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Topic:

**COMMUNICATIVE LANGUAGE TEACHING TECHNIQUES TO DEVELOP
SPEAKING SKILLS IN THE CLASSROOM**

**Research project prior to obtaining the title of Master on English Pedagogy
as a Foreign Language**

Line of research:

Innovative pedagogies methodological strategies

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DEDICATION

This research project is gratefully dedicated to my beloved parents, especially to my mother who showed to be a real example of strength when I wanted to give up, who spent woken the same number of hours as me during all those sleepless nights.

To my baby daughter, whose time with me has been sacrificed just to let her know that everything in life is possible, but with a lot of effort.

Last but not least, I dedicate this thesis to God because he gave me health, knowledge, and self-control to keep on working to finish this research.

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RESUMEN

Hablar Inglés constituye un arma significativa para defendernos en un mundo globalizado y tecnológico. Por lo tanto, el objetivo principal de este proyecto de investigación es determinar la efectividad del uso de las técnicas de Communicative Language Teaching para mejorar la destreza oral del idioma Inglés de los estudiantes de Décimo Año en el colegio “San Pio X”. Datos cualitativos fueron obtenidos mediante el uso de entrevistas a docentes, mientras herramientas tales como una encuesta, un pre-test y un post-test se utilizaron para obtener datos cuantitativos. Las entrevistas realizadas con 3 maestros de Inglés, proporcionaron información relevante en cuanto a la identificación de métodos utilizados diariamente en la sala de clases. Mientras tanto, las encuestas para estudiantes aplicadas a una muestra de 107 adolescentes, ofrecieron la oportunidad de identificar sus percepciones al producir el idioma. Los dos tipos de tests evaluaron la destreza oral antes y después del uso de estrategias CLT a fin de establecer una comparación de calificaciones y verificar su mejoramiento comunicativo. Los resultados de este estudio demuestran una fuerte influencia de las técnicas Communicative Language Teaching con respecto al desarrollo de la destreza oral en Inglés. La empatía, motivación, fluidez, colaboración, autoestima e incluso la participación son solo algunas de las capacidades que los estudiantes demostraron poseer durante las actividades CLT. Todo lo mencionado, motivó al investigador a elaborar una guía que contiene actividades comunicativas en pares y en grupo para ser ejecutadas fácilmente por cualquier maestro quien desee promover la producción oral del idioma Inglés.

Palabras claves: Communicative Language Teaching, producción oral, actividades.

ABSTRACT

Speaking English has become a meaningful weapon to defend ourselves in a globalized and technological world. Therefore, the main aim of this research project is to determine the effectiveness of the use of Communicative Language Teaching techniques to improve the English speaking skills of students who are in Tenth Grade at San Pio X High School. Qualitative data was obtained by the use of interviews with teachers, while tools such as a survey, a pre-test and a post-test were used to get quantitative data. The interviews conducted with 3 English teachers provided relevant information in terms of identifying the approaches that teachers utilize day-to-day in the classroom. Meanwhile, student surveys applied to a sample population formed by 107 teenagers offered the opportunity to identify their perceptions when producing the target language. Both types of tests assessed the learners' speaking skills before and after the use of CLT strategies to establish a comparison of scores and verify their communicative improvement. The results of this study demonstrate a strong influence of Communicative Language Teaching techniques concerning the students' English-speaking skills development. Empathy, motivation, fluency, collaboration, self-confidence and even participation are just some of the capacities that students showed to possess during CLT tasks. All of this encouraged the researcher to elaborate a guidebook that contains plenty of communicative pair and work group activities that can be easily executed by any teacher who wants to promote English spoken production.

Key words: Communicative Language Teaching, spoken production, tasks

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INTRODUCTION

Since different types of methods and approaches have been developed in English Language teaching, communication competence has become a priority that had caused a huge demand worldwide in terms of education, employment, traveling, studying abroad, or even in business. According to Palloti (2010), Communicative Competence is “further divided into efficacy (the ability to reach one’s communicative goals) and fluency (the ability to do so smoothly, quickly and effortlessly)”. This definition refers to the capacity to use the language fluently and it focuses on Communicative Competence as a concept where the negotiation of language appears automatically.

That is when Communicative Language Teaching emerged as a necessity to encourage learners in real language knowledge acquisition. Its focus lets them express themselves as well as their points of view collaboratively. Accuracy is crucial, but it is not CLT main aim due to the importance of sharing lots of information with mistakes, instead of just a short message without any error. In fact, this approach claims for an opportunity to make students get motivated enough to communicate their thoughts and opinions. Its purpose consists of creating a conversational atmosphere where learners use authentic and spontaneous language that satisfies their communicative needs. Undoubtedly, learners can get the confidence to produce the language with no fear to speak.

To that end, it is clear that teaching English in secondary schools has to encourage learners to interact naturally based on the conception that involves real language teaching for more than twenty years. Nunan (1999) states that a class where Communicative Language Teaching, learner-centered instruction, and task-based language take place, go against the idea that acquiring English is just a matter of teachers’ transmission. Contrary to this perception, learning a language means mastering own knowledge and skills without being only a receiver. Moreover, second language acquisition comes out from the attempt to find the best way to solve problems or any spoken challenge inside and outside the classroom. It also reflects the ability to deal with everyday situations.

Here, precisely is the place where English learning language has to become a funny, dynamic and spontaneous experience for students. Taking into account the

relevance of producing the target language in real contexts, speaking constitutes a major skill to develop as evidence of authentic communication. It also represents what students think and what they feel at the same time. In the light of the previous assumptions, the present study examines how the use of Communicative Language Teaching contributes to exploit speaking skills in Tenth Grade as an effective and attractive approach to increase learners' communicative proficiency.

By applying a survey, an interview as well as a pre-test and post-test, this research project pretends to determine if there is a correlation between Communicative Language Teaching techniques and the development of students' speaking skills. The study population includes a sample of 107 students and 3 teachers of EGB Superior at San Pio X" school. In addition to this, a guidebook with CLT activities was created and its main aim has been to verify the effectiveness of these techniques in terms of English-speaking skills improvement. That is why the spoken assessment was conducted before and after the use of this teaching material.

Teachers' responses during the interview have also contributed to identify which are some of the facts that interfere in the target language teaching process. The structure of the current research is divided into different sections and chapters. So that, the first section refers to a recount of the topic that is going to be discussed in this study while the second section states the research problem, the objectives, the hypothesis and the main reasons why this research requires to be conducted. The third section is a compilation of the most important premises concerning the topic as well as the evidence of the statistical results. Finally, the last part corresponds to the conclusions, suggestions, and future research recommendations. The chapters include the following:

Chapter 1.- After having a deep view of the Catholic University repository, this chapter refers to the state of the art where most of the representative theories, studies and concepts of both variables: dependent and independent, are mentioned. It also includes the hypothesis that later on will be tested.

Chapter 2.- It contains the research methodology applied with a total population of 146 students enrolled in Tenth levels A, B, C, D as well as the instruments, validity and techniques used to obtain data.

Chapter 3.- Finally, here comes the analysis of the findings based on the designed proposal.

Theoretical and Practical Background

Once it has been achievable to have access to the repository of certain universities worldwide, it was possible to notice that language experts, as well as English teachers, have been interested in the use of Communicative Language Teaching as a method to help students to improve their speaking skills. Plenty of research related to the topic is published to let the investigator read, analyze and select the most valuable information to include it in this project. Undoubtedly, this fact will let other researchers know more about the theme and have this study as a scientific reference.

A previous research conducted in Salatiga, Indonesia by Wahyudi (2015) named as “The use of Communicative Language Teaching in speaking class”, is a qualitative descriptive study developed with English teachers of SMKN 1 Salatiga. In this graduating paper, the author applied tools like the interview, documentation and observation. Teachers were asked to apply CLT method to teach speaking skills in Tenth Grade by working in groups and later on, learners had to present their final product in front of their classmates. Field notes and checklists collected data in order to analyze students’ behavior during a CLT class. The interview provided the researcher relevant data about how teachers managed the method itself and the teaching process.

Based on the findings encountered, it was seen that the Communicative Language Teaching method usage, offered learners the opportunity to share their personal experiences. However, issues like lack of students’ motivation, lack of participation as well as insufficient time to conduct the activities were evidenced. Teachers required to make students be involved by using collaborative games and role-plays as evidence that somehow, CLT influences speaking skills, but necessarily

the teacher requires being more creative and organized to get that every student participates.

The second previous research thesis was held by Moreira & Bazurto (2017) and it is named "Using Communicative Approach- based activities for developing conversational skills in A1 English level students in an Ecuadorian public school: An exploration of students' perspectives and their speaking improvement". This Master thesis reveals that pre-tests and post-tests were applied to evaluate scholars' speaking skills at the beginning and at the end of the intervention. Student's interview was also part of the used techniques on this project that aimed to detect learners' perceptions regarding their exposure to communicative tasks in class.

Focus group discussions were also conducted and all the data collected during this research unveiled that first-year of junior high school students were exposed to Communicative Language Teaching activities for two months. Most of those tasks incorporated pair and group work. The level of their speaking skills improved considerably after the researchers' intervention. Obtained results let the investigators know students' level of confidence and enthusiasm due to continuous peer interaction. That also contributed to vocabulary improvement and its expansion. Even several students mentioned that more control is required while using the language, undeniably the implementation of CLT became a great mechanism to make learners interact in English naturally and spontaneously.

Recent research done last year in Ecuador is "Communicative Language Teaching Strategies to develop senior high school students' English language speaking skill". Rengifo (2020) carried on a descriptive qualitative-quantitative study with 105 students of the second year of junior high school at the Unidad Educativa Fiscomisional Don Bosco where teacher's observation was addressed. Those results reflected that most of the teachers were aware of CLT techniques and some other approaches to develop oral skills. They applied certain strategies like games, role-play, oral presentations and pictures' descriptions to motivate students to practice spoken English.

Unfortunately, it was evidenced that instructions were provided to the students mostly in Spanish and even vocabulary translation was required. Learners looked afraid of speaking and the absence of verbs to express their likes and preferences was noticeable, too. Students were worried about using the correct grammar patterns and they tended to translate everything before interaction took place. Moreover, data was collected from students' and teachers' surveys to analyze the effectiveness of Communicative Language Teaching towards speaking skills development. On purpose, the authors designed a booklet to evidence the use of the method, but teachers could not handle the teaching procedure correctly. However, feedback was given to the learners based on committed mistakes.

Having said that, this becomes clear proof that Communicative Language Teaching techniques are widespread support for speaking skills production. Actually, the research above is one of the few Master's studies where teachers demonstrate knowledge about what CLT techniques involve. Worldwide, high school teachers unfortunately are not aware of how to implement interactive techniques in their classes. It is clearly seen that the necessity to explore teaching methods and practical strategies to get students to be interested in acquiring English-speaking skills is still on.

It is evident that students are not able to use what they learn at school in real communicative contexts. They simply cannot start a day-to-day conversation or exchange any type of information. Even they study in a public or private institution, one of the most common issues corresponds to how learners misunderstand the language. They require the use of L1 to ask for clarification and anyway teachers use Spanish constantly to provide instructions. In that way, learners do not practice the target language and obviously, they cannot get used to it. That is the reason why English lessons become a non-sense subject for young learners.

Based on what has been mentioned above, students seemed to be excited and motivated when teachers hold Communicative Language Teaching activities. This experience offered to them several opportunities in terms of exchanging information about each other and using English for real interaction purposes. Notwithstanding, investigators have not designed practical material to encourage English speaking in the classroom. Simple tasks that any English instructor can

adapt to their teaching reality such as virtual classes where grammar and vocabulary become a component, but not a whole. With this in mind, insights obtained on this research are going to foster teaching-learning process and change it into a funny and productive adventure for teachers and learners.

THE PROBLEM

Research Topic

Communicative Language Teaching techniques to develop speaking skills in the classroom.

The research problem

For years, English has been recognized as a universal language in terms of having more job opportunities, making friends, or even study abroad. Certainly, oral production looks like a very hard challenge for them. Indeed, the deficiency of spoken English can result due to different factors related to teachers' and students' language overview. Unfortunately, students worldwide believe that language expertise corresponds to the way they write very well-structured sentences; even they are not sure what those sets of grammatical rules mean. Most of them think that is all they need in order to pass the school year successfully, but they are not conscious of language use in real communicative situations. Moreover, the level of intrinsic and extrinsic motivation represents a very important concern, too.

In Ecuador, the curriculum implies that to involve learners in a meaningful way, five hours per week is the time assigned to teach the subject matter (Henriquez et al. 2018, p. 6). Thus, an English teaching course should provide input through listening and reading as well as meaning-focused output that has to reflect on writing and speaking. Unluckily, most of the teachers are always worried about covering contents and printed material, preparing students to pass examinations. Nowadays, Ecuadorian educators feel more comfortable teaching the language traditionally without taking the risk to make learners interact effectively. In other words, in most Ecuadorian schools, teachers concentrate on finishing books and how learners respond to grammar and vocabulary.

To give an illustration, in Ambato city At “San Pio X” High School, it has been evidenced that the students of the Tenth level are not able to exchange their thoughts in English effectively even they have been studying the language for some years. Unfortunately, learners only memorize grammar rules and vocabulary, but at the time of speaking, they do not feel comfortable and cannot start a natural conversation that reflects the level of English they are supposed to have, according to the Common European Framework. In addition to this, the lack of most teacher’s knowledge about new methodology strategies related to English Communicative Competence development at “San Pio X” High School, has determined that it is a priority to do some research to provide tools and solutions.

Statement of the problem

In view of the above, this research project expects to find an answer for the following question: How Communicative Language Teaching techniques will develop speaking skills in the classroom?

Hypothesis

The use of Communicative Language Teaching techniques improves student’s Speaking Skills in the Tenth Grade at “San Pio X” High School.

OBJECTIVES

General Objective

1. To determine how effective is the use of Communicative Language Teaching techniques to improve the Speaking Skills in the Tenth Grade at “San Pio X” High School.

Specific Objectives

1. To analyze the theoretical foundation of Communicative Language Teaching (CLT), speaking skills and their interrelation.
2. To identify which strategies are frequently used by teachers to develop Speaking Skills in the classroom.
3. To provide a guidebook that contains meaningful Communicative Language Teaching activities that improve the Speaking Skills in the Tenth Grade at “San Pio X” High School.

JUSTIFICATION

Unquestionably, when learners are on the path of second language acquisition, one of the most difficult skills to be proficient at is speaking. Many are the facts that block students' minds at the time of practicing what they learn on books or vocabulary banks. Standardized tests preparation is not enough in terms of exchanging student's points of view. Written skills only do not serve to show how good at English one can be. Speaking proficiency comes out by starting to internalize the language before it turns into meaningful sounds' production. Inevitably, if students are not sure about the use of all what they learned based on different circumstances, it is not possible to talk about real language knowledge.

Fortunately, speaking is an ability that humans possess as a natural condition of their existence. To that end, it becomes necessary to determine if students are towards language acquisition aims or they are just worried about syntactic features. Having said that, several studies conducted concerning the topic, put teachers' abilities in doubt. When they get their students to build new knowledge up to interact naturally, something goes wrong. Traditional methods, educators' perceptions, external factors and lack of motivation are some of the reasons why scholars are not part of real interactional environments. Consequently, most private as well as public institutions deal with this type of difficulty in Ecuador.

English spoken production is not still seen as an authentic communicative tool. In agreement with Henriquez et al. (2018), teaching a new language focuses on the importance of using that language for communication purposes and not only as a set of structures. This reality challenges Ecuadorian teachers to master active, engaging and meaningful activities that reflect productive skills and interaction. Tasks where learners can be the main characters of their own learning. Taking into account, all the characteristics previously mentioned, one of the principles included in the Ecuadorian Curriculum refers to English as an essential language to be taught as means of communication, interaction and cultural exchange. Ministerio, E. (2016).

In other words, the Ecuadorian teachers' aim has to be the one that allows students to develop their speaking skills in real communicational contexts. Haynes

and Jacarian (2010) define speaking as a way to discuss, describe, sing, explain, comment, express and persuade. This implies that speaking skills need sounds to transmit ideas or feelings to people. In Tungurahua province, for instance, the development of this productive skill has not offered any meaningful evidence. In most primary and secondary schools, English-speaking development cannot take place due to relevant issues, lack of teacher's proficiency, overcrowded classrooms, but principally ineffective methods.

This research is to be conducted as a reply to the necessity of making a deep analysis of Communicative Language Teaching techniques and speaking skills variables. Its main aim is to obtain enough information that allows understanding the study population behavior. Since the research problem identification, that reality will provide the benefit to establish new parameters of teaching. The practical and theoretical importance of the project consists of generating verified information by using bibliographical sources. Experience on the topic and possible changes in relation to the spoken English teaching-learning processes that nowadays are applied in the institution, become also relevant at this point.

On the other hand, this research project is feasible due to the technical, economical and human resources that are available now and they let the researcher apply the designed tools to get enough information. Therefore, it is important to mention the authorization and facilities given by "San Pio X" High School principal, MsC. José Hidalgo. In that way, it has been possible to have access to the information and publication of it. The major beneficiaries this time are the Tenth Levels English teachers' community, the whole student population as well as the authorities who will be able to take new strategic decisions that can contribute to meaningful speaking teaching methods adoption.

CHAPTER I. STATUS OF ART AND PRACTICE

This chapter addresses the most representative theories, concepts, and studies that somehow state in relation to the current research topic. After analyzing a wide range of existing information as well as in concordance to the objectives, here it is presented the most relevant and meaningful one.

1.1. Speaking aspects and criteria

Speaking Definitions

Speaking sometimes can be undervalued considering that almost everyone can speak as part of his or her own nature. This is because humans just got speaking skills for granted, so most of the time they are not aware of its meaningful presence. According to Bygate (1987), speaking is a very important skill that deserves our attention in first and second languages. Through speaking, learners carry out transactions, make or just lose friends. It has become a vehicle for social ranking, business and professional advance. In other words, speaking requires teachers' attention taking into account that one of the most important learners' needs is to get enough confidence in order to use speaking skills for language learning purposes.

Adopting this view, speaking constitutes the ability to use language to communicate. The art of speaking corresponds to oral communication. Thornbury (2005) defines speaking as "natural and integral that we forget how we once struggled to achieve this ability" (p. 1). Through speaking, humans can express themselves; share a sequence of ideas fluently and exchange information. This means that the process of speaking has to include two people: a speaker and a listener. Speaking is part of our daily life and it is for free. It is something that we do every day with no effort at all. That is why people just do not care of its existence as well as its importance.

Commonly, speaking represents one of the most complicated language skills to develop. Most of English learners get very uncomfortable and disappointed when showing up how well they can handle a foreign language. They are not able to speak fluently. Bailey and Savage (1994) define speaking as the central and most demanding skill when producing a second language. This activity requires many other subsystems that combined, turn into a formidable task to

deal with. It means that speaking is a major and productive skill that demands lots of practice because it has the power to reflect real language knowledge. A relevant aspect to analyze is also the level of confidence that learners possess in order to transmit ideas through speaking.

Speaking sub-skills

Thus, one of the most fundamental concerns that a learner may have at the time of speaking is the way they can get the ability to converse and use a foreign language. The necessity to show a good speaking performance becomes an important fact when producing that language (Harris, 1969, p.82). This means that a learner can demonstrate speaking ability by communicating in formal and informal contexts. Additionally, the message to transmit requires being clear and easy to understand by the listener. It needs to be fluent enough to catch the receiver's attention. Harris also states that there are four sub-skills in English. Teachers must consider them to evaluate oral performance. Those are pronunciation, grammar, vocabulary, fluency and comprehension.

