food groups. There's a reason the protein section is smaller: You don't need as much from that group. Eating more fruits and vegetables will help you eat fewer calories overall, which helps you keep a healthy weight. Eating fruits and veggies also gives you lots of vitamins and minerals.

Source: <https://kidshealth.org/en/kids/pyramid.html>

While teaching

- A. According to the reading, work in a group of five people and discuss the food that you can consume to have good health.

B. Work in the same group. Talk and write a list of negative and positive habits that a person can have to affect his/her health.

.....

.....

.....

.....

.....

C. Talk to your classmates about how to have good health, for example, the positive and the negative things they can do.

POST TEACHING

- A. You will listen to a conversation about diet and record a comment about it the WhatsApp group. It can last from 20 second to one minute.
- B. Record other audio about your eating habits and the activities you do to take care of your health.
- C. Take a picture about a topic you like to share your ideas in class.

Teacher's role

- To provide additional didactic and interactive material.
- To apply follow-up methodologies and technology for team involvement in class development.
- To form means of exchanging information and supporting ideas for the development of new material.
- To look for opportunities throughout the class to remember what is learned in each session, involving the topic that is being reviewed.

Students' role

- To construct knowledge and negotiate meaning and procedures with the teacher and classmates.
 - To participate in an interactive way with their classmates and teacher.
 - To focus attention on the functional aspect of language.
 - Provide feedback on the lesson to improve the teaching learning process.
- To incorporate innovative ideas and participate in the class to develop their linguistic competences.

By: Martha Chasi.

3.7.4. Creative pronunciation technique.

Universidad Técnica de Cotopaxi

Table 39: Creative pronunciation technique

| TECHNIQUE INFORMATION DATA |
|---|
| Technique No: 4 |
| Methodological and pedagogical identifier: Creative pronunciation technique |
| Education level: Higher education – UTC |
| Participants: Teacher and students at Anglo Program |
| Responsible for applying the technique: Researcher |
| Applied practical and interactive activities: Practical activities to internalize vocabulary |
| METHODOLOGICAL CONTEXTUALIZATION |
| Integrated levels: 3 levels of knowledge integration (previous, basic, posterior) |
| Summary of the theme presented: The technique presented below aims to achieve greater initial interactivity while learning pronunciation. Through the application of various activities both individually and in a group, the students develop clear speaking skills in a practical, interactive and didactic way. Through the use of pronunciation tutoring, activities in sequence, listening and imitation of sounds the pronunciation gets better step by step. |
| Teaching objectives: <ul style="list-style-type: none"> • To adapt the pronunciation technique to the level of student knowledge through dynamic means. • To promote the use of the technique by the faculty for its later use. • To identify the practical, interactive and didactic qualities of the activities in the presentation of vocabulary and their respective sounds. • To practice activities to improve accent, rhythm, intonation |
| Integral activities: <ul style="list-style-type: none"> • Individual and group work to correct pronunciation. • Incorporation of several areas of scientific knowledge with the pronunciation present in the specifications proposed by the Common European Framework of Reference. • Activities in sequence practicing pronunciation with interactive follow-up activities. • To establish directed dialogue and communicative demonstration of auditory activities. • To use didactic and interactive activities for communicative actions emphasizing pronunciation. • To review the pronunciation of words and phrases individually, in addition to their accentuation, rhythm, intonation and pauses. • To use a test system through hearing to identify sounds, words or phrases. |
| Resources: <ul style="list-style-type: none"> • Didactic material elaborated by the teacher and students. • Printed exercises to practice speaking. • Projector and computer. |

- Resources of directed dialogue.
- Pre - during - post - speaking technique.

FOLLOW UP

PRE- TEACHING

- Listen to the following story about eating habits in the USA. Focus on the pronunciation of verbs in past tense.
- Watch the video again and focus on the sound of the regular verbs that end in -ed.



