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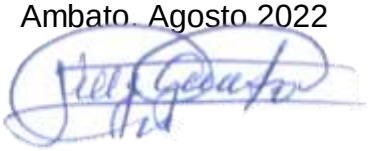

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DEDICATION

This thesis work is dedicated to God, my husband Silvio, who has been the support, and my children Maria José, Eduardo, and Kamila, who has been my source of inspiration as well as the support to carry on with this goal. It is also dedicated to my parents Julio and Rosita, who have always cared for me unconditionally and whose examples have made me work harder to achieve my goal.

RESUMEN

La investigación se realizó para aplicar estrategias innovadoras para la enseñanza de idioma inglés, que desarrollen la habilidad de una comunicación significativa. En los estudiantes de la Unidad Educativa Fiscomisional “San José” de la ciudad de Tena. Se identificó una dificultad en el desarrollo de la habilidad de hablar, por tal razón se ha ejecutado el presente trabajo de investigación, mediante, el cual se ha implementado estrategias de enseñanza que fomenten y ayuden a la producción oral de los estudiantes. Se trabajó con dos grupos de estudiantes de Tercer Año de Bachillerato, un grupo experimentó la innovación en las clases aplicando las estrategias del enfoque del Método Comunicativo. Como resultado se evidenció una gran aceptación de estas actividades y estrategias, las mismas que motivaron a la práctica oral del inglés, aunque con muchas limitaciones y dificultades. La falta de conocimiento y el desarrollo de la fluidez fueron factores decisivos para una efectiva comunicación. El objetivo general de este estudio fue destacar la eficacia de las técnicas y estrategias del Método Comunicativo para desarrollar la habilidad de hablar en los estudiantes del nivel B1. El estudio se realizó mediante un enfoque mixto, descriptivo, intervencionista; y diseño quasi-experimental. El sustento teórico se basó en `libros, revistas científicas, artículos académicos y científicos y páginas web. La recolección de datos se con un pretest y un post-test. Finalmente, los resultados fueron analizados y se evidenció que la implementación de las estrategias del Método Comunicativo desarrolla las habilidades de comunicación en los estudiantes.

Palabras claves: Método comunicativo, enfoque, habilidad de hablar, estrategias

ABSTRACT

The present research was carried out to apply innovative strategies for English language teaching to develop speaking skills and establish meaningful communication. At the Educational Fiscomisional Unit “San José" in Tena, students have developed listening, reading, writing, and speaking skills for five years. Teaching strategies have been implemented to encourage and help the students' oral production. This work was developed with two groups of students from the third year of the baccalaureate. One group experimented with innovation in the classes by applying the strategies of the Communicative Method approach. As a result, there was a great acceptance of these activities and techniques, which motivated them to practice English orally, although many limitations and difficulties were evidenced concerning the development of speaking skills; for this reason, the present research work has been completed through this research. Lack of knowledge and fluency development were decisive factors for effective communication. The general goal of this study was to point out the effectiveness of the techniques and strategies of the Communicative Method in developing speaking skills in B1 level students. The study used a mixed approach, descriptive and interventionist methodology, and quasi-experimental design. Theoretical background was supported by books, scientific journals, academic scientific articles, and websites. Data collection was obtained through the application of a pretest and a post-test. Finally, the results were analyzed, and it was remarkable that implementing the Communicative Method strategies develops students' speaking skills.

Keywords: Communicative method, approach, speaking skills, strategies

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INTRODUCTION

Theoretical and Practice Background.

Learning another language is vital for living in a multilingual world, where communication is more critical than ever. As our world becomes increasingly competitive and globalized, speaking a second language has proven to be a considerable advantage in the workplace and society. Learning another new skill can increase and enhance our studies, have more opportunities, and be better people It recommends learning a second language from an early age because early languages grow language pronunciation and fluency.

Long ago, learning another language was acquired with grammatical patterns, extensive readings, and vocabularies, as Chomsky's theory (1970) stated, which focused on competence and performance. However, communication is the main goal for second language acquisition, according to Richards (2014). This new learning aim caused significant changes in teaching and learning a second language, forcing us to innovate and find new teaching methods.

Speaking and understanding English has become a big issue in our country, both in public and private schools. The point is that students who have spent years in the English classroom do not speak English and expect it. Ecuadorian students' lack of demonstrable fluency in English has forced the search for teaching strategies that emphasize effective communication and speaking ability. Regarding the research thesis, the speaking skill development through the CLT approach. In CLT, students' needs and reality always focus on oral production. CLT activities such as picture description, role plays, simulations, information gaps activities, and guessing games force students to interact and communicate in English; as Richard J. (2006) stated.

Problem Statement

Test results for English proficiency are low in Latin America. That is because educational systems do not provide sufficient teacher training for English teachers. Therefore, schools are not providing students with adequate learning course opportunities to improve their proficiency in English. That result is due to different aspects, for example, teachers lack adequate proficiency levels combined with a lack of certification or training. Regarding our country, Ecuador is not far away from this result. Chen & Goh's findings state that with “large class sizes and a lack of teaching resources, English teachers are frustrated by their low self-efficacy about oral English proficiency and inadequate pedagogical knowledge."

Justification

Teaching English in schools has become a significant issue these days. Teacher fossilization and antiquated teaching methods have been identified as essential factors. One result of this teacher fossilization is the frequent use of the first language in English classes, a well-known negative aspect of language learning. Many other factors influence the lack of student achievement in English. However, as they improve and undertake more advanced English language courses, in which the curriculum is more demanding and time-consuming, the production of the language becomes a problem and the students do not perform as well as expected. Harmer (2006) argues that "students are often reluctant to speak; they are fearful and are not disposed to express themselves in front of other people," which is a problem ingrained in the Ecuadorian public school system.

The matter persists at Educational Fiscomisional Unit “San Jose" from Tena, where students do not speak English and are expected. Therefore, these aspects have been combined to make the following research problem: How can the students from the B1 level develop their speaking skills? Based on this problem, this working hypothesis has

been stated: The Communicative Language Teaching approach supports speaking skills.

General Objective

Thus, the primary aim is "to determine the efficiency of the techniques and strategies of Communicative Language Teaching regarding the speaking development skill in the students of the B1 level."

Specific Objectives

In the same way, some "specific objectives" have also been considered:

1. To diagnose the student's speaking skills proficiency at B1 level at Educational Fiscomisional Unit "San Jose" Tena.
2. To apply the strategies and techniques from Communicative Language Teaching to students from B1 level to develop speaking skill.
3. To establish the effectiveness of the strategies and techniques to boost Speaking skills
4. To disseminate the meaningful positive effect on improving students' speaking skills within the educational community.

CHAPTER I: STATE OF THE ART AND PRACTICE

1.1. Communicative Language Teaching

The Communicative Language Teaching method (CLT), or the communicative approach, aims to develop communicative competence and interaction as the dimensions of the language; when learners learn a second language. Moreover, it capitalized on the interest and needs of learners, increasing meaningful learning. The learner's ability to communicate in the second language is the primary goal of this method; the role of the teacher has changed, becoming a facilitator. Carrying out specific procedures and using selected resources will boost the learner's motivation while learning.

Foundations of Communicative approach

The Communicative Language Teaching method appeared in the 1960s and was further developed in the 1970s and early 1980s. It originated in Europe following changes that occurred in Great Britain with regard to language teaching methods. The communicative approach in the 1970s aimed to develop communicative competence in the second language. However, the communicative reform of the 1970s focused mainly on the renewal of linguistic content. The learning principle associated with the communicative approach is "learning by doing." To understand communicative (capital letter) Language Teaching, it is essential to mention how this method evolved; therefore, it will review some background on the origin and development.

Noam Chomsky's theory (1960) focused on linguistic competence enabling learners to output grammatically correct sentences. However, Dell Hymens (1970) stated that utterance failed to embrace all the aspects of the language; he argues the need for a theory that integrates communication competence. He holds the idea of a broad communicative competence instead of Chomsky's criterion of a narrow linguistic competence.

Richards, J. (2006) stated that the (CLT) method is "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate the learning process, and the roles of teachers and learners in the classroom." (p.6) Meanwhile, Douglas Brown (2001) holds that CLT theory is a system for expressing meaning whose primary function is interaction and sense. These authors said that CLT involves communication, interaction, and language serves to involve verbal activities.

Various authors contributed to the growing interest in learning through communication. J. Richards and D. Freeman (1968) defined notions and functions for the student's language needs. The aim is to develop "communicative competence" rather than "linguistic competence". No complete learning theory that would quickly fulfill these aims was created at that time. However, early recognition points to the importance of learning through communication. Referring to the functional dimension of the language (Halliday, 1975) directs that the discourse act premise showed that we accomplish something when we engage in verbal communication. Language is used to get things, control behavior, establish interaction with others, express personal feelings, learn, create an imaginary world, and communicate information.

Van Ek&Alexander,1975; Wilkins (1976) emphasized that communicative competence is more than a structure; they attempted to identify different systems or means in communicative language. Two categories are described: The notional category and the functional category. Conceptualizing a statement means understanding time, sequence, quantity, location, and frequency concepts, forming the national class. The Functional type refers to requests, offers, complaints, invitations, etc.

Communicative Language Teaching has principles that are paramount to acknowledge. Brandl (2008) defines them as the "ability to interpret and enact appropriate social behaviors, and its focus in the active involvement of the learner in the production of the

target language" (P.5.6). Moreover, he mentions the abilities of the communicative competence, such as:

(i) linguistic competence, the ability to use grammar and vocabulary;
(ii) sociolinguistic competence, the ability to speak correctly in a social context;
(iii) discourse competence, the ability to engage in a conversation;
(iv) strategic competence, the ability to perform suitable conversations and solve difficulties in conversation.

David Newman (1991) stated the most recognized principles or features of the Communicative Language Teaching approach:

a) Emphasis on learning to communicate through interaction in the target language;
b) The introduction of authentic texts into de learning situation;
c) The provision of opportunities for learners to focus not only on language but also on the learning management process;
d) An enhancement of the learner's own experiences as essential contributing elements to classroom learning;
e) An attempt to link classroom language learning with language activities outside the classroom.

These five principles were recognized and pointed out for practitioners of the CLT approach to let us know the interest of the learner's needs and desires and the connections of the language inside and outside the classroom. It is a valuable and suitable form of instruction when the teaching practice is focused on developing communicative competence.

Meanwhile, Doughty and Long (2003) suggest the following principles used as a guideline of the CLT: 1) Using tasks as organizational principles, which refer to when learners focus on meaning rather than form; 2) Promoting learning by doing, which means the retention of knowledge for the long term when it is related to the actual

activities and world; 3) Input needs to be rich which refers to the need for quality resources that are understandable to the language learner; 4) Input needs to be meaningful, understandable and elaborated to acquire the new knowledge when it has already existed before. 5) Promoting cooperative and collaborative learning by getting in pairs or groups to interact and practice the target language. A focus on the form means to teach grammar through communicative context. 6) Providing corrective error feedback by the teacher. Finally, 8) Recognizing and respecting individual differences.

The CLT approach does not give a specific method or study plan. It allows us to incorporate other forms of teaching and adapt them to our objectives. If teaching another language focuses on real life, it will be successful for teachers and learners since teachers can adapt to situations of any type of student; the quality of teaching not only depends on the quality of the materials but also on the ability of the teacher to select what is suitable for the class, (Brandl, 2008)

In contrast to the amount of literature on the Communicative Language Teaching method, very little has been written about learning theory. However, in Communicative Language Teaching practices, a learning theory can be observed. Focusing in a short time, teachers can expect to develop new teaching skills such as changing assessment techniques, adapting texts, using modern technology, and improving their language knowledge. To achieve this, they change their attitude and approach, change their role from a language transmitter to a polyvalent educator, and change their conception from one language learning to another based on holistic development. (Littlewood, 2012, P.352)

From a logical perspective, there are four approaches that teachers have to adopt. First, total acceptance of CLT, no matter the local educational policy. Sato & Klein Asser (1999) refers to this “when teachers evaluate aspects of their practice according to whether they are doing CLT rather than whether they contribute to successful learning." The second is to keep in mind CLT as a reference framework to adapt to a specific context". Carless (2004) and Mitchell & Lee (2003) interpret communicative tasks as

contextualized practice or teacher-led interaction than activities where learners negotiate meaning. Third, teachers may retain their traditional approach as a pedagogical framework and integrate CLT elements, Zheng & Adamson (2003) stated. Fourth, teachers may break free overall from concepts such as 'traditional' and 'CLT" aligned to Beaumont & Chang's (2011) suggestions.

Harmer (2007: 70) reports that the CLT nowadays functions as an "umbrella term·" for learning sequences that lead toward communication**.** Littlewood (2004) proposed the term "communication-oriented language teaching "COLT" as an alternative, which was uncontroversial regarding the aim of effective communication. It stipulated five essential areas: exploring principles for a 'post method' pedagogy, exploring ways of linking practice with theory and research, exploring optimal combinations of analytic and experiential strategies, and exploring the role of the target language in the school.

The variety and types of exercises compatible with CLT are unlimited. Most related to communication, the students communicate and integrate communicative means such as interaction, the negotiation of meaning, and the exchange of information. Thus, it is vital to point out the role of the teacher, students, and learning materials. Jack C. Richard (2006) stated the importance of the student's position, for instance, the participation in activities based on peers, groups, or teams work than individually; learners ought to listen to their fellows rather than relying on a teacher as a model; they have to acquire a high level of responsibility besides the acceptance of the individual differences to occur an interaction and meaningful communication.

Teacher's Role

Richard and Roger (2001) mentioned what Breen and Candling (1980) said concerning the teacher's role. "First, teachers facilitate the communication process between all participants in the classroom. Second, teachers act as independent participants within the learning-teaching group. (p.166)". Together with Savinong (1983), they argue that the secondary roles of teachers are important, the teacher is the resource’s organizers

and acts as a resource by themselves; they are a guide in the classroom procedure and activities; and the last, they became into researchers and learners with much more to contribute regarding the knowledge and abilities.

