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**COMMUNICATIVE APPROACH TO DEVELOP EFFECTIVE ORAL
COMMUNICATION TO STUDENTS WITH AN A1 LEVEL OF ENGLISH**

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Line of research:

**INNOVATIVE PEDAGOGIES TO ENGLISH LANGUAGE TEACHING
TEACHING-LEARNING RESOURCES**

Author:

Jéssica Cristina Ramos Paguay

Director:

Mg. Paola Vanessa Navarrete Cuesta

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APPROVAL SHEET**

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Author:

Jéssica Cristina Ramos Paguay

Paola Vanessa Navarrete Cuesta, Lcda. Mg.

CALIFICADOR

f. 

Alexandra Elizabeth Galarza Guevara, Lcda. Mg.

CALIFICADOR

f. 

Marco Danilo Nuñez Garcia, Lcdo. Mg.

CALIFICADOR

f. 

Juan Carlos Acosta Teneda, P. PhD.

COORDINADOR DE LA OFICINA DE POSGRADOS

f. 

Hugo Rogelio Altamirano Villarroel, Dr.

SECRETARIO GENERAL PUCESA

f. 



Ambato – Ecuador

Diciembre 2023

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Yo, **JÉSSICA CRISTINA RAMOS PAGUAY**, con cédula de ciudadanía **0604379321**, autora del trabajo de graduación titulado "COMMUNICATIVE APPROACH TO DEVELOP EFFECTIVE ORAL COMMUNICATION TO STUDENTS WITH AN A1 LEVEL OF ENGLISH" previo a la obtención de título profesional de **MAGÍSTER EN PEDAGOGÍA EN INGLÉS COMO LENGUA EXTRAJERA**, en la oficina de **POSGRADOS**.

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First, I want to express my gratitude to my family, they are the best in my life. I also want to thank everyone who trusted me even when I didn't do it myself, I would like to say "thank you" to myself for trying it; now I know I can achieve my goals and be better every day.

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DEDICATION

I dedicate this degree study to my family, and I thank them a lot for all their support. I wouldn't have reached this if it weren't for them.

RESUMEN

La destreza oral es aquella que nos permite comunicarnos, es la primera que desarrollamos en nuestro ambiente natural, por ello al adquirir un nuevo idioma es muy importante desarrollar esto de manera interactiva. Este trabajo de investigación busca analizar el efecto del Enfoque Comunicativo en el Desarrollo de la comunicación oral, en los estudiantes del instituto Stanford en la ciudad de Riobamba-Ecuador, de nivel A1 de inglés. Para el estudio se tomaron en cuenta los resultados de veinte estudiantes que cursan nivel 1 de este idioma. El estudio es de tipo cuasiexperimental, se evaluó al total de los estudiantes al inicio del curso y luego de aplicar la metodología propuesta, tanto de manera escrita para tener un diagnóstico general de sus conocimientos y de manera oral para poder evaluar la efectividad de la metodología.

Debido a la pandemia COVID 19, las clases se desarrollaron de manera on-line y también las actividades fueron planificadas en entornos virtuales. Luego de aplicar la metodología y realizar el análisis pertinente se notó mejoría en la habilidad oral de los estudiantes evaluando gramática, vocabulario, pronunciación, fluidez e interacción, tomando como modelo las preguntas y evaluación de Cambridge para aprendices de nivel A1 movers, los resultados se obtuvieron a través de la Plataforma Google Classroom en la cual se puede asignar actividades con rúbrica y se pueden generar formularios.

Palabras claves: comunicación, enfoque comunicativo, folleto, habla, oral.

ABSTRACT

Speaking skill allows people to communicate, it is the first thing we develop in our natural environment and language 1, so when acquiring a new language, it is very important to develop this interactively. This study work seeks to analyze the effect of the Communicative Approach in the development of oral communication among the English beginner students of the Stanford Institute in the city of Riobamba-Ecuador. For the study, the results of twenty students of level 1 course were taken into account. The study is of a quasi-experimental type; the total number of students was evaluated at the beginning of the course and after applying the proposed approach, both in writing to have a general diagnosis of their knowledge and orally to be able to evaluate the effectiveness of the approach.

Due to the COVID 19 pandemic, the classes were taken online, and also the activities were planned in virtual environments. After applying the approach mentioned and carrying out the pertinent analysis, an improvement was noted in the oral ability of the students, evaluating grammar, vocabulary, pronunciation and interaction, taking as a model the Cambridge questions and evaluation for learners of level A1 movers, the results were obtained through the Google Classroom Platform in which activities with a rubric can be assigned and forms can be created.

Key words: communicative approach, oral, speaking, booklet, communication.

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INTRODUCTION

Antecedents. The Communicative Approach clearly is one of those that focus on speaking skills, the role of the teacher is providing context in authentic communication, “functions are emphasized over forms” (Demirezen, 2011). It tries to change the type of teaching that emphasizes grammar without generating real useful knowledge. This is just what is sought with this study so that grammar is given its due importance but without it being the main focus of the study what could represent one of the problems that the educational system has to face (Shah, 2021).

Problem. At a general level, memorization has taken part in classrooms as part of the process of teaching English as a foreign language, but it does not facilitate a true acquisition and effective communication at the end of the course (McBride, 2009). Several methods focusing on grammar have been used for years in different countries to teach English, India is an example, and teachers have realized that those kinds of methods do not work, so they have embraced the Communicative Language Teaching method (Sreehari, 2012).

At the continental scale, learning English as a foreign language has been a process that has been carried out for many years, in theory, this process should have progressed to the present day, and students should be increasingly prepared in this ambit; Even (Cronquist, 2017) points out that governments have implemented various policies that favor English learning. However, the reality is quite different; the use of obsolete methodologies makes out that the teaching-learning process has not been improved over the years.

In 2020 Ecuador was placed as one of the countries with the lowest level of English in Latin America and around the world (EF English Life, 2020). There is generally little interest on the part of the students, affecting learning and acquisition, unfamiliarity with current teaching approaches also makes the process difficult. These circumstances are palpable in higher institutions since after studying English as a subject at school and high school, which means at least twelve years, many students still have a beginner’s proficiency level. Students at Stanford institute also reflect these circumstances; some students have just finished school, several of

them are used to studying grammar, and it is difficult for them to develop language skills as such speaking. On the other hand, there are also older students who came back to study a career after some years, they have forgotten part of their knowledge, so they are becoming familiar with English again, in view of this, it is necessary to apply this approach as an alternative that allows students to acquire the knowledge needed and be able to communicate in this language.

Defended idea. The defended idea presented for this document states that the Communicative approach helps develop student's effective communication. The aim of this approach is to train students so they can be able to communicate both orally and in writing in an appropriate way. Desired results can range from functional tasks, such as greetings, to complex academic skills (Ellis, G. 1996). In the case of this study, it seeks to develop the oral skills of students, therefore, this approach is considered to be suitable.

Objectives. The general objective of this study is to improve oral communication in the English Language through the application of the Communicative Approach. Four specific objectives were planned to achieve this goal, the first one is to systematize the dominant approaches regarding the development of oral communication, in the same vain it is important to analyze conceptual underpinnings about the Communicative Language Method in the English language through a bibliographic study for the theoretical support of the research; after that, a booklet with a Communicative Approach and assessment tools will be prepared to improve the oral communication in the English Language for A1 level students, and finally, it will be significant to disseminate the results after applying Authentic material based on the mentioned approach in the improvement of speaking English as a Foreign Language, so that is the last specific objective for this study.

CHAPTER I. STATUS OF ART AND PRACTICE

1.1. Communicative language teaching approach

This inductive type of approach began to be developed in the nineteenth century as a basis for teaching English with an emphasis on using it for authentic purposes. Then it was thought to be a more natural way of learning the second language in a way that resembles the natural learning of the first language, besides it wants to make up for the ineffectiveness of the previously used methods (Herrera & Murry, 2003). This approach works on developing not only the structural aspects of language but the communicative ability, which involves functional and social meaning (Littlewood, 1981).

Some principles are mentioned, among which are: “An emphasis on learning to communicate through interaction in the target language” and “The introduction of authentic texts into the learning situation” (Nunan, 1991). These statements respond to the need for students to understand what they are internalizing, rather than just memorizing repetitive structures.

Communicative approach to language teaching rationale

Foreign language teaching has seen a shift from traditional approaches that focused on grammatical aspects towards a focus on using language to communicate in real-life situations. It is this shift which gave rise to the communicative approach. In the L2 teaching-learning process, the goals of the communicative approach are defined as the development of communicative competence. For the effective implementation of the communicative approach, practitioners must be aware of the premise that communication involves knowing the language itself and how to use so as to express meaning. Therefore, the L2 teacher must be aware of the inclusion of grammatical structures and aspects such as register and communicative functions. Register refers to the level of formality used in situations while functions are the purposes to which language is put to use.

In the Ecuadorian context, the transition from structural approaches to more communicative ones happened gradually. With the advent of the new curriculum guidelines in 2016, CLT and CLIL have become the main curricular approaches to EFL teaching. This represented a move apart from the grammar-translation method and the inclusion of only structural and language work in lessons. EFL lessons took a more communicative focus that promoted the collaboration among students to develop communicative competence in English and put emphasis on oral production.

Taking the aforementioned ideas into account, there has appeared a number of investigations in the Ecuadorian context that have employed CLT as the independent variable, and oral communication and speaking skills as dependent variables. Some publications have arisen from interventional studies, while others are more exploratory in nature because they have been aimed at exploring teachers' and students' beliefs and attitudes about the CLT approach and its techniques. All in all, it is necessary for the purposes of the current investigation to explore and summarize the main results in the Ecuadorian context in regards to the CLT and speaking skill research domains.

To begin with, for the case of adult education and universities, there have been research done that puts for the case, that, in general teachers over-rely on books and text to teach with a CLT approach. Therefore, even though teachers attempt to use a CLT approach in their lessons, the excessive use of worksheets and gap-filling hinders the amount of interaction time in class. According to Acosta, H. & Cajas D (2018), from a survey applied to 65 Ecuadorian university teachers, there is a lack of activities geared towards the teaching of pronunciation and stress within the CLT programs. As a consequence, learners do not frequently interact with the teacher and with other learners so as to improve their speaking skills, which is indeed one of the tenets of the CLT approach.

There has also been research done at secondary level education which involved CLT and the speaking skill at a descriptive level. Since English has acquired the status of lingua franca in the Ecuadorian context, the role of practice, interaction and communication has been highlighted in the past years in methodological guidelines

as well as in the roles of learners and teachers in the EFL classroom. However, as Silva, V. et al. (2021) demonstrated in their survey of 234 junior year high school students, and 12 EFL teachers from Ambato High Schools, activities at this level still reflect an emphasis on grammatical structures over communicative activities. Interactive activities were preferred by teachers and learners alike, but were not always applied in the EFL classroom.

Communicative language teaching history

During the late 1960s, foreign language teaching pedagogy started to move from Situational Language teaching towards communicative language teaching. This happened due to the fact that applied linguists realized that utterances carried meaning in themselves and represented the intentions that the speaker wanted to express. British applied linguists highlighted the fact that language teaching at that time did not pay attention to the communicative and functional potential of language (Richards and Rogers, 1986). It became evident that new syllabuses and teaching practices ought to include a focus on the acquisition of communicative competence beyond the usual focus on structures prevalent at the time.

However, since its inception there has been a twofold view of the definition of CLT, one weak version which is aimed at learning via language functions, that is how to achieve goals with expressions without disregarding structures need to achieve those goals. The other 'strong' version is aimed at learning through communication without explicit grammar instruction. In contrast to other traditional methods that relied on specific classroom techniques with clearly defined steps, CLT lacked prescribed classroom techniques. It would be fair to say that CLT relied on principles about theories of learning for its application. According to Larsen-freeman and Anderson (2011), some of these principles underlying CLT have been:

1. Authentic language use.
2. Figure out the speaker or writer's intention.
3. Use of the target language as a vehicle for communication.
4. Emphasis on the process of communication rather than mastery of linguistic forms solely.

5. Work with language at the discourse level. Learners ought to learn about cohesion and coherence.
6. Games are important in groups to exchange meaning in an instant way.
7. Learners must be offered with opportunities to express their own ideas and opinions.
8. Errors are treated as a natural occurrence for the development of the communicative process and are dealt as remedial work.
9. One of the most important teacher's roles is to devise situations that promote communication.
10. Learners cooperate in groups for the exchange of meaning.
11. Attention to the social context where the communication occurs is paramount.
12. The use of appropriate language forms according to the communicative functions is key for communicative competence development.
13. The teacher's role is facilitator and advisor during the communicative activities.
14. While communicating speakers have a choice of what to say and how to say it.
15. The grammar and vocabulary that is learned stem from the functions, context, and roles of the participants.
16. Learners are coached on strategies for improving their comprehension.