Source: <https://www.youtube.com/watch?v=WPmnMqOD8Ek>

(PRE-TEACHING)

A. PRONOUNCIATION FOCUS

| PRONOUNCIATION OF THE –ED- FINAL SOUNDS IN REGULAR VERBS IN THE PAST TENSE | | |
|--|---|---|
| /T/ | /D/ | /ID/ |
| Verbs ending in the sounds [p, k, th, f, s, sh, ch, x] | Verbs ending in a vowel sound or voiced consonant sound [b, g, v, j, z, l, m, n, r] | Verbs ending in the sounds [t] or [d] |

FINAL SOUNDS IN REGULAR VERBS IN THE PAST TENSE

- Listen and practice. Notice how the letters “ed” are pronounced in the following verbs.

| | | |
|---------|----------|----------|
| washed | loved | visited |
| slipped | cried | repeated |
| stopped | shaved | lasted |
| guessed | welcomed | flooded |

| | | |
|---|---|--|
| (t) | (d) | (id) |
|---|---|--|

(WHILE- TEACHING)

B. How are the letters “ed” pronounced in these words? Write them in the correct column in part A. Then listen and check your answers.

C. Listen and underline the correct pronunciation of the following verbs in the past. Then, practice the pronunciation of the verbs with your classmate.

| | | | |
|--------------|-----|-----|------|
| 1. Stopped | (t) | (d) | (ed) |
| 2. Joked | (t) | (d) | (ed) |
| 3. Cleaned | (t) | (d) | (ed) |
| 4. Expected | (t) | (d) | (ed) |
| 5. Pressed | (t) | (d) | (ed) |
| 6. Mixed | (t) | (d) | (ed) |
| 7. Called | (t) | (d) | (ed) |
| 8. Killed | (t) | (d) | (ed) |
| 9. Closed | (t) | (d) | (ed) |
| 10. Covered | (t) | (d) | (ed) |
| 11. Needed | (t) | (d) | (ed) |
| 12. Jumped | (t) | (d) | (ed) |
| 13. Planted | (t) | (d) | (ed) |
| 14. Opened | (t) | (d) | (ed) |
| 15. Pulled | (t) | (d) | (ed) |
| 16. Realized | (t) | (d) | (ed) |
| 17. Dropped | (t) | (d) | (ed) |
| 18. Cried | (t) | (d) | (ed) |
| 19. Finished | (t) | (d) | (ed) |
| 20.- Allowed | (t) | (d) | (ed) |

(POST- TEACHING)

A. Plan a short story (50 words) about your visit to the market. Use ten of the verbs from the list above.

B. **Pair work:** Tell your classmate how your visit to the market was e.g. what did you buy, how where the prices etc.

Teacher’s role:

- To provide additional didactic and interactive material.
- To apply follow-up methodologies and technology team involvement in class development.

- To form a means of exchanging information and supporting ideas for the development of new material.
- To look for opportunities throughout class to remember what is learned in each session, involving the topic that is being reviewed.

Students' role

- To construct knowledge and negotiate meaning and procedures with the teacher and classmates.
- To participate in an interactive way with their classmates and teacher.
- To focus attention on the functional aspect of language.
- To provide feedback on the lesson to improve the teaching learning process.
- To incorporate innovative ideas and participate in the class to develop their linguistic competences.

By: Martha Chasi

Chapter IV

Impacts

4.1. Educational impact

The development of the project “The communicative language teaching method to improve speaking skill in the students of level A2 of the Anglo Program of the UTC” innovates methodology in English teaching. The objective is to use the variable CLT to improve the variable speaking. For that purpose, the following techniques were used: Micro speaking -learning technique, Tallying communicative technique, Personalized speaking technique, Socializing speaking Technique, Creative speaking strategies.

