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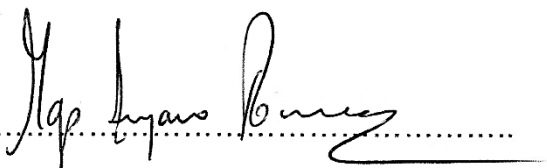
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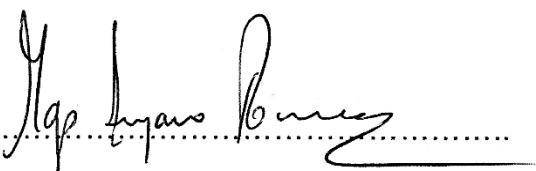
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## RESUMEN

Desde una perspectiva pedagógica, la enseñanza y aprendizaje del idioma extranjero exige estrategias metodológicas motivacionales de carácter psicológico, sociológico y pedagógico, para generar una instrucción efectiva, de manera que el estudiante sepa qué hacer y cómo utilizar el idioma y qué conocimientos y habilidades debe tener para hacerlo. La carencia de ello provoca en los estudiantes una falta de motivación hacia el aprendizaje del inglés. El proyecto tiene como objetivo estudiar los niveles de motivación en ese proceso donde la destreza de la comunicación oral basada en tareas se visiona como la manera de lograr acciones comunicativas orientadas por la teoría del discurso para hacer efectivo el Programa de Inglés del Centro Cultural de Idiomas. La encuesta se aplicó como técnica de investigación tanto a estudiantes como a docentes junto al análisis multivariado. Los datos mostraron que la falta de motivación para la comunicación oral en los estudiantes guarda relación con la falta de participación activa en la clase. Así como generar mayor interés en los estudiantes por los asuntos elegidos como ejemplos de la situación docentes no tienen mayor conocimiento para aplicar innovaciones metodológicas. La implementación de esta propuesta debe propiciar modificaciones en el comportamiento estudiantil relacionados con la atención, el interés, la creatividad, la imaginación de los estudiantes, y la participación en la construcción del currículo; la perspectiva empírica de la propuesta será dotada de una mirada científica mediante la teoría de construcción del discurso de Van Dijk y sus conceptos de modelo del contexto y representación mental.

**Palabras claves:** Motivación, Destreza, comunicación oral, enfoque basado en tareas.

## ABSTRACT

From a pedagogical perspective, the teaching and learning a foreign language requires motivational methodological strategies of psychological, sociological and pedagogical in order to generate an effective instruction, so that students know what to do and how to the language use and that must have knowledge and skills to do so. The absence results in students a lack of motivation toward English learning. The project aims to study the levels of motivation in this process where the skill of the oral communication task-based are viewing as the way to achieve communicative actions guided by the discourse theory to make effective the English Program in “Languages Cultural Center”. The survey was applied as a research technique for both students and teachers together to multivariate analysis. The data showed that the absence of motivation for oral communication in students is related to the lack of an active perspective in class and enable area to the interest of the subjects addressed; teachers do not have greater knowledge to apply methodological innovations. The implementation of this proposal should lead to changes in student behavior related to attention, interest, creativity, the imagination of the students, and the participation in the curriculum construction; the empirical perspective of the proposal shall be equipped with a scientific gaze through the construction theory of the discourse of Van Dijk and its concepts of model of the context and mental representation.

**Keywords:** Motivation, Skill, oral communication, task-based approach.

## DEDICATION

*This work is dedicated to my sons Katty Maribel, Julio Cesar and Diana Carolina. I have been blessed with a wonderful family who loves and supports me in good and bad moments. While my mother who helps me to take the right path and supports my personal and professional decisions.*

*With lots of love!*

*Amparo*

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*Amparo*

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## INTRODUCTION

This research has been structured on the project modality basis. It contains four chapters: Theoretical Framework, Diagnosis, Proposal, and impacts' analysis.

Chapter I, it is called theoretical framework. It focus on the second language teaching and the role that it plays in the motivation and its levels. This category is articulated with oral communication skills and stages for the second language acquisition, assumptions that introduce the communicative approach, its arguments, and the people's roles who are involved. This perspective makes that the task-based instruction constitutes the research position.

Chapter II, it is called Diagnosis, where the values obtained from surveys which were represented by graphics with its analysis and interpretation in order to identify the motivation status and students' participatory processes. The information retrieved by surveys applied to teachers and students of English Program in "Languages Cultural Center" at Universidad Técnica Cotopaxi required the SWOT analysis to reveal the weaknesses opportunities and threats arising from the cases diagnosed. At the same time, this action helped to plan strategies. The chapter concludes with the problem identification and the methodological strategies approach in order to solve oral communication difficulties on the task-based instruction.

Chapter III, it is called proposal. It identifies the assumptions with which are integrated: the language teaching, linguistics, curriculum theory and psychology. These scientific assumptions allow the student face individually tasks supported by: the speech construction theory and its logic; the oral communication teaching with an emphasis in the meanings and the curriculum theory which is positioned on the broad students' participation. These elements converge to make the student more

independent, safe and highly motivated, since all the processes that face makes them from their conviction.

Finally, the fourth chapter IV presents the perspective analysis of the impacts that the proposal can produce in the educational community, which is expected to achieve educational and social effects. The educational impact or effect is reached because the proposal is designed from the perspective to get oral communication skills. English is the most important language in academics around the world with a lot of information in research that is presented and written in English language. If the students know English will be able to communicate their ideas and research findings to peer in their field. Thus, it increases learners' participation and lesson comprehension. At the same way, the social impact or effect because students are trained in oral communication skills in English. This practice lets students to become competitive professionals with a high learning level about the world to effective social performance. Also, they will be able to interact, communicate and understand people easily. In other words, the benefits to be a second language speaker gives the opportunity to engage and be a part of two different and diverse communities without feeling excluded. The purpose is that university students to get the diploma with a formal cultural and social training, which credited to "Languages Cultural Center" as a highly competitive institution.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1. ¿English, a Second Language or a Foreign Language?

The modern teaching of a foreign language is characterized by approaches, methods and theories development that have proven more efficient languages teaching ways. In fact, it is the result of theoretical conceptions that argue this teaching style. There is a peculiarity significant in English language field; it is its wide use which convert in a fundamental communication resource in modernity. This situation has created differences between if it is as a second or a foreign language; the most obvious difference lies in that it is not the same to acquire a language and use it constantly in a social context relevant to acquire it as a general culture and use it in an exceptional circumstance. This accuracy clarifies the topic of this study.

Above all, the language acquisition has a meaning subconscious with the support of most current methodological approaches. Thus, Gass & Selinker (2008) declare, "How one defines acquisition depends on what one is looking at" (p. 81). These authors focus on the fact that the sensitive forms have a high observation dependence, and the language in the imitation because speech models favor language development (Pereira, 1996).

Krashen (1982) claims "Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not know consciously that rule was violated" (p. 10). This focal point considers to incorporate the listened and said as a sensory point of view on the respect for the language rules because they delimit the people behavior. There is an important distinction between Language Acquisition and the Learning Language because both follow different process. Language Acquisition makes the

learning happens in a natural way in a similar way that a first language (L1) or mother tongue that is acquired with meaningful interaction where the error correction and grammar rules are not important. On the other hand, the learning language where the learner is aware that is trying to learn. For example: the activities usually do in the class (daily routines). This action make emphasis on grammar rules as a way to be able to speak. The language learning process is acquired with a communicative base, while that language learning. Its process is the result of direct instruction in the language rules. In these terms, language acquisition gives relevance the meaning and language learning to the way (Haynes, 2005).

The acquisition of English as a foreign language requires significant interaction, as already stated, in the target language - the natural communication - in which the speakers are concerned to transmit and understand messages. Position distant from the *Conscious Language Learning Model*, Where the explicit teaching of rules is seen as inherent to the language acquisition. The understanding grammar helps students to form a correct mental representation of the linguistic generalization (Khrasen, 2002, p.1-2). The author synthesized that acquisition is “picking up a language” and *learning* include “grammar and rules” (Krashen S., 1994, p. 52). The author is positioned on the results of the act and its process. It refers that the possession is assumed in the purposes achievement, while learning is a placement on the strength of the teaching- learning process.

There are frequent professorial questions in this connection on ¿How to teach a L2? While students inquire: ¿How do you acquire it? These questions have become an element of linguists' attention, in both primary linguistic evidence, which means that teachers must know the limits within which are located when they have to face the curricular system: the act reached a level or the process to achieve it. It should be noted that this is part of ethical vision of language teaching with social responsibility. Teachers have not only language development, so, they have growth students' thinking.

The practices of English teaching as a foreign language becomes part of their continuous training process, and thus improves the skills, a mechanism that favors knowledge of the cultural and linguistic diversity of their context.

In the previous, the foreign language teaching in relation to other disciplines has been reviewing the scientific aspects such as: linguistics, ethics and sociology of education concurrent, preferably in the students and teachers' behavior. It is now appropriate to approach educational psychology field to display how to operate the science arguments that is related with study area.

The fundamentals that explain the personality factors' vision that can be understood when it is assumed that the personality is not more than thoughts pattern, feelings, and behavior that presents a person and that continues throughout their lives, through different situations (Skirmish, 1992). This author considers factors such as: emotional stability, extroversion, openness, friendliness, and conscientiousness, ingredients that flow in two ways.

The first factor is the emotional stability. It presents manifestation forms such as: safe versus unsafe, that values as an external descriptive quality of the individual (Skirmish, 1992). It is very evident and can be seen as an intuitive understanding in the individuals that makes the teacher and students solve the school context and its contents in English language teaching.

The second factor is the extroversion, a way to express interest in the world outside of the people, things and make conscious about what is happening in their environment. It is identified in options: sociable versus retracted, passionate versus arid and affective versus reserved (Skirmish, 1992). These options are interested in the third because the affectivity includes the motivation and attitude.

The motivation and attitudes are defined as "objective or orientation of the students" and "persistence to achieve the goal" respectively (Gardner and Lambert, 1972). They are driving forces to guide activities due to the fact that lead to determine what is important and what are you willing to achieve that goal. The L2 learning can show the students with an affectivity level or be reserved before it. The causes of emotional and therefore a motivation level are from a wish, like or interest, the search for cultural satisfaction, to the aspiration to get a diploma. The reserved attitude supposes anticompetitive behavior: discouraged for not liking, devoid of cultural interest, introverted behavior, lacking practical sense. The reasons are external or internal, which obliges teachers to take responsibility with the positive motivation development where the students are involved with a comfortable and motivating environment. Motivation can be intrinsic, extrinsic, integrative or instrumental.

There are elements that can help to explain the students' behavior in English language learning. One foundation is: *the frankness* (sincerity). It is appreciated as: the imaginative manifestation compared to the practical, preference for the variety versus preference for the routine, as well as the independent or conformist (Skirmish, 1992). The attitude toward the knowledge and study appear as evidence behavior. Students may be assumed in a positive or negative sense and be attached to the truth by declaring their status that identifies as school behavior.

There are some factors in language teaching that come together in different curricular subjects such as: sympathy where trends that goal are cooperative versus individualistic. They are relevance qualities in the collective school because of the attributes that determines its hidden curriculum and that in a positive approach to support the teacher labor.

Another personality factor is *the carefulness*, a magnitude whose source is educational that makes substantive presence in the foreign languages teaching.

This double opportunity enables the teacher to work by the student attitude: organized versus disorganized, where it will also identify what careful versus careless, as well as disciplined in front of the impulsive. They are tools that are applied around concepts and meanings that encourage students to the communication and knowledge classification. Piaget argues that "the language depends and comes from the cognitive development" (Brown, 1987, p. 29). A critical source because the linguistic system is mainly based on the language meaning and the sense given by the speaker. Also, the intelligence, linguistic abilities and learning language are included within strategies (Mitchell & Myles, (1998).

The language ability is skill to learn a new foreign language quickly. This is the task that the teacher must take through language rules' operationalization. A goal that will ensure in instructional programs success.

Learning strategies has been talking in the research. Some authors claim "Learning strategies are techniques, principles or rules that facilitate: the acquisition, manipulation, integration, storage and retrieval of information through situations and contexts" (Oxford, 1990). The obligations level contained in them reveal their importance in the classroom and the educational process. These arguments are teacher role's support with ways of acquisition techniques for students to install all potentialities, both inside and outside classroom through a conscious choice.

## **1.2. Motivation.**

Motivation was considered from the personality perspective, own psychology field in previous lines. Now, it corresponds to visualize the teacher's pedagogical strategy and therefore from a didactic approach. To put inside the teachers' goals, emphasizes its centrality in the L2. A positioning that derives from its character multifaceted construct (Dörnyei, 1990) who appreciates it as a "special treatment". Approach that suggests its location in the thoughts and behavior. It is determined

by a desire or inspiration. Also, it is indicative of a need to build on the students. This purpose involves a motivational learning, which can be generated as foreign or L2 learning result. According to this way, the teacher can adopt behavioral qualities to be developed into classroom. (Weiner, 1990), cognitive (Al-Tamimi, 2009, p.31) or constructivist (Keller, 1983).

### 1.2.1. Levels into Motivation Field.

The diversity on motivation analysis can be appreciated in its structure. The motivation degree is dependent on the attention, interest and perseverance in a task (Garcia, 2001). Indicators that explain how the performance and the motivation degree are connected to L2 (Tremblay & Gardner, 1995; Lukmani, 1972). In link with this, Uribe (2000) classified students into four groups as research results with indicators: highly motivated; motivated; weakly motivated and not motivated at all.

**Figure 1 Motivational Levels Classification.**

<b>MOTIVATIONAL LEVELS (Uribe 2000)</b>			
<i>Principal characteristics</i>			
<i>Strongly motivated</i>	<i>Motivated</i>	<i>Weakly motivated</i>	<i>Not motivated at all</i>
<ul style="list-style-type: none"> <li>-like languages</li> <li>- prefer oral exercises</li> <li>-the book slightly infantile</li> <li>- Active participation</li> <li>-high average grade</li> </ul>	<ul style="list-style-type: none"> <li>-English is useful</li> <li>-text normal</li> <li>-Sometimes participate</li> <li>- a good average grade</li> </ul>	<ul style="list-style-type: none"> <li>- feel boring</li> <li>-check the class finish</li> <li>- prefer written</li> <li>-work in groups</li> <li>-poor participation</li> <li>- low average grade</li> </ul>	<ul style="list-style-type: none"> <li>- English boring</li> <li>- check the class finish</li> <li>-work in group or pairs</li> <li>- never participate</li> <li>- low average grade</li> </ul>

Elaborated by: the author. Source: (Uribe, 2000, p.332).

Crookes & Schmidt, (1985) proposed a model that involves the motivation and L2 learning into the classroom which was supported by the classification referred to above. They recommend four levels: Micro-level; Classroom level; curricular level; Long-term learning outside the classroom. The foundation that generates levels in this proposal is the students' relationship with the curriculum, these are noted in the

first an entry in the L2 field, continues with contribution elements in the teaching-learning process, expands its base when it empowers the teacher to open the curriculum and concludes with a student in links with the social context. (See Annex 1).

The tool positioning in the curricular system makes the most relevant to this project, because it is away from the psychologists' prospects and other fields. There are Dörnyei (1994) Model, Gardner's Socio-psychological theory, Deci & Ryan's self-determination Theory (1985).

The last decade has seen the emergence for models and frameworks on motivation in SLA where more motivation's complex processes and models variations.

### **1.2.2. The Impact of Social Factors in providing Motivation.**

The social factors are predominant in the L2 learning. They are contributed by the main actors involved as Mezzo-society: the teacher and the collective who form the classmates where there is a motivating impulse whose source is the announcement that the professor and his students have to learn L2 (Orji, 2014). An actions system as a result teacher experience will encourage the students' knowledge appropriation and express with confidence. They will be able to answer questions in individual and group assignments.

In fact, it involves or engages in the learning process through the acquisition: ideas, skills, and concepts for total development. The teacher's motivation term is the concept that allows illustrating the effect that cause the tools used by the teacher which involves: impulses, desires, needs, and commitments that will achieve the desired academic success (Asemah, 2010). The teacher's relevant personality in

the classroom environment recognize the students behavior, promotes a collective knowledge and satisfaction that facilitates the skills reaffirmation. The connection idea states that: "The teacher has to possess love and knowledge, and then he has to use this passion combined in order to achieve something" (Meek, 1989), a fact that validates the teacher role.

Other relevant teacher quality according to some scholars, is the humor because the students not only want to see who transmits knowledge, but a real human being, thought that is synthesized in the assertion that "the main humor value in the classroom lies in its use to stimulate, illustrate, motivate and ease tensions" (Hunsaker, 1988). An effective way to create a warm, comfortable, reliable and confidence in itself.

Once the environment that is in a position to achieve autonomy as a space where the teacher wants to reach in their students. They are activated then the control and the students responsibility with their own learning to improve the knowledge through the strategies application. Autonomous learners have self-control of their learning that ensures knowledge throughout life. Transfer that responsibility to the students fosters intrinsic motivation and the ability to reflect the information for their critical thinking. This position is an opportunity to encourage them to take risks. Students are placed in conditions of finding recommendations and suggestions on their tasks, and the teacher should build a trust environment and new knowledge (Grombczewska, 2011)

The affective relationship and support between the classmates are elements that characterize the classroom. The students share challenges and help to overcome them. It is known that when students work in pairs, the atmosphere has a tendency to be more protective.

The teacher must be aware of the skills diversity in a classroom that is because the cultural attributes have a particular history and generate an asymmetry due to the subjectivity that also characterizes each subject and the collective. Students require to be identified and addressed in the guidance to make different activities types. This situation requires that the teacher must take the responsibility as a mediator in the classroom.

### **1.3. Oral Communication Skills**

Oral communication is a right way to give information or ideas through human language as a social interaction act. The interaction includes not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (Shumin, 1997). Oral Communication is relevant within the classroom and society.

The language is a communication medium. It includes speaking, listening, reading and writing. Around the skills referred to above may be specified that listening is a primary behavior, as it appears in all the activities inside or outside the classroom, and requires students to pay attention to their teachers, and to other students in the different oral communication ways. Lindsay & Knight said: "We hear a variety of things, (...) conversation of someone (...); a reading"(2006, p.45).

At the same time, the action is performed to speak, in both complex skills where students must interact with others as an expressing way: emotions, feelings and meanings with appropriate language, clear and strategic. Well, Madrid, & McLaren define it as one of the most difficult skills that languages students have to face (2005, p.321). These authors argue their damage idea caused by the grammatical approach sphere.

In addition, the reflection is present in the oral communication when the students set up a mental speech and participate in communicative activities. This ability requires the precision and the communicative competence as they support the students' communicative efficiency. It is necessary to refer the accuracy and fluency terms. BBC British Council considers that both are the success elements of English students. The precision is obtained in a foreign language when there is the ability to produce properly the language either by the appropriate vocabulary, meanings, uses and words categories, joined the pronunciation as an evaluation measure of the student's domain on linguistic systems" (Thombury, 2000, p.3).

According to Richard et al, (2002) "Fluency is a granting the talks about the qualities of being natural and normal, including the native use of: pause, rhythm, intonation, stress, interjections and interruptions and the expression level "(p. 204). That is, students have to speak a language in a coherent way by checking the meaning and the context. As a result, talk is a fundamental and imperative oral communication component.

Fluency with an imperative definition is a location in a two-way process between the speaker and the listener that involves the productive skills (speaking) and the receptive skill of understanding (Byrne, 1986; Staab, 1992). These authors focus a continuum: talk-listen on two skills. In other words, they are activities of all life and probably our most important communication tool. These skills are integrated and mutually supportive. Oral communication includes stages and processes within them important for the achievement learning and development of students' skills.

#### **1.4. Second Language Acquisition (SLA)**

*Second Language Acquisition* is very similar to the children acquiring process of L1. It requires meaningful interaction in the target language - natural communication

where speakers are not concerned with the speech form, but with the messages they are conveying and understanding. However, in *Conscious Language Learning*, explicit rules teaching is inherent to language acquisition. A grammar understanding helps the learner to form a correct mental representation of the linguistic generalization (Krashen, 2002, p. 1-2). In summary, *acquisition* is “picking up a language” and *learning* including “grammar and rules” (Krashen S., 1994, p. 52).

Undeniably, acquisition and learning are important in a second language learning. For the study importance, it is necessary to use the terms: second language acquisition and other times second language learning. Teachers and learners usually ask questions about how to acquire and how to learn a L2 respectively. This question has become an element of the linguists’ attention into primary linguistic evidence. Therefore, it is imperative to know the difference of both terms before finding the synergy between them.

Language acquisition is a neuropsychological process (Maslow, 2007:41). It is a subconscious process in a similar way as a baby who is L1 acquisition (Kramina, 2000, p. 41). Thus, Language Acquisition is an indispensable element of all language unity (Robbins, 2007, p. 49). On the other hand, Learning Language is a conscious process. It is the result of a formal learning situation (kramina, 2009.27). These definitions are sustained by Ortega (2013) who claims SLA is the analysis and discipline branch while SLL is the learning process or same the study object section (p.33).

Researchers as Vygotsky (1934/1962) & Piaget, (1962) claims “there are interconnections or synergy between the terms mentioned before and the synergy is efficient if language learners gradually move from the external perspective, namely, language learning, to the internal perspective, namely language acquisition through foreign language...” (Zascerinska, 2010). The understanding differences

offer the opportunity to search their interconnections between language acquisition and languages learning which engage systematic development process on external and internal perspectives.

Second language acquisition encourages teachers to understand all its elements in order to improve their abilities as a mechanism to know the students' cultural and linguistic diversity in their classrooms. Also, teachers will be able to learn SLA Theory, some key stages, theories and teaching strategies which can be applied in the classroom easily.

### **1.5. Development Stages of Second Language Acquisition (SLA)**

Most modern linguists suggest that the language development is able to be predicted and has stages with a logical or progressive order from blank knowledge of L2 to a high competency level like a native speaker. These theories have determined stages of second language development (Yang, 2008, p. 61). In this context, according to Haynes (2007) who identified five stages of SLA as follows and will be analyzed below:

- **Pre-production Stage:** Learners in this stage do not produce any language for a short or long time (two or six months), depending on students' individual learning. This is called as the "Silent Period" (Asher, 2000). For learners of this level is essential to take a time to listen and engage the new language before speak it. Their vocabulary is approximately 500 words which are not used but are understood. At this stage, learners find it difficult to express their ideas in an organized way; the student will need to repeat them many times. Listening comprehension and building receptive vocabulary activities should be part of teachers' focus in this stage (Cummins, 1979). In other words, teachers should talk just English Language Learning (ELL) students in 90 % percentage into the classroom.

- **Early Production Stage:** Students can produce some language using short words and sentences. They still pay attention to listening and try to absorb the new language. This stage may last up to six months. It is possible that students will develop a receptive and active vocabulary of about 1000 words with the ability to build phrases and memorize them which will not be correct necessarily (Yang, 2008, p.61)
- **Speech Emergence Stage:** Haynes asserts about the third stage Speech emergence where students have learned on 3000 words. They can communicate with simple phrases and sentences. It will be useful that the teacher organizes dialogue journals in a conversation with the student. So, the teacher should promote writing on interest topics at their own level and pace because it will be a place to express their thoughts and ideas (Haynes J., 2007).
- **Intermediate Language Proficiency Stage:** There are conditions to express an opinion or analyze a problem. The students will be fluent in academic or social situations. In addition, they can make complex sentences that speak and write in L2. The essential part at this stage is that the students begin to think in L2 (Haynes, 2007).
- **The Advanced Language Proficiency Stage:** This stage, where the students can see advanced fluency and considered almost native (Haynes 2007), and they can participate fully in classroom activities.

The stages reviewed are an approximation to reality because people are different biologically and the different context which determines the experiences role during the same. Language teachers should pay attention to the positive and negative effects that may arise in the teaching and learning process such as: the curriculum, the context, materials, the environment and available resources.