Besides these practical classroom principles for CLT, Canale and Swain (1980) proposed an analysis of what communicative competence is composed by. According to these authors, communicative competence is constituted by four key dimensions: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Indeed, these dimensions represented a shift in the teaching-learning process of foreign language learning since the formation of skills to achieve these competences became the objectives of language courses. Grammatical competence has been equated to linguistic competence and it represents the domain of lexical and grammatical capacity that learners must acquire.

The second of these components, sociolinguistic competence, represents the attention that must be paid to the social context and the aims of the interaction itself, as well as the role of the participants in the communicative event. Discourse

competence is the ability to interpret messages and their interconnectedness in the entire text or discourse. The last dimension, strategic competence has relevance because it encompasses being able to start, maintain, repair and or redirect, and end the communication. Since the advent of CLT, there have been discussions as to the nature and contents of the syllabus (Richards & Rodgers, 2001). One of the first syllabus models was proposed by Wilkins (1976), which was to be known as the notional syllabus. It described the communicative situations, topics and most common functions of language needed to communicate in a native-speaking country situation.

Other syllabuses have been devised to be grammatically based and then include a range of functions, notions and communicative tasks. The kind of syllabus that reinforces the development of communicative competence in the learners is a communicative syllabus. Within the communicative approach, it is the syllabus that fosters interaction, cooperation and puts the learner at the center of the teaching-learning process. Before this syllabus is designed, the learners' needs, social background and educational settings are to be considered (Shastri, P., 2010). It constitutes a syllabus based on activities and emphasis is put on the use of language in context and learning by doing.

The kind of activities are information-gap activities and problem-solving activities. This means that overreliance on prescribed texts is avoided. As a consequence, the teacher is responsible for collecting the desired texts according to the needs. Materials must represent a combination of vocabulary, grammar and skill-formation activities. For the success of these syllabus, the teacher has to become a facilitator and guide of the learning process in a way that both the functional and situational aspects of language are covered.

One of the key elements of this type of syllabus is the proper conduction of pair work and group work. For group work, the teacher must create mixed ability groups to create balance, (Shastri, P., 2010). Besides, there should be a group leader in each group that is responsible for all the members' participation. In group work the learners work on their own and are allowed to discuss the topic in the target language by expressing their own opinions. However, group work is at times

ineffective for some students that need special attention or that are at a lower level than the rest. Pair work can be thus used to encourage learners to develop more autonomy in their practice. This technique is all the more effective when one of the participants is more proficient than the other so that he or she can help.

1.2. Communicative language teaching in the EFL classroom

Moving away from the traditional view of the teacher as a lecturer or model to be followed, the type of tasks employed in CLT make the learners work in pairs and groups where cooperative learning is highlighted. Learners are encouraged to participate in group discussions and the teacher is responsible for the facilitation of learning becoming a guide or a source that learners can rely on to develop their communicative competence through the activities. Even though CLT is a method that can be applied in different ways according to teachers' preferences, there are principles that must be followed in order to make classroom practice more effective. In CLT learners need to meaning, forms and functions in order to communicate effectively. Negotiation of meaning should be given a priority.

The teacher must create situations in which the learners can communicate and exchange meaning and messages as well as become an advisor who helps students establish the communication process. This process must always be purposeful and the speakers must be able to evaluate whether the information provided achieves the purposes and goals of the communication (Larsen-Freeman, D. & Anderson, M. 2011). In any give CLT lesson, language is seen as a vehicle for communication and as a part of the goals of communicative competence. Cultural aspects and the social situation must also be taken into account to achieve communicative competence.

Another necessary aspect of a CLT lesson is the fact that language functions are given more importance than forms. This translates into the fact that several forms can be used to express a given communicative function and the simplest forms must be introduced at the beginning (Larsen-Freeman, D. & Anderson, M. 2011). Assessment must include a focus on accuracy and fluency as the ultimate goal. It

should also reflect an emphasis on communication skills rather than knowledge of linguistic forms solely.

Main practices and techniques in a communicative language program

The usual activities within the communicative approach are aimed at language use and the creation of purposeful communication. In these regard CLT aims at creating activities that develop fluency in speaking. The overall goal of these activities is to reinforce negotiation of meaning, maintain communication, use language to communicate messages while at the same time use self-correction to achieve a communicative objective. There has persisted an emphasis on group work in which learners collaborate and create dialogues by means of the language they have already acquired. One example of this is the role-play technique where groups of students assume given roles and negotiate meaning to solve a particular problem or situation that resembles how language is used in real life to communicate.

However, this should be backed up by a work on accuracy-oriented activities either before or after fluency activities. This work on accuracy can be done to deal with grammatical or pronunciation problems perceived once the activities have been executed (Richards J., 2006). Three kinds of practice have been well established by CLT advocates throughout its history. These are mechanical practice, meaningful practice and communicative practice. In mechanical practice activities are geared towards the practice of grammatical and linguistic items, and this is usually done by means of substitution drills and reproductive activities that do not generally involve meaning exchange. In meaningful practice, learners usually respond to questions by means of meaningful choices that they have to make.

This practice is focused on specific grammatical or vocabulary aspects in a given situation, but responses are still restricted to specific items. The epitome of CLT practice is the reaching of communicative practice activities. To achieve this, activities must be created within a real communicative context where information can be exchanged in a social context. Learners use their linguistic resources to obtain needed information to solve a problem or carry out a communicative function

needed in a given situation. Thus, they may refer to formal or informal uses of language according to the social contexts.

One of the most relevant practices in CLT is the principle of information-gap activities. In these activities learners are required to use language and communicative functions as well as utterances that pertain to functions to obtain information they do not have. Examples of these activities are: spot-the-difference, picture description, role-plays, simulations, guess the card, find your partner, words on back, find your partner, jigsaw, among others.

Some other activities and techniques in the CLT classroom have been task-completion activities such as games, puzzles and tasks where learners need to mobilize their existing interlanguage to complete them. There have also existed information-gathering activities such as interviews, surveys that are geared towards the collection of information. And finally, the prevalence of opinion-gap activities, reasoning-gap activities and information-sharing activities through which learners share their opinions and beliefs on a given topic or use their critical thinking skills to solve a problem or situation according to information given.

Simulation

Simulation as the word implies, requires the learners to get involved in a communicative act where their personal experiences and emotions are involved. Typically, the type of activities used in simulation resemble real-life situations. They have the potential for learners to construct knowledge through collaborative learning while at the same time use language that has been previously acquired to solve a situation that compels them to share their feelings and emotions. A regular sequence for a simulation activity within CLT would consist of three phases. In the first phase learners are given the informational input which represents the context and problematic of the situation. In the second phase, the learners work on the activity and discussing on their own while assuming the roles that the situation or problematic demands. As these roles are assumed, the main focus of the group conversation is the achievement of fluency.

In the first and last phase, learners are given feedback on their performance. This could be by way of language work according to the learner's previous performance, or in a way that is related to the content and purpose of the activity. In recent years, simulations have been used more and more frequently in adult L2 teaching- learning process and research studies. According to Angelini and Garcia-carbonel (2019), simulation-based learning combines elements of cognitive theory and interactive learning. Besides, it provides more purpose to the interaction by simulating real life situations and it lowers the anxiety because learners feel the communication more real as they interact.

In a study conducted by Angelini and Garcia-carbonel (2019), a simulation consisting of three stages: briefing, action and debriefing, was used as independent variable to investigate its impact on adult learners' oral production. The web-based simulation was delivered through an ICONS (International Communications and Negotiation Simulations) platform. It simulated a summit conference on current socio-economic and security issues. Teams of students represented the countries that participated in the summit. After this intervention pre-treatment and post-treatment analyses were carried out.

Guessing games

The basic principle of guessing games is information exchange. One person knows something that the other must find out. This can be done through pair-work or in groups. For the teaching of speaking skills guessing games provide the advantage of actively involving the students in participating in a fun creative way (Maqfirah et. al, 2018). Through guessing games students share their ideas and become more sociable while using the target language in teamwork. A guessing game gives learner incentive to find out information in a relaxing, enjoyable way.

According to (Sepulveda, J., 2012), guessing games constitute a fun way to review vocabulary and it can be used for all levels except total beginners. The basic procedure of the game is to have a student or group of students guess words from clues given by the other group of students. The word to be guessed can be written on the board and the student must guess it. If done via a competition, learners would be more motivated to participate and collaborate.

Information-gap activities

Information-gap activities in EFL are those where learners need to find out information to complete a task, or even solve a problem or situation. Therefore, to fill the gaps in the activity, learners must communicate with their classmates. They are common activities in communicative language teaching or task-based language teaching. Information is shared during the activity, as opposed to other kind of communicative tasks where information is shared at the beginning and opinions are then elicited.

Some examples of information-gap activities are describing and drawing a picture, spot-the-difference, memorizing the picture, solving a puzzle, jigsaw, among others. These activities direct learners towards meaning exchange and not so much on grammatical forms, or attention towards correct forms. To accomplish these activities in an effective way, some learners in a class are given information that the others need to complete the activity. Those that do not possess the information are encouraged to find by using L2 in an appropriate way to fulfill the task (Ismaili, M. & Bajrami, L., 2016).

Describing and drawing pictures is done by dividing the class into pairs. One student is given a picture containing features and vocabulary appropriate to their level, and the student has to describe the picture to the partner. The other student has to draw the picture according to the description and can ask questions for clarification. Once the picture is drawn, it is presented to class and learners comment and debate on it.

The second common information-gap activity is spot-the difference. This information-gap activity can be used for learners of all ages. The basic procedure for it is to give each pair of students a picture which contains small differences between them. Through description of each other's pictures, students must identify the differences or ask any necessary questions to spot them.

Another activity for groups is memorizing the picture. In this activity learners are divided into groups of 4 or 5 each, and one member of the group is then selected as the drawer and has to leave the room. The teacher then projects the picture for the rest of the students and they have to memorize it. After the picture projection, the drawers return to the room and the rest of the students of the group describe the picture to the drawers who may ask questions or inquire further information to draw the picture correctly.

It is also important to explore the nature of the gaps in an information gap task. Long (1980) defined two types of tasks in information-gap, one that has been termed: two-way information gap tasks, where all the participants needed information from each other. The other is one-way information gap task that are defined as activities that do not require an exchange of information, that is, the participants decide if they want to contribute to the solution of the problem.

Dixon, S. (2006) gives examples of basic information gap activities that can be implemented such as I'm looking for someone who, Interaction Lines, Back-to-Back information gap, Headbands and Reading with half the words. According to this author, information-gap activities can be as simple as giving a Student A 10 questions, and giving Student B an article where all the questions can be answered. Student A has to ask Student B the questions and Student B must report those answers from the article he had been given.

Interaction lines can be done by dividing the class into two rows and the students will take the role of teachers by asking in each pair questions. The questions asked must be ones that the students asking know the answers to. Back-to-back is an amusing way to establish the principle of information-gap. It serves well along with activities such as completing a map or drawing a picture. Students sit back-to-back and then are given the information-gap assignment. Without looking at each other they have to ask questions and talk to each other to work out the missing information.

In Headbands activity the teacher places the name of a famous celebrity on some students' headbands. The rest of the students walk around the room looking at the

headbands and provide clues or ask questions so as to figure out their identity. Reading with half the words combines reading comprehension and the speaking skill. Each pair of students is given half of a reading text and they must predict by means of questions and answers what the whole text is about. The teacher can also have reading comprehension questions that the students have to answer orally.

Oral communication skills development in the EFL classroom

To analyze how the speaking skill ought to be developed in L2 learners, it is paramount to ponder on the processes that occur in oral production. At first, it can be said that speaking involves the mapping of information to be retrieved from the mental lexicon, which is nothing more than the storage of syntactic, morphological and phonological information, and it is used to express meaning (Levelt, W. 1989). Communication being a two-way process presupposes that there must be two processes at play, one is the encoding of messages on the part of the speaker and the other is the coding of messages on the part of the listener in an interaction. Three main processes are to be taken into account for the speaker to encode messages which are to be recognized as conceptualizing, formulating and articulating.

Conceptualizing is regarded as the first step in encoding messages, the speaker needs to control what and how of his/her oral production which has been referred to as “pre-verbal message” (Levelt, W. 1989). The second process, formulating, has been seen as the acceptance and fragmentation of input and the production of output expressed as a grammatical and phonological plan. It comprises the concept that goes along with the words for the expression of meaning. The final process for a speaker is articulating, and this involves the delivery of the phonetic plan that results from the previous processes and has to do with the execution of speech where the different organs of speech participate.

For the case of developing speaking skills in the classroom, there must exist an emphasis on different speech styles according to the social roles or even status of the participants for a more effective communication in real-life scenarios. The kinds of activities that are to be used in the CLT approach require teachers to consider

the functions of speaking as defined by (Richards, J. 2009) and taken from Brown and Yule's speaking framework, which are talk as interaction, talk as transaction and talk as performance. The first part of this framework that teachers must take into account is talk as interaction, which refers to the strategies used to engage in a conversational style and takes into account the social roles and functions of the speakers when they interact.