Pronunciation

The intention to produce the language involves a complex area and the constant effort to sound like a native speaker to make others understand a spoken message, is the key. According to Mena (2019), pronunciation is a very important element to consider when talking about English proficiency. Vocabulary knowledge does not guarantee that a learner can communicate effectively. This means that a skilled speaker uses pronunciation to make his or her speech emphatic and receptive. Pronunciation is the art to produce words and sounds. Learners need good pronunciation to generate explicit and meaningful information. Skills like stress, rhythm and intonation are also included in efficient pronunciation production.

Grammar

Since the long history of second-language instruction showed up, grammar seemed to be just a set of patterns. They involved verb forms and variations to memorize. Indeed, "grammar has to be taught as an enabling, motivating and a self-sufficiency skill" (Savage, 2010, p. 2). Grammar is a systematic description

of the language that whenever learners master it, it has the power to help them to get competence in major skills like speaking, reading, writing and listening. If one is not able to use grammar correctly, communication gets affected. Furthermore, the receiver is not able to understand any message. Grammar becomes the basis that supports other skills. Whenever a learner can correct his or her mistakes, then grammar takes place as a self-sufficient skill.

Vocabulary

Certainly, acquiring a foreign language also involves learning words and emphasizing their meanings. Alqahtani (2015) states that “vocabulary is the total number of words that are needed to communicate ideas and express the speakers’ meaning” (p. 25). In other words, vocabulary refers to the terminology that is part of any language. Those words constitute familiar units of language that a person uses in order to speak. When mastering a foreign language, getting word meaning knowledge is not enough. Learners have to be conscious about what they convey when they do it and how they use that entire lexicon to share their points of view. Vocabulary is also present even in a written way, not only in a spoken form. Both are essential and meaningful at the same type.

Fluency

Be fluent in a foreign language means that learners are able to speak with no pauses. In light of the foregoing, speaking fluently in English could take too much time and lots of practice. According to Pollard (2008), fluency refers to the ability to communicate without fillers, pauses, or any type of interruptions. To put it another way, fluency is the art of speaking in an easy, free and confident way. Probably fluency can be one of the most difficult areas to master when producing a second language. Fluency has become a sub-skill that claims for teacher’s attention and correction, too. Sometimes learners do not possess enough language knowledge to speak fluently. This fact is something that avoids fluency acquisition during the practicing process.

Comprehension

When speaking a non-native tongue, it is merely necessary to recognize that listening takes an important role as well. A speaker always expresses his or her

message to a listener. Omari (2016) states that “the speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively”. If the listener receives the information in a logical, clear and accurate way, then comprehension emerges. Additionally, being a proficient speaker involves the art to understand the spoken language. Exposure is also another fact to consider when helping learners to acquire the language as natural as their mother tongue. This is the reason why speaking and listening are closely interrelated.

Speaking as face to face communication

In all cases, communication has as main objective the art to express one’s thoughts, feelings and emotions which are essential components for a healthy mankind functioning. Vaghani (2019) argues that humans are social animals and a huge impact arises when connecting and communicating face to face with people. So that, individuals who get engaged in-person communication, are able to deliver a clear message as well as correct meaning. Communication through speaking involves facial expressions, body movements and gestures that are proper of face-to-face conversations. Having said that, eye-to-eye communication provides effective interaction that is vital for social success. Humans need to see each other’s emotions to share experiences.

Speaking as interaction

Doubtlessly, human communication involves intriguing features such as the interactional one. According to Holler, Kendrick, Casillas & Levinson (2016), “human interaction is characterized by a mechanism of exchange based on alternating bursts of information” (p.6). , it is not possible to structure any type of speaking relationship by the speaker with no listeners or receivers. Here the term “exchange” becomes a very important character in order to assume that communication could not exist without interaction. Therefore, any person always tends to speak with the purpose that someone else listens and gets a message as well as receives an immediate response. This fact implies that people who build a conversation up start a circle of discussion.

Teaching Speaking

As we know, speaking English has become one of the most important goals of young learners. Consequently, teachers are the ones in charge of encouraging communication in the classroom and their main objective has to be based on the idea that students do not need to use perfect English, just the one that let them exchange information and their point of view. Furthermore, teaching students how to speak a foreign language clearly and effectively is for sure a meaningful contribution to learners' success. The ability to speak represents a very essential skill because language production is the basis of real communication.

Zyoud (2016) firmly believes that teachers require paying attention to how they teach learners to speak English. Instructors must provide students adequate language exposure and motivation has to be all that they need to communicate properly. On the other hand, pure mechanical memorization has to be out of an English class climate if we expect to get better results. Otherwise stated, teachers must be convinced that speaking does not only mean simple and isolated words to articulate thoughts. It is unavoidable to let students learn how to interact with others and help them to develop their own communicative skills. Later on, they have to be able to apply those skills in different conversational sceneries.

Areas of knowledge and speaking development

Teachers' expectations are around how learners use the language as correctly as possible and taking into account that speaking keeps a closer relationship with some other skills; its improvement represents their development as well. To that end, teachers have to be conscious that there are several areas of knowledge involved in speaking. According to Burkart (1998), those areas are mechanics, functions, socio-cultural rules and norms. Mechanics refers to pronunciation, grammar, vocabulary and it encompasses the use of right words, right order and correct pronunciation. It is necessary to state that mechanics also includes pronunciation, vocabulary, grammar and word order as necessary components that speaking skills require.

Functions incorporate transaction, interaction and performance. This simultaneously describes the use of speaking as a bridge for interaction, but specific comprehension is not required. Precise understanding is not necessary, but being aware of the clarity of the message is essential. Socio-cultural rules and norms belong to the fact of understanding and consider who is speaking to whom according to the circumstances. Additionally, they refer to cultural values such as register, turn taking and roles of participants. Therefore, the rate of speech, turn taking, pause and participant's relative roles are included and it is obvious that each area deserves lots of attention, so teachers should monitor speech production to help students to find out which area requires enhancement.

Principles for speaking skills design

Speaking English represents a very challenging issue for language learners. Seven are the principles that require a teacher's cognizance during a speaking class (Brown, 2001, p.275-276). The first one focuses on accuracy, meaning and fluency to cover learners' needs while the second principle refers to those intrinsic motivation techniques that any language teacher has to provide to students. Learners have to understand that they need to concentrate on oral production not only in grammar or in pronunciation. The importance of message-based on interaction and meaning instead of only mechanical language use becomes essential. Undoubtedly, teacher's motivation drives the learner to work out on his or her own speaking competence and autonomy.

On the other hand, the presence of authentic language in meaningful contexts and suitable feedback corresponds to the next principles where educators need to be worried about the time that they employ to produce real language instead of thinking of how long they need for planning, test preparation and assessment. Learners constantly claim for opportunities to grow and improve while acquiring a foreign language. To that end, teachers must take the challenge to provide useful and accurate feedback. Their knowledge should be a great tool to help students recognize and correct their mistakes at the right moment.

Another principle stated by Brown (2001) indicates that speaking and listening are naturally linked. Comprehension is a starting point when producing a language. That is why facilitators should believe that there is a closer relationship between listening and speaking skills. In other words, those techniques that instructors use to teach speaking necessarily include listening at the same time. Both skills come together and as much as teachers let learners practice listening tasks, they can be able to understand and produce the foreign language.

The last principles for speaking skills design make emphasis on how learners get opportunities to start oral communication as well as the importance that teachers have to provide to speaking strategies development. Educators have to create speaking activities where learners are ready to start verbal communication as natural as they speak their mother tongue. Students really need to be conscious of their own knowledge and strategies to develop their communicative competence. The teacher has to create an appropriate classroom atmosphere to provide students several opportunities to ask for clarification. Moreover, they can use fillers, formulaic expressions, paraphrases for structures and use mime as well as nonverbal terms to convey meaning.

Speaking activities

Because of learners' demands that go around the capacity to measure their success in producing a second language, lots of researchers designed and recommended several strategies, methods and techniques to help students to be proficient in the English spoken language. Koran (2015) states that during so many years educators spent time asking students to repeat every sentence that they said. In that way, it is not possible that learners can improve speaking skills only by dialogue retention. Alternatively stated, most students usually think that the best way to acquire speaking skills consists on non-sense repetition. Regretfully, this happens because they do not have the opportunity to practice meaningful speaking activities in the classroom.

Well-designed classroom activities contribute developing learners' ability and that helps them to produce speech. According to Ur (2012), the design of an effective activity becomes a huge problem in terms of time, creativity and classroom environment. This one requires creating a space where the language

level is acceptable and motivation lets students get completely interested and engaged. Discussions do not have to be dominated only by those learners that deal with the language. Inhibited learners, who say things in a foreign language with no fear of criticism, are the ones who really experiment with how to use the target language in real audiences. As proposed by Ur (2012, p. 124-132), the following are the activities that teachers may use to teach speaking.

Discussion activities

These activities require that learners exchange information and share ideas. One of these compelling tasks is pictures' description. This task aims to offer the opportunity to promote oral communication and group correction. At the same time, learners are able to practice any tense or any vocabulary. In groups, learners have to describe what they see on flashcards. Another motivating activity for young learners is problem solving. Students develop the capacity to confront any problem as if it was theirs and they can discuss any advice or solution to solve it. That helps learners to show a high level of participation and involvement. By writing their possible solutions on a letter, it can even generate further debates and feedback.

Spoken interaction activities

Those transactional and topic-based tasks can surely encourage students to speak English effectively. Long turn activities particularly include descriptions, telling jokes or stories, recounting films, arguing cases or even giving lectures that contribute to the development of the language. The ability to interact for a long time is what every speaker needs to practice. Whenever a student justifies a position or describes an event, immediately the listener can have a mental representation of what that speaker wants to express. Besides, taking speaking roles and using communicative functions based on real situations can externalize emotions and feelings, as well. The power of role-play and dialogues consists of producing target language utterances with no hesitation.

Teaching Pronunciation

Certainly, English teachers are constantly worried about students' grammar, vocabulary or even reading and listening performance. According to Harmer

(2001), this happens because teachers do not know how to handle sounds and the right intonation. When students listen to phonemes correctly pronounced, their speaking production is accurately produced (p.250). A student requires learning pronunciation as much as they want to speak. As non-native speakers, Ecuadorian learners tend to confuse sounds due to those vowel phonemes that Spanish language does not contain. Then again, English instructors must guide their students to work on an understandable pronunciation, instead of a perfect native model by using demonstration, explanation and training their ears.

To give an illustration of pronunciation importance for teachers, in Poland Szyszka (2016) conducted some research with primary, secondary and higher secondary school teachers. The objective of the study was to find out if teaching pronunciation at different levels differed in educators' beliefs and perceptions. Unsuccessfully, the study depicted that most of the professionals only taught pronunciation through repetition and reading aloud. Based on these conclusions, it is evident that teachers' syllabuses do not include pronunciation-teaching strategies. One of the reasons is because teachers' pronunciation methodology is not adequate. Another point to consider when teaching pronunciation is that educators require having phonetics knowledge as well.

Teaching speaking to high school students

Having in mind that tenth level students belong to the young learners' category, it is necessary to contemplate that teaching these students is not as hard as it seems. Arifin (2018) refers to teachers as the ones who have to understand that these learners are part of a heterogeneous class with different abilities, expectations, learning styles, knowledge and motivations. All these facts require the teacher's concern as well as the use of varied strategies and techniques in order to provide learners enough opportunities to improve their speaking skills.

Teaching a foreign language to communicate constitutes a very complex process where young learners require exposure and listening to different sets of phrases, simple sounds and utterances. This means that speaking and listening are skills that always have to be interrelated to get students to deal with grammar, vocabulary and pronunciation. By developing their speaking skills, learners are able to produce the language to share messages with others.

Teachers have to remember that young learners require authentic and meaningful activities that motivate them to acquire language-speaking proficiency. When those learners study any language, listening and speaking develop together both at the same time.

As stated by Arifin (2018), teachers who want to help young learners to promote speaking, need to reflect on the fact that students are similar to sponges because they are able to absorb everything what teachers say and the way they say it. Here it unfolds the ability and creativity that any teacher requires to have in order to pronounce words correctly because learners usually tend to repeat and imitate what they hear. Regardless of this information, researchers believe that all the knowledge that young learners acquire at an early stage is almost impossible to change and modify through time. Activities like dialogues, poems, songs, games and even rhymes contribute to students' speaking growth and expansion.

The Ecuadorian Curriculum and teaching speaking in tenth level

In Ecuador, teaching speaking pretends learners to get hold of English as a useful and interactional language to express themselves naturally. One of the official documents that refer to the students' level to reach at the end of tenth grade is "The National Curriculum Guidelines". According to Henriquez et al. (2018), this document includes the communicational competence component at the end of every year of Basic and Secondary Education. Ecuador implemented a new curriculum for EFL in order to develop students' world understanding, cultural exchange as well as intellectual skills to let them contribute to an English globalized world. Communicative Language Teaching turned into a great impact approach to develop spoken skills in social contexts.

Distressingly, Ecuador decided to take this challenge with no notion of the teacher's profile that the new curriculum required. As Henríquez et al. (2018) mentions, the real English level of teachers is not the one that the government expects, that is why lack of teachers' preparation constitutes a very important issue to solve in terms of teaching the lingua franca (p. 6). Taking heed of "The National Curriculum Guidelines" that determines different exit profiles as well as different communicative competences; the Linguistic, Sociolinguistic and

Pragmatics ones play an important role in the new curriculum. By the end of tenth grade, learners have to move to an A2 level and they need to be proficient when showing repertoire to cover predictable survival situations.

Therefore, the ability to exchange information and respond to simple requests as well as the capacity to adapt memorized phrases to specific speaking circumstances, constitute the main communicative competence objectives for this level. Based on what was mentioned above, it is obvious to think that teachers require a B2 English level in order to support scholars to foster their communicative skills. All these facts clearly indicate that speaking skills have become the basis of the new curriculum design. When finishing tenth grade, students are supposed to comprehend topics that involve family and personality. They have to be able to describe their reality and become aware of sharing experiences related to their cultural background.

Previous studies

National Contexts

Within the Ecuadorian curriculum, researchers conducted several studies in an attempt to determine if, in fact, schools and teachers are concerned about providing enough input and tools to get students develop their communicative skills. Cadena, Castillo, Céleri & Damián (2018) describe the curriculum as a document designed to improve English instructional practice in a reflective way. Its objective consists of motivating students through understanding and participating in language production. Adversely, this process has been not successful because productive skills like writing and speaking have not shown any improvement, yet. Meanwhile, grammar and vocabulary seem to be a mechanical process, rather than a communicative one.

Therefore, in a study about teaching English in a Secondary institution in Ecuador, the findings revealed that teachers used the curriculum to prepare their programs, but it did not meet teachers' and students' expectations. Burgin & Daniel (2017) state that observations were held in terms of content, lesson organization, use of media and classroom interaction. The results focused on how teachers are still the leaders in the class by using the transmission model. Data suggests that teachers require incorporating multicultural communication

through games, dialogues and everyday based activities. These facts let us know that here in Ecuador, schools and teachers are more interested in covering contents and teaching English as a receptive skill, only.

International Contexts

Recent studies worldwide also confirm what occurs with speaking expansion at High School. For instance, in Jepara-Indonesia, some research became significant when trying to find out if classroom interaction in tenth grade was an essential element during the speaking teaching process. According to Ulan (2018), the results of this study determined that the percentage of the teacher's talk was higher than the one from the learner who mostly showed to be just a listener and a message receiver. To analyze if classroom interaction was appropriate, the researcher applied the Flander's Interaction Categories System. Collected data determined that the teacher was always the person who asked questions, gave directions and commands to initiate the speaking exchange.

Moreover, in a study held in Iraq about the teacher's role in the classroom facing speaking skills development, Koran (2015) states that if an individual wants to learn a foreign language, it occurs through formal and informal interaction. The misfortune reflected that teachers did not include speaking as part of the language course. Questionnaires and interviews made the researcher know that speaking was what students wanted to develop the most. Unfortunately, many learners showed to be afraid of speaking due to the negative feedback provided by the teacher. In addition to this, the stress and anxiety that they experienced when the teacher asked them to speak in front of the class blocked their minds.

At last, the same students mentioned that they lacked self-confidence, vocabulary and there were not enough communicative activities in the classroom. Another cause that hindered speaking skills development was a lack of motivation and interest in the topics proposed by the teacher. Having said that, this study clearly exhibits that even in Islamic countries, speaking is not important for teachers and they constantly refer to it as the most important skill to develop, but the reality is completely different. Considering that English is a

language, teachers should provide learners enough opportunities to include all students into a social and meaningful language production scenario.

Factors that affect speaking performance

Taking into consideration that many learners have to deal with difficulties at the time when they want to express themselves, spoken language production is the most complicated aspect to withstand when acquiring a second language. Tuan & Mai (2015) state that many teachers are worried about factors that interfere with the English speaking learning system. Performance conditions such as pressure, planning, support as well as affective factors like motivation, confidence and anxiety, considerably affect speaking development. Features like nervousness, listening ability, topical knowledge and mistakes correction are also essential to think over any speaking task performance.

However, some of these causes depend exclusively on how students control their own feelings and thoughts. Besides, classmates' mockery is another fact that makes students feel stressed at the time of producing the language. They simply cannot chill out when people laugh at them. Undoubtedly, anxiety causes devastating effects in oral production. Hanifa (2018) explains that students experience a considerable level of anxiety when they speak English in public. This becomes a huge barrier for teaching and learning procedures. Cognitive factors also cause anxiety, especially when learners have to talk about a topic that is not familiar to them. Fear of performance and message misunderstanding are some of the reasons why learners experience anxiety.

Anxiety seems to be such a strange and complex phenomenon that can make students hesitate about their capacity to reflect and think critically before they speak. To put it another way, anxiety seems to reduce students' brain ability to process language correctly. Recent evidence, conducted in Malaysia by Leong & Ahmadi (2017), shows that low self-esteem, lack of motivation and higher anxiety represent a serious problem to perform the English language. Actually, students cannot feel sure to speak English because they have fear making mistakes and be negatively criticized even by the teacher. The feelings that they usually experience are anxiety and desperation in terms of interaction and communication.

Certainly, these results reflect all the barriers that students confront every single day to practice the language freely. Lack of speaking motivation presents a different perspective of what a language teacher has to do in order to help young learners to love English and realize its importance. Incredibly, how teachers talk and correct errors can provoke that students be reluctant to speak. Here it comes the necessity to have motivated teachers, compromised with learners and themselves. Those teachers have the power to make students feel sure enough to share any query that helps them to improve their speaking skills.

Empathy and motivation when acquiring a second language

Being a language teacher not only entails the capacity that a person possesses to transmit knowledge. A real instructor requires being a mentor, a motivator, a social relations manager and a partner during emotional interaction. According to Stojiljković, Djigić & Zlatković (2012) empathy is usually cited as the main value that should characterize teachers and it contributes to have an effective communicative climate throughout the educational process. Educators, who take emotional competences as essential as sharing knowledge with learners, are the ones who look for success and are ready to offer a pleasant learning environment for everyone. Furthermore, empathy refers to the capacity to worry about someone's needs, feelings and thoughts.