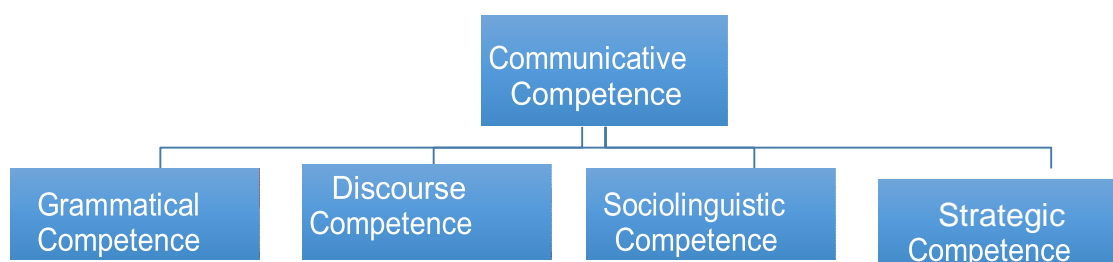
## **1.6. Communicative Competence.**

Linguists as Canale & Swain (1980) understood communicative competence “as a synthesis of an underlying system of knowledge and skill needed for communication”. Interpretation that is based on recognizing the skills of communication members operating from the individual consciousness and reacting unconsciously. How does the teacher form functionality in students where the emotional stability does not damage the reflection and fluency in oral communication of the English language? It is the question to be put to the height of what was explained.

D. Hymes claims that communicative competence involves questions guidelines knowing "When to speak, when not to, and talk about, with whom, when, where, in what form? “. These questions will promote critical thinking, which in the studied subject means to face the personal conditions and to assess whether it is in a position to have the ability to act effectively and appropriately in a given speech community. Positioning that requires the rules established by the grammar and linguistics in relation to historical and socio-cultural context where communication occurs.

Along the different studies, communicative competence has adopted different terms of denomination such as: language proficiency, communicative proficiency, communicative language ability, communicative language competence etc.” (Begarié & Mihaljevié, 2007). Denominations variety allows speaking skill of four competencies to carry out a proper communication: grammatical competence, discourse competence, sociocultural competence, and strategic competence (Canale & Swain, 1980). They are displayed by a common conception: ability to use the language with linguistic rules in concordance.

**Figure 2      Communication Skill. Communicative Competences**



**Elaborated by: the author Source: (Hymes 1972, p. 277)**

According to the graph, it is appropriate to establish the differences between the types indicated. The first of this, the grammatical competence is a notion that covers from lexical elements knowledge until the rules: morphology, syntax, sentence-grammar, semantics and phonology (Brown, 2017, p. 219), an ability to recognize and use the language code correctly. The positioning in the grammatical rules, the discursive competence difference that maintains the ability to connect sentences to form a meaning to the syntactic level (Brown, 2007, p. 220). The difference with the grammatical lies in his gaze from another language level where the teacher combines the linguistic structures in a coherent text whether oral or written, of different types, such as: newspaper articles, e-mail messages, speeches, talks, and others.

The sociolinguistic competence is located in the language communication level by which involves skills necessary for the social language's use as linguistic markers of social relations; it is the case of the courtesy conventions, the popular wisdom expressions, dialects and accents (CEFR, p.118). Those skills that make it easier for a person to produce and understand correctly the linguistic expressions within the contexts in which they work. Therefore, it has a regulatory character since the language constitutes a socio-cultural phenomenon.

Another recognized competence is the strategy that refers to the ability to recognize and repair of communication before, during, or after they occur. It is a conscious manifestation that forces the speaker to know how to keep the communication open

channel. If the communication has not been successful on external factors (such as interruptions), or due to the fact that the message has been misunderstood. The speaker must know how to restore communication.

These strategies can be requests for repetition, clarification, speaking more slowly, or the gestures use, in the conversation modifications, etc. In fact, students/Speakers are competent communicative that they have to master five areas mentioned above. The following chart shows inclusive teaching and learning (Hedge, 2000).

**Figure 3 Teaching-Learning Process and their implications to Communicative Language Ability.**

<i>If communicative language</i>	
<b>Ability consists of the following...</b>	<b>... what does this imply for language learners?</b>
Linguistic competence	<ul style="list-style-type: none"> <li>-to achieve accuracy in the grammatical forms of the language</li> <li>-to pronounce the forms accurately</li> <li>-to use stress, rhythm, and intonation to express meaning</li> <li>-to build a range of vocabulary</li> <li>-to learn the script and spelling rules</li> <li>-to achieve accuracy in syntax and word formation.</li> </ul>
Pragmatic competence	<ul style="list-style-type: none"> <li>-to learn the relationship between grammatical forms and functions</li> <li>-to use stress and intonation to express attitude and emotion to learn the scale of formality</li> <li>-to understand and use emotive tone</li> <li>-to use the pragmatic rules of language</li> <li>-to select language forms appropriate to topic, listener, etc.</li> </ul>
Discourse competence	<ul style="list-style-type: none"> <li>-to take longer turns, use discourse markers, and open and close conversations</li> <li>-to appreciate and be able to produce contextualized written texts in a variety of genres</li> <li>-to be able to use cohesive devices in reading and writing texts</li> <li>-to be able to cope with authentic texts.</li> </ul>
Strategic competence	<ul style="list-style-type: none"> <li>-to be able to take risks in using both spoken and written language</li> <li>--to use a range of communication strategies</li> <li>-to learn the language needed to engage in some of these strategies,</li> <li>e.g. 'What do you call a thing that/person who ... '</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>-to deal with the information gap of real discourse</li> <li>-to process language and respond appropriately with a degree of ease</li> <li>-to be able to respond with reasonable speed in 'real time'.</li> </ul>

Source: Hedge (2000, p. 56)

## **1.7. Communicative Approach.**

The linguists are aware of skills types; its synthesizing and correspondence with the language levels have been trying to find an effective method to teach a foreign language. For these reasons, the language teaching with a communicative approach to this research assumes as centrality.

For its definition is appropriate to know that there is a consensus in appreciate it more as an approach, rather than a method (Brown, 2007: 241). An approach may be defined as an assumptions set about the nature of languages teaching- learning (Anthony 1968: 64); while the method refers to detailed aspects application of an approach (Al-Mutawa & Kailani, 1989, p.12). This can be interpreted as a focus on action that contains procedures to teach a language such as: the program of studies, the contents, the teachers and the roles of students and appropriate teaching materials (1989).

The technique difference with the lies in the fact that covers a wide exercises variety that are used in the languages classroom in order to achieve the lessons goals (Brown (2001) In fact, the technique refers to all the strategies used in the classroom to obtain results in a short period of time. In addition, the techniques must be in accordance with the method and approach. In this perspective, the communicative language teaching is recognized as "an approach rather than a method" (Brown, 2007, p.241). Communicative Language Teaching (CLT) has this category due to its characteristics and the main role in the languages teaching-learning.

- **Characteristics of Communicative Approach**

Brown and other linguists describe how characteristics of the Communicative Language Teaching (CLT) in the six aspects that do not pay attention to the

grammatical rules as traditionally did the previous methods or approaches. The graphic shows the following classification:

**Figure 4 Characteristics of Communicative Approach**

<b>INTERCONNECTED CHARACTERISTICS AS A DESCRIPTION COMMUNICATIVE LANGUAGE TEACHING.</b>	
<b>1. CLASSROOM GOALS</b>	-Communicative competence components (grammatical, discourse, sociolinguistic, and strategic).
<b>2. LANGUAGE TECHNIQUES</b>	- Learners engaged in pragmatic, authentic, functional use of language - Exercises, activities, tasks - Language classroom - Language for meaningful purposes.
<b>3. FLUENCY AND ACCURACY</b>	- A complementary principles - Fluency is more focused by teachers. - Errors are a natural event into communication skills development. - Meaningful communication
<b>4. STUDENTS IN A COMMUNICATIVE CLASS</b>	- The language is used productively and receptively - Communication in real world contexts
<b>5. STUDENTS</b>	- Own learning process - Own styles of learning - Strategies for autonomous learning
<b>6. TEACHER</b>	- Teacher is a facilitator and a guide. - Genuine linguistic interaction

Source: Brown (2001, p. 43).

The fluency is relevant with a level of spontaneity and the teacher as a guide to develop a language in real contexts. The CLT enhances communicative skills use.

- **Role of the teacher.**

The Communicative Language Teaching identified the teachers' role according to their obligations and roles that make up its practical horizon. Breen & Candlin sustain as role: to facilitate the communication process between all participants in the classroom, such as: paper and create conditions for students' participation, many planned activities implementation, manipulation of the texts and act as an independent participant within the teaching-learning group (1980, p.99). The roles combination is complementary. The teacher approach is linked with the goals and its implication as the teacher's role: resources' organizer by itself, class procedures and activities guide. Another obligation contained in its role is a researcher for enhancing its work. Oxford adds to this idea the teacher as a person-idea and a co-communicator (1990, p.10), which means encourage initiative and interactive forms of communication.

The teachers' roles integrate components (students, activities, and text); stimulate and give their experiences to develop the course in a natural process or internal program for communication in the second and foreign language learning.

- **Role of the student**

It is evident that in such an approach, the students role are more active, involved creatively with a diversity in the school activities selected by their teachers. Vision which means that they are responsible for their own learning to promote a superior outcome that the place as communicators. It is based on the interaction between listeners and speakers to exchange information and points of view with the vision

implementation expectations. They have the opportunity to speak in an active environment in communicative tasks. This process ensures the trust sense by applying the tools in the use of the target language (Larsen-Freeman, 1986).

The curricular system established visions that caused dissatisfaction because students could not communicate properly in a social language. In other words, students do not participate in the real life communication in the target language. However, educators are not fully trained to CLT implementation in EFL classrooms because they have to face some problems, such as: educational system, traditional methods, classroom size, lack of motivation to teachers and students, poor experience of students' participation, consensual situations between EFL teachers (Ozsevik, 2010). This author identified that the Turkish EFL teachers have low level in oral communication.

Most of the teachers are aware of the need for good communication skills at present, has increased the demand for learning this language: "(...) has created a huge demand for language teaching-teaching materials quality" (Richards, 2006, p.5).  
The Foreign

Language teacher has the great responsibility to increase the oral communication, active participation, an innovative and attractive methodology. Teachers have to choose the appropriate tasks or activities for their groups with right methodology.

## **1.8. Communicative Language Teaching (CLT)**

### **1.8.1. Types of Communicative Language Teaching (CLT)**

Of the types of Communicative Language Teaching (CLT) has been chosen that have the greatest relevance to the present research and that are described below.

- **Learner – Centered Instruction.**

The student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials and the pace of learning. This learning model places the student at the process center, which leads to a change in the forms of teaching and learning practices. The SCI properly implemented can lead to greater motivation to learn, greater knowledge retention, a deeper and more positive attitude toward the subject that is taught (Collins & O'Brien, 2003). It is instructive because the content, activities, materials, etc. are determined by the students (2003). It provides techniques that applied correctly proportion positive results such as: long-term knowledge and high levels of motivation.

To do this, the student-centered instruction Brown (2000) includes:

- Techniques on lifestyles, goals and needs of the student.
  - Techniques of group work or training.
  - Curricula.
  - Techniques to improve creativity and innovation.
  - Techniques to encourage competition and self-esteem.
- 
- **Cooperative and Collaborative Learning.**

The cooperative and collaborative learning is a classroom or a curriculum where students work in groups or in pairs sharing information (Brown, 2001, p.47). Research shows its positive effect on intrinsic motivation promotion... raise the self-esteem, create human relationships and altruistic and reduce anxiety and prejudice" (Oxford, 1997, p.445). The motivation and peer interactions are part of Collaborative Learning (Salkind, 2008).

It is appropriate to clarify that the student is not independent; student will need the support of teachers and classmates advanced that will give "assistance and guidance" (Oxford, 1997, p.47).

- **Interactive Learning.**

The communication basis involves a negotiation, supply and demand to offer opportunities for real interaction in the classroom. The negotiation of meaning, understanding and interpretation beyond the mere fact of sending and receiving information (Yule, 2006). The language learning takes place in a natural way. According to Brown (2001), the interactive learning has a central theoretical platform that is "interaction hypothesis of second language acquisition" (p.48).

- **Content – Based Instruction.**

First, the meaning is the most important thing in task description (Skehan, 1998). The tasks have to contain similar activities in the real world to complete projects, make decisions, to give solutions to the teaching-learning process in EFL. This technique has an instruction that focuses on the meaning as a goals' communication through the activities implementation to solve problems. It involves instruction purposes. TBI refers to all the techniques which are applied in the classroom.

- **Task Based Instruction.**

First at all, the description of task, the most important is the meaning (Skehan, 1998). The tasks have to contain activities similar to real-world in order to conclude projects, make decisions, give solutions into teaching-learning process of EFL. Task is considered as a technique with a deeper outcome. Task-based is an instruction which focus meaning as a goal communication through the activities performing to

solve problems. It involves instructions with purposes. TBI relates all techniques which are applied in the classroom with pedagogical purposes.

### **1.9. Communicative Tasks**

The second language learners usually go across some steps in order to speak. They are awareness, appropriation and autonomy. The first step, "awareness" when the characteristics' language has been made aware by the students. Appropriation, the second step when there is an integral knowledge about the characteristics before mentioned by the learners. Finally, autonomy when learners have the ability to apply the new language in autonomous way by themselves.

The communicative tasks are part of the second step. Thus, the learners are aware on the language features; they will be ready to have the control on their oral communication. It is a cognitive skill. The communicative tasks focus on fluency instead of accuracy. The language is applied in a real context and adopted automatically because the learners are able to say and participate in real communication (Thornbury, 2005). The communicative task has the Information Gap Activity as the traditional example of this type.

- **Information Gap Activity**

The Information Gap Activities are useful activities in which a student has information that the other does not have. Students must use the target language to share information. Looking for as a result of the students communication through a gap information, its characteristics: (a) emphasis on the information and (b) promotes the communicative interaction as a way to achieve the goal" (Brown H. D., 2001, p.155). These activities provide more opportunities to talk among the

participants as they each have a role to continue to carry out the activity successfully.

The information gap activities were modified with a certain degree of complexity and elaboration that were called JIGSAW Activities.

### Jigsaw Activity

Elliot Aronson in 1970 in Austin (Texas) was the one who originally developed the Jigsaw method as a cooperative learning technique. Many researchers from different fields and levels have studied this interesting activity (ERIC, 2002). Each group was responsible for adjusting the parties and completes the total activity. In other words, an activity should be carried out using the given pieces to join an all through the linguistic resources application. This action will give the opportunity to practice a meaningful communication.

There are other versions suggested by Slavin in 1978 (quoted Wang, 2002) which states that "Jigsaw II attaches more importance to the familiarity of all the member of the working group with the task". The Classroom Jigsaw implementation will achieve effective learning results in the classroom environment. Apart from the different implementations and Jigsaw types; Jigsaw I-II (for slaving, 1987), Jigsaw-III (1994), Stahal, Jigsaw-IV (Holliday, 2002), and person Jigsaw (Doymus, 2007).

Other benefits to implement the Jigsaw activities in the classroom are to encourage self-esteem, intrinsic motivation, cooperative learning and the student strategies develop for constructing meaning. Jigsaw technique primarily focuses on the communicative process of language teaching (Brown, 2007).

The following type of communicative speaking task that will help to promote fluency through an automatic way.

- **Surveys Activity**

According to Harmer J. (2001) "a way to provoke discussion and the views exchange is to ensure that students make questionnaires and surveys. If students plan these questionnaires themselves, the activity becomes even more useful" (p.89). The implementation way can be varied: surveying classmates prepare questions for themselves. Each participant collects information from classmates and reports to the class.

- **Guessing Games Activity**

The idea of game is based on cooperation or competition within rules set (Rixon, 1981) can develop this activity. Thus, it provides the opportunity to share teacher and students in a fun way.

Piaget (2001) proposed that the movement produces "thought". He believes that the movement is the learning beginning, and that the cognitive framework is built step by step, whose articulation is the movement, but not the consciousness.

Guessing games is an information games variation. One of the best-known examples of a guessing game is 20 questions, in which a person thinks about a person, place, or thing famous. The other participants can make 20 Yes/No questions, to find clues and guess who or who is thinking about the person. (Hadfield, 1999).

If the teacher selects correctly the variety and intensity of the games, the classroom environment will be in a lower anxiety (Richard-Amato, 1988) and encourage students to participate (Uberman, 1998), it is better to play in small groups.

- **Educational Roles**
- **The role of the CLT in student motivation.**

The EFL students face basic problems of lack of motivation to communicate. The motivation has already been said is a relevant factor in the CLT. The teachers' responsibility is to create a motivational environment with fun classes and in the interest of attractive materials according to the students. Other factors that affect the situational motivation are the physical conditions, methods, personality, empathy, identifying students' strengths and weaknesses in a classroom as comfortable and pleasant. The above conditions lead to both teachers and students to reach a high motivation level.

Today, the teaching practices need to improve students' abilities to communicate in EFL. This situation has encouraged a new linguistic structures adoption such as the Communicative Language Teaching (CLT) in their curricula in authentic contexts (Larsen-Freeman, 2000).

In the preceding pages was referred to the construction theory of the Discourse of Van Dijk and declared the epistemological bases of the study where it was emphasized that the mental representation in each participant ensures individual representation that is anchored in its episodic memory and to be active and integrated into long-term memory. Below are revealed the mental representations on the foreign language students as a way to explain the methodological deficits of this education type's development and the research goal's achievement.

## **CHAPTER II**

### **DIAGNOSIS**

#### **2.1. Diagnostic objectives**

- To determine the motivation levels and skills in oral communication in order to identify the causes which are affecting the teaching-learning process and English program goals at Universidad Técnica Cotopaxi.
- To identify the students' difficulties to communicate in English orally by specifying the damage that reveals the motivation to study the L2.
- To implement communicative activities with a task-based approach in oral communication areas in English program at Universidad Técnica Cotopaxi.

#### **2.2. Background diagnostics**

The results validation was focus on the data collection carried out in “Languages Cultural Center” at Universidad Técnica Cotopaxi, Latacunga City, Cotopaxi Province. Teachers and students' surveys were applied in order to get information on “motivation levels in the teaching- learning process in oral communication in the English Program at Universidad Técnica Cotopaxi,

The English Staff at Universidad Técnica Cotopaxi has detected the necessity to find a framework that facilitates the English learning as a Foreign Language, which is translated into Motivational methodological strategies focus on psychological, sociological and pedagogical bases in order to generate effective learning, with an effectiveness content. Thus, the students know what to do and how to use the target language. In this way, there is a close connection between languages learning and affective factors into the last the intrinsic motivation is considered as important element of the success or failure of learner (Silva, 2011).

### 2.3. Matrix of relation

**Table 1**

**Matrix of relation**

Objectives	Variables	Indicators	Techniques	Information source
To determine the motivation levels and skills in oral communication in order to identify the causes which are affecting the teaching-learning process and English program goals at Universidad Técnica Cotopaxi.	Levels of motivation	An adaptation of Gardner's levels to the theoretical foundation of the motivation has been made, : a) Strongly motivated corresponds to Strongly reflexive behavior; b) Motivated with Inspired; c) Weakly motivated with Weakly inspired and, d) Not motivated at all with No need	Bibliographic investigation Survey	Virtual libraries Books teachers students
To identify the students' difficulties to communicate in English orally by specifying the damage that reveals the motivation to study the L2.	Psychological effects	*CEFR *C.L and affective factors *C.L social skills *Critical thinking skills *Learning styles *Possible problems and solutions.	Bibliographic investigation Survey Observation	Virtual libraries Books Teachers students
To implement communicative activities with a task-based approach in oral communication areas in English program at Universidad Técnica Cotopaxi	Educational strategies	*Strategies and activities of Communicative Tasks *Techniques *Information Gap Activities *Jigsaw Activities. *Guessing Games *Surveys *Educational Roles of CLT	Bibliographic investigation	Virtual libraries Books Teachers students

An adaptation of Gardner's motivation levels to the theoretical foundation has been made in the practical application such as: a) STRONGLY MOTIVATED corresponds to STRONGLY REFLEXIVE BEHAVIOUR; b) MOTIVATED with INSPIRED; C) WEAKLY MOTIVATED WITH WEAKLY INSPIRED AND, d) NOT MOTIVATED AT ALL with NO NEED. These new indicators were considered as a link with the variable motivation. Thus, the motivation concept focuses three parameters: 1) Thinking of being and their behavior, 2) Desire or inspiration and, 3) Need, therefore.

#### **2.4. Operative Mechanics**

"Languages Cultural Center" offers Intensive English courses with six levels, two hours per day from Monday to Friday, which adopted two levels per semester. The Survey as a research technique was applied to the students in order to determine the motivation levels into the teaching- learning process in English program in UTC. Similarly, the teachers were surveyed with topics on teaching time, their participation oral communication development, English levels and the distribution of the working procedures. As has already been explained these data were manipulated with the multivariate analysis' technique which identified trends and students' and teachers' position in relation to the object of study.

The total number of workers at "Languages Cultural Center" is integrated of 10 teachers, while the total number of students is 602. The study focuses on students and teachers in the English program. The students' population was necessary to select a sample. Then, this population was divided into three groups which should be referred as A1 (first and second level), A2 (third and fourth level) and the last B1 (fifth and sixth level) (Annex 2). The sample size consisted of 235 students, which was determined by the simple random probability sampling. This technique type takes only a sample of a given population for the purpose of statistical inference. The size must be large enough to draw a conclusion (Figuroa, 2010). The confidence margin was 1.96, the expected proportion 0.5% and the error margin

0.05. This sampling category was chosen for higher speed and possibilities to get the desired accuracy level in the results obtained. The formula applied corresponds to a quantitative research with finite population. (See Annex 3)

## **2.5. Tabulation and analysis of research results**

### **2.5.1. Analysis and Interpretation of the Surveys applied to Students**

The students' identities have remained confidential during the investigative process and after the study by ethical considerations. The anonymity will be during data analysis. Also, the ethical considerations include issues such as: honesty, objectivity, respect for intellectual property, corporate social responsibility, confidentiality, non-discrimination and many others.

235 students (47.41%) of the 620 total population were surveyed. The population was distributed by groups: 39%, 38% and 38, 9% indicators (Annex 2). The survey was divided in two parts: the first part is designed by 4 groups of questions that respond the personality factors. The second one shows an opinion rather than a quantitative dimension. The research used ***the multivariate analysis*** as a technique.

**Group 1.** Questions (1), (4), (7) and (9) correspond **the frankness factor**, (My goal to learn English, My desire to learn English is, My goal to learn English for practical purposes is, My opinion about the English course is).

**Group 2.** Questions (2) (5) and (6) are **extroversion factor**, (My attitude toward people speaking, my disposition toward learning English is, my behavior toward the

English teacher is).

**Group 3.** Question (3) is **conscientiousness**, (My convenience with the study of foreign languages is...).

**Group 4**, which were concentrated in the questions identified by the numbers: (8, 10) matching the personality factor emotional stability. (I was afraid to speak English outside the classroom because; I am concerned about talking in the English class).

**Group 5.** Question (11 to 21) could be grouped on the basis of that certify the indicators already seen although from a qualitative perspective.

- **Motivation and Personality Factors**

The goal number one of this study is referred to determine pedagogical procedures to deploy skills in oral communication and high motivation in English classes. The annex 4 reveals that the three groups (A1) (A2) (B1) are weakly motivated to learn English with a 34%, 47% and 45%, respectively. In other words, they assume do not have as objective this knowledge. Thus, this declaration is indicative that has not been sufficiently informed about the curriculum purposes. In addition, it can be interpreted that they have participated in the choice of subjects that would have placed matters of interest to them; in this sense there is a methodological error because they assume a concept closed the curricular system. The number of students who are highly motivated, (13%, 5% and 16%) represents a core group of allies with which to support the work of persuasion and motivation, a suggestion that it is the first finding procedural.

The frankness, so express the lack of motivation is concatenated with the mental representation that has made that their ends are not focused on the English

language learning. It does not fall within its framework of desires or consistent comment positively on a course that does not correspond with their plans. It is clear that it has been circulated over an idea of the lack of interest of the students on this program, constituting a context model and personal representation of what is relevant for these students in the communicative situation: show nonconformity helps them to be condescending with them. Students do not want to be involved in an analysis relative to negative opinions about a program.