Current researchers have contributed to defining the teacher’s role. For instance, Anusu Omondi Maryslessor, P. L. Barasa, and Carolyne A. Omulando (2014) state that the teacher is the manager and motivator of the learner's learning. They are also the teaching facilitators; besides, teachers are uncharged for creating situations likely to endorse communication. Moreover, the CLT approach emphasized listening. Thus, the role of the teacher is also a listener rather than a speaker; teachers must be quiet listeners, talk less and listen more, facilitating the student's performance. Therefore, teachers act as a referee or monitors in the class. In this classroom communicative activity is highly active rather than quiet; students who do more speaking by performing the target language must gain confidence with the language.

Student's Role

The CLT approach concerning the learner's role emphasizes the maximum presence of learners and the minimum appearance of teachers, the primary function being the acquisition of communicative competence. They become from a passive state to dynamic and interactive learning; the current teaching is teacher-directed and student-centered, "where the role of learners is to construct meaning and interact with others in authentic contexts" (Rance-Roney, 2010, p. 20). They have a significant role in learning and teaching a second language. It can achieve when learners are engrossed in meaningful communicative activities or tasks inside the classroom.

Abdur Rouf &Khanam Nargis Sultana (2018) define the role of the learners in the CLT approach "learner's role changes from that of a passive receiver to an active participant engaging in diverse classroom activities that promote communicative competence." Comparing the traditional role and the new one that the CLT approach requires is essential. In the past, learners were restricted to follow the teacher's directions; they

proceeded. he teacher blindly, and the classes were utterly teacher-centered. These authors state, "The learners' Jug and mug practice of learning followed for learning/teaching English where the teacher was the full jug, and teacher's job was to pour knowledge from the full jug to the empty mug-learners" (p.35).

Contrary to this, the new learner is centered on learning a second language, and learners get involved in significant communicative activities inside the classroom. They often perform tasks presented by the teacher to engage them in real communication through authentic material, and they work in pairs and in groups to do the job. Larsen-Freeman (1986) pointed out utterances "teachers must ensure that students interact a lot in the classroom among themselves and with teachers." Learners change receptive to the active role; learners talk more than the teachers; they are the center of the learning process, whereas they perform the target language, they feel motivated and master it meaningfully.

Besides that, the role of instructional materials is dependent upon both the visual aids and the textbook. The textbooks comprehend organized lessons planned around different grammar structures with various topics related to the languages' functions, each unit's activities, and projects. Likewise, the visual aids may be shaped by the teacher or maybe commercially produced, and they are made up of wall charts, flashcards, figures for sticking, videos and movies, etc. The visual material must be "a guide to the learning process. The teacher is expected to be the master of his textbook," stated (Pitman 1962, P. 176).

1.2. Methods

Communicative Language Teaching embraces several methods, allowing it to develop skills for communication and mastering the second language, simultaneously boosting

learners to perform primarily in the target language throughout their class. Some specific methods, as well as selected resources, have been used. It is overriding to mention the PPP, TPR, Natural or Direct methods, task-based instruction, and Content-based instruction methods.

The PPP method is handy; it means presentation, practice, and production, with which English teachers must be familiar, as it is used to teach other subjects. It is called a method or approach and is well established in pedagogy terms. The first stage is presentation when the teacher introduces a new grammar point or another topic; in this stage, teachers have total class control, and the second stage is the practice; in this part, the students have the opportunity to repeat and practice what the teacher has stated, finally the production, when the students produce by their own what they have already presented and practiced. This method is often used because it is considered practical and easy to follow and understand. (Hailstorm, 2015). In general, for English teaching, this method is the most popular.

The Total Physical Response (TPR) method teaches language, vocabulary, or concepts using physical movements to react to verbal input, and mimics play an important role. This method links the brain, speech, and action to enhance language and vocabulary practice and learning. According to Larsen-Freeman Diane (1986), the TPR method believes in the importance of the learners' enjoyment while learning a language and using it to communicate. Besides, this method reduces people's stress when studying new languages. Furthermore, it encourages students to persevere in their studies and inspires them to persist beyond a beginning level of proficiency.

According to Rong Xie (2021), the TPR method is effective in teaching a new language to young learners; after research, he indicates that the "TPR technique is a good way based on games, role-plays, storytelling, and pair work with the physical action." (p.293). Effectiveness occurs when teachers systematically introduce TPR in their classes; consequently, it will help future teachers integrate TPR methods into their young learner teaching. These earliest findings are similar to those which have already

been found before. The current method is used most when teaching vocabulary but is the most suitable for teaching words related to actions.

It is an effective strategy for English language learners and native speakers when learning new words. There are different variations; for instance, we can do, Simon says, the mailman, etc. The teacher is the guide of all learners' behavior. At the same time, learners follow teachers' steps and perform by themselves; they become imitators of the nonverbal model after a time, they will be familiar with terms and master them. It is directed firstly to a small group of students, and then this group will be the model of the class as well.

The Direct Method is also named the Natural Approach. It was created in response to the Grammar translation method. In this method, the learners need to associate the meaning with the target language. . Learners acquire a new language in the same way as they get their mother tongue or first language, that is naturally they learn grammar inductively. All the teaching is performed in the target language for all class instructions, speaking and listening activities, and the use of realia and visual aids to exemplify. The four skills are developed, and pronunciation receives significant attention.

For this method, it is primarily to use the target language in class and use realia and visual aids (flashcards, pictures, etc.) to exemplify the meaning. Thornbury (2000) said, "learners should pick up the rules through the many exposures of the target language given to them" (p.21). Thus, learners can infer grammar rules naturally as they do in their mother tongue. It also accentuates two skills listening and speaking, pointing out for communication. Developing learners' communicative skills is essential to teaching everyday vocabulary and the teaching of sentence patterns.

In the last 20 years, two current methods could be called extensions of the CLT movement, which take distinct modes to achieve Communicative Language Teaching to develop communicative competence: The Task-Based Learning Teaching approach has gotten more relevance in learning a new language. Thus, Rod Ellis (2004) gave

necessary support to this method and pointed out its uses in many countries around the world in the current days; firstly, he states a clear and detailed definition of a task. He defines a task as an activity of language teaching that must satisfy the four criteria. First, it involves a primary focus on meaning and message making. Second, it has some gaps, two types of information and opinion, it also has a problem and students must find the solution. Third, the fundamental issue is not to teach the language that they do not need they are free to use phrases and idiomatic expressions to communicate.

This approach is an essential contribution from Spada, N. (2012), who stated: "TBLT adopts communicative tasks as the central unit for instruction and assessment." Besides this, she also compares TBLT and ISLA bases for their aims. TBLT measures performance (,) whereas ISLA measures development and the different parts of the languages, such as accuracy, implicit and explicit knowledge in ISLA, and complexity, fluency, and accuracy in TBLT, after research; she concludes that it should be done by a balance between these two approaches theoretically and pedagogically. Based on both utterances, the Task-Based learning Teaching approach contributes to the Communicative Language approach because it focuses on the aims of learners' performance more than context, considering them as the center of the learning-teaching process.

Another fundamental approach supporting CLT is Content-Based Instruction (CBI); the basis for sustenance for CBI comes from second language acquisition research. Krashen, Swain, and Cummins (1982,1985). One of the relevant utterances was Krashen, who stated: "language is best acquired incidentally through extensive exposure to a comprehensible second language." Supporters of CBI believe that the best way to develop is by using content as the base strength of classroom activities joining the several dimensions of communicative competence, including grammatical competence to content. (Richard J.2006)

The research to date has been carried out about CBI. It is considered a permitting approach that boosts students to learn a new language by using the real mean of

communication from the first day, aiming learners to become autonomous in the contact. In the past, content had different functions and meanings. Currently, it refers to the "use of materials as a vehicle for a second or foreign language teaching/learning." (Kurra Uma Maesh,2020). Based on these statements, learners will be affianced with more complex content, which will help them develop more thinking skills. The only essential issue of this approach is student-centered and is the defendant of the student's capability to master the language.

Resources

Therefore, the resources and materials used for CLT support the communicative approach of the Language three types have been considered.: Text-based material, Tasks-based material, Videos, and Realia. Jack C. Richards and Theodore S. Rodgers (1999) stated that these two materials would be vital for the learning process. However, CLT strains natural and authentic material to get learners involved in factual communication; referring to this, Richard and Rodgers (2001) state, "a primary role of promoting communicative use are the materials" (p.168). Moreover, it is also vital to consider the CLT approach's methods, contributing to speaking skills during the second language learning process.

Beyond that, nowadays, technological advances have probably made the continued innovation of education, adding resources, tools, online and offline materials, and technological devices that have quickly updated and enhanced. Text-Based Materials are the variety of textbooks planned to direct and sustain CLT. Unlike those organized and structured materials according to a study program, the contents often propose a classification and order of the language; sometimes, a slightly restructured formulation is used to justify it, based on the communicative approach. These textbooks can be regarded as different from earlier ones. Namely, the Communicative Book (1979), written by Morrow and Johnson, does not have sentence patterns or simulations; instead, it uses visual cues, taped clues, pictures, and sentence fragments to initiate conversation. Furthermore, some books have two parts: one for teaching and the other

for working on. The activities focus on pair and group activities, role-plays, and many other activities that support speaking development.

Task-Based Materials are considered a variety of games, role-plays, simulations, and all the activities arrange to achieve Communicative Language Teaching classes: they are handouts exercises, cue cards, pair-communication practice materials, and student-interaction practice booklets. Usually, in pair activities, there are instructions for each of them. For instance, for the interviewer and interviewee; for taking roles and acting scenes out. Moreover, interviewers assume and perform functions, provide drills, and use international forms. Richards J. C (2006)

Realia

Most proponents promoted using authentic material from real life; these may embrace language-based realia as signs, advertisements, magazines and newspapers, graphic and visual sources, and plastic and wooden objects to assemble. The communicative activities can be performed and supported. These objects help learners connect with their own lives and get a multi-sensory experience; they can touch, see, hear and smell. Moreover, materials such as maps, pictures, symbols, graphs, and charts can extend the communicative exercises to different lessons and various study topics. For this exact purpose, realia is included to teach vocabulary and culture. Additionally, virtual reality makes it easier to show students an object using a computer screen.

Motivation

Motivation is essential when learning a new language and developing speaking skills. There are several utterances about it, and it is necessary to consider some of them. Dictionaries define Motivation "as the reason for doing something or the level of desire to do something." Besides this, it is also defined as "the psychological process based on the attention, relevance, confidence and satisfaction model that determines a learner's behavior, actions.". Endeavors such as Brown, H. (1994) defined motivations

based on the behavioristic paradigm and the other cognitive psychological point of view.

Whereas the behavioristic paradigm definition is based on what Skinner and Watson said about rewards or punishment, motivation is considered "the anticipation of reinforcement." Accordingly, from the cognitive psychological point of view, the reason is based on three theories drive theory, a hierarchy of needs theory, and self-control theory. It is defined as the natural inclination regarding how people think, feel, or decide, making their own choice about what they want to get. Two types of motivations are identified Intrinsic and Extrinsic. Extrinsic motivation is when someone is involved in action because of a goal of an award that will be obtained by acting, whereas intrinsic motivation is when someone is involved in the action to perform and enjoy the act itself. Notwithstanding, an intrinsically motivated student will have a reward or avoid punishment. However, they will perform the activity because they enjoy it.

Once the meaning and types of motivation have been clarified, it is remarkable the explanation in the Second Language classroom. In 2005, Dornyei combined previous theories based on this context into an "L2 Motivational Self System" where the motivation of a learner of a second language can be described on three dimensions; The "ideal L2 self", which is the aspiration of being an L2 proficient person, the "Ought-to L2 self", which refers to the desire to do what one should do to prevent negative consequences in the future, and the "L2 learners experience" which refers to situation-specific ambitions based on the learners' environment (Dornyei, 2005). Note that "Ought-to L2 self" represents a typical extrinsic motivation where the reward is not learning the language but rather attaining other objectives by understanding the L2. Kata Csizér (2017) and also Loewen &Sato (2017) contributed with further vital works on this topic.

Csizèr used several author's overview of theory, empirical evidence, and pedagogical implications to define motivation. She and others concluded that it is challenging to determine motivation because "it represents a multidimensional, complex phenomenon

trying to explain human behavior" (Dörnyei & Ushioda, 2011). Despite having previously defined motivation as "consisting of the amount of effort invested into a specific behavior." (Dörnyei & Ushioda, 2011). Therefore, many different facets of motivation in the Second Language classroom have been described, and various contributors to student's motivation.

One of the contended issues nowadays is the role of the teacher in study motivation; most researchers find little or no evidence for such an effect. Nevertheless, it is clear that there is a link between integrated second language acquisition and motivation, there are two main motivation aspects in the classroom: students' attitudes toward the teacher and the course. This conception is based on Gardener's socio-educational model in which formal and informal learning contexts were considered. (Gardner & Macintyre, 1993). Therefore, motivation can be understood as the attitudes toward each aspect of a second language and language acquisition instruction, shaping students' motivation and drive. As person includes attitudinal influences and language attitudes integrated into the socio-educational model, the conclusion is that attitudes toward every aspect of ISLA might shape students' motivation and later their decisive success in language learning (Gardner, 2010).

Once literature has been reviewed, it can be concluded that motivation is the students' attitude toward the content they will learn; many factors integrate to form this motivation, such as teachers, content, and environment. Nowadays, because of the pandemic of Covid-19, a considerable jump has occurred concerning the use of technology in the classroom. Remote Education was adopted, and despite the lack of teacher's expertise, it has become the mode of learning. Traditional teaching will no longer be possible, and teachers need to encourage their students in the virtual classroom. Technology has become a new means for students to feel motivated to study with the immersion of platforms, digital tools, and apps; simultaneously, these resources will support the real, remote way of teaching.

Strategies

Many authors and linguistics have made many statements related to the definition of strategy in education and other fields. Based on what current authors said, it could be defined as the process of moving from one starting point to another point where one wants to be; deciding what to do, where to go, why, when, and how; planning backward from a better future to the current time point. (Mckeown Max, 2020). In education, strategy has a vital role since it is the process or way teachers may apply or follow in their teaching and learning process to achieve successful and meaningful learning of any subject. Communicative Language Teaching methods optimize the most suitable and outstanding strategies such as simulations, guessing games, information gaps activities, and picture descriptions.

Simulations

Simulation is a strategy that has been used for a very long time. Learning another language and developing listening and speaking skills is considered the most suitable strategy. Many authors have stated the use of this strategy; consequently, considering their concepts, it can be summed up as the model of language learning that allows learners to act by themselves. In Simulations, the learner must represent someone in a specific situation. Learners are not expected to rely only on given guidelines, but they are expected to communicate effectively. With this strategy, a group of students can perform a task completed either short-term or long-term and can be wide-ranging and complex.

