# TECHNICAL UNIVERSITY OF COTOPAXI

## UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

**MODALITY: RESEARCH REPORT**

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**COMMUNICATIVE LANGUAGE TEACHING TO DEVELOP SPEAKING SKILL IN**

**STUDENTS OF 8TH GRADE   AT "LATACUNGA" ELEMENTARY SCHOOL.**

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Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

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**PUJILÍ-ECUADOR**
**AGOSTO 2023**

# TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Communicative Language Teaching to develop speaking skill in students of 8th grade at Latacunga Educational Institution'', and researched by Chasi Hidalgo Angel Geovanny, ID number 0503292724 and Ichina Guangatal Pamela de las Mercedes, ID number 1804347415 for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

## I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí August 2023

M.Sc. Castro Bungacho Sonia Jimena
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# COMMITTEE APPROVAL

The research report entitled "Communicative Language Teaching to develop speaking skill in students of 8th grade at Latacunga Elementary School", has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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## DEDICATION

I dedicate this research work to my father Angel, my mother Olga, and my brother Jordy for all the moral and financial support they have provided me throughout my career. They have been my greatest inspiration to achieve all the goals in my life.

**Angel.**

## DEDICATION

This research is done with love, to my husband Erik for all the support throughout my career, and my children, Zoe and Dominick, who have been my greatest inspiration to achieve every goal in my life. To my in-laws who have been like parents to me and took care of my children while I was studying. To my parents who sustained and supported my career.

**Pamela.**

**TECHNICAL UNIVERSITY OF COTOPAXI**

**UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**

**ENGLISH MAJOR**

THEME: **''Communicative Language Teaching to develop speaking skill in 8th grade students at Latacunga Elementary School''.**

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# ABSTRACT

The present project was carried out at ''Latacunga Elementary School'' located in the Once de Noviembre parish in Latacunga canton. The objective of the research is to identify the effective use of the Communicative Language Teaching (CLT) methodology for the improvement of the oral skills of the students. This research was conducted through a bibliographic review of books, magazines, and articles that demonstrate how the CLT methodology can be used to increase the ability to speak English. The studies analyzed successfully proved the efficiency of this approach and provided valuable information to improve language skills. The population was 15 students of the eighth grade of this educational institution, The students were randomly selected because the teacher teaches English from 7th to 10th grade. The methodology used for the research was quantitative with an experimental type to obtain the descriptive statistical analysis for each question through the survey designed for the students and an interview for the teacher. The student's survey was elaborated with questions based on the activities during the language teaching and its effectiveness. During the teacher's interview, she was asked questions about her classroom teaching methods, the strategies she used to motivate her students, and the activities she taught to improve their speaking skills. The survey results indicate that students' deficiency of motivation in the classroom can interfere with their ability to use language correctly. This is primarily because the teaching methods and activities don't stimulate the development of oral communication skills. Based on the interview analysis, the teacher uses English in every class and encourages students to use the language through various activities with designated practice time. After conducting research, several conclusions were gotten. The most significant finding was that learning oral expression is highly challenging, especially in rural areas with fewer English teachers and less time to teach.

**Keywords: Communicative Language Teaching, Motivation, Speaking Skill.**

**TECHNICAL UNIVERSITY OF COTOPAXI**

**UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**

**ENGLISH MAJOR**

**TÍTULO:** ''Enseñanza Comunicativa del Lenguaje para desarrollar la habilidad de hablar en estudiantes de 8vo grado de la Escuela Primaria Latacunga''.