Students know that this course is part of the educational policy and those are subjects to challenge them. What reasons can students openly express their opposition to this program? If it looks at the indices in Annex 1 in the first group, are the students of last semester (Group 3, B1) who declare the rejection more significant: 24%, 40%, 28% and 10% as values of no motivation with which exceed the amount of the other groups in this indicator. The reason is that from their perspective the program produces an alteration in their graduation plans and submits them to a curricular process extremely tense for which they do not feel prepared to overcome.

As a sample of the subjectivity unveiled in his context model the three groups have a high rate (58%, 47% and 34%) of students weakly motivated by their negativity toward the English-speaking people. It is important to emphasize that the Group One (A1) has the highest rate (58%) of all. After that, there are low rates similar (4%, 5%) group 1 and group 2.

The pedagogical procedure that can reverse the situation rejecting is to put into practice a forum or workshop to re-articulate the program through the introduction of curricula types: official, operational, hidden and extra-curricular; in that practice shall be described strategies for students to focus a conception that break with the compartments to point toward the curricular mainstreaming which is expressed in the placement of their interest from the perspectives of curriculum types that will be

put into exercise.

In the second questions group, there are English vision as a culture and the teacher as a mediator of socialization. Table 4 (Annex 4) shows two opposing positions, one of them is the existence of a social stratum is not very relevant that obvious English culture. A trend that explains the poor motivational work developed with some surveyed students. The attitude referred explains that it has the issue of the cultural identity with those students so that they are informed about the customs of the English-speaking and forming an attitude toward these symbolic manifestations of greater respect and willingness to enrich its universal culture. The second position allows the teacher to connect the results with the personality factor referred: the extroversion, which moves between the logical: interest in the outside, environment issues; affective versus reserved. It is a challenge to interpret in the percentage values assignments of meaning to declare their valuation of the outside languages class. Humanism is relatively high because of collective mode between the three types of students by the degree to which they feel motivation toward people. The answers group given by the students is analyzed in order to evaluate the context model used by the learners. It shows a tacit decision to communicate positive feelings towards teachers and not to reserve disagreements for any uncomfortable situation. For that reason, it is assumed a common position: "Languages Cultural Center" has very concerned teachers about their students.

The third questions group has only allocated a question and its results are then generally absolute and do not provide the survey options to relativize this parameter: conscientiousness whose dimensions are binary: imaginative compared to the practical, variety versus routine, independent or conformist. If the correspondence of values is carefully studied with these dimensions can be understood that there is an intention to manifest by the students their disagreement with an instrumental view of this course for their professional life. The indicators shows students without any motivation (36%, 35% and 31%, it gives negative response on the usefulness of the English.

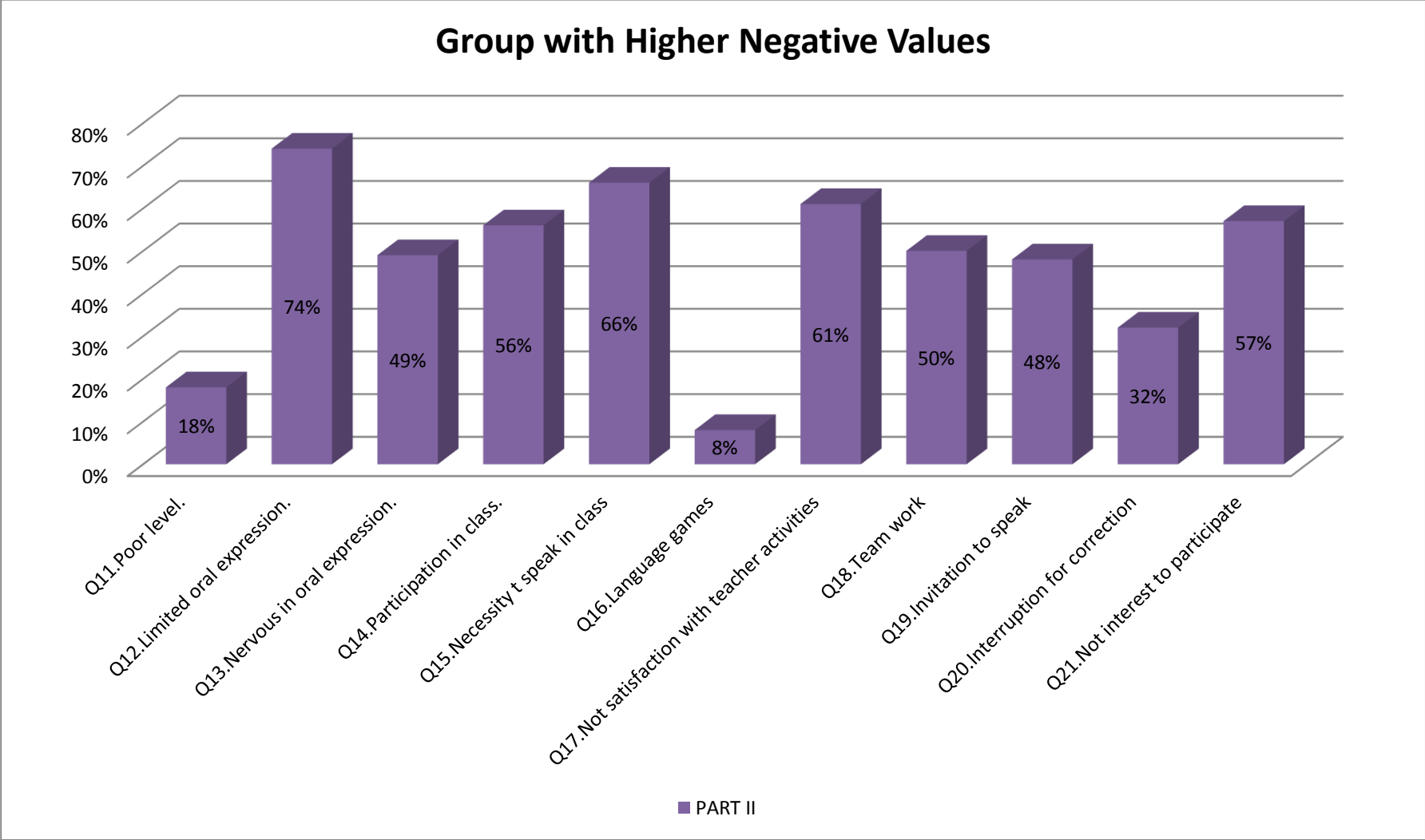
The low values of convenience are an index of pedagogical routine, in the sense that perhaps the class does not contribute to the practical purpose of the curriculum and it is necessary that it be a practical decision of the teacher, that is to say that the choices of training in teaching involve the adoption of a line of values where the practice is related to the nature of the goals pursued.

The other grouping is positioned in regard to what is common in the emotional stability, whose positions are evident in the attitude of the student organized versus disorganized, careful versus careless, disciplined in front of the impulsive.

- **Quantitative dimension**

The questions in the second part of the instrument (11 to 21) could be grouped on the basis of that certify the indicators already seen although from a qualitative perspective; it is the result of place measures that point to an opinion rather than a quantitative dimension. The chart that is based on the negative values: poor level, limited oral expression, nervous in oral expression, participation in oral expression, need to speak in class, language games, not satisfaction with the teacher, teamwork, invitation to speak, interruptions of the teacher to the students and no interest in class activities. When it is selected the negative values higher than trying to reveal negative attitudes, as can be seen in the group A1 and however there are common trends as the dissatisfaction with the teachers and the lack of interest in the language. These facts confirm the early reflections.

Figure 5 Higher Negative Values Group



There is a trend toward the introduction of elements of Information and Communication Technologies Typology (ICT's) in the present for the benefit and direct connection between the teacher and the student, both inside and outside of class and that is a magnitude to enter in the oral communication class by the imagination of the teacher.

The grouped questions inquire about public behavior, mediated by the English language seen as a result of the reached level. The students who participate in this survey claim to possess an high level of organization which are concentrated in the categories: weakly motivated and motivated; with that attitude there is an intention to place the dissatisfactions of the side of others (teachers, administrators, educational media, educational policies), that is highly significant and requires a methodological reflection on the teaching, educational management, educational implementation policy and teaching techniques. They have a particular responsibility with the independent and autonomy activity from its conception to its use methodology. These questions have just analyzed and they must be taken in mind. The following is the analysis of the results of the survey addressed to the teachers of "Languages Cultural Center"; this instrument is a comparison of the ideas suggested by the results of the students' additional external observation that favors the final perception on the part of the investigator.

From that complementarity of the process, it would be the elaboration of the proposals, taking into account the compatibility of attitudes and feelings, from students as well as from teachers.

## 2.5.2. Analysis of the survey results applied to the teachers

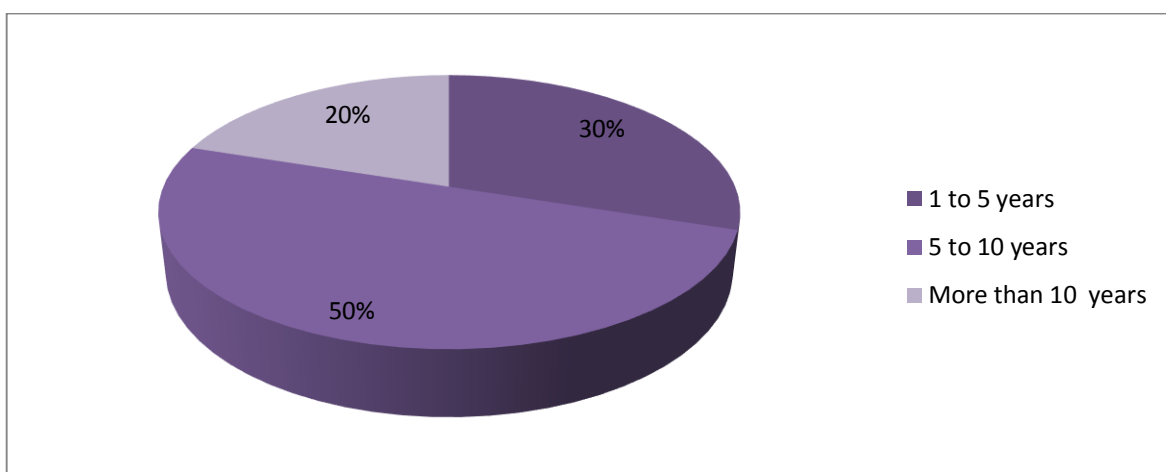
**Question 1.** How long have you been teaching English at University?

**Table 2**

**Educational Experience of teachers**

Options	1 to 5 years	5 to 10 years	More than 10 years	Total
Teachers	3	5	2	10
Percentage	30%	50%	20%	100%

**Figure 6 Educational Experience of teachers**



**Author:** Amparo de Jesús Romero Palacios.

### **Analysis and interpretation.**

According to the time indicator of teaching experience this table reveals that there has been a poor methodological work to convert the temporary experience in a teaching capacity. It is noted that the 70% of teachers have been able to serve for several years with this program. One of the interpretations that can be made from this result is that controls on the class have not revealed the difficulties of these teachers in the development of motivation, which highlights the importance of monitoring the reality of the teaching process, since it is inexplicable that so much experience does not generate educational experiments and innovations as was to review research protocols of “Languages Cultural Center” at Universidad Técnica Cotopaxi.

**Question No. 2.** As a teacher of Oral Communication, which level have you taught throughout your career?

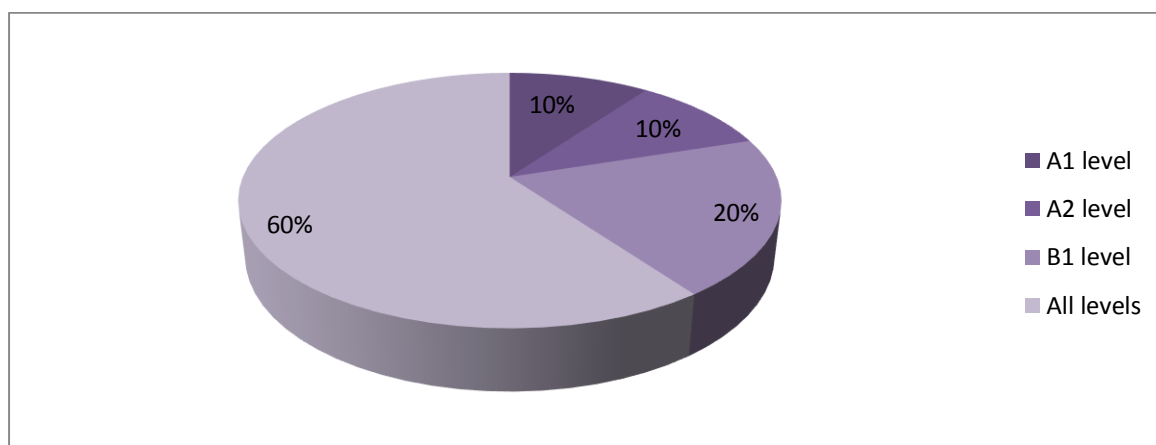
**Table 3**

**The levels that teachers have taught**

Options	A1 level	A2 level	B1 level	All levels	Total
Number of Teachers.	1	1	2	6	10
Percentage	10%	10%	20%	60%	100%

Author: Amparo de Jesús Romero Palacios.

**Figure 7 The levels that teachers have taught**



Author: Amparo de Jesús Romero Palacios.

**Analysis and interpretation.**

A correlative analysis happens among the 5 and 6 table, there is clear correspondence between the temporal and the curricular experience of teachers. However, in the latter case related to the domain of the curriculum, it needs a policy to promote pedagogical expertise as well to stimulate the students' interest from the domain of the syllabus, since the distributions is not based on rationality. Specifically, it can be noted that lack of knowledge that sustains a methodological strategy to raise the motivation and manipulation from experienced teachers.

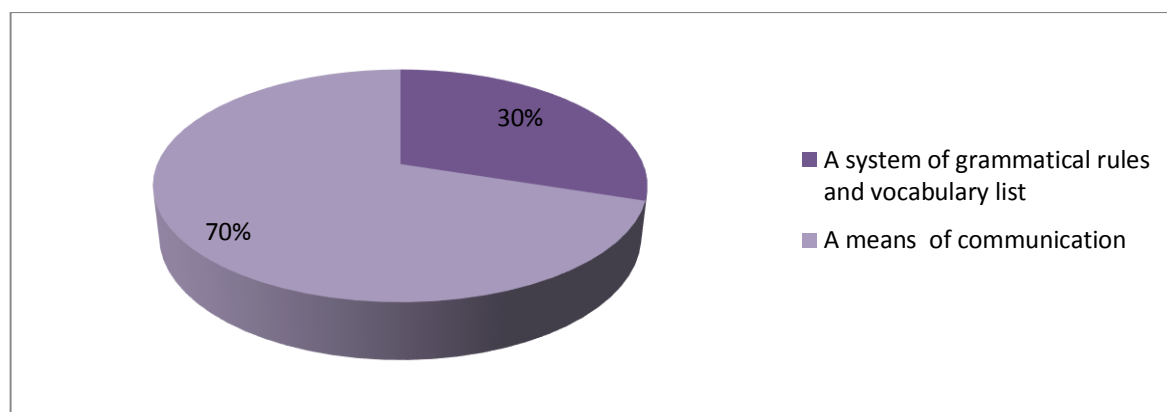
**Question No. 3.** According to you, what is a language? Select one option.

**Table 4**  
**Teachers' perception of the language**

Choices	A system of grammatical rules and vocabulary list	A means of communication	Total
Number of Teachers.	3	7	10
Percentage	30%	70%	100%

Author: Amparo de Jesús Romero Palacios.

**Figure 8** Teachers' perception of the language



Author: Amparo de Jesús Romero Palacios.

### **Analysis and interpretation.**

The responses show that most of the participants in the study, assume that language is a means of communication to assume this perspective it is inferred that they have installed the advantages that this approach favors as a resource for sociability, understanding and harmony among the subjects. The tendency to understand the social roots of the language correlates with the dynamic nature of context model that builds the speech, and the dialectical view to respond with creativity and self-requirement to the teaching demands. The vision that a part of teachers has as a set of rules are evidence of fractures in the balance of the aspects of language that may explain the questions that students do.

**Question No. 4.** ¿How often do students participate in the Oral Expression class?

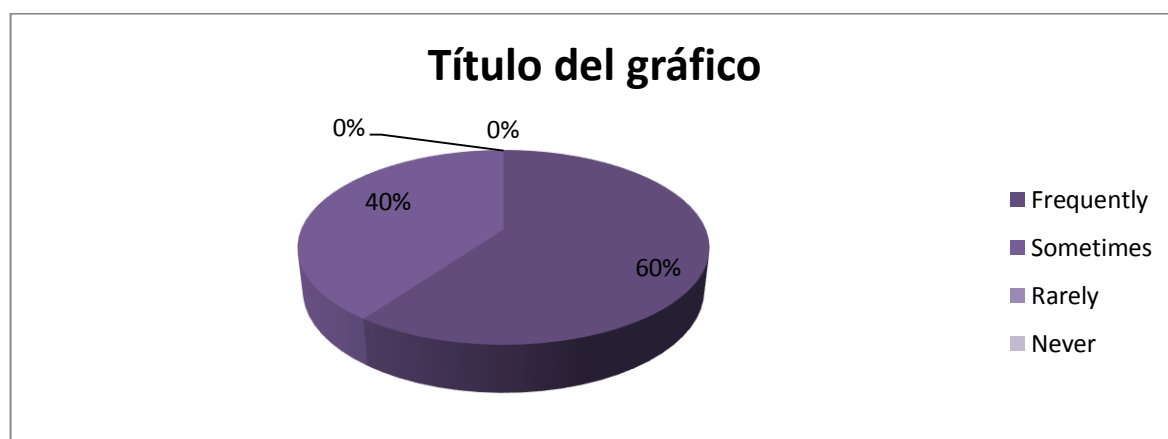
**Table 5**

**The frequency of the students' participation in speaking activities.**

Choices	Frequently	Sometimes	Rarely	Never	Total
Number of Teachers.	6	4	0	0	10
Percentage	60%	40%	0%	0%	100%

Author: Amparo de Jesús Romero Palacios.

**Figure 9** The frequency of the students' participation in speaking activities.



Author: Amparo de Jesús Romero Palacios.

**Analysis and interpretation.**

The intent of this question is to reveal the critical nature of the teachers because the students had declared the systemic problems that manifest themselves in the classroom with the oral expression, however the teachers' answers avoid analyze this problem and avoid to declare the problem and its causes. This situation confirms that teachers do not assume their commitment to the solution of the problems of student learning. This intention to omit reveals the lack of control of students' participation in the classes of oral expression, as a statement so contradictory. It does not manifest itself unless the security of that there is no evidence on a particular topic. The observations record to the teaching process should be an evidence protocol as instruments for research.

**Question No. 5.** ¿Do students feel comfortable in the Oral Expression class?

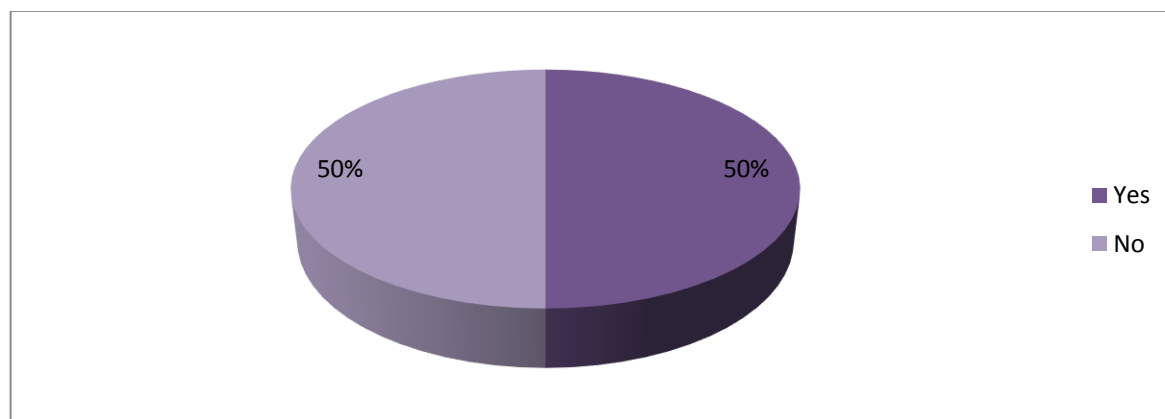
**Table 6**

**Teachers' assumptions for the students' feelings in speaking activities**

Option	Yes	No	Total
Number of Teachers.	5	5	10
Percentage	50%	50%	100%

Author Amparo de Jesús Romero Palacios.

**Figure 10** Teachers' assumptions for the students' feelings in speaking activities.



Author: Amparo de Jesús Romero Palacios.

### **Analysis and interpretation.**

The comfort in languages class is a condition where it should be delivered to the student, the working experience with this type of curricular model indicates that with a high frequency students do not feel well placed on this type of classes. For this reason, the question sought to know the collective thinking on the student situation but teachers' transparency was not fully achieved. It shows that half of teachers are unaware of this process that must be developed in class to facilitate the students' performance from the accessibility principle. The other group recognizes this potential value indicating a polarization of the pedagogical knowledge and experience, which becomes a possibility to exploit this collective knowledge.

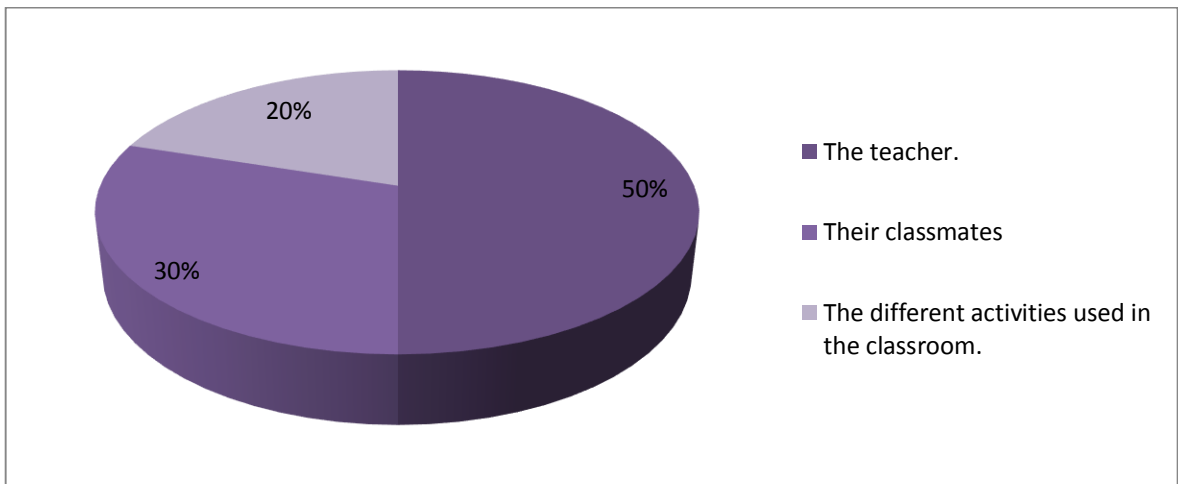
**Question No. 6.** ¿What makes students feel so comfortable?

**Table 7**  
**The reason behind the students' feeling**

Choices	The teacher.	Their classmates	The different activities used in the classroom.
Frequency number	5	3	2
Total	50%	30%	20%

Author: Amparo de Jesús Romero Palacios.

**Figure 11** The reason behind the students' feeling



Author: Amparo de Jesús Romero Palacios.

**Analysis and interpretation.**

The question goal is to get the vision with the acting teachers and the importance order about its work guide into classroom. Teachers' intention is to respond some points of view such as: an egocentric and exclusive perspective, a collective sense and the actions diversity. It is interesting to see how it moves the teachers' perception which is selection indicative based on the most determinant factor. Thus, the learning orientation occupies the last place just two teachers consider the teaching activities and not the learning practice who determine the convenience or the acting possibility. This fact leads to recommend that the activities' continuum is best analyzed on teaching and learning.