For this, the main skills that learners need to develop have been defined by Richards (2009) as: opening conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, using an appropriate style of speaking. These skills might not seem important at first sight or in most course books, but learners need them in conversation to maintain a regular flow of information and communicate more effectively.

The second part in the framework is talk as transaction which refers to a focus on the message being conveyed and not the social context or role of the participants. This gives primary attention to functions to achieve a particular or specific aim in the conversation rather than focusing on accuracy. Information exchange is given a priority. According to (Richards, J. 2009), some of the skills to be developed in talk as transaction are: explaining an intention, asking for information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing or disagreeing among others.

The third and last part is talk as performance which can be translated as to long turns of speech that pursue a specific goal. It is given in the form of a monologue and the speaker is more concerned with getting the message across accurately since it sets out to explain in a similar way that a written text does. The skills to be taken into account for the development of talk as performance are presenting information in an appropriate sequence, maintaining audience engagement, using appropriate opening and closing, using appropriate vocabulary, using correct pronunciation and grammar and creating an effect on the audience (Richards, J. 2009). These three types of talk must be taken into account for any speaking intervention within the CLT approach.

1.3. The teaching and researching of speaking in second and foreign language acquisition

Teachers may have different approaches to testing speaking and it is significant to say that the approach must correspond to the level and the skills we want to develop in our learners. Due to this, speaking exam types can be in the form of direct tests, indirect tests such as cloze tests or even semi-direct tests (Bailey, K. 2005). In direct tests of speaking, learners interact with the tester or other test-takers and uses the target language through an interview, unscripted role-play or conversation in order to generate genuine utterances.

Indirect tests may be cloze tests in which learners have to fill out a conversation with appropriate words according to the context and the tester remains silent. However, indirect tests are more accuracy-oriented and might have a negative backwash effect for learners that need to be more confident in their speaking. Lastly, semi-direct tests can be ones where the learners speak but do not interact in conversations or role-play. In this case, learners would listen to prompts and then respond to a recording device. These types of tests constitute options that teachers and researchers may employ according to their contexts and students; needs and speaking skills to be measured.

The aforementioned procedures must also be rated properly by means of effective scoring methods because speaking skills demand a clear criterion to be followed by raters. According to Bailey (2005), there are three main methods for scoring learner's speaking skills, objective scoring, holistic ratings, and analytic ratings. Objective scoring is concerned with only one correct answer and avoids any kind of subjectivity on the part of the raters. Therefore, there is only one correct answer for each test item. In holistic ratings in turn, learners are given an overall score taking into account their performance which is given a designation.

Analytic ratings involve the use of analysis on the different speaking subskills to be tested and can include categories such as grammar, vocabulary, pronunciation and fluency. Whatever the categories are, they must be in tune with the rater's theory of

speaking skills and the objectives of the course or program. For the purposes of teaching false beginners or pre-intermediate learners in an EFL context, the issue of syllabus design must be paid attention to by teachers and researchers. A syllabus should provide teachers and learners with ample opportunities for the promotion of speaking skills. In the case of teaching speaking skills for beginners it is important not to overwhelm them with high demands or expectations for oral production (Bailey, K. 2005).

Consequently, formulaic expressions that are fixed can be taught to beginner learners if they have not had ample practice in conjugating and expressing grammar tenses. Some syllabuses are built around textbooks that include speaking tasks based on familiar topics and some pronunciation aspects such as reductions and prosodic elements or minimal pairs. In the case of A1 or A2 level students, Bailey (2005) provides some important principles for the teaching of speaking. These principles are:

1. To provide something for the students to talk about.
2. Create opportunities for learners to interact through group work and pair work.
3. Manipulate the classroom physical arrangement to enable the communicative process.

Providing cues for students to talk about is one of the most intrinsic aspects of a CLT lesson and not merely repeating phrases or doing substitution drills. Learners need to get motivated to express their own ideas. Thus, the teacher is in charge of bringing ideas through pictures or negotiate with students the topics of their interest. Therefore, cues from magazines or even board games are effective ways to spur learners to communicate and fulfill their communicative needs. Classroom arrangements into pairwork and groupwork aid in disinhibiting shy learners or beginners who might not feel confident talking in front of the class. Pairwork arrangement must be done first and then move on to groupwork.

These arrangements enable the learners to have more talking time and perform a wider variety of speech acts (Bailey, K. 2005). Within a CLT lesson the physical arrangement of the classroom must be changed to facilitate communication. According to Bailey (2005), one of the most relevant techniques for classroom arrangement to develop speaking skills is the inside-outside circle since it gives the learners the chance to repeat conversations with new students they hadn't spoken to before. Learners interview their partners for two or three minutes using a set of preset questions and then they change partners.

There exist two kinds of knowledge that have become historically relevant for the teaching of speaking; (extralinguistic knowledge) that is knowledge independent of the language features, and (linguistic knowledge) which is knowledge of features of language, (Thornbury, S., 2005). Extralinguistic knowledge influences the teaching of speaking in aspects such as the social context, cultural aspects and the familiarity of the speakers. These are aspects that teachers and researchers must take into account for speaking activities and for the overall development of the speaking skill. Linguistic knowledge, in turn, involves facets such as genre knowledge, discourse knowledge, and pragmatic knowledge, (Thornbury, S., 2005).

Genre knowledge comprises the functions of talk as transaction or talk for interpersonal communication. When speaking is used to serve a transactional function it has as main objective the accomplishment of services or goods exchange. On the other hand, when speaking is used with an interpersonal function, it involves the building and maintaining of social and interpersonal relationships. Discourse knowledge involves discourse competence, which represents the ability to organize utterances in interactive talk in order to make it cohesive according to the turn-taking behaviors inherent to a conversation.

For this, the use of correct discourse markers becomes important to connect utterances with previous ones. The last kind of extralinguistic knowledge necessary for speaking is pragmatic knowledge, and it broadly refers to the links between language and the contexts where it is being used. Therefore, a knowledge of communicative functions or speech acts is paramount to use language appropriately according to the situation. This knowledge involves an effective command of elements such as register, grammar, vocabulary and phonology. The knowledge of register is indispensable for a speaker to know the degree of formality of the context, the relationship among the speakers.

Furthermore, grammar plays a key factor since spoken grammar differs quite a bit from written grammar, as a number of ellipsis, repeats, tags, etc. occur in speech or conversation. One key factor of spoken grammar is that clauses constitute the basic unit of construction as opposed to written grammar where detailed sentences generally occur (Thornbury, S., 2005). For the purposes of casual talk, learners would need at least a good command of high frequency words and combinations of chunks to incorporate in their conversations.

Phonology is the aspect that is the most difficult to be controlled by speakers. Nonetheless, effective pronunciation habits must be fostered so as to avoid communication breakdown and misunderstanding that might occur due to a lack of knowledge of sentence stress patterns and vowels' pronunciation. Therefore, the learning process of spoken production must occur in the learners via starting from awareness of the knowledge of the target language features, through appropriation

of that knowledge, up to developing the capacity to mobilize the knowledge in real-life situation in an autonomous way (Thornbury, S., 2005).

To achieve an effective development of the speaking skill the first stage is awareness-raising which includes activities that increase learners' awareness and understanding. One of the best ways to foment awareness-raising is by the use of recorded speech and reading of the transcript in order to favor noticing of language and contextual features in a conversation. Learners can read the transcript and then focus their attention on language features. Then, a focus on speech acts and communicative functions can ensue so that learners identify and practice these acts in pairs. Finally, there must be an emphasis on aspects of spoken grammar, discourse markers as well as on stress and intonation.

The second stage is that of appropriation which refers to the practice, reconstruction and collaborative construction of the speaking skill. At this stage, learners have to practice in a control manner to be able to later automatize the language and skills acquired. The main techniques that are to be applied at this stage are: drills, writing tasks, reading aloud, scaffolding, dialogues, communicative tasks and task repetition (Thornbury, S., 2005). Drilling can serve in a number of ways, but its main advantage is to get learners to practice selected utterances or chunks that might be beneficial for later use. Writing tasks serve by way of dictation to ease the demands placed on learners to produce real-time speaking parts.

Besides, computed-mediated chat can be used to practice and model talking in a way that students can gain accuracy by making the necessary corrections. Reading aloud can also be fruitful at this stage, provided that learners are already familiar with the text and have understood it. Practicing dialogues places the attention on a student-centered activity where learners are free to interact without too much teacher's guidance. Dialogues can be performed via open pair work, or closed pair work. In both these techniques the teacher becomes the supervisor and sets out to make the necessary corrections.

In the case of adult EFL learners there are several factors to be taken into account for the development of speaking abilities. When it comes to oral production, activities

must be chosen on the basis of the learners' problems in their speaking skills and the kinds of interaction that those activities set out to provide. Speaking fluently and effectively not only involves appropriate use of the language in social interactions, but also a command of paralinguistic elements such as stress, intonation and pitch. Along with these factors, often times adult learners lack control of idiomatic expressions, fluency and an understanding of cultural pragmatics (Richards & Renandya, 2002). Consequently, adult learners need explicit teaching of speaking skills and this teaching should not be left to chance or a one-time event.

Apart from this, there are other intrinsic and extrinsic factors that have been extensively researched and documented in the SLA research field. Among these factors the most relevant have been age, the aural medium, sociocultural factors and affective factors. L2 learners that start learning the target language as adults might find difficulties in acquiring a native-like pronunciation, especially with prosodic elements such as intonation and stress that might lead to misunderstandings and even communication breakdowns (Richards & Renandya, 2002). In regards to the aural medium, listening undoubtedly plays an important role in speaking since the former precedes the latter. If a speaker uses too much fillers, false starts, disorganized syntax and incomplete forms, speaking is thus hindered.

The interference of learners' L1 cultural norms is another significant factor for speaking development since it becomes difficult for them to choose appropriate norms for L2 situations. The most affective factor for adult learners is anxiety because they often feel embarrassed in front of others and have the idea that their performance might be judged or ridiculed. Thus, unlike children, adults might become easily tongue-tied and afraid of making errors.

Spoken language has two main functions in society, an interactional and a transactional function. In everyday communication the interactional function is the most important and so it is in the EFL lesson as interactions are key to communication and language acquisition. Consequently, teachers within a CLT methodology should implement ways that make learners engage in meaningful communication as well as how to listen and talk to others in the target language.

The exchange of messages is what enable learners to create a discourse to express their intentions in a meaningful way (Richards & Renandya, 2002).

As stated before, the kind of activities that are to be promoted in CLT are those that have the students interacting and using conversational topics and small talk. The latter being the first step that learners have to take to manage social interactions effectively. At the initial stages, adult learners have to make use of small talk in everyday situations with topics such as the weather, asking the time, vacations, sports events, etc. One relevant aspect of teaching a foreign language in the classroom is to get the students interacting and the teacher is responsible to encourage the students to express themselves through interactive activities.

Due to the fact that learners only have the chance to use L2 in the classroom, authentic or naturalistic source materials can be used to resemble the context of the L2 native cultures. To accomplish this, some activities that could be useful are aural activities, visual activities, material-aided activities and culture awareness activities. Aural activities might be employed by making use of radio recordings that are adapted and given as background for interaction activities. Visual activities include audiovisuals such as films, videotapes and soap operas. While watching learners' attention can be focused towards the level of formality, the types of expressions and the non-verbal behaviors of speakers.

Dialogues, dramatizations and role-plays would ensue after watching the materials. For material-aided activities, readings, cartoon strips and sequences of pictures can be utilized to provide learners with storytelling, oral reports and summary activities that enhance their speech production. With the aim of raising student's cultural awareness, learners must be taught to identify errors in cultural norms of the speech communities of the target language such as identifying how speakers apologize correctly. Questions can follow class descriptions of these cultural norms and then a class discussion could be established.

For the CLT classroom, several activities have been traditionally implemented for the development of the speaking skill. However, as has been recognized by Dixon, S. (2006), speaking activities have often been seen as the most demanding for

learners. Speaking is also troublesome for teachers to assess due to the many and varied categories that must be taken into account to create rubrics. Nonetheless, there are activities that promote the occurrence of free expression for learners in different levels of proficiency.

Without a doubt the teaching of speaking as well as the conduction of its research comprises a lot of aspects such as pragmatics, syntax, semantics, phonetics and phonology. Therefore, speaking is closely related to these aspects in the language classroom. A teacher might practice lexis, grammar and syntax through speaking, or the spoken form of a language might be taught through speaking. These must be taken into consideration for the evaluation and research of speaking skills in class. To date it has always been cumbersome to establish the structures and forms of spoken genres. As Hughes, R. (2011) states:

“As a second language learner acquires a living language, a large number of aspects other than grammar and vocabulary also need to be acquired for successful communication to take place. These relate to culture, social interaction, and the politeness norms that exist in the target language. To learn to communicate expertly in another language a speaker must change and expand identity as he or she learns the cultural, social, and even political factors, which go into language choices needed to speak appropriately with a new ‘voice’.”

Following these precepts, teachers and researchers alike ought to take into account the cultural and social dimensions of language as well as the linguistic dimensions of the speaking output of learners when they transit through the beginning stages up to becoming a fluent L2 speaker.