**Autores:**
Chasi Hidalgo Angel Geovanny
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**RESUMEN**

El presente proyecto se llevó a cabo en la ''Escuela Primaria Latacunga'' ubicada en la parroquia Once de Noviembre del cantón Latacunga. El objetivo de la investigación es identificar el uso efectivo de la metodología Communicative Language Teaching (CLT) para el mejoramiento de las habilidades orales de los estudiantes. Esta investigación se realizó a través de una revisión bibliográfica de libros, revistas y artículos que demuestran cómo se puede utilizar la metodología CLT para aumentar la habilidad de hablar inglés. Los estudios analizados demostraron con éxito la eficacia de este enfoque y proporcionaron información valiosa para mejorar las habilidades lingüísticas. La población fue de 15 estudiantes del octavo grado de esta institución educativa, los estudiantes fueron seleccionados al azar debido a que la docente imparte clases de inglés de 7° a 10° grado. La metodología utilizada para la investigación fue cuantitativa con un tipo experimental para obtener el análisis estadístico descriptivo para cada pregunta a través de la encuesta diseñada para los estudiantes y una entrevista para el docente. La encuesta de los estudiantes se elaboró con preguntas basadas en las actividades durante la enseñanza del idioma y su efectividad. Durante la entrevista con la maestra, se le hicieron preguntas sobre sus métodos de enseñanza en el salón de clases, las estrategias que usó para motivar a sus alumnos y las actividades que enseñó para mejorar sus habilidades para hablar. Los resultados de la encuesta indican que la falta de motivación de los estudiantes en el aula puede interferir con su capacidad para usar el lenguaje correctamente. Esto se debe principalmente a que los métodos y actividades de enseñanza no estimulan el desarrollo de las habilidades de comunicación oral. Con base en el análisis de la entrevista, el maestro usa inglés en cada clase y alienta a los estudiantes a usar el idioma a través de varias actividades con tiempo de práctica designado. Después de realizar la investigación, se obtuvieron varias conclusiones. El hallazgo más significativo fue que aprender la expresión oral es un gran desafío, especialmente en áreas rurales con menos maestros de inglés y menos tiempo para enseñar.

Palabras claves: Destreza del Habla, Enseñanza Comunicativa del Lenguaje, Motivación

# INDEX

1. **GENERAL INFORMATION**

   **Theme:**

   ''Communicative Language Teaching to develop speaking skills in students of 8th grade at Latacunga Elementary School''.

   **Starting Date:**

   April 2023

   **Ending Date:**

   August 2023

   **Place of Research:**

   "Latacunga" Elementary School in the Once de Noviembre parish, Latacunga-Cotopaxi.

   **Sponsoring Faculty:**

   Pujilí Campus

   **Sponsoring career:**

   Pedagogy of National and Foreign Language Undegrate Program.

   **Macro project of the career:**

   Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

   **Work Team:**

   M.Sc. Sonia Jimena Castro Bungacho

   Angel Geovanny Chasi Hidalgo

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   **Knowledge area:**

   Education

   **Research line:**

   Education and communication for human and social development.

   **Research line of the career:**

   Innovation in Teaching and Learning English as a Foreign Language.

## 2. PROBLEM STATEMENT

In the experience as pre-service English teachers at the institution, the researchers observed a low level of oral competence in the students with an observation file with a rubric, especially the infrequent use of the Communicative Language Teaching methodology for language production in class. This leads to low motivation, which is an important feature of the methodology, to learn the language in order to use it in practice. It is important to use an adequate methodology, based on the clear participation of the students, forging their self-knowledge, where their motivation is always the main factor for learning. Teaching to speak has become a great challenge for teachers because there are some problems that prevent students from achieving fluency and the ability to communicate in the language, causing students to make mistakes either in their pronunciation or in the use of tenses to formulate sentences to start a conversation. This research focuses on students' limited ability to speak English due to a shortage of English teachers in the institution. Classes are taught from 7th to 10th grade because the teacher works with higher grades of the Elementary School, which is a disadvantage for language learning, particularly in developing speaking skills.

## 3. OBJECTIVES

### General

To identify the effectiveness of the use of ''Communicative Language Teaching Methodology to improve the speaking skill of students of 8th grade at Elementary School'' from the Once de Noviembre parish.

### Specifics

- To determine theoretical foundations through a bibliographical review of the Communicative Language Teaching (CLT) methodology to improve speaking skills in the English language.
- To identify the effects of the use of Communicative Language Teaching (CLT) to develop the speaking skills in the students through a questionnaire.
- To establish conclusions and recommendations about the effectiveness of the methodology for developing speaking skills.