**Question No. 7** Do you agree that in order to learn the language, students have to speak the language?

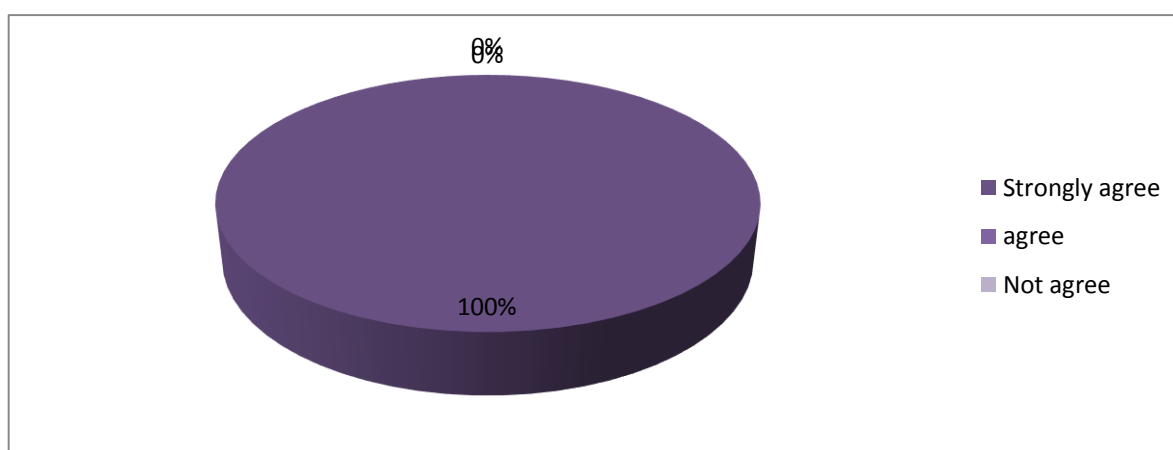
**Table 8**

**Learning the language students have to speak the language.**

Choices	Strongly agree	agree	Not agree	Total
Number	10	0	0	10
%	100%	0%	0%	100%

Author: Amparo de Jesús Romero Palacios.

**Figure 12** Speak English to learn the language



Author: Amparo de Jesús Romero Palacios.

**Analysis and interpretation.**

There is a teacher perception of the urgency of the language use, even if it is true, that the languages' leaning has a close relationship with the domain of: writing, listening, reading and speaking. The problem is how to balance this relationship. Thus, the teachers' responses can install the conviction that there is a need to learn the ways to achieve a better use of the oral expression. This conviction exists in teachers but there has been a lack of methodological work to verify the method that they would put it into practice. This polarization hermeneutical fault to the methodological work at the Languages Center, namely the student-teacher guidance for the use of the oral language, the mechanisms or tools to motivate the oral expression skill in students, also the individual and collective responsibility that entails lead a teaching community or belong to it.

**Question No. 8.** ¿How do you prefer students work in class?

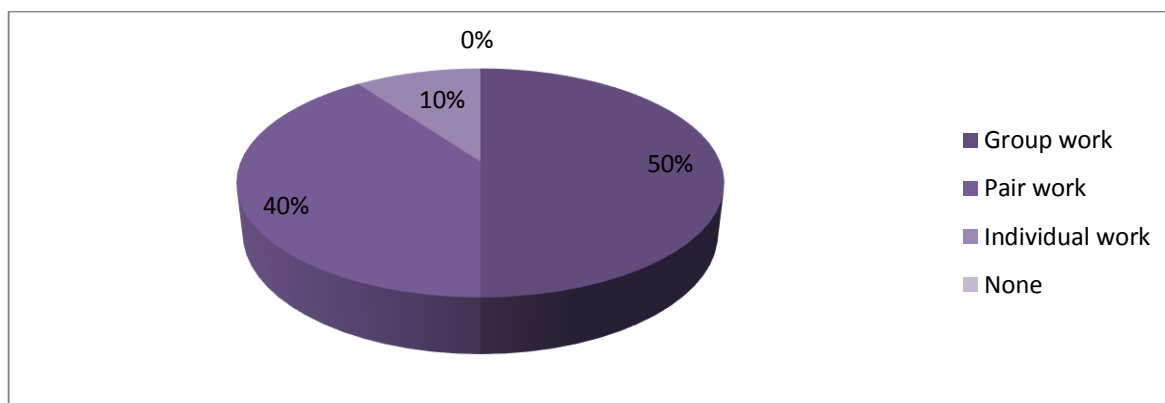
**Table 9**

**The students' preferences to work.**

Choices	Group work	Pair work	Individual work	None
Number	5	4	1	0
%	50%	40%	10%	0%

**Author:** Amparo de Jesús Romero Palacios.

**Figure 13** The students' preferences to work.



**Author:** Amparo de Jesús Romero Palacios.

### **Analysis and interpretation.**

These principles underlie the answer chosen by teachers which shows that there is a clear notion of group work benefits. The assumption perspective reveals that in a practice way is the most used with greatest results. In contrast, reasons that are expressed only when teachers choose the individual work. It has been revealed that the language teaching and the collective training produce better dividends. The support and dialog in peers represents to avoid the fear of making mistakes and other benefits such as: to use the target language in order to promote the speaking skill. In this way, teachers are applying Communicative Language teaching principles.

**Question No. 09.** ¿Why do you think that students participate in class?

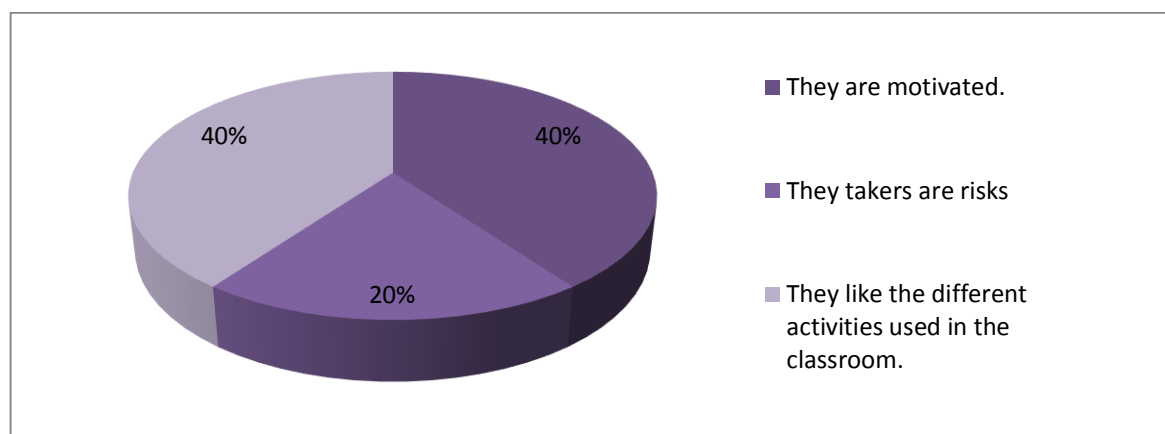
**Table 10**

**Students participation in class**

Choices	They are motivated.	They are risk takers.	They like the different activities used in the classroom.	total
Number	4	2	4	10
%	40%	20%	40%	100%

Author: Amparo de Jesús Romero Palacios.

**Figure 14** Reasons behind students' feeling



Author: Amparo de Jesús Romero Palacios.

### **Analysis and interpretation.**

Teachers' thinking is focused on motivated students and the developed of different class activities which are declared in favor of the action-oriented. There is an interactive synergy between diversity and motivation. This is why, it is a challenge for teachers to develop motivational activities. As a matter of effect, sociological theories point out that the social recognition subjects interests of take risks in that possibility to stand out to receive the collective recognition. Two teachers bet the benefits and advantages that brings to take risks.

**Question No. 10.** ¿Why do you think that students do not participate in class?

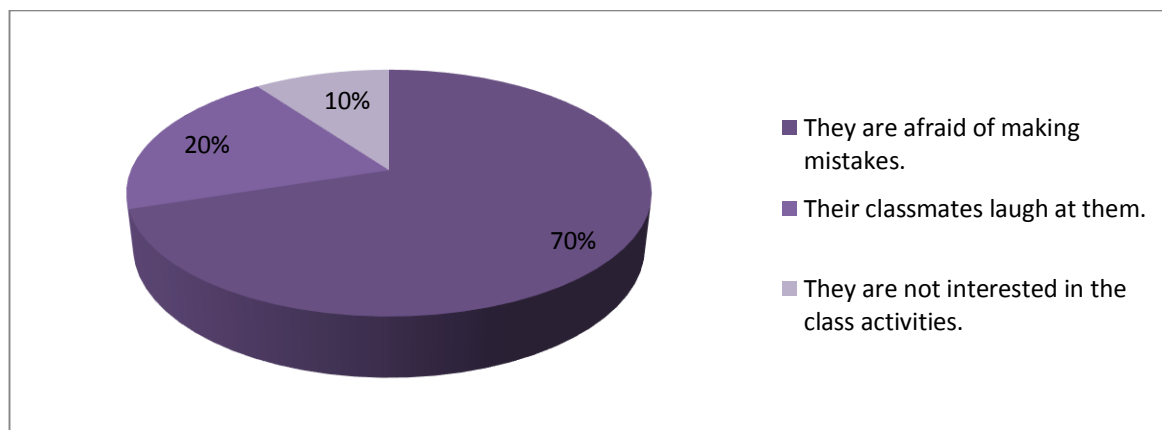
**Table 11**

**The reasons behind the students' unwillingness to participate**

Choices	They are afraid of making mistakes.	Their classmates laugh at them.	They are not interested in the class activities.	Total
Number	7	2	1	10
%	70%	20%	10%	100%

Author: Amparo de Jesús Romero Palacios.

**Figure 15** The reasons behind the students' unwillingness to participate



Author: Amparo de Jesús Romero Palacios.

**Analysis and interpretation.**

The results shows a tension atmosphere into the classroom. This situation exceeds the scope student and goes up to the teachers. There is a practice process where the bullying is a procedure. Also, this reveals the dimension reached by the procedural errors and the affective state where the fear is the common denominator in the teaching-learning process. The lack of interest in English classes indicates that in spite of the previous situation there is another cause in the students' non-participation. At the same time, a statement that in its class this environment does not manifest itself.

## **2.6. SOWT MATRIZ**

### **2.6.1. STRENGTHS**

- The “Languages Cultural Center” is an English Language Certification Center with Trinity College.
- Teachers are often trained.
- Teachers have teaching material necessary to teach the subject daily.
- Teachers have technological resources like smart board and internet.
- Teachers have B2 level according to the European Common Framework.
- Planning is based on the student's needs for Curriculum Design.
- Average level of English according to the survey's results.
- Use of the Moodle Institutional Platform for autonomous work and tasks.

### **2.6.2. WEAKNESSES**

- Little use of motivational strategies in the tasks.
- Excessive number of students per classroom.
- Limited interest from students in improving English communicative skills.
- Reduced students' participation in communicative activities.
- Low level of satisfaction with the activities proposed by the teacher

### **2.6.3. OPPORTUNITIES**

- Agreements with the Fulbright exchange with American college students with a view to strengthen the EFL.
- Oral practice with English native speakers at higher levels.
- Visits to places frequented by native English speakers.
- Access to the ELT Program English HUB platform.
- Government Support for training, updating and follow-up of English teachers with international certifications.
- To be an Active RANI Member (National Academic Network of Languages).

### **2.6.4. THREATS**

- Students do not apply the programming procedures proposed to improve their spoken English.
- There are not places where students put into practice oral English.
- There is not a right use of INTERNET. It can distort the methodologies of language learning.
- The lack of motivational activities of English Language Learning can affect oral production.
- The English language is a curricular requirement for most students.

## 2.7. SWOT STRATEGIES: ST, SO, WO, WT

**Table 12**

### **SWOT Strategies**

	THREATS	OPPORTUNITIES
S T R E N G T H S	ST	SO
	To implement motivational methodological strategies in the classroom to foster oral communication.	To strengthen the teaching staff through processes of training and updating of methodologies and technological resources for English teaching-learning in real contexts.
	To propose the opening of Conversation Clubs where students can practice English and thus guarantee the use of strategies to foster their oral skills outside the classroom.	To foster the efficient work of the students in order to reach a high level of English which guarantee to get further national or international scholarships.
	To use the Virtual Platform for the permanent practice of English language through chats, forums, workshops and Web pages.	To sign agreements with institutions of English speaking countries to facilitate student mobility that allows them to be immersed in a real environment.
W E A K N E S S E S	WT	WO
	To train English teachers in motivational methodological strategies.  To encourage students to discover their learning style and study techniques that guarantee better educational, social and cultural performance in communicative English.	To apply new technological resources and select useful information that the Internet offers to foster the English teaching-learning process.  To seek financing processes so that students can enjoy agreements with other institutions that allow putting them into oral communication in situations of real life.

## **2.8. Determination of the Scientific-Pedagogical Problem.**

The analysis of information collected shows that the lack of students motivation for oral production. It has social, linguistic and pedagogical components. The communicative competence is developed in a complex sense due to factors mentioned before. In addition, teachers need to work with active proposals in the classroom. It includes the use of curricula types in order to prevent boredom, monotony and stress as well as incorporating a broader participation concept. Also, the language teaching requires to know theoretical foundations on discourse construct from scientific basis.

As a solution to the problems encountered by the English Program students in the Languages Cultural Center at Universidad Técnica Cotopaxi. It is necessary to apply communicative activities on the task-based approach in the Communicative Language Teaching (CLT).

## **CHAPTER III**

### **PROPOSAL**

The proposal, as a result of this research, is to organize communicative tasks based on scientific approaches to promote the oral communication in the Communicative Language Teaching (CLT) to the English Program in “Languages Cultural Center” at Universidad Técnica Cotopaxi.

#### **3.1. Title of the Proposal**

Methodological Program of Pedagogical models implementation binding of motivation and skill in the teaching-learning process, for the strengthening of oral communication to the English Program in “Languages Cultural Center” at Universidad Técnica Cotopaxi.

#### **3.2. Justification**

This proposal tries to solve the scientific-pedagogical problem that was identified in the English language learning process. The instruments applied show that it is necessary to figure out the problem from sciences where the deficiencies were founded. At the first time, it has a psycho- pedagogical manifestation: the students’ de-motivation to performance in an oral foreign language (EFL). The effect mentioned before is determined by some factors such as: the lack of a right pedagogy to treat complex issue; disruptions to students in its communication, the distance of the daily life topics, the limited use of independent work on English culture, the deployment of a teaching reproductive without an active participation of

students and the poor knowledge on the scientific process that builds the speech. Therefore, they are weaknesses of the methodological work that this study reveals.

These issues demand in the psychological order introduce innovations related to the teaching and learning practice. Teachers should consider the time of preparation and execution of tasks by the student. Obviously, organizational procedures should be used as the order of ideas and the macro-structure of speech where the student knows where a communication begins and ends. On a psychological perspective, the students action and the respect of their times will create trust and responsibility into a favorable climate for learning and educational effectiveness.

Also, on a sociological view, the hidden curriculum of the students operate as a constructive mechanism for their behavior, and therefore any kind of ignorance of this cultural attribute is felt as an offense to their personal identity. For that reason, it should integrate cultural universe, and other contextual elements corresponding to their age and social and cultural practices which might find them in the classroom as a way to give effectiveness to the English language program.

Higher education is based on a practice of research to develop the student's independence in preparation for their professional life. In fact, it should apply independent study's exercises on the speakers and members' cultural activities of the British communities. This action will contribute to enrich their vocabulary and general culture. Moreover, it incorporates a practical learning motivating which generate scenarios where the classroom is transformed into a space close to the students' needs according age.

Most current theories of the curriculum envision as an open device where it is associated with some topics of the curricular system. A motivating factor is the suggestion level that activities can foster such as: short dramatizations, songs and readings of texts of English media as resources to familiarize with the target

language.

The last characteristic of deficits is related to the construction theory of the discourse; this foundation is based on the mental model settings. Teun Van Dijk proposes the relationship: social situations-mental representations that the speaker make. Experience to be presented to the student generates a memory that serves as a reference to the student to create his speech. Routine events that must serve as a communicative experiences reservoir.

The motivation lies in the proper orientation where the student clarifies the procedures that must be used for performance tasks. The pedagogical model implementation means the adoption of principle that talking is a skill interactive in which students have to face the learning of the target language for communication to transform it into a meaningful experience. In this way, and supported by a theoretical framework is designed a brochure as a strategic source to help teachers implement the activities on the task-based approach with a combination of a language and communicative output.

**Mission:** "The mission of the "Languages Cultural Center" offers education and training in the learning of foreign and ancestral (Kichwa) languages addressed to students, professionals, and the general public of the city, province and country, with the aim of raising the professional profile providing a tool of communication and work through the implementation of an active methodology and didactic resources that will facilitate the empowerment and development of language skills of the language."

**Vision:** "To be an English certifier in foreign languages and trainer of the Kichwa language recognized at the local, national and international levels, through processes of academic management of excellence and inter-institutional agreements, in order to achieve the development of linguistic and communicative competence of our students, thus responding to the requirements of the globalized world and strengthening the cultural exchange."

### **3.3. General Objective**

- To design a methodological application program through use of pedagogical models and involvement in the teaching-learning process based on the study of requirements for the strengthening of oral communication to the English Program in the “Languages Cultural Center” at Universidad Técnica Cotopaxi.

### **3.4. Specific objectives:**

- To contribute to the formation and improvement of the professional profile of the students at Universidad Técnica Cotopaxi and the community in general, through the communicative skills development in a holistic and contextualized way in the different languages.
- To generate the integration of the language through its non-linguistic content, which allow them to know the national and global reality.
- To establish inter-institutional agreements for training and refresher courses for teachers, students and the community.

### **3.5. Proposal Structure.**

The outlining of the proposal which contains: A1, A2 and B1 levels of English language program at Universidad Técnica Cotopaxi, for structuring a methodological application program through the Pedagogical models application

into teaching-learning process, built on necessities study for the strengthening of oral communication. It is established on the following workflow processes:

- To establish a theoretical framework on the basis of oral communication in the development of the teaching-learning process, indicating initially the stages of development of SLA, the influence factors both affective and cognitive, motivation in the learning process, the social factors with the greatest impact in the development, skills proposals within the oral communication, the types of communication into the language teaching, the communicative tasks and educational roles.
- To develop a methodological implementation ways that allows to focus research under a specific modality, identifying the population of direct condition of the study, with a proper variables operationalization, establishing the appropriate context for the procedures development, the data collection plan, as well as the guidelines for processing and analysis from research.
- To set the proactive formulation of structural guidelines taking into account several factors for the implementation methodology of pedagogical models for strengthening the communicative skills in the teaching-learning process, taking into account the knowledge presented in the classroom, the reference standards established by the Common European Framework and the framework of their own self-evaluation to English Program in “Languages Cultural Center” at Universidad Técnica Cotopaxi.
- To design the methodological application program through pedagogical models and links in the teaching-learning process, centered on the study of requirements for the oral communication strengthening to English Program in “Languages Cultural Center” at Universidad Técnica Cotopaxi, its usefulness within the education field which will be founded by means of tasks to skills (grammar, discourse, sociolinguistic and strategic competence), as well as the communicative approach (teacher's and learner's role).

### **3.5.1. Structural Guidelines of the Proposal Formulation.**

As set out in the introductory part of the proposal, as a central part of the methodological application program through pedagogical models and links in the teaching-learning process for strengthening of oral communication. They have to take into account a number of development factors within its application in relation to what is laid down in the guidelines of the Common European Framework, these being the main parameters for oral communication set out below:

- Linguistic competences include the knowledge and skills lexical, phonological and syntactic, and other language dimensions as a system, regardless of the socio-linguistic value of its variants and pragmatic functions of their achievements. This component, which here is contemplated from the point of view of the communicative language competence that has a specific individual is related not only to the scope and quality of knowledge (for example, the phonetic distinctions made or the extension and the precision of the vocabulary), but also with the cognitive organization and the way in which it is stored this knowledge (for example, the different associative networks in which the speaker placed a lexical item) and with their accessibility (activation, recovery and availability).
- The socio-linguistic competences are related to the socio-cultural conditions of the language use. Through its sensitivity to social conventions (the courtesy rules, the standards ordering relations between the generations, sexes, classes and social groups, the linguistic codification of certain rituals essential for the community function), the socio- linguistic component significantly affects all linguistic communication between representatives of different cultures, although the members often are not aware of their influence.
- The pragmatic competences have to do with the functional use of linguistic resources (production of language functions, speech acts) on the basis of

scripts or scenarios of communicative exchanges. They also have to do with mastery of speech, cohesion and coherence, identification of types and forms of text, irony and parody. With regard to this component, even more than in the case of the linguistic component, it is hardly necessary to highlight the great impact of the interactions and cultural environments in which the above mentioned capacities are developed.

The Common European Framework of Reference for Languages will require for the application in the formation of the English language a note of its precedents and coming, as an instrument registered for “Languages Cultural Center” at Universidad Técnica Cotopaxi. It indicates the following general definitions of qualities that the student should hold in agreement with respect to the oral communication skill of the Cervantes Institute, Spain Education Ministry, (Anaya, 2002) :

**Table 13**  
**Common European Framework Self-Assessment**

<b>SPEAKING</b>		
	<b>Spoken Production</b>	<b>Spoken Interaction</b>
<b>A1</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
<b>A2</b>	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
<b>B1</b>	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can deal with most situations likely to arise while travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
<b>B2</b>	I can present clear, detailed descriptions on a wide range of subjects related to my interest field. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can interact with a fluency degree and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
<b>C1</b>	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.
<b>C2</b>	I can present a clear, smoothly flowing description or argument in an appropriate style to the context with an effective logical structure which helps the recipient to notice and remember significant points.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are aware hardly of it.

**Author: Amparo de Jesús Romero Palacios. Source: (Cervantes Institute, Spain Education Ministry, Anaya, 2002)**

## **3.6. Pedagogical Foundations**

### **3.6.1. Task-Based Approach in the Communicative Language Teaching (CLT)**

The task-based approach in the Communicative Language Teaching (CLT) offers an alternative for language teachers. This approach provides students the opportunity to participate in many activities that involve a practical realization. It is linked to the needs of the school age in a real world context. In a task-based lesson the teacher does not predetermine what language will be studied, the lesson is based on the realization of a central task and the language studied is determined by what happens when students complete.

There are some authors who proposes any classification such as: O'Brien (1998) suggested two models which were studied by Kemmis & Susman. Kemmis (1997) suggests it has four stages: Plan, Act, Observe, and Reflect. Susman (1983) claims that it has five phrases: Diagnosis, Action Planning, Taking action, Evaluation, and Learning Findings.

Also, Ellis (2003) presented a model with 3 steps: Pre-Task, During Task and Post-Task. All authors mentioned before have contributed with theoretical information to the researcher to summarize them in three stages:

- **Activity prior to the task.-**

The teacher explains the objectives and expectations in the tasks cycle and the stages of subsequent revision to the task. Students should take notes and spend time preparing. As a result, they will be motivate, prepare and organize through clear instructions and useful tips which let them to accomplish with the purpose of this step.

- **Cycle of tasks.-**

Students work in pairs or small groups. The role of the teacher is to be an observer who monitors and assists immediately when required. The instructor has to say that you have to submit a report to the class.

- **Publish task activity. –**

Students report their findings in front of the classroom. This is the closing of the task. The teacher gives feedback and applies some assessment types.

These stages introduce the possibility of EFL learning: playing, thinking and creating through the resolution of the task in a reasoning process. Students explore and find strategies according to students needs as a way to raise the motivation to oral communication.

On the other hand, the Common European Framework guidelines will allow teachers to have guidance levels in a single paragraph in order to promote the oral communication as an instrument for global representation.

“Languages Cultural Center” at Universidad Técnica Cotopaxi and Cervantes Institute, the Spain Education Ministry, (Anaya, 2002) communication skills (Table No. 12) agree with general definitions of qualities that the student must possess:

**Table 14**

**Common Reference Levels: Global Scale**

<b>Proficient User</b>	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
<b>Independent User</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, et c. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic User</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Author: Amparo de Jesús Romero Palacios. Source: (Cervantes Institute, Spain Education Ministry, Anaya, 2003)

### **3.7. Analysis of Feasibility and Viability.**

The project has feasibility and viability factors for the introduction and implementation of this proposal:

- **Political Feasibility**

The development and introduction of the methodological application program through pedagogical models and links in the teaching-learning process has the full support of the authorities, administrative staff and teachers of “Languages Cultural Center” at Universidad Técnica Cotopaxi for the strengthening of oral communication in English Program students, as it supports within the mission and objectives of the educational center, who have the goal to create and promote new teaching methodologies that involve methodological approaches in order to increase local, regional and national levels into the Educational Level.