Apart from this, in L2 research there has persisted difficulties as to how to analyze and assess speech since it is difficult to fit all parts of speech into categories as is the case for written language. In the case of the research of speaking within the CLT approach, materials have focused more on the teaching and measurement of natural language and less on structural input.

Most of the research of spoken production has been done under the quantitative paradigm. Nonetheless, due to the nature of spoken discourse which is inherently

dynamic and socially grounded, it has become significant to employ qualitative approaches such as Conversation Analysis. CA analysts are concerned with the elicitation of linguistic features and non-elicited data that pertains to broader patterns and meaningful irregularities in a given interaction (Hughes, R. 2011). As opposed to a quantitative approach which sets out to test a theory or hypothesis and analyzes data according to a pre-established set of categories or theories about language acquisition.

Current trends for measuring oral production proficiency in the L2 teaching-learning process

Spoken interaction has been historically seen as a key element of language pedagogy and SLA research into classroom environments for the investigation of spoken production. Within CLT methodologies, there has persisted a view of spoken language teaching and research as action and interaction rather than a set of rules (Hughes, R. 2011).

Since in CLT a clear distinction is made between fluent L2 speech and accurate L2 usage of language, it is necessary to define the role of these constructs for the investigation of L2 communicative proficiency in a classroom setting. As it has been previously stated, the forms and styles of what constitutes spoken language are difficult to define and encompass within a given framework. Language teachers are often engaged in CLT in teaching the target language through its own medium. To do so, the teacher not only teaches the grammar and vocabulary, but also other aspects of culture, social interaction and politeness forms (Hughes, R. 2011).

In recent years the notions of how to measure L2 oral proficiency have changed drastically. It has been operationalized by using the what has been termed as the CAF triad, which represents the dimensions of complexity, accuracy and fluency as a model for measuring and determining language proficiency. These notions have departed from the traditional view of measuring L2 proficiency as a holistic construct, (Housen et. al. 2012). Nonetheless, these dimensions must be seen as having an interdependence in the appraisal and measurement of spoken production. For example, Ellis, R. (1994) identified the fact that an increase in fluency might be

detrimental to accuracy and complexity due to the way in which explicit and implicit L2 knowledge is automatized.

Complexity

For the purposes of the current investigation, complexity functions as a dependent variable to describe and indicate levels of L2 performance and L2 proficiency. It is defined following the absolute approach (Housen et. al. 2012), which recognizes complexity in a broader sense as having three main components: propositional complexity, discourse interactional complexity, and linguistic complexity. Propositional complexity is referred to as the amount of idea units that a speaker encodes in a given interaction or speech act. Discourse interactional complexity still remains an elusive concept, but can be defined in terms of the number of initiations, turns and participatory roles that a speaker takes in an interaction.

Linguistic complexity is the broader term and is broken down into system complexity and structure complexity. System complexity includes the different lexical and grammatical structures that the speaker uses. Structure complexity comprises two types of complexity which are functional complexity (amount of meanings and functions of a linguistic structure), and formal complexity which has been defined in a number of ways, mainly as the structural substance of linguistic features (Housen et. al. 2012).

According to a review of the literature most complexity measurements have been carried out by means of quantitative measures. For example, grammatical complexity has been measured by mean numbers of words per T-unit or verb phrases per T-unit among several other measures. Lexical complexity has generally been measured by breaking it down into its components of diversity, density and sophistication, each with its accompanying measures.

Accuracy

Accuracy has traditionally been defined and measured according to pre-established norms, often that of a native speaker, or a non-native speaker at a certain level. It

is also seen as the mental representations of the learner's language and its irregularities when compared to syntactic and morphological L2 models. According to Michel. M., (2017), accuracy is a measure of target like features and error-free use of language. Accuracy measures involves the amount of deviations from an established linguistic norm. However, for spoken production is not effective at times, to establish a norm. Consequently, there must exist agreement for raters or evaluators as to what constitutes an error, and it must be distinguished in terms of communicative adequacy. In a way, errors must be classified into categories according to their severity, level, and whether or not they impede communication.

Fluency

Taking into account the communicative language perspective, fluency has been determined as the effective language use within a limited linguistic knowledge, and the speed with which an L2 speaker performs a communicative act without too many pauses or hesitation. For the purpose of these research paper fluency will be treated as both an indicator of progress in the speaking skill and an oral descriptor for oral production assessment. Traditionally, the definition of fluency within CLT has been regarded as effectiveness use of the language system at any proficiency level and emphasizes language production in natural communicative situations (Chambers, F., 1997).

However, this definition still lacks aspects that contributed to the analysis of performance in terms of the measurement of the skills needed for the achievement of a fluent production. In L2 learners, fluency would develop as a result of gaining automatic of speech production processes in second or foreign language learners. So as to measure fluency in a tangible way, its concept has been reduced to temporal variables by several authors because it gave a more identifiable and quantifiable view of the definition of fluency. This has given rise to the measurement of variables such as the rate of speech and pauses.

In the case of rate of speech, Levelt (1989) asserts that it can be defined as the number of syllables uttered per second since speech is regularly produced at a rate of two to three words per second. Speech rate is comprised by articulation rate and

pause time. On the other hand, the length and frequency of pauses, silences in foreign language learners could be indicative of a weak mental functioning in regards to language processing. Therefore, the reasons for pausing in L2 learners differs from those of native speakers and the distribution of these pauses can be measured.

For these measures to be accurate they must be carried through both quantitative (frequency and length of pauses) and qualitative (position in the utterance, filled or unfilled) analyses (Chambers, 1997). On this vein, according to research done, the factors that are significant for the appraisal of fluency are frequency of pauses, length of run (number of syllables between pauses), place of pauses in the utterance, and the transferring of pausing from L1 to L2. All in all, to measure fluency in research accurately, it must be differentiated from what is meant by overall language proficiency and communicative competence.

CHAPTER II. METHODOLOGY

2.1. Research Type and Approach

This section allows to organize the way that the methodological process for data collection was executed, this study is framed in a quasi - experimental design, since a pretest – posttest was carried out. The choice of this design is due to the fact that it seeks to understand the phenomenon related to the development of oral communication; as well as the analysis of the theoretical bases linked to the Communicative Approach in the English language.

Regarding the type of research, the descriptive transversal study has been selected, since it defines not only the level of depth of the research, but also the characteristics, properties and profiles of persons, groups, communities, processes, and any other phenomenon, whose purpose is to describe accurately and systematically a population, situation or phenomenon. On the other hand, this type of research also was chosen due to the necessity of delving into the variables, which are the oral communication and the Communicative Approach.

The quantitative approach has been considered, since this project seeks to analyze an existent phenomenon, and then, describe it, in order to provide actions to allow an improvement in the oral communication of English language for A1 level students. The expected results allow to establish to what extent the subject and the causes that have been studied; likewise, the results give way to the socialization of the findings obtained. Besides, the qualitative approach is also considered to describe the process occurred in class, record the development of students in their oral communication as the Communicative Approach is applied.

2.2. Population and sample

The selection of the population and sample size is a challenge. As it is really hard to take the complete group, sometimes the one that is chosen does not meet the current expectations, and the research can show no reliable results. So, it is important to make an effort to get the best selection. The decision must take into

account aspects such as time, budget, the objects of the research, and the necessary degree of precision. (Mukherjee, 2019).

Regarding the chosen measurement units, as it can be seen in Table 1, these correspond to one group of 20 students of the first level of Stanford Institute located in Riobamba, province of Chimborazo. These units are recognized as a non-probabilistic sample of intentional type, since these students have been selected in accordance with the closeness with the researcher, and moreover, these individuals have agreed to participate in the study.

Table. 1

Sample

Sample	Number of students	Percentage
Students from first level	20	100%
Total	20	100%

Elaborated by: elaboración propia

Type of collected information

The techniques applied are a survey as a written test, an interview as an oral test, and observation. It is important to highlight that the surveys were applied through a Google Form, since, due to the pandemic of COVID -19, this was the most appropriate and practical way to carry them out. Moreover, the online survey is considered a more natural form to reach out to the respondents as it is less time-consuming than the traditional way of gathering information through one-to-one interaction and is less expensive. The data is collected and stored in a database, which is later evaluated by an expert in the field.

In this study, the questionnaire for the written test is designed to have a diagnosis of the level of the students in terms of understanding in sentences with context at the beginning of the course and to obtain information about the way students are developing their skills through the communicative approach after applying it. The questionnaire consists of 11 questions, students have to choose one of three options that best fits each question or sentence, and it is taken online by Google Forms.

On the other hand, for the oral test, the questionnaire was designed to have a diagnosis of the speaking skills of the students, the questionnaire consists of 13 items taken from the Cambridge A1 Movers exam, part 4. This test was taken in the on-line modality through the Google meets platform, to evaluate the student's performance in this test, the rubric for Cambridge A1 movers was used, considering range, control and extent as indicators for "Vocabulary and grammar"; individual sounds and stress for "pronunciation" and reception/responding and fluency for "interaction". This rubric was rewritten on Google Classroom where collecting the results and is easier; the teacher clicks on the punctuation for each item according to the performance of the students, and get the grade automatically on the platform.

Regarding the validity of the three instruments, the eleven English teachers working at the aforementioned institution were taken into account, the ones who had worked with students with similar characteristics to those taken into account in this study, who had a fourth-level degree, were familiar with the communicative approach and had developed studies related to English language teaching were selected as experts. The experts made their judgment about the instrument, as it was positive they were applied in the study.

Characterization of the institution

The Stanford Institute, is a higher technological institute located in Riobamba, which in accordance with the quality requirements of university education, must lead innovative processes and continuous improvement in academic aspects.

Its creation is registered under the Ministry of Education and Culture, as a Higher Technical Institute, under Ministerial Agreement No. 372 dated September 17, 1996. Over the years and according to the quality offered, it has advanced until it is recognized by the National Secretariat for Science, Technology and Innovation (SENESCYT) as a Technological Institute, with registration No. 06-004. This is located in the province of Chimborazo, in the city of Riobamba, Espejo 17-19 and Colombia streets.

2.2. Research proposal

The aim of this study is to apply the Communicative approach and evaluate the students' performance before and after applying it. For this purpose, the teacher plans the activities carried out in classes in a way that students can get familiar with the vocabulary presented and learn to use it in real situations. It is applied to Beginners, who, according to the Common European Framework of Reference for Languages (2001) should be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have; so students can interact with each other and with an evaluator who in this case is the teacher as long as they have to performance simple dialogues.

Background of the proposal

Following the bibliographic research that reflects the status of students in relation to their skills in the oral communicative skills in the basic levels and especially focused on their weaknesses, an oral pretest was made as a good way to make a diagnosis of the deficiencies of the students and detect where to emphasize the effort to achieve the goal proposed.

In view of the analysis of the pretest results, the activities were designed easier. An interactive activity where the teacher and the students can express orally basic phrases like greetings and farewells is the best recommended activity. The activities are supported by the booklet and videos the teacher presents to the students that help to illustrate the expressions, vocabulary and functions.

Justification

The teaching and learning of a language involve many skills. As it is said “nothing could be repeated if it has not heard before”, so teachers must begin their efforts saying clearly and slowly the basic expressions supported by the visual elements designed for the class.

Even though the usage of the English language is wide spread, students usually do not associate the expressions they hear every day on songs and advertising, for example, with the real communication until they are integrated to a formal class. According to this, the communicative method becomes a suitable method to achieve the goals of this study.

Proposal methodology

The methodology of this proposal is based on Bloom’s taxonomy referred in first place to the cognitive domain.



Figure 1. Cognitive domain. Bloom's taxonomy

Source: Anderson, (2001).

Knowledge: involves the recognition and remember of specific facts, terms, basic concepts or answers of their meaning. While using the communicative method, the emphasis must be the real situation despite the linguistic limitations. Comprehension, involves demonstration and understanding of facts and ideas. In the proposal, the student will be asked to use the words in the corresponding English syntaxis. Application, that involves the usage of the acquired knowledge to solve new situations so, the student will use the words and expression to perform in the correct context.

Analysis, that involves examining and breaking information into components parts and how they are related one to another, the student will be asked to use the expressions that he listens to and give correct answers according to them. Synthesis involves building a structure or patterns from diverse elements. At this point the student must produce their own question, answer or expressions due to the different abstract relations in real situations. Evaluation which involves the presentation and defense of the opinion, the student must use all the tools he has practiced, as the repetition of the expressions, to sustained the messages given.

Components of the proposal

As the proposal is aimed to students in the A1 level the topics to be considered are “introduce yourself”, “family members”, “describe people”, “my house”, “clothes”, “weather”, “food”, “at the shop” which are the basic ones. In the class plan it will be included the objectives to be achieved, the methodological strategies, the skills to be developed in the students, the vocabulary to be taught, the resources to be used, the time considered to be spent, extracurricular activities and a video made by the students.

General goal

To prepare a booklet with a communicative approach and assessment tools to improve the oral communication in the English Language for A1 level students.