The application of these techniques allowed intervening in the process of speaking. There was intervention especially in the last stage of speaking, but the applied techniques contemplate even listening and previous organization of ideas; However, the aspect in which the students worked in detail was the production, which consisted on the creation of sounds with meaning. Thus, the speaking of the studied sample was improved quantitatively and qualitatively, according to the rubric of the KET test, the students' grade was increased by an average point in the final grade, equivalent to 12% of the grade. It is worth mentioning that the aspects evaluated by this rubric are grammar and vocabulary, pronunciation and interactions.

The results obtained were demonstrated in statistical terms through the T-student test and the Pearson correlation test. The impact was measured through the content analysis table after the application of the CLT techniques. These data are described in detail in the subchapter analysis and interpretation of results.

The educational impact is clearly evidenced, which shows the change of students' level in the development of speaking, an aspect that facilitates communication., at

the same time, speaking allows English language students to organize ideas and produce educational projects that improve the quality of the school system.

This project benefits society through the educational community. First, a quantitative change in the academic performance of the students was observed. This determines that the students improved their ability to speak in the English language. In the long term, students are expected to internalize this knowledge and share it with other students to produce quality speeches that transcend the intellectual sphere and contribute to academic transformation. This project contributes to the mission of the Anglo Program of the Universidad Técnica de Cotopaxi, because it aims to train competitive students in the English Language, with updated scientific, technological and humanistic knowledge to successfully face the changes and challenges of the globalized world. It also contributes to one of the objectives of the National Plan for Good Living (2013), which is to strengthen the capacities and potential of citizens. Future professionals could also exchange ideas through speech at an academic level. The continuous training will allow publishing and receiving recognition at local, national and international level. It makes this pedagogical modality an important enhancer of the speaking process within the university space ". The change from the perspective of the teachers of the group studying is evident., Through the instrument interview (Annex 7), they affirm that the predisposition of students to work in speaking activities is positive and that the quality of their oral participation improved significantly.

4.2. Ethical impact

The behavior of the student improved. The teacher in the class could observe the corporativism of each student in the different activities performed in class. Trough the interaction the students could understand different perspectives and respect the different criteria expressed by the students.

The application of CLT techniques with material that helped the students to reflect about life let them to express their opinions. According to their level the students

could discerned and establish simple debates. The constant interaction helped the students to develop affectivity with their classmates and teacher.

To help the student to reflect and develop values is very important in teachers' performance. The interview applied to teachers confirmed the welfare that teacher and students feel when they interacted in the class with Communicative Language Teaching.

4.3. Conclusions and recommendations

4.3.1. Conclusions

- It is concluded that Communicative Language Teaching influences English-speaking skills. The results analyzed with Pearson's relationship coefficient showed a correlation (586 %), which is considered a medium level relation. The theorization and the results of the standardized tests served to discard the established null hypothesis and showed the relationship between the variables.
- At the time of the diagnostic test, the level of the speaking skill by the students of the A2 level of the Anglo Program at the UTC was relatively low.
- There was an improvement of 1,8 points in the students' speaking level in the KET test of Cambridge. The average was calculated out of 20 points which is the highest grade according to the rubric. The mean in the pretest and posttest was calculated with the T-student statistical test.
- The CLT techniques are efficient; there is an improvement between the pretest and the posttest. According to the instrument content analysis table, the students' mistakes reduced by an average of 9. The mean in the number of mistakes for the pre and posttest were obtained with the T-student statistical test.
- The techniques based on CLT improved aspects such as pronunciation, interaction, grammar and vocabulary. The exercises were established under the guidelines of the KET speaking test. Through practical and contextualized exercises in the English-speaking practice, some problems in this skill were overcome.

