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**COMMUNICATIVE LANGUAGE TEACHING ON THE DEVELOPMENT OF THE  
SPEAKING SKILL IN SENIOR HIGH SCHOOL STUDENTS**

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**INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING**

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## **DEDICATION**

I humbly dedicate my dissertation to my cherished family and dear friends. A profound sense of gratitude is reserved for my beloved parents, Carlos Humberto Chacha and Martha Susana Carrillo, whose words of encouragement and unwavering insistence on perseverance resonate in my heart. My siblings, Jessica and Carlos, have been constant sources of support, standing by me unfailingly.

To my devoted husband, Luis Toapanta, and my beloved son, Danielito. I offer my deepest appreciation for their unwavering presence and encouragement throughout the entirety of my master's program. Both of you have been my most ardent cheerleaders. I extend a special thank you for your practical and emotional support as I balanced the roles of a wife and a mother alongside the demands of business, work, study, and personal growth.

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## SUMMARY

El presente estudio muestra los efectos de la enseñanza comunicativa de idiomas en el desarrollo de la habilidad de expresión oral en estudiantes de escuela secundaria. Se analizaron las actividades de Littlewood, William (1981) y Richards utilizadas en el enfoque de la Enseñanza Comunicativa de Idiomas (CLT), que aplican un ciclo para el desarrollo de las habilidades de expresión oral que incluye una serie de actividades comunicativas y pasos a seguir en las clases para mejorar la fluidez de los aprendices en el habla del idioma inglés.

Estas actividades comprenden los juegos de rol, la descripción de imágenes y la lectura en voz alta de un texto breve. El experimento se llevó a cabo en una escuela secundaria pública en una de las ciudades de Ecuador, con la participación de 47 estudiantes. El grupo experimental utilizó el enfoque de CLT, mientras que el grupo de control utilizó actividades diferentes a dicho enfoque. Los hallazgos se basan en los resultados de una prueba previa y las rúbricas de expresión oral entre los dos grupos mediante el programa SPSS.

Este estudio demuestra que las actividades de CLT de Littlewood, William y Richards tienen un efecto positivo en el desarrollo de la habilidad de expresión oral. Los resultados de este estudio pueden servir de fuente de motivación para que los profesores, estudiantes, investigadores y otros consideren el uso del enfoque de CLT como piedra angular de su práctica docente en el desarrollo de la habilidad de expresión oral.

**Palabras claves:** descripción de imágenes, enfoque de enseñanza comunicativa de idiomas (clt), juegos de rol, habilidades de expresión oral, lectura en voz alta.

## ABSTRACT

*The present study shows the effects of communicative language teaching on the development of speaking skills in high school students. The activities of Littlewood, William (1981), and Richards used in the Communicative Language Teaching (CLT) approach were analyzed, which apply a cycle for the development of speaking skills that includes a series of communicative activities and steps to be followed in classes to improve learners' fluency in speaking English.*

*These activities include role-playing, describing pictures, and reading aloud a short text. The experiment was conducted in a public high school in one of Ecuador's cities, with 47 students participating. The experimental group used the CLT approach, while the control group used activities other than the CLT approach. The findings are based on the results of a pre-test and speaking rubrics between the two groups using the SPSS program.*

*This study demonstrates that Littlewood, William, and Richards' CLT activities positively affect the development of speaking skills. The results can serve as a source of motivation for teachers, students, researchers, and others to consider using the CLT approach as a cornerstone of their teaching practice.*

**Keywords:** *picture description, communicative language teaching (CLT) approach, role-playing, speaking skills, reading aloud.*

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## INTRODUCTION

The globalized world considers English the main language that many people speak worldwide and the EFL learning environment has been recognized it (Shen & Chiu, 2019). In addition, English has business use, and it is fundamental for students to develop a target language to face the challenges of this globalized world. Further, the educational authorities consider the introduction and practice of languages in primary, high schools, and universities. Hence, learning a second language has become a necessity in the actual time and oral interaction has become an important feature of foreign language pedagogy, because students will be able to express and exchange thoughts, feelings, or ideas among them.

On the other hand, Education First (EF) made a census around the world in 2022 to show that some countries have gone back to learn English and the results demonstrated that Ecuador is in the 91st place. Furthermore, it is important to highlight that the 052-14 agreement, established by the Ministry of Education in Ecuador, mandates the instruction of English from 2nd grade through to 3rd baccalaureate year in both public and private educational institutions. This policy is a response to the observed underperformance of students in English as a foreign language (L2).

Consequently, one of the most significant challenges encountered by English as a Foreign Language (EFL) teachers is the limited availability of, or inadequate exposure to, authentic English language usage in real-life contexts. Furthermore, students often lack opportunities for active engagement in genuine communicative activities and access to various environmental resources that foster the development of their competence as effective users of the English language in practical scenarios. The Communicative Language Teaching (CLT) activities are designed to address these challenges by aligning with communicatively-oriented exit examinations, presenting authentic models of how English is employed in real-life communication and social interactions, and utilizing instructional materials that prioritize communication-based approaches.

As previously mentioned, the dearth of assessment tools designed with a communicative focus, coupled with the limited prevalence of English usage in everyday social interactions, and has contributed to a diminishing pedagogical significance of instructional materials centered on communication. Numerous studies have been conducted to scrutinize teachers' beliefs and perceptions concerning the efficacy of the novel Communicative Language Teaching (CLT)-oriented curriculum. For instance, Gorsuch (2000) conducted research aimed at investigating the factors influencing teachers' acceptance of CLT. The findings revealed that educators expressed discontent with CLT, primarily because they perceived it as incongruent with the prevalent exam-centric environment within their professional contexts.

In a separate investigation carried out by Taguchi (2005), the outcomes of the study illuminated the predicament faced by teachers who found themselves in a difficult situation. They were caught between the stipulated objectives outlined in the national curriculum and the constraints that impeded the effective enactment of the communicative teaching approach. Consequently, it becomes difficult to envision how students within such a learning environment would be able to develop a strong sense of purpose and direction in their language learning journey.

The current situation at Combatientes de Tapi High School reflects a low English proficiency level in terms of speaking, and consequently less oral participation in classes. It happens because inappropriate strategies, techniques and methods are used in teaching English as well as rigid training in teaching a foreign language; another reason could be a deficiency of strategies to associate students with communicative activities where they can use the speaking skill.

Hence, the primary objective of this research is to elucidate the impact of Communicative Language Teaching on the enhancement of speaking skills. The study will be supported by different authors such as Krashen (1982), Harmer (2012), Phoeun and Sengsri (2021), and Littlewood & William (1981) who believe that CLT refers to what a student requires to know. Consequently, learners can effectively utilize a language within a specific language group. Therefore, this investigation

would further show the elaboration of social interaction activities based on Littlewood & William activities.

Littlewood & William propose various activities for teaching speaking, including interview sessions, discussions, role plays and more. The choice of speaking activities is determined by the specific learning outcomes in mind. Teachers must possess the ability to select the appropriate speaking activities that align with their instructional objectives. However, there exists a situation where some teachers are not familiar with the diverse range of speaking activities available. This can result in a tendency to rely predominantly on discussion activities.

In this study, the researcher identified several CLT speaking activities, namely role plays, picture descriptions and text reading. These activities offer a broader spectrum of engagement for students in enhancing their speaking skills. As a result, the current investigation was conducted to describe the effects of Communicative Language Teaching on the development of the speaking skill in senior high school. Furthermore, this study aims to address research questions such as: Should social activities be recommended for CLT on the development of the speaking skill? and What is the effect on the students using CLT on the development of their speaking skill through role plays?.

Thus, this current study has the potential to provide a solution for enhancing the comprehension and implementation of Communicative Language Teaching in foreign language classrooms. Moreover, the outcomes of this research have the capacity to serve as an inspiring resource for educators, students, researchers, and various stakeholders, urging them to contemplate the adoption of the CLT approach as a fundamental pillar of their teaching practice for the improvement of speaking skills.

## **CHAPTER I. STATUS OF ART AND PRACTICE**

### **1.1. Speaking**

Speaking is the most relevant tool and means of communication. Through it, people can transmit their opinions, feelings, thoughts over the language. Speaking also plays an important role in social and interpersonal interactions and this is the reason why there are no places wherever people can live without communication. Moreover, individuals can transcribe spoken discourse while actively participating in a discussion; however, it is worth noting that language fundamentally encompasses speech or verbal expression. Several research studies have demonstrated that both children and adults tend to rely on their speaking skills more frequently than other language proficiency dimensions.

Tompkins (1998) gives an example about children, and it is mentioned that they begin their kinder garden studies having already mastered listening and speaking skills. Speaking can be delineated as the act of formulating and conveying meaning by employing a combination of verbal and non-verbal symbols within various contextual settings, as articulated by Chaney and Burk (1998). This skill is widely recognized as crucial in the field of English as a foreign language instruction. Historically, speaking was often undervalued, and its significance overlooked, with many educators resorting to repetitive drills and rote memorization of dialogues as teaching methods (Kayi, 2012).

However, in recent times, there has been a shift in perspective, recognizing that the primary objective of instructing speaking skills is to augment students' communication proficiencies, empowering them to articulate their thoughts with ease and engage in effective interactions with others, as emphasized by Kayi (2012). Improving students' speaking ability involves integrating productive skills such as writing and speaking, and it holds significant importance for developing practical communication skills (Boonkit, 2010).

Speaking is a crucial aspect of effective communication (Zaremba, 2006). Spoken interaction not only benefits learners but is proves advantageous for businesses.

Proficient speaking leads to success in various situations, including ceremonies, job interviews and training activities. Zaremba (2006) has underscored that in modern employment standards, speaking and communication skills are granted precedence even over work experience, motivation, and academic qualifications.

English as a Foreign Language (EFL) students often face constraints when it comes to opportunities for practicing spoken English outside the classroom, as noted by Zhang (2009). Additionally, they have limited occasions to engage in conversations with native English speakers, as highlighted by Boonkit (2010). In response to this challenge, educators' endeavor to design authentic scenarios and communicative exercises aimed at bolstering students' proficiency in spoken English.

Numerous factors play a role in improving students' speaking performance, including pronunciation, vocabulary, and the correct use of word combinations to enhance speaking fluency. Furthermore, as asserted by Patil (2008), the enhancement of students' self-confidence serves to diminish their apprehension regarding potential errors, thereby rendering them more at ease when utilizing the target language.

However, this knowledge is not enough for effective use in the communication and speaking takes more preparation with the help of the education provided in schools, individual efforts, and motivation. Additionally, speaking skill has a strong relation with listening. These skills play a pivotal role in oral communication, fostering a dynamic interchange between the speaker and the listener, enabling them to interchange roles seamlessly and with fluency. In essence, the speaker may transition into a listener, and vice versa, as highlighted by Saddhono, Kundharu, and Slamet (2012). Furthermore, some authors have subdivided speaking skills into nine fundamental concepts, as proposed by Logan, Lilian M. et al. (1972).

1. They are reciprocal activities: speaking and listening.
2. Speaking has a special process in communication.
3. It involves creative expression.
4. Speaking constitutes a form of behavior.

5. Speaking is a learned behavior.
6. A wealth of experience enhances one's speaking abilities.
7. Speaking enables the attainment of a clear perspective.
8. There exists a robust correlation between linguistic competence and the surrounding environment.
9. Speaking has an own production.

Furthermore, Songsiri (2007) suggested that enhancing students' speaking ability can be accomplished by incorporating diverse course activities and encouraging greater exposure to the target language through media based listening exercises. Encouraging students to actively seek opportunities to speak English in real like situations can also play a pivotal role in promoting their speaking skills and self-confidence.

**The purpose of the speaking:** One of the goals of speaking is to communicate in order to share the ideas, opinions, thoughts and comments effectively. Osborn (2008) believes that a person with high a level of speaking skill has a great impact as individual as well for the organization. It means, students need to develop their communicative ability in order to express their thoughts in the best possible way and the rest of the audience will understand them easily.

Indeed, the skill of speaking serves as the foundation for written language, and as asserted by Zaremba (2006), it is considered the most crucial among the four language skills. This is primarily due to the necessity for speakers to articulate sounds with precision and master the correct combinations of phonetics, vowels, and consonants.

An additional aim of speaking skills instruction is associated with fostering authentic communication, where students engage in conversations about their lives, ideas, and daily routines, rather than merely repeating sentences or reciting scripted content. This approach provides non-native speakers with the opportunity to interact and express their ideas in a relevant context using the second language effectively.

According to Macaro (2010), speaking has different uses in different scenarios. As an illustration, public speaking necessitates the cultivation of a robust skill set, as the speaker addresses a particular audience with the expectation of delivering a noteworthy speech. This endeavor entails the precise organization of thoughts, message, topic, and feedback tailored to the audience's needs and expectations. Motivation and good academic quality are the main features of the speaking skill because students need to improve pronunciation, vocabulary, and association to have powerful communication.

Patil (2008) sets that the speaking skills can enhance learners' communication competence and confidence. It means that if learners can manage a good speaking skill level they could remove the fear to talk in front of people. Hence, students could avoid making mistakes during their speech, and as a result, speakers feel relaxed. Due to the limited attention given to crucial language elements such as phonology, morphology, semantics and syntax, teachers face substantial challenges in acquiring proficient speaking skills in the English language.

Nonetheless, English teachers shoulder the responsibility of imparting this fundamental element to English language learners, aiming to elevate their speaking competencies and equip them for success in real-world scenarios. In the contemporary landscape of teaching English as a foreign language or a second language, oral skills are frequently marginalized, despite the fact that employability hinges more on proficient communication than on technological proficiency.

## **1.2. Types of the speaking**

Speaking constitutes the most pertinent skill in the acquisition of a second language, with the true measure of success being one's capacity to engage in coherent and effective conversations in the target language. Hence, teachers need to design opportunities to speak English more spontaneously. There are some activities that teachers could implement in their classes such as doing small talks, use technology as a tool for learners to investigate something, and they are familiar and comfortable with the digital landscape. Teachers also tailor the lessons and adapt the course

book material according to students' context. Inside the classroom environment, the students learn to speak by speaking and teachers have to create opportunities to develop these skills.