Specific goals

- To define efficient didactic strategies by using the communicative approach.
- To build didactic material according to communicative approach.

Planning

A general planning of the topics has been carried out with the communicative method detailed below. All these topics will be developed in class through a booklet attached below each lesson.

Communicative Method Strategy

Introduce yourself

Lesson One

TOPICS	Introduce yourself
BENEFICIARIES	Students at Stanford Institute
LEVEL	A1
AIMS	To provide vocabulary and pronunciation of the English language in a real situation.
TEACHING METHOD	Communicative method. On-line sessions.
TEACHER'S ROLE	Direct the learning using different strategies. Asses the student learning about the communicative method Reinforce knowledge by focusing on the different way of greetings and farewells.
STUDENT'S ROLE	The students will introduce themselves and others using the dialogue given.
VOCABULARY	Hi, hello/ I am from.../ I am 20 years old/ Nice to meet you/ Pleasure to meet you /Great to meet you /Bye / Good bye/ See you/ See you tomorrow/ See you later.
MATERIALS	Internet connection Booklet Videos Teacher's and student's book. Notebooks or blank paper.
TIMING	1 day (two 45-minute sessions each day)
BEFORE SCHOOL ACTIVITY	The videos and booklet are sent to be considered by the students.
EXPLANATION OF THE VIDEOS	The videos were done in English with people acting using greetings and farewells expressions.
CLASSROOM ACTIVITIES	<ol style="list-style-type: none"> 1. The teacher will show the charts explaining what they are illustrating. 2. The teacher plays a video to the class to explain the use of the vocabulary presented in real situations. https://www.youtube.com/watch?v=UnEmEbWytI8 3. The teacher performs the dialogue illustrated in the booklet. 3. The teacher asks the students to repeat the dialogue. 4. The teacher chooses one of the students to interact with him/her using the dialogue. 6. The teacher asks the students to perform the dialogue in pairs 7. The students will record the activity in Vocaroo website. 8. Students send their recorded audios to Google classroom platform to be graded.

Source: own elaboration

Booklet material

Lesson 1. Introduce yourself



Conversation:

Situation: Two young people introducing themselves.

Criss: Hi, my name is Criss

Fabricio: Hello, I'm Fabricio

C: How old are you Fabricio?

F: I am 24 years old, and you?

C: I'm 26. Where are you from?

F: I'm from Canada, what about you?

C: I'm from Ecuador

F: Nice, Criss. What do you do?

C: I am a nurse

F: Great, I'm a paramedic

F: Awesome. Nice to meet you Criss

C: Pleasure to meet you, too

Elaborated by: Ramos,J. (2021)

Family members

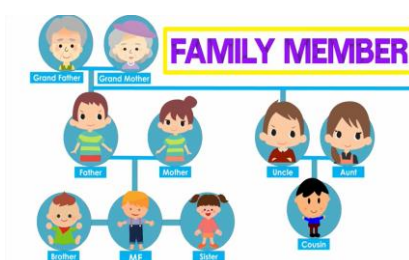
Lesson Two

TOPIC	Family members
BENEFICIARIES	Students at Stanford Institute
LEVEL	A1
AIMS	To provide vocabulary and pronunciation of the English language and function in real situations.
TEACHING METHOD	Communicative method. On-line sessions.
TEACHER'S ROLE	Direct the learning using different strategies. Asses the student learning about the communicative method. Reinforce knowledge by focusing on the vocabulary related to the family members.
STUDENT'S ROLE	Repeat the words that correspond to the pictures that illustrate the members of the family. Identify with their names their members of their own family. Reinforce their knowledge by practicing with the video given.
VOCABULARY	Mother, father, grandfather, grandmother, brother, sister, uncle, aunt, cousin.
MATERIALS	Internet connection Booklet Videos Teacher's and student's book. Notebooks or blank paper.
TIMING	1 day (two 45-minute sessions each day)
BEFORE SCHOOL ACTIVITY	The videos and booklet are sent to be considered by the students.
EXPLANATION OF THE VIDEOS	The videos were done in English with people acting using the vocabulary related to the members of the family.
CLASSROOM ACTIVITIES	<ol style="list-style-type: none"> 1. The teacher will show the charts explaining what they are illustrating. 2. The teacher plays a video to the class to explain the use of the vocabulary presented in real situations. <u>My family is coming Unit 3 Scene 1 Top Notch 1</u> 3. The teacher performs the dialogue illustrated in the booklet. 3. The teacher asks the students to repeat the dialogue. 4. The teacher chooses one of the students to interact with him/her using the dialogue. 6. The teacher asks the students to perform the dialogue in pairs 7. The students will record the activity in Vocaroo website. 8. Students send their recorded audios to Google classroom platform to be graded.

Source: own elaboration

Booklet material

Lesson 2. Family members



Conversation

Situation: Amy and Bruno are looking at Bruno's photo album

A: What a nice picture!

B: Let me see, oh. This is my family. This photo was taken 10 years ago.

A: Is this your father? (Point out)

B: Yes, his name is Francis, he is 56 years old, and this is my mother, Lina, she is 54 years old.

A: This must be your sister.

B: Yes, Alina, she is 3 years older than me.

A: Are you in a race?

B: No, we were visiting my grandparents, they lived 20 blocks away, so we decided to went by bicycle.

A: I see, and what about your extended family?

B: Well, I have 2 aunts and 5 cousins on my mother's side, and only 1 uncle on my father's side.

A: You have a small and beautiful family!

Elaborated by: Ramos,J. (2021)

Describing people

Lesson three

TOPIC	Describing people.
BENEFICIARIES	Students at Stanford Institute
LEVEL	A1
AIMS	To provide vocabulary and pronunciation of the English language and function in real situations describing people using the vocabulary given.
TEACHING METHOD	Communicative method. On-line sessions.
TEACHER'S ROLE	Direct the learning using different strategies. Asses the student learning about the communicative method. Reinforce knowledge by focusing on the different forms of describing people.
STUDENT'S ROLE	Repeat the words that correspond to the pictures that illustrate the different way of describing people. Describe their friends using the vocabulary given. Reinforce their knowledge by practicing with the video given.
VOCABULARY	Age: young, middle-aged, old Build: well- built, plump, thin, fat, slim. Height: short, medium -height, tall. Face: round, oval, long, square.
MATERIALS	Internet connection Booklet Videos Teacher's and student's book. Notebooks or blank paper.
TIMING	1 day (two 45-minute sessions each day)
BEFORE SCHOOL ACTIVITY	The videos and booklet are sent to be considered by the students.
EXPLANATION OF THE VIDEOS	The videos were done in English with people acting using the vocabulary related to the members of the family.
CLASSROOM ACTIVITIES	<ol style="list-style-type: none"> 1. The teacher will show the charts explaining what they are illustrating. 2. The teacher plays a video to the class to explain the use of the vocabulary presented in real situations. <u>Vocabulario: PHYSICAL APPEARANCE - Clase de inglés - apariencia física - YouTube</u> Min 8:40 3. The teacher performs the dialogue illustrated in the booklet. 3. The teacher asks the students to repeat the dialogue. 4. The teacher chooses one of the students to interact with him/her using the dialogue. 6. The teacher asks the students to perform the dialogue in pairs 7. The students will record the activity in Vocaroo website. 8. Students send their recorded audios to Google classroom platform to be graded.

Source: own elaboration

Booklet material

Lesson 3. Describing people



Conversation:

Situation: Two people describing the appearance of a friend.

Pete: Lina, do you know Margo?

Lina: Yes, we met her last week in Martha's party

P: I had to run out early so I'm not sure.

Could you describe her for me, please?

L: Sure, she is tall, middle-aged and a little bit overweight.

P: Does she have long hair?

L: No, she has short, wavy, brown hair. Oh, and she has brown eyes.

Elaborated by: Ramos,J. (2021)

My House

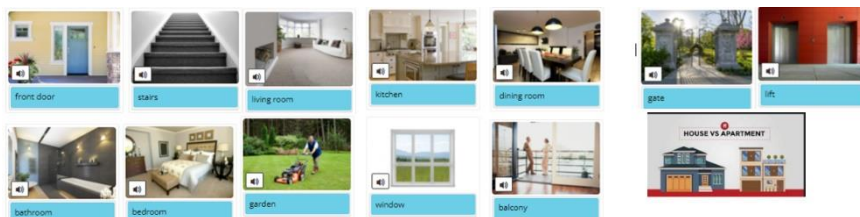
Lesson four

TOPIC	My house
BENEFICIARIES	Students at Stanford Institute
LEVEL	A1
AIMS	To provide vocabulary and pronunciation of the English language and function in real situations naming, identifying and describing the parts of a house.
TEACHING METHOD	Communicative method. On-line sessions.
TEACHER'S ROLE	Direct the learning using different strategies. Asses the student learning about the communicative method. Reinforce knowledge by focusing on the different forms of naming, identifying and describing the parts of a house.
STUDENT'S ROLE	Repeat the words that correspond to the pictures that illustrate the different parts of a house Describe their own house using the vocabulary given. Reinforce their knowledge by practicing with the video given.
VOCABULARY	Front door, stairs, living room, kitchen, dining room, bathroom, bedroom, garden window, balcony, gate, lift, apartment
MATERIALS	Internet connection Booklet Videos Teacher's and student's book. Notebooks or blank paper.
TIMING	1 day (two 45-minute sessions each day)
BEFORE SCHOOL ACTIVITY	The videos and booklet are sent to be considered by the students.
EXPLANATION OF THE VIDEOS	The videos were done in English with people acting using the vocabulary related to the members of the family.
CLASSROOM ACTIVITIES	<ol style="list-style-type: none"> 1. The teacher will show the charts explaining what they are illustrating. 2. The teacher plays a video to the class to explain the use of the vocabulary presented in real situations. https://www.youtube.com/watch?v=8AEseSofHnI 3. The teacher performs the dialogue illustrated in the booklet. 3. The teacher asks the students to repeat the dialogue. 4. The teacher chooses one of the students to interact with him/her using the dialogue. 6. The teacher asks the students to perform the dialogue in pairs 7. The students will record the activity in Vocaroo website. 8. Students send their recorded audios to Google classroom platform to be graded.

Source: own elaboration

Booklet material

Lesson 4. My house



Conversation

Situation: Carmen calls to rent an apartment.

C: Hello. My name is Carmen, I'm calling about an apartment you have posted on Facebook, is it still available?

J: Hi Carmen. I'm Jhon, yes, it is still available

C: Could you tell me about it, please?

J: Of course, the apartment is big, it has 3 bedrooms, 2 bathrooms and a new kitchen

C: Is there a living room?

J: Yes, there is.

C: Ok, how much is it?

J: \$ 350, all utilities included

C: Sounds good, Can I see the apartment tomorrow morning?

J: Sure, Is it ok at 9:30am?

C: Perfect.

Elaborated by: Ramos,J. (2021)

Clothes

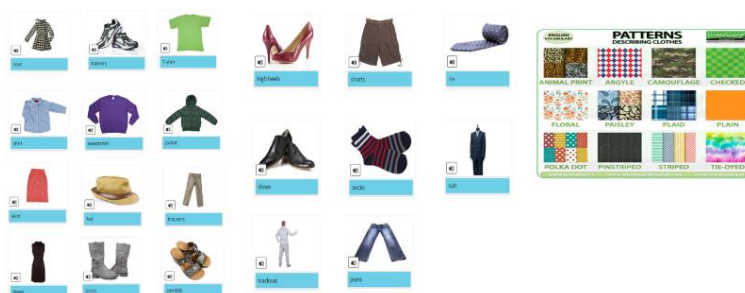
Lesson five

TOPIC	Clothes.
BENEFICIARIES	Students at Stanford Institute
LEVEL	A1
AIMS	To provide vocabulary and pronunciation of the English language and function in real situations naming, identifying and describing different clothes.
TEACHING METHOD	Communicative method. On-line sessions.
TEACHER'S ROLE	Direct the learning using different strategies. Asses the student learning about the communicative method. Reinforce knowledge by focusing on naming, identifying and describing clothes.
STUDENT'S ROLE	Repeat the words that correspond to the pictures that illustrate the different clothes. Describe their own and their friends' clothes using the vocabulary given. Reinforce their knowledge by practicing with the video given.
VOCABULARY	Jeans, jumper, coat, shoes, t-shirt, jacket, sweatshirt, skirt, hat, trousers, dress, high heels, shorts, sandals, tie, suit, tracksuit. Patterns: animal print, argyle, camouflage, checked, floral, paisley, plaid, plain, polka dot, pinstriped, striped, tie-dyed.
MATERIALS	Internet connection Booklet Videos Teacher's and student's book. Notebooks or blank paper.
TIMING	1 day (two 45-minute sessions each day)
BEFORE SCHOOL ACTIVITY	The videos and booklet are sent to be considered by the students.
EXPLANATION OF THE VIDEOS	The videos were done in English with people acting using the vocabulary related to the members of the family.
CLASSROOM ACTIVITIES	<ol style="list-style-type: none"> 1. The teacher will show the charts explaining what they are illustrating. 2. The teacher plays a video to the class to explain the use of the vocabulary presented in real situations. <u>English Conversation Talking About Clothes</u> 3. The teacher performs the dialogue illustrated in the booklet. 3. The teacher asks the students to repeat the dialogue. 4. The teacher chooses one of the students to interact with him/her using the dialogue. 6. The teacher asks the students to perform the dialogue in pairs 7. The students will record the activity in Vocaroo website. 8. Students send their recorded audios to Google classroom platform to be graded.