4. **ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.**

**Table 1**

**Objectives proposed.**

| Specific objective | Activities | ● Verification |
|---|---|---|
| To determine theoretical foundations through a bibliographical review of the Communicative Language Teaching (CLT) methodology to improve speaking skills in the English language. | ● To structure the Theoretical Framework that explains the problem of the study. | ● Background<br>● Theoretical framework |
| To identify the effects of the use of Communicative Language Teaching (CLT) to develop the speaking skill in students through a questionnaire. | ● To create a survey for the students and an interview for the teacher about Communicative Language Teaching (CLT).<br>● To apply the survey to the students and the interview for the teacher.<br>● To tabulate student and teacher questionnaires according to the hinders found by the chart. | ● Survey.<br>● Interview<br>● Verification<br>● Table of verification.<br>● Analysis and discussion of results |

| | | |
|---|---|---|
| | • To present descriptively the students' results obtained. <br> • To analyze the results of the collection data. | |
| To establish conclusions and recommendations about the effectiveness of the methodology for developing speaking skills. | • To analyze the use of CLT in the classroom. <br> • To describe the problems that interfere the effectiveness of the CL to the development of speaking in English. | • Conclusions and Recommendations. |

## 5. JUSTIFICATION

Ecuador has a low level of English according to a study conducted by English First in 2022 in which Ecuador ranked 82nd out of 111 countries. This result was obtained after having evaluated 932 people between men and women from different provinces of the country, with ages ranging from 18 years and older (English First, 2022). Due to this, it is necessary to implement the Communicative Teaching of Language (CLT) within the school environment and the respective development of the discursive skills of the students to improve the cognitive skills of the student, with this cognitive development that the student would have, it is possible that their possibilities of expanding their labor frontiers are possible and, in this way, they can improve their lifestyle.

As society changes, expands, and evolves, communication difficulties arise and for this reason, the cognitive development of students when learning a second language is a

priority. In the first instance, spoken communication is of fundamental necessity because it is the most common form of communication between people who are included in a social and educational environment, either by necessity or obligation. After all, it is of general knowledge the importance of knowing a second language, in this case, English. Because it is necessary both for the social environment and for the work or social environment. With this precept, students should improve their speaking skills by using methodological strategies or didactic activities to improve their vocabulary, fluency, and pronunciation.

The data collection of the project has a great impact because it is influencing and promoting the use of Communicative Language Teaching methodology and the development of speaking skills, which would be very beneficial for the students, and the teacher would apply and carry out more didactic and not-so monotonous classes. Taking this into account, the use of this methodology would improve the teaching and learning experience inside and outside the classroom and even encourage the use of English itself in the environment in which both teachers and students are taught.

The purpose of this project is to identify the use of Communicative Language Teaching methodology to improve the communication, and speech of the 8th grade students of the ''Latacunga Elementary School'' of the Once de Noviembre Parish. Because it was found that the students had deficiencies to speak a second language (English) since the importance of learning it was observed, for which the use of Communicative Language Teaching methodology was observed to develop said skills in the students and their oral expression during a simple dialogue or conversation during class, which involves the transmission of information through the use of language.

## 6. SCIENTIFIC AND TECHNICAL FOUNDATION.

### 6.1 Background

In the teaching and learning of English, there are different methods to have adequate learning results, which is why different people have done different research in the context of Communicative Language Teaching (CLT) methodology, such as the research of Mangaleswaran and Aziz, who in 2019 they did a study research on the implementation of Communicative Language Teaching (CLT) methodology in the oral skills of students, where the participants were 56 students and several teachers. For this research, the tool used was the observation of the oral skills of students in classrooms, where the reflection of teachers in each lesson plan to teach class was also analyzed. In turn, an interview and a test with the students and an interview with the teachers about the teaching process with the method were used. The authors analyzed the results, where it was shown that students do not learn English to communicate and do not have enough motivation to practice and improve it. The authors conclude that the study carried out has made teachers implement this methodology in schools to improve the communication skills of students.