According to Keraf (1980), there are many types of speaking, but he explains three types only such as: instructive, persuasive and recreative. The first speaking type is instructive and it has the important role to request reactions from listeners. The second type has the aim to get inspiration, emotional stimulus and reaction from the audience. Finally, the recreative speaking is related to entertaining in order to create interest and excitement in the listeners.

Conversely, the Educational Research Techniques webpage delineates five distinct types of speaking skills, including imitative, intensive, responsive, interactive, and extensive. Imitative speaking is primarily focused on replicating what has been said by others. At this level, learners have the ability to repeat the information in an understandable way with high level of pronunciation as defined by the teacher. To give an example, the phrase "repeat after me" in a real precedent during the learning-teaching process. The next type of speaking is intensive that shows a high level of knowledge of specific grammar.

This implies that learners exhibit a strong command of the language across various contexts and in their spoken expressions. For instance, students are capable of fluently reading a passage aloud or providing straightforward responses to questions. Responsive speaking has a relation with the ability to start a conversation or dialogue as much time as possible. This level includes a simple question with one or two questions. At this stage, conversations do occur, but their content remains relatively uncomplicated.

The subsequent type of speaking is interactive, characterized by its interpersonal nature rather than a transactional one. In other words, this speaking type helps to have relationships instead of sharing information. It requires to have knowledge about slangs, humor, ellipsis, etc. The last type of speaking is extensive

communication and it involves a great deal of speaking such as monologs, story-telling, etc. This type of speaking does not admit an improvisational communication.

### **1.3. The relationship between speaking and other language skills**

Considerable debate surrounds the assertion regarding the growing impact of speaking skills on the three core language competencies: listening, reading, and writing. Rost (1994) posits that speaking serves as a medium for learner interaction, facilitating comprehension through the utilization of listening skills during conversations. Furthermore, authentic spoken language exchanges contribute to the enrichment of vocabulary and grammatical knowledge, which, in turn, have implications for writing skills. Furthermore, a recent investigation conducted by Yalcinkaya, Muluk, and Ashin (2009) suggests that the fundamental infrastructure of language, specifically speaking skills, plays a crucial role in the limited development of written language skills.

Nonetheless, speaking has a strong relationship with other language skills. For instance, if a student demonstrates a high level of proficiency in speaking, it is likely that their listening comprehension skills will also develop. Another example is if a learner practices listening and reading activities, that person can obtain a huge vocabulary. Hence, speaking materials frequently stem from the outcomes of listening and reading tasks. This notion is corroborated by Saddhono, Kundharu, and Slamet (2012) as evidenced by the following statements:

1. Speaking and listening are fundamental language skills.
2. Proficiency in listening comprehension contributes to the development of speaking skills.
3. Improving listening comprehension capabilities leads to enhanced speaking skills.
4. Sound and vocal attributes play pivotal roles in both speaking and listening.
5. The writing skill tends to be more structured than speaking.
6. The notes, charts, and brainstorming could help speaking skills.

#### 1.4. Speaking and learning theories

Two prominent language learning theories exist: the traditional cognitive psycholinguistic theories and the more contemporary sociocultural theories. The psycholinguistic viewpoint focuses on an individual's internal cognitive and psycholinguistic processes in language acquisition, while the sociocultural perspective emphasizes the significance of social interaction in the learning process. These two perspectives are frequently regarded as conflicting, incongruent, and parallel, owing to their disparate origins, as noted by Zuengler and Miller (2006).

Sfard (1998), in her influential article, introduces two metaphors to clarify these divergent perspectives on learning. The acquisition metaphor portrays learning as the gathering and retention of information, aligning with the psycholinguistic tradition. Conversely, the participation metaphor underscores active involvement in the learning process, where individuals become integral components of a broader context, consistent with the sociocultural perspective. It is essential to acknowledge that while the acquisition metaphor may have been applicable in traditional grammar-translation classrooms, it has become obsolete in contemporary communicative foreign language classrooms where the primary focus is on practical language application.

In modern communicative foreign language instruction, the central objective extends beyond the mere acquisition of language knowledge, encompassing vocabulary and grammar rules. Instead, the emphasis is on employing language for purposeful and meaningful communication, aligning with the features of the participation metaphor as outlined by Sfard (1998). This discourse will subsequently explore the practical implications of these two theoretical frameworks, psycholinguistic and sociocultural, in the context of foreign language speaking instruction.

**The psycholinguistic theories:** Historically, the instruction of foreign language oral skills in the classroom has been shaped by the cognitive psycholinguistic tradition, which prioritizes individual learning processes (Long & Doughty, 2003; Skehan,

1998). In this context, psycholinguistic processes such as implicit and explicit learning, declarative and procedural knowledge, and the phases of language acquisition and automatization assume pivotal roles in the pursuit of fluent language production.

Implicit learning is an automated process that occurs without conscious inspection and is primarily associated with first language (L1) learning. However, in second language (L2) learning, both implicit and explicit processes are involved. Explicit processes are those that individuals can consciously examine and are aware of. Declarative knowledge encompasses the "what" of learning, encompassing explicit knowledge, vocabulary, and comprehension of grammatical rules.

On the other hand, procedural knowledge refers to the practical use of language in production and comprehension. Fluent speaking is acquired through a process called proceduralization. This process entails learners utilizing their declarative knowledge by identifying a declarative morpho-syntactic rule, employing it consistently in communication, progressively developing procedural knowledge, ingraining habits through repetition, and possibly evolving implicit knowledge. It is important to note that not all rules and learners result in full automatization and implicit knowledge, but proceduralization is a necessary step for achieving fluent language use (DeKeyser, 2017; Hulstijn, 2002, 2011).

Conversely, a non-interface position argues that there is no interplay between these two categories of knowledge and that declarative knowledge cannot transition into procedural knowledge. Rather, only implicit knowledge can be proceduralized, as posited by Paradis (2004, 2009). According to Paradis (2009), formal instruction can expedite the cultivation of explicit, metalinguistic knowledge but cannot directly facilitate the process of proceduralization.

**Fluency:** The everyday understanding of fluency often revolves around the perception of listeners, who typically associate it with smooth, effortless, and native-like speech. However, in the research literature, fluency is recognized as a complex and multifaceted concept, with various definitions proposed (Chambers, 1997; Ellis,

2009; Koponen & Riegenbach, 2000; Lennon, 1990). These definitions suggest that fluency is a fluid concept, encompassing several dimensions.

Fluency has been subject to quantitative investigation, primarily concentrating on temporal aspects of speech, including aspects such as automatization, speech rate, and the duration of pauses (Lennon, 1990; Schmidt, 1992). Furthermore, fluency has been explored qualitatively, taking into account factors such as the extension of linguistic units, assessed through parameters like the mean length of runs (Towell, Hawkins & Bazergui, 1996). More recently, the concept of fluency has evolved into a dynamic construct encompassing both cognitive processes and the social environment (Segalowitz, 2016).

This cognitive fluency, as introduced by Segalowitz (2010) and involving proceduralization, may be intricately connected to profound learning and the holistic enhancement of proficiency. In essence, fluency is not a one-dimensional concept but rather a multifaceted construct that encompasses aspects of smoothness in speech production, linguistic unit length, cognitive mechanisms, and social context. Understanding these various dimensions of fluency is crucial for effective language instruction and assessment.

**Teaching fluency:** Despite a substantial body of research on the nature of fluency, there remains a conspicuous dearth of studies regarding the effective pedagogy of teaching fluent speaking (Derwing, 2017). Nevertheless, some tasks have been identified in research that can promote the development of oral fluency:

**Task repetition:** Studies has indicated that the repetition of tasks can be instrumental in enhancing oral fluency (Bygate, 2001; Bygate & Samuda, 2005). The underlying concept is that task repetition fosters proceduralization, liberating cognitive resources for the selection of words, morphemes, and syntactic structures. De Jong and Perfetti (2011) conducted timed task repetition exercises, wherein students recorded the same speech three times with diminishing time limits, for instance, initially 4 minutes, then 3, and finally 2 minutes, resulting in heightened

vocabulary utilization and increased fluency. This transformation is ascribed to the proceduralization of linguistic knowledge.

**Aural-oral same task repetition:** Lambert, Kormos, and Minn (2017) observed that repeating the same task immediately after hearing it resulted in enhanced fluency, irrespective of the learner's proficiency level.

**Tracking and shadowing:** The practice of "tracking" entails learners simultaneously repeating or reading an aural passage while listening to it, and this is done repeatedly. "Shadowing," on the other hand, is a similar technique, but the repetition slightly lags behind the original passage (Rossiter, Derwing, Manimtim, & Thomson, 2010). Both of these techniques are designed to stimulate repetition, a crucial factor in achieving proceduralization and automatization.

It is important to recognize that repetition, practice, and drilling have at times been overlooked in language teaching, partly due to the unfavorable reputation of the audio-lingual method. This method was characterized by seemingly endless and often meaningless repetition with the aim of establishing stimulus-response patterns and habits. Unfortunately, it often led to superficial learning rather than the transfer of learning to creative production. Nevertheless, psycholinguistic research has demonstrated that repetition is indeed a necessary component for the process of automation.

As Hulstijn (2001) notes, lexical information must be regularly reactivated to remain easily accessible. Incorporating these research-based techniques into language teaching can be valuable for fostering oral fluency and overcoming the limitations associated with rote repetition approaches from the past.

**Formulaic language:** An integral aspect of proficient language usage encompasses the utilization of formulaic language, which comprises language expressions stored in pre-fabricated forms. These encompass:

1. **Collocations:** Pairs or groups of words that are habitually juxtaposed, for example "bread and butter."
2. **Phrasal Verbs:** Multi-word verbs with a verb and one or more particles, such as "run into."
3. **Idioms:** Expressions with figurative meanings that may not be deduced from the literal meanings of their individual words, like "a piece of cake."
4. **Figures of Speech:** Expressions that involve non-literal language, such as "as cold as ice."
5. **Lexical Bundles:** These encompass various forms, including:
  - a) **Poly-words:** Phrases that serve specific functions, for example qualifying ("as far as I know"), disagreeing ("no way"), and shifting topics ("that reminds me").
  - b) **Institutionalized Expressions:** Fixed phrases such as proverbs ("the early bird gets the worm") and social conventions ("long time no see," "nice to meet you").
  - c) **Phrasal Constraints:** Expressions with variations, such as "a day/year/long time ago" or greetings like "good morning/afternoon/evening."
  - d) **Sentence Stems:** Sentence beginnings that offer a structure for further expression, for example "I suggest that..." or "Why don't you...?"

Formulaic sequences consist of two or more linguistic units (words) that are stored and retrieved as a single unit from memory (Wray, 2002). Prefabricated language is organized into formulas, which demand less working memory (WM) capacity in comparison to non-formulaic language. This streamlined use of memory resources creates space for higher-level cognitive processes, such as strategizing the next steps in a conversation (Dörnyei, 2009; Ellis, 2003). In essence, formulaic language facilitates smoother and more fluent communication by alleviating cognitive load during language production.

**Teaching formulaic language:** Native speakers of a language frequently employ formulaic sequences without deliberate awareness. Nevertheless, in the context of second language (L2) acquisition, learners are required to actively recognize these sequences in both spoken and written texts. To identify formulaic chunks within

language stretches, learners must possess an awareness of what to seek. Nattinger and DeCarrico's (1992) categorization of formulaic sequences can prove to be a valuable resource for instructing learners in the process of recognizing, acquiring, and applying formulaic language.

The first stage in instructing learners about formulaic language encompasses heightening their awareness regarding the existence of multiword expressions within texts. The text presented here serves as an illustration of some multiword expressions that individuals learning a second foreign language may come across.

In the subsequent step, formulaic sequences are practiced and reproduced. Initially, this can be done using gapped texts, which provide scaffolding for the learners.

Subsequently, learners engage in free production exercises, allowing them to apply the acquired language in new contexts and internalize it.

As an illustration, one pedagogical activity referred to as "disappearing text" (Rossiter et al., 2010, pp. 589–590) entails the teacher progressively eliminating an expanding set of formulaic sequences from a passage. Learners are then tasked with replacing these removed phrases. This procedure persists until all the words have been removed, leaving learners to recite the passage and the formulaic sequences from memory.

In the final step, which is free production, learners are encouraged to incorporate some of the formulaic expressions into their own contexts. In the case of beginners, this stage may necessitate some scaffolding or assistance. For instance, learners can be furnished with a dialogue framework and then guided to personalize it by incorporating their own preferences, such as selecting various types of restaurants (e.g., pizzeria, oriental, gourmet, fish, meat, vegetables). It is of utmost importance to establish avenues for meaningful language production, even for novice learners. The internalization of formulaic language is most effectively accomplished when learners can employ these expressions in diverse contexts as a component of their creative language construction.

Up to this point, the focus of the article has centered on attaining fluent language production through extensive repetition. However, it is crucial to underscore that the ultimate objective of teaching speaking is to enable learners to engage in free and meaningful production of the language. Automatization and fluency activities should be seen as tools to help achieve this goal, rather than as the goal itself. It is vital to steer clear of mechanical repetition and the associated risk of boredom. Additionally, educators should take measures to prevent repetitive activities from resulting in superficial learning.

**Sociocultural theory in teaching speaking:** In accordance with sociocultural theory (SCT), language acquisition is inherently a social phenomenon (Block, 2003; Lantolf, 2000). Language is not assimilated in isolation but rather forged through interactions with others.

It gradually becomes internalized and eventually becomes part of an individual's linguistic repertoire. In the modern application of SCT, key concepts from Vygotsky's work are prominent, including the idea of "two-planeness of learning" and the "Zone of Proximal Development (ZPD)." The concept of "two-planeness of learning" posits that the learning process initiates within contextual interactions, including engagements with others, and subsequently extends to an individual level where higher-order cognitive abilities are nurtured.

The ZPD is the developmental space that exists between a novice (e.g., a beginning language learner) and an expert (e.g., a teacher or a more advanced peer). In this zone, learning takes place through interactions, often mediated by tools, which can be physical for example computers or symbolic as gestures and language itself. Collaborative problem-solving activities in this space facilitate the development of higher-order cognitive skills.