Source: own elaboration

Booklet material

Lesson 5. Clothes



Conversation:

Situation: Buying clothes

Salesman: Hello, how can I help you?

Customer: I'm looking for a T-shirt, please.

S: Follow me, please. What is your size?

C: Medium.

S: What colour would you like?

C: Blue.

S: Here you are. (While handing a piece of clothing).

C: Can I try this on?

S: Yes, of course. The fitting rooms are here.

Customer: It fits well. How much is it?

S: \$12,85

C: I'll take it. Here you are. (While handing the money) Thank you.

S: Here is your receipt. Have a nice day.

Source: Ramos,J. (2021)

Lesson six

Weather

TOPIC	The weather and the seasons
BENEFICIARIES	Students at Stanford Institute
LEVEL	A1
AIMS	To provide vocabulary and pronunciation of the English language and function in real situations naming, identifying and describing different weather conditions.
TEACHING METHOD	Communicative method. On-line sessions.
TEACHER'S ROLE	Direct the learning using different strategies. Asses the student learning about the communicative method. Reinforce knowledge by focusing on naming, identifying and describing the different weather conditions.
STUDENT'S ROLE	Repeat the words that correspond to the pictures that illustrate the different weather conditions. Describe the current or the typical weather condition. Reinforce their knowledge by practicing with the video given.
VOCABULARY	Wind, windy, wet, sun, sunny, cold, rain, rainy, hot, cloud, cloudy, snow, storm, fog, dry, warm. The four seasons: Winter: cold days, snow, rain, umbrella, gloves, scarf, skiing, hot drinks. Spring: warm days, flowers, butterflies, nests, rainbows, gardening, allergies, baby animals. Summer: hot days, beach, vacation, camping, ice cream, sunglasses, sunscreen, swimming pool. Autumn or fall: cool days, leaves fall, wind, harvest, acorns, clouds, pumpkins.
MATERIALS	Internet connection Booklet Videos Teacher's and student's book. Notebooks or blank paper.
TIMING	1 day (two 45-minute sessions each day)
BEFORE SCHOOL ACTIVITY	The videos and booklet are sent to be considered by the students.
EXPLANATION OF THE VIDEOS	The videos were done in English with people acting using the vocabulary related to the weather conditions and the seasons.
CLASSROOM ACTIVITIES	<ol style="list-style-type: none"> 1. The teacher will show the charts explaining what they are illustrating. 2. The teacher plays a video to the class to explain the use of the vocabulary presented in real situations. https://www.youtube.com/watch?v=gzPA-YKJmVk 3. The teacher performs the dialogue illustrated in the booklet. 3. The teacher asks the students to repeat the dialogue. 4. The teacher chooses one of the students to interact with him/her using the dialogue. 6. The teacher asks the students to perform the dialogue in pairs 7. The students will record the activity in Vocaroo website. 8. Students send their recorded audios to Google classroom platform to be graded.

Source: own elaboration

Booklet material

Lesson 6. Weather



Conversation:

Situation: 2 friends talking on the phone.

C: Hello

F: Hello Carl, how are you doing?

C: Everything is ok, today is a beautiful day, isn't it?

F: I don't think so

C: Why? it is a sunny day; don't you like it?

F: Sunny? No, it is raining

C: What? I'm eating ice cream in San Francisco

F: Jajaja, I got it, you are in Riobamba and I am in Chunchi

C: Oh, jajaja Why are you in Chunchi?

F: I came to visit my cousin Jane

Elaborated by: Ramos, J. (2021)

Food

Lesson seven

TOPIC	Food.
BENEFICIARIES	Students at Stanford Institute
LEVEL	A1
AIMS	To provide vocabulary and pronunciation of the English language and function in real situations naming, identifying and describing different types of food.
TEACHING METHOD	Communicative method. On-line sessions.
TEACHER'S ROLE	Direct the learning using different strategies. Asses the student learning about the communicative method. Reinforce knowledge by focusing on naming, identifying and describing clothes.
STUDENT'S ROLE	Repeat the words that correspond to the pictures that illustrate the different kinds of food. Name and describe different kinds of food. Reinforce their knowledge by practicing with the video given.
VOCABULARY	Fruits: apple, banana, melon, orange, coconut, pineapple, peach, cherry, kiwi, lemon, mango, grapes, pear, watermelon, tomato, Vegetables: tomato, cabbage, lettuce, carrot, pea, onion, turnip, pepper, cucumber, garlic. Meat: beef, pork, sausage, duck, rabbit, chicken, seafood, sardine, salmon, tuna. Beverages: water, juice, milk, beer, wine, coffee, tea. Others: soup, Jam, butter, yoghurt, cheese, cake, ice cream, pie, pudding, pancake, eggs, flour, rice, sugar, oil, chips, bread.
MATERIALS	Internet connection Booklet Videos Teacher's and student's book. Notebooks or blank paper.
TIMING	1 day (two 45-minute sessions each day)
BEFORE SCHOOL ACTIVITY	The videos and booklet are sent to be considered by the students.
EXPLANATION OF THE VIDEOS	The videos were done in English with people acting using the vocabulary related to the different kinds of food.
CLASSROOM ACTIVITIES	<ol style="list-style-type: none"> 1. The teacher will show the charts explaining what they are illustrating. 2. The teacher plays a video to the class to explain the use of the vocabulary presented in real situations. 3. The teacher performs the dialogue illustrated in the booklet. 3. The teacher asks the students to repeat the dialogue. 4. The teacher chooses one of the students to interact with him/her using the dialogue. 6. The teacher asks the students to perform the dialogue in pairs 7. The students will record the activity in Vocaroo website. 8. Students send their recorded audios to Google classroom platform to be graded.

Source: own elaboration

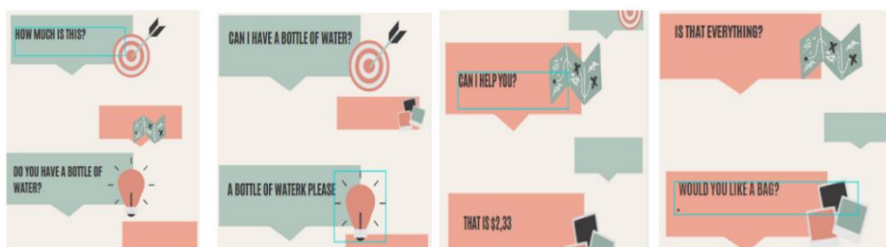
At the shop
Lesson eight

TOPIC	At the shop / supermarket / store
BENEFICIARIES	Students at Stanford Institute
LEVEL	A1
AIMS	To provide vocabulary and pronunciation of the English language and function in real situations at a shop, supermarket or store.
TEACHING METHOD	Communicative method. On-line sessions.
TEACHER'S ROLE	Direct the learning using different strategies. Assess the student learning about the communicative method. Reinforce knowledge by focusing on real situations at a shop, supermarket or store.
STUDENT'S ROLE	Repeat the words that correspond to the pictures that illustrate different real situations at shop, supermarket or store. Ask or answer questions about real situations at a shop, supermarket or store. Reinforce their knowledge by practicing with the video given.
VOCABULARY	How much is this? Do you have a bottle of water? Can I have a bottle of water? A bottle of water please? Can I help you? That is \$ 2,33. Is that everything? Would you like a bag?
MATERIALS	Internet connection Booklet Videos Teacher's and student's book. Notebooks or blank paper.
TIMING	1 day (two 45-minute sessions each day)
BEFORE SCHOOL ACTIVITY	The videos and booklet are sent to be considered by the students.
EXPLANATION OF THE VIDEO	The videos were done in English with people acting using the vocabulary related to the members of the family.
CLASSROOM ACTIVITIES	<ol style="list-style-type: none"> 1. The teacher will show the charts explaining what they are illustrating. 2. The teacher plays a video to the class to explain the use of the vocabulary presented in real situations. 3. The teacher performs the dialogue illustrated in the booklet. 3. The teacher asks the students to repeat the dialogue. 4. The teacher chooses one of the students to interact with him/her using the dialogue. 6. The teacher asks the students to perform the dialogue in pairs 7. The students will record the activity in Vocaroo website. 8. Students send their recorded audios to Google classroom platform to be graded.

Source: own elaboration

Booklet material

Lesson 8. At the shop



Conversation:

Situation: Buying food at the supermarket.

Jane: Hello Tui, how are you?

Tom: Fine. May I help you?

J: Yes, I need some rice and some fish.

T: What sort of rice do you need? There are many different ones.

J: Well, let's take that one. It looks nice. And...where can I find the fish?

T: Just over there. Have a nice day.

Elaborated by: Ramos,J. (2021)

Video: <https://drive.google.com/drive/folders/1E0KDWS8gibwVQF4NnmSPARLHb9jLNpZA>

CHAPTER III. ANALYSIS OF THE RESULTS

3.1. Written test

The written exam allowed to know the students' comprehension when they had to choose one of three options given based on the context of the question or sentence that is presented. The analysis was carried out in Jamovi.

Table. 2

Descriptive analysis of Pre-test and Post-test comparison

	Descriptives	
	Written pre-test	Written post-test
N	20	20
Missing	0	0
Mean	6.75	9.70
Median	7.00	10.0
Standard deviation	2.02	1.22
Minimum	2	7
Maximum	11	11

Source: own elaboration

The results of the post-test showed an improvement in the students' performance, as it can be seen in the mean and median in table 2.

3.2. Oral test

As this study refers to the communicative approach for the development of an effective oral communication to students with an A1 English level and its general objective is to improve oral communication in the English language through the application of the communicative approach, an appropriate oral pre-test and post-test were applied in order to obtain information about the previous knowledge and the level of the oral skills of a group of twenty students from the Stanford Institute and their performance after applying the approach (Table 3).

The analysis was carried out in Jamovi.

Table. 3

Analysis of the oral pre and post-test. Vocabulary and Grammar

Descriptives

	Oral pre-test Vocabulary and Grammar	Oral post-test Vocabulary and Grammar
N	20	20
Missing	0	0
Mean	3.05	3.85
Median	3.00	4.00
standar deviation	1.28	1.09
minimum	1	1
maximum	5	5

Source: own elaboration

The increase of the mean shows that after applying the Communicative Approach, the students have improved their knowledge on vocabulary and grammar (table 3).

Table. 4

Analysis of the oral pre and post-test. Pronunciation

	Descriptives	
	Oral pre-test Pronunciation	Oral post-test Pronunciation
N	20	20
Missing	0	0
Mean	2.65	3.30
Median	2.50	3.00
standar deviation	1.18	1.08
minimum	1	2
maximum	5	5

Source: own elaboration

Analyzing the results of the pre-test and the post-test, it is noticeable that students have also improve their pronunciation, the mean has increased by 0.65, it is an important change (Table 4).

Table. 5*Analysis of the oral pre and post-test. Interaction*

	Descriptives	
	Oral pre-test Interaction	Oral post-test Interaction
N	20	20
Missing	0	0
Mean	2.70	3.50
Median	2.00	3.50
standard deviation	1.08	1.15
minimum	1	2
maximum	5	5

Source: own elaboration

In table 5 it can be seen that students' interaction has also been improved after applying the communicative approach. After applying the communicative approach, students performed better in the three aspects that were considered, vocabulary and grammar, pronunciation and interaction. The comparison on between the results of the pre-test and the post-test shows and important improvement in the three aspects and the item that students have improved the most is vocabulary and grammar.

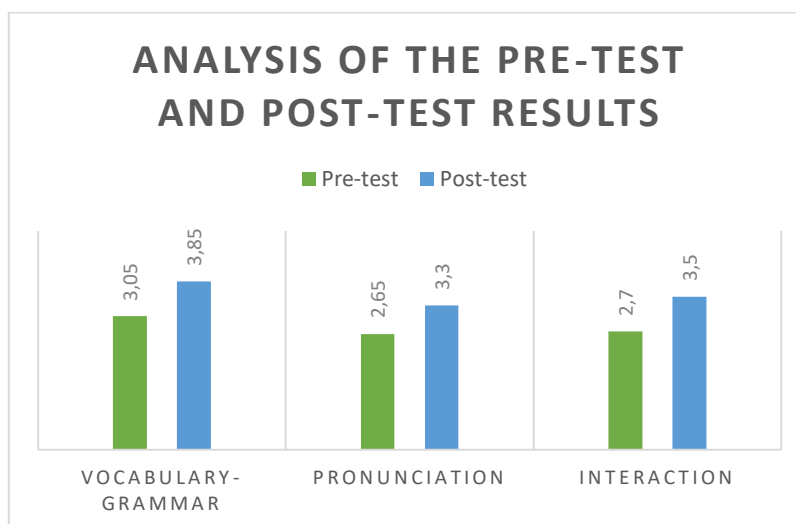


Figure 2. Analysis of the pre-test and post-test results

Source: own elaboration

3.3. Observation

Several factors can influence the performance of students when they know they are graded; however, the teacher may notice their development during classes, that is why an observation sheet was created.