In the same way, Oviedo and Mena (2021) research is based on the Communicative Language Teaching (CLT) approach to the development of speaking skills. The objective of this research is to apply Communicative Language Teaching activities to determine their effectiveness in the development of oral skills, in the second year of the Bachelor of Education in a secondary institution in Riobamba, Ecuador. The research participants were 94 students divided into two groups. A diagnostic exam and a final test with different didactic approaches were applied to each group. The control group had the traditional method and the other experimental group had the CLT method. They found that the first group with the traditional method improved their communication skills, but the group with the CLT method improved their oral skills by a high percentage. Therefore, the authors conclude that the use of communicative activities in the classroom helps students feel motivated and that their class is effective in improving their communication skills.

Finally, a study researched by Muñoz, in 2023, proposes the use of the ECRIF framework to improve the communication skills of students who have an A1 level, using guides to use planning in a more structured way. The study was carried out at the Technological Institute of T'sachila in Sto. The data collected was through a survey of students and an interview with teachers. The researcher was able to elaborate a didactic guide where, in the end, with the results of the application of a pretest and a posttest, she showed an improvement in oral skills based on the ECRIF framework. The author was able to conclude that the teachers are traditionalists from her perspective, on the other hand, she demonstrated that the students improved their communication in the language when the teacher used activities based on group work with the application of an academic guide based on the framework ECRIF.

## 6.2 Theoretical Framework

**Teaching English Language for communication:**

According to Garcia (2019), the teaching of orality has been growing in importance until the end of the 20th century and the beginning of the 21st century, when the teaching of communication, both oral and written, reached its peak. From the 1970s to the present day, Communicative Language Teaching methodology has become the hegemonic language of contemporary societies, above all, it has allowed access to a wide range of resources related to education and knowledge for many people. Communicative Language Teaching is considered an approach and makes communicative competence the primary objective of language teaching by developing procedures for teaching language skills. Language and communication are interdependent in the sense that language must serve to enable the speaker to communicate his or her goals.

**Methods in Language Teaching**

The methodologies to teach are important since these help the classes to achieve an effective teaching of the language for which each year, they are innovated to be more effective in the application of each one. As stated by Richards and Rodgers (2014) "methodologies in the 20th century are mainly characterized by innovation for the

development of competence in language teaching" (p.4). There are various methodologies with different approaches which are:

- The Direct Method
- Grammar-Translation
- Audio-Lingual
- Total Physical Response (TPR)
- Communicative Language Teaching (CLT)
- Task-based language learning.

For this research, Communicative Language Teaching (CLT) is the chosen methodology CLT has been widely used since the end of the previous century until the actually, as it is the most effective method to improve the written and oral communication skills, which is detailed below.

**Communicative Language Teaching Method:**

Human beings have the need to express their ideas, thoughts, and feelings, so they need to communicate, which is why communication-related activities should be included in the classroom. Students develop their oral language by participating in an environment that encourages them to perform their tasks, for this reason, the environment must be dynamic for the student. (Toro et al., 2019, p. 111)

Respectively, students have the need to communicate through their context, consequently, when teaching, activities must be applied through the student's context so that they can make use of the language learned as long as it is a dynamic environment so that they can feel motivated.

Communicative Language Teaching is based on activities where the student's learning is fruitful and in turn, helps to improve their communication skills where the teacher is a driver of knowledge and the student is the one who forges their self-knowledge.

Communicative Language Teaching is a set of principles of objectives that relate to language teaching, the way in which learners learn a language, and the application of classroom activities to enhance the teaching and learning process. (Richards, 2005, p. 2)

**Communicative Language Teaching Goal**

Communicative language teaching has as its main objective to teach a communicative competence where students are able to communicate through sentences in the language taught, in this case, English.

Richards (2006) describes "communicative competence where blocks of grammatical knowledge are put into practice to formulate sentences, either tenses, phrases or sentence patterns" (p.3). Therefore, the teaching of the language is based on the teaching of grammatical structures so that students can put into practice using sentences with verb tenses using the grammar correctly.

Reaching the objective offered by the CLT (Communicative Language Teaching) especially the use of exercises where the correct use of grammar is put into practice where generally it is to be able to form a sentence to put into practice and obtain effective communication in the language.

Mention certain aspects of language that should be taken into account: knowing how to use language for different functions and purposes, knowing how to vary the use of language depending on the participants and the environment, understanding and producing different types of texts, and maintaining a conversation despite having a limited vocabulary of the language. (Richards, 2006, p. 3)

The correct application of this approach will help to reach the main objective of obtaining effective communicative competence in the language using the language through the context in which the student is, always taking into account each grammatical rule taught.