Notwithstanding, educational researchers and psychologists are concerned in relation to teaching tools for enhancing empathy development. This theory pretends to motivate teachers to consider empathy inside and outside the classroom. For Everhart et al. (2016), empathy focuses on building a comfortable and nurturing environment for teachers and learners. If teachers care about creating an empathetic learning atmosphere, they have to be conscious that this requires certain strategies in their lesson plans like building confidence, for instance, to understand student's limitations.

There again, motivation plays an important role in teaching English and even a bit more at the time to make students get speaking proficiency. According to Han & Yin (2016), an increase in research related to teacher's motivation represents a relevant aspect to evaluate in terms of educational reform, teacher's practice and psychological fulfillment. Motivation comprises the

energy that drives people to do something to achieve their goals naturally. Subsequently, a motivated teacher is an essential key towards student's motivation and effective learning.

Thus, practical and stimulating strategies require teachers' design to increase motivation in the classroom, improve teaching and learning outcomes. Still and all, one of the most relevant educator's priorities when helping students to reach their communicative goals requires self-teaching motivation, first. A motivated teacher is able to create an incredible learning adventure. In that way, students are not forced to speak for no reason. On the contrary, they are available to use the language in relation to topics that they find attractive for them. Interested and enthusiastic learners become part of a very funny and communicative English class, instead.

More evidence clearly shows how motivation influences students' speaking performance positively. Badroeni (2018) reveals that in a study conducted with Indonesian secondary high school learners, the use of active learning strategies seems to be very effective to improve students' motivation to speak English. Engaging activities such as discussions, critical thinking exercises, demonstrations and in-class tasks provide students so many opportunities to develop speaking in an innovative and improvised way. The research results also suggest that these activities increase motivation's level and let learners share their experiences speaking in groups.

The role of the teacher

Thus, students should have a friendly and cooperative climate that can help them overcome their difficulties in oral performance. Based on the literature review of this study, it is obvious that teachers have to understand their students' interests and feelings. Instructors ought to improve their learners' self-confidence and choose the best teaching methods to keep their learners involved in a speaking activity. As stated by Richards (2006), teachers should praise their students to speak English. They should build a friendly relationship with their students, make them feel happy in the class and have a feeling of great enthusiasm and eagerness to study English.

All that was mentioned above let the reader know that teachers should give their learners enough time for speaking skill, help them overcome their timidness through friendly behaviors that make them feel comfortable when speaking. Educators must remind scholars not to worry about making mistakes and give them enough guidance. Teachers should give their learners more opportunities to speak English by using some tasks that help them to talk and motivate them to take part in those speaking activities. In addition, teachers should know when and how to correct their learners' mistakes. In that way, they cannot be afraid of errors.

1.2. Communicative Language Teaching

Definitions

Communication involves the description of every single activity that people do. Routines, vacations, preferences, plans and opinions are part of an individual's day-to-day life. According to Duff (2014), Communicative Language Teaching is an approach that points out foreign language learning and its objective is to communicate with others. Acquiring a second language has been always linked to language educational goals. Some years ago, people did not find the objective to learn a second language and this fact had a closer relationship with memorization, choice language listening, text analysis and even translation. They could not imagine that one day they will need the learned language for speaking purposes.

Communicative Language teaching comes out of the necessity to use a foreign language, discuss current events, tell stories to others or give personal explanations about any particular topic. In other words, CLT is an approach that encourages learners to find out the importance of interaction as a final learning result. Its main goal consists on developing the ability to use the target language to communicate effectively. Communicative Language Teaching takes place when teachers and learners understand the use of grammar and vocabulary through spoken interaction.

Meanwhile, lots of controversial opinions and disagreements are still concerning the real definition of Communicative Language Teaching. Harmer (2007) states that CLT refers to how a speaker uses the language instead of concentrating on

grammar. The most important concern refers to spoken functions and the right time to say things according to the circumstances. Language teachers should offer students the perfect opening to practice English through exposure and realistic communication. Therefore, learners can concentrate on what they have to say, not only on a specific language form.

Undoubtedly, CLT activities are the engine to promote interaction with a communicative purpose, out of teacher intervention. Despite this definition, some researchers do not convince themselves about the meaning of Communicative Language Teaching in the classroom, yet. On the contrary, this approach offers many benefits when students learn a foreign language by communicating real meaning. By such means, they can show their natural ability for language acquisition and this helps them to learn how to use language appropriately.

Communicative Language Teaching and its origin

For so many years, one of the most difficult problems to solve in terms of language teaching corresponds to syllabus design and methodology. Precisely, here is when Communicative Language Teaching emerges in order to change that general and traditional perspective related to teaching a foreign language. According to Richards (2006), up to the late 60s traditional approaches included grammar as the basis of language learning proficiency. The thought that English involves teaching rules with no possibility to create different examples and work out those rules, was always there.

Later on, during the 1970s and 1990s, researchers started to criticize grammar focus in language teaching. The concept of producing sentences grammatically correct shifted to language knowledge and skills development to use grammar with communicative purposes. Then, a huge transition took place up until now recognizing the communicative competence as the main goal of language teaching. Unfortunately, many questions came out in terms of syllabus design that reflects communicative production. The answer to those questions was Communicative Language teaching and it appeared in the 1980s.

The communicative competence

Several proposals in the past for an approach in language teaching were around communicative competence as the basis of foreign language acquisition that dated from the early 1970s. At that time, the purpose of language study was definitely its use. That was the reason why the ability to communicate showed the development of language proficiency. Traditional methods like the grammar-translation and the audio-lingual ones only offered learners the opportunity to acquire the language through long lasting grammatical rules and pronunciation drilling.

Moreover, the communicative competence represents the most important aspect of Communicative Language Teaching, which is an approach that includes individual identity and social behavior. Savignon (2017) concludes that teachers must keep in mind that communicative competence involves both: form-focus exercises and meaning-focus experience at the same time. Their integration in the classroom provides learners the possibility to mix features of discourse, vocabulary, language conventions, sociolinguistic rules and communication techniques in meaningful and real contexts. The communicative ability concept goes around the idea of using language in an appropriate and authentic way within an interactional and social environment.

Relevant studies

Recent research tends to focus on the impact that causes the use of CLT on student's learning motivation. Ochoa et al. (2016) points out that in his study conducted with high school students in the Amazon region of Ecuador, communicative activities influenced language learner's development. The findings demonstrated that activities like games, class discussions, pair and group work, role-plays as well as presentations were the most motivating ones for teachers and students. Meanwhile, teachers' error-correction seemed to be helpful for them in terms of improving their oral performance. The results showed that learners felt highly motivated while they were participating in communicative activities.

Further experiments and worldwide research, particularly in Pakistan, also showed that the application of Communicative Language Teaching with

eleventh and twelve grades generated a significant contribution in the language comprehension process, its production and writing skills, too. As cited by Ahmad & Rehman (2016), the world is a global village and the necessity that individuals have to succeed in the English language, always remains. By applying communicative tasks in the classroom, surprisingly students improved speaking and writing skills at the same time. Applied methods like the grammar translation one, only supported students in learning the narrative instead of working towards cognition development.

Due to the findings above, better vocabulary and grammar understanding emerged in real spoken sentences. Communicative Language Teaching, different from any other approach, is a useful tool for motivating learners to generate ideas. In other words, communicative exercises encourage language learners to collaborate actively to develop their speaking skills together. Thereby, learners can use English based on their own reality. Spoken tasks are not part of lonely and isolated practice. They can write arguments, offer solutions and give recommendations to reflect spoken thoughts, beliefs and perceptions.

Krashen's Input Hypothesis

One of the most important theories focused on second language acquisition is the input hypothesis. This hypothesis involves four other ones such as the acquisition learning, the natural order hypothesis, the monitor one and the affective filter hypothesis. According to Krashen (1985), speaking is the result of building communicative competence in real contexts. Understanding a message even with no grammar knowledge naturally emerges from input. Meanwhile, grammar emerges with no effort, but as an automatic way when input is comprehensible enough (p.2). All the hypotheses mentioned above seemed to have a closer connection because people acquire a second language through understandable input and only if the affective filter is adequate.

Most early studies as well as current work focus on testing the effect of input-based instruction to develop speaking ability in the classroom. Tabrizi & Koranian (2016) suggest that input influences positively on language learners' speaking ability. Their experiment with English language learners in Iran

evidenced the impact of input-based activities on speaking performance. Students showed a considerable speaking improvement because language input was completely adequate and understandable for them and it made them internalize the language at the same time. That is to say, as long as the learner's exposure amount increases, they acquire the target language automatically.

Teachers' goal consists on providing learners comprehensible input, especially when students do not have the opportunity to use the foreign language outside the classroom. Research justifies why input and natural language acquisition are interrelated. Second language teachers have to create situations where language is used and they require being always aware of certain grammar structures that are not easy for students to learn. So that, it is necessary to start by presenting easy contents and later the most complicated ones. This definitely assures effective learners' language acquisition due to the motivating atmosphere in which they can feel comfortable to make mistakes, take risks and safely learn.

Characteristics of Communicative Language Teaching

Several arguments rejecting the possibility to continue learning a foreign language through traditional and non-meaningful methodology seem to increase day by day. Initially, grammar-based activities were the basis of curricula and apparently, they became the most effective ones in terms of language acquisition. Over decades, language-teaching methods evolved throughout history. Somehow, theoretical assumptions were also part of old and popular methodology at that time. Communicative Language Teaching does not pretend to focus on grammatical patterns and its main aim is the use of authentic language in order to get fluency.

Nowadays, the use of Communicative Language Teaching approach is still on the way to help learners to develop linguistic fluency instead of accuracy. Seven are the CLT characteristics and they are as follows (Brown, 2007, p.45-46-47). The first one emphasizes on overall goals. They focus on some communicative competence components such as grammatical, discourse, functional, sociolinguistic and strategic. These goals have to connect with pragmatic

aspects like the sociolinguistic, the functional and the strategic one. The second one refers to the form and function relationship where language techniques require engaging students in the authentic, pragmatic and functional use of language with meaningful purposes.

The next one consists of students' flow and learners' ability to comprehend how to produce the target language. Teachers should provide feedback on students' errors because sometimes fluency becomes more important than accuracy due to language use engagement. Opposite to this, accuracy can be relevant towards language form improvement. Another characteristic of CLT is that classroom activities have to guarantee students that they are able to use the target language in a productive and receptive way. Learners have to communicate in the classroom using the language authentically. Somehow, they also need to be conscious of interaction's importance to listen to others as well as let them know about themselves.

In fact, characteristics like autonomy, strategic involvement as well as teacher and students roles are also immersed to create a realistic and meaningful speaking environment. Plenty of opportunities are necessary to concentrate on scholars' acquisition process. Strengths, weaknesses and preferences are part of their own learning styles. Appropriate strategies for comprehension and production get students to develop independence to continue learning in advance. In addition to this, the teacher in a CLT class has to be an emphatic coach, a facilitator and an active guide. His mission is to encourage learners to build meaning through interaction. Students are definitely the main dynamic actors and actresses of their own knowledge.

Class activities in Communicative Language Teaching

Since the beginning of language teaching transition, teachers and language experts have been always worried about designing material that includes communicative methods. Richards (2006), suggests that there is a wide variety of activities that reflect CLT principles. Based on this approach goal, these activities undoubtedly concentrate on fluency. So that, fluent tasks center their attention on communication achievement and non-predictable language production. Hereby, negotiation is significant to express thoughts, feelings or

ideas. Communication strategies as well as the link of language use to a specific context are necessary to consider. On the other hand, accuracy activities are also important because they reflect classroom language use.

Alternatively, teachers should use fluency and accuracy activities at the same time and the first ones can come before or after the second ones. Richards (2006), also recommends that a learner's performance, the teacher has the opportunity to apply accuracy tasks in order to work on observed grammar and pronunciation issues. Additionally, pair and group work come out as part of a dynamic classroom where students can use the language cooperatively. In other words, the way learners speak well and exchange ideas easily by using tenses, shows how fluent and proficient can learners be at language production. According to Littlewood (1981), two are the main categories of this kind of activities and those are as it follows:

Functional communication and social interaction activities

The first activities' goal is to find language to communicate and deal effectively with an unexpected situation. Problem solving and exchanging information tasks with whatever language use are some examples of functional activities. An English speaker constantly has to choose not only functional meaning to communicate, but also appropriate language for a particular social situation. On the other hand, techniques like simulation and role-plays contribute to generate social contexts where learners can use real language to interact. Based on the previous facts, teachers require understanding that the goal of using communicative activities in the classroom is having learners engaged because grammar and accuracy are not relevant elements to be concerned.

On purpose, they can use the target language in pair and group work interaction as part of the communicative process. Richards (2006) states that the most representative and meaningful communicative activities could be functional and social interaction-based. Precisely, another goal of CLT corresponds to find solutions for communication gaps. Therefore, these activities make learners apply language by using all the sources they possess to search for missed information. Meanwhile, social interaction tasks concentrate on the roles of the

people involved as well as on the context. The activities cited below are the ones that reflect real communication and interaction in the classroom.

Information- gap and drawing

Communication arises when the receiver does not know what the speaker wants to say, then the message becomes unexpected and it represents the gap that is always present in any conversation. Liao (1997) defines information-gap activities as quasi-communicative tasks that later become functional and their base is social interaction. In that way, students use language for improvisation and in a creative way to express functions. Communicative activities without information gaps are mechanical and artificial drills with no sense. Despite of what preceded information-gap tasks serve to find information to solve a communicational problem. Some interesting examples could be picture and drawing descriptions, spot differences, charts and timetables.

Some current research developed in Indonesia, clearly demonstrates that “information gap activities” correspond to some of the techniques that experts suggest for several teachers to facilitate and motivate students to improve their speaking abilities in and outside the classroom. Irona & Ratmanida (2018) confirm that in their study, there are still teachers who do not design attractive activities. Additionally, the use of information-gap activities lets learners enjoy interaction because they experience real communicative situations and the use of language turns into an interesting, natural and funny phenomenon. The findings clearly determine that these activities have to be learner-centered and require teacher’s creativeness.

Jigsaw

Indeed, there are a wide number of extraordinary communicative activities, but meanwhile, some teachers are worried about how they can know if learners acquired what they need to move on. They also ask themselves if their lessons are interesting enough to capture student’s attention. Holliday (2002) explains that all these concerns go around jigsaw creation. This kind of activity addresses cooperative learning and group lecturing, literature, posing a problem or even a video clip and they could be useful to introduce a lesson. The main goal here is to get students interest in any topic before starting a lesson. Every

student has very important information to complete the jigsaw activity, comprehend and get a final product.

As argued by Nurhasanah & Suwartono (2019), aspects like pronunciation, grammar, vocabulary and fluency undoubtedly can be improved through jigsaw activities. In their experiment conducted in Asia with eleventh grade, the results showed that those students who were part of the experimental group seemed to have more confidence and collaboration through the jigsaw technique. Therefore, they were able to share their ideas within the group during their speaking performance. Hence, the researcher stated that jigsaw activities are effective to develop speaking skills in the classroom and their success depends on how teachers cope with all their students' engagement.

Information gathering

Most of the classroom teaching dynamics changed through time due to the importance of having students engaged in real communicative contexts. Instead of teacher's predominance, student-centered strategies and techniques like information gathering activities are the most appropriate ones in terms of students' negotiation to obtain missing information. Richards & Rodgers (2014) define information-gathering activities as those where students need to use the target language to collect certain information. Surveys, interviews, questionnaires and searches are some of the examples of this type of useful activities.

In a study developed by Kardena (2017), even teachers require to get their student's background information in order to design learning materials, apply certain teaching techniques and so on. Unquestionably, teachers can also be participants and they can interact with learners when gathering information in active language use contexts. His or her influence can be a real motivating engine for learners to acquire the language and use it effectively. To put it another way, these activities consist of finding necessary information through interaction. When students want to get information from their partners, they have to use the foreign language by asking questions or depicting their own experiences.

Task completion

Second language instruction adopted the use of task completion as a very useful tool to take into consideration when teachers want to plan a real communicative lesson. Certainly, with the Communicative Language Teaching approach development; a relationship between the ability to interact and the use of classroom tasks towards speaking skill performance exists. Nunan (1988) defines a task as “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (p. 18). Undoubtedly, activities like puzzles, boards, decision-making, map reading and imitation of authentic situations represent what task-completion means.

Having said that, these activities require that learners use English even in real simulations where they can rehearse language behavior to perform in real-world situations. It is evident that the main aim of these activities is to help students to improve their linguistic skills and use them spontaneously in order to complete a certain task. Learners may apply in class what they already know about the language to communicate and do the task. Their goal is to share points of view with their partners to accomplish a specific activity collaboratively and with lots of creativity.

Game- based activities

Competitive and cooperative are the communicative games that experts recommend using while language acquisition takes place. The first ones require players or team's race and the second kind of games require groups' collaboration to reach collective communicative goals. Hadfield (1990) states that games are activities that include rules, goals and elements of fun. The objective of these games is to get all learners involved in order to complete tasks like map-route drawing, filling charts or finding matching pictures, instead of working with structures only. Language use is present all the time to carry out the tasks successfully considering that games emphasize communication and they have to be an essential part of any teachers' syllabus.

These activities have to be a bridge with the real world and they require to poses the power to provide real communication. In a study conducted in

Jakarta, Dewi, Kultsum & Armadi, (2016) confirmed that using communicative games during the English lesson, that improved speaking achievement in the classroom. Their use showed to make the lesson motivating and students wanted to participate because they were interested and involved. Based on the findings, it results satisfying to realize how communicative games support speaking abilities. Additionally, they are stimulating tasks that promote classroom interaction and they become a funny break time activity where learners can demonstrate previous knowledge acquisition.

Role-play

Despite what several experts say about the real meaning of role-play, implementing this kind of activity in the English classroom seems to be an effective way to motivate learners towards the target language use. Such a task becomes engaging considering that students find it funny when they have to take someone's role. In role-plays, learners get some information about any individual's role and they do not usually have too much time for preparation. Therefore, they require meeting other students to act out a sketch or a scene using their own imagination in order to express details that they read on a role card. This card only guides them, but in the end, students are the ones who give life to those roles (Scrivener, 2005, p.155).

The effects of Role-play as a strategy to increase EFL students' speaking skills demonstrated to be successful and help learners to develop lexical ability. Alabsi (2016) suggests that teachers should include role-play strategies into their syllabus to enhance speaking and vocabulary skills. Her study developed in Saudi Arabia with secondary school students, demonstrated that adopting this technique, a remarkable outcome appeared. Pupils had fun while learning and that experience became more pleasant, funnier and entertaining for them. In other words, teachers have to apply role-play to get students talking in real situations as well as using key vocabulary as a necessity to express what they think.

Pair and group work

Doubtlessly, one of the collaborative language strategies that proposed The Communicative Language Teaching Approach has been pair work and group

work, too. Recent research showed that techniques, which contribute to student's autonomy and collaboration, are vital when teaching a foreign language. All Wright & Bailey (2004), state that group work and pair work are common features of effective and transitional interaction. Teachers and students can have many opportunities to practice the spoken language naturally through debates, interviews, conversations and group discussions.

Previous research conducted in Pakistan by Najma (2012), proved that group and pair work give positive results when the class management, process and feedback are well organized. Students showed to be enthusiastic and felt that group as well as pair work, were beneficial for learning to communicate in English. Factors such as large classes, mixed ability, lack of resources, lack of trained teachers and even time to prepare syllabuses seemed to be some of the limitations when applying pair and group work activities. If teachers are not ready to support the speaking process and they are not motivated, results will be always the same. So that, the spoken production is not sufficient and language use does not exist even learners are aware of trying new methods.