As learners engage in concrete and specialized activities guided by others, this knowledge is gradually internalized. Eventually, it becomes the individual's own, enabling them to independently use these skills in similar, though not necessarily identical, contexts (Lantolf, 2007, p. 696; Lantolf & Thorne, 2006, p. 79). In essence,

SCT underscores the social nature of language learning and how interactions with others, guided by knowledgeable individuals or tools, foster cognitive development and language acquisition.

The incorporation of sociocultural theory in language classrooms frequently incorporates Vygotsky's concepts of two-planeness and the Zone of Proximal Development (ZPD). As delineated by Schinke-Llano (1993), the progression within the ZPD encompasses three stages.

**Object-regulation:** In this initial stage, learners are primarily influenced by external factors in their environment. They rely on external cues and are essentially controlled by the facts and stimuli around them.

**Other-regulation:** As learners advance, they transition to a stage where they are guided and mediated by an "expert" figure, such as a teacher or a more advanced peer. This mediator provides strategies, support, and guidance to help the learner navigate challenges and develop their skills.

**Self-regulation:** In the final stage, learners gain increasing control over their own learning process. They become capable of independently regulating their activities and are less reliant on external guidance. They take charge of their learning and make decisions regarding their language use and problem-solving.

This sequential progression has been applied to language teaching and research. It reflects how learners gradually become more autonomous and self-directed as they advance in their language proficiency. Researchers and educators have utilized this framework to understand how learners evolve in their language acquisition journey and to design effective teaching strategies that facilitate this progression (e.g., Aljaafreh & Lantolf, 1994; Machado de Almeida Mattos, 2000; Ohta, 1995).

## Teaching speaking skills

Each learning process is inherently distinctive, and as a result, the methods, approaches, and techniques employed in classroom instruction should be tailored to the individual needs of students. The teaching-learning process revolves around the identification of language, encompassing both grammar and vocabulary. In some instances, the instruction of a second language is viewed as an abstraction of semantic, syntactic, and lexical components. Alternatively, language is perceived as a reflection of everyday life activities, encapsulating ideas, concepts, and socio-linguistic behavioral rules (Richard, 1984). Ultimately, some methodologies have proven ineffective in producing competent speakers, whereas others have achieved success in this regard.

Burns (1998) said that there are two important currents in the teaching process of oral communication. The initial aspect pertains to the cultivation of proficiency in accurately producing speech forms, encompassing phonological patterns, vocabulary, grammatical forms, and linguistic structures. The second one is related to enhancing opportunities for developing functional language used through non-controlled activities.

In addition, the material used in the classrooms is very relevant during the teaching-learning process because it should be designed for developing speaking but, most of them are often misleading and disempowering (Burns, 1998). The optimal material should offer opportunities for second language learners to engage in spoken communication in English, supported by effective strategies to facilitate this process.

As an example, speaking materials may encompass elements like coffee breaks, the instruction of casual conversation, conversation gambits, conversation and dialogues in action, and practical English usage. These materials collectively reflect a growing emphasis on the utilization of empirical analysis of speech behavior to tailor teaching to the particular context and foster interpersonally suitable spoken communication (Burns, 1998).

**Overview of the communicative language teaching approach:** Internationally, language teaching and learning are the most important aspects in the current school environments. So, different approaches to teach English have emerged to serve as a guide for teaching English methodologically and effectively. As well as, there were different methods such as grammar translation, audio-lingual, direct method and others along the history. The grammar-translation has little concentration on the target language and it has extensive use of the mother tongue (Brown, 2000). It means, the use of long lists of isolated words, the use of classical texts, and long explanations of grammar with little attention to pronunciation.

On the other hand, in the mid and late nineteenth century grew out naturalistic principles of language learning resulted in a direct method. Then, the direct method emerges as “a philosophy of instructional procedures” and it was the main reason why it failed in that time. It tends to exaggerate and distort the parallels between the naturalistic acquisition of one's first language and the classroom-based learning of a foreign language, often neglecting the practical constraints of the classroom setting (Richards, 1984, pp. 12-13).

Subsequently, the audio-lingual method emerged as the most prevalent among traditional approaches. This method evolved from the fusion of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology (Richard & Rodgers, 2006). It centers around the principles of structural linguistics, with an emphasis on instructing grammatical sentence patterns.

The preceding three methods rely heavily on drills and repetition, and many linguists hold the belief that these methods did not effectively facilitate the development of fluency in students' second language speaking abilities. Consequently, new alternatives surfaced, including the physical response method, the silent way, and community language learning. The Total Physical Response (TPR) method, introduced by James Asher in the 1960s, aimed to offer a language learning experience that alleviates the stress and anxiety associated with the process of acquiring a foreign language (Richards, 1984).

The subsequent method is the Silent Way, which emerged in the 1970s, introduced by Caleb Gattegno. He emphasized that "to teach means to serve the learning process rather than to dominate it" (Larsen-Freeman, 2004, p. 54). In essence, this approach advocates for teachers to maintain a low profile in the classroom, allowing students to take a central role and actively produce the language to the greatest extent possible.

The final method is the Communicative Language Teaching (CLT) approach, regarded as one of the most pertinent and suitable language teaching and learning theories in contemporary language education (Savignon, 1987; Savignon, 2002). However, while many EFL teachers endeavor to integrate the CLT approach into their classrooms, a substantial number of their colleagues still struggle to grasp how to effectively implement and manage this approach in their teaching. In actuality, the CLT approach is closely associated with a variety of classroom activities and tools, including discussions, group sharing, problem-based learning, and role plays (Taguchi, Magid, & Papi, 2009).

In essence, the Communicative Language Teaching (CLT) approach forms the core of the teaching process and is intrinsic to the communication process itself (Krashen, 1982). Ultimately, the previous pre-communicative methods can be regarded as advancements over traditional approaches. However, the CLT approach has emerged as one of the most successful and innovative methodologies in the history of English language teaching, with its primary focus on fostering learners' communicative competence.

### **Communicative language teaching approach background**

There is a variety of definitions of this approach that have appeared in linguistics literature. During the 60s and 70s, some teachers thought that traditional language learning was incapable to cover the learners' needs (Baugh, 1998). Nowadays, learning social, interpersonal, and intercultural interactions are very significant rather than learning grammar structure and vocabulary. Therefore, the CLT

approach is the nucleus of the teaching and communication process (Krashen, 1982).

Hymes set that CLT aims to use the language in the classrooms and, the learner needs to know how to use it successfully (Hymes, 1972). Additionally, Phoeun and Sengsri, (2021) set that CLT has the objective to demonstrate how learners acquire the language, the impact of the range of activities inside the classroom which help to engage the learning and even the teacher and students' role in the class. Abahussain (2016) also said that CLT wants to recognize how the circumstance, the participants, and their roles and purposes could state suitable during the learning process.

Therefore, Harmer (2012) identified two relevant features in this approach, the first one is what to teach and the second one is about how to teach. It means that what to teach refers to language roles instead of structures and how to teach is about the cooperation inside the class and it should join with useful activities which offer opportunities to express opinions, ideas and comments. In addition, there is a research done by Ahmad and Rao (2013) that shows that CLT helps to have more relevant results than education through the traditional method.

However, this experiment considers the fitting setting, an appropriate classroom environment, and well-trained educators who help developing a correct CLT. Another study based on this approach was made by Ochoa (2016), it studied the contact between CLT activities and learners' insight towards learning English. The results showed that learners found CLT activities more inspirational and they feel engaged when learners were helped to improve their fluency, pronunciation, and performance in the target language. The same idea is shared by Wajid and Saleem (2017), they did an investigation that demonstrated learners' encouraging attitude and their level of acceptance for CLT.

**CLT advantages:** As numerous traditional and contemporary authors have asserted, the CLT approach offers a substantial array of benefits that both teachers and students can leverage to facilitate the learning process. One of the key

advantages of this approach is its emphasis on real-life situational practices, whereby teachers endeavor to design activities that are pertinent to students' daily lives, communities, and societies. In essence, the CLT approach is characterized by its student-centered and context-driven approach to language instruction. The use of clear and relatable contexts aids in comprehending vocabulary and the application of sentences, fostering learner engagement through peer interactions.

Additionally, students enhance their comprehension and proficiency in language usage, practicality, and communication skills through the CLT approach. Another benefit is that it enables both teachers and students to transition from their conventional teaching and learning principles to an innovative teaching and learning approach. To give an example, teachers can include technological materials and tools in order to know learner's needs such as visual and interpersonal communicative. Another advantage is related to increasing learning interest of students.

When students are engaged in real-life stories and exercises, their interest in the classroom environment tends to flourish. Activities like stories, exercises, problem-solving, and case studies empower students to become active participants rather than mere spectators (Jiménez, García, & Pearson, 1996; Liao & Yang, 2012).

To sum up, the Communicative Language Teaching (CLT) approach is geared toward enhancing EFL learners' communication skills. Students must exert effort in honing their communicative competence within genuine contexts.

**CLT disadvantages:** There are potential challenges related to the teaching and learning environment. First and foremost, while the CLT approach encourages teachers to utilize teaching and learning materials and resources drawn from real-life communities and societies, instructors might find themselves overwhelmed when preparing lessons, potentially overlooking important questions and facing various challenges (Dos Santos, 2019).

Secondly, the diverse social and cultural backgrounds and perspectives of learners come into play. Consequently, many of these students tend to adhere to the belief that language learning involves rote memorization of vocabulary and grammar, along with filling in blanks. This perspective leads to their reluctance to fully embrace the CLT approach (Ahn & Kang, 2017; Lee & Lee, 2019).

Thirdly, while the CLT approach is implemented in many countries, including the United States and various Eastern and Western societies, there is a marked disbelief in traditional learning strategies, such as the direct method and teacher-centered approaches (Lee & Lee, 2019). In essence, some students adhere to the traditional mindset of language learning, which emphasizes the memorization of vocabulary and grammar, leading to their reluctance to embrace the CLT approach.

Fourthly, the pressures and requirements of standard examination guidelines may also influence the application and employment of the CLT approach.

For example, in the United States, secondary school students are recommended to take the Scholastic Assessment Test (SAT) as one of the university entrance requirements. Such university entrance exams are also widely employed in many international locations and schools, such as the A-Level, and the General Certificate of Education (GCE). It is worth noting that many of these university entrance examinations do not require any type of oral language proficiency. Therefore, learners may not have any strong interest in participating in additional communicative training due to the requirement of these examinations.

Lastly, the practice of the CLT approach can be influenced by learners' behavior in various contexts (Lee & Lee, 2019). For instance, East Asian students often exhibit passivity in their learning style, influenced by their cultural background and strong cultural respect for their teachers. Consequently, the CLT approach may have limitations when applied to certain student groups, influenced by their social and cultural backgrounds and perspectives.

**Classroom activities in CLT approach:** Richards (2006) described CLT as “activities where practice in using language within a real communicative context and exchange real information, and where the language used is not totally predictable” (p. 16). Abahussain (2016) has classified activities used in CLT into two categories: Pre-communicative and Communicative activities. Pre-communicative activities focus on stress elements of a language, aiming to enhance learners' fluency in the linguistic system and their ability to produce accurate pronunciation.

The second characteristic involves requiring students to apply their pre-communicative knowledge and skills to convey meanings. Littlewood & William (1981) further subdivided these activities into two categories: functional communication activities, such as problem-solving and information-gap activities, and social interaction activities, including simulations and role-playing, which stimulate students' creativity within specific scenarios. However, Richards (2005) proposed several activities used in the CLT approach, including:

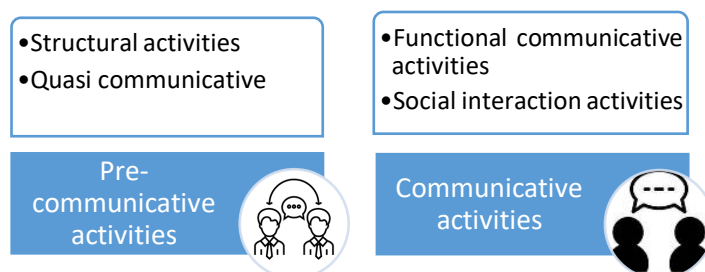
1. **Information gap activity:** It helps to get and receive information which learners do not know.
2. **Jig saw activity:** This approach involves teamwork, with each learner holding pieces of data necessary to complete the activity. It necessitates the use of the learners' language to engage in meaningful interactions and foster communicative practice.
3. **Task completion activity:** Activities such as puzzles, games, map reading, and similar exercises are integral to this approach. The objective is to employ one's language skills to successfully complete the task at hand.
4. **Information gathering activities:** they encompass tasks such as surveys, interviews, and research. The primary objective of this activity is to apply their linguistic competence to acquire information effectively.
5. **Opinion sharing activity:** Students share and compare their points of view.
6. **Information transfer activity:** Learners need to take data that was shared in alternative structure.
7. **Reasoning gap activity:** Interpretation and practical reasoning are the procedures included in this activity.

- 8. Role play activity:** Learners performance different roles and scenes based on information and clues.
- 9. Group work:** It is done in pairs or small groups

**Pre-communicative activities:** Various experts have established diverse frameworks for CLT activities within the classroom. Littlewood (1981) discusses pre-communicative and communicative activities. The following diagram illustrates his framework for pre-communicative and communicative activities. See figure 1.

**Figure 1**

*Pre-communicative and communicative activities*



Source: Littlewood's framework (1981)

Pre-Communicative activities are divided into structural and quasi-communicative activities. The first one has the objective to prepare the students to be able to perform communicative activities. It also focuses on vocabulary, grammar, and pronunciation activities. Meaningful repetition is very relevant to avoid monotony. The second one is related to providing restricted communicative activities to the students. It means learners can produce utterances in a limited context given by the teacher.

**Communicative activities:** Communicative Activities are designed to provide comprehensive task-based practice, enhancing motivation, facilitating natural learning, and creating a supportive learning context. They can be further categorized into two types: functional communicative activities and social interactions. Klippel (1984) provides various examples of communicative activities for speaking, dividing them into question and answer, discussion and decisions, and stories and scenes. Richards (2006) emphasizes the importance of students participating in classroom

activities that promote cooperative learning over individual learning. Learners should listen to their peers and feel at ease when engaging in group work or pair work tasks.