4.3.2. Recommendations

- It is recommended to research different criteria focused on the development of speaking. Applying CLT techniques of this project, or similar techniques, can have a broader perspective of possible errors in all stages of the speaking process. A holistic study of methodological factors involving speaking skills will improve the quality of this ability in all the stages.
- In future research projects, the diagnostic test should also consider other factors that may influence the relationship between the two variables such as Speaking skills and Communicative Language teaching. The future studies can analyze data based on cognitive, latitudinal, linguistic and even cultural aspects that influence speaking skills.
- The performance of CLT techniques in the development of speaking skills confirms the relationship between the two variables. CLT is a useful tool to improve speaking. It is recommended to deepen the sub-themes that were not studied in the present project and the correlation of other methodologies with the speaking skill.
- Researchers should look for innovative methodologies that arouse the interest of students in speaking English. They could work with virtual environments, international speaking tests or tools that allow integrating all the communicative skills. The application of these instruments could offer optimal results throughout the process of speaking.

BIBLIOGRAPHY

- Ahmad, S., & Rao, C. (2013). Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan. *Porta Linguarum*, 17.
- Alzate. (2009). La tutoría entre iguales: una modalidad para el desarrollo de la escritura en la educación superior. Recuperado de <http://www.scielo.org.co/pdf/rups/v9n1/v9n1a10.pdf#page=1&zoom=auto,-13,841>
- Banciu, V., & Jireghie, A. (2012). COMMUNICATIVE LANGUAGE TEACHING, (1), 5.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia - Social and Behavioral Sciences*, 2(2), 1305–1309. <https://doi.org/10.1016/j.sbspro.2010.03.191>
- CAELA: ESL Resources: Digests. (1999). [Education]. Recuperado el 9 de septiembre de 2018, de http://www.cal.org/caela/esl_resources/digests/Speak.html
- Çelik, S. (2013). Communicative Language Teaching, 9.
- Cervantes, C. C. V. (2017). CVC. Diccionario de términos clave de ELE. Recuperado el 9 de septiembre de 2018, de https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/default.htm
- Chomsky, N. (1986). *Knowledge of Language: Its Nature, Origin, and Use*. Greenwood Publishing Group.
- Consonant Chart. (2017). Recuperado el 11 de septiembre de 2018, de <https://msu.edu/course/asc/232/Charts/ConsonantChartFilledIn.html>
- Cummins, J., & Davison, C. (2007). *International Handbook of English Language Teaching*. Springer Science & Business Media.

- Desai, A. A. (2015). Characteristics and Principles of Communicative Language Teaching, 3(7), 3.
- Draizelle Sexon. (05:35:14 UTC). Speech mechanism. Education. Recuperado de https://www.slideshare.net/draizelle_sexon/speech-mechanism
- Du, S. (2013). An Evaluation of Communicative Language Teaching in Bangladesh, 32.
- Essossomo, S. M. (2013). Implementing Communicative Language Teaching (CLT) in Cameroon High Schools: Analysis and Perspectives.
- Europarat (Ed.). (2003). Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación (2. ed). Madrid: Anaya.
- Flohr, S. (2010). Presenting and Teaching Vocabulary in the EFL Classroom. GRIN Verlag.
- García. (2017). La enseñanza de la pronunciación del español a hablantes de inglés. Universidad de Jaen, España.
- Goldenberg. (2011). Teaching English Language Learners: What the Research Does — and Does Not — Say [Text]. Recuperado el 10 de septiembre de 2018, de <http://www.colorincolorado.org/research/teaching-english-language-learners-what-research-does-%E2%80%94-and-does-not-%E2%80%94-say>
- Graves, M. F., August, D., & Mancilla-Martinez, J. (2012). Teaching Vocabulary to English Language Learners. Teachers College Press.
- Hardcastle, W. J., & Marchal, A. (1990). Speech Production and Speech Modelling. Springer Science & Business Media.
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2010). Metodología de la investigación (5a ed). México, D.F: McGraw-Hill.
- Hiep, P. H. (2007). Communicative language teaching: unity within diversity. *ELT Journal*, 61(3), 193–201. <https://doi.org/10.1093/elt/ccm026>
- Hughes, R., & Reed, B. S. (2016). Teaching and Researching Speaking: Third Edition. Taylor & Francis.
- Jaramillo, N. (2013). Morphology. Presentado en Morphology, Ecuador.
- Kvale, S. (2011). Las entrevistas en Investigación Cualitativa. Ediciones Morata.

- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.
- Liu, X., & Fan, J. (2014). The Research of Speaking Process in Language Attention System. *Theory and Practice in Language Studies*, 4(4).
<https://doi.org/10.4304/tpls.4.4.694-699>
- Locke, A. (2013). *Teaching Speaking and Listening: One Step at a Time, Revised Edition*. A&C Black.
- Lynch, T., & Anderson, K. (2013). *GRAMMAR FOR ACADEMIC WRITING*, 94.
- McKenzie-Brown, P. (2012). *Reflections on Communicative Language Teaching: A Course Book for Teaching English as a Foreign Language*. BookBaby.
- Pastás. (2014). *The Incidence of Classroom Interaction on the Development of the Speaking Skill in EFL Settings*. University of Nariño, Colombia.
 Recuperado de
<http://biblioteca.udenar.edu.co:8085/atenea/biblioteca/90438.pdf>
- Patel, M. F., & Jain, P. M. (2008). *English language teaching: (methods, tools & techniques)*. Jaipur, India: Sunrise Publishers & Distributors. Recuperado de <http://site.ebrary.com/id/10417558>
- Rahman, M. M., Pandian, A., & Kaur, M. (2018). Factors Affecting Teachers' Implementation of Communicative Language Teaching Curriculum in Secondary Schools in Bangladesh, 25.
- rance. (2014, octubre 3). The process of speech production and perception in Human Beings. Recuperado el 9 de septiembre de 2018, de <https://www.slideserve.com/rance/the-process-of-speech-production-and-perception-in-human-beings>
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Richards, J. C. (2008). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.
- Richards, J. C. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics (4a ed.)*. Routledge. <https://doi.org/10.4324/9781315833835>

- Richards, J. C., & Rodgers, T. S. (1986). Approaches and methods in language teaching: a description and analysis. Cambridge ; New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching by Jack C. Richards. <https://doi.org/10.1017/CBO9780511667305>
- Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.
- Roach, P. (2010). English Phonetics and Phonology Fourth Edition: A Practical Course. Cambridge University Press.
- Saritha, D. K. V. (2017). Hand Book of the APPROACHES AND METHODS OF ENGLISH LANGUAGE TEACHING: APPROACHES AND METHODS OF ENGLISH LANGUAGE TEACHING. BookRix.
- Šolcová, B. P., & Thomas, J. E. (2011). Teaching Speaking Skills, 152.
- Tarruell, M. G., Sangrà, J. P., Gómez, C. B., Lidon, J. M. C., & Alavedra, A. C. (2005). El discurso oral formal: Contenidos de aprendizaje y secuencias didácticas. Grao.
- Thamarana, S. (2014). An Overview of Communicative Language Teaching. <https://doi.org/10.13140/RG.2.1.3092.2489>
- Tunali, V. (2005). A Speaker Dependent, Large Vocabulary, Isolated Word Speech Recognition System for Turkish. <https://doi.org/10.13140/2.1.3998.6561>
- Versiones del Plan Nacional - Plan Nacional 2013 - 2017. (2017). Recuperado el 11 de marzo de 2018, de <http://www.buenvivir.gob.ec/versiones-plan-nacional>
- Vongxay, H. (2013). The implementation of communicative language teaching (CLT) in an English department in a Lao higher educational institution: a case study. Recuperado de <http://unitec.researchbank.ac.nz/handle/10652/2317>
- Williams, J. D. (2006). The Teacher's Grammar Book. Routledge.
- Xiaorong Li. (2011). Communicative Language Teaching in Current Chinese Colleges and Universities, 112.