Table. 6

Observation sheet results

Item	Range				
	1	2	3	4	5
Students improve their pronunciation by recording audios					*
Students improve their pronunciation and interaction by interacting with partners				*	
Students improve understanding by watching videos as comprehensible input					*
Students are able to communicate and express ideas after applying communicative approach				*	
Communicative Approach has a positive impact on student's language acquisition					*

Source: own elaboration

It can be observed by the teacher that when students participate in class, they gradually improve their language skills since they have a better performance after applying Communicative approach than when they first participate in class, and this is later reflected in the results of the evaluations.

CONCLUSIONS

- The communicative approach pretends the usage of the language in real situations, following the theory of this method, audios and videos where real people act in conditions that appeared to be real make learning easier and meaningful. After watching videos and understand the meaning and the context students improve their understanding of the usage of English in general and their pronunciation.
- The booklet designed for the class plan, proved to be a good resource for the process. It made the students to improve the comprehension and acquisition of the vocabulary, this helps them to apply that vocabulary that could be words or phrases in real conversations. The designed material also helped to have classes in a more enjoyable way than using only the designated book.
- After the analysis of the results presented on the observation sheet the improvement reached by the students was very encouraging. As it is observed in the instrument and the results of the tests taken, the students achieved an upgrading on their oral skills by watching videos and recording audios. Besides, the objectives presented in the plan were achieved by the usage of the communicative approach and its impact was evidently positive on the language acquisition.

RECOMMENDATIONS

- The use of videos was useful to improve the pronunciation of the students since they not only hear the voice and accent of the teacher, but also have the opportunity to hear various accents and notice that the accent can be different but the pronunciation itself is the same, so students improve the correct pronunciation of the vocabulary learnt. For this reason, the use of videos in class is recommended, as long as they correspond to the topic of what is being taught and are according to the level of the students, in order to reinforce the knowledge are consistent with what is being learned to reinforce the knowledge learned and improve the pronunciation of the students.
- It is a fact that all the students and groups are different and that they do not learn the same way and at the same rhythm, these differences could be an obstacle or an ally if they are used in a smart way. It is important to consider the use of a booklet as a mean for illustration of what students hear or see. The use of the booklet is commended, but at the same time to design more activities and to plan different strategies according to the characteristics or the group to be taught, and the time the teacher has in class. It improves students' vocabulary in a fast way.
- To make students record audios or videos in virtual modality and have them participate in role plays in the on-campus one. To find other free websites or platforms to make it possible. This helps to improve the pronunciation of the students since they realize their mistakes and seek to correct them to achieve a good performance.
- A similar study can be conducted to compare the effectiveness of the approach in different environments to determine if other conditions influence the development of language acquisition less, the same or more than the approach itself. Besides this could determine how to improve activities related to it in those different environments. Since this study was carried out in the online modality, it could be applied in-person classes, with people in

the same age as the ones in this study and also in different ages. Another important source of data would be to get the results by using a different rubrics which shows the indicators as outcomes in further detail.

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ANNEXES

Annexed 1. Written pre and post-test questionnaire.

2. What is your name? *

Marca solo un óvalo.

I am Josh

That's not my name

He is my friend

3. How old are you? *

Marca solo un óvalo.

I old 24 years

I am 24 years old

Fine, thanks

4. Where do you come from? / Where are you from? *

Marca solo un óvalo.

She is from Italy

Yes, you are

I am from Riobamba

5. Where do you live? *

Marca solo un óvalo.

I live in Cuenca

I am from Cuenca

They live in Ambato

6. Who do you live with? *

Marca solo un óvalo.

Mi mother is nice

With my family

I live in Ambato

7. How many rooms are there in your house? *

Marca solo un óvalo.

room, house, bath

4

Bedroom

8. What is your favorite room in your house? *

Marca solo un óvalo.

The living room

The oven

The classroom

9. Hello (Escoja la mejor respuesta) *

Marca solo un óvalo.

What's up

Bye

No, thanks

10. See you? *

Marca solo un óvalo.

Besides

I see it

Bye

11. Nice to meet you? *

Marca solo un óvalo.

Great no meet you too

Yes, nice

No, thank you

12. May I help you? *

Marca solo un óvalo.

Yes, I need some onions

Hurry up

Yes, I help

Annexed 2. A1Movers Cambridge rubric

A1 Movers			
	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> Uses the vocabulary required to deal with all test tasks. Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. Responds at word, phrase or longer utterance level. Can join ideas with some simple linkers (e.g. and, but, then, when). 	<ul style="list-style-type: none"> Is mostly intelligible. Has limited control of word stress and intonation. 	<ul style="list-style-type: none"> Responds appropriately to instructions, questions and visual prompts, and very little support is required. Is able to ask for support if required. Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> Uses the vocabulary required to deal with most test tasks. Produces some simple structures but makes some basic mistakes which may obscure meaning. Generally responds at word or phrase level but may also produce some longer utterances. Can join ideas with a few simple linkers (e.g. and). 	<ul style="list-style-type: none"> Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress. 	<ul style="list-style-type: none"> Responds appropriately to instructions, questions and visual prompts, although some support is required. Is able to ask for support if required. Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> Uses the vocabulary required to attempt some test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally responds at word level but may also produce phrases. Can join words with simple linkers (e.g. and). 	<ul style="list-style-type: none"> Sometimes may be difficult to understand. 	<ul style="list-style-type: none"> Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		

Annexed 3. A1Movers Cambridge rubric rewritten on Google Classroom to grade

Vocabulary and grammar					/5
Range Control Extent Cohesion					
5 pts.	4 pts.	3 pts.	2 pts.	1 pt.	
* Uses the vocabulary required to deal with all test tasks. * Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. * Responds at	Some features of 5 and some features of 3 in a approximately equal measure	* Uses the vocabulary required to deal with most test tasks. * Produces some simple structures but makes some basic mistakes which may obscure meaning. * Generally responds at	Some features of 3 and some features of 1 in approximately equal measure	* Uses the vocabulary required to attempt some test tasks. * Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. * Generally responds at word level	
Pronunciation					
Individual sounds: Stress Intonation					
5 pts.	4 pts.	3 pts.	2 pts.	1 pt.	
* Is mostly intelligible. * Has limited control of word stress and intonation.	Some features of 5 and some features of 3 in a approximately equal measure	* Is mostly intelligible, although some sounds may be unclear. * Has limited control of word stress.	Some features of 3 and some features of 1 in approximately equal measure	Sometimes may be difficult to understand	
Interaction					
Reception/Responding Support required Fluency/Promptness					
5 pts.	4 pts.	3 pts.	2 pts.	1 pt.	
* Responds appropriately to instructions, questions and visual prompts, and very little support is required. * Is able to ask for support if required. * Almost always responds	Some features of 5 and some features of 3 in a approximately equal measure	* Responds appropriately to instructions, although some support is required. * Is able to ask for support if required. * Often responds promptly, although there may be hesitation and pausing mid-utterance.	Some features of 3 and some features of 1 in approximately equal measure	* Responds appropriately to some instructions, although frequent support may be required. * May attempt to ask for support if required. * There is hesitation and pausing mid-	

Annexed 4. Question bank for the oral test

Question bank for the Oral test.

What is your name?

How old are you?

Where are you from? /Where do you come from?

Where do you live?

What do you do?

How many people are there in your family?

How many brothers and sisters do you have?

What is your mother's name?

How many rooms are there in your house?

What is your favorite room?

What fruits do you like?

What's the weather like today where you are?

Describe your best friend

Annexed 5. One student's answers on Google Forms

[Preguntas](#)
[Preguntas](#)
[Configuración](#)
Punto a Milla 11

No se ha enviado ninguna respuesta

Mensaje para los encuestados

Ya no es necesario responder a esta forma de lo:

[Resumen](#)
[Preguntas](#)
[Individual](#)

< 10 44 30 >

10 de 11 personas Por último y último a 12:00 (7:02)

Pre - test

Elija la opción que responde mejor a cada pregunta o enunciado

Obligatorio

Nombre 1/8

[Redacted Name]

Añadir comentario a una respuesta individual

✓ **What's your name?** 1/1

I am Jack ✓
 That's not my name
 It is a question

Añadir comentario a una respuesta individual

✓ **How old are you?** 1/1

I am 34 years
 I am 34 years old ✓
 Five, please

Añadir comentario a una respuesta individual

✓ **Where do you come from? (Where are you from?)** 1/1

I like football
 Yes, please
 I am from Bolivia ✓

Añadir comentario a una respuesta individual

✓ **Where do you live?** 1/1

I live in Geneva ✓
 I am from Geneva

Annexed 6. Oral Pre-test on Google Form by using a rubric

1 A
Morning



Instrucciones

Trabajo del alumno

Devolver



15 puntos



<input type="checkbox"/>		6 Borrador	<div style="text-align: right;"> ✕ 10/15 No devueltos </div> <div> Rúbrica 10/15 </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>Vocabulary and grammar 4/5 ✓</p> <div style="display: flex; justify-content: space-between; width: 100px; height: 10px; background-color: #ccc; margin: 2px 0;"> <div style="width: 25%; background-color: #2e8b57;"></div> </div> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>Pronunciation 3/5 ✓</p> <div style="display: flex; justify-content: space-between; width: 100px; height: 10px; background-color: #ccc; margin: 2px 0;"> <div style="width: 30%; background-color: #2e8b57;"></div> </div> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>Interaction 3/5 ✓</p> <div style="display: flex; justify-content: space-between; width: 100px; height: 10px; background-color: #ccc; margin: 2px 0;"> <div style="width: 30%; background-color: #2e8b57;"></div> </div> </div>
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Annexed 7. Observation sheet

1. Students improve their pronunciation by recording audios *

Marca solo un d'valo.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

2. Students improve their pronunciation by interacting with partners *

Marca solo un d'valo.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. Students improve understanding by watching videos as comprehensible input *

Marca solo un d'valo.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

4. Students are able to communicate and express ideas after applying communicative approach *

Marca solo un d'valo.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

https://www.google.com/forms/d/1tWtE1FvUjK0GCMt0ag_0q6tNACDzDZ0G6RRAQ/edit

21/2/2021

Instrumento 3. Fichas de Observación

5. Communicative Approach has a positive impact on students' language acquisition *

Marca solo un d'valo.

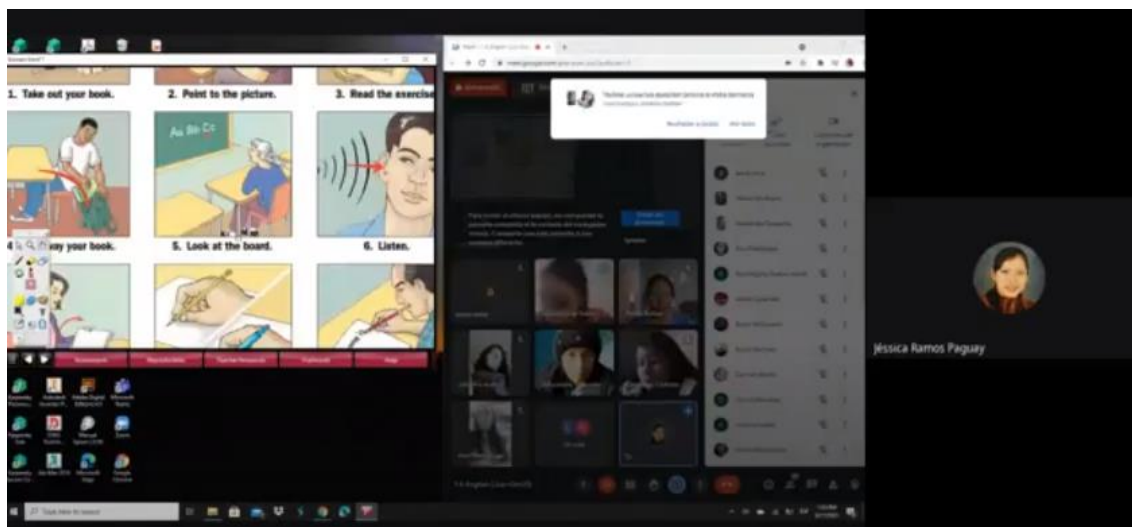
	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Google no almacena ni procesa esta información.