In conclusion, the pre-communicative and communicative activities should be conducted as collaborative learning based on classroom management factors. As a result, teachers can expect that their learners can speak fluently, accurately, and interactively. Several researchers have conducted activities aimed at enhancing and improving speaking skills. Fauziah and Yanuar Rizki (2013) as well as Jaelani (2014) have demonstrated the effectiveness of both pre-communicative and communicative activities in large classrooms, as they encourage students to assist each other in successfully completing the activities. These activities also contribute to building learners' confidence. Some of these confidence-boosting activities include:

**Role plays:** The development of the role plays depends on the methods that the teacher would like to use. To give an example, the phases involved in the role-play in TBLT suggested by Ellis (2009), Littlewood (2004), Long (1985), Nunan (1991), Skehan (1996), and Willis (1996):

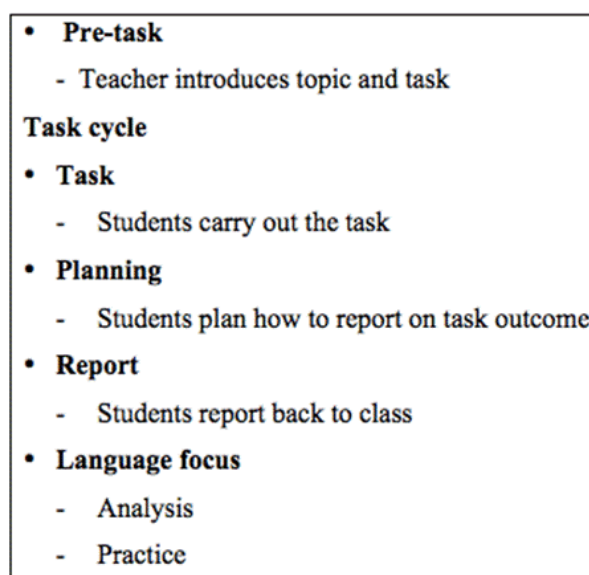
- 1. Pre-Task Phase:** In this phase, teachers provide learners with the target language features related to each topic in the textbook. This includes the use of grammar, vocabulary, and materials to help learners grasp the topic. For instance, it may involve watching a video or engaging in pronunciation practice. This phase ensures that learners receive sufficient input before they engage in role plays.
- 2. Task Cycle:** Each group undertakes the task, which involves writing the dialogue on paper and submitting their scripts before their in-class performance. During their performance, students are encouraged to bring any supporting materials that can enhance their presentation, such as props like hats, costumes, plates, spoons, and more. Additionally, the classroom is equipped with an internet connection, projector, computer, and speaker, allowing students to display pictures or play music as part of their performance.

- 3. Language Focus:** Following each group's performance, teachers provide feedback on the target language employed by the students during their role-plays. This feedback is focused on aspects such as pronunciation, word choice, grammar, and more.

In essence, Figure 2 illustrates the purpose of the phases, highlighting what the students have experienced and what they can do to enhance their performance in the subsequent role-play.

**Figure 2**

*Task-based language teaching and role-play*



Source: Waluyo, B. (2019).

The creation of role-plays using the Automatization in Communicative Contexts of Essential Speech Segments (ACCESS) method consists of three phases: creative automatization, language consolidation, and free communication.

**Creative automatization:** The initial phase is aimed at creating communicative activities that enhance automatic fluency (Gatbonton and Segalowitz, 1988). This phase includes two components: the pre-task and the main task. The pre-task is brief but meaningful, serving to verify whether students possess the minimal linguistic resources required to engage in the main task. In this context, learners

should have a basic vocabulary for naming various Christmas holiday activities (e.g., dinner, mashed potatoes) and describing those activities using the past simple tense (e.g., cooked, visited, ate). Teachers can assess students' knowledge of these expressions by providing a sheet with individual photos of Christmas activities.

In the creative automatization phase, the main task involves communication activities that encourage collaborative work in pairs or groups. This main task unfolds in three steps: Students become acquainted with the roles assigned to them in their respective role plays. Groups discover how the other group has organized itself, potentially through interviews or interactions. Students share the results of their interviews with the rest of the class.

The key objective of the creative automatization phase is to promote the use and practice of essential speech segments. This phase should be genuinely communicative, inherently repetitive, and functional, fostering effective language learning and use.

**Language consolidation:** it concerns specific utterances used in the previous phases. The teachers determine the necessity, timing, duration, and type of language to be undertaken in this phase. At the beginning of this phase, the students have a sheet of paper with pictures of people who are part of Christmas activities. Therefore, the groups are asked to select which activity would like to perform. The second part is about grammar tasks which leads the students to notice the formal features of possession utterances. The goals of this phase are to include fluency, accuracy, and grammatical knowledge.

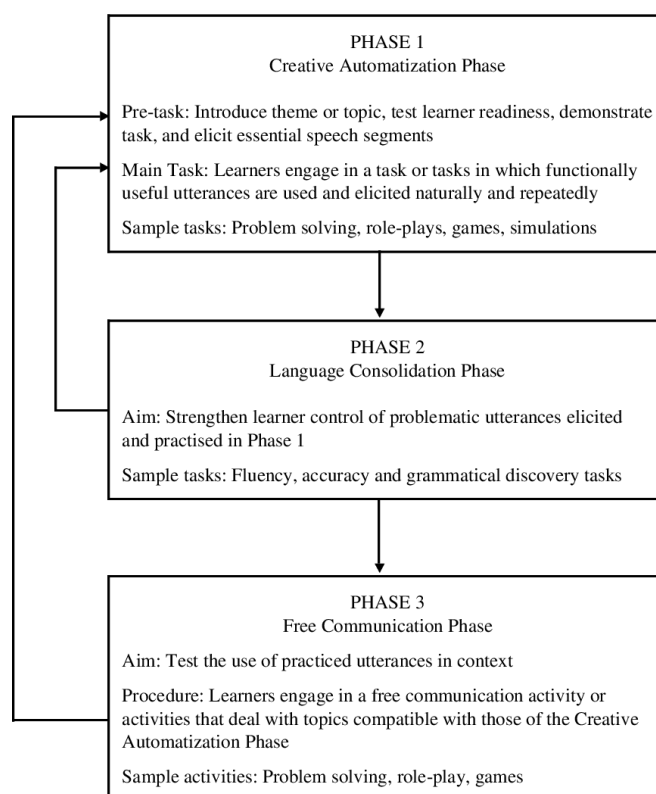
Dictogloss is indeed a valuable task in language teaching, as it promotes both content comprehension and attention to the form of sentences. In this activity, students listen to a short paragraph at a normal pace and then work in pairs to reconstruct it (Swain & Lapkin, 1995). By engaging in this task, students not only focus on understanding the content but also pay attention to the structure and form of the sentences. This helps learners develop their language awareness and

encourages them to use correct grammar and vocabulary while reconstructing the text.

**The free communication phase:** it is part of the communicative method, provides students with opportunities to use essential speech segments in a more open and unstructured context. During this phase, students can freely discuss various specific topics, allowing them to express their ideas and engage in discussions. This activity serves to reinforce and recycle the essential speech segments that students have learned in earlier communication tasks. It encourages learners to communicate genuinely, making use of the language they have acquired in a communicative and contextually relevant manner. These phases show that many teachers claim to use role-plays and conversations instead of giving grammatical explanations and encouraging rule application.

**Figure 3**

*Rethinking Communicative Language Teaching. ACCESS method.*



Source: Gatbonton & Segalowitz (2005).

Indeed, the Communicative Language Teaching (CLT) method places a strong emphasis on developing communicative competence in language learners, focusing on their ability to use the language in real-life, meaningful contexts. This approach prioritizes practical and functional language skills over just grammatical competence. Regarding the role of practice in the CLT method, it is considered a multi-level process. This means that learners engage in various activities and exercises that involve different aspects of language use, such as speaking, listening, reading, and writing. These activities are designed to help learners use the language effectively and naturally in different situations. Therefore, the development of the role plays using Communicative Language Teaching (CLT) has three phases, such as mechanical, meaningful and production (Richards, 2006:16):

It appears you've provided three categories of practice in the context of language learning:

- 1. Mechanical Practice:** This type of practice involves controlled exercises that often use repetition and substitution drills. Learners repeat words or phrases, or they replace words or elements in sentences to reinforce their understanding of specific language structures. Mechanical practice is important for building a foundation of language knowledge and skills.
- 2. Meaningful Practice:** In meaningful practice, learners engage in controlled exercises that involve making meaningful choices within the language. This may include exercises where learners have to choose the right words or phrases to complete sentences, solve problems, or convey specific meanings. This practice helps learners apply their language knowledge in context.
- 3. Communicative Practice:** This type of practice goes beyond controlled exercises and focuses on using language in real communicative contexts. Learners are encouraged to describe real situations or engage in meaningful conversations. Communicative practice is central to the Communicative Language Teaching (CLT) approach, as it aims to develop learners' ability to use the language for authentic communication.

These categories represent different stages of language learning and are often used in various teaching methods, including the CLT approach. Mechanical and meaningful practice provide a foundation of language skills, while communicative practice helps learners apply these skills in real-life situations, promoting fluency and effective communication.

#### Figure 4

*Techniques Employed for Classroom Activities in the Light of the Three phases Sequences*

Phases	Techniques	Class- Centring	Techniques Modules
<b>1. Presentation Phase (Mechanical Practice)</b>	1. Modeling 2. Imitation / Shadowing 3. Listening Activities 4. Reading Activities	Teacher- centered	Less production / More listening / Reading & Writing
<b>2. Practice Phase (Meaningful Practice)</b>	1. Telegrams Activity 2. Information-gathering activities 3. Dialogues and Role plays 4. Games	(Decline in Teacher -centered classroom)	More production / Less listening
<b>3. Production Phase (Communicative)</b>	1. Drama Techniques 2. Free Discussion	Learner-centered	Production

Source: Saeed (2017).

An illustrative instance of customizing communicative exercises within an English as a Foreign Language (EFL) setting is provided. These three categories of language reinforcement fundamentally delineate the types of exercises frequently integrated into communicative assignments. It is imperative to incorporate all three of these categories within the methodological progression since students must undertake a phased progression from controlled practice, commencing with uncomplicated, guided mechanical tasks, before ultimately attaining a level of unrestrained language practice that fosters communicative interaction.

Saeed (2017) designed the following activities based on three phases suggested by Richards (2006). In order to complete the communicative cycle, the students start to read and practice aloud the sentences (utterances) as exercise I, this constitutes mechanical practice. Exercise given in II can be regarded as meaningful practice since students now answer the questions using their own language and their information. The exercise given in III is an example of communicative practice since it is a free discussion on a certain topic that depicts what may happen in real life.

## Figure 5

Model Exercise for grammar lesson using the Three- Stage Practice.

**I. Mechanical Practice**

Sentence stress:

1. In any utterance content words take primary stress but function words do not.
  - My 'friend 'Bob is a 'funny 'person.
  - Their 'neighbour 'saved a 'child from a 'burning 'flat.
  - She is 'working at her com'puter.
  - Did you 'go to the 'movies?
2. Function words are pronounced in a reduced form.
  - They have hunted a big duck. **They / v/ hunted /ə /big duck.**
  - She was looking for a flat to rent. **She /wəz/ looking /fər ə/ flat /tə/ rent.**
  - There is a bird on the fence. **There is /ə/ bird on /ðə/ fence.**
3. Contrastive stress is used with the new information.
  - Where is 'Jack? Jack is at 'home. ("Jack" in the 1<sup>st</sup> sentence takes primary stress but in the 2<sup>nd</sup> sentence it does not.)
  - The 'basket was 'full of 'things to 'eat. In the basket there is some 'bread, 'apples, 'bars of 'chocolate, 'bottles of 'juice. ("basket" is repeated in the 2<sup>nd</sup> sentence so it is not stressed.)

**II. Meaningful Practice**

Pair work: Suppose that your friend is fond of tourism. Ask him/her about his/her last journey. (Use the questions in the cue card):

- Where did you go last summer?
- Were you alone or with someone? Your family, friends, relatives?
- How many days did you spend there?
- Did you visit any interesting places there?
- What famous places did you visit?

(These and other questions that can be improvised by the learners themselves can be used to practice sentence stress in a situation that simulates what can happen in real life. The students can then exchange roles.)

**III. Communicative Practice**

Group Work: Discuss with your friends places where tourists like to go when they (or you) visit a country, e.g., theaters, zoo, museums, galleries, cafes and restaurants, etc.

Source: Saeed (2017) based on Richards (2006:17).

**Describing pictures:** An alternative approach to incorporating images into a speaking exercise involves providing students with a single picture and encouraging them to elucidate its content. In this exercise, students are organized into groups, each assigned a distinct picture. Subsequently, students within each group engage in a discussion about the respective picture, and a designated representative from each group provides a description of the image to the entire class. This particular activity promotes the development of learners' creativity, imagination, and their proficiency in public speaking, as outlined by Kayi (2006).

Another exercise that falls under the category of picture description involves identifying disparities between images. In this activity, students collaborate in pairs, with each pair being presented with two distinct pictures. For instance, one pair may receive a picture of boys playing football, while the other receives a picture of girls on a journey to the beach. Within their respective pairs, students engage in a

dialogue to explore both the commonalities and distinctions found in the images. See figure 7.

**Reading aloud a short text:** One effective method for enhancing communication skills is the practice of learning proper pronunciation by engaging in the activity of reading aloud to prevent mispronunciations. This particular activity is designed to enhance English pronunciation through the oral recitation of concise written passages. According to Nurani and Rosyada (2015), precise pronunciation empowers individuals to convey their thoughts with confidence when communicating with others. Hence, the reading aloud technique is deemed a valuable approach to address the participants' needs in pronunciation improvement.

This exercise not only enhances learners' comprehension but also encourages them to read, facilitating the identification of their ability to correctly enunciate unfamiliar words, phrases, and sentences. Therefore, the advantages of reading aloud are multifaceted, with one notable benefit being the increased motivation of students to read and expand their knowledge on specific subjects.