Furthermore, the size of simulations depends on the complexity of the language students require. It focuses on solving problems, developing thinking abilities, and self-directed learning. (Kreber, 2001). To obtain meaningful outcomes, it is necessary to support the sense of reality related to the lives and interests of students. (Hakeem. 2001). Simulations are one way of the experiential learning used in education while

engaging learners in active learning; simultaneously, the students learn from each other.

When the simulation is being performed long-term, it must feel real, recreating the natural environment. The classroom should be transformed depending on the situation; for instance; boards change to resemble office noticeboards; desks can be grouped and separated to simulate workstations. Wallpapers and visual aids can be replaced by more appropriate material depending on the scene; the music should be in the target language; cellphones, telephones, and other devices are allowed; food can be visible.

It is essential to point out the strengths of simulations (BP-BLTM 2004); it allows students to do a task or solve a problem together. It removes errors that the exercise is carried out. It will enable students to experiment worth new vocabulary and structures. It gives the students the freedom to make their own choices and decisions. Moreover, it allows students to base their choices and decisions on their own experiences. It also enables a teacher to monitor progress and participation modestly.

There are also inconveniences that students can face with simulations. For instance, it works best for the most vital students of the target language; it requires preparation, the weak students do not participate, and they may feel less motivated. Sometimes it can occur the exclusion and inefficacy of the teachers. To avoid these difficulties, the teacher should be the person who conducts the preparation; they must be sure that the simulation has relevance and interest for students, at the same time forming a mixed group with different abilities and levels of knowledge of the language. To use this is essential to consider three elements preparation, active students' participation, and post-stimulation interrogation.

Simulations may contain the basics of games, a role play, or an activity that acts as a metaphor, which is used according to the situation and need. Because of the pandemic, simulation has evolved further; using modern technology, it became a new way to help people understand other forms of computer-supported simulations, creating

new paths to scientific understanding. Students are in a participatory simulation, transformed into players into a large-scale something is missing microworlds. (Taksuriya Madsa, 2012)

Role Play

Richard J. (2017) described role-playing as "activities in which students are assigned roles and improve a scene or exchange based on giving information or clues." (p.64). Role-play strategy is related to simulations, but the difference is that the students have different roles; likewise, they receive some guidelines covered in the performance. The procedure of this strategy depends on the nature of communication activities from real life taken into the classroom. There is another important statement about roleplays. "It is a way of bringing real-life situations into the classroom" (Torres M. 2017).

Role-plays have considerable importance in the communicative approach because it allows students to practice the language in different social contexts and roles; likewise, the outcomes are relatively positive. (Larsen-Freeman, 1986). Based on what the previous author said and her research, Huang, Irene Y. (2008) concluded that students like to act and play, but sometimes the scripts are extensive and make them feel nervous even more when they are beginners. On the other hand, it takes much time to learn, practice, and perform. Depending on the situation and levels, teachers should make it shorter. So, students complete short dialogues from the entire book or topic, practicing them in pairs or groups.

Teachers must consider a procedure, first, selecting teaching materials; second, choosing a situation and creating a dialogue; third, teaching a conversation for a role-play; fourth, making students practice and monitoring them; fifth, letting students modify the situation or discussion, according to their needs; sixth, evaluating and checking students' comprehension.

With a role-play, teachers and students should be imaginative and creative; therefore, using role-play in the classroom is prior; students can play small talk and practice what they say. Interactions will occur in different situations; the students have the opportunity to increase their self-esteem. The role-plays use dialogues and situations in which the teacher and students can use the target language meaningfully. At the same time, it helps to motivate students to speak in English, get closer to their classmates, and have fun. Finally, the students speaking and listening improve by learning the language more practically and realistically. Lately, it has mainly been used by ESL teachers in classrooms.

Information-Gap activities.

Linguistic researchers made significant contributions to the information-gap activities strategy in the communicative language approach; importantly, Richard Jack C. (2006) argues that this approach models real-life focused on real communication, people normally communicate in order to get the information they do not possess." (p.18). Furthermore, it is outstanding to point out what British Council (BBC, 2021) supports “they are activities on which learners lack information, they need to complete a task and need to talk to each other to find it." Moreover, in order to accomplish that task, it is compulsory to adhere to certain principles. The teacher divides students into peers or groups to receive the assigned task. The students practice their roles in pairs or groups.

There is another vital contribution that Thornbury (2005) has made; he states that `the Information gap activities have a knowledge gap among learners and it can be bridged by using the language" (p.80.84). So, to obtain the information, the learners have to communicate. British Council entity (2021) presents a precise classification of the gaps, for instance, the information gap, the experiences gap, the opinion gap, and the knowledge gap. This variety of gaps is beneficial for teachers since they want to raise their speaking time and close the gap.

Based on those statements, it can be argued that this strategy is where factual communication starts, students feel the necessity to find unknown information, allowing them to go beyond the simple interaction to establish forms of languages needed to complete the specific quest and to use the linguistic and communicative strategies to complete the task. Similarly, students draw upon available vocabulary, grammar, and communicative strategies. The importance of this activity in the classroom is valuable for many reasons, and information-gap activities present an opportunity for prolonged Speaking practice.

Moreover, it presents real communication; it increases students' motivation. It also enables students to entail sub-skills, such as re-phrasing and clarifying meaning. The most typical information gap activities are jigsaw, listening and split dictations, picture description, and spot differences.

Guessing games

Games are used in the Communicative language approach, they are entertaining, and students have fun, increasing their motivation to learn the language even more if it is appropriately applied. Morrow (1981) reasoned that "games are truly communicative." Moreover, it has three communication features, information gaps, choice, and feedback. (Brown,2014). For instance, the speakers do not know what the classmate plans for the future, predict what will happen, and then receive feedback from his peer or group. Games are vital for teaching, and they naturally attract learners' interest, unlike many other lessons. Students with games develop two activities learning a language and having fun inside the classroom. All types of students react to the game, even the reluctant and shy students.

Based on what Cross (2000) and Crookall (1990) said, Gozu E and Caganaga C, K, (2016) post that the teacher's and student's roles have changed with the game's activities. The games can create many situations and encourage students to take responsibility for their learning. Furthermore, they mention the advantages and

disadvantages of using games in classrooms. One of the advantages is decreasing anxiety when students learn another language. Moreover, it increases positive feelings and an excellent atmosphere to perform the game and master the language. Besides, games are learner-centered activities. When students play games is easier to acquire language as they achieve their mother tongue.

Furthermore, games increase motivation and the desire to improve, develop the ability to observe, and follow clear rules and objectives. They help students develop critical thinking skills and encourage the teacher to create a new and dynamic teaching practice, avoiding the traditional way of teaching and conventional materials. Since games are used with learners of different ages and levels of knowledge, they only have fun while students learn. It is also essential to identify the disadvantages that games can have, for instance, the excessive noise in the classroom, the limited time to perform, dislike from the learners to play, and diverting time away from keeping away from the primary purpose of the class, and others.

Nowadays, many games have increased online; most are free of charge and easy to access. Furthermore, they do not take too much time to play and receive instant feedback. These games are visual and computer-based; they have become a hook for using technology in class; teachers are forced to update and reassess technology frequently and get involved with this omnipresent issue even if they lack expertise. In the current remote way of studying, games facilitate teachers' and students' collaborative teaching and learning. The most popular games on platforms or websites are Kahoot, Quizzes, Quizlet, Word Art, Word wall, Learning app, Voki, etc. These platforms provide teachers with an alternative for engaging students actively in developing speaking skills.

1.3. Speaking skills.

In second language acquisition (SLA), speaking is considered paramount. Speaking is a verbal and natural skill that comprises sounds and words. This skill that human beings make is superior and different from other species. It is important to cite some linguistics concepts that apply to this skill. "Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information in a fluent, accuracy and phonetical way." (Brown, 1994; Burns & Joyce, 1997).

Furthermore, one crucial standpoint argued that "speaking is one of the essential skills to be developed and enhanced as means of effective communication" (Mei Leong & Seyedeh Masoumeh Ahmadi, 2017). Based on those conceptions, speaking is natural, spontaneous, open-ended, and involves language's main factor in communication. This skill is not isolated; it directly relates to listening skills to produce and receive messages for better understanding and communication. Besides, speaking skills have four main components: grammar, vocabulary, Pronunciation, and Fluency. This skill involves words and sounds and expresses meaning, sociality relation effect, cultural issues and performance, and combines sound elements to that purpose.

Additionally, speaking has functions that can be divided into categories. The interaction refers mainly to social conversation. In contrast, the transaction category is to make someone understand the message when giving and receiving information meaningfully, and the performing category is to transfer information before an audience. It requires form, organization, accuracy, and fluency. Thus, mastering this language skill is much more complex when than acquiring a second language; when learners develop speaking, they acquire linguistic and sociolinguistic competence. (Loewen &Sato 2017)

Referring to speaking and how it can be developed implies activities that occur before, during, and after the speaking. It is essential to point out these stages; pre-speaking, planning, and organizing. In developing this skill, learners should accept comments, ask and answer questions, explain concepts, and assess the process. Based on the

utterances stated by significant authors, language is the whole of oral or written signs that humans use to communicate within a group. Besides this, language is the ability of all human beings to communicate employing symbols to express their thoughts. Finally, speech is the verbal manifestation of language and has a close relationship with culture. Due to the complexity of acquiring a second language, learners face many difficulties in achieving it. Therefore, it is a concerning issue that many linguistics teachers and organizations consider when teaching a new language. To support this vital issue Mitchel Marije (2017) stated three dimensions of the language. Complexity, Accuracy, and Fluency (CAF).

Complexity, this dimension is the most controversial of them, and it is branded as the numbers of a variety of elements and the merger of their interrelation structure. It has three aspects developmental, cognitive, and linguistic complexity. 1) Developmental refers to the linguistic structure that occurs and stands in L2; 2) Cognitive refers to the learner's perceptions of the language's difficulties; 3) linguistic that refers to the intrinsic formal or semantic properties of the elements of the second language, (Norris &Ortega, 2009; Pallotti, 2009, 2015). When complexity is measured, it is considered a multidimensional construct.

Accuracy is the second dimension that refers to how learners use the target language in speech and writing and gauging the quantity of unconventionality from the standard, it also has a solid relationship to the linguistic norm. (Marije, Mitchel 2017). When accuracy is analyzed, not only coherence is pivotal but also Cohesion. Both elements have great importance in speaking production. Coherence is the textual property by which the state statements that make up a text refer to the same reality. To have coherence, the context should (be) direct to the topic, and the statements that will be added must be related to the same issue so it does not diverge from the original idea. On the other hand, Cohesion is the property when the statements of the text or speech-related are correctly from a lexical and grammatical point of view.

Fluency, one of the goals of learning a new language is to get fluency, It refers to how language is spoken, and it has three main elements: speed of rate, the silence of breakdown, and repair. The speed of rate (acceleration) is related to how fast speakers speak, while the silence of breakdown is the pause that regular speakers do in the process, sometimes it happens for the nerves, hesitations, and doubts.; if there are many stops when speaking, it will not be considered fluent, and finally, the repair is the repetitions, the numbers, or fails starts. (Michel, Marije, 2017). Based on Newton and Nation's (2020) contribution, using a language is paramount because it allows teachers to accomplish input and output meaningfully; in this way learners can share their thoughts, feelings, emotions, and needs. There are misconceptions that fluency gathers in advanced levels; however, it is essential early.

Pronunciation is another dimension considered by several authors from language, which articulates words and implies indicators such as rhythm, stress, and intonation; these allow learners to have clear speech and an easy understanding when communicating in the target language. Teaching language pronunciation has become a big issue in most schools due to negligence regarding this skill. Most of the time, teachers cannot teach their students to speak fluently because they do not have the language expertise, cannot teach their students the proper pronunciation, or linguistic influence is generally considered inappropriate. Likewise, an important aspect is the right time to learn a second language, if it is the best time in childhood or adulthood. The learner certainly speaks fluently, and without an accent in childhood, it is widespread that adulthood will not talk with a native accent.

Pronunciation is also challenging to teach and learn, and a vast (an extensive) range of theoretical viewpoints are accepted between psycholinguistics and phonologists. They said that the difficulties of pronunciation learning are cognitive rather than physical, for that reason some people might have more natural aptitude than others. The problem that learners have with pronunciation is the necessity to change an abstract pattern appropriately for their first languages that they have already

internalized from childhood. They need help categorizing or conceptualizing sounds in a mode suitable to English.

Based on the utterances of many authors (Breitkreutz, Darwing & Rossiter,2002; Burges and Spencer, 2002; MacDonald, 2002; Murphy, 1997), Warren et al. (2009) stated that English teachers do not have a piece of solid knowledge of phonetics to feel comfortable teaching pronunciation to their students; furthermore, one of the facts of pedagogy of articulation is the feedback that one receives from performance. This activity is considered time-consuming. For that reason, it is no doubt that the pronunciation has not enough attention in the classroom. When someone speaks a new language, they should master the stressed and unstressed vowel and consonant sounds, which are essential for rhythm. Nonnative speakers can improve their fluency's understanding by learning to adopt the rhythm of spoken language from native speakers.

In summary, while the literature highlights the importance of fluency and correct pronunciation, the classroom setting is often limited in this regard.

CHAPTER II: METHODOLOGY

This chapter hands out the methodology used in the execution of this study. Besides, the research approach, the research modality, the research level, the techniques, procedures, population, and the sample are relevant aspects. This chapter presents the methodology applied in the progress of this study.

2.1. Research design

It is an Action-research design; it is very flexible in terms of data to be collected. It is most probable to have different data sources as an instrument; in this case, tests such as pretests and post-tests, and learners' productions were possible. One of the authors who state current information related to research design is Jhon W. Creswell (2020), who details quantitative, qualitative, and mixed-method research approaches to support this research study.

Research approach

This experiment consists of the pretest and the post-test utilized to examine the impact of communicative Language Teaching activities. To analyze data, qualitative and quantitative techniques were used. It is a quasi-experimental type, the pedagogical process carried out with two groups of students, without making random. They are male and female of ages 16 to 17. One group is the controlled group, and the other is the experimental group. It is an action research interventionist because the researcher intervened, changed the reality, and looked at the effects of what happened during this process.