Anexes

Anex 1

Operation of variables

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | TECHNIQUE | INSTRUMENTS | ITEM |
|---|---|--|------------------------------------|--|------|
| <p>Independent variable</p> <p>Communicative Language teaching</p> <p>Through these method procedures, it is possible to develop meaningful communication in a real context, it promotes the interaction to improve language skills as well as communicative competences, the learners are able to use the language functions to express their feelings, ideas and develop language inside and outside class, the teacher and students perform a different role in this process.</p> | Meaningful communication | Motivation or reason Encoding- decoding Transmission and reception Interpretation and making sense | Survey Interview Observation | Questioner Questioner Content analysis table | |
| | Communicative competences | Grammatical competence Sociolinguistic competence Discourse competence Strategic competence | | | |
| | Language functions | Instrumental function Regulatory function Interactional function Personal function Heuristic Function Imaginative function Representational function | | | |
| | Teacher's role | Negotiator (process, objective, roles) Interactor Giver and receiver of information | | | |
| Students' role | Needs analyst Counselor Group process manager | | | | |

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | TECHNIQUE | INSTRUMENTS | ITEM |
|---|---------------------------|---|---|---|------|
| <p>Dependent Variable SPEAKING</p> <p>It is a communicating mental and physiological procedure, in which meaningful sounds are produced in order to transmit information and permit interaction, this interactive skill produces vocabulary as oral outcomes that are subject to change according to specific grammatical rules and proper pronunciation of a particular language</p> | Grammar | <p>Sentence structure</p> <p>Omissions</p> <p>Word order</p> | <p>Survey</p> <p>Interview</p> <p>Observation</p> | <p>Questioner</p> <p>Questioner</p> <p>Content analysis table</p> | |
| | Vocabulary | <p>Inflections</p> <p>Derivations</p> <p>Range of lexicon</p> <p>Incoherence</p> | | | |
| | Pronunciation | <p>Vowels sounds</p> <p>Consonants sounds</p> <p>Pauses</p> <p>Intonation</p> <p>Rhythm</p> | | | |
| | Interactive communication | <p>Understand information</p> <p>Transmitting information</p> <p>Exchanging information</p> | | | |

Anex 2

Paper 3: Speaking

PAPER 3 SPEAKING (8–10 minutes)

The Speaking test lasts 8–10 minutes. You will take the test with another candidate. There are two examiners, but only one of them will talk to you. The examiner will ask you questions and ask you to talk to the other candidate.

Part 1 (5–6 minutes)

The examiner will ask you and your partner some questions. These questions will be about your daily life, past experiences and future plans. For example, you may have to speak about your school, job, hobbies or home town.

Part 2 (3–4 minutes)

You and your partner will speak to each other. You will ask and answer questions. The examiner will give you a card with some information on it. The examiner will give your partner a card with some words on it. Your partner will use the words on the card to ask you questions about the information you have. Then you will change roles.

Anexo 3

Transcription test student 1(S1) and student S(2) with the teacher (T)

T: good afternoon can you give me your mark sheets please I'm Matha Chasi
T: what's your name
S1: my name is Alex
T: thank you and your name
S2: my name is Ana
T: Thanks Ana
T: and what's your surname and how do you spell that
S1: is Guaman are je i - u - ai - el ai - em - ai - en
T: Thank you you Ana
T: what's your surname and how do you spell that hello
S2: It's Luna, el-yu- en/ai /
T: Thank you where do you live Ana I'm
live in Salcedo in Latacunga in Bellavista
T: Where do you study English ?
S2: in the school
T: yeah what subjects do you like best?
S2: English best
T: why
S2: because English is interesting
T: what do you like about your university?
S2: hmm because the persons,
T: Who do you live with ?
S2: I live with my family
T: thank you
T: where are you come from Alex ?
S1: I from la Mana
T: do you study English at the university?
S1: si - yes
T: What other subjects do you study?
S1: English, mathematics, fisica, calculo
T: what do you like about your school?
S1: teachers teach her and then my friend, why they are very friend
T: Alex what did you do yesterday evening ?
listen music
T: and what time did you go to bed yesterday?
I got back at 10:30 and
T: what did you have for breakfast this morning?
S1: Repeat
T: what did you have for breakfast this morning?
S1: Juice, ,
T: Ana what sports do you like doing?
S1: hmm / lie / basketball and football
T: What other things do you do in your free time?
S1: mm I will listen to music in my time and play videogames with my friend
T: and how often do you play computer games?