Incorporating the practice of reading aloud is intended to encourage learners to become more participatory and interactive in real-life communication scenarios. This communicative exercise serves as a valuable platform for initiating discussions on various life-related subjects, topics currently under study, and language itself. Consequently, students have the opportunity to express their enthusiasm for reading, fostering a more engaging and dynamic learning environment.

**Giving an opinion:** The primary objective of this activity is to facilitate the drawing of conclusions, the exchange of ideas pertaining to various events, or the exploration of potential solutions within the context of group discussions or classroom settings. Prior to expressing their viewpoints, it is crucial to establish a clear purpose for the activity. This ensures that the perspectives shared align with the intended purpose, preventing students from engaging in irrelevant discussions.

For instance, one approach involves students participating in agree/disagree debates. In such a scenario, the teacher can assemble groups of students, ideally comprising 4 to 5 members each, and furnish them with contentious statements, such as "people learn best during their holidays versus people learn best when they do not have vacations." Subsequently, each group dedicates a specified time frame to deliberate on their respective topic and subsequently presents their opinions to the class.

Equally distributing speaking opportunities among all group members is a key aspect to consider. Ultimately, the class collectively determines the winning group, which effectively articulated and defended their viewpoint. This exercise not only encourages critical thinking and rapid decision-making but also imparts the valuable skill of articulating and justifying one's perspective in a courteous manner, even in situations of disagreement with others.

In line with the guidance provided by Kayi (2006), an effective opinion-sharing activity is best conducted in smaller groups, as larger groups may discourage quieter students from participating. Group composition can be either determined by the teacher or selected by the students themselves. To ensure a diverse learning experience, it is advisable to rearrange the groups for each activity, enabling students to collaborate with different peers and fostering an openness to varying viewpoints. Additionally, students should consistently be encouraged to ask questions, rephrase concepts, express support, seek clarification, and engage in similar interactive behaviors to facilitate meaningful communication and a richer exchange of ideas.

**Social interaction activities:** One of the factors that determines the developing of speaking skills is the interpretation of the social situation in which communication takes place, it means communication is not only functional meaning, it also carries out social meaning (Littlewood, William, & Swan, 1981). The linguistic characteristics of a communication are intrinsically shaped by the social context, which means that language can play a pivotal role in defining the social dynamics of the interaction. For instance, the degree of formality within a communication can

undergo significant alterations depending on the prevailing social situation during the exchange.

Conversely, according to Cummings and Blatherwick (2017), social interaction is deemed a fundamental instrument for the acquisition of a second language. They believed that social interaction needs three important elements such as:

1. **Student-centered activities:** Learners can actively apply their acquired knowledge and derive mutual benefits by actively engaging with each other, taking on the central role in their own educational journey.
2. **Teamwork activity:** the benefit to work with a partner has a positive impact because it helps to learn from each other and interact among them. This thought is supported by Smith (2013) “working with others to formulate and solve problems and accomplish joint tasks is critical to success” (p. xi). In other words, teamwork helps not only in the education process but also in the future because learners will work with their university mates or colleagues in a good communicative way.
3. **Meta-social:** This aspect provides students with the chance to engage, collaborate, and collaborate with their peers. It also helps to build their self-aware, reflective, or referential in social interaction when they are exposed to a foreign language. (Arroyo & Sánchez, 2022).

Finally, EFL learners need to avoid individualistic activities and try to negotiate with one another cooperatively. As a result, students feel more comfortable when they listen to their classmates making mistakes and correcting their peers in improving their speaking skills (Richards & Rodgers, 2001). On the other hand, the teachers’ role is to facilitate the learning process considering mistakes are part of this growth rather than asking for correct grammar structure. This way, students are not anxious because they feel encouraged to start learning and accept their own mistakes and correct them accordingly by relying on the teacher as a facilitator of the learning process in the classroom.

## CHAPTER II. METHODOLOGY DESIGN

### 2.1. Research approach

The current study is characterized as an action-oriented research endeavor that employs a qualitative and quantitative approach. It places a central emphasis on the active involvement of the study's participants. This form of research, commonly referred to as Participatory Action Research (PAR), is rooted in the following principles:

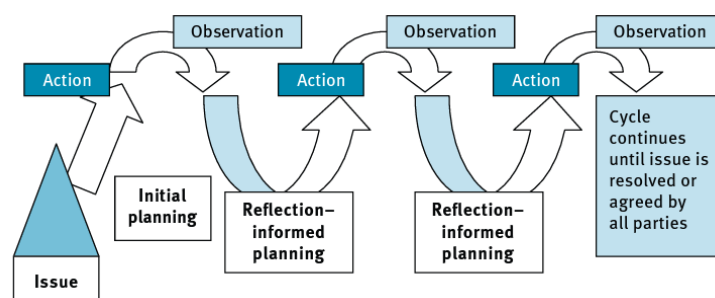
**Action:** it means the investigation involves component that seeks to generate a positive change.

**Participation:** t requires the balance among cooperative enquiry, action science and action learning. It is used for improving conditions and practices in different environments (Koshy & Waterman, 2010).

In other words, it involves a systematic process of examining the data and it is based on collaborative and participatory nature. PAR is intended to have some real-world effect in a specific community of interest. It operates in an iterative and cyclical mode such as planning, acting, observing and reflecting (Walker, 1993). The following diagram shows how PAR operates. See figure 6.

**Figure 6**

*The iterative cycle of participatory action research.*



Source: Walker (1993).

The cycle follows these steps:

1. The initial step involves the community identifying a problem, issue, or aspiration.
2. Subsequently, the research community and the researcher collaborate to formulate a plan for addressing the identified issue.
3. The research plan is then implemented in practice.
4. The researcher maintains a vested interest in the outcomes of the investigation.

This study combines both qualitative and quantitative research methodologies, as it involves the interpretation and comprehension of data. The qualitative aspect focuses on grasping the meanings, opinions, and experiences, and it is facilitated through a thorough literature review aimed at exploring and elucidating definitions. In contrast, the quantitative dimension deals with numerical variables and employs graphs, utilizing the SPSS program to test, validate theories, and establish the overall focal point of the research. The quantitative method detects object information and research subjects. Quantitative approach interrelates perspectives and captures the singularity and the uniqueness of the "educational fact".

In addition, the mix of these methods are focused on daily events in special situations, whose experiences are following practices including inductive and interpretive procedures different to the point that the reality is a phenomenon that is constructed in getting research. The quali-quantitative method has the ability to reach the complete understanding of the problem of investigation on the basis of different procedures. See table 1.

**Table 1***Quali-quantitative approach in educational research*

<b>QUALITATIVE INTERPRETIVE</b>	<b>QUANTITATIVE MEASUREMENT</b>
<b>APPROACHES</b>	
Ecological (phenomenological, ethnographic, etc)	Experimental, empirical
Narrative	Statistical
<b>KEYWORDS</b>	
Complexity	Simplification and specificity
Experiential; situatedness	Recurrence phenomena
Processuality	Temporality defined a priori
Subjective interpretation of the data	Objectivity data
<b>THEORIES</b>	
Symbolic interactionism	Functionalism
Phenomenological theory	Logical empiricism
Ethnomethodological theory	Realism
Social constructivism	Positivism, etc.
Grounded Theory, etc.	
<b>AIMS</b>	
Descriptions of multiple realities	Definition of limited facts
Beware of experiential data	Descriptions statistics
Inductive analysis and creative synthesis	Generalizations of data
Development of interpretation in the making, and so on.	Formal procedures and predetermined, and so on.
<b>RESEARCH DESIGN</b>	
In fleri	Specifically determined
Flexible	Structured
<b>RESEARCH TECHNIQUES</b>	
Observation (observation grids)	Experimentation (methodologies comparison between experimental groups and control groups)
Free and semi-structured interviews (choice of questions)	Multiple-choice questions
Action research (planning and operational sequence of steps)	Cluster analysis
Self-report	Correlational research
Focus group	
Case studies	

Role-playing	
<b>DATA ANALYSIS</b>	
Inductive analysis	Deductive analysis
Subjective interpretations / groupal data	Control objective variables Collection of statistical data
Reliability of interpretations	Objective validity of the results

Source: Marzano, Vegliante & De Angelis, 2015

This study wants to answer the following questions:

- What are students' difficulties to speak in English?
- What type of activities do students prefer for speaking?
- What are students' perspectives of role-plays?

This research involved the participation of 47 students enrolled in the first year of Bachillerato General Unificado (BGU) at Combatientes de Tapi High School in Riobamba city. These students were divided into two groups: the experimental group, which consisted of 23 students, and the control group, which comprised 24 students, resulting in a total of 47 participants. The students' ages typically ranged between 15 and 16 years old, as indicated in Table 2. A significant majority, 82% of the students, belonged to the middle socio-economic class, while a small fraction, 3%, belonged to the high socio-economic class. A high percentage of participants which have access to the technology, 43% of students have access to technology by desktop, 39 % used laptops and 18% used smartphones.

**Table 2**

*Age distribution of participants*

Age distribution of participants				
Groups		Experimental Group	Control Group	Total
Age	15	19	18	37
	16	15	16	31
Total		34	34	68

Source: Author

In addition, both groups had the same exposure to English through Communicative approach activities (role plays, conversations). Similarly, the learners came from the

same country, it is reasonable to assume that they shared identical EFL background.

**Data collection:** The instruments used during the investigation were:

**Survey:** The data acquisition process involved the utilization of Google Forms for information gathering. Each student, within the confines of the high school's computer lab, meticulously perused the posed inquiries and provided responses. Notably, the survey methodology entailed a direct, face-to-face interaction with the participants, wherein explicit consent for their involvement was obtained. The questionnaire encompassed approximately 30 inquiries, encompassing both personal details and the respondents' perspectives on English language usage. Furthermore, participants were queried about the nature of activities undertaken in their English classes. To mitigate potential misinterpretations, the survey was presented in both English and Spanish. See Figure 10.

**Pre-test:** A preliminary assessment, or pre-test, was administered concurrently to both experimental and control groups to ascertain the initial proficiency levels of the students in spoken English. Subsequently, the experimental group underwent instruction in English guided by the Communicative Approach, while the control group adhered to the traditional approach. The assessment methodology adopted adhered to the assessment principles delineated by Cambridge English (2016), which encompass validity, reliability, impact, and practicality.

The principle of validity emphasizes the production of scores or outcomes that accurately reflect the test taker's genuine level of linguistic proficiency. The reliability principle underscores the necessity for results to exhibit stability, consistency, and freedom from measurement errors. The impact principle pertains to the effects and consequences that the tests impart on the test takers. Lastly, the practicality principle considers factors such as available resources, financial constraints, time limitations, and the ease of test administration, scoring, and interpretation. These principles collectively formed the framework guiding the assessment procedures in the study.

All aforementioned assessment principles were meticulously considered during the test design phase. The primary objective of the pre-tests was to ascertain the initial speaking proficiency levels of the participants. The selection of test items was undertaken with due regard to the cognitive and linguistic difficulty levels pertinent to the learners. This deliberate consideration of assessment principles aimed to ensure that the designed test was not only aligned with the objectives of accurately gauging speaking proficiency but also sensitive to the cognitive and linguistic challenges inherent to the student cohort. In addition, this instrument includes a speaking rubric based on CEFR model. It has 3 questions. See Figure 3, 4 and Table 3.

**Table 3**

*Speaking rubric*

	1	2	3	4	5
<b>Pronunciation and intonation</b>	The enunciation is deficient, resulting in an articulation that is challenging to comprehend. There is a noticeable absence of endeavor directed towards attaining a native accent.	The pronunciation is satisfactory; however, there is a lack of effort directed towards achieving a native accent.	The pronunciation is commendable, with some attempt to incorporate an accent; however, it remains distinctly non-native.	The pronunciation is commendable, and there is a noteworthy effort evident in adopting a favorable accent.	The pronunciation is exemplary, accompanied by a commendable and dedicated effort in achieving a favorable accent.
<b>Comprehensibility</b>	The majority of the reading is not	Certain segments of the reading are understandable,	The reading is generally comprehensible, but it	The reading is easily understandable,	The reading is readily comprehensible,

	intelligible to the listener.	while others necessitate interpretation on the part of the listener.	demands considerable interpretation on the part of the listener.	demanding only minimal interpretation from the listener.	necessitating no interpretation on the part of the listener.
<b>Grammar</b>	Grammatical errors, even in basic structures, are recurrent, leading to a lack of clarity in conveying meaning.	There are frequent grammatical errors present, even in simple structures, which, at times, obscure the intended meaning.	There is a recurrence of grammatical errors, yet they do not hinder the understanding of the intended meaning. Additionally, there is limited variation in sentence structures.	Certain grammatical errors are evident, potentially stemming from an attempt to introduce variety in sentence structures.	The accuracy and diversity of grammatical structures are notable.
<b>Vocabulary</b>	There is a lack of proficiency in language control, and the employed vocabulary does not align appropriately with the given task.	There is a weakness in language control, characterized by the utilization of elementary vocabulary. Moreover, certain words are notably absent or insufficiently employed.	Language control is satisfactory, but there is a deficiency in the range of vocabulary employed.	Language control is commendable, accompanied by a broad and judiciously chosen range of vocabulary.	Excellent control of language features; a wide range of well-chosen vocabulary.
<b>Fluency</b>	Speech is slow, hesitant & strained except for short memorized	Speech is frequently hesitant with some sentences left	Speech is relatively smooth; some hesitation and unevenness caused by	Smooth and fluid speech; few hesitations; a slight search for words;	There is an exceptional mastery of language features, coupled with

	phrases; difficult to perceive continuity in speech; inaudible.	uncompleted; volume very soft.	rephrasing and searching for words; volume wavers.	inaudible word or two	an extensive selection of meticulously chosen vocabulary.
<b>Details</b>	The description is so deficient that the listener is unable to comprehend.	The description is deficient in certain crucial details, rendering it challenging for the listener to grasp fully.	The description is sufficient, though there is a need for the inclusion of additional details to enhance clarity.	The description is at a commendable level, encompassing all the requisite information.	The description is of an exceptional standard, surpassing the necessary details by incorporating additional pertinent information.