Quantitative research was used for this research because it is based on data collection, which contains quantifying results- In this study, for instance, the test measured the speaking skill: the score will establish this study. The variables can measure on instruments. This method used these instruments pretest and post-test. The pretest contains a questionary of 12 questions applied to the third week of this new school year classes, and the post-test was used after two months of the intervention. The results (scores and ranks) obtained were processed and analyzed. The information was tabulated. Finally, this study used the quantitative approach to test the defended idea.

The qualitative method was used to explore and understand the different characteristics of a researcher's people or events without comparing quantities and measures. It was helpful because it could record information through observation and intervention. The research process involved questions and procedures, data collected from the participants, and the researcher's interpretation of the meaning of the data.

The mixed method was used because the data collection was based on applying tests. The mixed method combines quantitative and qualitative research and data collection in a research study. The use of the mixed method was relatively new in the middle of the 1980s had its origins. However, their psychological studies used different approaches (Campbell and Fisk (1959). They found various data collection forms; then, they used observation and interviews, a tool used for qualitative research. By the early 1990s, mixed-method curved toward the convergence of qualitative and quantitative databases, and the different types of research arose.

Table 1. *Quasi-Experimental detail.*

Pretest	Post-test
Quasi-Experimental group design	
A survey Before the CLT method is applied	A survey After the conducting based on CLT is
Time (10 minutes)	After the conducting based on CLT is carried out (after 8weeks) (10 minutes)

Note: taken from: Excel progamme
Elaborated by Guato, N.(2022).

Research Modality

Concerning the Research modality, it has a socio-educational focus. It refers to the positive environment that students can have. A good climate of coexistence in schools can improve students' well-being, self-esteem, and academic results and prevent maladaptive behaviors. It deals with the positive and negative influences these issues can give learners to a second language.

Research depth level

This descriptive research aims (seeks) to identify the factors, frequencies, categories, and trends. Furthermore, it gathers people's perceptions, opinions, attitudes, and beliefs. Moreover, it gathers people's perceptions, thoughts, attitudes, and ideas about any subject from schooling. (Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, 2006). It is handy when beginning an investigation because nothing has been known about the topic or problem. This case followed the determiners and circumstances that enclose the speaking skill development before applying the Communicative Language Teaching activities. This method helped the researcher determine if the set of activities planned and used will impact the speaking skill development in 25 students of B1 level from *Unidad Educative Fiscomisional "San José."*

This study will be analytical because it includes critical thinking; from the analytical research, the researcher can find essential details to add new ideas and jerk small pieces to structure greater expectations about the material. Moreover, this study has a correlational design to describe and measure the degree of association between variables; the researcher will use the correlational statistic (Creswell, 2012). There is a more complex relationship among variables, for instance, structural equation modeling, hierarchical linear modeling, and logistic regression.

Type of Research

This research used bibliographic-documentary research that allowed the State of the Art and Practiced development while updating Communicative Language Teaching for teaching a second language. Furthermore, the field research simplifies the application of surveys and tests in students in the third year of the Baccalaureate. (High school). The sources for searching information are several, for instance, Google Academic, online libraries, repositories, web pages, books, handbooks, journals, articles, documentaries, Etc.

Population and Sample

Two groups of 24 and 25 students from B1 English level concerned the sample and population to execute this research. They are males and females between the ages of 16 and 17. Accordingly, the population included about 49 participants, the whole group of the two parallels from the third year of BGU in *Educational Fiscomisional Unit "San Jose."* Participants are aware of having electronic devices and internet access. That could be a limitation. They also had loads because not all had these requirements; thus, one could not apply the pretest.

Table 2. *Sample Detail.*

Age	Male	Female	Total
16	9	16	25
17	8	16	24
	17	32	49
total	35%	65%	100%

Note: taken from: Exel programme
Elaborated by Guato, N . (2022).

2.2. Research Techniques and Instruments

This research used bibliographic-documentary research that allowed the State of the Art and Practiced development while updating the Communicative Language Teaching approach for teaching a second language. Furthermore, the field research simplifies the application of surveys and tests in the third year of the Baccalaureate general unified. Moreover, the use of google docs where the survey was built generates a link received by students and filled in. at the same time, the use of the Zoom platform, on which the teacher gave the directions to complete it.

Survey

The instrument first used in this study is the Survey. It is defined as "the collection of information from a sample of individuals through their responses to questions." (Check & Schutt, 2012, p.160). It was applied to the experimental group as pre and post-tests and to the control group as post-tests. It allowed collecting information from the sample to know the knowledge and appliance of the CLT method activities.

Questionaries

The type of questionary is structured; it has 12 questions related to English in class and the teacher's performance on the Likert scale. Each question has four dimensions: always, sometimes, hardly ever, and never, and only one option should be chosen.

2.3. Data Collection

This researcher required different instruments and tools. The first Survey consisted of 12 multiple choice questions with 4 points Likert scale response. The goal was to apply the Survey to 49 students aged 16 to 17 from *Unidad Educative Fiscomisional San Jose* in 2021 from 10 to 9.00 am. Students had 10 minutes to fill in the Survey. It was

carried out by Zoom platform meeting. There were some limitations to completing it; for instance, internet connection problems. Some of them did a little late, and one could not participate in this test. Luckily, in the end, all of them did the test.

For the collecting data, pretest and post-test were applied to determine how effective CLT strategies in developing speaking skills and how effective they are implemented and applied in a class by the English Teachers. These tests were used at the begging of the intervention; they belong to the quantitative method due to the user's number for processing. The researcher sent a letter to the principal to get permission and allow students from the third year of Baccalaureate from a Fiscomisional school to participate in this research. Moreover, the Observation technique was another instrument that allowed the researcher to find information. With this, it was able to register the students' reactions to the new strategies applied in class to improve their learning language and speaking development.

Characterization of the company or institution

Catholic is the Educational Fiscomisional Unit San Jose" from Tena in Napo Province. It has the following levels Basic elementary until Baccalaureate level. Students from elementary and media grades have 2 hours of English every week. Then students from elementary school have 5 hours of English classes in a week, whereas the middle and high school level 4 hours of English in a week, each hour of 40 minutes. The students got into the courses through a Teams or Zoom platform link. Teachers have programmed the system in the calendar; the hours are not enough to accomplish all the goals. As the institution is large, there are seven teachers for the all-school. However, they do not facilitate the students' learning.

The students usually struggle with speaking, even though they have been involved in English for about five years. They do not like to speak, and sometimes it is because the teachers at school only focus on grammar and not on oral production. Most public schools face this issue. The majority of the participants were 16 to 17 years old. They

did not ask questions when they answered the pretest, and they were familiar with the type of questions. Furthermore, the teacher explained in Spanish to get them to understand well. To conclude, it is paramount that students have internet access to avoid limitations in homework and tasks in the classroom.

2.4. Research Proposal

In the intervention phase, the teacher used the CLT method, the most popular to teach English as a foreigner's language. It was applied for about two months. It aims to create an atmosphere of meaningful communication. The strategies and techniques such as role-plays, simulations, information gaps, guessing games, and picture descriptions were essential in these stages. It required 8 lesson plans of 40 minutes for each of them. Besides, the students had to accomplish two hours per week; moreover, the primary source is a book called "American think level 2". The students were exposed to new ways of teaching using several online tools, for instance, Zoom and Teams platforms. The classes were taught only in English, using both platforms. This new system offers more opportunities for students to practice more speaking and get fluency.

Visual aids, for instance, pictures and colorful posters, make the classroom atmosphere attractive. **Picture Description** is a technique that refers to the image's description where lexicon and syntaxis are involved. They infer the situation, ask and answer questions related to the stimuli and personal experience, and finally, hypothetical questions. **Role-plays** technique is essential to developing speaking. It makes practice interactive and engages students in finding a pair or group to perform role-plays in many topics; it allows them to imagine themselves or another person in a particular situation. For instance, at the airport, at the bank, at a shopping center, Etc.

Simulation is another technique that allows express themselves in pairs or groups, which differs from role-playing because they are the same person; they do not pretend

to be another. be someone else. Another activity that will carry on is **the Information gap**, and it refers that people usually find information that is unknown in real communication. More authentic communication occurs in the classroom if the students practice the language independently and search for linguistic and communicative resources to obtain information.

Essential strategies to develop class activities were established. In addition to those activities, a book called "American think" from Cambridge University Press is the primary resource for this study and the whole year and the Cambridge platform's use. The modality of studies has changed very soon; thus, students are familiar with technology and digital tools; for that reason, it has been a challenge for teachers to use technology in class. Furthermore, it is paramount to emphasize using other method contributing to CLT, such as the Presentation, Practice, and Production PPP method and ERCA approach.

Remote teaching gives students more opportunities to practice English using several platforms, digital tools, and apps. For instance, **Padlet.com**. It is a bulletin board online where students and teachers have a collaborative reflection. It can share pictures, videos, audio, and any other information. It is a secure board where users can post, remove and manage their publications. Teachers can give feedback to their students interactively. **Learning apps** are an interactive platform that allows teachers to create interactive sheets. It is used mainly for learning vocabulary. **Flipgrid** is a video tool designed to enable students to talk with a group member without any pressure from the class: they can record their responses. Teachers can post any topic as a video they share with the students, prompted to respond.

Vocaroo is another app that helps students to practice speaking. It is a voice recording app that can be downloaded for free on their cellphones or computers; teachers can quickly correct their speaking skills. Live worksheets and IS collective are platforms that offer lessons and activities for grammar topics and vocabulary; moreover, they offer a variety of assignments related to the development of different skills, for instance,

listening, reading, (and) writing. Quizzes were paramount to have fun with various topics of English studies; students play and learn any planned case. Students may feel motivated to learn, explore digital tools, get involved, and achieve the language with exposure to technology. These tools were helpful during the intervention process to apply and get the results of the CLT approach strategies used.

When the project started, the students were evaluated with a pretest to diagnose how well and effectively managed the language and teaching strategies in the classroom with students to develop speaking skills. Separately from the pretest results, the students continued learning the language while applying new methods and techniques. Zoom's platform was vital to create these classes due to its facilities, teachers, students, and student interaction. Table 3 below contains the outline of the lesson plans. Each of them describes the strategies created for this research. Every lesson has a specific objective related to developing the speaking skill for the B1 level. It also has the teacher and student's roles. They were applied in the first two months of the beginning of the school year.

Table3. *Outline the lesson plans.*

Lessons Plans	Topic	Aim	Time	Materials	Teacher's role	Student's role
1	Eating and Drinking	Students can buy and talk about food.	2hours	Computer Student's book- Workbook Teacher's E-books	Guide/facilitator	Learner-centered
2	At the restaurant	Students can order in a restaurant.	2 hours	Computer Student's book- Workbook E-books	Guide/facilitator	Learner-centered
3	Meeting people	Students can talk about a famous person	2 hours	Computer Student's book- Workbook E-books	Guide/facilitator	Learner-centered
4.	The weather	Students can describe the local weather	2 hours	Computer Student's book- Workbook Teacher's E-books	Guide/facilitator	Learner-centered
5.	Travel plans	Students can talk about their vacation plans	2 hours	Computer Student's book- Workbook Teacher's E-books	Guide/facilitator	Learner-centered
6	Sports moments	Students can talk about sports	2 hours	Computer Student's book- Workbook Teacher's E-books	Guide/facilitator	Learner-centered
7.	That is Entertainment	Students are to talk about their favorite movie	2 hours	Computer Student's book- Workbook E-books	Guide/facilitator	Learner-centered
8.	My life in music	Students are to talk about their favorite music	2 hours	Computer Student's book- Workbook E-books	Guide/facilitator	Learner-Centered

Note: taken from: Exel programme
Elaborated by: Guato, N. (2021)

UNIDAD EDUCATIVA FISCOMISIONAL "SAN JOSE"

LESSON PLAN N. º 1

TOPIC: Food and Drink

Objective: To talk about food and drink

Materials: PowerPoint slides, Student's book, laptop and desktop computers, stimuli, learning apps platform, and zoom platform.

Previous knowledge: basic vocabulary about food and drinks, valuable phrases, adjective, adverbs, and prepositions.

Class profile: Third-year Bachillerato B1 level, 25 participants

Time: 120 minutes

Instructions:

Presentation (40 minutes)

- The teacher introduced the topic, asking them to play a game with learning apps, which consisted of dragging the food's name to the correct group of food.
- The teacher asks the students to look at the stimuli for a few seconds; then, they are required to say what they can see in the picture?
- The teacher gives previous work bank about vocabulary, adjectives, prepositions, directions, adverbs, and some useful phrases
- The teacher organizes in pairs to do the task.

Practice: (40 minutes)

- The teacher moderates the picture description for the students. He shows three moments: First, general description; second, he talks about states, feelings, or actions in the picture, and finally, he infers what is happening in the picture.
- The students practice pairing the three moments of the picture description with the teacher's support.
- The teacher asks three types of questions: related to the stimuli, personal reflection, and hypothetical questions.
- The teacher explains about writing the questions using the platform Lino it.

- The teacher checks the questions and gives feedback to them.
- Students practice in pairs describing a picture and asking and answering questions.

Production: (40)

- Students describe the picture and ask and answer questions related to the image, personal reflection, and hypothetical questions.
- They make a video on the zoom platform. This video contains 2 minutes of description and 3 minutes of interaction with questions and answers.

The contexts of the different topics from the book American think for the students from the third year in Unidad Educative San Jose were chosen to develop speaking skills. Moreover, the innovation in methodology and strategies that the teacher applied were different, and focused on developing the speaking skill as is the objective of this research. Alternatively, the other skills such as listening, reading, and writing were vital and complimentary for speaking. This proposal was presented to the principal, who accepted enthusiastically and was pleased to know that this group would be highly exposed to the new teaching and technology in their classes.

The authorities from this school strongly supported this quasi-experimental study, giving the facilities as to the students and as the parents. Thus, the research aims to enhance students' speaking skills by applying the CLT strategies. Furthermore, the topic of the lessons has its corresponding objective, and finally the list of material plus the teacher and student's role. To develop this lesson, the PPP method was used. Every class was held through the Zoom platform, and each class activity included interactive applications and an online platform, an example of how the English classes were carried out with the proposed method and with the picture description technique.