S1: maybe once a week yeah

T: thank you Ana

T: tell me something about the food you like to eat

S1: hmm I like to eat rice, fruits and chips, mmm I like the Ecuadorian food to say/T: what do you usually have for lunch

S1: hmm I usually eat soup in lunch

T: Alex tell me something about your city

S2: my city have a lot of persons and in Latacunga have more building. It's good what it's very very longer and if you have a free time you can go to Cotopaxi montain because it is really beautiful and in sons and summer it's very hot not not very easy which is very close .

T: so what's the best part of your city

S1: mmm, La laguna yeah busy smart it's my city , it's very big

T: thank you

PART 2

T: in the next part you're going to talk to each other Alex here is some information about a school trip Ana you don't know anything about the school trip so ask Alex some questions about it use these words to help you yeah do you understand.

T: so now Ana asked Alex your questions about the school trip and Alex you answer them well

S1: where should we go?

S2: we go to a trip to Cuenca

S1: and which day do we go ?

S2: this Wednesday and we go travel by bus

S1: now why we get past high school what should I bring you need to bring

S2: food drinks notebooks and the pants

S1: and well when we come back

S2: we come back at 5:30

T: okay Thank You Ana here is some information about horse rides Alex you don't know anything about the horse rides so ask Ana some questions about it use these words to help you do you understand?

S2: Yes

T: now Alex ask Ana your questions about the horse rides and Ana you answer them

S2: where you're going we gold

S1: horse riders in the mountains it is for children

S1: yes but the children must be over ten years old

S2: what can you do every day?

S1: no we can do it in Saturdays and Sundays 3: p.m. to 5: p.m.

S2: how much you need to pay

S1: mmm 25 dollars each

S2: what you what you wear

S1: we should wear warm clothes and put

T: thank you okay, that is the end of the test- goodbye

NOTE: The names have been changes because of the privacy of the participants

| | Vocabulary | Grammar | Interaction | Pronunciation |
|-----|------------|---------|-------------|---------------|
| S1: | 16 | 8 | 10 | 30 = 60 |
| S2: | 15 | 5 | 7 | 25 = 50 |

104

Anex 4

Cambridge English

Assessing Speaking Performance – Level A2

| A2 | Grammar and Vocabulary | Pronunciation | Interactive Communication |
|----|---|--|---|
| 5 | <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | <ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | <ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> | | |
| 3 | <ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | <ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. | <ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> | | |
| 1 | <ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | <ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. | <ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | <i>Performance below Band 1.</i> | | |

Anex 5



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SEDE IBARRA

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA EDUCACIÓN BILINGÜE ESPAÑOL-INGLÉS

ENCUESTA A LOS ESTUDIANTES DEL NIVEL A2 DEL PROGRAMA ANGLO DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI

INSTRUCCIONES

Estimado Sr. (ita),

Solicito cordialmente dar respuesta al presente cuestionario, el cual tiene como objetivo obtener información acerca del nivel del idioma inglés de los y las estudiantes del Nivel A2 del programa Anglo de la UTC, en el en la destreza oral *speaking*. Marque con una X la opción que refleje su criterio, tomando en cuenta los parámetros cuali-cuantitativos de cada pregunta.

Los resultados obtenidos serán utilizados exclusivamente con propósitos académicos.

OBJETIVO

Obtener información sobre las actividades utilizadas para el desarrollo de la destreza *speaking* en el idioma inglés de los estudiantes del nivel A2 del programa Anglo de la UTC.