Source: Summarized and modified from Duran, Aktay & Oğuzhan (2021).

## 2.2. Analysis of information

The data analysis was conducted using the SPSS program. Each scale within the survey underwent coding, as delineated in Table 1. Individual items were assigned numerical codes, such that, for instance, the statement "I have done it" corresponds to code 4, while "I don't like this type of activity" corresponds to code 1. The analysis of results involved participants responding to questions based on their perspectives on role-plays. In this context, the selection of responses such as "totally disagree" corresponds to the numerical value 1, indicating a view that working in pairs is not beneficial. Conversely, opting for "totally agree," assigned a numerical value of 5, signifies the belief that working in pairs is highly advantageous for the participants. Furthermore, participants responded to inquiries regarding students' challenges in English speaking and the preferred activities for enhancing speaking skills. Subsequently, the data analysis involved calculating the mean for each item, with the exclusion of irrelevant results. See table 4.

**Table 4***Code for the scales of the survey*

Scale	Code	Scale	Code
I don't like this type of activity.	1	Totally disagree	1
I would like to do it.	2	Disagree	2
I haven't done it.	3	Neutral	3
I have done it.	4	Agree	4
		Totally agree	5

Source: Author

### 2.3. Research proposal

This section was constructed by notes including class plans, transcription recording and written test. Conversely, the independent variable is characterized by two conditions: an experimental condition wherein students engaged in speaking skill exercises aligned with the principles of the Communicative Approach (CA), and a control condition where learners practiced speaking using traditional methods.

Both groups received an equivalent number of instructional hours, comprising two sessions per week, each lasting thirty minutes, over a span of two weeks. The dependent variable is speaking skill of both groups in the learning process, the theme was "Vacation". Every class, the teacher got five minutes to greet and give a warm welcome to the students. Subsequently, the teachers allocated five minutes for attendance verification, followed by an additional five minutes dedicated to providing an overview of the general content. Students were then allotted fifteen minutes to engage in their assigned tasks and present their findings. The remaining five minutes were utilized by the teacher to address any queries and offer clarifications on the subject matter.

The experimental group employed the Communicative Language Teaching (CLT) learning cycle. At the commencement of each session, the teacher introduced

several communicative language functions, such as greetings, apologies, and making excuses. Basic expressions for conveying forgiveness, appreciation, joy, and the like were also imparted. The instructional approach primarily involved implicit teaching methods (inductive), with occasional employment of explicit techniques (deductive). As noted by Tongue and Gibbons (1982), the utilization of common phrases is deemed an essential component of communicative competence. In essence, learners acquired language structures through engagement in group interactions, with participation being encouraged rather than enforced.

Moreover, this research centered on the integration of dialogues within the classes, utilizing diverse and authentic speaking materials. Within the classroom setting, students collaborated in groups of four or five to facilitate the practice of conversations and dialogues. Consequently, the teacher played a pivotal role in introducing and guiding communicative activities. In this context, the teacher's function was to observe and monitor while students engaged in the assigned tasks, as illustrated in Figure 7. According to Taylor (1983), educators are required to furnish forms for expressing greetings, elucidate structures, supply vocabulary, identify errors, and perform similar instructional functions.

Additionally, the lesson plans included comprehensible input, building of background knowledge and strategies for the classroom. Finally, the proposal was conducted based on the role of students, the role of teachers and the communicative activities.

**Communicative classroom:** The communicative classroom possesses distinct characteristics that set it apart from a non-communicative counterpart. As posited by Taylor (1983), a communicative classroom necessitates an environment wherein learners take the initiative to communicate comfortably. This environment facilitates learners in expressing themselves fluently and freely in the target language, emphasizing the practical and real-world application of language skills in everyday situations. Tait (2001) further emphasized that communicative activities foster meaningful and purposeful interactions among students. They also help to find out

opinions, ask for and give real information. Basically, these communicative activities have the following characteristics (Longman English Language Teaching, 2007):

1. Motivation to communicate
2. Purpose for communicating
3. Emphasis on language content over language forms.
4. Incorporation of a diverse range of language expressions.
5. Minimal teacher intervention.

**Speaking activities:** the students should be encouraged to work together with their classmates and teachers. There are specific tasks for doing Finocchiaro and Brumfit (1983) propose some specific activities to develop the speaking skills:

1. Providing instructions to fellow students.
2. Generating authentic sentences with communicative expression structures.
3. Asking for and giving information about reading or common experience.
4. Describing pictures. See Figure 7.
5. Telling or retelling a well-known story or experience.
6. Presenting a pre-prepared topic.
7. Designing realistic conversation about interesting topics.
8. Engaging in oral group activities, including debates, discussions, and forums, requiring attentive listening to preceding speakers.
9. Providing a summary in the target language concerning newspapers, articles, etc.

**Role plays activities:** They reassure the practice of the language and the aspects of role behavior (Livingstone, 1983). This form of impromptu dramatic activity delves into and highlights social issues, aiming to offer both participants and observers a learning experience. According to Krish (2001), role plays exhibit a highly adaptable learning approach, fostering a broad range of variation and imagination. In essence, the utilization of role plays in classrooms holds significance due to its positive outcomes, including heightened self-esteem and effective learning, the opportunity for autonomous language use without direct teacher control, enhancement and

exploration of speaking skills in diverse contexts, and facilitation of interpersonal interaction.

Additionally, role plays are a kind of mask for shy learners who have difficulties to express their thoughts, feelings, emotions and opinions in a conversation. Finally, the negative when applying role plays in classrooms with a big a number of students is the noise created, which means long time for planning (Livingstone, 1983). As shown figure 9, there is a group of students that participate in role plays with the topic "vacations" and the psychological dimension impact.

### **CLT teaching cycle**

Speaking is defined as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). It holds paramount significance in the realm of second language acquisition and instruction. Regrettably, the teaching of speaking has historically been marginalized, with English language educators often resorting to repetitive drills or the memorization of grammar rules when addressing this vital aspect of language learning. See Figure 8. However, this globalized world requires that teaching speaking have to engage and improve students' communicative skills.

Students, through speaking activities, can articulate their thoughts and acquire an understanding of the social and cultural norms applicable in various communicative situations. To facilitate optimal second language speaking proficiency, the subsequent speaking activities are presented below. According to Richards (2006) suggested three phases for CLT method, such as:

**Mechanical practice:** The initial phase encompasses controlled activities characterized by repetition and substitution drills. These activities are formulated to reinforce the application of specific grammatical items, involving sentence completion. Typically, they entail grammar exercises in isolation, though they may lack authentic language negotiation. To effectively develop this phase, adherence to the following actions is essential:

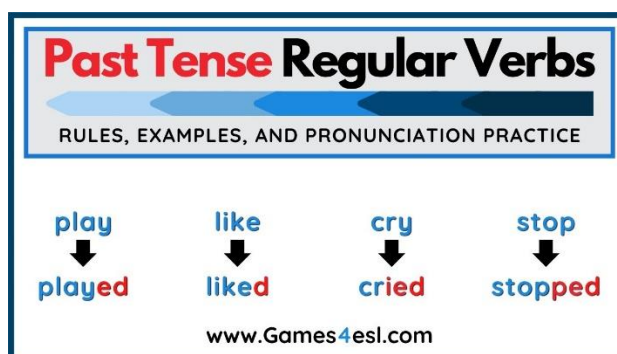
**Modeling:** During the initial phase, the teacher may generate sentences or sequences of sentences in the form of a short story or conversation. Alternatively, they can utilize recorded materials that incorporate the targeted linguistic features. This particular action is implemented within the warm-up section, as outlined in the lesson plan.

**Imitation / shadowing:** During this phase, students have the opportunity to individually or collectively imitate the teacher. Through this process of imitation and repetition, students hone their articulatory skills, fostering the accurate production of targeted linguistic elements. In the context of a Communicative Language Teaching (CLT) lesson plan, this action is implemented when students watch a video and are required to repeat specific expressions.

**Rules and visual / physical aids:** During this foundational stage, the teacher may present a set of rules in simplified language, offering students guidance on the proper usage and forms of linguistic aspects. For instance, the conjugation of regular and irregular verbs in the past tense could be emphasized within sentences (e.g., "Bill gave a big box to his mother in the last holiday."). Additionally, activities may integrate visual cues with kinesthetic cues, employing techniques such as exaggeration, tapping, waving, and so forth, to assist students in internalizing sentence stress and linking. Visual aids such as pictures, tables, phonetic symbols, and marks can be effectively utilized to aid learners in conceptualizing the instructional points.

**Figure 7**

*Regular past tense verbs/ simple past tense rules, examples, and pronunciation practice*



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

For example, to show the past tense in regular verbs can be highlighted the ending “ed, d, ied” of each verb.

**Listening activities:** This stage is divided in two steps; identification and gap fill. During identification step, the learners can listen to record speech or short conversation and they need to identify words, contrastive stress, weak forms, etc. Another activity involves dictating pairs of similar verbs, particularly focusing on irregular verbs. Learners are tasked with identifying the verb being read and discerning whether it is in its present or past form on a worksheet.

This activity serves to reinforce the understanding and application of verb conjugations in different tenses. The second step is gap fill, this activity allows the teacher to prepare a list of verbs, a worksheet, and sentences with blanks for regular and irregular verbs. In this activity, students read sentences aloud, prompting the class to provide the missing words. This interactive approach encourages active participation and collaboration among students, fostering a dynamic learning environment.

**Gap fill:** The teacher can create a worksheet containing sentences with blanks for function words and weak-form words. During this activity, the teacher reads these sentences aloud, prompting students to fill in the missing words. Below are examples that illustrate this step. See Figure 8.

**Figure 8***Regular and irregular verbs.*

Exercise 1

Direction: Fill the correct forms of these regular or irregular verbs in blank

1. I (begin)  the new project last week.
2. You (push)  the cart too hard and it crashed.
3. Jim and I (move)  the furniture in July, 2010.
4. The pelicans (find)  lots of fish to eat Thursday afternoon.
5. Our teacher (send)  the box to Oregon a week ago.
6. Jennifer (bake)  a lot of cookies for that party.
7. The lion (spend)  the night hunting.
8. The girl (stand)  in the rain for five minutes.
9. Callie (act)  in the play last fall.
10. Steven (give)  a donation five years ago.

Name:  Number  M.

Source: Worksheets: <https://es.liveworksheets.com/cg2246150qh>

**Reading aloud activities:** This activity involves the utilization of short texts and excerpts from articles in newspapers and magazines. The objective is to train students to produce specific features and phonological processes within a contextual framework. This approach aims to integrate language learning with authentic and real-world applications, enhancing the practical use of language skills.

**Telegrams activity:** Students can engage in a task aimed at practicing the differentiation between regular and irregular verbs. In this exercise, they are tasked with composing a telegram using details provided by the teacher. To illustrate the application of this activity, an example from Mendelson Burns (1992:202) is employed:

**To:** Your friend in New York.

**Message:** My aunt arrived to Ecuador the last Sunday from Tokyo. Please meet her at Hilton Colon Hotel and translate for her.

The students, working in pairs, attempt to create the shortest telegram, while still preserving the meaning of the message. These attempts can be written on the board, with a discussion of the relative merits of each pair's response.

The students should come up with:

Aunt arrived last Sunday from Tokyo. Meet Hilton Colon Hotel, help to translate

Following the completion of the telegraph task, the teacher can read the entire original message aloud, prompting students to listen attentively. This activity, conducted during the second session of the class, allows students to practice both pronunciation and vocabulary related to the past tense.

**Meaningful practice:** this stage refers to controlled activities where students are required to make meaningful choices when carrying out practice. It is divided in different activities.

**Dialogues and role plays:** Role-playing activities involve assigning roles to students who then improvise a scene or exchange based on provided information or clues. In these activities, students can either create their own dialogues or utilize ones provided by the instructor. For instance, a group of students may engage in a role play wherein they work in groups of five, focusing on the topic "Last Holiday." It is important to include past simple, positive, negative sentences, expressions for past simple (Richards, 2006:15).

**Information-gathering activities:** involve students in conducting surveys, interviews, and searches to collect information (Richards, 2006:19). For instance, a pair of students may be assigned the task of conducting an interview with teachers and friends, wherein they improvise a list of questions. Potential questions might include: When did you start your career? At what age? Who was the first to discover your talent? This activity not only enhances students' communicative practice but also relies on language material improvised by the students based on the situation they are addressing.

**Communicative practice:** This stage is dedicated to fostering language production, characterized by spontaneity and authenticity, as genuine meaning negotiation emerges within real communication contexts involving the exchange of actual information (Richards, 2015). The ensuing activities are employed during this stage.

**Drama-technique activities:** Drama serves as a conduit connecting the classroom to the wider world, facilitating the development of learners' speaking skills through communicative activities (Archibald, 1992). Through the utilization of these techniques, various skills can be enhanced, including learners' articulation, control of pitch, rate, and volume of their voices, along with an increase in self-confidence. The theatrical enactment of episodes contributes to raising students' awareness of sentence stress, contrastive stress, weak forms, intonation, and other linguistic elements.

**Free discussion:** This activity can be effectively utilized by a pronunciation teacher by proposing specific topics and assigning students to prepare for a free discussion on those subjects. For example, learners might be tasked with discussing the details, background, and context in which role plays are performed. The outlined techniques can be modified by the teacher to ensure that their implementation aligns with the intended objective.

**Table 5**

CLT Lesson plan

1. INFORMATION DATA:							
Area:	English as a Foreign Language	Asignatura:	English	Course	1st Bachillerato	Parallels:	A,B,C
Teacher:	Lic. Susana Chacha						
Nª Unit:	2	Unit Title:	Vacations	Time		Start	Finish
				2 weeks	2 Periods	26/10/2022	3/11/2022
2. PLANNING							
UNIT SPECIFIC OBJETIVES							
To talk about last holiday and put into practice the vocabulary and grammar structure learnt about the topic by the development of reading, listening, and speaking tasks, so students are able to improve language skills.							
EVALUATION CRITERIA AND INDICATORS							
<p>Instrument: Written Techniques Reading: Recognize the vocabulary Listening: Practice simple words and the vocabulary about Go shopping Speaking: Identify the vocabulary and express examples of the class. Writing: Name the vocabulary</p> <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> <li>- Workshops</li> <li>- Group work</li> <li>- Individual classwork</li> <li>- Homework</li> <li>- Writing lesson</li> <li>- Oral lesson</li> </ul>							
3. TRANSVERSAL AXES:							
INSTITUTIONAL AXES				AXES OF GOOD LIVING			
INNOVATION • JUSTICE • SOLIDARITY • FAITH • FRATERNITY • COMMITMENT				It`s important to be polite. It`s nice to help your friends. It`s good to hear your friends' suggestions.			