TOPIC 1: FOOD AND DRINK

Objective: To describe a picture talking about food.

Materials: PowerPoint slides, learning apps interactive board, computer,

Previous requirement: Basic vocabulary about food, adjectives, prepositions, and phrases.

1. PRESENTATION

INSTRUCTIONS

- Students refresh previous knowledge classifying food in groups on learning apps interactive board.
- Later they will describe a picture and will create some questions to ask to
- Students will practice after the teacher`s perform.
- They create their own questions
- Finally, they will record a video

https://learningapps.org

2. PRACTICE

Figure 1. *Food and Drink*

1. Describe the picture. Use the phrases and vocabulary from the tables below.

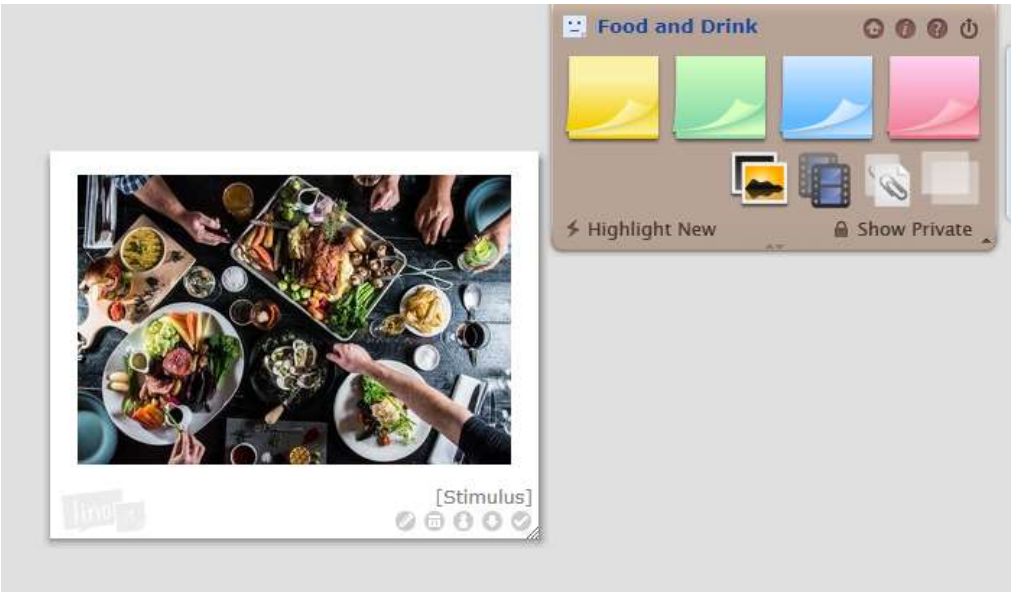
Source: Taken from: (https://media-cdn.tripadvisor.com/media/photo-s/15/ba/51/45/table-food-drink.jpg)

Figure 2. *Word Bank*

What can you see in the picture?	Where is in the picture?	Say what is happening ?	Something unclear
In the picture I can see ... There's..... There are ... There isn't a ... There aren't any ...	At the top/bottom of the picture ... In the middle of the picture On the left/right of the picture ... next to in front of behind near on top of under	They are ...ing The people are...ing It's raining	It looks like a ... It is a kind of..... It might be a ... He could be ...ing Maybe it's a ...

2. Write questions about the picture, personal experiences, and hypothetical questions.

Figure 3..Lino it platform to write



3. PRODUCTION

3- Write questions about the stimulus, personal and hypothetical

4**.** The students make a video on the Zoom platform describing the picture and asking and answering questions.

Figure 4. Students recording a video on Zoom platform.

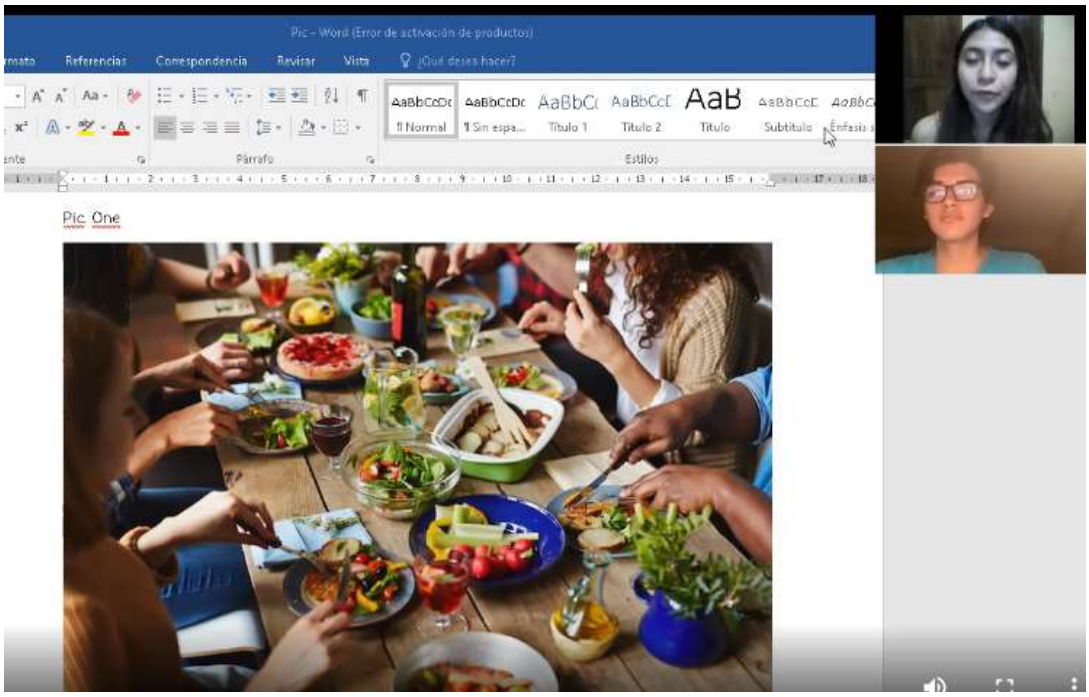


Figure 5. Rubric for evaluation

	Poor 1-2	Fair 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Comprehension ability to make her/himself understood	Unable to make her/himself understood while performing the **task**", even when listener asks for repetition or clarification.	Unable to make her/himself understood while performing most of the task; listener frequently asks for repetition and clarification.	Makes her/himself understood while performing at least half the task; listener sometimes asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener seldom asks for repetition or clarification.	Makes her/himself understood while performing most of the task; listener rarely asks for repetition or clarification
Interaction ability to listen to and interact with a partner	Unable to listen attentively or respond appropriately while performing the task; fails to interact with a partner.	Unable to listen attentively or respond appropriately while performing most of the task; interacts poorly with a partner.	While performing at least half of the task, listens to another person and responds reasonably well; interacts adequately with a partner.	While performing most of the task, listens attentively to another person and responds appropriately; interacts well with a partner	While performing the task, listens attentively to another person and responds appropriately; interacts very well with a partner.
Accuracy grammar, syntax, and general structures	Uncontrolled grammar and syntax, lacks knowledge of general structures.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; meaning is not always clear.	Quite accurate; some errors, but meaning is clear.	Grammatical and **lexical"** accuracy are high.
Fluency vocabulary, speed, naturalness, lack of hesitation	Unnatural and laboured speech, extremely hesitant on even high-frequency vocabulary words, phrases and structures.	Hesitant; very limited range of language available.	Quite hesitant; limited range of vocabulary and structures.	Some hesitation and sometimes has to search for words.	Speaks fluently without hesitation or searching for words.
Pronunciation stress, rhythm, intonation patterns	Lots of errors; unclear articulation and intonation, which makes speech almost unintelligible.	Very frequent errors; often very difficult to understand.	Frequent errors; not always clear enough to understand.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation help to make meaning clear.

Source: taken from National English Curriculum 2016, Ministry of Education.

This first lesson plan was done on September 15th, 2021; at the beginning of the school year, it had an objective that the students were able to talk about food and drink at the end of the lesson. It was essential to notice how students performed the task; they could manage the tools well. They took a few minutes to gather the job and the current

methodology; they participated after getting familiar with the topic. During the classes, they felt free to ask questions to the teacher when they had difficulties.

The PPP method was used; it has stages that are identified. The teacher encourages them to get involved with food and drink topics in the presentation stage. The teacher also acted as a facilitator due to the previous information shared with students' vocabulary related to food and drink. The interactive and collaborative board learning apps were used, then the students went over the link and clicked on and did the activities required on this app. Teachers refresh their knowledge by showing in the picture and correcting their pronunciation.

During the practice stage, the teacher performed the picture description explaining the different moments. Once the students got the idea, they describe the picture in general and then in detail. Moreover, the students could create their questions to achieve knowledge and identify the required questions. The teacher wanted to be sure of the students' understanding. While the students were practicing in pairs, the teacher assisted them in clarifying some doubts and monitoring if they were doing well.

The time for activities of repetition, answering questions and explaining was 40 minutes. Even though the activities were focused on developing speaking, the students writing and listening were also remarkable. One of the strategies used in this stage was repetition to reinforce the proper pronunciation and the writing development with the creation of questions on the Lino platform. In this stage, the teacher allows them to practice more while controlling their practice and gives feedback to their questions.

Finally, in the last stage, students felt more confident in talking. Students were free to observe the picture to describe and make questions and respond according to the stimuli, but it could be noticed that they were more familiar with a question related to the stimuli incentive and personal questions rather than hypothetical questions. To reinforce what they have learned, after a long period of practicing, they have to record a video for about 4 minutes, 1 minute of picture description, and two minutes of

interaction to ask and answer questions. It was evaluated according to the rubric proposed by the Curriculum 2016 from the Ministry of Education. The results showed that this new strategy is applied if the students feel motivated to speak in a target language.

CHAPTER III. ANALYSIS OF THE RESULTS

This chapter shows the development, analysis, and discussion of this current research to answer the stipulated aims from the beginning. The planned strategies, the data collection, the interpretation, and the discussion related to the CLT strategies to improve speaking skills. The previous chapter mentioned doing this research. The quasi-experimental statistical technique Jamovi software was used to measure the frequency of the data and organize and present tables of each question. This Jamovi was founded to develop a free and open statistical platform that is intuitive, and it also offers the latest developments in statistical methodology. This study wanted to show how variables have been analyzed from pretest after a period of experiment and application of posttests, which gave the researcher a hint to realize the suitable function of the proposal.

3.1. Pretest results analysis

The pretest was held before the intervention with the appliance of the proposal to apply new teaching strategies from the CLT approach, as the main aim is to develop students' speaking skills. The tables below show the frequency of the answer from the experimental group in the pretest before the intervention; the dimensions tabulated are always, sometimes, hardly ever, and never.

Table 4

Frequencies of 1. Do you speak English in class?

Levels	Counts	% of Total	Cumulative %
Always	20	80.0 %	80.0 %
Sometimes	5	20.0 %	100.0 %

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

This table displays that from a sample of 25 students, 19 answered "always" speak English in class; while six students answer "sometimes" they speak English in class, both are positive answers. It shows that most students use English in the course, and a small group does not use it.

Table 5.

Frequencies of 2. Does your English teacher ask you questions in the English language?

Levels	Counts	% of Total	Cumulative %
Always	19	76.0 %	76.0 %
Sometimes	5	24.0 %	100.0 %

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

It displays that from a sample of 25 students, 19 students representing 76% answered "always" while six students answer" sometimes," both are positive. It shows that the teacher uses the English language in classes.

Table 6

Frequencies of 3. Does your English teacher explain the speaking activity deeply?

Levels	Counts	% of Total	Cumulative %
Always	**14**	**56.0**	**56.0**
Hardly ever	**1**	**4.0**	60.0%
Sometimes	10	40.0 %	100.0 %

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

From the sample of 25 students, 14 answers are "always," representing 56%, whereas ten students answer "sometimes," denoting 40% both are positive answers. Only one student answered hardly ever; it represents the 4%, it was a negative answer. It evidences that the teacher makes understands the activity for speaking.

Table 7

Frequencies of 4. Does your English teacher motivate the use of communicative activities where you demonstrate active participation?

Levels	Counts	% of Total	Cumulative %
Always	19	76.0 %	76.0 %
Sometimes	6	24.0 %	100.0 %

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

This table shows that from the sample of 25 students, 19 answered "always," representing 76%, whereas the six students answered "sometimes," which is positive. From these results, most students agreed that the teacher motivates them to speak English for communication, but some think the teacher does not encourage them to communicate in class.

Table 8

Frequencies of 5. Do you receive some precise guidance from your teacher during your English classes?

Levels	Counts	% of Total	Cumulative %
Always	13	520 %	52.0 %
Sometimes	12	48.0 %	100.0 %

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

This table shows that from the sample of 25 students, 13 answered "always," representing 52%, while 12 students answered "sometimes," denoting 48%. In this case, more than half of them think they have received clear guidance from the teacher, and the other group thinks they do not receive clear direction from their teacher.

Table 9.

Frequencies of 6. Does your English teacher motivate the use of communicative activities where you demonstrate active participation?

Levels	Counts	% of Total	Cumulative %
Always	12	48.0 %	48 %
Hardy ever	2	8%	56%
Never	1	4%	60%
Sometimes	10	40 %	100.0 %

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

This table presents that from the sample of 25 students, 12 answered "always," representing 48%; they confirmed their teacher keeps a written record; but ten students answered "sometimes," denoting 40%, that agreed that the teacher sometimes has a written form, but there are also two students that answer "hardly ever," meaning the 8. %, indicates that the teacher not very often has a written record of the student's participation.

Finally, one student answering "never," representing the 4%, states that the teacher never has a written record of their class participation, and the teacher does not always have a written form for registering the student's participation in class.

Table 10

Frequencies of 7. Does your teacher use teaching techniques such as dialogues, dramatizations, games, and teamwork in your English classes?

Levels	Counts	% of Total	Cumulative %
Always	18	72.0 %	72 %
Sometimes	7	28.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

It indicates that from 25 students, 18 answered "always," representing 72%; stated that the teachers use several techniques in the class; while 7 students responded

"sometimes," denoting 28%, they agreed that the teacher does not develop the teaching techniques. It shows that most students are aware of the uses of these techniques by the teacher in classes, and a few do not state that.

Table 11

Frequencies of 8 Does your English teacher encourage the use of correct grammar in your oral presentations?