1.3. Adoption of Communicative Language Teaching in ESL contexts

In an effort to implement CLT approach in ESL settings, teachers have to increase the level of English use and authentic communication in the classroom. Deckert (2004) states that so many learners do not have the opportunity to get daily exposure to the foreign language. So that, educators' job consists on reducing the amount of speaking they perform in the classroom. On the contrary, students are the ones who need to improve their speaking skills by practicing the language as much as they can. On the other hand, teachers have to adapt the material, promote communication and give feedback to help them develop the spoken language.

Furthermore, meaningful interaction can increase as a slow process taking into account that teachers' authority does not have to be a negative symbol of negligence when taking control of communicative activities. Recent research made in Asia about teachers' perceptions of Communicative Language Teaching among EFL teachers, showed that countries have to determine how CLT can contribute to their English teaching reality. Unless they become active

constructors instead of being dominant in the classroom, learners will not feel involved into real learning in EFL contexts.

CHAPTER II. METHODOLOGY

2.1. Research Approach and Population Sample

The approach applied in this research is a mixed one, qualitative and quantitative at the same time. Bryman (2008) states that “quantitative research should not be taken to mean that quantification of aspects of social life is all that distinguishes it from a qualitative research strategy” (p.160). In other words, numbers are not enough to interpret data. When trying to get results in natural or social environments, a different approach is required. That is why qualitative research has taken place considering that students’ socio-demographic characteristics have been studied in order to identify the problem. Meanwhile, Cresswell (1994) assures that quantitative research refers to numbers that are represented by tables and graphs.

Research Modality

This thesis is bibliographic because extensive research has been held. Based on what Boon (2017) states, bibliographic research may be defined as any type of investigation that requires published material to gather scientific information. As a result, all those definitions, methods, criteria and theories taken from books, journals as well as scientific papers helped to support the results of this project. Additionally, this research project is a quasi-experimental one due to the use of a certain teaching method to verify the reaction caused on the study population. Campbell, Stanley & In Cage (1966) define a quasi-experimental research as the “when and to whom of measurement and exposure” (p.34). This means that this type of research focuses on the response of the study object.

Level of Research

The level of this research project is the descriptive one. Mishra & Alok (2017) define this kind of study as the ability to investigate and examine certain facts or phenomena to elucidate a range of events as they present. A study group was selected to identify its behavior. Therefore, the correlational level is also present on this thesis. According to Mackey & Gass (2005), this type of research is required when surveys and questionnaires are applied to test a strong relationship between two variables. Predictions can come out with the aim to establish the presence of one variable because of the other. (p. 145). For this

reason, the Chi-square became the statistical tool to verify the hypothesis if there was a close interconnection between CLT techniques and speaking skills.

Population and sample

The study population for this research is a finite one with 146 students in total. They are in Tenth Year of EGB Superior. A specific population can be considered finite when it is “countable and the variable is categorical” (Castellanos, 2020). The following table illustrates the population categorized in four different classes where English is taught.

Table 1 Tenth Level students' population at “San Pio X” School

Tenth Level Classes	Number of students who receive English as a foreign language
Class A	37
Class B	36
Class C	37
Class D	36
Total	146

Note: This table indicates the total population of students taking into account the male and female genders respectively without especial health conditions that alters the learning mechanisms.

Source: Self made

The number of educators, who have enough experience teaching English at Tenth level, are also part of the study population. This number corresponds to three (3). If the population is finite, we are clear about the total, but we also need to get the total amount of people to be studied. That is why the formula to use will be as it follows:

$$n = \frac{N * Z_{\alpha}^2 * p * q}{d^2 * (N - 1) + Z_{\alpha}^2 * p * q}$$

Where:

N = Total of the population

Z_{α} =1.96 squared (if the security is 95%)

p = Expected proportion (in this case of 5% = 0.05)

q = 1-p (in this case 1-0.05 = 0.95=)

d = Precision, a value of 5% is assumed because of the survey's treatment

$$n = \frac{146 \text{ students} * 1.96^2 * 0.05 * 0.95}{0.05^2 * (146 - 1) + 1.96^2 * 0.05 * 0.95}$$

$$n = 107 \text{ students}$$

To study the behavior of the variables, the proportionated stratified sampling will be set. Ochoa 2020, states that “The strata usually come out from homogeneous groups of individuals who are also heterogeneous at the same time between different groups. They reduce the sampling error related to a conventional random sampling”. So, the sampling sizes of every stratum will have a proportionated number of units about the population strata and they will be assigned randomly in order to get the same probability per each one. The following is the equation to use:

$$n_i = n \left(\frac{n_i}{N} \right)$$

Where:

n = sample size

L = Number of strata

N_i = Number of sampling units in the stratum i

N = Number of sampling units in the population

The relationship (n_i/N) determines the proportionated weight in percentage (%)

Calculating it is shown that:

$$n_{\text{class A}} = 107 \text{ students} \left(\frac{37 \text{ students}}{146 \text{ students}} \right)$$

$$n_{\text{class A}} = 27 \text{ students}$$

$$n_{\text{class B}} = 107 \text{ students} \left(\frac{36 \text{ students}}{146 \text{ students}} \right)$$

$$n_{\text{class B}} = 26 \text{ students}$$

$$n_{\text{class C}} = 107 \text{ students} \left(\frac{37 \text{ students}}{146 \text{ students}} \right)$$

$$n_{class\ C} = 27\ students$$

$$n_{class\ D} = 107\ students \left(\frac{36\ students}{146\ students} \right)$$

$$n_{class\ D} = 26\ students$$

Total: 27 students in Class A+27 students in Class B+26 students in Class C+26 students in Class D (for the last case, + 1 student is added), total: 107 students. The distribution by strata will stay registered as it is shown in the following Table:

Table 2 Proportionated Stratification of Tenth Levels of Superior Basic Education at "San Pio X" School

Strata (L)	Finite population English subject	Proportional Weight %	Allocation Sample (Students)
Class A	37	25	27
Class B	36	25	26
Class C	37	25	27
Class D	36	25	27 ^a
Total	146	100	107

a: A value of + 1 is assigned to the total of 26 students to complete the sample by finite population which was calculated as 107 students

Source: Self made

Random Selection

For the random selection, a code of maximum two significant figures will be set according to the assigned roll number per class. It will be related to the figures generated by the free app <http://www.generarnumerosaleatorios.com/>, structuring the surveys as well as the oral evaluations in a pair-wise way. All of them are described in the methodology section of this research project and in that way, the sample population can be obtained as it is shown in the following table:

Table 3 Tenth Levels' Students' codes selected by strata at "San Pio X" School

Students' codes randomly selected by stratum				
Number of order	Class A Codes	Class B Codes	Class C Codes	Class D Codes
1	4	1	1	3
2	5	3	3	4
3	6	4	4	5
4	8	5	5	6
5	9	7	6	8
6	10	8	9	9
7	11	9	11	10
8	12	10	12	11
9	13	12	15	12
10	14	13	16	13
11	15	14	17	16
12	16	15	19	17
14	20	18	21	19
15	21	20	23	20
16	22	21	24	21
17	23	22	25	22
18	24	24	27	23
19	26	25	28	25
20	27	26	30	26
21	28	28	31	27
22	29	29	32	28
23	30	31	33	30
24	32	32	34	31
25	34	33	35	32
26	36	34	36	33
27	37	-	37	34

Note: The codes represent students' roll numbers.

Source: Self made

2.2. Data Collection Techniques

Survey

During this research, the researcher applied some techniques like the survey and the interview to collect data. A survey is a research method that requires the presence of a sample population. According to Sapsford (1999), a survey corresponds to a precise measurement, a detailed and quantified description of a certain group of people. In other words, the aim of using surveys in research serves to provide a clear idea about the study population's thoughts, feelings,

perceptions and behavior. By applying the questionnaire, data was obtained in order to realize if students' speaking skills gotten at school, were the ones that they need to communicate in English. Students took the survey provided by the researcher at the beginning of the second term as well as at the end of the school year, after CLT exposure. This tool was applied on line because of the covid 19 pandemic.

Interview

In this study, the interview technique was applied and by using its guidelines as a tool, it was possible to collect meaningful data from three English teachers of EGB Superior that have been teaching at Tenth level. Royse (2008) states that the interview consists in a face-to-face structured conversation where a person asks questions and another one answers. When using this type of instrument, it provides the interviewer with more opportunities to monitor the dialogue's environment to obtain better results. Obviously, the respondent can feel free to express his or her thoughts based on real experiences or only by using facial expressions that the questioner can easily interpret.

Validity and Reliability

In terms of research methodology, validity and reliability are two terms that are closely connected with measurement, so valid results have been reliable first. The instruments' validity and reliability become a strong influence at the time when we want to know relevant information about a certain phenomenon of study, so validity corresponds to that extent to which the research instruments can measure what they are supposed they have to measure. Meanwhile, reliability refers to the consistency that a research instrument provides when talking about the quality of any measurement process to collect data. (Leedy & Ormrod, 2013, p. 27-30).

A measurement instrument is reliable if it provides the same type of answers for different groups of individuals. The reliability of the internal consistency of the instrument can be estimated with the Cronbach's Alpha. The internal consistency method lets estimate the reliability of a measurement instrument through a set of items that are expected to calculate the same construct or even a unique theoretical dimension of a latent construct. When the data have a multidimensional structure, the value of internal consistency will be low. That

means that there is no consistency on the scores and this one constitutes the theoretical construct that requires to be measured.

The internal consistency measurement by using the Cronbach's Alpha, assumes that the items reckoned in Likert scale, calculate the same construct. Welch & Comer (as cited in Frias-Navarro, 2020) believe that both are undoubtedly highly correlated and two items are required to estimate the value of the Cronbach's Alpha coefficient. All the answer scales that the Likert one uses are polytomous, so more than two alternatives are possible as well as ordered answer scales or in a gradual way. Scores obtained by different individuals in the same item let us make inferences in terms of acceptable attitude.

It is not possible to determine the distance of those individuals who use different alternatives to answer. The Alpha's value ranges from 0 to 1 and when the Alpha's value is closer to 1, the internal consistency of the analyzed items is higher. If the items are positively correlated, the variance of the items' sum increases. When all the items scores are identical perfectly correlated, the Alpha's value is equal to 1. On the contrary, if the items were independent, the Alpha's value would be equal to 0. George y Mallery (2003, p. 231) suggest the following advice to evaluate the Cronbach's Alpha coefficients' values:

- Alpha coefficient $>.9$ a $.95$ is excellent
- Alpha coefficient $>.8$ is good
- Alpha coefficient $>.7$ is acceptable
- Alpha coefficient $>.6$ is questionable
- Alpha coefficient $>.5$ is poor
- Alpha coefficient.

Table 4 Cases' processing summary

Cases' processing summary		N	%
Cases	Valid	107	100,0
	Excluded ^a	0	,0
	Total	107	100,0
a. Removal by a list based on all the processing variables.			

Source: Self made

Table 5 Reliability Statistical

Cronbach's Alpha	Cronbach's Alpha based on the defined elements	N of elements
,783	,778	10

Source: Self made

Table 6 Total-element Statistical

	Median of the scale if the element is removed	Variance of the scale if the element is removed	Correlation Corrected total-element	Multiple squared correlation	Cronbach's Alpha if the element is removed
Can you speak English?	28,81	32,701	,639	,620	,745
Do you think that speaking English nowadays is important?	29,96	35,395	,281	,265	,785
Can you understand when other people speak in English?	28,86	34,499	,406	,401	,770
	Median of the scale if the element is removed	Variance of the scale if the element is removed	Correlation Corrected total-element	Multiple squared correlation	Cronbach's Alpha if the element is removed
Does your teacher prepare speaking activities in a continuous way to practice English in the classroom?	28,47	31,685	,489	,451	,759
Do you feel motivated to speak English in the classroom and outside of it, too?	28,54	30,439	,628	,538	,739

Can you speak English with your classmates constantly?	28,27	32,124	,530	,439	,754
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Source: Self made

Conclusion: Cronbach's Alpha 0,77 > 0,7 ACCEPTABLE, so the survey instrument reaches its validity successfully.

Processing and Data Analysis

To process the information, frequency distribution tables have been used as the descriptive statistical method. According to McBurney (1994), the term table is defined as "a display of data in a matrix format" (p. 83). In other words, tables reflect frequency distribution values ordered in a logical and understandable way. McBurney also believes that the function of frequency distribution is to demonstrate scores or variable's divisions. Here it comes the importance of tables during this research project. In that way, the researcher will group data and analyze it easily.

Student's Survey

1. Can you speak English?

Table 7 Can you speak English?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	3	2,8	2,8	2,8
	Often	26	24,3	24,3	27,1
	Usually	38	35,5	35,5	62,6
	Sometimes	36	33,6	33,6	96,3
	Never	4	3,7	3,7	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: The table above shows that 35,5 % of the students consider that they usually speak English, 33, 6 % replied that sometimes they do it while the 24,3 % think that they can use the language often. Learners recognized that they are familiar with grammar and vocabulary,

but they are not able to transmit that in spoken production. Lots of practice is required because there is still a lot to learn. These results reflect that the majority of the scholars do not use the language frequently, so they cannot feel confident about their abilities to communicate.

2. Do you think that speaking English nowadays is important?

Table 8 Do you think that speaking English nowadays is important?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	48	44,9	44,9	44,9
	Often	31	29,0	29,0	73,8
	Usually	13	12,1	12,1	86,0
	Sometimes	14	13,1	13,1	99,1
	Never	1	,9	,9	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: Based on the obtained data, 44,9 % of the students confirm the importance of English nowadays, 29% believe that it is often important and only a 13% think that just sometimes it is important. Therefore, a high percentage of learners see English as an important language to learn and practice. Students' perceptions go around the idea that they need to speak the target language to get a job in the future. Even though, some students are not able to find how useful this language can be as very important means of communication.

3. Can you understand when other people speak in English?

Table 9 Can you understand when other people speak in English?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	5	4,7	4,7	4,7
	Often	29	27,1	27,1	31,8
	Usually	32	29,9	29,9	61,7
	Sometimes	36	33,6	33,6	95,3
	Never	5	4,7	4,7	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: The table above illustrates the number of students who can understand when other people speak English. It can be seen that 33,6% comprehend the spoken word, 29,9% usually do it while 27,1% often understand what others express. Somehow, students mentioned that it is still complicated for them to understand each other, including their teachers. Overall, we can notice that more than half of the learners' population are familiar with the English language.

4. Does your teacher prepare speaking activities in a continuous way to practice English in the classroom?

Table 10 Does your teacher prepare speaking activities in a continuous way to practice English in the classroom.

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	12	11,2	11,2	11,2
	Often	13	12,1	12,1	23,4
	Usually	18	16,8	16,8	40,2
	Sometimes	42	39,3	39,3	79,4
	Never	22	20,6	20,6	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: This table depicts how often teachers prepare speaking activities. Based on the data above, 39,3 % of the students answered that sometimes they are part of this type of activities, 20,6 % replied that teachers never prepare communicative tasks and 16.8 % stated that teachers usually do that. Learners also expressed that spoken activities are needed to help them know more information about their classmates. It is clearly shown that most of the students are not exposed to continuous speaking activities.

5. Do you feel motivated to speak English in the classroom and outside of it, too?

Table 11 Do you feel motivated to speak English in the classroom and outside of it, too?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	8	7,5	7,5	7,5
	Often	19	17,8	17,8	25,2
	Usually	25	23,4	23,4	48,6
	Sometimes	34	31,8	31,8	80,4
	Never	21	19,6	19,6	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: This pie chart shows that 31,8 % of the participants sometimes feel motivated to use English inside the classroom. A 23,4% of them answered that they are usually motivated and 19,6 are not inspired at all. Students also explained that they are not motivated due to language misunderstanding. Based on these results, the majority of students do not find reasons to be interested on speaking English.

6. Can you speak English with your classmates constantly?

Table 12 Can you speak English with your classmates constantly?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	5	4,7	4,7	4,7
	Often	14	13,1	13,1	17,8
	Usually	21	19,6	19,6	37,4
	Sometimes	40	37,4	37,4	74,8
	Never	27	25,2	25,2	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: From the chart above, it can be seen that 37,4 % of the population sometimes speak English with partners. 25,2 % never do it and 19,6 % usually do that. Learners mentioned that most of the time they use L1 due to the level of difficulty that English represents for them. The results indicate that most of the students do not speak the language very often in class.

7. Do you work in pairs or groups in a continuous way to prepare oral presentations, dialogues, speaking workshops or dramatizations?

Table 13 Do you work in pairs or groups in a continuous way to prepare oral presentations, dialogues, speaking workshops or dramatizations?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	6	5,6	5,6	5,6
	Often	10	9,3	9,3	15,0
	Usually	24	22,4	22,4	37,4
	Sometimes	35	32,7	32,7	70,1
	Never	32	29,9	29,9	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: This table illustrates how often students participate in group and pair activities. It also provides information about how they use English through speaking tasks. It is seen that 32,7% of the learners sometimes are part of this type of activities, 29,9% never work together in communicative activities and 22,4% usually do it. So that, the majority of the participants expressed that speaking workshops or presentations are not part of their learning routine continuously. Teenagers added that these types of activities are fun and they contribute to start thinking in English before they speak.

8. How often does your teacher use Spanish to explain Grammar or vocabulary during the class?

Table 14 How often does your teacher use Spanish to explain Grammar or vocabulary during the class?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	5	4,7	4,7	4,7
	Often	42	39,3	39,3	43,9
	Usually	34	31,8	31,8	75,7
	Sometimes	25	23,4	23,4	99,1
	Never	1	,9	,9	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: Based on the table above, it can be seen that 39,3% of the population believe that their teacher often uses Spanish in the classroom to teach grammar and vocabulary. A 31,8% think that teachers usually do that and 23,4% answered that they sometimes use L1. Students also mentioned that speaking Spanish in the class is not a big problem because they are allowed to do it and teachers respond them in Spanish, too. As it is shown here, half of the population confirms that teachers use their native language to present grammar and vocabulary.

9. Does your teacher use technology that motivates you to speak English during the class?

Table 15 Does your teacher use technology that motivates you to speak English during the class?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Always	11	10,3	10,3	10,3
	Often	24	22,4	22,4	32,7
	Usually	21	19,6	19,6	52,3
	Sometimes	33	30,8	30,8	83,2
	Never	18	16,8	16,8	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: The previous table represents the percentages that were obtained in terms of the use of technology to get students to use English in the classroom. That is why a 30,8% of the surveyed population replied that sometimes they see technology and the language together, 22,4% think that teachers often use it and 19,6% believe that they usually do it. These results indicate that technology is present, but it is still not enough to get motivation to acquire the language. Students are required to use more technological learning tools that can even make English more attractive and interactive for them.

10. How do you see yourself as an English speaker?

Table 16 How do you see yourself as an English speaker?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Excellent	1	,9	,9	,9
	Very good	11	10,3	10,3	11,2
	Good	36	33,6	33,6	44,9
	Regular	42	39,3	39,3	84,1
	Bad	17	15,9	15,9	100,0
	Total	107	100,0	100,0	

Source: Self made

Analysis and interpretation: The table above shows that 39,3% of the surveyed students consider themselves as regular English speakers, 33,6%, 33,6 think that they are good ones and 15, 9% are convinced that they are bad speakers. This feeling is something that according to the students' perceptions, limit them to develop the language in the classroom. This is remarkable whenever they travel or need the language to make friends. Based on these results, half of the learners see themselves as those who are not able to speak effectively.