<ul style="list-style-type: none"> <li>• SERVICE</li> <li>• SOLIDARITY</li> </ul>	
SKILLS AND PERFORMANCE CRITERIA	EVALUATION INDICATORS
<p><i>Communication and cultural awareness</i>  <b>EFL 5.1.2.</b> Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.  Oral communication  <b>EFL 5.2.5.</b> Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear.  <i>Writing</i>  <b>EFL 5.5.5.</b> Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard</p>	<p><i>Communication and cultural awareness</i>  I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3)  Oral communication  I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4)  <i>Writing</i>  I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>

OBJECTIVES	LANGUAGE AND FUNCTIONS	PROCEDURES	ATTITUDES AND VALUES	TIME	EVALUATION CRITERIA	MATERIALS
<p><b>Speaking objective</b>  Expressing opinion, comments and personal experience about Last holiday and past simple</p> <p><b>Writing objective</b>  Writing short answers about personal experience and role plays using Past simple.</p> <p><b>Oral communication and cultural awareness</b></p>	<p><b>Language</b>  Past simple  Regular and irregular verbs  Auxiliary “did”  Expressions for past simple</p> <p><b>Functions</b>  Asking for and giving information about last holiday</p>	<p><b>WARM UP</b>  <i>Knock the table activity</i>  Teacher asks some questions about their last holiday. Students have to answer those questions using past simple and real statistics in Ecuador about the last holiday.</p> <ol style="list-style-type: none"> <li>1. What was the main of transportation used during the holiday?</li> <li>2. What was the most common place visited by people during the holiday?</li> <li>3. What were the most common activities during the holiday?</li> </ol>	<p>Respect toward other people</p> <p>Respect for other people’s feelings and ideas</p>	<p>7 min</p> <p>8 min</p>	<p>Learners are able to share</p>	<p>Computer  Projector</p>

<p>Sharing personal experience about Last holiday and students' favorite places to visit.</p>	<p>Using past simple</p>	<p>If the students use in the correct way the past simple and real information, he or she wins a point.</p> <p><b>MECHANICAL</b> Teacher plays a video in order to introduce the topic past simple. <a href="https://www.youtube.com/watch?v=q3JE4ElweDE">https://www.youtube.com/watch?v=q3JE4ElweDE</a></p> <p>Rules and Visual /Physical aids: Students have to share some activities that they did during the last holiday using the past simple.</p> <div data-bbox="920 528 1184 679" style="border: 1px solid black; width: 100px; height: 95px; margin: 10px auto;"> <p style="font-size: 8px; color: red; text-align: center;">No se puede mostrar la imagen.</p> </div> <p>Gap fill activity: One student for each column needs to read aloud the sentence, and the rest of the class help to complete the idea with a correct verb (regular-irregular)</p> <div data-bbox="958 836 1140 1090" style="font-size: 8px; margin: 10px auto;"> <p style="text-align: center;"><u>Exercise 1</u></p> <p>Direction Fill the correct forms of these regular or irregular verbs in blank.</p> <ol style="list-style-type: none"> <li>1. I (buy) _____ the new project last week.</li> <li>2. You (wash) _____ the car too hard and it crashed.</li> <li>3. Jim and I (move) _____ the furniture in July, 2010.</li> <li>4. The pelicans (find) _____ sets of fish to eat Thursday afternoons.</li> <li>5. Our teacher (send) _____ the box to Oregon a week ago.</li> <li>6. Jennifer (bake) _____ a lot of cookies for that party.</li> <li>7. The lion (open) _____ the right hunting.</li> <li>8. The girl (start) _____ in the race for five minutes.</li> <li>9. Galie (act) _____ in the play last fall.</li> <li>10. Steven (give) _____ a donation five years ago.</li> </ol> <p>Name _____ Number _____ M _____</p> </div> <p><b>MEANINGFUL</b> Role plays: Students have to work in groups of five and construct a role play using the topic "Last Holiday". It is important to include past simple, positive, negative sentences, expressions for past simple.</p>		<p>some examples from the video</p> <p>Students are able to complete some activities related to the topic using simple past.</p> <p>10 min</p> <p>Students are able to participate actively through role-plays</p> <p>10 min</p> <p>Students are able to express opinions and</p>	<p>White board Notebooks</p> <p>Papers</p>
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		<p><b>COMMUNICATIVE PRACTICE</b> Free discussion: the learners have to discuss the details, background and the context where the role plays perform.</p>			real experience about role-plays	
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<b>MADE BY:</b>		<b>REVISED BY:</b>		<b>APPROVED BY:</b>		<b>APPROVED BY:</b>
Lic. Susana Chacha		Lic. Fabiola Nauñay		Fabiola Nauñay		Dr. Daniel London

Source: Author

## CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

### 3.1. Analysis of results

This research was carried out for two weeks by using 4 communicative strategies proposed by Finocchiaro and Brumfit (1983) such as role-plays, describing pictures, reading aloud a short text and giving an opinion for 2 weeks during 4 periods. This current study was based on communicate activities to develop the speaking skill. The topic “Christmas Holiday” matched with the period of vacation during December and learners could talk about them comfortably.

#### **Weekly changes occurring in psychological dimension**

**Analysis:** In the first week, the students worked in groups of four and were asked to express their opinions about the following statement “Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion”. The second session, learners worked in describing a photo. See figure 7. In the initial week, the activities underwent evaluation with a focus on the psychological dimension. During this period, 26 students changed negatively in the speaking activity while 8 learners changed positively in this preliminary task.

At the end of the second session, there were minimum changes, however, 9 learners showed positively during this period. The most common mistake made by 25 students were found in reflecting their uncomfortable feelings when someone is listening them during the first communicative activities. See Table N° 5.

The second week was planned to work in pairs using the role play activity and reading a text aloud. In the first session, the learners worked in groups and practiced a dialogue where they had to describe their vacations and the use of grammar and vocabulary related to this topic. Each student had the opportunity to participate in the role-play activity which lasted from 4 to 5 minutes per group. In the second session, the students had to read aloud a piece of text. In this activity, learners were

prompted to read the text aloud under the guidance of the researcher. Each student read individually for one or two minutes the text assigned.

After the second week, there were some changes identified during this period of time. For instance, 19 students showed negative behavior towards to the activities such as less participation, limited speaking intervention. However, during the last session, there were a lot of changes, just 6 learners reflected decreased willingness to speak and participate. A majority exhibited a positive change in all the items within the psychological dimension.

See Table N° 6 about the developmental status of the students in speech in terms of psychological dimension at the beginning and at the end of the experiment. The codes were: 1=Never, 2= Rarely, 3=Sometimes, 4=Often, 5=Usually, and 6= Always.

**Table 6**

*The developmental status of the students in the psychological dimension*

Psychological Items	Week 1				Week 2			
	Session1		Session 2		Session 1		Session 2	
	N° Ss'	%	N° Ss'	%	N° Ss'	%	N° Ss'	%
The child looks nervous	10	29%	8	24%	7	21%	3	9%
The child reflects his/her emotion	4	12%	6	18%	10	29%	12	35%
The child seems willing to talk	8	24%	9	26%	12	35%	16	47%
While the learner is talking, she/he is uncomfortable	12	35%	11	32%	5	15%	3	9%
Total	34	100%	34	100%	34	100%	34	100%

Source: Author

**Interpretation:** Dewaele (2017) posited that speakers often appear nervous and uncomfortable due to the persistent influence of anxiety among learners throughout the teaching-learning process. This anxiety can stem from various factors, including linguistic abilities, physiological reactions, interpersonal relationships, and specific

topics under discussion. Hence, 35% of the learners felt uncomfortable and nervous during the activities in the first week. Moreover, MacIntyre and Serroul (2015) propose that when learners encounter lexical or grammar difficulties, there emerges a dynamic interplay between motivation and anxiety.

As an illustration, the speaker may undergo recognizable physical reactions commonly associated with heightened anxiety, including perspiration, a rapid heartbeat, shaky limbs, and stomach discomfort. These symptoms create frustration, lack of motivation, declining the participation and lower willingness to communicate. It could happen when students memorize their presentations and have a limited level of vocabulary. On the other hand, just 12% of the students showed encouragement to participate in these communicative activities. One possible explanation is that they possessed prior experience and self-confidence in similar tasks, enabling them to articulate their thoughts effectively in the target language.

Al-Hebaish (2012) said that self-confidence is the essential factor that determines learner's willingness to participate in communicative activities. However, the percentage of motivated students changed in the second week and the 35% were interested to participating in role-plays and reading tasks because they were engaged in different oral activities according to the selected topic. They got experience and felt confident to speak in public. It means they worked hard, performed well and achieved academic progress. On the contrary, the students with a lack of self-confidence showed problems with their oral communication skills (Dewaele, 2017).

Along this investigation, the weekly fluctuations in the psychological dimension are readily apparent. Nonetheless, educators should consider incorporating everyday conversations into their teaching practices, as these interactions often serve the purpose of nurturing social relationships. Small talk, or phatic communication, typically involves standardized exchanges between individuals who may be unfamiliar with each other. These exchanges possess established beginnings and

endings, as well as relatively fixed conversational turns. Initiators of small talk often broach "safe" topics, such as discussing the weather.

For example, teachers often initiate the class by remarking, "Beautiful day, isn't it?" to which the response might be, "It is a nice day." Everyday conversations play a prominent role in spoken language, primarily serving to maintain social connections and sustain social channels. These conversations typically follow a standardized structure, commencing with greetings, followed by pleasantries (e.g., "I love your dress!") or discussions on benign topics such as the weather. As the conversation progresses, participants gradually prepare to conclude the interaction (e.g., "Oops, it's late, I'll start the class."), culminating in a farewell (e.g., "See you soon," "Talk to you soon," or "Bye").

### **Weekly changes occurring in physical dimension**

Analysis: During the first week, the activities were evaluated in terms of the physical dimension. There were some negative behaviors in the experimental group. In the first sessions, the students sat in circles and were asked to express their opinion about a specific topic "Christmas holiday" and they showed specific physical factors such as making eye contact (15%), sitting properly (65%), using gestures and mimics properly while speaking, adjusting his/her voice (15%), his/her voice tremble (76%), swallowing words (85%), using the same tone of voice in the sentences (91%) and taking long gulps (88%). See Table 6.

On the other hand, working in pairs was planned during the second week using role-plays and reading a text aloud. There were significant changes in physical dimensions after the first week, for instance, at the beginning, learners did not make eyes contact but in the second week 85% of the students make a positive eye contact with the researcher. In addition, an important change was their voice because during the first week the learners had a voice tremble (76%) but in the second week, this physical factor reduced at 50%. See table 7.

**Table 7**

*The developmental status of the students in the physical dimension.*

Physical Items	Week 1				Week 2			
	Session1		Session 2		Session 1		Session 2	
	N° Ss'	%	N° Ss'	%	N° Ss'	%	N° Ss'	%
The teenager makes eye contact with the listener.	5	15%	12	35%	18	53%	29	85%
The teenager is sitting properly.	22	65%	25	74%	29	85%	31	91%
The teenager uses gestures and mimics properly while speaking.	6	18%	15	44%	18	53%	24	71%
The teenager adjusts his/her tone of voice according to the content of the speech.	5	15%	10	29%	15	44%	26	76%
While the teenager is speaking, his/her voice tremble.	26	76%	23	68%	20	59%	17	50%
While the teenager is speaking, he/she swallows words.	29	85%	27	79%	23	68%	21	62%
The teenager starts and finishes the sentences with the same tone of voice.	31	91%	29	85%	27	79%	27	79%
While speaking, the teenager takes long gulps.	30	88%	29	85%	26	76%	24	71%

Source: Author

**Interpretation:** The physical factors observed in the first week include common speech mistakes such as word swallowing, sentence repetition, responding to questions with repeated sentences, and a decrease in comprehensibility. Ortega (2009) and Horwitz (1986) defined that learning a language compromises “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom

language learning arising from the uniqueness of the language learning process” (p. 128). Likewise, MacIntyre (1999) characterizes language anxiety as a sentiment involving stress, nervousness, emotional reactions, and concern associated with the acquisition of a second language.

On the other side, the second week had critical changes based on physical factors and one of them occurred while speaking, the teenager takes long pauses to express his thoughts. The average in the first week was 88% but during the last sessions the percentage decreased at 71%.

Various researchers agree that learning process compromises three primary resources: “the learner, the educator, and instructional practice” (Teimouri, Goetze & Plonsky, 2019, p. 371). However, these three resources—the learner, the educator, and instructional practice—require additional elements, including interpersonal and personal anxiety, learners' beliefs about learning a foreign language, classroom procedures, the application of teacher-centered methods, teachers' beliefs about language teaching, and language assessment (Young, 1991).

Hence, the classroom atmosphere, learner characteristics, the nature of the target language, and the foreign language learning process collectively contribute to mitigating anxiety among learners, fostering increased participation, and enhancing self-confidence in communicative activities.

On the other side, weekly fluctuations in the physical dimension vary across languages and cultures. To approach this, one may commence by observing the customs prevalent in the target language and comparing them to corresponding sociolinguistic norms in one's native language (L1). These distinctions are not always immediately apparent, underscoring the utility of instructional discussions. Politeness is a great tool to get a comfortable educational atmosphere.

Politeness manifests in various gradations, and a constructive initial step in acquiring polite communication skills is to cultivate an awareness of the diverse

expressions of politeness. For example, one may begin by assessing the levels of politeness in different expressions:

"Shut up!" / "Please be quiet!" / "Be quiet!"