- **Feasibility and Economic Viability.**

The development proposal lies on the pedagogical implementation model with the support of technological tools within the strategic competition. So that, the introduction of the methodological application program for strengthening of oral communication would not require greater financial support that the use of tools into the classroom, language laboratories, and the mobile devices introduction.

There is a fund within the institutional investment plan for the faculty training which would include all induction system process to teachers. It would be the only requirement by part of the University. The methodologies are shared in teachers' group sessions with the possibility to be improved with their contributions and by feedback achieved by comments from the students themselves.

- **Feasibility and Legal Support.**

The Institutional Educational Project (PEI) implementation, as a guiding and stimulating resource for educational institutions, is maintained as a basis path and legal support, which must play a fundamental role in the new education construction that is proposed by the new legal framework. In addition, Ecuadorian Constitution, which establishes in its article 26 that "education is a people right throughout their lives and an inescapable and inexcusable duty of the State," and in article 27 but also that education must be quality.

### **3.8. Operational Model.**

Once, the structure and guidelines for the rationale and feasibility of the proposed framework application have been finalized, it is necessary to specify the operational model on which it is intended to be implemented in "Languages Cultural Center" at Universidad Técnica Cotopaxi. The proposal of the methodological application program through the pedagogical models' use and linkage in the teaching - learning process to strengthen oral communication in English Program's students in "Languages Cultural Center" at Universidad Técnica Cotopaxi, is under the explicit direction of MsC. Amparo de Jesús Romero Palacios, as the researcher and MsC. Gabriela Alejandra Pozo Jiménez, as thesis director, having as executors each one of the specific teachers from the different levels of the studied population within the investigation.

The present development and application plan of pedagogical strategies, for its introduction in the university's educational community, is composed by three concrete phases:

- **Induction.** Stage where the concepts and importance of the topics to be developed will be announced.
- **Execution.** Stage of activities development and methodological archetypes application.
- **Evaluation.** Continuous follow-up process to verify the scope that has been achieved in terms of objectives.

Each of the previous stages are presented according to its main objectives, activities to be developed, resources, implementation's estimated time and responsible group for execution, as showed in table No. 15.

- **Communicative Activities on Task-Based Approach in Communicative Language Teaching**

**Table 15**

**Operative Model**

PHASES	OBJETIVES	ACTIVITIES	RESOURCES	TIME	RESPONSABLES	EVALUATION
<b>INDUCTION</b>	Present the pedagogical models in a clear way to the teachers group.	Initial meetings With teachers group, to introduce the methodological application program	<b>Humans:</b> Institution staff Research group <b>Materials:</b> Office and administrative material	A month	Research group Staff	Self-evaluation  by the research group
<b>EJECUTION</b>	Develop the introduction, planning, and execution of the same into classes' development.	Implementation of each model according to Planning by sessions.	<b>Humans:</b> Institution Staff Staff students <b>Materials:</b> Materials according to each model.	It depends on the planning done by each teacher.	Principal Staff Research group	Feedback from the group of students. Self-assessment according to experience gained from each model.
<b>EVALUATION</b>	Observe the activities process applied at each stage of its development	Assessment by Means of observation sheets and results record achieved in each model.	<b>Humans:</b> Institution staff Research group <b>Materials:</b> Surveys, interviews, observation sheets	Weekly review with daily activities record	Principal Research group Staff	Monitoring observation for observation sheets for improvement and continuous quality.

Autor: Amparo de Jesús Romero Palacios.

- **Administrative framework, monitoring and evaluation.**

As a conclusion, the administrative framework for the proposal's implementation is attached in order to determine the operating model (induction, execution, and evaluation). It sets under two main parameters:

- This study is carried out under the responsibility and direction designated by the researcher MsC. Amparo de Jesús Romero Palacios, with authorities and teachers' group support in "Languages Cultural Center" at Universidad Técnica Cotopaxi.
- The material and tools to perform all the processes within the operative model of the proposed framework are designed, executed and evaluated according to needs and demand within the academic training group, supported by the institutional technological development section in order to apply the pedagogical model on technological tools into the strategic competition.

A guiding questions set (who, when, how and where) will be the subsequent evaluation for the proposal purpose, as shown in table No. 16.

**Table 16**

**Monitoring and evaluation Plan for the proposal work**

BASIC QUESTIONS	EXPLANATION
Who participates in this evaluation?	Research group, authorities and teachers.
¿Why is necessary to do this survey?	Because it is necessary to know the research object's situation.
¿For what is it?	To verify the strengthening of the oral communication skills to English students in "Languages Cultural Center" at Universidad Técnica Cotopaxi.
¿What does it evaluate?	<p>Communicative skills' Strengthening.</p> <p>The motivation proposed by the teachers group towards the students.</p> <p>The gamification introduction in the teaching - learning process.</p> <p>The management level of oral communication in typical situations exemplified by roles assigned to students</p>
¿Who are evaluated?	The research group and the teaching staff.
¿When is it applied?	The time when the teacher considers necessary. It is according to initial planning proposed with the English level presented.
¿How is it applied?	<p>Skills Observation, observation sheets, oral skill Evaluation, teaching assignment under by tasks modality,</p> <p>communicative the competences and communicative Approach</p>
¿What are the tools used in it?	Observation sheet, record dairy.

**Author: Amparo de Jesús Romero Palacios.**

The presentation of this proposal on Communicative tasks to foster oral communication in English Program students in “Languages Cultural Center” at Universidad Técnica Cotopaxi is showed under the denomination of a specific format with structural informative means, development, educational media involved, activities description, follow-up and final assessment of students who are participating in the process. They are associated in four groups of communicative Tasks:

1. Information Gap activity
2. Jigsaw Activity
3. Guessing Games activity
4. Survey activity

### 3.9. Information Gap Activity on Task-Based Approach in CLT.

LANGUAGES CULTURAL CENTER AT UNIVERSIDAD TÉCNICA COTOPAXI.

COMMUNICATIVE TASK ON TASK-BASED APPROACH IN CLT

ENGLISH LANGUAGE TEACHING PROGRAM

Table 17

#### Information Gap Activity

<b>INFORMATION DATA MODEL:</b>
<b>Model Activity No:</b> UTC – CCI – 001
<b>Methodological and Pedagogical Technique</b> Technique development on task-based approach
<b>Educational Level:</b> A1, A2 y B1 Levels
<b>Participants:</b> Teachers & students classroom course.
<b>Responsible for Model Application:</b> Researcher - teaching administrative group.
<b>Communicative Activity on Task-Based Approach in CLT :</b> Information Gap Activity
<b>Time for activity:</b> 14 sessions
<b>METHODOLOGICAL CONTEXTUALIZATION</b>
<b>Integrated levels:</b> 3 levels of knowledge integration (previous, basic, posterior)
<b>Summary presented topics:</b> Information gap activity offers a series of activities in which a student has information that other students do not have. It refers to the knowledge completing process on a continuous basis, using language communicative tools, being imitated effectively between the parties into the classroom. The teacher keeps the moderator role in the ideas exchange process, monitoring at all times that there is a correct development of the central idea, rectifying the parts in the moments that the teacher considers is correct. Passive memory experience that brings to the class ensured by accurate guidelines.
<b>Pedagogical Goals:</b> Establish an effective communication point among students, for permanent management of oral communication skills. Provide connection in exchanging ideas, with moderation ways by the teachers group. Vocabulary extension, with its counterpart proposed by both parties within the communicative process. Extend the locution field with subjects of a great impact and interest, making difference between topics by complexity levels.

**Integration Activities: Learning Cycle**

Communication rounds between students, with related information but different between classmates, as it can be a previous historical event with a current one, a democratic process, the scientific evolution, among others. Brainstorming Round in pairs, with the same functions as those established in a group, but more effective and personalized. Follow-up the oral proficiency skills development through lectures between the teacher and students, being able to make efficient use of the technological means available at the University such as Moodle and B-learning platforms.

**Resources:**

Training classes towards the initial model introduction. Communicative means of the classroom. Added electronic devices, such as laptops and university-owned computer labs. Directed dialogue means and grammar demonstration by tutoring. Discussion Techniques, comparative means, reorganization by scenarios. Moodle platform and Blended - Learning typology services.

**BINDING STRUCTURAL MONITORING****Teachers role:**

Make complementary information material in parts, with individualized student participation according to the current education level.

Moderate the communicative establishment, being the guiding panel of the ideas obtained and exhibited by the students.

Effectively follow the vocabulary, grammar and contextualization of the ideas proposed by the students, being able to immediately make the corrections as it sees fit.

**Students role:**

Follow to the information proposed by the teacher, which is unique for each member of the communicative process.

Propose current interest's topics, with an efficient grammatical contribution according to English level kept by the students.

Keep the proposed chronological and organizational order according to the initial agenda involved. Make the corresponding records in case there are contextual inconsistencies in the classroom.

**Effective monitoring and evaluation: Oral communication skills.**

Affective Factors Cognitive Factors Motivation \_\_\_\_\_

Extension Vocabulary Contextualization

Patterns Communication Development Stages

Pre-production Stage Early Production Stage

Speech Emergence Stage Intermediate Language

Stage Advanced Stage

**Communicative Approach**

Teacher's Role Learner's Role


Author: Amparo de Jesús Romero Palacios.

Thus, the format shows a technique on a development model on task-based in CLT that pretends to look for a methodological route focus in an expression environment and ideas exchange inside and outside the classroom. In other words, a knowledge gap often appears in a conversation and it is completed through the information exchange with the active participation of all those involved in the communicative process. Under this parameter is intended to subdivide the ideas in order to complete a total idea through students' individual contributions, breaking with current activities where the student only follows the main idea of reading a paragraph. When there is an information exchange between the students, playing the moderator role the teacher, the student performs two main activities: keeps an effective attention to information that does not possess. This action allows establishing a link with vocabulary not known according to the context.

## WORKSHEET 1



### Information Exchange

**Student A:** Look at the information about films at the local cinema. Listen to your partner's questions and use the information to answer them. **Student B:** Look at the information about films at the local cinema and ask your partner questions to find out more about the films.

<b>Student A</b>	
 <p><b>Karemon</b> (Universal)  <b>Genre:</b> Cartoon adventure            Join Karemon and friends as they use their magic powers to travel all over the world. Watch them defeat the evil Devilamon. Who is your favourite?            Show times: 13:00 and (1).....            Ticket price: Adults (2)..... and under 12s \$40</p>	 <p><b>Forever</b> (12)  <b>Genre:</b> Romance            Can love last forever? Watch this love story set during the long summer months before Sarah has to leave to start university.            Show times: 14:00 and 19:00            Ticket price: Adults \$80</p>
 <p><b>Mr and Mrs Jones</b> (18)  <b>Genre:</b> Action            They might look like a normal married couple to you, but they have a secret: (3)..... Married life has never been this difficult!            Show times: 17:40 and 21:30            Ticket price: \$80</p>	 <p><b>War games 3D</b> (15)  <b>Genre:</b> Action            His country is under attack. Millions could die. He has to fight and save his country. Will he succeed?            Show times: 21:45            Ticket price: \$120 (+\$10 for 3D glasses)</p>
 <p><b>My dog, Spot</b> (Universal)  <b>Genre:</b> (4).....            Lucy's family changed forever when her father brought home a new puppy. Watch this lovable pet and his crazy adventures with his new family.            Show times: 14:00 and 16:10            Ticket price: Adults \$60 and under 12s \$40</p>	 <p><b>King Robert V</b> (PG)  <b>Genre:</b> Historical drama            250 years ago his country needed a leader and Robert was ready. This film shows how he became England's greatest king.            Show times: 12:55 and 19:30            Ticket price: Adults \$80 and under 12s \$40</p>
 <p><b>Robot 2075</b> (PG)  <b>Genre:</b> Science fiction            In the year 2075 robots have (5)..... and people have almost disappeared. But who is human and who is robot? The future is here.            Show times: 18:25 and 21:00            Ticket price: (6).....</p>	 <p><b>Midnight moon</b> (12)  <b>Genre:</b> Horror            Blood-sucking vampires in this American drama will make you scream. But are they really dangerous? What would you do if your best friend was a vampire?            Show times: 19:50 and 22:05            Ticket price: \$100</p>

## Information Exchange

**Student A:** Look at the information about films at the local cinema. Listen to your partner's questions and use the information to answer them. **Student B:** Look at the information about films at the local cinema and ask your partner questions to find out more about the films.

<b>Student B</b>	
 <p><b>Karemon</b> (Universal)  <b>Genre:</b> Cartoon adventure            Join Karemon and friends as they use their magic powers to travel all over the world. Watch them defeat the evil Devilamon. Who is your favourite?            Show times: 13:00 and 18:30            Ticket price: Adults \$80 and under 12s \$40</p>	 <p><b>Forever</b> (12)  <b>Genre:</b> (7).....            Can love last forever? Watch this love story set during the long summer months before Sarah has to leave to start university.            Show times: 14:00 and 19:00            Ticket price: Adults \$80</p>
 <p><b>Mr and Mrs Jones</b> (18)  <b>Genre:</b> Action            They might look like a normal married couple to you, but they have a secret: they are international spies. Married life has never been this difficult!            Show times: 17:40 and 21:30            Ticket price: \$80</p>	 <p><b>War games 3D</b> (15)  <b>Genre:</b> Action            His country is under attack. Millions could die. He has to (8).....            ..... Will he succeed?            Show times: 21:45            Ticket price: \$120 (+\$10 for 3D glasses)</p>
 <p><b>My dog, Spot</b> (Universal)  <b>Genre:</b> Comedy            Lucy's family changed forever when her father brought home a new puppy. Watch this lovable pet and his crazy adventures with his new family.            Show times: 14:00 and 16:10            Ticket price: Adults \$60 and under 12s \$40</p>	 <p><b>King Robert V</b> (PG)  <b>Genre:</b> Historical drama            250 years ago his country needed a leader and Robert was ready. This film shows (9).....            .....            Show times: 12:55 and 19:30            Ticket price: Adults (10)..... and under 12s \$40</p>
 <p><b>Robot 2075</b> (PG)  <b>Genre:</b> Science fiction            In the year 2075 robots have taken over the world and people have almost disappeared. But who is human and who is robot? The future is here.            Show times: 18:25 and 21:00            Ticket price: \$75</p>	 <p><b>Midnight moon</b> (12)  <b>Genre:</b> (11).....            Blood-sucking vampires in this American drama will make you scream. But are they really dangerous? What would you do if your best friend was a vampire?            Show times: 19:50 and (12).....            Ticket price: \$100</p>

<http://learnenglishteens.britishcouncil.org/exams/speaking-exams/information-gap-activity>

## WORKSHEET 2

### Role Play

Look at the information on your role card and talk to your partner. Find a solution to the problem. **Student A:** You are a guest staying at a hotel. The hotel website says it is a luxury hotel, but in your room the sheets and towels are dirty, the bathroom is too small, the street outside is very noisy and ... (you decide two more problems). You want to change to a better room and you want a discount. Talk to the receptionist and solve the problem.


**Student B:** You are a hotel receptionist. There is a guest staying at the hotel who complains about everything, even when there isn't a problem. You can move a guest to a different room, but you can't change the price of a room. Talk to the guest and solve the problem. This section offers the student to apply information regarding the topic.

### Checking into a hotel

Role Plays for Today

Read the dialogue and complete the questions with *do, does, is or are*.

<p><b>Guest</b></p> <p>Hello. 1 _____ you speak English? →</p> <p>2 _____ you have a double room for tonight?</p> <p>Good. How much 3 _____ it?</p> <p>€40 per person or per room?</p> <p>4 _____ that include breakfast?</p> <p>OK. 5 _____ the bathroom en suite?</p> <p>It means that it has a private bathroom.</p> <p>Right. 7 _____ it possible to see the room?</p> <p>From England.</p> <p>Yes. With my husband. He's in the car.</p> <p>OK. This is fine. Shall I pay now?</p> <p>Er... Isn't it €120?</p> <p>Right. 10 _____ you accept credit cards?</p> <p>OK. Here you are. What time's breakfast?</p> <p>Oh! 11 _____ it possible to have it at 10?</p> <p>Another €5! Per person?</p> <p>Oh, all right! Here you are.</p>	<p><b>Hotel owner</b></p> <p>A little, yes.</p> <p>Let me see... Yes, we do.</p> <p>€40.</p> <p>Per person.</p> <p>No. Breakfast is €10 extra, per person.</p> <p>Sorry. What 6 _____ 'en suite' mean?</p> <p>Ah, yes! That's another €10, per person.</p> <p>Yes. Come with me. Where 8 _____ you from?</p> <p>Really? 9 _____ you on holiday?</p> <p>Ah, I see. Here is the room.</p> <p>Yes, please. That's €130, please.</p> <p>Yes, and €10 for the car park.</p> <p>No. Only cash.</p> <p>From 8 to 9. My wife gets up early!</p> <p>Yes. For an extra €5.</p> <p>Per person.</p> <p>And here is your key. Goodnight.</p>
--	---



**Is it a big hotel? What problem does the guest have?**  
**Now practise similar conversations, using the information below.**

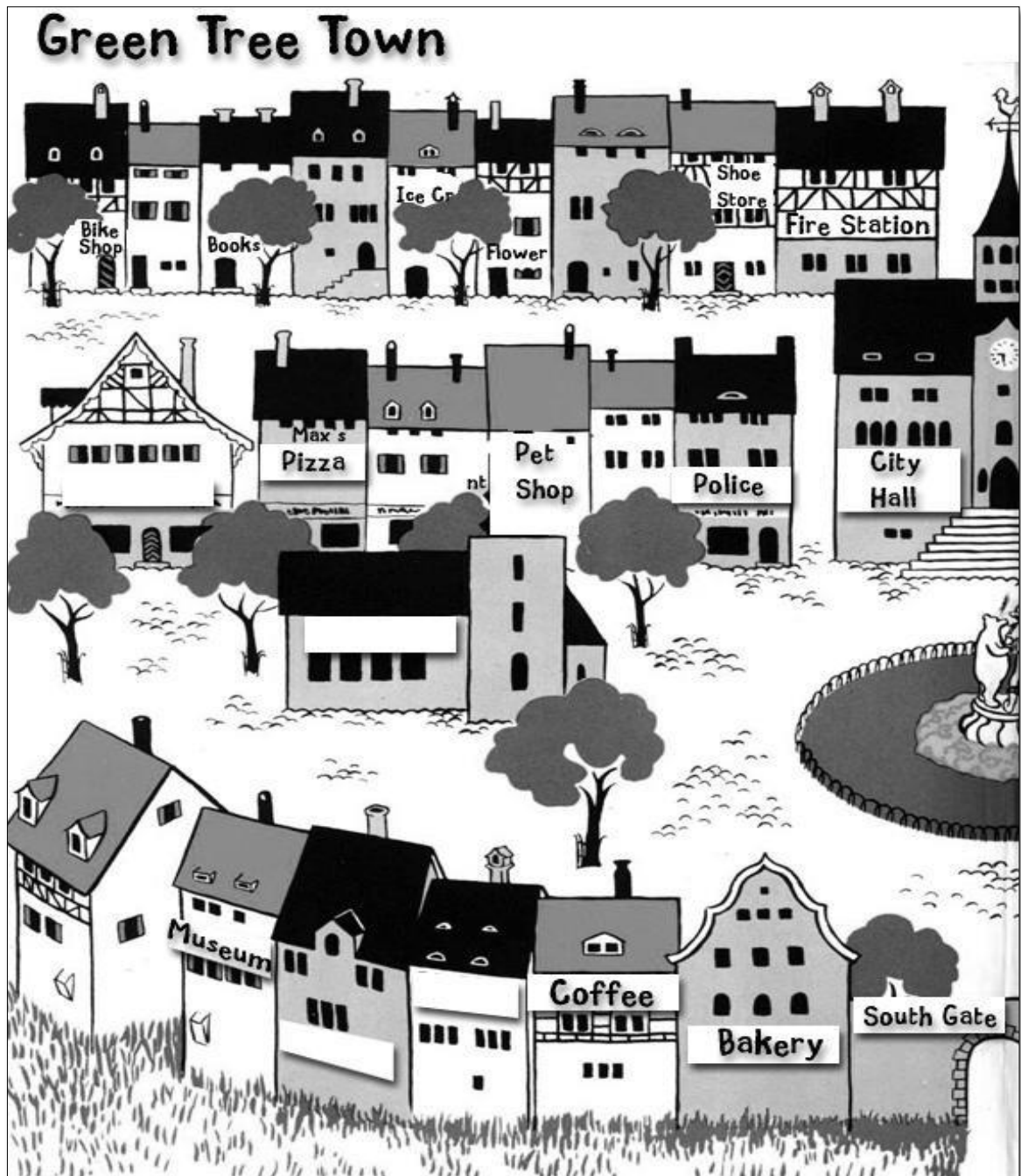
<p><b>Situation 1</b></p> <p>4 guests – mum, dad and 2 children – need 2 rooms for tonight; both en suite. They need dinner tonight and breakfast at 7am tomorrow as they are leaving early.</p>	<p><b>Situation 2</b></p> <p>1 guest needs a single room for 3 nights. S/he doesn't like getting up early and doesn't want to pay over €50 per night.</p>	<p><b>Situation 3</b></p> <p>Be yourself! You are on holiday with your family or friends.</p>
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## WORKSHEET 3

### Picture Difference

Students A and B: Look at your picture. Describe it to your partner. Listen to your partner talking about his/her picture. Find five differences between the pictures.

#### STUDENT A



## Picture Difference

Students A and B: Look at your picture. Describe it to your partner. Listen to your partner talking about his/her picture. Find five differences between the pictures.

### STUDENT B



<http://bogglesworldesl.com/files/towngap1.gif>

### 3.10. Jigsaw Activity on Task-Based Approach in CLT.

LANGUAGES CULTURAL CENTER AT UNIVERSIDAD TÉCNICA COTOPAXI.

COMMUNICATIVE TASK ON TASK-BASED APPROACH

ENGLISH LANGUAGE TEACHING PROGRAM

Table 18

#### Jigsaw Activity

<b>INFORMATION DATA MODEL:</b>
<b>Model Activity No:</b> UTC – CCI – 002
<b>Methodological and Pedagogical Technique</b> Technique development on task-based approach
<b>Educational Level:</b> A1, A2 y B1 Levels
<b>Participants:</b> Teachers & students classroom course.
<b>Responsibles for Model Application:</b> Researcher - teaching administrative group.
<b>Communicative Activity on Task-Based Approach in CLT:</b> Jigsaw Activity
<b>Time for activity:</b> 10 sessions
<b>METHODOLOGICAL CONTEXTUALIZATION</b>
<b>Integrated levels:</b> 3 levels of knowledge integration (previous, basic, posterior)
<b>Summary of presented topics:</b> Jigsaw activities are a specific type of information gap activity whose important usefulness is to promote interactivity, collaborative teamwork, and also offers the opportunity for efficient communication based on excellent role models to English language in the teaching - learning process development. Within the Sociolinguistic process, these kinds of activities is being an improved contribution of information gap activity, as a result, it has a high level of standard for support and presentation of ideas within areas such as Science, Geography, History, Literature, among others.
<b>Pedagogical Goals:</b> Make the information achieved in the communicative process more understandable. Provide a tool to improve retention, making it more effective to increase vocabulary and facilitate the contextualization of expressions heard. It broadens the motivation acquired from the teachers towards the students to obtain a greater amount of knowledge, and this knowledge can express them to the classroom. Increase the students' participation in the communicative processes through speech, as well as the understanding phrases and texts expressed.