Teacher' Interview

Table 17 Teachers' Interviews

QN	TN	Answers
1. How do you include speaking into your English teaching process and which is your main aim?	T1	In my class, I usually ask students to read texts. They have to answer some questions about vocabulary and discuss about it. If there is not any certain topic, students do not know what to talk and how to talk. The perfect aim is that learners can communicate with others into the society. In addition, I make sure that the students pronounce the words correctly and form sentences correctly. I motivate them to introduce themselves and talk about their families and the surrounding environment. Encourage students to use grammar structures correctly in real life situations is also one of the main aims.
	T2	As an English teacher, I include speaking through questions, so students respond in different ways through brainstorming. They also watch videos. At the end, they argue and give their opinions. Games are also part of my classes, so my main aim on teaching speaking is to communicate with foreign people and start a conversation because speaking is fundamental for human communication.
	T3	I do not include too much speaking practice because the time given for the lesson is limited. I am always worried to distribute

		the time correctly in order to finish the unit on time, exactly how the planning states.
Interpretation Q1:		From the statements above, it can be said that two of the three interviewed teachers are clear about the importance of teaching speaking in English as a mean of communication. Even though, it is evident that most of the teachers use resources like reading texts, vocabulary exercises, videos and games to make learners produce grammar patterns correctly to communicate. Only one of the teachers cannot teach lots of speaking because of time limits.
2. Can you mention some of the methods that you use when you teach the target language?	T1	I use the Direct Method where students are not allowed to use their mother tongue. The Audio Lingual, the Total Physical Response and the Immersion methods are also some other ones that I use considering that students are expected to learn Math, Science, humanities and the medium has to be the target language. The Lexical Syllabus is also useful to identify words.
	T2	Some of the methods that I use are: The Direct method, the Audio-lingual method, Structural Approach, Total Physical Response, Communicative Language Teaching. I have also used methods like: unscramble the words, missing vowels, flashcards drills, Simon says, etc.
	T3	Some of the methods that I use are: Suggestopedia and the Audio Lingual Method. Sometimes the Grammar Translation Method has been also used because of the necessity to make all students understand.
Interpretation Q2:		Based on the previous explanations, it can be seen that most of the teachers use certain methods in common like the Audio Lingual, the Total Physical Response and the Direct Method as well. They seem to be familiarized with motivating methods, but there is still a bit of confusion about what a method is in relation to a task or activity. Therefore, the Grammar Translation Method is also considered as an emergency one, especially when comprehension issues come out.
3. How do you get students communicate in English inside the classroom?	T1	I always present myself as an English speaker, right from the start. Anyway, it has been always complicated to make all students speak, especially because of time and the amount of students that there are.
	T2	Encouraging students to ask questions in English. Unfortunately, we don't have enough time to practice conversations with them. Nowadays, we are working through virtual classes and it makes it more difficult. There are too many students in every class and in the schedule there are not hours to develop enough speaking. We just follow the book.
	T3	I get my students speak English by applying the proposed activities on the book, but some of the problems that I have to face up are related to the different level that every student has and lack of time. Some of them cannot understand commands.
Interpretation Q3:		According to what the majority of the teachers who were interviewed expressed, it can be said that all of them have serious difficulties at the time when they make students develop English-speaking skills. Problems like the number of students in every

		class, the lack of time as well as the varied levels that learners have, represent a considerable barrier to make students understand and produce the language.
4. Do you assess students while speaking English? How?	T1	Sure. I usually ask students about their weekend or previous evening. I ask them explanations in English. Students get involved into board work asking them to spell words aloud while they write them. Learners are invited to complete summaries, write questions or correct mistakes on the board. Students are constantly asked to use an English-English dictionary, too. Games are also used and students are not allowed to use their mother tongue if they do not want to lose points for their teams.
	T2	Yes. Students participate in activities where they talk about themselves or an interesting topic. I create rubrics and pay attention to pronunciation, fluency, vocabulary and reading a text aloud.
	T3	Unfortunately not in the way I would like to because the number of students in every class does not let me do that very often and with all of them.
Interpretation Q4:		From the experiences above, it can be said that the majority of the interviewed teachers assess students by asking questions; playing games and making them part of activities where they can provide personal information about them. However, one teacher is not used to assess students very often when speaking English. Therefore, most of the teachers think that they help students to develop speaking through board writing exercises.
5. Do you think it is necessary to adopt new methods to teach English speaking in the institution? If so, which ones?	T1	Yes. For example including segmental and suprasegmental features of pronunciation. Promoting interactive communication strategies such as showing interest and asking for clarification. Paraphrasing or simplifying messages. Strategies to manage discourse are also needed.
	T2	I think so. Students need to explore new things like the use of smartphones, online games, watching series in English with subtitles and listen to songs. It is necessary to encourage students to read books that they like and are interested in.
	T3	Sure! I consider that is a real necessity. More methods in combination with oral communication are required. Oral skills are important, that is why more hours of classes are needed.
Interpretation Q5:		Based on what was mentioned above, two of the teachers agreed that interactive activities are required as well as the use of technology to motivate learners towards speaking English. Anyway, there is still a bit of confusion in terms of choosing the best methods to improve speaking skills at high school.

Source: Self made

2.3. Descriptive and Inferential Statistics

Variables Testing (Chi-square)

According to Mendivelso and Rodriguez (2021), the X^2 is a distribution-free test (nonparametric) that measures the discrepancy between an observed and expected frequency distribution. Within its general characteristics, the X^2 test takes values between zero and infinite. It does not have negative values because it corresponds to the sum of squared values (1). There are three relevant X^2 test uses: Goodness-of-fit test (one variable), Test of independence (two variables) and Test of Homogeneity (two variables). The Chi-square independence test lets determine if there is a close relation between two categorical variables.

Based on what the Universidad Nacional Autónoma de Mexico (2020) states, it is necessary to highlight that this test has the power to indicate if a close relationship between variables exists or not. Unfortunately, it does not indicate the level or type of relation, so it is not possible to find out the influence's percentage of a variable over the other one that causes that influence. A test of independence uses a question that determines if the occurrence of event X is independent of the occurrence of event Y. So that, the formulation of the hypothesis for this test of independence is H_0 and the occurrence of X is independent from Y event H_1 . Finally, the occurrence of event X is not independent of event Y.

Can you understand when other people speak in English? * Can you speak English with your classmates constantly?

Table 17 Cases' processing summary CHI^2

	Cases					
	Valid		Lost		Total	
	N	Percentage	N	Percentage	N	Percentage
Can you understand when other people speak in English? * Can you speak English with your classmates constantly?	107	100,0%	0	0,0%	107	100,0%

Source: Self made

Table 18 Contingency Table Can you understand when other people speak in English? * Can you speak English with your classmates constantly?

			Can you speak English with your classmates constantly?					Total
			Always	Often	Usually	Sometimes	Never	
Can you understand when other people speak in English?	Always	Count	2	1	1	1	0	5
		Expected frequency	,2	,7	1,0	1,9	1,3	5,0
		% within Can you understand when other people speak in English?	40,0%	20,0%	20,0%	20,0%	0,0%	100,0%
	Often	Count	2	1	9	9	8	29
		Expected frequency	1,4	3,8	5,7	10,8	7,3	29,0
		% within Can you understand when other people speak in English?	6,9%	3,4%	31,0%	31,0%	27,6%	100,0%
	Usually	Count	0	7	8	13	4	32
		Expected frequency	1,5	4,2	6,3	12,0	8,1	32,0
		% within Can you understand when other people speak in English?	0,0%	21,9%	25,0%	40,6%	12,5%	100,0%
	Sometimes	Count	1	5	3	15	12	36
		Expected frequency	1,7	4,7	7,1	13,5	9,1	36,0
		% within Can you understand when other people speak in English?	2,8%	13,9%	8,3%	41,7%	33,3%	100,0%
	Never	Count	0	0	0	2	3	5
		Expected frequency	,2	,7	1,0	1,9	1,3	5,0
		% within Can you understand when other people speak in English?	0,0%	0,0%	0,0%	40,0%	60,0%	100,0%
Total	Count	5	14	21	40	27	107	
	Expected frequency	5,0	14,0	21,0	40,0	27,0	107,0	
	% within Can you understand when other people speak in English?	4,7%	13,1%	19,6%	37,4%	25,2%	100,0%	

Source: Self made

Table 19 Chi-square Tests

	Value	gl	Asymptotic Significance (2-sided)
Pearson Chi-square	33,889 ^a	16	,006
Likelihood Ratio	30,868	16	,014
Linear-by-Linear Association	7,349	1	,007
N of Valid Cases	107		
a. 16 cells (64,0%) have expected count less than 5. The minimum expected count is, 23.			

Source: Self made

Analysis and interpretation: The alternative hypothesis is accepted showing that CLT influences English speaking skills development $0,006 < 0,05$. Meanwhile, the null hypothesis stating that CLT does not have any influence on English speaking skills is rejected.

Pre-test and Post-test

Pre-tests and post-tests designs are involved into pairing analysis. According to Bonate (2000), this type of application emerges from the necessity to measure a person on two different occasions or under distinct testing conditions. This kind of design is also characteristic in experimental analysis. Actually, there are two types of pre-tests and post-tests. The first ones come from the researcher's desire to measure a single study subject on two separate circumstances in order to identify if a difference in behavior is perceived during the first and the second situations. When applying this design, it could be said that it is an uncontrolled study.

By contrast, the second type of pre-tests and post-tests refer to the treatment or intervention that the investigator holds as well as the series of measurements or manipulation applied during the experiment. Having said that, this research project applied the first type of pre and post-tests due to the importance of obtaining data based on the real population attitude. By applying a diagnostic spoken evaluation at the beginning and a final oral project after three months of exposure to Communicative Language Teaching tasks, it was possible for the researcher to determine the differences and progress in terms of speaking skills development. They were reflected on students' final scores like is shown below.

Table 20 DIAGNOSTIC TEST A

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	5,00	2	1,9	7,4	7,4
	6,00	15	14,2	55,6	63,0
	7,00	7	6,6	25,9	88,9
	8,00	3	2,8	11,1	100,0
	Total	27	25,5	100,0	
Missing	System	79	74,5		
Total		106	100,0		

Source: Self made

Table 21 FINAL ORAL PROJECT A

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	7,00	2	1,9	7,4	7,4
	7,50	5	4,7	18,5	25,9
	8,00	11	10,4	40,7	66,7
	8,50	6	5,7	22,2	88,9
	9,00	3	2,8	11,1	100,0
	Total	27	25,5	100,0	
Missing	System	79	74,5		
Total		106	100,0		

Source: Self made

Analysis and interpretation: Based on the table above, it can be seen that at the time when the study population took the entry test to measure their level in English comprehension and production, 55, 6 % of class A obtained 6 marks over 10. They were not able to answer basic questions about themselves or even understand what their partners were saying. Later on, after applying the post-test which was reflected through an oral project that contained Communicative Language Teaching tasks, 40, 7 % of learners got an average score of 8 marks over 10.

Table 22 DIAGNOSTIC TEST B

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	4,00	1	,9	3,8	3,8
	5,00	1	,9	3,8	7,7
	6,00	7	6,6	26,9	34,6
	7,00	6	5,7	23,1	57,7
	8,00	10	9,4	38,5	96,2
	9,00	1	,9	3,8	100,0
	Total	26	24,5	100,0	
Missing	System	80	75,5		
Total		106	100,0		

Source: Self made

Table 23 FINAL ORAL PROJECT B

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	7,00	8	7,5	30,8	30,8
	7,50	7	6,6	26,9	57,7
	8,50	8	7,5	30,8	88,5
	9,50	3	2,8	11,5	100,0
	Total	26	24,5	100,0	
Missing	System	80	75,5		
Total		106	100,0		

Source: Self made

Analysis and interpretation: This previous table illustrates the percentage of students who got a score of 8 over 10 in the diagnostic test applied. This corresponds to the 38,5 %. Meanwhile, there is a 3,8 % of learners who obtained a score between 4 and 5 over 10. This fact cannot be seen on the following chart where there are grades from 7 and on, so 30,8 % of the population got 7 and 8,50 on their final projects respectively.

Table 24 DIAGNOSTIC TEST C

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	4,00	1	,9	3,7	3,7
	5,00	1	,9	3,7	7,4
	6,00	7	6,6	25,9	33,3
	7,00	8	7,5	29,6	63,0
	8,00	8	7,5	29,6	92,6
	9,00	2	1,9	7,4	100,0
	Total	27	25,5	100,0	
Missing	System	79	74,5		
Total		106	100,0		

Source: Self made

Table 25 FINAL ORAL PROJECT C

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	7,00	10	9,4	37,0	37,0
	8,00	13	12,3	48,1	85,2
	10,00	4	3,8	14,8	100,0
	Total	27	25,5	100,0	
Missing	System	79	74,5		
Total		106	100,0		

Source: Self made

Analysis and interpretation: Based on the obtained data, 29,6 % of the learners in class C got a score of 7 and another 29,6 % reached the 8 when taking the diagnostic test. Grades of 6 are represented by a 25,9 % of the population. There were also grades from 4 to 9, but when they worked on the final oral project, grades improved and 10 marks over 10 came out. During the post-test, 48,1 % of the students got 8 and a 14,8 % got 10 marks.

Table 26 DIAGNOSTIC TEST D

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	5,00	3	2,8	11,5	11,5
	6,00	4	3,8	15,4	26,9
	7,00	12	11,3	46,2	73,1
	8,00	6	5,7	23,1	96,2
	9,00	1	,9	3,8	100,0
	Total	26	24,5	100,0	
Missing	System	80	75,5		
Total		106	100,0		

Source: Self made

Table 27 FINAL ORAL PROJECT D

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	6,00	3	2,8	11,5	11,5
	7,00	1	,9	3,8	15,4
	7,50	8	7,5	30,8	46,2
	8,00	7	6,6	26,9	73,1
	8,50	2	1,9	7,7	80,8
	9,00	2	1,9	7,7	88,5
	9,50	3	2,8	11,5	100,0
	Total	26	24,5	100,0	
Missing	System	80	75,5		
Total		106	100,0		

Source: Self made

Analysis and interpretation: The table above reflects that 46, 2 % of the study population in class D obtained a grade of 7 in the diagnostic test. There were grades of 5 also and that corresponds to 11,5%, while on the oral project 30,8% of learners got a 7,5. 26,9% got 8 and grades went up from 6 to 9,50 marks.

Table 28 DIAGNOSTIC TEST TOTAL

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	4,00	2	1,9	1,9	1,9
	5,00	7	6,6	6,6	8,5
	6,00	33	31,1	31,1	39,6
	7,00	33	31,1	31,1	70,8
	8,00	27	25,5	25,5	96,2
	9,00	4	3,8	3,8	100,0
	Total	106	100,0	100,0	

Source: Self made

Table 29 FINAL ORAL PROJECT TOTAL

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	6,00	3	2,8	2,8	2,8
	7,00	21	19,8	19,8	22,6
	7,50	20	18,9	18,9	41,5
	8,00	31	29,2	29,2	70,8
	8,50	16	15,1	15,1	85,8
	9,00	5	4,7	4,7	90,6
	9,50	6	5,7	5,7	96,2
	10,00	4	3,8	3,8	100,0
	Total	106	100,0	100,0	

Source: Self made

Analysis and interpretation: The final table above demonstrates that in classes A, B, C and D 31, 1 % of the students got 6 and 7 marks respectively when they took the diagnostic test. It can be seen that grades go from 4 to 9 while on the final project, learners got grades from 6 to 10 marks. During the post-test, 29.2 % of the whole population obtained 8 marks over 10. Only a 2, 8 % got grades of 6 marks when taking the final test and grades below 6 disappeared.

Characterization of the Institution

“San Pio X” School is an educational institution created originally in the year 1882 in Ambato city when the First Seminar for priests was established in Atocha. According to the information provided by Molina (2018) on “San Pio X” School history official website, in 1919 Monsignor Manuel Polit Lasso announced the opening of the Second Seminar for priests. The Principal was the priest Enrique Enjalbert. Fortunately, with help from the Quito Archbishop in 1932 a new building was created and the religious women “The Marianitas” took control of it. They have offered free education there since 1949. Six years after, a Third Seminar for priests was created in September and Monsignor Luis Bernardino Echeverria became the director.

In 1955, after the 1949 earthquake, the plan to rebuild the property started. Finally, “San Pio X” was officially created under a Decree dated on September 8th, 1955. That named was chosen in the name of the priest Pio X who was recognized as a Saint. Since that time and on, the institution has been offering children and teenagers the opportunity to educate and as a catholic one, moral principles and the belief that God is the center of their lives have been a priority. Its VISION refers to the institution as the place where learners can develop values. Additionally, the institutional MISSION has the objective of promoting excellent education towards liberty, autonomy, logical-critical development, democracy, authenticity to distinguish the reality and solidarity based on the Word of God.

Nowadays, “San Pio X” School educates 1472 students. 29 students in EGB Elemental, in EGB Media 542 scholars, 415 in EGB Superior and 486 in BGU. The journey in EGB Superior starts at 7:20 and finishes at 13:20 from Monday to Friday. Due to the coronavirus crisis, the Priest MsC. Jose Hidalgo Torres, principal of the school, decided that the classes have to be taken at home virtually. On the other hand, the authorities have been worried about the effectiveness of teaching English as a subject matter since 2016. In reply to the constant students’ requirements, a new pedagogical proposal was implemented. The main aim was concerning English language production. So that, in order to get satisfying results, the necessity to make some changes was evident.

A pedagogical proposal by Santillana Compartir Ecuador came out where the number of English hours increased even in Elemental School and some subjects had to be taught in English. According to Garcia (2018), at the end of Tenth Level, students had to reach an A2 level based on what the Common European Framework states with 7 hours of English a week and 1 hour of laboratory. Obviously, different printed material had to be used and it had to be applied according to different students' learning styles as well as knowledge necessities. The proposed method was "Student Centered Approach" where students can feel motivated enough to participate in class, use English as a tool for effective communication and prepare themselves to take an international evaluation.

On purpose, some of the subjects that were introduced and are still on are Entrepreneurship and Citizenship. Those ones started to be taught at the beginning of 2016-2017 in the Second Year of Junior High School, while a new subject that pretended to help students to develop their speaking skills was introduced at the beginning of 2019. It was Oral English and the number of hours included in the schedule was two per week at Eighth, Ninth and Tenth grades. This subject's aim consisted of making students practice the target language in real life and day-to-day situations. Right now, the institution is trying to find the right path towards bilingualism or at least have the opportunity to prepare a project where more subjects can be taught in English.

CHAPTER III. ANALYSIS OF THE RESULTS

3.1 The Research Proposal

Introduction

One of the most common situations that teachers have to confront in terms of making students speak English at high school is lack of interest and lack of resources, too. Every single time that something like this occurs, teachers' perceptions could be closed to how they teach, the limited amount of time that he or she has, the extensive planning paper sheets that they still need to complete as well as the variety of English levels that his or her students possess. All these factors without any doubt have become a real barrier to let educators teach communicative skills in the classroom.

Nevertheless, are the teachers worried about preparing funny and interactive classes? Do they think that it is still possible to change something in English methodology? Are they prepared enough to adopt different teaching techniques in order to improve speaking in their classes? Certainly, those are some of the questions that teachers need to ask themselves if they need their students get success when speaking English. Lack of creativeness and interactive material usage has become one of the reasons why educators cannot help learners to develop speaking skills adequately. The English proficiency concept in Ecuador has been always wrong for ages. People think that learning a foreign language is just a matter of getting a great score in an international test.