"Ta gueule!" / "Silence." / "Tais-toi, s'il te plaît."

More intricate exercises entail scenarios with complications, where individuals must judiciously assess the degree of politeness and potential negative physical reactions during a conversation. An illustrative example is the task of requesting a friend to repay money borrowed a few weeks prior but left unpaid, as promised (Kim, 1994). Navigating such situations proficiently requires learners to have a fairly advanced command of the language and feel at ease in providing a suitable response to any given situation.

### **Weekly changes occurring in the grammar and spelling dimension**

**Analysis:** During the initial week, adverse alterations were observed in the academic performance of students concerning certain aspects within the grammar dimension. These elements encompassed an augmentation in the utilization of concise sentences, repetition of sentences, provision of brief responses to questions, a decline in the frequency of lengthy sentences, incorporation of more purposeful pauses in verbal exchanges, an anticipation of increased guidance during speech, and a reduction in the occurrence of subject-predicate relationships.

In the first session, they were asked to express their opinion about a specific statement and they showed specific grammar and spelling factors such as 79% of the students made short sentences, 82% repeated sentences (parrot talk), 85% of the teenagers used unnecessary words like “mmm, eee, “iii”, when answering questions, the learners chose short answers with yes or no (85%) and the 82% of the teenagers repeated sentences while answering questions. See Table N°7.

Subsequently, during the second week, students exhibited discernible positive transformations within the grammar dimension. Specific items that underwent slight

modifications included the propensity to produce superfluous sounds, providing succinct yes-no responses, and engaging in sentence repetition. Table N°8 delineates the developmental status concerning the grammar and spelling dimension both prior to and subsequent to the implementation of Communicative Language Teaching (CLT) activities.

**Table 8**

*The developmental status of the students in the grammar and spelling dimension .*

Grammar and spelling Items	Week 1				Week 2			
	Session1		Session 2		Session 1		Session 2	
	N° Ss'	%	N° Ss'	%	N° Ss'	%	N° Ss'	%
The teenager makes long sentences.	5	15%	5	15%	7	21%	11	32%
The teenager makes short sentences.	27	79%	26	76%	24	71%	19	56%
The teenager uses unnecessary words causing problems in expression.	27	79%	27	79%	25	74%	20	59%
The teenager repeats sentences (parrot talk)	28	82%	27	79%	23	68%	21	62%
The teenager repeats the words	27	79%	27	79%	23	68%	18	53%
The teenager establishes subject-predicate relationship in the sentence.	24	71%	23	68%	20	59%	18	53%
The teenager expects guidance while speaking.	26	76%	25	74%	20	59%	17	50%
The teenager pauses the conversation (pointless pauses)	27	79%	25	74%	21	62%	18	53%
The teenager uses unnecessary words like "mmm, eee, "jii"	29	85%	28	82%	26	76%	23	68%
When answering questions, he/she chooses short answers with "yes" or "no".	29	85%	29	85%	27	79%	25	74%

The teenager repeats sentences while answering questions.	28	82%	27	79%	25	74%	22	65%
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Source: Author

**Interpretation:** The grammar and spelling factors showed in the first week are common during communicative activities. It happens because the main problem faced by learners is grammar, followed by pronunciation, vocabulary, fluency and comprehension (Hadijah, 2014). Another investigation made by Kayum (2015) refers about errors in speaking activities and he thinks that teachers play an important role in the process because they must correct students' errors during their interventions.

However, it is necessary to let learners the chance to do self-correction. In addition, improving the students' errors in speaking performance is necessary to analyze the pronunciation, structure, vocabulary and fluency. The learners' experience is also fundamental on their English learning, particularly in speaking. This research could be the stone of finding better communicative strategies in teaching a second language to the students in the EFL context.

Moreover, the second week had small changes related to grammar and spelling mistakes. Maicusi (2000) noted that mistakes could be beneficial for teachers and even students in order to improve their skill while evaluating students' language competence. This process helps students to keep them motivated and improve their communicative skills because learners take into consideration their self-correction instead of the teacher's advice and it causes a positive influence on their learning process.

Finally, this research shows that spoken grammars are a relatively recent addition when compared to written grammars. To effectively produce spoken language, it is imperative to impart and acquire a knowledge base encompassing the pertinent aspects of spoken grammar. According to Carter and McCarthy (2017), the teaching of spoken grammar should focus on features that:

- a)** exhibit markedly higher frequency or different distribution in spoken discourse
- b)** have been overlooked or understudied due to the predominant emphasis on written language as the primary source of grammatical analysis (for instance, elements related to speech reporting and the concept of subordination), and
- c)** Offer deeper insights into face-to-face communication and the contexts in which it occurs (Carter & McCarthy, 2017).

However, this investigation reveals a critical issue in teaching spoken grammar. It is the uncertainty that teachers often experience regarding their own proficiency in spoken language, leading them to avoid using the target language in class and offering limited opportunities for students to engage in spoken communication. This issue is mirrored in students as well, as they may fear making mistakes and the potential for criticism. This underscores the importance of fostering a polite and friendly atmosphere within the classrooms to promote and enhance communicative activities.

## CONCLUSIONS

- This research summarized the application of the CLT Approach and teaching cycle for developing speaking skills which have a set of techniques and steps to follow in the classes to improve learners' fluency in speaking English.
- The study details information about Communicative Language Teaching, its origins, the changes and evolution this approach has had. It also shares different researchers' opinions about how learners acquire the language through CLT.
- CLT has positive changes in the students' speaking skill. Students got interest for speaking activities. For instance, the learners adjusted their voice tones better and the audibility of their voices increased. These changes happened when teachers design a good lesson plan and follow the phases correctly.
- Concerning to set tasks for developing a CLT approach for speaking skills; role plays, describing pictures, sharing opinions, and reading aloud the text are helpful and meaningful activities for learners. This study demonstrates that these communicative activities engage students to express their thoughts and self-confidence.
- Finally, the students showed improvement in terms of grammar dimension related to the repetition of sentences. At the end of the research process, it was revealed that the students started to answer the questions by making long sentences. The investigation reflects big advances in the development of speaking skills and the positive impact of the CLT cycle in EFL contexts.

## RECOMMENDATIONS

- EFL teachers must employ techniques and strategies based on the Communicative Language Teaching Approach to develop speaking skills in senior high school students.
- The field on CLT in teacher-to-student context in secondary education has been moderately explored. Thus, it is necessary to conduct more research projects to collect firm evidence of the effectiveness of this approach in the development of English language skills. Although, CLT has been welcomed by syllabus designers and learning material developers, there have been very few studies conducted on teachers' beliefs toward the communicative approach.
- Implement the use of CLT teaching cycle in the classrooms for improving the spoken language command, the use of relevant ideas to convey a message, and the improvement of comprehension, and interaction skills in the target language.
- Socialize with EFL teachers the implementation of communicative activities such as role-plays, sharing ideas and so on through awareness-raising workshops, and apply this approach in the teaching and learning process for the development of English-speaking skills.

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## ANNEXES

**Figure 9**  
Pre-test for Speaking skills

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**1.- Read a text aloud**

If you're shopping, sightseeing and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Mead. While staying at our inn, you'll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool and many outdoor activities, the inn is the perfect place for a vacation you won't forget. The Blue Valley Inn prides itself on the personal attention it provides to every guest. The Blue Valley motto has always been "A happy guest is our greatest treasure."

**2.- Describe the following picture**



**3.- Express your opinion to the following statement.**

QUESTION: Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.

*Note:* This figure shows the communicative activities in CLT lesson plan.

**Figure 10**  
Lesson plan for control group

1. INFORMATION DATA:							
Area:	English as a Foreign Language	Asignatura:	English	Course:	1st Bachillerato	Parallel:	A,B,C
Teachers:	Lic. Susana Chacha						
Nº Unit:	2	Unit Title:	Vacations	Time:	2 weeks	2 Periods	Start: 26/10/2022 Finish: 3/11/2022
2. PLANNING							
UNIT SPECIFIC OBJECTIVES							
EVALUATION CRITERIA AND INDICATORS							
Instrument, Written Techniques Reading: Recognize the vocabulary Listening: Practice simple words and the vocabulary about Go shopping Speaking: Identify the vocabulary and express examples of the class. Writing: Name the vocabulary  Instruments for oral and written evaluation - Workshops - Group work - Individual classwork - Homework - Writing lesson - Oral lesson							
3. TRANSVERSAL AXES:							
INSTITUTIONAL AXES				AXES OF GOOD LIVING			
INNOVATION • JUSTICE • SOLIDARITY • FAITH • FRATERNITY • COMMITMENT • SERVICE • SOLIDARITY				It's important to be polite. It's nice to help your friends. It's good to hear your friends' suggestions.			
SKILLS AND PERFORMANCE CRITERIA				EVALUATION INDICATORS			

<p><i>Communication and cultural awareness</i></p> <p>EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.</p> <p>Oral communication</p> <p>EFL 5.2.5. Understand the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear.</p> <p><i>Writing</i></p> <p>EFL 5.5.5. Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard</p>	<p><i>Communication and cultural awareness</i></p> <p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3)</p> <p>Oral communication</p> <p>I.EFL.5.5.1. Learners can identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4)</p> <p><i>Writing</i></p> <p>I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)</p>
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OBJECTIVES	LANGUAGE AND FUNCTIONS	PROCEDURES	ATTITUDES AND VALUES	TIME	EVALUATION CRITERIA	MATERIALS
<p><b>Speaking objective</b> Expressing opinion, comments and personal experience about Last holiday and past simple</p> <p><b>Writing objective</b> Writing short answers about personal experience and role plays using Past simple.</p> <p><b>Oral communication and cultural awareness</b> Sharing personal experience about Last holiday and students' favorite places to visit.</p>	<p><b>Language</b> Past simple Regular and irregular verbs Auxiliary "did" Expressions for past simple</p> <p><b>Functions</b> Asking for and giving information about last holiday Using past simple</p>	<p><b>WARM UP</b> <i>Knock knock the table activity</i> Teacher asks some questions about their last holiday. Students have to answer those questions using past simple and real statistics in Ecuador about the last holiday.</p> <ul style="list-style-type: none"> <li>What was the main of transportation used during the holiday?</li> <li>What was the most common place visited by people during the holiday?</li> <li>What were the most common activities during the holiday?</li> </ul> <p>If the students use in the correct way the past simple and real information, he or she wins a point.</p> <p><b>PRESENTATION</b> Teacher plays a video in order to introduce the topic past simple. <a href="https://www.youtube.com/watch?v=q3JE4E1weDE">https://www.youtube.com/watch?v=q3JE4E1weDE</a></p>	<p>Respect toward other people</p> <p>Respect for other people's feelings and ideas</p>	<p>8'min</p> <p>8'min</p>	<p>Learners are able to share some examples from the video</p>	<p>Computer Projector</p>
		<p><b>PRACTICE</b> Students have to share some activities that they did during the last holiday using the past simple.</p> <p><b>PRODUCTION</b> Students have to work in groups of five and construct a role play using the topic "Last Holiday". It is important to include past simple, positive, negative sentences, expressions for past simple.</p>		<p>5min'</p> <p>10'min</p>	<p>Students are able to brainstorm some activities related to the topic using simple past</p> <p>Students are able to participate actively, expressing opinions and real experience through role-plays</p>	<p>White board Notebooks</p> <p>Papers</p>
<p><b>8. Bibliografía webgrafía</b></p> <p>Goldstein, B. and Jones, C. (2015). Uncover 4. Cambridge University Press</p> <p>Heavings, M. (2013). Advanced Grammar in Use (3 ed.). (C. U. Press, Ed.) L.E.G.O.S.p.A. Recuperado el 12 de 07 de 2020</p> <p>Larsen-Freeman, D., &amp; Celce-Murcia, M. (2015). THE GRAMMAR BOOK Form, Meaning, and Use for English Language Teachers. (L. L. Dixon, Ed.) Boston, Estados Unidos: National Geographic Learning</p> <p>Murphy, R. (2012). English Grammar in use. Cambridge: Golden Cup Printing Co. Ltd.</p> <p>Stockwell, R. P., Bowen, D., &amp; Martin, J. W. (1965). The Grammatical Structures of English and Spanish. Chicago: University of Chicago Press. <a href="#">Recuperado el 28 de 11 de 2017</a></p> <p>Herrill, A. and Jordan, M. (2012). 50 Strategies for teaching English language learners. Boston, USA: Pearson Education</p> <p>WEBLOGRAPHY Educación, M. d. (2016). Ministerio de Educación. Obtenido de Ministerio de Educación : <a href="https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-BGU-final-ok.pdf">https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-BGU-final-ok.pdf</a> Cambridge English Assessment. (2021). Exam Preparation-B1 Key for schools <a href="https://www.cambridgeenglish.org/learning-english/exam-preparation/">https://www.cambridgeenglish.org/learning-english/exam-preparation/</a> Cambridge. (2021). B1 Key preparation. <a href="https://www.cambridgeenglish.org/exams-and-tests/key/preparation/">https://www.cambridgeenglish.org/exams-and-tests/key/preparation/</a></p>						
MADE BY:	REVISED BY:	APPROVED BY:	APPROVED BY:			

Note: It is a lesson plan that applied in control group.

**Figure 11**  
Discussion activity in groups



*Note:* It is a free discussion about: "What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion".

**Figure 12**  
Speaking survey

**The institution where you study is...(la institución donde estudia es...)** \*

Public  
 Private  
 Mixed

**Tenth grade** \*

**Gender** \*

Female  
 Male  
 Prefer not to say  
 Otro:

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**Socio-economic class (Clase socio económica)** \*

Low-income (ingresos bajos)  
 Middle class (clase media)  
 high-income (clase alta)

**Access to internet and/or equipment from (Tiene acceso a tecnología desde). Puede marcar una o más opciones.** \*

Home (casa)  
 School (institución educativa)  
 Municipality (municipio)  
 Otro:

**Access to technology (Tiene equipo tecnológico). Escoga los que tenga.** \*

Desktop (computadora de escritorio)  
 Laptop  
 Smartphone (Teléfono inteligente)  
 Tablet  
 None (ninguno)

*Note:* It has questions related to learners' personal information.