<p><b>Integration Activities: Learning Cycle</b></p> <p>Organize students in groups. Hold a brainstorming session with the students, on topics to be used or specific areas where they intend to explore. Explain to students that they are going to participate in a Jigsaw activity-type task activity, in which several members of each group will be exchanged, being communicative links between groups. Each group will investigate specific information, which must be determined by the teacher. No group will do similar research. At the end, choose one representative from each group who has the purpose of passing group by group exposing the information obtained in their respective initial group. As a result, a member of each group should make a presentation on all information obtained from all groups.</p>
<p><b>METHODOLOGICAL CONTEXTUALIZATION</b></p>
<p><b>Integrated levels:</b> 3 levels of knowledge integration (previous, basic, posterior)</p> <p>The information presented is compared by the groups through a communicative cycle in order to support and increase ideas to the research's main body. This activity is carried out for several sessions until all the students have performed representatives' functions, and all students have communicated among them.</p>
<p><b>Resources:</b></p> <p>Initial training classes on Jigsaw activity development. Communicative means of the classroom. Added electronic devices, such as laptops and university-owned computer labs. Classroom's administrative organization to manage information by work group. Moodle platform and Blended - Learning typology services.</p>
<p><b>BINDING STRUCTURAL MONITORING</b></p>
<p><b>Teachers role:</b></p> <p>Make complementary information material in parts, with students' individualized participation according to the current Educational Level. To perform organizational member functions, establishing the similarity between the work groups performed. This action shows that there is a clear homogenization with students' levels. Moderate and verify that each group activities, as well as individual expositions are carried out correctly, as well as correct expressions and vocabulary if it is necessary. Make the managing member role of the initial brainstorming as well as final exposures presenter about all the information gathered, with additional student participation.</p>
<p><b>Students role:</b></p> <p>Develop working groups to carry out the specific research required. Identify the emotional and affective quality of each of the representatives at exposing time the group idea to the rest of the students. Use appropriate strategies to present ideas through oral skills to other groups, being receptive within the communicative process with feedback, both by the teacher and by the students group. Maintain an effective motivation to present oral resources in class, as well as ensure their presence in the exhibitions with an excellent voice tone and security on the topic being handled</p>
<p><b>Effective monitoring and evaluation:</b></p> <p style="text-align: center;"><b>Oral communication skills.</b></p> <p style="text-align: center;"><u>Affective Factors</u>                      <u>Cognitive Factors</u>    <u>Motivation</u></p> <p style="text-align: center;"><u>Extension</u> <u>Vocabulary</u>    <u>Contextualization</u>    <u>Patterns</u></p> <p style="text-align: center;"><u>Communication</u>    <b>Development Stages</b></p> <p style="text-align: center;">Pre-production Stage    <u>Early</u>                      <u>Production</u>                      <u>Stage</u></p> <p style="text-align: center;"><u>Speech Emergence Stage</u>    <u>Intermediate Language Stage</u>    <u>Advanced</u></p> <p style="text-align: center;">Stage</p> <p style="text-align: center;"><b>Communicative Approach</b></p> <p style="text-align: center;"><u>Teacher's Role</u>                      <u>Learner's Role</u></p>

Author: Amparo de Jesús Romero Palacios.

Linkage is an improved part of the Information Gap Activity, where the interactivity kept by students within working groups is much more productive.

The division by work groups multiplies the students' participation by simultaneous exhibitions. In addition to minimize the motivational reduction effect that the students can experience when requesting a frontal exposure face of the class. The repetition of the exposition causes an indirect positive effect because student participant must share the information with the other students group, since in the process the students obtain a pronunciation improvement, the vocabulary use as well as the immediate correction of errors above.

Within this technique model development on task-based approach, the following application points must be considered, likewise the requirements that are maintained so that planning is efficient from all aspects:

**The class divided by groups must be strictly homogeneous.** In other words, there are in all groups students who handle the language better (stronger learner), and those who do not (weaker learner) which would also provide support for the agenda presentation and next exhibition.

- **The information to be presented must be complementary to each other.** Between groups there should be no repeated information or with similar characteristics, since it is important that there is an efficient information exchange between the groups and the representatives in the individual exhibitions.
- **It is efficient to provide a basic questionnaire to each group.** One of the best ways to facilitate the information exchange between the communicative parts is the presentation of a brief questionnaire to be applied, the same that is provided by the teacher as moderator, and with which the obtaining data process is much more efficient.

## WORKSHEET 1

### What are the differences?

Step 1. Divide in pairs. Give sheet A and B respectively. By describing their pictures to one another and asking questions determining the differences are found. It is not permitted to see their pictures to their classmates. Step 2. After that, they should compare the pictures.

### What are the differences?

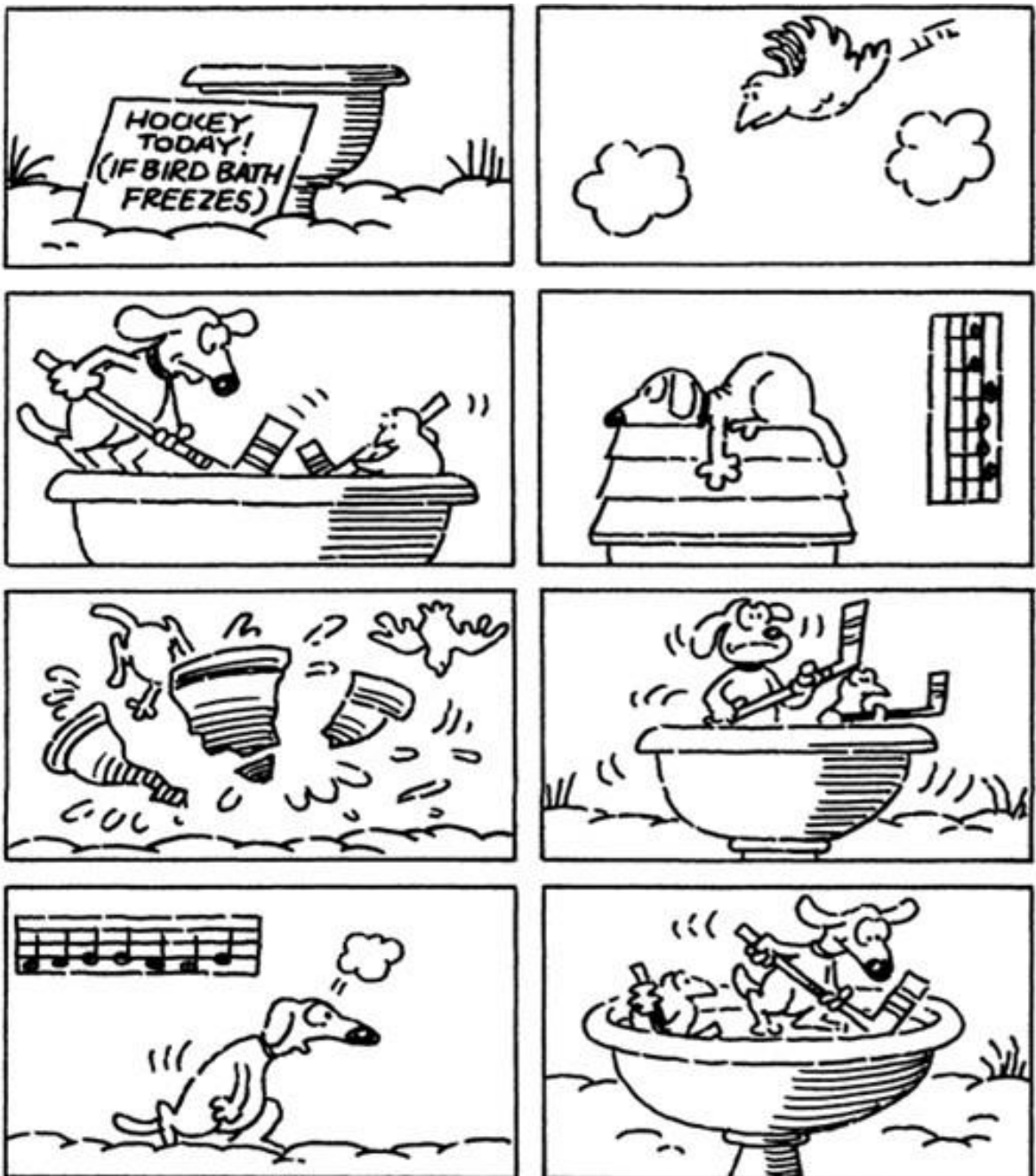


Source: <https://epub.ub.uni-muenchen.de/8649/1/8649.pdf>

## WORKSHEET 2

### PART A Twins

**Step 1.** Each student receives handout A and the other one handout B. They must not let their partners see their handouts. **Step 2.** By describing their pictures to each other and asking questions, the students have to determine which picture out of their set corresponds with one their partner's handout



## WORKSHEET 2

### PART B Twins

**Step 1.** Each student receives handout A and the other one handout B. They must not let their partners see their handouts. **Step 2.** By describing their pictures to each other and asking questions, the students have to determine which picture out of their set corresponds with one their partner's handout

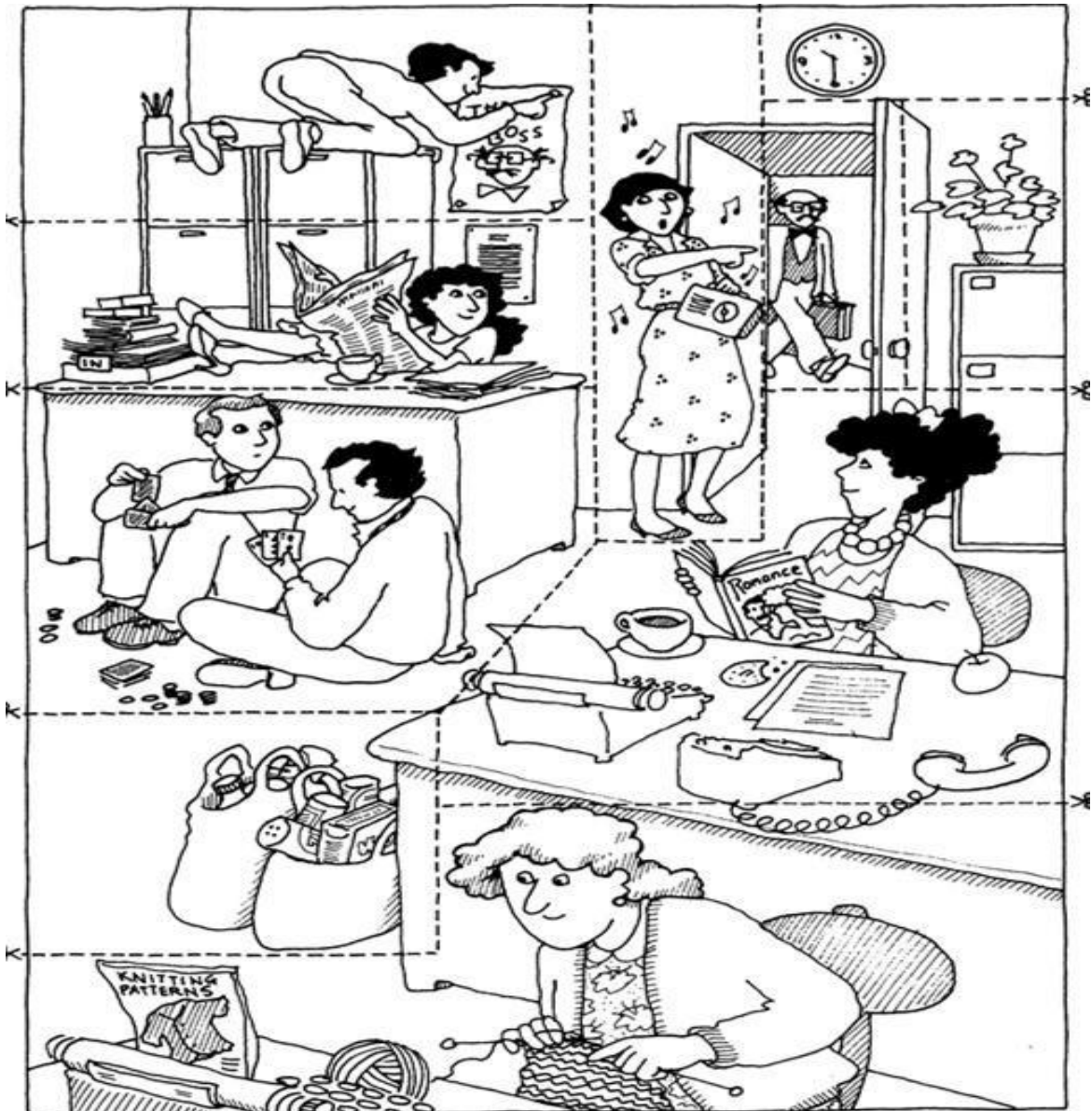


Source: <https://epub.ub.uni-muenchen.de/8649/1/8649.pdf>

## WORKSHEET 3

### Partner Puzzle

**Step 1.** Work in pairs. One student in each pair receives the complete picture. He must not let his partner see it while the other student gets the puzzle pieces. **Step 2.** After that, the first student has to tell the second how to arrange the pieces; neither is allowed to see what the other is doing.



Source: <https://epub.ub.uni-muenchen.de/8649/1/8649.pdf>

## WORKSHEET 4

### Jigsaw Guessing

**Step 1.** Divide the class in groups and give a piece of paper with questions on it. The solution to each question is a word. All the students in the group try to make a new word out of the first letters of the individual words they have found. **Step 2.** As soon as the group words have been formed, they are written on the blackboard. The first letters of all the group words give the solution to the whole puzzle.

# JIGSAW GUESSING

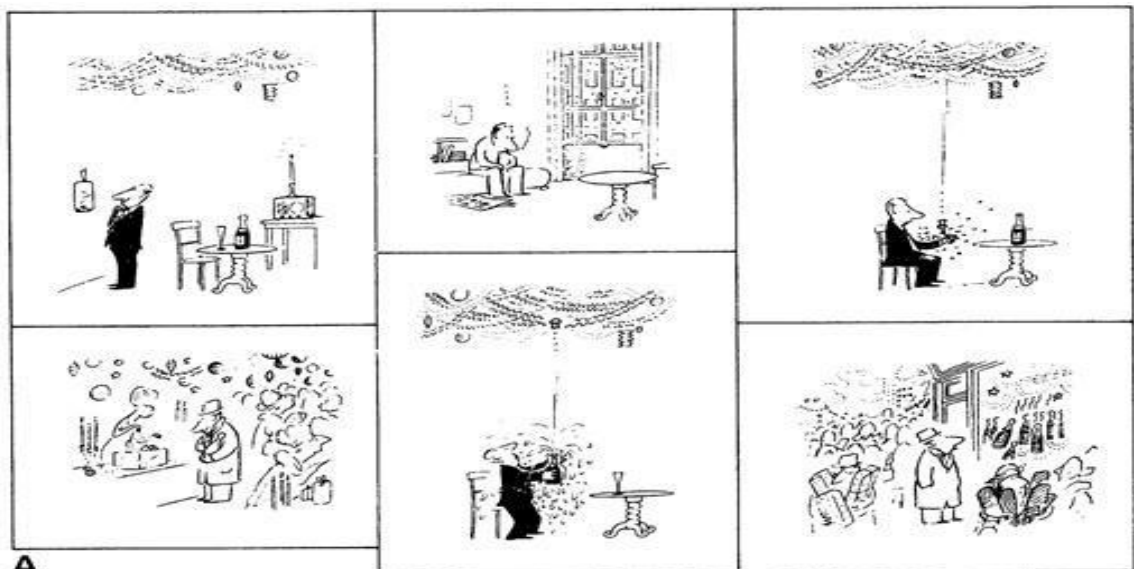
<p><b>Group 1</b> Find these words: 1 You do it when you are tired. 2 You cannot .... milk or tea, but you can .... apples, bread, cake and chocolate. 3 You do it on horses and bicycles. 4 When two cars crash into each other, they have an .... Make a word from the first letters of these words. The group word: A period of time.</p>	<p><b>Group 2</b> Find these words: 1 A big animal with grey skin and a trunk. 2 He delivers letters. 3 A kind of fruit, not an apple. 4 If you do not dislike something you ... it. 5 The time from noon till evening. Make a word from the first letters of these words. The group word: A kind of fruit.</p>
<p><b>Group 3</b> Find these words: 1 Jingle Bells, Clementine and Old MacDonald are .... 2 You need a fork, a .... and a spoon for eating. 3 The first word in a letter. 4 Number between ten and twelve. Make a word from the first letters of these words. The group word: A piece of furniture.</p>	<p><b>Group 4</b> Find these words: 1 Not young but .... 2 A hot drink, sometimes made from bags. 3 They were in North America before the Europeans came. 4 You are called by it. Make a word from the first letters of these words. The group word: A preposition.</p>
<p><b>Group 5</b> Find these words: 1 When you ask a question you usually get an .... 2 In the sky at night, big and bright. 3 You write with it. 4 Last word in a letter to a good friend. Make a word from the first letters of these words. The group word: It gives you light.</p>	<p><b>Group 6</b> Find these words: 1 A fruit and a colour. 2 Between two mountains. 3 If you have lots of money you are .... 4 Everything has a beginning and an .... Make a word from the first letters of these words. The group word: A preposition.</p>
<p><b>Group 7</b> Find these words: 1 Something that is not easy is .... 2 Something that is not old is .... 3 Kangaroos and koalas live there. 4 If it was your birthday today people would say '.... birthday' to you. Make a word from the first letters of these words. The group word: A part of the body.</p>	

## WORKSHEET 5

### Ordering

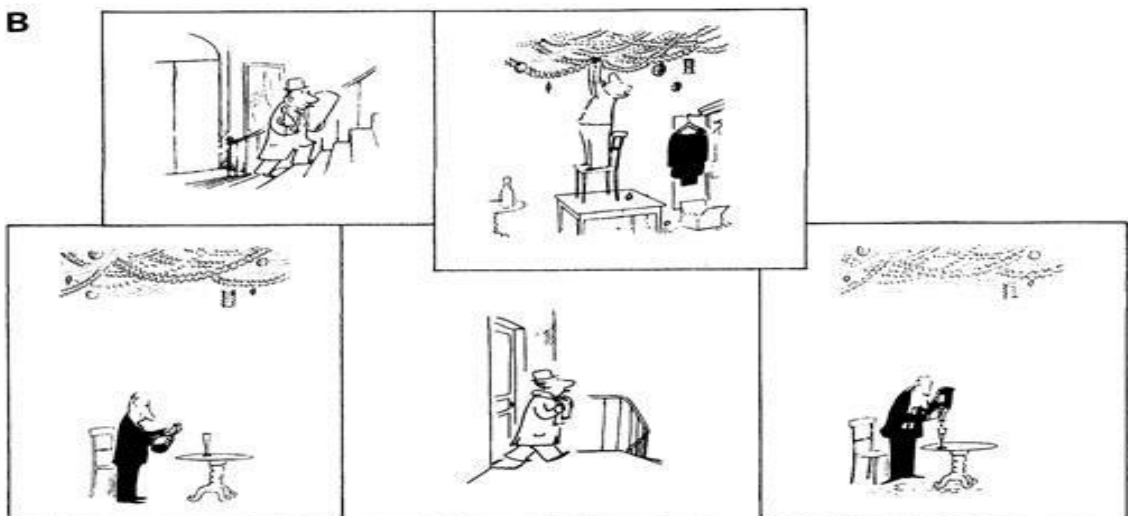
**Step 1.** The students work in pairs. Each partner has half the pictures from a comic strip. First, each student describes his pictures to his partner. They do not show each other their pictures.

**Step 2.** They decide on the content of the story and agree on a sequence for their total number of pictures. Finally, both picture sheets are compared and the solution discussed.



A

B



Source: <https://epub.ub.uni-muenchen.de/8649/1/8649.pdf>

### 3.11. Guessing Games Activity on Task-Based Approach in CLT.

LANGUAGES CULTURAL CENTER AT UNIVERSIDAD TÉCNICA COTOPAXI.

COMMUNICATIVE TASK ON TASK-BASED APPROACH IN CLT

ENGLISH LANGUAGE TEACHING PROGRAM

Table 19

#### Guessing Games

<b>INFORMATION DATA MODEL:</b>
<b>Model Activity No:</b> UTC – CCI – 003
<b>Methodological and Pedagogical Technique</b> Technique development on task-based approach
<b>Educational Level:</b> A1, A2 y B1 Levels
<b>Participants:</b> Teachers & students classroom course.
<b>Responsibles for Model Application:</b> Researcher - administrative teaching group. Main support of computer Services at Universidad Técnica Cotopaxi
<b>Communicative Activity on Task-Based Approach in CLT:</b> <i>Guessing games</i>
<b>Time for activity:</b> 14 sessions
<b>METHODOLOGICAL CONTEXTUALIZATION</b>
<b>Integrated Levels:</b> 3 levels of knowledge integration (previous, basic, posterior)
<b>Summary of presented topics:</b> Guessing Games activities, as the main part of technological tools introduction, especially the educational gamification. It makes possible to exchange information between teachers and students in a fun and interactive way. In this regard, it is very important to introduce Blended Learning tools, through its corresponding section in Moodle, and the effective participation of technological tools developed within Mobile Communication Framework, like mobile applications such as Heads Up! <sup>1</sup> , Charades <sup>2</sup> , What am I? <sup>3</sup> , among others, for both mobile devices as iPhone or Android.
<b>Pedagogical Goals:</b> Through the educational diversification in the teaching - learning process, motivate the student to make use of the oral communication skills. Introduce new technological tools that facilitate and increase interactivity within the classroom. Connect grammar training with its practical counterpart, with computer applications that students can use both inside and outside the classroom.
<b>Integration Activities: Learning Cycle</b> Establish specific groups according to the Guessing Game activity type that is planned to be met. Establish regulations for the mobile devices use in the classroom, in order not to disrupt the teaching process at all times. Make a groups distribution to be able to use one of the established Guessing Games mobile applications (Heads Up, Charades, Who am I?). Conduct moderation by the teacher so that the oral communication skill is used efficiently, except for the need to take notes on additional information. Make the application change during the session development. Increase progressively the difficulty level according to what is specified within the mobile applications.



**Figure 16** Technique model development on task-based approach application



**Source: Warner Bros. (2013)**

It has been verified that the interactive media's participation, together with activities that propose and improve the companionship among the members, causes that the teaching is amplified exponentially, making the proposed information better maintained in the students group. The above mentioned applications (Heads Up, Charades, What am I?), Available in both the Apple Store and Google Play, are merely recommendations made by the researcher, but in the world computer there is a great tools variety under this modality, which should will be analyzed by the teachers within the annual planning that takes place.

## WORSHEET 1

### Guessing Games

Guess Who? - The Famous People Game - Speaking about personal information

# GUESS WHO?

## The Famous People Game

**PLAY:** Choose a card and use the prompts given to make sentences about the people. The info get more recognizable with every sentence. Let your classmates guess who it is. Whoever gives the right answer first gets the card/gets a point.

Picture 1.



1. born 29<sup>th</sup> May, 1917
2. died 22<sup>nd</sup> Nov, 1963
3. Harvard University
4. four children
5. wife Jacqueline Lee Bouvier
6. US President with 43

7. initials JFK

Guess who? - John F. Kennedy

Picture 2



1. born 29<sup>th</sup> Aug, 1958
2. died 25<sup>th</sup> June, 2009
3. six brothers and sisters
4. star in boy band
5. first wife Lisa Marie Presley
6. famous Moon Walk

7. 2009 documentary "This is it"

Guess Who? - Michael Jackson

Picture 3



1. born 14<sup>th</sup> March, 1879
2. died 18<sup>th</sup> April, 1955
3. first wife Mileva Marić
4. life: GER, AUS, USA
5. discovery: photoelectric effect
6. Nobel Prize in 1921

7. theory of relativity

Guess who? - Albert Einstein

Picture 4



1. born 26th Aug, 1910
2. died 5<sup>th</sup> Sept, 1997
3. given name: Agnesë Bojaxhiu
4. founder: Missionaries of Charity
5. humanitarian for the

poor

6. Blessed Teresa of Calcutta

Guess who? - Mother Teresa

Source: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/guess\\_w\\_ho\\_-\\_the\\_famous\\_people\\_game\\_-\\_speaking\\_about\\_personal\\_information/people-elementary-a1/1524](https://en.islcollective.com/resources/printables/worksheets_doc_docx/guess_w_ho_-_the_famous_people_game_-_speaking_about_personal_information/people-elementary-a1/1524)

## WORSHEET 2

### Fruit and Vegetables Guessing

The teacher can give clues and/ or the students can ask question using the language of colors (“It is red or green”), animals (“Monkeys eat/ like this”), shapes (“It’s a circle”), or other adjectives of shape and size (long, round, medium-sized, big, small etc.).