Levels	Counts	% of Total	Cumulative %
Always	16	64.0 %	64.0 %
Hardly ever	1	4	68.0
Sometimes	8	32.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

This table presents those 16 students of the sample of 25 who answered "always," representing the 64%, they stated that the teacher was concerned about the use of correct grammar while speaking; while 8 students answered "sometimes", representing the 32%, state that teacher did not often encourage the use of proper grammar, and finally, 1 student answers "hardly ever," meaning the 4%. It shows that almost half the students award that the teacher encourages correct grammar in their presentations.

Table 12.

Frequencies of 9. Does your English teacher give you the appropriate guidance to use vocabulary according to your level during classes?

Levels	Counts	% of Total	Cumulative %
Always	15	65.50 %	62.5.0 %
Sometimes	9	37.5.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

This table represents the result of the sample of 25 students. 15 students answered "always, representing 65.5%, while 9 answered "sometimes," denoting 37.5%. It

demonstrates that most of the students agreed that the teacher supports vocabulary and the other group thinks that they have vocabulary support not very often.

Table 13

Frequencies of 10. Does your English teacher develop oral activities such as role-plays, oral presentations, and dialogues?

Levels	Counts	% of Total	Cumulative %
Always	15	60.0 %	60.0 %
Hardly ever	2	8%	68%
Sometimes	8	32.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

This table shows that from the sample of 25 students, 15 answered "always," representing 60%, while 8 students answered "sometimes," denoting 32%, and 2 students answered "hardly ever," representing 8%. It evidences that the teacher uses oral activities, however, there is evidence that the teacher does not do activities for speaking in class.

Table 14

Frequencies of 11. Does your English teacher organize pairs or groups work to practice speaking?

Levels	Counts	% of Total	Cumulative %
Always	**9**	36.0 %	36.0 %
Hardly ever	**1**	4.0%	40.0%
Sometimes	16	60.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021).

This table indicates from 25 students, 9 answered "always”; representing 36%; 15 students answered "sometimes" representing 60%, and only one student answered "hardly ever," meaning 4%. The teacher does not work with peers or groups to practice speaking.

Table 15

Frequencies of 12. Does your English teacher ask you to describe pictures?

Levels	Counts	% of Total	Cumulative %
Always	**11**	44%	44.0 %
Hardly ever	**2**	8%	8.0%
Sometimes	12	60.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table shows that 11 students from 25 answered "always," representing 44%, while 12 answered "sometimes," representing 48%, and 2 replied "hardly ever," they represent 8%. It shows that the teacher does not use picture descriptions in classes.

3.2. Post-test Results Analysis

The posttest was applied after two months of intervention. The table below shows the frequency of answers related to the questions about the appliance of the strategies to develop speaking skills. This analysis is expected to vary from the pretest and the posttest, and it should be noticeable positive.

Table 16

Frequencies of 1. Do you speak English in class?

Levels	Counts	% of Total	Cumulative %
Always	**20**	80.0 %	80.0 %
Sometimes	5	200.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

According to a sample of 25 students, 20 answers are "always," which is the average of 80%; 5 students answer "sometimes," representing 20%. To conclude almost all students, speak English in class.

Table 17

Frequencies of 2. Does your English teacher ask you questions in the English language?

Levels	Counts	% of Total	Cumulative %
Always	**19**	76.0 %	76.0 %
Sometimes	6	24.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table indicates from the sample of 25 students, 19 answered "always," representing 76%, while 6 answered "sometimes," which is 24%. It concluded that most of the time, the English teacher asks questions in English during classes.

Table 18

Frequencies of 3. Does your English teacher explain me speaking activity deeply?

Levels	Counts	% of Total	Cumulative %
Always	**22**	88.0 %	88.0 %
Hardly ever	**1**	4	92.0
Sometimes	2	8.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table indicates the answer of 22 students of "always" which is 88%, while 2 students answer "sometimes," representing 8%, and 1 student answered "hardly ever" which represents 2%. It shows that the teacher does explain the speaking activity deeply.

Table 19

Frequencies of 4. Does your English teacher motivate the use of communicative activities where you demonstrate active participation?

Levels	Counts	% of Total	Cumulative %
Always	**21**	84.0 %	84.0 %
Sometimes	4	16.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table indicates that the 21 students from 25 answered "always," representing 84%, and the 4 students answered "sometimes, "denoting 16 %, clearly is evidenced that the English teacher motivates the use of a communicative activity to make students participate actively.

Table 20

Frequencies of 5. Do you receive some precise guidance from your teacher during the English class?

Levels	Counts	% of Total	Cumulative %
Always	**23**	92.0 %	92.0 %
Sometimes	2	8.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

These results indicate that 23 students answer "always," representing 92%, while 2 students answer "sometimes," representing 8%. If the highest percentage is considered related to 8%, it is evidence that the teacher gives the students precise guidance for the tasks in English class

Table 21

Frequencies of 6. Do you receive some precise guidance from your teacher during the English class?

Levels	Counts	% of Total	Cumulative %
Always	**21**	840 %	84.0 %
Sometimes	4	16.0%	100.0%

Note: taken from: Jamovi platform

Elaborated by Guato, N. (2021)

This table indicates that 21 students answer "always," representing 84%: while four students, which means 26%, answer "sometimes," both are positive answers for that reason; it shows that the teacher has a written record of the student's oral participation.

Table 22

Frequencies of 7. Does your teacher use teaching techniques such as dialogues, dramatization, games, and teamwork in your English classes?

Levels	Counts	% of Total	Cumulative %
Always	**21**	84.0 %	84.0 %
Sometimes	4	16.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table shows the answer of 21 students "always," representing 84%, while 4 answers are "sometimes," denoting 16%. The highest frequency is evidence that the teacher uses several techniques in class such as dialogues, dramatization, games, and teamwork

Table 23

Frequencies of 8. Does your English teacher encourage the use of correct grammar in your oral presentation?

Levels	Counts	% of Total	Cumulative %
Always	**20**	80 %	80 %
Sometimes	5	20.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

The table shows that 20 students from 25 answered "always, representing 80%, while 5 answered "sometimes," representing 20%. It demonstrates that the teacher encourages the use of grammar to speak correctly.

Table 24

Frequencies of 8. Does your English teacher give you the appropriate guidance to vocabulary according to your level during classes

Levels	Counts	% of Total	Cumulative %
Always	**170**	70.8%	70.8 %
Sometimes	8	29.2%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table shows that 17 students representing 70%, answered "always," while 8 students, expressed 29,2 answered "sometimes." It evidences that the English teacher gives them the appropriate vocabulary according to their level.

Table 25.

Frequencies of 10.Does your English teacher develop oral activities such as role plays, oral presentations and dialogues?.

Levels	Counts	% of Total	Cumulative %
Always	**210**	84.0%	.84.0 %
Sometimes	4	16.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table shows the answer of 21 students from 25, "always," which represents 84%, while 4 students answer "sometimes," denoting 16 %. The teacher uses techniques that encourage students to produce most of the time orally.

Table 26

Frequencies of 11. Does your English teacher organize pairs or group work to practice speaking?

Levels	Counts	% of Total	Cumulative %
Always	19	76.0%	.76.0 %
Sometimes	6	24.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table presents the answer of 10 students from 25; they answered "always," 76%, while 6 students representing 24% answered "sometimes." As could be seen, these results show that the teacher does work in pairs or groups.

Table 27

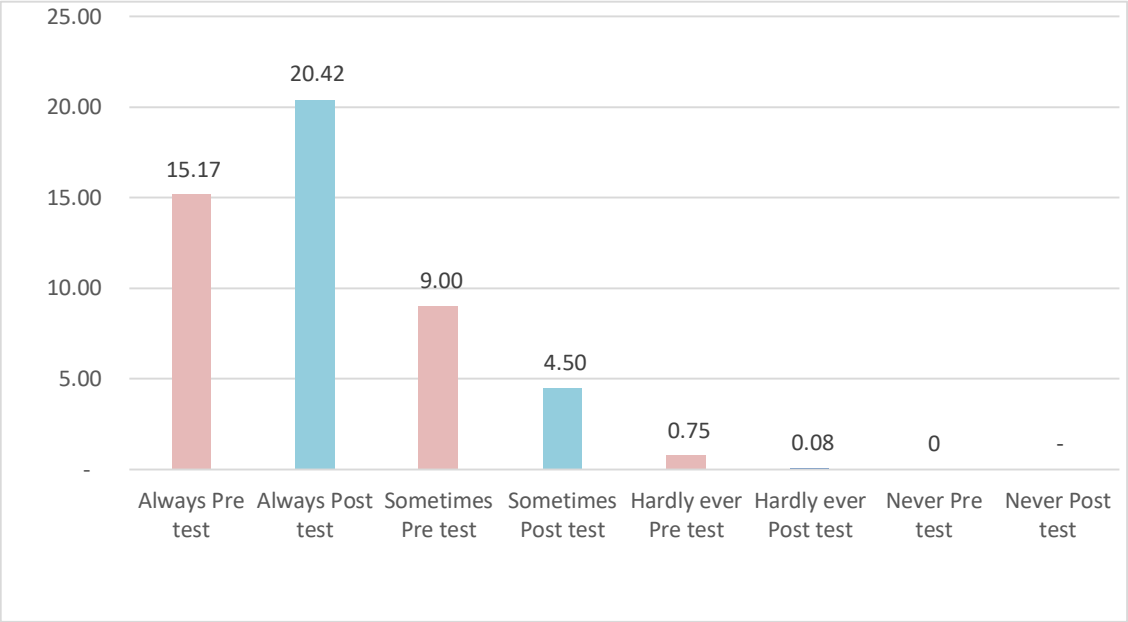
Frequencies of 12 .Does your English teacher ask you to describe pictures?

Levels	Counts	% of Total	Cumulative %
Always	**20**	80.0%	.80.0 %
Sometimes	5	20.0%	100.0%

Note: taken from: Jamovi platform
Elaborated by Guato, N. (2021)

This table shows that 20 students answer "always," representing 80%, and 5 students answer "sometimes," denoting 20 %. It shows that the teacher uses the technique of picture description in class.

Graphic 1: ***Pre and Post-Tests Comparison***



Results were taken from the Pre and Post-Tests
Guato Nelly, 2021

The figure represents the comparison between the results of the Pre and Post-Tests. It shows the frequency of students' answers about the four dimensions always, sometimes, hardly ever, and never. It was necessary to make an average from the frequencies of responses and top changes that have occurred in the results of each question. There is a shred of clear evidence that the students answered, sometimes, hardly ever, and never in the pretest. It indicates the highest percentage in always and sometimes dimensions. However, there is also a minimum negative answer with hardly ever and never.

Referring to the posttest, that figure shows how the variables have changed. It can be observed that after the intervention, the percentage increased, indicating dimensions of always and sometimes and the negative answer only a minimum. The increase occurred primarily in the questions that focused mainly on applying the new strategies and teaching activities such as role-play, picture descriptions, dialogues, oral presentations, and working in pairs and groups. To conclude, it could be said that the proposed strategies to develop speaking skills were applied and integrated successfully

CONCLUSIONS

- The diagnostic of the student's speaking skill proficiency at B1 level at Educational Fiscomisional Unit San Jose Tena is held working with a heterogenous group and pairs allowed each student to interact and express their ideas freely; plans several expectations and has the opportunity to share among them and have meaningful learning of any topic.

- The application of the strategies and techniques from Communicative Language Teaching to students from the B1 level to develop speaking skills. During the proposal implementation, many activities were performed, facilitating the job for teachers and students; moreover, various platforms and apps enhanced their proficiency; technology was a significant contribution to their improvement.

- The establishment of the effectiveness of the strategies and techniques to boost speaking skills, they achieve a different behavior and mind faced to their attitude to the learning of language, they do not only limit to reply the information they receive. More than that, they think, reflect, and process information that improves their negotiation and speaking skills.

- The dissemination of these strategies has a positive effect. According to the data analysis results during these two months of intervention, the teacher applied the CLT strategies in the English classes, helping the students develop activities such as role-plays and simulations, guessing games, information gaps, and picture descriptions. The results obtained from the t-test through Jamovi showed.

- The results obtained are favorable for the Institution because its students will benefit from implementing its innovative strategies in their classroom, increasing the oral production and the practice of the language; in this way, they will contribute to the

development and the progress of this city. The last time, there has been considerable exposure to the English language, because of tourism.

RECOMMENDATIONS

- Teachers from the Unidad Educative should boost students to learn the language through the frequent use of interactive strategies, and allocations to perform actively in their classes and enhance their speaking skills.

- The Educative Institution should organize training courses where the teachers update their knowledge about the methodology for teaching and make innovations. Moreover, they would apply active strategies to develop speaking skills and force them to produce the target language.

- Put in practice the total intellectual capacity, afford, and time to design interactive and communicative activities in the classroom based on the CLT strategies, with the primary goal to obtain students that improved their speaking skills.

- The Educative Institution should create spaces for discussion, dialogue, and study where the teachers can share experiences and knowledge about teaching strategies and think the best to be applied to students. Furthermore, to let them know deeply about the theory conceptual base of the CLT approach to improving their competitiveness and performance.

- This proposal has a design and sequence of tasks that considers an innovative alternative that can be taken into consideration to be implemented in Unidad Educative or any other institutions to teach another language.

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ANNEXES

Annex 1. Authorization Form

Pontificia Universidad Católica del Ecuador | Sede Ambato

Tena, 27 de agosto del 2021

Lic. Gioconda Andramuño
RCTORA DE LA UNIDAD EDUCATIVA FISCOMIOSIONAL "SAN JOSE"
Presente.

En calidad de maestrante de Pontificia Universidad Católica del Ecuador (PUCESA), hago llegar un cordial y atento saludo, y a la vez solicitarle a usted muy comedidamente la autorización para realizar mi proyecto de tesis en su dependencia, previo la obtención el título de Magister en la Pedagogía del Inglés como Segunda Lengua, el mismo que esta direccionado a mejorar la enseñanza del inglés, especialmente el desarrollo de la habilidad de hablar

El presente proyecto se denomina COMMUNICATIVE **LANGUAGE TEACHING APPROACH AND STRATEGIES TO DEVELOP SPEAKING FOR STUDENTS WITH A B1 LEVEL,** mismo que se ejecutará desde la segunda semana de mes de septiembre hasta el 15 de noviembre del lectivo 2020-2021. La ejecución de proyecto se lo hará de manera experimental con los estudiantes del nivel de Bachillerato. Se trabajará con una muestra de estudiantes de dos cursos, Tercero BGU B y Tercero BGU C; de la misma manera debo informar que para aplicar encuestas se ha solicitado la autorización de los Padres de Familia.