Unfortunately, this misconception has forced facilitators to be concentrated on teaching English according to the circumstances and students' demands. Regrettably, the materials that books include or any other material found on the web are not enough to reach successful communicative aims. So that, the necessity to design creative and useful speaking stuff appeared. Real communicative activities can be applied easily with large classes and the ones that reflect in real life what students learn every day. Taking into account that time is the most relevant affair during an English class, teachers can adapt simple tasks in real time or in an on-line way into their planning. Those activities will keep learners closely connected and inspired to get meaningful language knowledge.

3.2 Proposal Background

The following proposal emerges from the necessity to find out effective methods to encourage students to practice the English language in real-life situations. It has been evidenced that the students of Tenth level are not able to communicate and interact in English as fluent as it is supposed; even they have been studying the language for so many years. Unfortunately, teachers and as well as learners are mostly worried about grammar rules and vocabulary, but at the time of speaking, these last ones do not feel comfortable and cannot start a natural conversation that reflects their English level according to what the Common European Framework suggests.

All that has been mentioned above was demonstrated by applying the student's surveys, which results reflected that they do not feel competent to speak English effectively. Problems like lack of comprehension, absence of real oral exposure, fear to speak in public and not enough communicative tasks, have been some of the most relevant issues since the eighth year of EGB. Therefore, it was seen that teachers are not exactly familiarized with Communicative Language Teaching techniques. Indeed, as a reply to one of the objectives set in this project, the necessity to design a handbook that encompasses significant tasks and games came out. The whole guidebook includes significant speaking exercises as product of teaching experience and lots of reading about the topic. By applying the guidebook's activities, teachers at "San Pio X" will be able to create an authentic speaking environment in class.

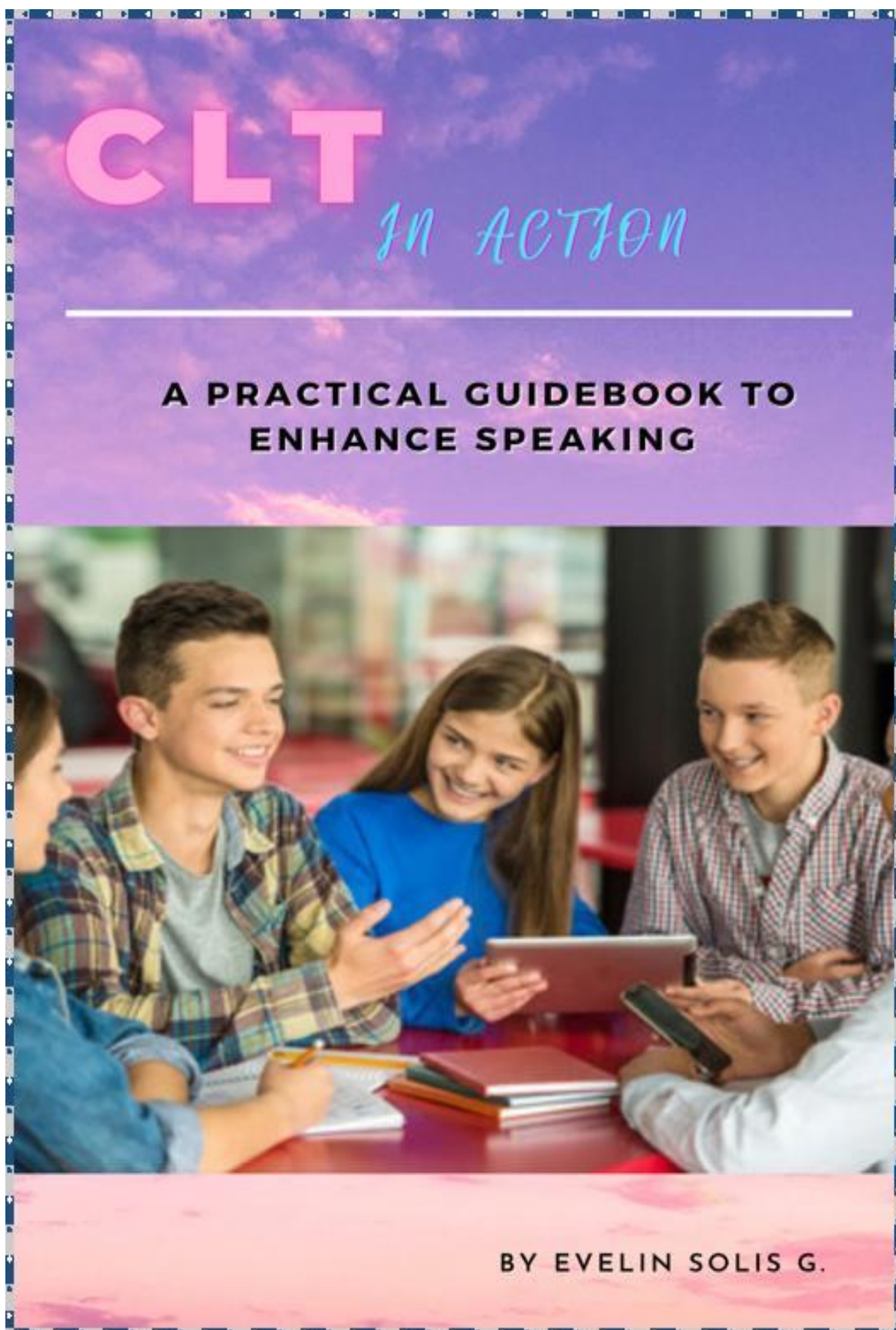
General Objective

Provide a guidebook with Communicative Language Teaching Activities to develop speaking skills in the classroom.

Specific Objectives

- Design meaningful and creative Communicative Language Teaching tasks in order to get students to speak naturally.
- Encourage "San Pio X" school English educators to utilize supplementary teaching material to make learners practice speaking in the classroom easily.

3.3 The guidebook



Preface

About this Guidebook

The following manual is a compilation of 25 activities and games that reflect the use of Communicative Language Teaching techniques as an effective Approach to get learners develop their speaking abilities in a funny and interactive way. After months of doing lots of research about the topic, there is enough evidence that this kind of tasks encourages students to get actively involved and practice the language freely. Most of these exercises have been designed or readapted based on what CLT proposes as well as on the necessity that “San Pio X” School has in order to improve English communicative skills.

Teachers can easily find meaningful activities that may help them to plan a real conversational class for their students. The majority of the tasks included on this guidebook let the teacher put all what he or she taught into real practice due to the grammatical, vocabulary topics and functions that are normally covered on the English printed material.

Moreover, teachers can modify the activities according to what they require that their students practice the most. Some of them could be considered as a final term speaking evaluation or an oral project, too. Every task includes a variation section where extra ideas can be taken according to class time and preparation. Image resources may be sent to students by instant messaging or they can be cut if that is the case. There are plenty of exercises that can be also applied on-line according to the current teaching circumstances. Everything depends on the teacher’s creativity to make them meaningful and collaborative. That is why this handbook could serve as a practical support to create new activities.

Audience

Even the teaching reality may be frustrating from time to time; this guidebook pretends to motivate English educators to include speaking tasks more often because these ones are presented in an easy way taking into account the number of students in every class. This guidebook is distributed into the following sections: The first one refers to pair work activities including games. The second

one contains group tasks as well as role-plays and problem solving interaction. Finally, the third one includes activities held like a whole class.

Teaching speaking gives to us a key to unlock doors that even students did not realize that existed.

Evelin Solis G.

1 Introducing Ourselves

TYPE OF ACTIVITY: Pair work (Speaking and writing)

TARGET: Information questions – personal data

AIM: Practice question words and the third person of singular

LEVEL: Elementary

MATERIALS: Printed cards

PREPARATION: Two cards for both students.

TIME: 40 minutes

PROCEDURE: Step 1: Students are grouped in pairs face to face.

Step 2: Each student uses information questions to complete the card.

Step 3: Learners introduce each other to the class without using the card anymore.

Step 4: Students can ask any partner in the class to describe the introduced people.

VARIATION: - Students do not need to use any cards. They can start by introducing themselves orally and the other person just talks about him/her to the class.

- Students can also include questions related to preferences or any expectation, too.

- Learners can also read some questions written on the board by the teacher to get personal information about their partners' lives.

Here is an example of information card to be used during the activity:

NAME	LAST NAME	AGE	LIKES	DISLIKES	EXPECTATIONS WHEN LEARNING ENGLISH

2

Look what I found!

TYPE OF ACTIVITY: Pair work (Speaking and reading)

TARGET: Past Simple Tense

AIM: Enable learners to talk about the past and report past events.

LEVEL: Elementary

MATERIALS: Small pieces of paper with printed sentences parts

PREPARATION: Matching cards are delivered per pair.

TIME: 20 to 25 minutes

PROCEDURE: Step 1: Students receive a set of sentences cards in an envelope.

Step 2: Learners take out the cards and lay them on the table randomly.

Step 3: Teenagers take turns in order to match the first part of the sentences to the second ones.

Step 4: Every student has the opportunity to match two cards in every turn he/she takes.

Step 5: When they match the sentences, they have to say: "Look what I found!"

Then, they have to read what it says on the matching cards aloud and provide extra information like this: The woman played the piano yesterday (because she had a concert)

Step 6: The student that has more cards matched correctly, is the winner.

VARIATION: - Students could be the ones who create the sentences to make some other groups work on the activity.

- Instead of sentences, picture episodes could be also used.

Some examples of prompts are provided bellow:



She went
to Quito

yesterday
with them



David
talked to

I wrote



me last
time

last week



I played
soccer

poems last
night



3

Timed Interviews

TYPE OF ACTIVITY: Pair work (Speaking-reading and TPR)

TARGET: Can/can't questioning activity

AIM: Getting to know each other when talking about abilities.

LEVEL: Elementary

MATERIALS: Pieces of paper that contain a letter and some prompts to form questions

PREPARATION: Every student holds 10 different pieces of paper.

TIME: 15 to 20 minutes

PROCEDURE: Step 1: The teacher names students with letters A and B.

Step 2: Students stand up and choose any partner to sit with, but paying attention to the sequence. It is not possible to have two students A or two B working together.

Step 3: Student A starts with the first prompt and asks a question to his/her partner until the teacher shouts "TIME IS UP!"

Step 4: After student A answers, then Student B's turn comes.

Step 5: Student B asks any other question that he or she reads by using the prompts. He or she has to stop when the teacher indicates.

Step 6: Student A responds and gets ready to ask the next question.


Step 7: The activity finishes when all the questions are asked and answered.

VARIATION: - The teacher should divide the class in A and B students by using the attendance roll.


- If the classroom space is not big enough to develop the activity, students can only turn their backs to the person behind in order to speak without moving around.

- Students can read the prompts written by the teacher on the board.


Some examples of prompts are provided below:


**CAN/ THEY/
BASKETBALL**


SONGS/WE/CAN


SPEAK/CAN/CHINESE


MELISSA/CAN/BIKES


**THE
PIANO/SHE/CAN**

CAN/HE/SOCCER


CAN/PETER/BOOKS

**MY
FRIEND/CAN/JOKES**



5

4 Draw dictation



TYPE OF ACTIVITY: Pair work (Speaking and arts)

TARGET: Present Simple Tense – There is/there are

AIM: Use the Simple Present Tense as a tool to describe pictures

LEVEL: Elementary

MATERIALS: Pictures of landscapes or places, sheets of paper and colors.

PREPARATION: A set of pictures for every pair of students

TIME: 30 minutes

PROCEDURE: Step 1: Each student works with a partner and both receive a picture secretly.

Step 2: By turns, students use the received picture to describe to his/her partners what they see, even with the right colors.

Step 3: Students listen to what the other one says and starts drawing.

Step 4: Finally, learners compare what they draw with what was dictated to them in order to check their mistakes when listening the pictures' descriptions.

VARIATION: - To make the activity more challenging, abstract pictures like paintings or landscapes can also be delivered.

- Students may use their cellphones to find out an interesting picture on the web to describe it to their partners.
- Learners can use any other picture printed on their other subjects' books
- Teachers could project specific pictures on the board by using a computer, then students turn back to the board and secretly select which picture they want to describe.

Some examples of drawing pictures are included below:



5

Board game: Moment actions

TYPE OF ACTIVITY: Pair work (Speaking- Interaction game)

TARGET: Present Continuous

AIM: Get students to practice the use of Present Continuous forms.

LEVEL: Elementary

MATERIALS: Board printed sheet, dice, colored pieces of paper, plastic bag.

PREPARATION: One small dice and a photocopy are given to a pair of students.

TIME: 30 minutes

PROCEDURE: **Step 1:** Learners are asked to put their hands into a plastic bag in order to take a colored piece of paper.

Step 2: Students are grouped in pairs according to the color they have picked.

Step 3: Learners sit down together, face to face.

Step 4: The teacher provides a board game and a dice while learners start rolling this last one to advance and move their counters.

Step 5: Each student has to read the questions that every square contains. The answers have to be LONG ONES and they must reflect the use of present continuous.

Step 6: Both students are in charge of verifying if the answers provided are right or wrong.

VARIATION: - This game-task type activity could be played in groups of three, four or more students.

- Instead of answering the questions, answers could be written and learners will have to say the correct questions for those answers.

- Instead of using a dice, students can use pieces of paper with numbers from one to six.

The board game is displayed below:

	<p>1. Are you having fun?</p>	<p>2. What are you doing now?</p>	<p>3. Are you writing at the moment?</p>	<p>4. Is your teacher speaking?</p>
	 <p>Present Continuous</p>			<p>5. Are your partners playing?</p>
<p>9. Where is your friend going?</p>	<p>8. What are your partners doing now?</p>	<p>7. Are the girls eating?</p>		<p>6. What is your teacher doing?</p>
<p>10. Is your mom sleeping at the moment?</p>	 			
<p>11. Are you reading a book?</p>		<p>12. What is your teacher doing?</p>	<p>13. Where is your partner sitting?</p>	
				<p>14. Are you speaking English?</p>
	<p>17. What time are you going home?</p>		<p>MOVE FORWARD TWO SPACES</p>	<p>15. What are you doing?</p>

6

Show up the differences!

TYPE OF ACTIVITY: Pair work (Speaking and interaction game)

TARGET: Present Simple and Present Continuous activity

AIM: Get students to describe what they see by using Present Simple and Present Continuous forms.

LEVEL: Elementary

MATERIALS: Handout with two scenes

PREPARATION: Students receive a printed image sheet of paper.

TIME: 20 minutes

PROCEDURE: Step 1: Students are given even and odd numbers by the teacher.

Step 2: Learners are grouped in pairs according to the numbers.

Step 3: Students sit down together.

Step 4: By taking turns, teenagers start saying sentences to describe actions that appear in both pictures.

Step 5: The activity finishes when one of the students do not have anything else to say, then the other one wins.

VARIATION: - Pairs can be grouped by using colored pieces or papers.

- Structures like there is/there are or even countable and uncountable nouns could be also practiced.
- The teacher can project on the board any pair of pictures to identify differences.
- Extra differences handouts could be used after a fixed period of time to let students improvise and not be concentrated on a pair of pictures.

The example below can be useful to help students practice both structures.





7

Adjectives Pop Corn

TYPE OF ACTIVITY: Group game (Speaking/vocabulary - TPR game)

TARGET: Types of adjectives

AIM: Make teenagers remember adjectives

LEVEL: Elementary

MATERIALS: A teddy bear

PREPARATION: Students stand together forming a big circle in the middle of the class.

TIME: 15 to 20 minutes

PROCEDURE: **Step 1:** The teacher stands on a small circle in the center and says a category of

adjectives aloud. For example: Adjectives for describing personality – CALM.

Step 2: Then the teacher throws the teddy bear to any of the students from the big circle.

She says: "POP CORN" while he or she throws the teddy bear.

Step 3: The student who receives the bear immediately has to go to the circle where the teacher was before and he or she has to say a different personality adjective.

Step 4: Next, that student has to throw the object to another partner.

Step 5: Finally, the student goes to his/her place and the adjective chain goes on with the rest of the class.

VARIATION: - Objects like a ball or a pillow can also be applied during the game.

- The game can be played also in groups by forming small circles, but in the yard or the playground.

- A wool ball is another option to develop the activity. In that way, students can stay holding the wool every time the ball is thrown.

8

Making up stories

TYPE OF ACTIVITY: Group work (Speaking/vocabulary)

TARGET: Adverbs

AIM: Practice the use of adverbs

LEVEL: Elementary

MATERIALS: None

PREPARATION: Learners listen to the instructions and the beginning of a story

TIME: 30 minutes

PROCEDURE: Step 1: The whole class is divided into two teams.

Step 2: The teacher starts by saying the beginning of a story.

Step 3: Every student of team 1 is asked to continue. He or she has to say a sentence with an adverb.

Step 4: The rest of the students in this team have to continue until the story finishes.

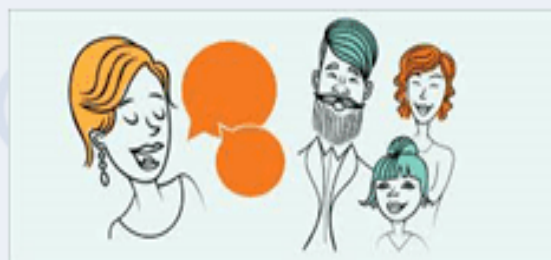
Step 5: Then, team 2 has to create another story with the same beginning provided by the teacher.

Step 6: The winner is the team that has created the best story where the presence of adverbs was evidenced.

VARIATION: - Instead of listening to the teacher's story beginning; students can say their own initial phrase.

- The teacher can provide every student an adjective printed on a card in order to let the learner form the adverb of that adjective to continue with the story.

- The class could be divided in four groups depending on the number of students.



9 Clairvoyants!

TYPE OF ACTIVITY: Group work. Speaking (Interactive-TPR activity)

TARGET: Future forms

AIM: Get students to apply future tense to talk about events.

LEVEL: Elementary

MATERIALS: Handout

PREPARATION: Every student who is a clairvoyant receives a paper sheet.

TIME: 30 minutes

PROCEDURE: Step 1: Students are grouped into three.

Step 2: The teacher gives a sheet of paper per group.

Step 3: The student who receives that sheet of paper has to talk to his/her partners in the group about any of the topics that they prefer.

Step 4: Students have to ask questions about their future.