## Fruit and Vegetable Riddles

 <p>I am not a plant. I am not green or orange. I grow in the dark. I have a cap and a stem. Children don't like me. Grownups love me.</p> <p>I am a/an _____</p>	 <p>I am round and sweet. I can be made into jam. I have a long green stem. I have a hard pit. I arrive in the spring. Some say: life is a bowl of _____</p> <p>I am _____</p>	 <p>I grow very tall. I have a green cover. I have many little pieces. Animals and people love me. I can become oil and cereal. My shape is like a banana.</p> <p>I am _____</p>
 <p>I am round like a ball. I am not very sweet. You cannot eat my outside. I can be made into juice. I am a breakfast food. I come from the tropics.</p> <p>I am _____</p>	 <p>I am tall and thin. My color is light green. I have leaves on top. I taste good in salads. Some people cook me. I am crunchy.</p> <p>I am _____</p>	 <p>I am green. I look like a gear. I have a huge seed inside. I taste creamy. I am good in salads. I am part of a famous dip called guacamole.</p> <p>I am a/an _____</p>
 <p>I grow under the ground. I am long and thin. You can eat me raw or cooked. You peel me before eating. I am very common. Bugs Buney loves me.</p> <p>I am _____</p>	 <p>I am quite small. I am round and green. I am found in pods. You cook me before eating. I am very popular. I can be made into soup.</p> <p>I am _____</p>	 <p>I am green and round. I can be cooked. I can be eaten in salads. I'm not as big as a football. I am found in the winter. I am very crispy when raw.</p> <p>I am _____</p>
 <p>I grow in bunches. I come from warm countries. Everyone loves me. I have a thick peel. You eat me raw.</p> <p>I am _____</p>	 <p>I am little and red. I grow really fast- 30 days. I am rather bitter. I am usually found in salads. I grow underground. I have a green top.</p> <p>I am _____</p>	 <p>I am medium sized and red. I also grow underground. People usually eat me cooked- and in a salad. Sometimes I am in soups. I am quite sweet.</p> <p>I am _____</p>
 <p>I am the most popular vegetable. I grow underground. I cannot be eaten raw. You can cook me in many ways. Children adore me.</p> <p>I am _____</p>	 <p>I am one color outside. I grow in the summer. I am sweet. I am another color inside. You cannot eat my outside. My skin has stripes.</p> <p>I am _____</p>	 <p>I can be many sizes. I can be round or oval. You can eat me raw or cooked. I am really a fruit. Some people call me love apples.</p> <p>I am _____</p>

Source: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/riddlesfruits\\_and\\_ve\\_getables/food-riddles-games/55125](https://en.islcollective.com/resources/printables/worksheets_doc_docx/riddlesfruits_and_ve_getables/food-riddles-games/55125)






## WORSHEET 3




Animal Guessing Place Your Bets - Animal Collective Nouns

# Place Your Bets!

**Game Rules:**

- Players (or teams) tick Yes or No boxes and place bets on each line.
- The minimum bet is 10, maximum is 20.
- Players keep track of their total after each line.
- The player with the highest score wins. (Note: Final scores can be negative.)













		Starting Capital: 100			
		Yes	No	Bet	Total
	1.	A herd of cattle.			
	2.	A potpourri of parrots.			
	3.	A school of fish.			
	4.	A pack of pigeons.			
	5.	A swarm of bees.			
	6.	An army of ants.			
	7.	A colony of chickens.			
	8.	A stampede of rabbits.			
	9.	A bed of oysters.			
	10.	A lounge of lions.			
<b>Final score</b>					

Source: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/place\\_your\\_bets\\_-\\_animal\\_collective\\_nouns\\_1/animals-place-your/4818](https://en.islcollective.com/resources/printables/worksheets_doc_docx/place_your_bets_-_animal_collective_nouns_1/animals-place-your/4818)

## WORKSHEET 4

### (PART 1) Actions Guessing

Grammar		Meets	
Conversation:		When	
<p><b>Step 1 :</b> Complete the questions with the correct question words. <b>Step 2 :</b> Interview a friend using your questions. Record the answers. <b>Step 3 :</b> Tell the class some things about the person you interviewed. <b>Step 4 :</b> Write a paragraph about one of the topics you asked about.</p>			
<p>1. When was the last time you ..... a movie?</p> <p>a. looked b. saw c. seen d. watch</p> 	<p>2. When was the last time you ..... swimming?</p> <p>a. go b. gone c. been d. went</p> 	<p>3. When was the last time you ..... cereal for breakfast?</p> <p>a. have b. had c. eat d. eaten</p> 	<p>4. When was the last time you ..... someone's birthday?</p> <p>a. forgot b. forgotten c. <u>forgetted</u> d. lost</p> 
<p>5. When was the last time you ..... fresh orange juice?</p> <p>a. <u>drinked</u> b. drank c. drunk d. drunken</p> 	<p>6. When was the last time you ..... the Internet?</p> <p>a. surfed b. played c. connected d. watched</p> 	<p>7. When was the last time you ..... late for class?</p> <p>a. was b. were c. been d. went</p> 	<p>8. When was the last time you ..... a museum?</p> <p>a. saw b. watched c. visited d. went</p> 
<p>9. When was the last time you ..... late?</p> <p>a. get up b. stayed up c. stood up d. wake up</p> 	<p>10. When was the last time you ..... an email?</p> <p>a. wrote b. written c. send d. <u>sended</u></p> 	<p>11. When was the last time you ..... to Facebook?</p> <p>a. checked b. logged on c. looked d. played</p> 	<p>12. When was the last time you ..... your email?</p> <p>a. checked b. logged on c. received d. watched</p> 

Source: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/grammar\\_meets\\_conversation\\_when\\_was\\_the\\_last\\_time\\_11\\_asking\\_for\\_past\\_information/past-simple-/3391-asking\\_for\\_past\\_information/past-simple-/3391](https://en.islcollective.com/resources/printables/worksheets_doc_docx/grammar_meets_conversation_when_was_the_last_time_11_asking_for_past_information/past-simple-/3391-asking_for_past_information/past-simple-/3391)

## WORSHEET 5

### (PART 2) Actions Guessing

#### Grammar Meets Conversation:

#### When was the last time....?

**Step 1:** Complete the questions with the correct question words.

**Step 2:** Interview a friend using your questions.

Record the answers.

**Step 3:** Tell the class some things about the person

you interviewed. **Step 4:** Write a paragraph about

one of the topics you asked about.

1. When was the last time you ..... a movie? a. looked b. saw c. seen d. watch	2. When was the last time you ..... swimming? a. go b. gone c. been d. went	3. When was the last time you ..... cereal for breakfast? a. have b. had c. eat d. eaten	4. When was the last time you ..... someone's birthday? a. forgot b. forgotten c. <u>forgetted</u> d. lost
5. When was the last time you ..... fresh orange juice? a. <u>drinked</u> b. drank c. drunk d. drunken	6. When was the last time you ..... the Internet? a. surfed b. played c. connected d. watched	7. When was the last time you ..... late for class? a. was b. were c. been d. went	8. When was the last time you ..... a museum? a. saw b. watched c. visited d. went
9. When was the last time you ..... late? a. get up b. stayed up c. stood up d. wake up	10. When was the last time you ..... an email? a. wrote b. written c. send d. <u>sended</u>	11. When was the last time you ..... to Facebook? a. checked b. logged on c. looked d. played	12. When was the last time you ..... your email? a. checked b. logged on c. received d. watched

Source: [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/grammar\\_meets\\_conversation\\_when\\_was\\_the\\_last\\_time\\_11\\_asking\\_for\\_past\\_information/past-simple/3391-](https://en.islcollective.com/resources/printables/worksheets_doc_docx/grammar_meets_conversation_when_was_the_last_time_11_asking_for_past_information/past-simple/3391-)

There are other kinds of Guessing Games:

1. Body parts guessing
2. Numbers guessing
3. Clues include sentences using animals
4. Colors guessing
5. Times guessing
6. Family guessing
7. Clothes guessing
8. Transport guessing
9. Toys guessing
10. Classroom objects guessing
11. Weather guessing
12. Household objects guessing
13. Things around us/ things in the street guessing

### 3.12. Survey Activity on Task-Based Approach in CLT.

#### LANGUAGES CULTURAL CENTER AT UNIVERSIDAD TÉCNICA COTOPAXI.

#### COMMUNICATIVE TASK ON TASK-BASED APPROACH

#### ENGLISH LANGUAGE TEACHING PROGRAM

**Table 20**

**Survey activities**

<b>INFORMATION DATA MODEL</b>
<b>Pedagogical Model</b> UTC – CCI – 004
<b>Methodological and Pedagogical Technique</b> Technique development on task-based approach
<b>Educational Level:</b> A1, A2 y B1 Levels
<b>Participants:</b> Teachers & students classroom course.
<b>Responsibles for Model Application:</b> Researcher - teaching administrative group.
<b>Communicative Activity on Task-based approach in CLT:</b> Survey activities.
<b>Duration of the activity:</b> 8 sessions
<b>METHODOLOGICAL CONTEXTUALIZATION</b>
<b>Integrated Levels:</b> 3 levels of knowledge integration (previous, basic, posterior)
<b>Summary of presented topics:</b> According to information provided by Harmer J. (2001), the best way to cause communication and conversation among students is through the implementation and application of questionnaires and surveys, which makes a part and counterpart to the exchange of information in the development process of the oral proficiency. The conduct of surveys and questionnaires, within the implementation of the pedagogical model associations in the communicative approach by established roles, makes reference to the participatory determination within various scenarios in the classroom. On the one hand activities are carried out in pairs. They can be developed through dialogs group or a last main form that would be carried out through the application of a general session within the classroom, taking as the main interviewer to the group of teachers.
<b>Pedagogical Goals:</b> Conducting surveys makes evident the communicative process, and promotes the exchange of information based on the process of pollster - respondent. Motivates the student to the grammatically structured questions to obtain information. Proposed roles of individuals with knowledge and people without knowledge, with what the students group would be able to use the language daily. Improves the perception of the information, as well as increases the conception of contextualization of the main theme of the conversation, being able to deduct to a large extent part of the vocabulary presented in case they do not to know it.
<b>Integrated Activities:</b> The students are divided into two major groups. People with the knowledge, and the students that are going to carry out the survey. The classroom would represent an international location, with different characteristics. Each one of the students in the group who has the know-how would do the role of a common citizen.



The last pedagogical model, called "associative pedagogical model in the communicative approach by established roles", refers to the determination of everyday situations in a context designed for this occasion.

The roles' determination for each of the students makes effective the methodology application by tasks used to Surveys. The students make an introduction according to a specific role, so it is also an individual type's application which motivates the student to perform typical functions of people from different localities, such as the function of butcher, waiter, tourist guide, baker, between others.

Although it is true that the associative pedagogical model's application by established roles would be one of the activities of greater application within the communication skills, the development stages, with the inclusive teacher and learner participation, it is important to emphasize that for the activity can provide excellent results, it is required that the classroom atmosphere is correct and that the questionnaire used by the students, guided by the teacher as moderator, is correctly applied on both sides.

In conclusion, the sessions' link of all the pedagogical models is available to the teacher for introduction into the class planning. Teacher is able to carry out simultaneously, although better results would be verified if they were applied alternately, and linking those of similar characteristics with their equivalent.

It is recommended that the teachers group follow up the results obtained periodically, in order to constantly evaluate the helpfulness of the same. The feedback of students' group is of vital importance in the maintenance and improvement of the tools, taking into account that the main users and beneficiaries of the tool are the same students.

## WORKSHEET 1

### Advertising Survey



➤ **Sample questions about advertising and brands.**

- Discuss in pairs:
- Answer the following questions:
  - ❖ Can you name a brand of bag? Why do you know it?
  - ❖ Do TV ads annoy you? For example:
  - ❖ Which ads do you look at or listen to the most?
    - a) TV          b) Internet      c) Newspaper    d) other
  - ❖ What do you think about Google as a brand?
  - ❖ Do you have any negative thoughts when you think about Toyota?

### Advertising & Brands Attitude Survey

➤ **Write 5 questions about advertising and brand**

1. ....?
2. ....?
3. ....?
  - a)..... b) ..... c).....
4. ....?
5. ....?

➤ Then ask 5 students & write their responses

Name	Student 1	Student 2	Student 3	Student 4	Student 5
1.					
2.					
3.					
4.					
5.					

**Write a short report after you have talked to five people.**

**For example:** Many students are fanatics about Apple. They love their cool products. Some students think Coca Cola is annoying. It always has noisy advertising on TV. And its colors are boring. One student thinks Coach is a cool brand because it has a good website..... etc.....

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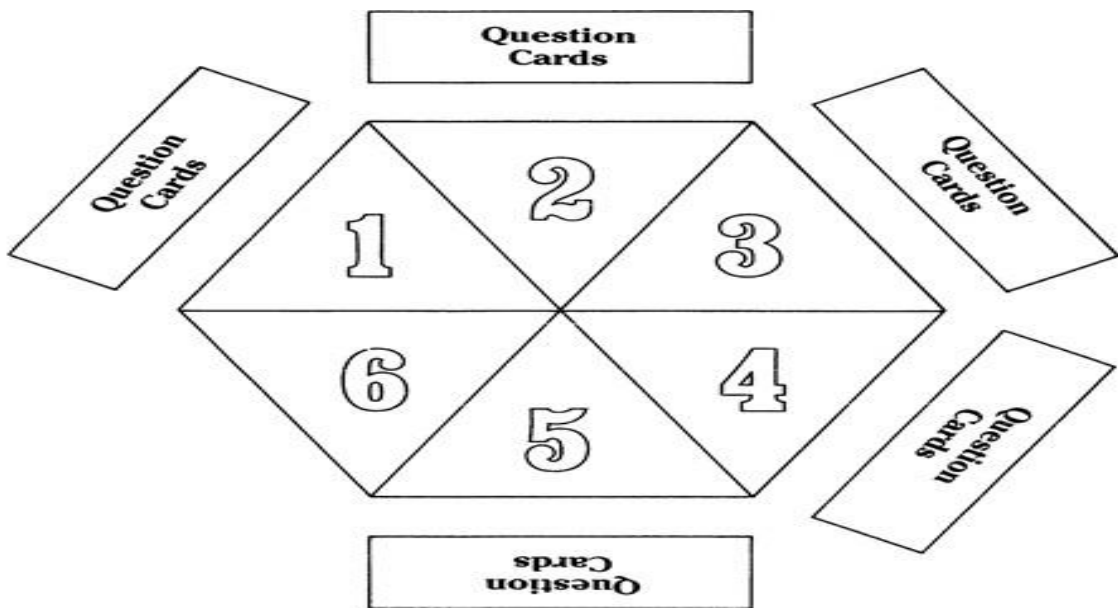
[http://www.esflow.com/Advertising\\_survey\\_lesson\\_red.pdf](http://www.esflow.com/Advertising_survey_lesson_red.pdf)

## WOKKSHEET 2

### Question Game

**Step 1.** Each group receive the dice, question board and questions cards. The question cards are put in piles face down next to the numbers 1 to 5 on the question board. Each student in the group is given a number from 1 to 6.

**Step 2.** Talking turns, each student throws the dice. One die indicates the question to be asked (the one on top of the pile of question card next to the number thrown) the other the person who must answer the question. If the “question-die” shows a 6, the person whose turn it may ask a question of the student whose number was thrown with the “student-die”. The exercise is finished when everybody has answered every question.



What kind of animal would you like to be? Why?	Where would you like to be right now? Why?	What gives you pleasure?
What would you give me as a birthday present?	If somebody gave you \$50 what would you do with it?	What kind of weather do you like best?
What is the most important thing in the upbringing of children?	What would you like to achieve within the coming year?	
What would you like to change in your life?	Which human quality do you consider the most important?	

<https://epub.ub.uni-muenchen.de/8649/1/8649.pdf>



**Write 5 of your own survey questions above. Then ask to 5 students & write their responses.**

Name	Student 1	Student 2	Student 3	Student 4	Student 5
1.					
2.					
3.					
4.					
5.					

**Write a short report after you have talked to five people. For example:**

Most students prefer to wear caps because they think they look modern and cool. One student said she likes tattoos because they help her remember what is important in her life. Some students like brand name bags because they are high-quality products. etc....

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<http://www.eslflow.com/Surveysandquestionnaires.html>file:///C:/Users/AJROMERO/Documents/Fashion\_Choices\_expanded\_red.pdf

## WORKSHEET 4

### Party Poll: Survey about sports

Question	Student 1	Student 2	Student 3	Student 4	Student 5
1. Do you play sports?					
2. Name your favorite sport to watch.					
3. Name a dangerous sport.					
4. Should schools make every child play some kind of sport?					
5. (Your question)					

[https://englishwithjennifer.files.wordpress.com/2010/12/party-poll\\_student-sheets.pdf](https://englishwithjennifer.files.wordpress.com/2010/12/party-poll_student-sheets.pdf)

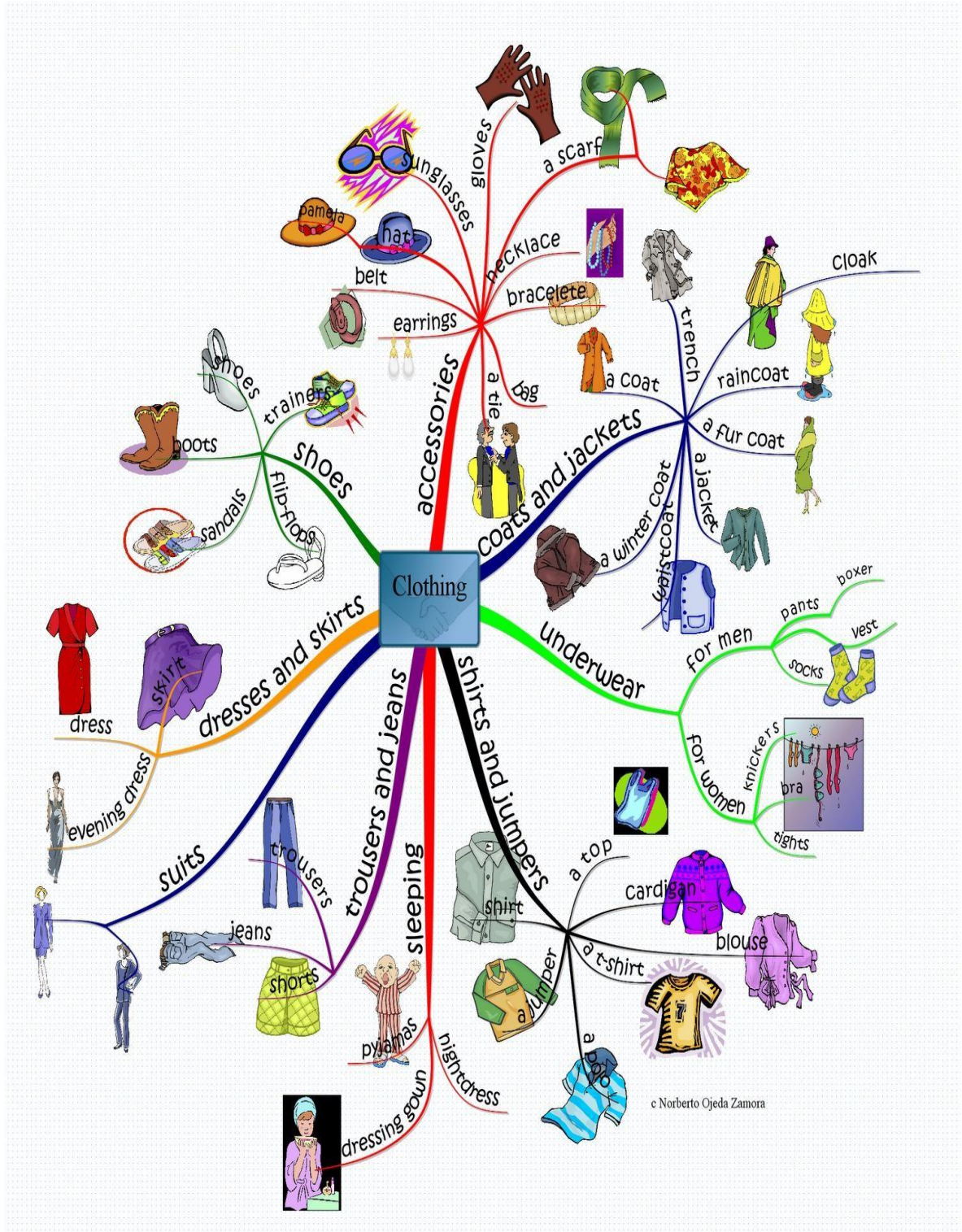
## WORKSHEET

### Technology Survey

<b>Directions:</b> Read each of the following statements then indicate your response by checking "I agree" or "I disagree."	<b>I agree</b>	<b>I disagree</b>
1. Technological advances make life better for everyone.		
2. It's important for adults to find out where their children are going online and who they are talking.		
3. Computer technology makes finding information faster and easier.		
4. If people let machines do too much for them, eventually people will no longer be able to do things for themselves.		
5. Children should be given more freedom in deciding what they do online.		
6. It is dangerous to place too much faith in technology.		
7. It is impossible to become addicted to the Internet.		
8. Children who play computer games often believe that the violent games they play portray life as it actually is.		
9. Most teenagers are online too much.		
10. Those who worry about the negative effects of technology should think about the modern conveniences available today.		
11. Adults too often use the computer games as a kind of babysitter for their children.		
12. Having the latest technology is important to success.		

## WORKSHEET 2

### Extra Practice. Let's Create Your Survey



[http://1.bp.blogspot.com/\\_jMSO51OmLeE/R\\_u3a3lsaxI/AAAAAAAAAAB8/CdsYGO1moRE/s1600/Clothing.png](http://1.bp.blogspot.com/_jMSO51OmLeE/R_u3a3lsaxI/AAAAAAAAAAB8/CdsYGO1moRE/s1600/Clothing.png)

## CHAPTER IV

### IMPACTS ANALYSIS

Here is presented the prospective analysis of the impacts which will be produced in the areas described in this research work.

1. Selection of the areas where you can perform the analysis, in this case are considered the educational and social.
2. Selection of positive and negative levels of impact according to the following chart.

<b>LEVEL</b>	<b>CHARACTERISTICS</b>
<b>3</b>	High Positive Impact
<b>2</b>	Medium Positive Impact
<b>1</b>	Low Positive Impact
<b>0</b>	No Impact
<b>-1</b>	Low Negative Impact
<b>-2</b>	Medium Negative Impact
<b>-3</b>	High Negative Impact

1. For each area (educational and social), a matrix of impacts is done.

#### 4.1. EDUCATIONAL IMPACT

**Table 21**

**Educational Impact**

INDICATOR	LEVELS OF IMPACT							
	-3	-2	-1	0	1	2	3	
Awareness of the teacher with motivational learning theory and techniques							X	
Educators planning using motivational learning as a methodological tool						X		
Teacher using motivational learning for managing the class						X		
Reach the objectives class using motivational learning					X			
Foster in the students the motivation for oral communication competence							X	
<b>TOTAL</b>					1	4	6	
$\text{Level of Educational Impact} = \frac{\sum}{\text{Number of indicators}} = \frac{11}{11}$ $\text{NI} = \frac{1.83}{6} =$								
Level of Educational Impact = medium positive								

**Analysis:**

**Awareness of the teacher with motivational learning theory and techniques:**

The level of impact of this indicator is high positive. This indicator allows teachers to know about the theory and technique on language learning. This knowledge is very important within a second language acquisition process. Consequently, teachers are expected to know the motivational learning foundations.