**The role of the teacher and student in Communicative Language Teaching**

In this approach, the role of the teacher and the student is very important since effective learning and the development of their communication skills depend on both. The role of the students is to be independent in their learning, working in groups or in pairs, since the work is collaborative, sharing experiences to learn the language, and always putting it in context when communicating.

> As stated by Soares (2015) "The collaboration of the students is the most important in this approach as much as they earn and learn independently. Participation in their knowledge consists of interacting with each other rather than with the teacher" (p.21)

On the other hand, the teacher's role is to be a guide during the student's learning, creating environments where students can work on collaborative activities, analyzing the needs of each one of them, solving every doubt they have. The teacher will become a learning facilitator, providing the basis for students to communicate in the language learned.

The teacher must be able to: analyze needs, guide, and manage group processes. Teachers should not only correct students' written and oral expressions because they should also be guides. (Richards and Rodgers, 2011 as cited in Da luz, 2015, p. 21)

Soares (2015, p. 21) mentions that the teacher's job is to give the necessary options so that students can communicate and interact in the learned language where errors and mistakes are not a learning barrier so that language acquisition is more effective within the school classroom.

**Characteristics of Communicative Language Teaching:**

(Halimovna et al., 2019) mention 4 characteristics of Communicative Language Teaching (CLT) which are active speech interaction, sustainable communication, and maintenance of interest and encouragement to continue the study of English. The core features are associated with: The dynamic and interpersonal character of communicative competence and its dependence on the negotiation of meaning between two or more people who share

to some extent the same symbolic system, Its application to both spoken and written language, as well as to many other symbolic systems, the infinite variety of situations in which communication takes place and the dependence of success in a particular function on an understanding of the context and on previous experience of a similar kind, The role of context in determining a specific communicative competence, and Communicative competence as a relative, not absolute, concept that depends on the cooperation of all participants, a situation that makes it reasonable to speak of degrees of communicative competence. (p. 263)

**Advantages and Disadvantages of Communicative Language Teaching:**

**Table 2**

| Advantages | Disadvantages |
| --- | --- |
| The Communicative Language Teaching (CLT) approach offers an important set of advantages for both teachers and students to enjoy learning progress. | -Students do not tend to learn with new strategies since they are used to the traditional (for example, the direct method, centered on the teacher). |
| -The Communicative Language Teaching (CLT) approach tends to be learner-centered and situation-oriented language teaching.<br>-Teachers tend to develop some related activities within the communities of student coexistence and societies. | -Students are not used to learning languages in a new way, so it is difficult for them to adapt to new methods that not only teach vocabulary.<br><br>-Student behavior is greatly influenced by practicing the Communicative Language Teaching (CLT) approach in a classroom setting. |
| -Easy comprehension of the vocabulary and the application of the sentences where the students share their thoughts with their classmates. | -Motivation is very important for the student to learn. |
| -Students increase their understanding and | |

| |
|---|
| knowledge of language usage, practicality, and communication skills. |

**Source:** Thamarana (2015, pp. 96 - 97) & Dos Santos (2020, pp. 106 - 107)**.**

Within Communicative Language Teaching, both productive skills and receptive skills were identified. Productive skills include speaking and writing, which focus on sharing information. On the other hand, receptive skills include listening and reading, which focus on receiving and interpreting information. Taking this precept into consideration, it was assumed that a productive skill cannot be without a receptive one. This is the case of Speaking and Listening. When you want to learn a language, you need to be fluent in it because without it you could not pronounce sentences or words correctly, that is why we decided to focus on speaking (Prasad, 2013, pp. 1-2).

**Communicative Language Teaching in teaching speaking**

One of the 4 skills of English is speaking, which makes its teaching even more complex for language proficiency. Their learning is based on their pronunciation or the tenses used to communicate and form sentences using grammar correctly.