Segura de contar con su aceptación y apoyo, reciba mis sentimientos de gratitud y agradecimiento.

Muy atentamente,

Lic. Nelly Guato
Maestrante

Se autoriza lo solicitado y se augura éxitos.

2021-08-27

Pre-test

Please answer the following questions.

*Obligatorio

1. Name: *

2. 1. Do you speak English in class?

Marca solo un óvalo por fila.

	Columna 1
All the times	◯
Sometimes	◯
Never	◯

3. 2. Does your English teacher ask you questions in English Language?

Marca solo un óvalo.

- ◯ Always
- ◯ Sometimes
- ◯ Hardly ever
- ◯ Never

4. 3. Does your English teacher explain deeply the speaking activities in the class

Marca solo un óvalo.

- ◯ Always
- ◯ Sometimes
- ◯ Hardlly ever
- ◯ Never

8. 7. Does your teacher use teaching techniques such as: dialogues, dramatization, games, teamwork in your English classes?

Marca solo un óvalo.

- Always
- Sometimes
- Hardly ever
- Never

9. 8. Does your English teacher encourage the use of correct grammar in your oral presentations?

Marca solo un óvalo.

- Always
- Sometimes
- Hardly ever
- Never

10. 9. Does your English teacher gives you the appropriate guidance to use vocabulary according to your level during classes?

Marca solo un óvalo.

- Always
- Sometimes
- Hardly ever
- Never

11. 10. Does your English teacher develop oral activities such as: role plays, oral presentations and dialogues?

Marca solo un óvalo.

- Always
- Sometimes
- Hardly ever
- Never

12. 11. Does your English teacher organize pair or groups work to practice speaking activities?

Marca solo un óvalo.

- Always
- Sometimes
- Hardly ever
- Never

Annexes 3. Lesson Plans

LESSON PLAN Nº1

TOPIC:	Eating and Drinking
ACTIVITY:	Activity 1
CLASS PROFILE	At learners (25 participants)
TIME	120 min.
TIMETABLE FIT:	The students already know basic vocabulary related to food and drink, adjectives, prepositions of place, and directions.
MAIN AIMS	To talk about food and drink
SUBSIDIARY AIMS:	To describe a stimulus about food and drink
ASSUMPTIONS	The students will talk about food and drink while describing a picture
LANGUAGE SKILL	We are listening, speaking, writing.
METHODOLOGICAL STRATEGIES	Comunicativa approach Picture descripción
LEARNING OUTCOMES AT THE END OF THE LESS0N	The students will be able to talk about food and drink

TIMING	PROCEDURE	STAGE AIMS	AIDS AND MATERIALS	INTERACTION PATTERN
30	**Presentation.** Students start to do an activity about vocabulary The teacher introduces the topic by presenting one stimulus about food The teacher gives previous work bank about vocabulary, adjectives, prepositions, directions, adverbs, and useful phrases.	**Lead-in:** To get students attention and present the topic starting with vocabulary	PowerPoint Computer Leaning Apps platform Zoom platform	T-Ss
40	**Practice** The teacher moderates the picture description he shows three moments: general description; second, talking about states, feelings, or actions in the picture; and finally, inferring information The students practice the three moments of the picture description with the teacher's support. The teacher asks the three types of questions: related to the stimuli, personal reflection, and hypothetical questions.	**Clarification**: To clarify the task and their understandings **Controlled practice:** To clarify doubts and give them more practice **Extension:** To practice describing pictures as homework	PowerPoint Computer screen Lino it platform	T-Ss Individual work Pair work

	The teacher explains about writing the questions using the platform Lino it The teacher checks the questions and gives feedback to them. Students practice in pairs describing a picture and asking and answering questions			
40	**Production** Students describe the picture and ask and answer questions. They make a video on the zoom platform. The video is about minutes long, and a rubric evaluated it.	**Lesson Evaluation**: To determine if the students can describe the picture and can answer the questions	Computer's screen Video recorder Zoom, Platform	T-Ss Pair-work

LESSON PLAN Nº 2

TOPIC:	Eating and Drinking
ACTIVITY:	Activity 1
CLASS PROFILE	At learners (25 participants)
TIME	120 min.
TIMETABLE FIT:	The students already know basic vocabulary related to food and drink, adjectives, prepositions of place, and directions.
MAIN AIMS	To talk about food and drink
SUBSIDIARY AIMS:	To describe a stimulus about food and drink
ASSUMPTIONS	The students will talk about food and drink while describing a picture
LANGUAGE SKILL	We are listening, speaking, writing.
METHODOLOGICAL STRATEGIES	Comunicative aproche Picture descripción
LEARNING OUTCOMES AT THE END OF THE LESS0N	The students will be able to talk about food and drink

TIMING	PROCEDURE	STAGE AIMS	AIDS AND MATERIALS	INTERACTION PATTERN
30	**Presentation.** Students start to do an activity about vocabulary The teacher introduces the topic by presenting one stimulus about food The teacher gives previous work bank about vocabulary, adjectives, prepositions, directions, adverbs, and useful phrases.	**Lead-in:** To get students attention and present the topic starting with vocabulary	PowerPoint Computer Leaning apps platform Zoom platform	T-Ss
40	**Practice** The teacher moderates the picture description he shows three moments: general description; second, talking about states, feelings, or actions in the picture; and finally, inferring information The students practice the three moments of the picture description with the teacher's support The teacher asks the three types of questions: related to the stimuli, personal reflection, and hypothetical questions. The teacher explains about writing the	**Clarification**: To clarify the task and their understandings **Controlled practice:** To clarify doubts and give them more practice. **Extension:** To practice describing pictures as homework	PowerPoint Computer screen Lino it platform	T-Ss Individual work Pair work

	questions using the platform Lino it The teacher checks the questions and gives feedback to them. Students practice in pairs describing a picture and asking and answering questions			
40	**Production** Students describe the picture and ask and answer questions. They make a video on the zoom platform. The video is about 3 minutes long, and a rubric evaluated it.	**Lesson Evaluation**: To determine if the students can describe the picture and can answer the questions	Computer's screen Video recorder Zoom, Platform	T-Ss Pair-work

LESSON PLAN Nº 3

TOPIC:	Meeting people
ACTIVITY:	Activity 1
CLASS PROFILE	At learners (25 participants)
TIME	80 minutes.
TIMETABLE FIT:	The students already know basic vocabulary related to adjectives to describe physical appearance and feelings.
MAIN AIMS	To talk about famous people
SUBSIDIARY AIMS:	To simulate being famous people.
ASSUMPTIONS	The students will talk about a famous person
LANGUAGE SKILL	listening, speaking, reading and writing.
METHODOLOGICAL STRATEGIES	Communicative approach. P.P.P. approach Simulations. Interview
LEARNING OUTCOMES AT THE END OF THE LESS0N	The students will be able to talk about food and drink

TIMING	PROCEDURE	STAGE AIMS	AIDS AND MATERIALS	INTERACTION PATTERN
15	Presentation. The teacher shows a set of famous persons and asks if they have already known about them. The teacher enquires students to work in their textbook on page 6. The teacher form pairs and ask students to practice the conversation. The teacher asks the students to change names, places, and other details.	**Lead-in:** To get students attention and present the topic about famous people	PowerPoint Computer Leaning apps Platform Zoom platform	T-Ss
35	**Practice** The teacher monitors the class and helps during the task of questions structures. In groups, the teacher asks students to choose a famous person and make a role play performing an interview. The teacher gives instructions about how to perform an interview. The students enquire questions to the famous person about personal and preferences aspects.	**Clarification**: To clarify the task and their understandings **Controlled practice:** To clarify doubts and give them more practice **Extension:** To practice the interview as many times as they can.	PowerPoint Computer screen Lino it platform	T-Ss Individual work Pair work

30	**Production** Students will perform an interview of about 2 minutes and record it on any platform. The video is evaluated and graded by a rubric**.**	**Lesson Evaluation**: To determine if the students ask for personal and preference aspects to a person.	Computer's screen Video recorder Zoom, Platform	T-Ss Pair-work

LESSON PLAN Nº 4

TOPIC:	The weather
ACTIVITY:	Activity 1
CLASS PROFILE	At learners (25 participants)
TIME	80 min.
TIMETABLE FIT:	The students already know basic vocabulary related to food and drink, adjectives, prepositions of place, and directions.
MAIN AIMS	To talk about the weather
SUBSIDIARY AIMS:	To describe the weather from the seasons of the year
ASSUMPTIONS	The students will talk about the weather
LANGUAGE SKILL	Listening, Reading, Writing, and Speaking
METHODOLOGICAL STRATEGIES	Communicative approach. P.P.P. method Picture Description
LEARNING OUTCOMES AT THE END OF THE LESS0N	The students will be able to talk about food and drink

TIMING	**PROCEDURE**	**STAGE AIMS**	**AIDS AND MATERIALS**	**INTERACTION PATTERN**
20	**Presentation.** The teacher introduces the topic by presenting a stimulus about weather and asking students to join the link. Students join the link and start doing the vocabulary activity on the livewoksheet to refresh their memory.	**Lead-in:** To get students attention and present the topic starting with vocabulary	PowerPoint slides Computer Live worksheets interactive page Zoom platform	T-Ss
40	**Practice** The teacher asks students to open the book on page nº 5 and do task 1. The teacher asks the students to develop tasks 3 and 4 for listening Students follow the listening activities and complete the tasks The teacher shows some pictures of different seasons of the year and asks them to answer these questions. **What's the weather like?** Students practice in pairs describing a picture of different places of the world.	**Clarification**: To clarify the task and their understandings **Controlled practice:** To clarify doubts and give them more practice. **Extension:** To practice describing pictures as homework	PowerPoint Computer screen Lino it platform	T-Ss Individual work Pair work
20	**Production** Students describe the picture about the	**Lesson Evaluation**:	Computer's screen Video recorder Zoom, Platform	T-Ss Pair-work

	different types of weather.	To determine if the students can describe the picture about the weather.	

LESSON PLAN Nº 5

TOPIC:	**Travel plans**
ACTIVITY:	Activity 1
CLASS PROFILE	At learners (25 participants)
TIME	80 min.
TIMETABLE FIT:	The students already know Simple Past Going to, will, and First Conditional.
MAIN AIMS	To talk about vacation
SUBSIDIARY AIMS:	To talk about a planned vacation
ASSUMPTIONS	The students will talk about planned vacation through a set of pictures
LANGUAGE SKILL	Listening, speaking, reading, and writing.
METHODOLOGICAL STRATEGIES	Communicative approach Picture description and Simulation
LEARNING OUTCOMES AT THE END OF THE LESS0N	The students will be able to talk about their planned vacation.

TIMING	PROCEDURE	STAGE AIMS	AIDS AND MATERIALS	INTERACTION PATTERN
30	**Presentation.** The teacher introduces asking about student's trips ***Where did you go on your last vacation*?** ***Where are you going to travel for your next vacation?*** The teacher has given them a shortlist of verbs with their past forms and some vocabulary bank related to trips.	**Lead-in:** To get students' attention and present the topic with a set of questions.	PowerPoint Computer Leaning apps platform Zoom platform	T-Ss
40	**Practice** The teacher moderates the class, asks the students to work in the book and develop the task. They have set off pictures that describe one person's trip and completed it with the correct form of the verb in the past. The teacher checks the task asks them to imagine a vacation where they won't go, and He forms pairs to do this task and give this set of questions.	**Clarification**: To clarify the task and their understandings **Controlled practice:** To clarify doubts and give them more training. The teacher explains the task writing one example and refreshing the topic about First Conditional use. **Extension:**	PowerPoint Computer screen Lino it platform	T-Ss Individual work Pair work

	Where are you going to go? ***Where are you going to stay?*** ***How long is your vacation going to be?*** ***What are you going to do?*** ***Whom are you going to go with?*** ***What are you going to eat?*** ***What time of the year are you going to go?*** The teacher monitors the breakout rooms emphasizing the use of Be going to. After, the teacher writes a situation: ***What will happen if you lose the bus***, ***train, or airplane on their trip?*** The teacher asks them to write their answer on padlet; he writes a few halves of sentences. Elicit that the first one is a simple present and the second one is will/won't	To practice the possible results of the situation. It was sent as writing homework		
40	**Production** Students perform the dialogue They make a video on the zoom platform. The video is about 2 minutes long, and a rubric evaluated it.	**Lesson Evaluation**: To determine if the students can talk about their next vacations. Writing task on the Padlet.	Computer's screen Video recorder Zoom, Platform Cell phones	T-Ss Pair-work

LESSON Nº 6

TOPIC:	**Sports Moments**
ACTIVITY:	Activity 1
CLASS PROFILE	At learners (25 participants)
TIME	80 min.
TIMETABLE FIT:	The students already know basic vocabulary about sports. Grammar points about Present and Past continuous.
MAIN AIMS	To talk about sports
SUBSIDIARY AIMS:	To talk about a sports preference
ASSUMPTIONS	The students will talk about sports preferences and how do they feel about them.
LANGUAGE SKILL	Listening, speaking, reading, and writing.
METHODOLOGICAL STRATEGIES	Communicative approach Picture description and Information Gap activities
LEARNING OUTCOMES AT THE END OF THE LESS0N	The students will be able to talk about their favorite sport and how did they feel about it.