### **Educators planning using motivational learning as a methodological tool:**

The level of impact for this indicator is mid high. In order to increase the impact on this indicator it is important that the teacher knows the importance of including in the classroom plans: tasks of motivational teaching as a methodological strategy, provoking in students and teachers' new opportunities for teaching learning. The teacher applies diverse tasks during teaching stages, at the same time; the students are encouraged to participate in oral communication in EFL classroom.

### **Teacher managing the class using motivational learning:**

The level of impact for this indicator is mid high. It is expected that by implementing motivational learning structures classroom management, teacher and students have established roles. Teacher has the big responsibility to motivate students applying all tools related to drives, desires, needs, wishes. On the other hand, the student is the learning center into the classroom with control and responsibility of their own learning.

### **Reach the objectives class using motivational learning:**

The impact level of this indicator is positive. Motivational learning will be achieved when the students participate in all communicative tasks actively. They are able to develop their oral communication with confidentiality.

### **Foster in the students the motivation for oral communication competence:**

The level of impact of this indicator is high. Students will be able to demonstrate communicative competences: discourse, sociolinguistic, and strategic, which will

improve the oral communication in EFL classroom.

#### 4.2. SOCIAL IMPACT

**Table 22**

**Social Impact**

INDICATOR	LEVELS OF IMPACT						
	-3	-2	-1	0	1	2	3
Enhancements in the students' Academic Self-esteem and motivation school					X		
Improvements in the students' positive learning strategies					X		
Improvements in the students' face to face interaction							X
Improvements in the students' appropriate use of social skills					X		
Improvements in the students' Climate of school life						X	
TOTAL					3	4	
$\text{Level of Educational Impact} = \frac{\sum}{\text{Number of indicators}}$							$\frac{\sum}{7} =$
$\text{NI} = \frac{1.16}{6} =$							
Level of Educational Impact = medium positive							

**Analysis:**

**Enhancements in the students' Academic Self-esteem and motivation school:**

The level of impact of this indicator is positive. This parameter will ensure the student

responsibility in performing tasks efficiently in the learning process. They will be the support to those who need support. In addition, they will be able to measure their progress and effort of each one. They will also be able to develop their potential with responsibility in the knowledge and other elements that have an impact on oral communication.

### **Improvements in the students' positive learning strategies.**

The level of impact of this indicator is positive. The student will be dependent on the effort of another in relation to motivational development in different oral communication areas. If one fails, the other will also fail, or if one is successful all equally will have the expected success. For this reason, students will feel responsible for the specific role that they play to perform tasks in order to achieve the goals; recognizing the autonomous work as support positive learning strategies.

### **Improvements in the students' face to face interaction:**

The level of impact of this indicator is positive, since it improves oral communication strategies through the improvement of dialogue skills, based on the fact that face to face interaction causes the student to lose the fear of interacting orally, and demonstrates confidence in itself. This level of impact will motivate the interactions to share resources, and knowledge. Also, it will be the support of tasks development that give rise to getting involved in dialogues, debates, questions, forums among colleagues. Students will interact and be able to make their own decisions, solve problems and support learning and achieve the proposed goals.

### **Improvements in the students' appropriate use of social skills:**

The level of impact of this indicator is low positive. The indicator goals are to learn to respect their individuality, develop their emotional abilities, the relationship

between peers. These principles encourage to solve problems. Social skills will facilitate motivational work, as well students work productively and help them to overcome the difficulties in the learning process. Students will know how to develop their tasks and work in order to achieve a common goal through motivation.

**Improvements in the students' Climate of school life:**

The level of impact of this indicator is medium positive. Students will be able to analyze the development of their activities. The students will reflect on what and how to work autonomously and how effective is the motivation as factor in EFL learning. They will also discuss about what goals to achieve academically. Consequently, they can make their own decisions about what actions to take, continue, rectify or interchange them. They are the interaction results of the human being in a pleasant and positive school environment.

## CONCLUSIONS

- The present study is an effort to enrich the theory and practice for English teaching methodology. In this emphasis toward efficiency, the approach through the use of communication activities based on the motivation is a methodological proposal to be applied in “Languages Cultural Center” at Universidad Técnica Cotopaxi. It refers to a superior practice of oral communication in the classroom where there is an integration of discourse theory and the curriculum theory as a complement to the task- based approach.
- This research looks out the frequent use of English as the main resource in modernity, whose epistemology is based on the conscious knowledge as a resource to foreign languages teaching, through mastery of rules. These resources allow to determinate that the communication in the language has results with instruction lines.
- The basis of languages teaching have different values in this research: the social, cultural and linguistic diversity which will encourage the students and teachers development. Thus, there is a connection between language, ethics and sociology of education to solidify its perspective, viewing personality factors, in order to contextualize the motivation and its forms. It focus the ability to learn quickly and at the same time develop intelligence. This perspective is based on the motivation’s identification as a multi-faceted construct located in the mind of human being and its behavior in order to achieve a result.
- The study applied to the reality described where 235 students investigated (47%, 41%) and
- 10 teachers (100%) expressed underlying weaknesses and strengths. These elements synthesized that the motivation is low for different reasons: they were not involved in the curricular definition, there was not enough information on the usefulness of this program, and the context model has

been built from a negative position circulated on the lack of students' interest. Thus, these features were identified as damage to the perception of the usefulness of the course and their subsequent participation in its implementation.

- The teachers' surveys revealed that the methodological work is insufficient, in relation to the transformation of the work experience by the time they had in the exercise of the teaching capacity. It shows the lack of a policy to promote educational pedagogy with a theoretical approach. Some teachers are unaware of the potential value of facilitating the students' performance from the learning orientation and, although they have a perception of group work, it is a requirement to enter the diversity of activities to improve their teaching work. It manifests itself in a critical situation that the errors of teachers' practice will generate mistakes in students.
- The proposal presented is a way to resolve the problems described on a theoretical framework on oral communication in the development of the teaching-learning process that considers: second language acquisition stages, cognitive affective factors, motivation, and oral communication skills. They were developed on teaching styles of communicative tasks and educational roles.
- The potential impacts of the present research are in the educational and social order on theoretical and methodological areas, respectively. Theoretical results because it provided to teachers the motivational teaching tasks foundations as methodological strategies. In the social order seeks to achieve the student's responsibility in accomplishment of tasks in an efficient way which has implications in the methodological order, as a result the oral communication will be improved. Furthermore, the school environment by making students are critical of their learning, requires teachers' assessment about their work quality.

## RECOMMENDATIONS

This study is valid or applicable to authorities, teachers, and all subjects that are part of the educational community to whom the following recommendations are presented:

- To evaluate the methodological proposal for its introduction into the practice of teaching English from an integral perspective that links the discourse theory, the curriculum and the task approach.
- To apply frequently the subconscious and conscious sense in English teaching, as ways to reach the relationship between areas that constitute the target language management.
- To generalize the approach of stages in the English teaching development and the communicative tasks application, as well as, the dosage of motivation attending to its levels as a measure of enrichment of the theoretical and methodological areas of oral communication progress.
- To re-articulate the curriculum as a way to increase the participation and compromise of students with English program in Languages Cultural Center at Universidad Técnica Cotopaxi.

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## ANNEXES

### Annex N° 1: Levels of Motivation according to Gardner.

- **Micro level.** - Refers to the cognitive processing of the entry of L2. The attention and motivation are related. The attention is important for learning L2. The student acquires an entry that receives information and encodes it.
- **Classroom Level.** - This level includes all the methods, techniques, procedures and activities used in the classroom. Therefore, the correct selection helps to increase, maintain, or reduce the motivation of students.
- **Curriculum Level.** - Are the program that must be chosen to explore the needs of the students before the curriculum planning and implementation? This action will promote high levels of interest and curiosity; in turn, will increase the levels of motivation in the students. (1978) recommended a program with objectives and contents tailored to the needs and interests of the students. It is highly motivating.
- **Long-term learning outside of the classroom.** - All are factors external to the classroom. The factors are long-term and include an informal interaction in the L2. In other words, students who have a high level of motivation looking for opportunities to practice with native speakers or other contexts.

## Annex N° 2: Distribution of the population and sample

Population

distribution:

**Group A1.**

Intensive Program.

Population:

<b>Course and Parallel:</b>	<b>No. Students</b>	<b>Sample</b>	<b>Percentage</b>
1ro. "A"	31	12	11%
1ro. "B"	34	13	12%
2do. "A"	19	7	6%
2do. "B"	16	6	5%
2do. "D"	31	12	11%
2do. "E"	21	8	7%
2do. "F"	28	11	10%
2do. "G"	22	9	7%
2do. "H"	27	11	9%
2do. "I"	34	13	12%
2do. "K"	31	12	11%
<b>Total</b>	<b>294</b>	<b>115</b>	<b>39%</b>

**Group A2.**

Intensive Program.

Population:

Course and Parallel:	No. Students	Sample	Percentage
3ro. "A"	34	13	21%
4to. "A"	9	4	6%
4to. "B"	25	10	16%
4to. "C"	21	8	13%
4to. "D"	21	8	13%
4to. "E"	9	4	6%
4to. "G"	7	3	4%
4to. "H"	33	13	21%
<b>Total</b>	<b>159</b>	<b>62</b>	<b>38%</b>

**Group B1.**

Intensive Program.

Population:

<b>Course and Parallel:</b>	<b>No. Students</b>	<b>Sample</b>	<b>Percentage</b>
5to. "B"	26	10	17%
6to. "A"	20	8	13%
6to. "B"	10	4	7%
6to. "C"	16	6	11%
6to. "D"	35	14	23%
6to. "I"	23	9	15%
6to. "F"	19	7	13%
<b>Total</b>	<b>149</b>	<b>58</b>	<b>38, 9%</b>

**Source: "Languages Cultural Center"**

### Annex N° 3: Sampling Formula

The formula corresponds to a quantitative research with finite population, is the following:

$$n = \frac{(Z^2) \cdot p \cdot q \cdot N}{(N \cdot e^2 + Z^2 \cdot p \cdot q)}$$

#### Simbology:

**n=** simple size  
**Z=** Confidence level = 1.96  
**p =** Expected proportion 0.5  
**q= 1-p = (1- 0.50)**

**N =** Population = 296  
**e =** Error margin (5% = 0.05)  
Confidence level **Z = 1, 96**  
Expected proportion **p = 0, 5**  
**q= 1-p = (1- 0, 50)**  
Simple size **n = 212**

**Population** **N = 473**  
Error margin (5%) **e = 0,05**  
Confidence level **Z = 1, 96**  
Expected proportion **p = 0, 5**  
**q= 1-p = (1- 0, 50)**

**Population** **N = 602**  
Error margin (5%) **e = 0,05**  
Simple size **n = 235**

**Annex N° 4: Integrated data from the student survey**

<b>QUESTION 1</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
<b>Multivariate grouping 1</b>			
Not motivated at all	23%	18%	24%
Weakly motivated	47%	61%	46%
Weakly motivated	17%	16%	14%
Strongly motivated	13 %	5%	16%
<b>QUESTION 4</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	30%	20%	40%
Weakly motivated	45%	45%	34%
Weakly motivated	22%	20%	18%
Strongly motivated	3%	15%	8%
<b>QUESTION 7</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	23%	11%	28%
Weakly motivated	37%	48%	55%
Weakly motivated	33%	31%	10%
Strongly motivated	7%	10%	7%
<b>QUESTION 9</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	3%	3%	10%
Weakly motivated	17%	10%	29%
Weakly motivated	56%	68%	52%
Strongly motivated	24%	19%	9%
<b>Multivariate grouping 2</b>			
<b>QUESTION 2</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	17%	19%	14%
Weakly motivated	58%	47%	34%
Weakly motivated	21%	29%	30%
Strongly motivated	4%	5%	22%

<b>QUESTION 5</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	0%	4%	10%
Weakly motivated	2%	5%	19%
Weakly motivated	45%	35%	57%
Strongly motivated	53%	56%	14%
<b>QUESTION 6</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	40%	40%	46%
Weakly motivated	43%	50%	40%
Weakly motivated	13%	4%	9%
Strongly motivated	4%	6%	5%
<b>Multivariate grouping 3</b>			
<b>QUESTION 3</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	36%	35%	31%
Weakly motivated	34%	47%	45%
Weakly motivated	21%	15%	14%
Strongly motivated	9%	3%	10%
<b>Multivariate grouping 4</b>			
<b>QUESTION 8</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	17%	15%	30%
Weakly motivated	24%	35%	36%
Weakly motivated	56%	35%	26%
Strongly motivated	3%	15%	8%
<b>QUESTION 10</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	22%	13%	30%
Weakly motivated	49%	50%	40%
Weakly motivated	17%	26%	27%
Strongly motivated	12%	11%	3%

<b>Multivariate grouping 5/ Second part</b>			
<b>QUESTION 11</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Very good	10%	13%	24%
<b>Good</b>	52%	40%	26%
<b>Average</b>	35%	34%	36%
<b>Poor</b>	3%	13%	14%
<b>QUESTION 12</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Not motivated at all	3%	13%	24%
Weakly motivated	10%	34%	26%
Motivated	10%	34%	26%
Strongly motivated	35%	13%	14%
<b>QUESTION 13</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Yes	26%	31%	48%
No	74%	69%	52%
<b>QUESTION 14</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Excited	49%	47%	48%
Nervous	30%	29%	33%
Bored	21%	24%	19%
<b>QUESTION 15</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Frequently	23%	27%	45%
Sometimes	56%	52%	41%
Rarely Never	17%	16%	10%
Never	4%	5%	4%
<b>QUESTION 16</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Strongly agree	66%	73%	74%
Agree	27%	23%	24%
When necessary	7%	4%	2%
<b>QUESTION 17</b>	<b>Group 1 (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Discussion	74%	71%	69%

Role play	18%	19%	22%
Language games	8%	10%	9%
<b>QUESTION 18</b>	<b>Group (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Yes	39%	34%	40%
No	61%	66%	60%
<b>QUESTION 19</b>	<b>Group (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Working in groups of four or five	50%	60%	53%
Working in pairs	27%	18%	11%
Working individually	23%	22%	36%
<b>QUESTION 20</b>	<b>Group (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Frequently	48%	48%	55%
Sometimes	42%	44%	40%
Rarely Never	10%	8%	5%
Never	0%	0%	0%
<b>QUESTION 21</b>	<b>Group (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
Frequently	32%	24%	22%
Sometimes	63%	60%	43%
Rarely Never	3%	8%	17%
Never	2%	8%	18%
<b>QUESTION 22</b>	<b>Group (A1)</b>	<b>Group 2 (A2)</b>	<b>Group 3 (B1)</b>
You are afraid of making mistakes	30%	32%	29%
Your classmates laugh at you	13%	13%	14%
You are not interested in class activities	57%	55%	57%

Source: By the author



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE IBARRA  
(PUCESI)

**ENCUESTA PARA ESTUDIANTES**

**Estimados Estudiantes:**

Este cuestionario es un medio para coleccionar información sobre un proyecto de estudio. Esta investigación tendrá el valor relevante por la colaboración, atención y el interés que Ud. se sirva dar a la misma, por lo que sus respuestas aportarán despejar inquietudes que se van presentando a lo largo de su proceso en el aprendizaje de un lenguaje extranjero como es el inglés.

**Objetivo:** Determinar el Nivel de Motivación en el proceso enseñanza-aprendizaje en la destreza de la comunicación oral en el programa de inglés en los estudiantes de la Universidad Técnica de Cotopaxi.

**Fuente:** El presente cuestionario consta de dos partes:

La primera es un mini-AMTB test el cual fue comprimido en 12 ítems cada uno corresponde a una escala del full AMTB (Attitude/Motivation Test Battery: International AMTB Research Project (Versión inglés). El AMTB ha sido traducido y utilizado en investigaciones en Brasil, Croacia, Japón, Polonia, Rumania y España (Cataluña). Este fue seleccionado usando un procedimiento sugerido originalmente por Guilford (1954). Este se referirá a sus sentimientos sobre un número de cosas, se quiere evaluar los ítems en términos de como Ud. se siente referente a los mismos; y

La segunda tiene que ver con la propuesta que se pretende conocer sobre la segunda variable la comunicación oral con el fin de proponer estrategias motivacionales con enfoque basado en tareas.

**Instrucción:** Después de leer las preguntas con cuidado, por favor, usted puede poner un visto para elegir la respuesta adecuada.

## I PARTE

1. Mi motivación para aprender inglés con el fin de comunicarme con personas de habla inglesa es:

No del todo motivado	<input type="checkbox"/>
Débilmente motivado	<input type="checkbox"/>
Motivado	<input type="checkbox"/>
Fuertemente motivado	<input type="checkbox"/>

2. Mi actitud hacia la gente de habla inglesa es:

No del todo motivado	<input type="checkbox"/>
Débilmente motivado	<input type="checkbox"/>
Motivado	<input type="checkbox"/>
Fuertemente motivado	<input type="checkbox"/>

3. Mi interés por las lenguas extranjeras es:

No del todo motivado	<input type="checkbox"/>
Débilmente motivado	<input type="checkbox"/>
Motivado	<input type="checkbox"/>
Fuertemente motivado	<input type="checkbox"/>

4. Mi deseo de aprender inglés es:

No del todo motivado	<input type="checkbox"/>
Débilmente motivado	<input type="checkbox"/>
Motivado	<input type="checkbox"/>
Fuertemente motivado	<input type="checkbox"/>

5. Mi actitud hacia el aprendizaje de inglés es:

No del todo motivado	<input type="checkbox"/>
Débilmente motivado	<input type="checkbox"/>
Motivado	<input type="checkbox"/>
Fuertemente motivado	<input type="checkbox"/>

6. Mi actitud hacia mi profesor de inglés es:

No del todo motivado	<input type="checkbox"/>
Débilmente motivado	<input type="checkbox"/>
Motivado	<input type="checkbox"/>
Fuertemente motivado	<input type="checkbox"/>

7. Mi motivación para aprender inglés para fines prácticos (ex., conseguir un buen trabajo) es:

No del todo motivado	<input type="checkbox"/>
Débilmente motivado	<input type="checkbox"/>
Motivado	<input type="checkbox"/>
Fuertemente motivado	<input type="checkbox"/>

8. Me preocupa el hablar inglés fuera de clase:

No del todo motivado	
Débilmente motivado	
Motivado	
Fuertemente motivado	

9. Mi actitud hacia mi clase de inglés es:

No del todo motivado	
Débilmente motivado	
Motivado	
Fuertemente motivado	

10. Me preocupa el hablar en mi clase de inglés:

No del todo motivado	
Débilmente motivado	
Motivado	
Fuertemente motivado	

11. Mi motivación para aprender inglés es:

No del todo motivado	
Débilmente motivado	
Motivado	
Fuertemente motivado	

## II PARTE

1. ¿Cómo consideras a tu nivel de inglés?

Muy bueno	
Bueno	
average	
Pobre	

2. ¿En su nivel le permite expresarse oralmente?

Si	
No	

3. ¿En la comunicación oral, ¿cómo se siente?

Emocionado	
Nervioso	
Aburrido	

4. ¿Con qué frecuencia usted participar en la clase de comunicación oral?

Frecuentemente	
A veces	
Casi nunca	
Nunca	

5. ¿Está usted de acuerdo en que los estudiantes que aprenden un idioma tienen que hablarlo?

Fuertemente de acuerdo	
De acuerdo	
Cuando sea necesario	

6. Las actividades más utilizadas en el aula son:

Discusión	
Rol Play	
Juegos de lenguaje	

7. Se siente satisfecho con las actividades propuestas por su profesor?

Si	
No	

8. ¿Qué prefiere?

Trabajar en grupos de 4 o 5	
Trabajar en pares	
Trabajar solo	

9. ¿Su maestro le motiva a hablar?

Frecuentemente	
A veces	
Casi nunca	
Nunca	

10. ¿Cuán a menudo su docente le interrumpe para corregir sus errores?

Frecuentemente	
A veces	
Casi nunca	
Nunca	

11. ¿Usted piensa que no participan porque

Temor cometer errores	
La burla de compañeros	
No interés actividades	

GRACIAS POR SU COLABORACIÓN



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE IBARRA  
(PUCESI)

LA ENCUESTA PARA DOCENTES

**Estimados docentes:**

Este cuestionario es un medio para coleccionar información sobre un proyecto de estudio. Esta investigación tendrá el valor relevante por la colaboración, atención y el interés que Ud. se sirva dar a la misma, por lo que sus respuestas aportarán grandemente por sus experiencias como docente del idioma inglés.

**Objetivo:** Determinar el Nivel de Motivación en el proceso enseñanza-aprendizaje en la destreza de la comunicación oral en el programa de inglés en los estudiantes de la Universidad Técnica de Cotopaxi.

**Instrucción:** Después de leer las preguntas con cuidado, por favor, usted puede poner un visto para elegir la respuesta adecuada. Si es necesario emita sugerencias

Un agradecimiento sincero y profundo de antemano.

1. ¿Cuánto tiempo ha estado enseñando inglés en la universidad?

1 a 5 años	
5 a 10 años	
Más de 10 años	

2. ¿Cómo profesor de comunicación oral, a que niveles ha enseñado a lo largo de su carrera?

A1 nivel	
A2 nivel	
B1 nivel	
Todos los niveles	

3. Según usted, ¿Qué es una lengua? Seleccione una opción.

A system of grammatical rules and lists of vocabulary	
A social means of communication	

4. ¿Con qué frecuencia sus estudiantes participan en la clase de expresión oral?

Frecuentemente	
A veces	
Raramente	
Nunca	

5. ¿Los estudiantes se sientan cómodos en la clase de expresión oral?

Si	
No	

6. ¿Qué hace que los estudiantes se sientan tan cómodos en la clase de expresión oral?

El docente	
Sus compañeros	
Las diferentes actividades en el aula	

7. ¿Está usted de acuerdo en que, a fin de aprender el idioma, los estudiantes tienen que hablarlo?

Fuertemente de acuerdo	
De acuerdo	
En desacuerdo	

8. ¿Cómo Ud. Prefiere que los estudiantes trabajen en clase?

Trabajo en grupo	
En pares	
Trabajo individual	

9. ¿Por qué cree que los estudiantes participan en clase?

Están motivados	
Son arriesgados	
Les gusta las diferentes actividades usadas	

10. ¿Por qué cree que los estudiantes no participan en clase?

Temor cometer errores	
La burla de compañeros	
No interés actividades	

**GRACIAS POR SU COLABORACIÓN!**

## **Annex N° 7: Determining aspects of the survey questions**

- Motivación para aprender inglés para propósitos generales.
- Actitud hacia la participación del hablante en inglés.
- Interés por aprender una lengua extranjera.
- Deseo aprender el idioma inglés.
- Actitud hacia el aprendizaje de idiomas.
- Actitud hacia el desarrollo docente.
- Motivación para aprender inglés para propósitos prácticos.
- Interés del estudiante en hablar el idioma fuera de clase.
- Actitud del alumno en relación con las actividades del curso.
- Interés estudiantil en hablar el idioma dentro del aula.
- Nivel estimado de dominio del inglés.
- Nivel estimado de inglés que le permite expresarse oralmente.
- Sentimientos acerca de la comunicación oral como parte de la enseñanza.
- Participación del alumno en el desarrollo de la comunicación oral en clase.
- Conocimiento de que para aprender el idioma es importante aprender a hablarlo.
- Actividades que el maestro usa más en el aula.
- Nivel de satisfacción de las actividades realizadas.
- Preferencias del estudiante sobre el trabajo individual y en grupo.
- Motivación por parte del profesor de hablar inglés.
- Frecuencia de interrupciones que el profesor hace para proponer correcciones.
- Razones por las que no participa en clase.

## Annex N° 8: Graphic Testimony

### Communicative Activities on Task-Based Approach (TBA)



**Step 1:** The picture shows students reading the instructions in order to complete the activity with the correct question words. Once learners begins to work, teacher monitors the activity and be ready to help students if they ask for help.



**Step 2:** Checking and comparing answers with classmates.



**Step 3:** Students interview a friend using their questions. They must record the answers. They need to walk around the class and select a classmate)



**Step 4:** The student is reporting to the class the information interviewed.



**Step 5:** Each student write a paragraph about one of the topics he/she asked about. The teacher walk around the class observing during this process to know how well individual students use and understand English.