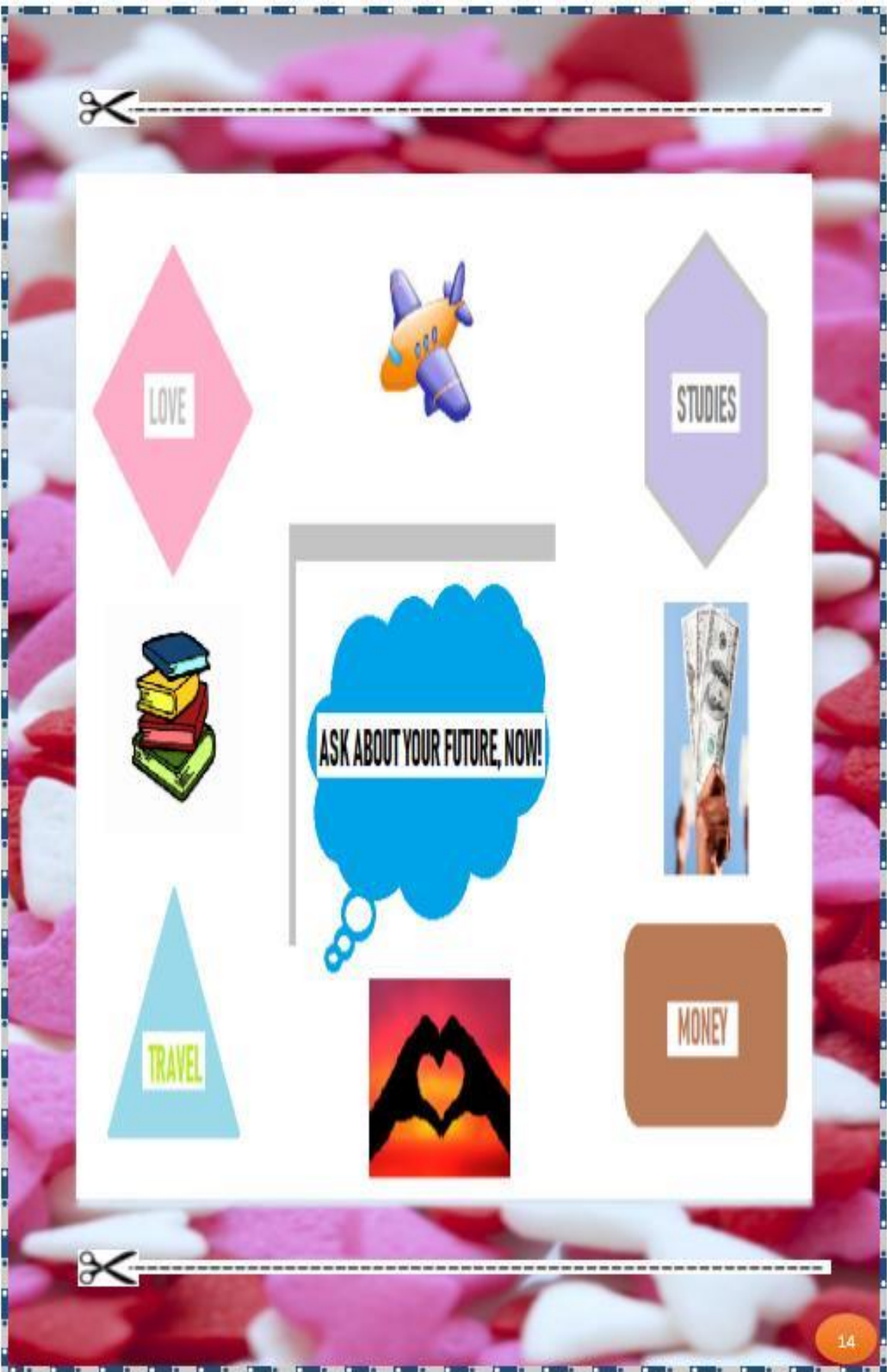
Step 5: The clairvoyant has to say predictions and possible events for the other two students.

VARIATION: - Students can place the chairs in circles in order to walk around listening what every clairvoyant has to say.

- Students can decide who is going to be the clairvoyant in the group.

- Students can also create a paper sheet with topics to talk about.

A handout like this one, could be used:



10

Verb Mimmers

TYPE OF ACTIVITY: Group game (Speaking/reading - TPR game)

TARGET: Regular and Irregular Verbs

AIM: Reinforce the meaning of verbs.

LEVEL: Elementary

MATERIALS: Action cards

PREPARATION: Students receive a set of verb cards.

TIME: 30 minutes

PROCEDURE: Step 1: The teacher divides the whole class into two teams.

Step 2: The teachers asks group 1 to choose a representative to mime the set of verbs.

Step3: Group 2 has to guess the correct verb according to what they see.

Step 4: Then, the roles are switched and group 2 selects a partner who mimes what it is written on the cards. Group 1 has to guess the words.

Step 5: Every participant who imitates the verb in an understandable way, gets a point for his or her group. In addition, the group representatives who guess the words get a point, as well.

VARIATION: - Instead of receiving the verb cards, students can feel free to think of verbs that they want to mime, but they have to write them on a piece of paper and give them to the teacher before they start.

- The teacher can also ask the mimmers to work only with regular verbs or irregular verbs separately.

- The teacher can also show the mimmers some pictures that show evident verb meaning, but obviously in a secret way.

Some examples of cards are displayed below:

✂

PRAY

THROW

✂

TELL

CRY

✂

SHOUT

LISTEN

✂

DRIVE

WRITE

✂

16

11

Were you talking on the phone?

TYPE OF ACTIVITY: Group work (Speaking/reading)

TARGET: Past Continuous

AIM: Get students to practice the tense.

LEVEL: Elementary

MATERIALS: Computer and projector

PREPARATION: Students contemplate some images that appear on the screen.

TIME: 30 minutes

PROCEDURE: Step 1: The whole class is divided in groups of 5 people.

Step 2: The teacher chooses a leader in every group.

Step 3: The leader has to see the pictures and start asking the question: Were you talking on the phone at the time when.....?

Step 4: The leader has to answer the questions according to what it appears on the screen. Long answers are required.

Step 5: Later, the leader named by the teacher chooses another leader to ask the questions.

Step 6: The activity finishes when everybody has been leader, has asked and answered some questions.

VARIATION: - The teacher can use cards that contain important events instead of pictures.

- The activity could be developed dividing the class into 2 teams. Every group chooses a representative randomly to answer the question that the teacher asks.

Some of the events that the teacher could use are here:



12

All a Word Mess!

TYPE OF ACTIVITY: Group Work (Speaking and reading)

TARGET: Past Tense and Past Continuous.

AIM: Practice the correct order of the tenses in sentences.

LEVEL: Elementary

MATERIALS: Any on-line app to have virtual classes and conferences.

PREPARATION: The whole class is divided into two groups according to the roll.

TIME: 30 minutes

PROCEDURE: **Step 1:** Students recognize their team classmates in order to verify which group they belong to.

Step 2: The first ones to participate are volunteers, one representative per group and taking turns.

Step 3: Every volunteer has to see the words that are projected on the screen.

Step 4: He or she has one minute to organize those words and say a complete sentence paying attention to the position of the patterns.

Step 5: If the sentence is correct, the student gets one point for his or her team.

Step 6: The winner is the group that gets more points at the end of the activity.

VARIATION: - The teacher can also ask those students who do not participate very often to do it instead of volunteers only.

- Any on-line game to unscramble the words could be another option to develop the activity.

- A chosen group could conduct the exercise instead of the teacher just to let students be the main protagonists of the exercise.

Examples of sentences to say them aloud are here:

when- she- cooking-
telephone-rang-was-the.

stopped-while-father-talking-
car- was-my-the.

13

Let's say the word now!

TYPE OF ACTIVITY: Group work (Gap filling/interaction)

TARGET: Vocabulary (Feelings and moods) – Present Simple questions.

AIM: Get students to be familiar with feelings definitions in the target language.

LEVEL: Elementary

MATERIALS: An incomplete printed puzzle handout.

PREPARATION: Learners receive a paper sheet individually.

TIME: 40 minutes

PROCEDURE: Step 1: Students are grouped into four.

Step 2: Each learner receives a handout with a puzzle that is not completely solved.

Step 3: Students start asking to their partners in the group if they have the words that they need. One participant has the answers.

Step 4: Learners try to complete their puzzles by asking questions in Present Simple.

Step 5: Those students who have the answers, need to use definitions to help their group classmates find the words to complete the puzzles.

Step 6: At the end, all the students have to complete their puzzles.

VARIATION: - This activity can be a mingle one if the teacher wants it.

- It could also be a kind of game where the first student who gets the whole words wins.
- If there is enough time, students could be the ones who create the puzzles by selecting some feelings that appear on their books.

A photocopiable handout is included here:

14

Solved!

TYPE OF ACTIVITY: Group work (Speaking/grammar)

TARGET: Modal Verbs

AIM: Use modal verbs to solve an unexpected problem.

LEVEL: Elementary

MATERIALS: Pieces of cardboard and markers.

PREPARATION: Students form groups. Every group receives pieces of cardboard and one marker.

TIME: 60 minutes

PROCEDURE: Step 1: Learners are grouped into five.

Step 2: The teacher selects a leader in every group.

Step 3: Every leader gets several pieces of cardboard and a marker to write.

Step 4: An everyday life problem has to be written on a piece of cardboard and a possible solution has to be thought.

Step 5: The teacher collects those cards and starts a kind of discussion between the first two groups in front of the class.

Step 6: Both groups receive a piece of cardboard with the problem that the opposite group wrote.

Step 7: Every group has to provide a public solution to the problem and a leader of another group has to be the judge who agrees or disagrees with the proposed solution.

Step 8: Next, the same procedure has to be conducted with the missing groups. This time there will not be winners, but the best solutions will be analyzed with the whole class.

VARIATION: - The activity could be developed with only two teams in the class.

- The teacher could be the one who gives students the cards with written problems.
- Time to say the solution aloud could be set.

15

Not a Yes, not a No!

TYPE OF ACTIVITY: Group Work (Grammar/interaction)

TARGET: Present Simple, Past Simple, Present Perfect and Present Continuous.

AIM: Use all the tenses in real conversations.

LEVEL: Elementary

MATERIALS: Any on-line app to have virtual classes and conferences.

PREPARATION: Teenagers are divided into groups of 4 people by using a different conference channel.

TIME: 60 minutes

PROCEDURE: **Step 1:** Learners are grouped into four, but in a different meeting where the teacher can also join.

Step 2: The teacher chooses one leader per group.

Step 3: Every leader will have to ask yes/no questions to all the members of the group.

Step 4: All the answers are valid, except the words YES and NO.

Step 5: The teacher has to enter to every meeting in order to monitor the activity.

Step 6: The leader of the group has to choose another person who asks questions and so on until everybody in the group asks his or her questions.

Step 7: The winner is the student who stays longer answering questions without saying Yes or No.

VARIATION: - The activity could be developed into two teams if the teacher wants to do it in that way.

So, two meetings will have to be created.

- Possible questions can be sent to the students by instant messaging.

- Only prompts can be sent through the chat.

Some examples of questions are included below:

Have you ever eaten raw fish?

Are you having fun?

Do you like apples?

Is your friend speaking?

Did your brother go to school last week?

16

At the restaurant in action!

TYPE OF ACTIVITY: Group work /role-play (Interaction activity)

TARGET: Food vocabulary, countable and uncountable nouns, quantifiers.

AIM: Encourage learners to practice vocabulary and take someone's role.

LEVEL: Elementary

MATERIALS: Costumes, accessories, role cards.

PREPARATION: Learners receive a paper sheet individually.

TIME: 90 minutes

PROCEDURE: Step 1: Students are grouped into five.

Step 2: They sit together in order to organize a 5 minutes sketch

Step 3: Students receive a set of cards with the roles that learners have to take.

Step 4: Learners choose the role they feel more comfortable with, but everybody has to speak.

Step 5: Teenagers wear their costumes or any accessory that makes their role-play different.

Step 6: Finally, the role play is presented in front of the class.

VARIATION: - The teacher can assign a specific role for each student in every group.

- Students could create their own roles and situations to perform the activity.

- The role-play could be recorded to let the class watch it and analyze what was missing

- A written forum could be created after all the presentations to get feedback.

There is an example of role cards for every participant.



17

What is that version?

TYPE OF ACTIVITY: Group work (Speaking, role play)

TARGET: Past Tense

AIM: Get students to use Past Tense to make up stories

LEVEL: Elementary

MATERIALS: None

PREPARATION: Students get into groups.

TIME: 90 minutes

PROCEDURE: **Step 1:** Students are grouped in the way they want. Five participants in each group.

Step 2: The teacher writes some names of original tales on the board.

Step 3: Learners read the names and are asked to think about a different version for the tale they choose.

Step 4: Students discuss and decide how to change the tale and who are going to be the main characters and the narrator.

Step 5: Finally, teenagers act out their new tale versions in front of the class. The best version will be chosen by the whole class.

VARIATION: - The teacher can select the participants in every group.

- A different tale can be assigned to every group.
- The teacher can give the learners the original printed script of the assigned tale.
- Previous costumes could be required to conduct the activity.

Some famous tales to use are:

Cinderella Little Red Riding Hood Sleeping Beauty The Beauty and the Beast Goldilocks
Pinocchio Snow White and the Seven Dwarves

18

Do you agree or disagree?

TYPE OF ACTIVITY: Group work (Speaking, transactional task)

TARGET: Modal Verbs

AIM: Encourage learners to use the grammar pattern, defend and respect points of view.

LEVEL: Elementary

MATERIALS: A handout with controversial statements.

PREPARATION: Students get into groups of four or five people.

TIME: 60 minutes

PROCEDURE: Step 1: Students sit down in a circle to form a group.

Step 2: The teacher assigns a controversial situation for each group.

Step 3: The teacher decides if a group has to be in favor or against of that situation.

Step 4: Teenagers discuss and prepare reasons to justify their positions in relation to the topic.

Step 5: One group starts a debate with another group that has the same situation.

Step 6: Every student in each group is required to speak to defend his or her position.

VARIATION: - Students can choose which controversial situation they want to work with.

- Learners can let the audience know if they agree or disagree and why.

- The topic of the situation can be assigned by raffle.

The handout to use could be like the one that it follows:

Agree OR **Disagree**



19

Tic-tac-toe solution!

TYPE OF ACTIVITY: Group work. Problem solving and interaction.

TARGET: Modal verbs

AIM: Give advice and suggestions.

LEVEL: Elementary

MATERIALS: A piece of paper and something to write.

PREPARATION: Every student draws his or her squares.

TIME: 30 minutes

PROCEDURE: Step 1: Learners get into groups of four people.

Step 2: They draw nine squares on an individual piece of paper.

Step 3: The teacher writes on the board a list of problems.

Step 4: Students choose nine problems to fill every square.

Step 5: Every student asks his or her partners in the group to give a solution to the written problems.

Step 6: If the answer is acceptable, the squares will be crossed out until they form a row.

Step 7: The winner is the student who has three solutions in a row. Later, he or she has to explain the group the reasons.

VARIATION: - The activity could be developed with the whole class instead of only groups.

- Instead of written activities, picture cards can be used.

I'VE GOT A LOW GRADE.	MY HEAD ACHES.	I HAD AN ARGUMENT WITH MY PARENTS.
I CANNOT SPEAK ENGLISH.	I ALWAYS GO TO SLEEP LATE.	MY TEACHER SENDS LOTS OF HOMEWORK.
I NEED SOME MONEY.	I LIE VERY OFTEN.	I LOVE EATING JUNK FOOD.

20

Bingo Survey

TYPE OF ACTIVITY: Whole class (Speaking- Interaction)

TARGET: Present Perfect

AIM: Get information about experiences.

LEVEL: Elementary

MATERIALS: Bingo sheets of paper

PREPARATION: Every learner receives a bingo hand out.

TIME: 30 minutes

PROCEDURE: **Step 1:** Learners stand up and walk around the classroom asking if their partners have experienced what it is written on every square.

Step 2: If the answer is yes, teenagers will mark that square with an X.

Step 3: When a negative answer comes, students need to continue asking the rest of their partners until all the squares are marked.

Step 4: The learners who complete their tables are the winners.

VARIATION: - The whole class can ask the teacher for his or her answers in order to cross out the squares on their bingo tables.

- Students can receive an empty table and they can complete the squares with those things that they want to know about their partners.

A BINGO table example is included here:



Go to USA	Eat sushi	Speak French	Drive a car	Go to a Halloween party	Play games	Write a poem
Listen to Indi music	Take a language course	Read a novel	Live abroad	Record your voice	Ride a bike	Eat Italian food
Do exercise for hours	Fall asleep in class	BINGO!			Meet a famous character	Fly an airplane
Write a book	Fall asleep in class	Scape from home	Go to a party with no permission	Lie to your teacher	Pay someone to do your homework	Break a glass
Drink a beer	Tell lies to your parents	Get a job	Steal some money	Insult anyone	Watch a soap opera	



21 Hobby Polls

TYPE OF ACTIVITY: Collective activity – Group Work (Speaking- Interaction)

TARGET: Adverbs of frequency

AIM: Get learners to identify, use adverbs in a survey and elaborate a bar graph report.

LEVEL: Elementary

MATERIALS: A handout with questions related to hobbies and free-time activities, cardboard, colored paper, glue, scissors and markers.

PREPARATION: Students receive a printed sheet of paper.

TIME: 90 minutes

PROCEDURE: **Step 1:** Learners are asked to form groups of five in the way they want.

Step 2: Students organize themselves, start walking around the class and interview their partners to complete the survey. They have to interpret the pictures in order to ask the questions.

Step3: Teenagers sit down with their group and analyze the survey's results.

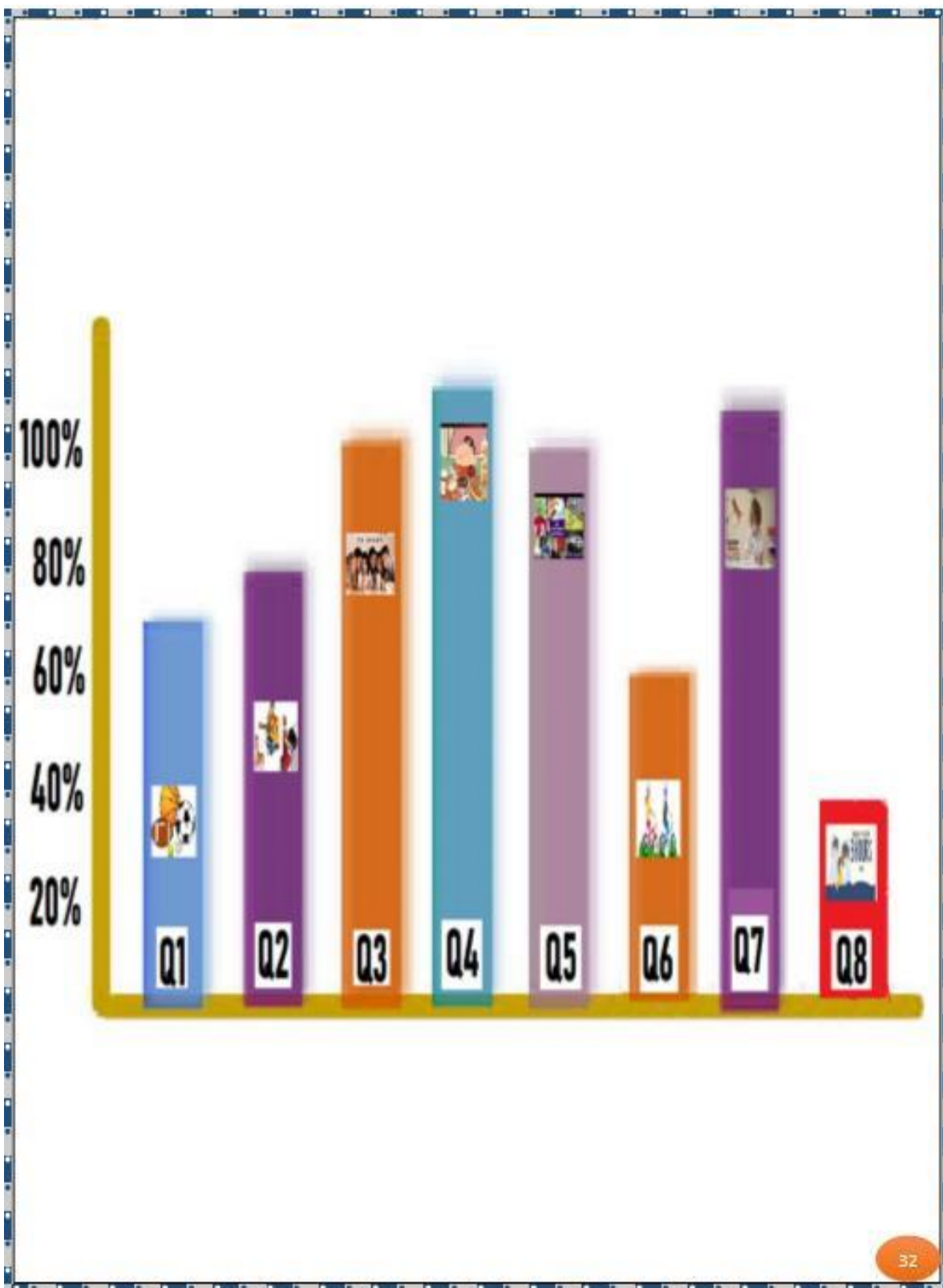
Step 4: Students are required to elaborate a bar graph in the group that reflects what they found in every question.