TIMING	PROCEDURE	STAGE AIMS	AIDS AND MATERIALS	INTERACTION PATTERN
30	**Presentation.** The teacher introduces the topic, asking them to observe pictures of the most common sport they can practice. The teacher asks some questions to answer ***Which sports are the most popular in your country?*** ***Which ones do you like?*** The teacher asks them to read the book on page 21 and develop tasks 1 and 2. He forms groups to complete the task	**Lead-in:** To get students' attention and present the set of pictures and elicit from them the topic.	PowerPoint Computer Leaning apps Zoom platform	T-Ss
40	**Practice** The teacher asks them to read the book on page 21 and develop tasks 1 and 2. Teacher modeling the task to work with the group They ask and answer a question from the reading about brave people's stories. The teacher invites them to watch a video about	**Clarification**: To clarify the task and their understandings **Controlled practice:** To clarify doubts and give them more training. Show a video about one sport and ask them to talk about it.	PowerPoint Computer screen	T-Ss Individual work Pair work

	one sport; after that, they have to talk about and perform independently.	The teacher gives a model about how to start talking.		
40	**Production** Students talked about their sports preferences and how do they feel about them. They will record audio of about 1 to 2 minutes in vocaroo application It will be evaluated with a rubric	**Lesson Evaluation**: To determine if the students can talk about the sport of their preference	Computer's screen Video recorder Vocaroo Cell phones	T-Ss Individua work-work

LESSON PLAN Nº7

TOPIC:	**That is Entertainment**
ACTIVITY:	Activity 1
CLASS PROFILE	At learners (25 participants)
TIME	80 min.
TIMETABLE FIT:	The students already know basic vocabulary about movies. Grammar points Comparative and Superlative form.
MAIN AIMS	To talk about types of movies
SUBSIDIARY AIMS:	To talk about their favorite type of movies
ASSUMPTIONS	The students will talk about their favorite movies and support the reasons why.
LANGUAGE SKILL	Listening, speaking, and writing.
METHODOLOGICAL STRATEGIES	Communicative approach Picture description and Filling Gaps L
LEARNING OUTCOMES AT THE END OF THE LESS0N	The students will be able to talk about their favorite and why.

TIMING	PROCEDURE	STAGE AIMS	AIDS AND MATERIALS	INTERACTION PATTERN
30	**Presentation.** The teacher presents a video about the different types of movies. Then ask the student their preferences of movies	**Lead-in** To get students' attention eliciting the name of the topic with a video.	PowerPoint Computer Leaning apps platform Zoom Platform Youtube video	T-Ss
40	**Practice** The teacher asks them to read to answer about the movie or movies they prefer. The teacher models the task then asks them to work on page 31; after reading the article, they completed task 6 on the book. The teacher asks students to share their ideas with the rest of the class.	**Clarification**: The teacher explained the class and verified their understandings **Controlled practice:** To clarify doubts and give them more training.	PowerPoint Computer screen Student's book PWP slides	T-Ss Individual work Pair work
40	**Production** The teacher presents a collage about different movies and invites them to describe them. Students described the picture then asked and answered questions related to the picture The students work in pairs and record a video	**Lesson Evaluation**: To determine if the students can talk about their type of movies.	Computer's screen Video recorder Cell phones PowerPoint Presentation/Canvas E-books	T-Ss Individua work-work

	of about 3 minutes, talking about the movie. It was evaluated with a rubric

LESSON PLAN 8

TOPIC:	**My life in music**
ACTIVITY:	Activity 1
CLASS PROFILE	At learners (25 participants)
TIME	80 min.
TIMETABLE FIT:	The students already know basic vocabulary and phrases about music. Grammar points Present Perfect Continues.
MAIN AIMS	To talk about music
SUBSIDIARY AIMS:	To talk about their favorite type of music
ASSUMPTIONS	The students will talk about their favorite type of music.
LANGUAGE SKILL	Listening, speaking, and writing.
METHODOLOGICAL STRATEGIES	Communicative approach Picture description and Guessing Game
LEARNING OUTCOMES AT THE END OF THE LESS0N	The students will be able to talk about their type of music.

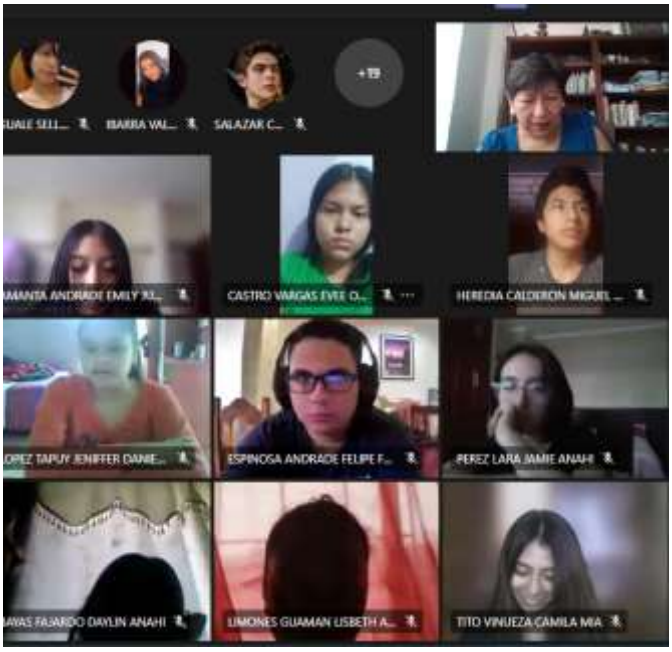
TIMING	PROCEDURE	STAGE AIMS	AIDS AND MATERIALS	INTERACTION PATTERN
30	**Presentation.** The teacher put listening to the different types of music. Students listen and identify them.	**Lead-in:** To get students' attention eliciting the name of the topic music.	PowerPoint Computer Learning Apps platform Zoom E-books	T-Ss
40	**Practice** The teacher asks them to work on the book on-page. 48 and develop tasks 4,5 and 6. The teacher form pairs and ask them to talk about music: ***Do you like music?*** ***What kind of music do you like***? The teacher assigns the task on the text. He put the audio to complete task 6. The teacher checks the tasks and gives them feedback	**Clarification**: The teacher explained the class and verified their understandings **Controlled practice:** To clarify doubts and give them more training.	PowerPoint Computer screen Student's book PWP slides E-books	T-Ss Individual work Pair work
40	**Production** The teacher asks students to work in pairs and talk about their favorite band. The teacher asks students to make a video talking about their favorite band. The video must be about two minutes long.	**Lesson Evaluation**: To determine if the students can talk about their favorite band	Computer's screen Video recorder Cell phones PowerPoint Presentation/Canvas Vocaroo	T-Ss Individua work-work

	The task will be evaluated with a rubric.

Annexes 4. Pictures of Pre and Post-test

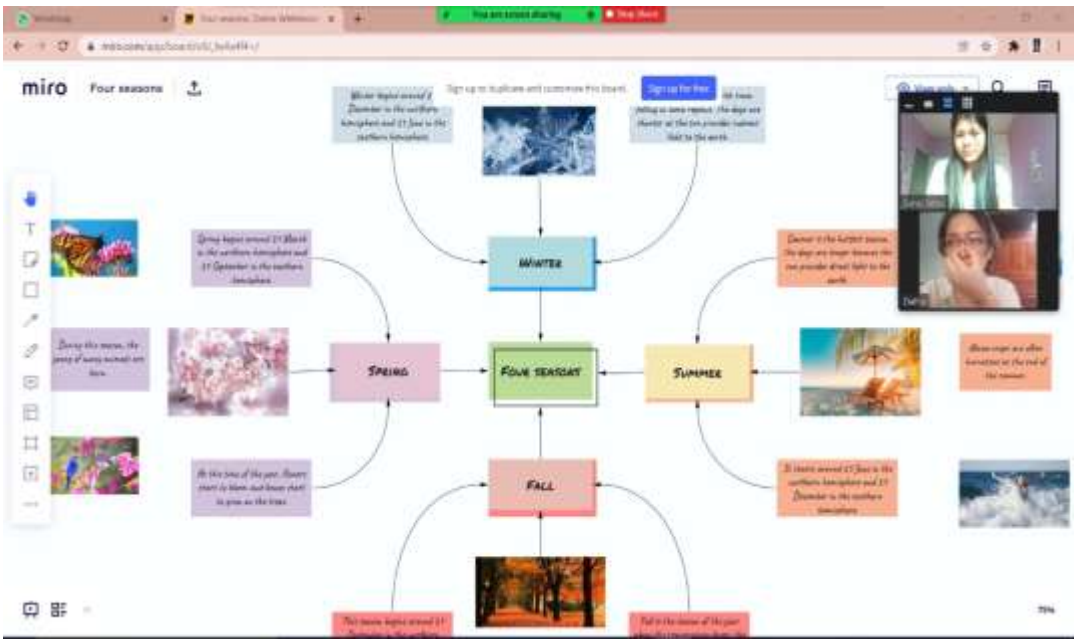
Picture 1. Experimental group students

Picture 2. Controlled group students

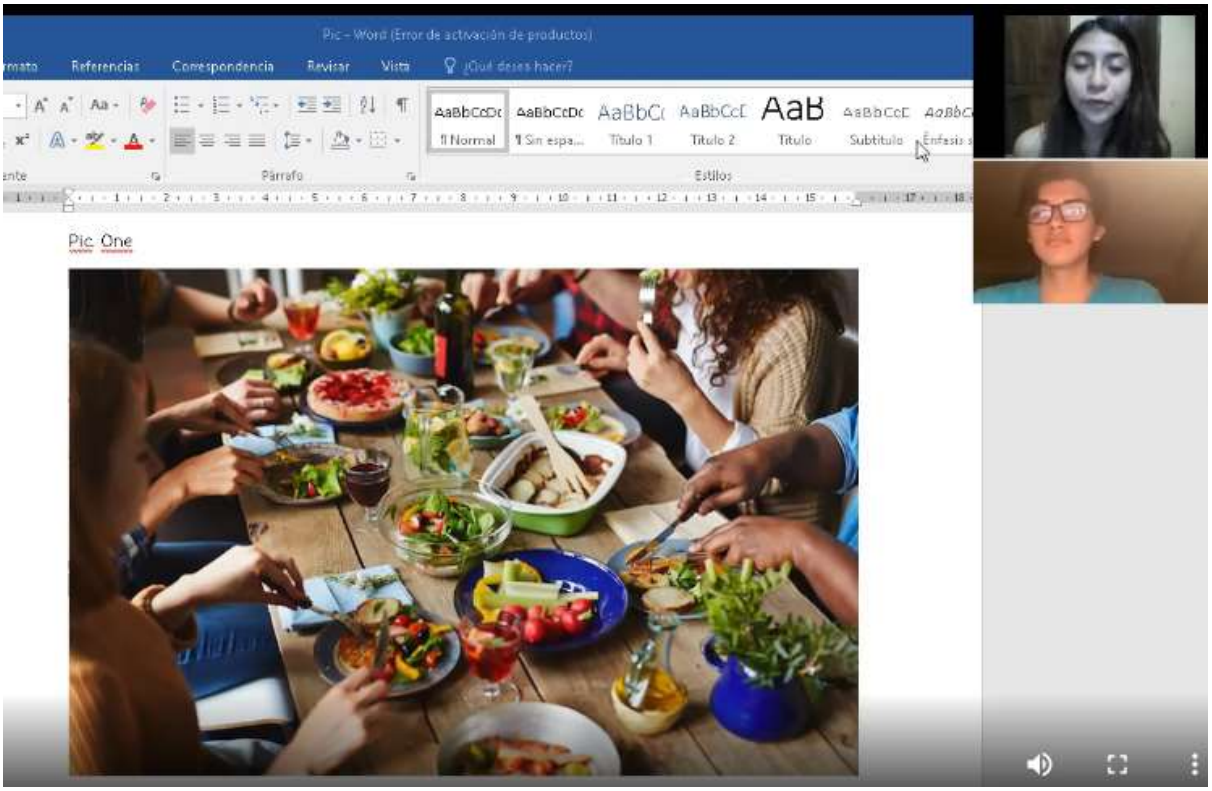
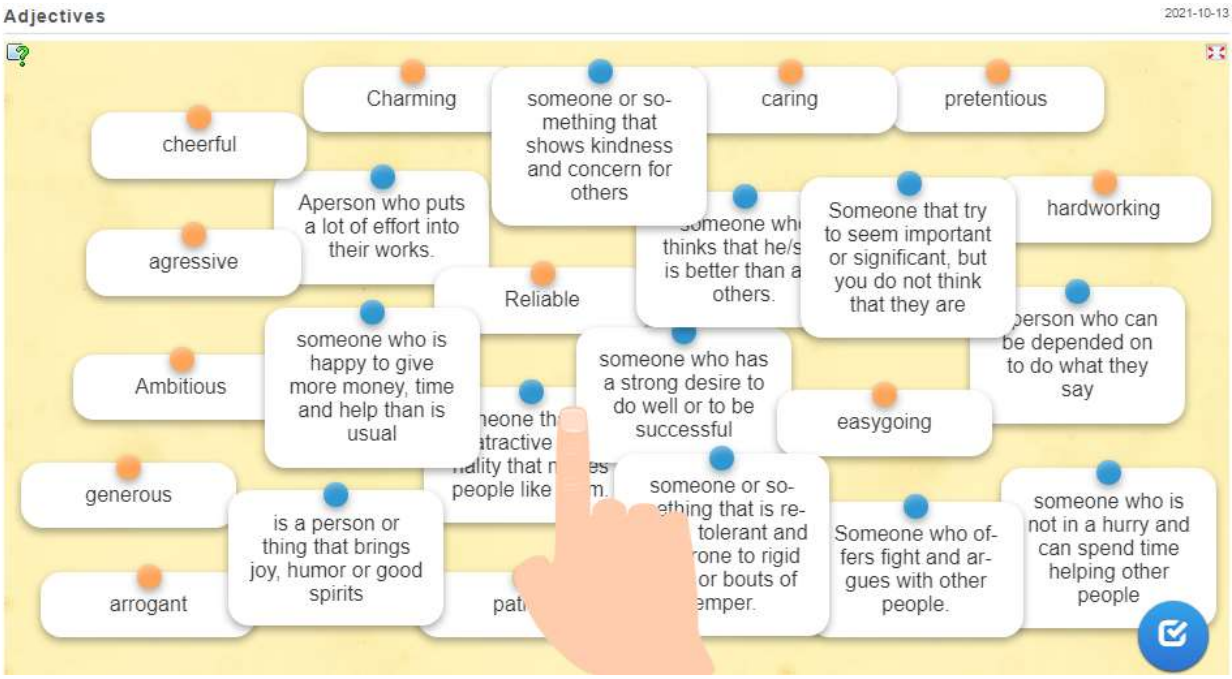


Picture 3. Performing a Role Play “At the Restaurant”

Picture 4: Making Presentations with picture



Picture 5. Students describing a picture.



Picture 6. Practicing adjectives on the Lino it platform.