DE LAS ACTIVIDADES REALIZADAS EN CLASE PARA DESARROLLAR LA DESTREZA SPEAKING

| ¿Con qué frecuencia... | Siempre (5) | Casi siempre (4) | A Veces (3) | Rara Vez (2) | Nunca (1) |
|---|----------------|---------------------|----------------|--------------------|--------------|
| 1 sus docentes presentan actividades en las que usted pueda transmitir información en inglés? | | | | | |
| 2 su profesor/a promueve el razonamiento y la argumentación en inglés? | | | | | |
| 3 Su profesor realiza actividades en las que usted pueda desarrollar correctamente el proceso de comunicación, (temas reales, significativos, relevantes) | | | | | |
| 4 Sus docentes le ayudan a utilizar el inglés | | | | | |

| | | | | | | |
|---------------------------|---|--------------------|-------------------------|--------------------|---------------------|------------------|
| | con un propósito determinado (pedir ayuda, expresar emociones, describir su entorno, etc.) | | | | | |
| DE LAS ACTIVIDADES | | | | | | |
| | ¿Con que frecuencia... | Siempre (5) | Casi Siempre (4) | A Veces (3) | Rara vez (2) | Nunca (1) |
| 5 | su profesor/a interactúa con usted envía y recibe información, procurando negociar ideas y significados abiertamente? | | | | | |
| 6 | realiza actividades que promuevan la comunicación real en inglés de tal forma que usted podría hacerlo fuera de clase? | | | | | |
| 7 | usted interactúa con sus compañeros procurando desarrollar un ambiente de bienestar y apoyo mutuo en el aprendizaje del inglés? | | | | | |

| | | | | | | |
|--|--|----------------------|----------------------|------------------|--------------------|-----------------|
| CRITERIO DEL ESTUDIANTE SOBRE SU NIVEL DE <i>SPEAKING</i> | | | | | | |
| | Usted considera que ... | Excelente (5) | Muy bueno (4) | Bueno (3) | Regular (2) | Malo (1) |
| 8 | su nivel de <i>speaking</i> es | | | | | |
| 9 | la calidad gramatical en su <i>speaking</i> es | | | | | |
| 10 | su dominio del vocabulario en inglés es | | | | | |
| 11 | su interacción oral en inglés con sus compañeros en el aula es | | | | | |
| 12 | su interacción oral en inglés con su profesor/a en el aula es | | | | | |
| 13 | el nivel de sus ideas cuando usted habla en inglés es | | | | | |
| 14 | su pronunciación en inglés es | | | | | |

¡GRACIAS POR SU COLABORACIÓN!

Anex 6



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SEDE IBARRA

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA EDUCACIÓN BILINGÜE ESPAÑOL-INGLÉS

SURVEY TO THE TEACHERS OF THE ANGLO PROGRAM OF THE TECHNICAL UNIVERSITY OF COTOPAXI WHO WORKED WITH THE STUDENTS OF LEVEL A2, AFTER THE APPLICATION OF THE PROJECT "INCIDENCIA DEL MÉTODO COMUNICATIVO EN EL DESARROLLO DE LA PRODUCCIÓN ORAL DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DEL NIVEL A2 DEL PROGRAMA ANGLO DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI"

INSTRUCTIONS

Dear teacher.

I cordially request to answer these questions, which aims to obtain information about the level of the English language of students of level A2 of the "Anglo Program of the UTC", in the development of speaking skills with the use of the Communicative Language Teaching Method. Your answers will be evaluated under qualitative parameters.

The results obtained will be used exclusively for academic purposes.

Objective:

To obtain information about the speaking skill of the A2 level students of the Anglo Program at UTC.

After the application of the project, what is your opinion about the attitude that you observe in your students when they practice speaking skills?

According your Perspective, after the application of the project, what are the changes that you observed in the students when they speak in English?

Do you apply the activities of the project, what are the activities that you are currently doing to improve the speaking skill of your students?

What is the percentage of improvement that you consider that your students have gotten after the application of the project?

Thank you