Google

Formularios

Annexed 8. Applying Communicative Approach in class (1)



Annexed 9. Applying Communicative Approach in class (2)

The image shows a Zoom meeting interface. On the left, a presentation slide titled "INTRODUCE YOURSELF" is displayed. The slide is divided into four sections, each with a cartoon illustration and text:

- INTRODUCE YOURSELF**: Illustration of a girl and a boy.
- I am a nurse**: Illustration of a nurse. Text: "I am a nurse. My name is [Name]. I work at [Hospital]. I like [Activity]."
- Nice to meet you**: Illustration of a boy. Text: "Nice to meet you. My name is [Name]. I am [Age] years old. I live in [City]. I like [Activity]."
- Bye!**: Illustration of a boy. Text: "Bye! My name is [Name]. I am [Age] years old. I live in [City]. I like [Activity]."

At the bottom of the slide, there are navigation buttons: "Inici", "Dejar de compartir", and "Ocultar".

On the right side of the Zoom window, there is a video feed of a woman with glasses, identified as "Jessica Ramos Paguay".

In the bottom left corner of the Zoom window, there is a small icon labeled "(k)".

Annexed 10. Authorization of the institution to apply this study

Riobamba, 29 de abril de 2021

Doctor
José Ocaña
RECTOR DEL INSTITUTO SUPERIOR TECNOLÓGICO STANFORD
Presente

De mi consideración.

Mediante la presente me dirijo a usted para augurarle el mayor de los éxitos en sus actividades cotidianas, al tiempo que aprovecho para manifestarle mi petición:

Como es de su conocimiento, estoy cursando el programa de estudios de cuarto nivel "Maestría en Pedagogía del Inglés como Lengua Extranjera", y a la vez tengo el amplio deseo de desarrollar en esta noble institución la metodología comunicativa con la intensión del beneficio de los estudiantes.

Muy comedidamente solicito a usted se me permita realizar mi trabajo de titulación con el tema tentativo "Communicative approach to develop effective oral communication to students with an A1 level of English".

En espera de su importante decisión.

De antemano quedo de usted muy agradecida por la atención prestada.

Atentamente,


Ing. Jéssica Ramos



Annexed 11. "Validación de expertos" evidence.

Validación del instrumento por juicio de expertos.

1. Datos Generales

Apellidos y nombres de quien evalúa: Damián Tixi Deysi Lucía

Instrumentos a evaluar: Written test, Oral test y Ficha de observación.

Autor del instrumento: Jéssica Ramos

2. Aspectos de validación

La opinión que usted brinde en esta evaluación es sincera.

Marque con un aspa "x" en la valoración que usted considere correcta para cada criterio. Siendo definidos de la siguiente forma:

1: Deficiente

2: Regular

3: Buena

4: Muy buena

5: Excelente

	Indicadores	Criterios	1	2	3	4	5
1	Claridad	Están formulados con lenguaje y nivel apropiado para el curso a aplicar					X
2	Control	Los instrumentos están diseñados de modo que se puede hacer una comparativa y comprobación de resultados.					X
3	Organización	Los instrumentos presentan organización en su contenido					X
4	Intencionalidad	Los instrumentos son adecuados para valorar aspectos de las estrategias					X
5	Aplicabilidad	Los instrumentos son de fácil aplicación					X

CONSTANCIA DE VALIDACIÓN DE INSTRUMENTOS

Yo, Damián Tixi Deysi Lucía, con NI 060296022-1 docente de la asignatura Inglés y que ejerzo actualmente esta actividad. Por medio de la presente hago constar que he revisado, con fines de validación los instrumentos: “Written test”, “Oral test” y “Ficha de Observación” que serán aplicados en un grupo de Nivel 1, en el Instituto Superior Tecnológico Stanford, ubicado en la ciudad de Riobamba, esto en el desarrollo del trabajo de titulación de la docente Jéssica Ramos y notifico que son válidos y aptos para alcanzar los objetivos que se plantean en el trabajo de titulación: **COMMUNICATIVE APPROACH TO DEVELOP EFFECTIVE ORAL COMMUNICATION TO STUDENTS WITH AN A1 LEVEL OF ENGLISH.**

Atentamente;

 firmado electrónicamente por:
**DEYSI
LUCIA**

Lic. Deysi Lucia Damián Tixi Mgs

DOCENTE

Validación del instrumento por juicio de expertos.

1. Datos Generales

Apellidos y nombres de quien evalúa: Luis Daniel Fernández Castiollo

Instrumentos a evaluar: Written test, Oral test y Ficha de observación.

Autor del instrumento: Jéssica Ramos

2. Aspectos de validación

La opinión que usted brinde en esta evaluación es sincera.

Marque con un aspa"x" en la valoración que usted considere correcta para cada criterio.

Siendo definidos de la siguiente forma:

1: Deficiente

2: Regular

3: Buena

4: Muy buena

5: Excelente

	Indicadores	Criterios	1	2	3	4	5
1	Claridad	Están formulados con lenguaje y nivel apropiado para el curso a aplicar					x
2	Control	Los instrumentos están diseñados de modo que se puede hacer una comparativa y comprobación de resultados.					x
3	Organización	Los instrumentos presentan organización en su contenido					x
4	Intencionalidad	Los instrumentos son adecuados para valorar aspectos de las estrategias					x
5	Aplicabilidad	Los instrumentos son de fácil aplicación					x

CONSTANCIA DE VALIDACIÓN DE INSTRUMENTOS

Yo, Luis Daniel Fernández Castillo, con NI 175885918-3 docente de la asignatura Inglés y que ejerzo actualmente esta actividad. Por medio de la presente hago constar que he revisado, con fines de validación los instrumentos: “Written test”, “Oral test” y “Ficha de Observación” que serán aplicados en un grupo de Nivel 1, en el Instituto Superior Tecnológico Stanford, ubicado en la ciudad de Riobamba, esto en el desarrollo del trabajo de titulación de la docente Jéssica Ramos y notifico que son válidos y aptos para alcanzar los objetivos que se plantean en el trabajo de titulación: **COMMUNICATIVE APPROACH TO DEVELOP EFFECTIVE ORAL COMMUNICATION TO STUDENTS WITH AN A1 LEVEL OF ENGLISH.**

Atentamente;

Luis Daniel Fernández

Validación del instrumento por juicio de expertos.

1. Datos Generales

Apellidos y nombres de quien evalúa: Karina Pastor Romero.

Instrumentos a evaluar: Written test, Oral test y Ficha de observación.

Autor del instrumento: Jéssica Ramos

2. Aspectos de validación

La opinión que usted brinde en esta evaluación es sincera.

Marque con un aspa "x" en la valoración que usted considere correcta para cada criterio.

Siendo definidos de la siguiente forma:

1: Deficiente

2: Regular

3: Buena

4: Muy buena

5: Excelente

	Indicadores	Criterios	1	2	3	4	5
1	Claridad	Están formulados con lenguaje y nivel apropiado para el curso a aplicar					x
2	Control	Los instrumentos están diseñados de modo que se puede hacer una comparativa y comprobación de resultados.					x
3	Organización	Los instrumentos presentan organización en su contenido					x
4	Intencionalidad	Los instrumentos son adecuados para valorar aspectos de las estrategias					x
5	Aplicabilidad	Los instrumentos son de fácil aplicación					x

CONSTANCIA DE VALIDACIÓN DE INSTRUMENTOS

Yo, Karina Pastor Romero con NI: 060458846-7 docente de la asignatura Inglés y que ejerzo actualmente esta actividad. Por medio de la presente hago constar que he revisado, con fines de validación los instrumentos: “Written test”, “Oral test” y “Ficha de Observación” que serán aplicados en un grupo de Nivel 1, en el Instituto Superior Tecnológico Stanford, ubicado en la ciudad de Riobamba, esto en el desarrollo del trabajo de titulación de la docente Jéssica Ramos y notifico que son válidos y aptos para alcanzar los objetivos que se plantean en el trabajo de titulación: **COMMUNICATIVE APPROACH TO DEVELOP EFFECTIVE ORAL COMMUNICATION TO STUDENTS WITH AN A1 LEVEL OF ENGLISH.**

Atentamente;



Firmado electrónicamente por:
**KARINA SUSANA
PASTOR ROMERO**

Karina Pastor Romero.

Annexed 12. Observation sheet's rubrics

	1	2	3	4	5
Students improve their pronunciation by recording audios	Less than 20% of students improved their pronunciation after recording audios.	Between 21%-40% of students improved their pronunciation after recording audios.	Between 41%-60% of students improved their pronunciation after recording audios.	Between 61%-80% of students improved their pronunciation after recording audios.	More than 80% of students improved their pronunciation after recording audios.
Students improve their pronunciation by interacting with partners	Less than 20% of students improved their pronunciation after interacting with partners.	Between 21%-40% of students improved their pronunciation after interacting with partners.	Between 41%-60% of students improved their pronunciation after interacting with partners.	Between 61%-80% of students improved their pronunciation after interacting with partners.	More than 80% of students improved their pronunciation after interacting with partners.
Students improve their understanding by watching videos as comprehensible input	Less than 20% of students are able to understand the questions asked by the teacher after watching the videos presented	Between 21%-40% of students are able to understand the questions asked by the teacher after watching the videos presented	Between 41%-60% of students are able to understand the questions asked by the teacher after watching the videos presented	Between 61%-80% of students are able to understand the questions asked by the teacher after watching the videos presented	More than 80% of students are able to understand the questions asked by the teacher after watching the videos presented
Students are able to communicate and express ideas after applying Communicative Approach	Less than 20% of students are able to answer questions asked by the teacher after a week they have practiced a topic in class	Between 21%-40% of students are able to answer questions asked by the teacher after a week they have practiced a topic in class	Between 41%-60% of students are able to answer questions asked by the teacher after a week they have practiced a topic in class	Between 61%-80% of students are able to answer questions asked by the teacher after a week they have practiced a topic in class	More than 80% of students are able to answer questions asked by the teacher after a week they have practiced a topic in class
Communicative Approach has a positive impact on students' language acquisition.	The average of the previous aspects is less than 20%	The average of the previous aspects is between 21% and 40%	The average of the previous aspects is between 41% and 60%	The average of the previous aspects is between 61% and 80%	The average of the previous aspects is equal or greater than 80%

Annexed 13. Participation in class development comparison (Observation sheet)

Pronunciation			Pronunciation			Understanding			Interaction		
Student 1	Before	1	Student 1	Before	2	Student 1	Before	yes	Student 1	Before	no
	After	4		After	4		After	yes		After	yes
Student 2	Before	1	Student 2	Before	1	Student 2	Before	no	Student 2	Before	no
	After	3		After	3		After	yes		After	yes
Student 3	Before	3	Student 3	Before	2	Student 3	Before	no	Student 3	Before	yes
	After	5		After	5		After	yes		After	yes
Student 4	Before	1	Student 4	Before	2	Student 4	Before	no	Student 4	Before	no
	After	3		After	2		After	yes		After	yes
Student 5	Before	1	Student 5	Before	2	Student 5	Before	no	Student 5	Before	no
	After	4		After	5		After	yes		After	yes
Student 6	Before	2	Student 6	Before	1	Student 6	Before	no	Student 6	Before	no
	After	3		After	2		After	yes		After	no
Student 7	Before	1	Student 7	Before	2	Student 7	Before	no	Student 7	Before	no
	After	3		After	4		After	yes		After	yes
Student 8	Before	4	Student 8	Before	2	Student 8	Before	no	Student 8	Before	no
	After	4		After	3		After	yes		After	yes
Student 9	Before	3	Student 9	Before	2	Student 9	Before	no	Student 9	Before	no
	After	4		After	2		After	yes		After	yes
Student 10	Before	2	Student 10	Before	2	Student 10	Before	no	Student 10	Before	no
	After	3		After	3		After	yes		After	no
Student 11	Before	2	Student 11	Before	1	Student 11	Before	yes	Student 11	Before	yes
	After	4		After	2		After	yes		After	yes
Student 12	Before	3	Student 12	Before	1	Student 12	Before	no	Student 12	Before	no
	After	4		After	3		After	yes		After	yes
Student 13	Before	1	Student 13	Before	2	Student 13	Before	no	Student 13	Before	no
	After	3		After	4		After	yes		After	no
Student 14	Before	1	Student 14	Before	1	Student 14	Before	no	Student 14	Before	no
	After	2		After	1		After	yes		After	yes
Student 15	Before	2	Student 15	Before	1	Student 15	Before	no	Student 15	Before	no
	After	2		After	2		After	yes		After	yes
Student 16	Before	1	Student 16	Before	2	Student 16	Before	no	Student 16	Before	no
	After	4		After	3		After	yes		After	yes
Student 17	Before	2	Student 17	Before	2	Student 17	Before	no	Student 17	Before	yes
	After	4		After	4		After	yes		After	yes
Student 18	Before	1	Student 18	Before	2	Student 18	Before	no	Student 18	Before	no
	After	2		After	2		After	yes		After	yes
Student 19	Before	1	Student 19	Before	1	Student 19	Before	no	Student 19	Before	no
	After	1		After	1		After	yes		After	yes
Student 20	Before	1	Student 20	Before	2	Student 20	Before	no	Student 20	Before	no
	After	2		After	3		After	yes		After	yes
	17 students			15 students			18 students			14 students	
	85%			75%			90%			70%	