Step 5: Finally, every group's graph is presented in front of the class.

VARIATION: - Students can create their own hobbies' survey.

- Learners can apply the survey with students from any other class during break time for a couple of days.
- Results can also be presented in a short video and students only explain the process in front of the class.
- A written report can be elaborated after the results' presentation.

Here, it is shown some examples of surveys:



FREQUENCY	QUESTIONS	STUDENT A	STUDENT B	STUDENT C	STUDENT D	STUDENT E
ALWAYS (100%)		Name:	Name:	Name:	Name:	Name:
USUALLY (80%)						
OFTEN (60%)						
SOMETIMES (40%)						
OCCASIONALLY (30%)						
RARELY (20%)						
HARDLY EVER (10%)						
NEVER (0%)						

22

Enveloped!

MAY	Permission, if not prohibition, supposition with doubt
MUST	Obligation, firm necessity, logical conclusion, probability
SHALL	intention, supposition
WILL	Wish, desire, will, confidence, in the future

TYPE OF ACTIVITY: Whole class. Interaction.

TARGET: Obligation and permission.

AIM: Practice Modal verbs to obligate and give permission.

LEVEL: Elementary

MATERIALS: A set of envelopes, markers, a big board and pieces of paper.

PREPARATION: Students receive an envelope and write their names on it.

TIME: 40 minutes

PROCEDURE: **Step 1:** Learners stand up and place every envelope on the board.

Step 2: Students get pieces of paper where they write modal verbs from a list provided by the teacher.

Step 3: Teenagers place those pieces of paper inside of some other partners' envelopes at the same time. Then, they sit down.

Step 4: Later, every student stands up and takes what it is inside of his or her envelope.

Step 5: The whole class starts having a conversation with a different partner every time they show them only a piece of paper.

Step 6: During the conversation, students have to ask their partners for sentences to obligate or give permission at school by using the pieces of paper that they show.

Step 7: At the end, every student has to say sentences and they also have to listen to their partners saying some sentences with modal verbs.

VARIATION: - Two pieces of cardboard with envelopes can be used instead of a big board.

- Situational pictures should be used instead of phrases.

OUGHT TO	Moral duty, insistent advice, strict recommendation
NEED	(un)necessity
BE TO	Obligation arising out of arrangement or agreement
HAVE TO	Unwillingness, forced circumstances
WOULD	Wish (with "to like"), polite request, a habit of the past
SHOULD	Necessity, advice, blame, recommendation, reproach, regret

23

Word Bang!

TYPE OF ACTIVITY: Whole class. (Team work- Vocabulary)

TARGET: Vocabulary (Sports, food, adjectives, hobbies, feelings, animals, clothes and professions)

AIM: Practice reviewed vocabulary.

LEVEL: Elementary

MATERIALS: Big dice, board and markers.

PREPARATION: Learners are divided into two teams.

TIME: 40 minutes

PROCEDURE: **Step 1:** Every student receives an odd or an even number from the teacher.

Step 2: Students who have odd numbers get into one team as well as the students who have even numbers form another team.

Step 3: The teacher writes down a category on the board and one representative of every group will have to throw a big dice on the ground.

Step 4: That representative will have to say the number of words that belong to the category in order to think of the right amount that they need to win.

Step 5: Every word represents one point for the team.

Step 6: The winner team is the one who gets 50 points or more.

VARIATION: - Groups of five people are also possible and the words have to be said aloud.

- The categories could be chosen by any student in the classroom.

A list of categories is cited bellow:

SPORTS	PERSONALITY ADJECTIVES	CLOTHES
DRINKS	FEELINGS	JOB
FRUIT	WILD ANIMALS	FREE TIME ACTIVITIES
SNACKS	DOMESTIC ANIMALS	HOBBIES

24

Who am I?

TYPE OF ACTIVITY: Whole classroom game (Speaking/reading)

TARGET: Yes/No questions in Present and Past Simple Tenses.

AIM: Get students to practice questions and answers to get information.

LEVEL: Elementary

MATERIALS: Sticky notes with famous names

PREPARATION: Teenagers get sticky notes on their foreheads.

TIME: 30 minutes

PROCEDURE: **Step 1:** The teacher starts placing colored sticky notes on students' foreheads. Those ones contain a celebrity name on it.

Step 2: Students are asked not to say the names that they see on their partners foreheads.

Step 3: Students stand up and walk around the classroom asking their partners who they are.

Step 4: The rest of the class has to avoid saying the names that they see.

Step 5: The student with the sticky note has to be the one who asks questions to their partners in order to let them guess the name of the celebrity that they have on their foreheads.

VARIATION: - Names of actors and actresses could be also used.

- Students can be organized in groups of five or six people and every student can stand up in the middle to be asked questions that help him or her to identify the celebrity.
- The teacher can deliver the sticky notes, but students can be the ones who write the names of those famous people.

Here are some examples of sticky notes:



25

SHOW THE WORD!

TYPE OF ACTIVITY: Whole class/Speaking. (Team Work-vocabulary)

TARGET: Feelings and emotions vocabulary.

AIM: Practice definitions and vocabulary.

LEVEL: Elementary

MATERIALS: Sheets of paper, markers, any on-line app to have virtual classes and conferences.

PREPARATION: Students are separated into two teams with cameras on all the time. They get sheets of paper and markers.

TIME: 40 minutes

PROCEDURE: Step 1: The whole class is divided into two teams.

Step 2: One representative of Team A receives a message on the chat with one word.

That one has to be a secret.

Step 3: Then, the student has to say the definition of that word aloud in order to let the opposite team guess the word, write it down and show it in front of the camera.

Step 4: If most of the students show the correct word in front of the camera, the whole team gets one point.

Step 5: The same chance has Team B. Team A has to write the word and show it.

Step 6: The winner is the group that guesses most of the words provided by the teacher.

VARIATION: - Small competitions in groups can be done.

- Instead of sending the words through the chat, pictures could be useful as well.

CONCLUSIONS

After having the opportunity to analyze all the collected information as well as the provided results, it has been possible to conclude the following:

- While conducting this research project it was possible to determine the theoretical variables: Communicative Language Teaching and speaking skills as well as how they are interrelated. They allowed the investigator to obtain the necessary information for the problem research development, the design of tools and the proposal. By using the Chi square study, the bar chart No.11 shows a correlation of 0,006 that evidences the existence of one variable's influence among the other one.
- Most of the teachers are not aware of certain methods like the Communicative Language Teaching one that can be of great help in order to make their students increase their speaking skills in the classroom. Some other limitations like lack of time, planning and even the number of students per class represent a real issue at the time of including different types of spoken tasks during an English lesson. Most of the tasks held in class focus students' attention in grammar and vocabulary instead of language production. The results are clearly shown on Table 17.
- A considerable number of students believe that they are regular or even bad English speakers as the Table No. 16 demonstrates. This is due to the lack of confidence that learners have in terms of language production. Additionally, they are not used to work in collaborative speaking tasks based on real situations and they cannot communicate their ideas or interact fluently.
- Scientific information related to both variables was found and after working on a deep analysis, the one has been used as the basis to design a guidebook that contains meaningful CLT activities to promote collective, pair and group work interactive activities. Some of them can also be conducted with the whole class or even through virtual classes. After applying certain tasks from the brochure, the graphic No. 21 indicates that there is a considerable level of improvement in terms of making students produce the English language for real situations and according to a set of circumstances.

RECOMMENDATIONS

Upon the conclusions above, it is appropriate to cite the following suggestions:

- It is recommendable to conduct research studies where a big number of people could be selected as the sample population. As many objects of study are available, major is the level of credibility in terms of testing a certain hypothesis. To do so, Chi square has shown to be an effective statistical tool that permits the researcher work in social contexts easily and collect reliable data, as well.
- Although, it is highly recommended that teachers get involved into seminars more often where they can update strategies and take into account new tendencies regarding teaching speaking in the classroom. Having this fact in mind, educators can also be skillful enough to select the best techniques to make large classes practice the spoken language. Additionally, teachers may get enough information and tips to organize their syllabuses that contain simple, but productive oral performance activities. In addition to this, the number of English hours requires to be revised by the authorities. In that way, learners can have more opportunities to practice the target language.
- It is advisable that teachers and authorities keep a permanent evaluation and observation system that permits to get real information to show the effectiveness of teaching methods in relation to English spoken skills acquisition. That is why teachers' self-evaluation is also important in order to verify if the techniques that are applied with certain groups of students are meaningful and contribute to make learners speak. Teachers are the ones who need to make teenagers understand the benefits of English interaction. They should expose students to a variety of tasks and new learning experiences where topics can be chosen to make their students enjoy and have fun as well as motivation during the teaching learning process.
- It is recommendable to compile information or studies that are included in indexed scientific articles and journals. This fact undoubtedly generates high levels of reliability when working on new research project proposals. In that way, the published information can become a great supporting material for some other

researchers who need to get knowledge about the topic. Therefore, findings can constitute a huge contribution to solve several existing problems because they are part of tested studies and verified information.

In the light of what has been studied, further research is needed to consider the possibility to include spoken English as a separate subject in the Ecuadorian curriculum. There has not been research that clarifies the way how official schools' teaching system can get learners reach communicative goals. Moreover, the number of hours that the curriculum proposed seems not to be enough to make students practice the foreign language orally. Most of the planned activities on instructors' syllabuses focus on teaching content instead of language production. Meanwhile, other studies are also required to analyze the amount of speaking tasks and their effectiveness in the classroom. Further research is also needed to determine if Ecuadorian schools adopt speaking programs to get learners speak English fluently.

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ANNEXES

ANNEX 1: AUTHORIZATION TO CONDUCT THE RESEARCH PROJECT



**UNIDAD EDUCATIVA
"SAN PÍO X"**

"Educamos con amor, en la fe,
el conocimiento y la disciplina"



Ambato julio 06, 2020

OFICIO N° R -256-19-20

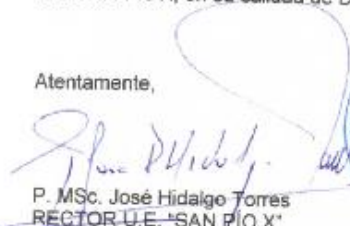
Padre
Juan Carlos Acosta Teneda
COORDINADOR DE POSTGRADOS
PUCE SEDE AMBATO
Ciudad

De mi consideración:

Con un atento y fraternal saludo, tengo a bien informarle que conforme a la petición de la Lcda. Evelyn Solís, estudiante de la Maestría en Pedagogía del Inglés de la PUCESA, se autoriza a la mencionada profesional a fin de que pueda realizar en la Unidad Educativa "San Pío X", la investigación de su proyecto de titulación con el tema: COMMUNICATIVE LANGUAGE TEACHING TECHNIQUES TO DEVELOP SPEAKING SKILLS IN THE CLASSROOM.

Cabe indicar que dicho estudio lo realizará con los estudiantes de Décimos años de la U.E. San Pío X, en su calidad de Docente del Plantel.

Atentamente,


P. MSc. José Hidalgo Torres
RECTOR U.E. "SAN PÍO X"



CC.: Lcda. Evelyn Solís, Docente U. E. San Pío X
archivo
GR

ANNEX 2: STUDENTS' SURVEY

Pontificia Universidad
Católica del Ecuador



TENTH LEVEL STUDENTS' SURVEY

NAME:

.....

OBJECTIVE: The following test has as main objective to identify which are the most representative difficulties when using English to communicate effectively.

INSTRUCTIONS:

- Read every question and analyze it carefully.
- Please select only one answer.
- Feel free to answer sincerely.

QUESTIONNAIRE

1. Can you speak English?

Always

Sometimes

Often

Never

Usually

2. Do you think that speaking English nowadays is important?

Always

Sometimes

Often

Never

Usually

3. Can you understand when other people speak in English?

Always

Sometimes

Often

Never

Usually

4. Does your teacher prepare speaking activities in a continuous way to practice English in the classroom?

Always

Sometimes

Often

Never

Usually

5. Do you feel motivated to speak English in the classroom and outside of it, too?

Always

Sometimes

Often

Never

Usually

6. Can you speak English with your classmates constantly?

Always

Sometimes

Often

Never

Usually

7. Do you work in pairs or groups in a continuous way to prepare oral presentations, dialogues, speaking workshops or dramatizations?

Always

Sometimes

Often

Never

Usually

8. How often does your teacher use Spanish to explain Grammar or vocabulary during the class?

Always

Sometimes

Often

Never

Usually

9. Does your teacher use technology that motivates you to speak English during the class?

Always

Sometimes

Often

Never

Usually

10. How do you see yourself as an English speaker?

Excellent

Very good

Good

Regular

Bad

ADDITIONAL COMMENTS:

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

THANK YOU SO MUCH FOR YOUR COLLABORATION!

ANNEX 3: TEACHER'S INTERVIEW GUIDELINES



MASTER'S PROGRAMME ON ENGLISH PEDAGOGY AS A FOREIGN LANGUAGE

Teachers' Interview Guidelines

AIM: Identify the use of CLT approach or any other method to develop speaking skills in the English classroom.

Date:	Time:
Place:	
Topic: Communicative Language Teaching techniques to develop speaking skills in the classroom.	
Question 1: How do you include speaking into your English teaching process?	
Notes:	
Question 2: Can you mention some of the methods that you use when teaching the target language?	
Notes:	
Question 3: What is your main aim on teaching speaking?	
Notes:	

.....
Question 4: How do you get students communicate in English inside the classroom?
Notes:
Question 5: How do you assess students in speaking English?
Notes:
Question 6: Do you think that it is necessary to adapt new methods to teach speaking in the institution? If so, which ones?
Notes:

ANNEX 4: FINAL ORAL PROJECT RUBRIC

FINAL ORAL PROJECT RUBRIC

Names:

Date:

Score	Excellent 2 marks	Good 1,5 marks	Fair 1 mark	Poor 0,50 mark
Fluency	Fluid speech, few problems when transmitting the message to the client; a slight search for polite expressions to give suggestions.	Speech is relatively fluent; some problems to transmit messages to clients caused by searching for polite expressions.	Speech is not fluent and with uncompleted sentences. No clear message is transmitted to the client.	Speech is slow and completely unclear for the client to understand; difficult speech to perceive.
Pronunciation	Pronunciation and intonation are clear and error free. The effort to sound like a native speaker is evidenced.	Pronunciation and intonation are usually clear and almost error free. The intention to sound like a native speaker is shown.	Pronunciation and intonation errors are evidenced. There is not enough effort to sound like a native speaker.	Pronunciation is hard to understand; definitely, no effort to sound like a native speaker is evidenced.
Vocabulary	Use language control, appropriate, new suggestion terms and well-chosen expressions in client conversations	Use adequate suggestion terms, expressions and language control in client conversations.	Use not enough language control; basic suggestions' terms in client conversations.	No language control and chosen vocabulary does not match the client communicative expectations.
Grammar	Makes no grammatical errors when modal verbs and first conditional are applied.	Few modal verbs errors are made, but they do not interfere with communication.	Frequent grammatical errors are made even with simple modal verbs structures.	Grammatical errors affect communication negatively and meaning is not perceived at all.

Awareness of audience	Significantly gets audience attention and convinces it about the importance of the topic.	Gets audience attention, but the topic and its arguments are not very clear and convincing.	The audience does not show enough attention and most of the arguments are not clear.	Not enough to get audience attention to convince it.
TOTAL SCORE:				

OBSERVATIONS:

.....

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.....

.....

ANEX 5: POPULATION FINAL SCORES

Students' codes randomly selected by stratum												
Number of order	Class A Codes	Pre - test	Post-test	Class B Codes	Pre - test	Post-test	Class C Codes	Pre - test	Post-test	Class D Codes	Pre - test	Post-test
1	4	6.00	7.50	1	6.00	7.00	1	7.00	7.00	3	7.00	7.50
2	5	6.00	7.50	3	9.00	8.50	3	9.00	10.00	4	8.00	7.50
3	6	6.00	9.00	4	8.00	7.50	4	8.00	8.00	5	7.00	7.50
4	8	8.00	7.50	5	7.00	8.50	5	7.00	8.00	6	5.00	6.00
5	9	6.00	8.00	7	8.00	7.50	6	7.00	8.00	8	7.00	7.50
6	10	6.00	8.50	8	8.00	7.50	9	9.00	7.00	9	8.00	7.00
7	11	8.00	8.00	9	4.00	7.00	11	8.00	10.00	10	6.00	6.00
8	12	6.00	8.00	10	6.00	10.00	12	8.00	8.00	11	7.00	8.50
9	13	6.00	8.00	12	8.00	7.00	15	8.00	8.00	12	7.00	7.50
10	14	6.00	8.50	13	8.00	8.50	16	7.00	8.00	13	8.00	9.50
11	15	6.00	8.00	14	7.00	9.50	17	8.00	7.00	16	5.00	6.00
12	16	6.00	8.00	15	6.00	7.00	19	7.00	7.00	17	6.00	7.50
13	17	7.00	8.50	17	8.00	8.50	20	6.00	8.00	18	9.00	7.50
14	20	7.00	8.00	18	7.00	9.50	21	8.00	10.00	19	7.00	8.00
15	21	6.00	8.00	20	6.00	9.50	23	7.00	7.00	20	7.00	8.00
16	22	6.00	8,50	21	8.00	8.50	24	6.00	8.00	21	8.00	9.50
17	23	6.00	8.50	22	6.00	7.00	25	6.00	7.00	22	7.00	8.50
18	24	8.00	9.00	24	8.00	7.50	27	4.00	7.00	23	8.00	8.00
19	26	5.00	7.00	25	7.00	7.50	28	6.00	8.00	25	6.00	8.00
20	27	7.00	8.00	26	6.00	7.50	30	4.00	8.00	26	7.00	9.00
21	28	7.00	8.00	28	6.00	7.50	31	4.00	7.00	27	7.00	9.00
22	29	6.00	7.50	29	6.00	7.00	32	4.00	6.00	28	6.00	8.50
23	30	8.00	8.00	31	4.00	6.00	33	5.00	7.00	30	7.00	9.00
24	32	9.00	9.00	32	4.00	7.50	34	8.00	8.00	31	8.00	8.00
25	34	8.00	9.00	33	8.00	9.50	35	8.00	7.00	32	8.00	9.00
26	36	8.00	7.50	34	7.00	7.50	36	9.00	10.00	33	9.00	9.50
27	37	6.00	7.50	-			37	7.00	8.00	34	7.00	8.50

ANNEX 6: PHOTOGRAPHS