Anggraini (2018) affirms that "Speaking is a skill of conveying words sounds of articulation to express or to deliver ideas, opinion, or feeling. Therefore, there are purposes (kinds) of speaking, namely to inform to persuade, and to entertain" From this definition, it is clearly seen that speaking is the process of sharing with another person, or with other persons, one's knowledge, interest, attitudes, opinions, or ideas." (p.18).

According to Ricckheit (2005) "Speaking expresses ideas with a purpose that is the intention for the listener to receive information from the speaker in order to process what is really wanted to be informed or, in turn, to be expressed through orality". (p.9)

**The importance of speaking skills in English classrooms.**

Rao, (2019) mentions that language is used as a tool for communication. Perfect communication is not possible without the use of a language. Moreover, people cannot

achieve their goals, objectives, and targets without using suitable language to communicate. Therefore, a language is needed to communicate with those living all over the world. As international English is spoken all over the world, it is used to communicate with people living abroad. communication with people living in different regions, states, countries, and continents of the world (...) Speaking is one of the most important skills for all learners who want to learn English to improve their career, improve their business, increase their confidence, and get a job. learn English to improve your career, improve your business, increase your confidence, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations, etc. In today's modern world, it's all about speaking. (pp. 8 - 10)

The importance of speech is essential when a student is learning a second language and this is reflected in the classroom when a teacher begins to perform role-play activities that can be presented in work or social settings in the student's life, at the same time stressing the importance of learning a second language in the classroom to improve job opportunities for students once they graduate.

**Influencing factors that learners improve their English-speaking skills**

Several factors influence the development of English speaking. The factors that have the clearest influence on development are highlighted below. The first factor relates to performance conditions. When learners perform a speaking activity, the conditions are involved during the activity. They influence oral performance, which involves the setting of a specific time, the planning, the performance or development of the activity, and even the amount of support the student has from the teacher becomes relevant (Nation & Newton, 2009 as cited Vietnam, 2015, P. 9).

The second factor is related to affectivity. (Oxford, 1990 and Krashen, 1982 as cited in Vietnam, 2015, p. 9) They let us know that affective factors affect the way of learning or speech skill development. They even explain that more factors affect such as self-confidence, motivation, and age. This can result in a good or bad assimilation of knowledge depending on the case.

The third factor is listening skills (Doff, 1998 as cited in Vietnam, 2015, p. 9). The researchers find that speaking skills improve along with listening skills because one skill goes hand in hand with the other. It is for this reason that learners must understand what they hear during an interaction.

The fourth factor is subject knowledge (Bachman and Palmer, 1996 as cited in Vietnam, 2015, p. 9 - 10). They make a realization that the learners' knowledge of the topic and the learners' long-term knowledge enables them to perform in a conversation according to a topic or something that is related to the world they live in.

According to Leong et al. (2017), the fifth factor is related to feedback during speaking activities. Learners always expect feedback on their speaking performance during some activity. To make an improvement either in their speaking or in their acquisition of new vocabulary to improve their fluency. (p. 37)

**Teaching speaking skills in communication in Communicative Language Teaching.**

According to Gosling, (1921), Good speaking can be encouraged by providing models as often as possible. The teacher himself/herself must be able to provide a reasonable standard of excellence. More frequent presentations of readings by people who have mastered the art of speaking should be encouraged in schools. These advantages are undoubtedly more available to pupils living in cities than to those living in small towns. However, even in the smallest places, a reading or a dramatic performance should be offered from time to time. It is not uncommon to find someone who has received excellent vocal training and who is willing to offer the small school community the benefits of his or her talent. (p. 163)

Oral expression should go hand in hand with the teacher's teaching in an indirect way through the use of dramatizations or readings in which the mimicry with the hands and even facial expressions are emphasized or given more importance, as well as the intonation with which they are spoken. All this helps both the teacher as sender and the student as receiver to better understand dialogue and performance. because the body

expressions, facial expressions and intonation of the words help and improve the understanding of the stories or dialogues that they enhance.

**Speaking Skill in Teenagers:**

The development of speech in students can be very varied because problems of irruption between L1 and L2 can occur because students are so used to pronouncing the alphabet as they see it, which represents a great shortcoming at the moment. to talk to a person. One way to improve students' speaking ability is through the use of songs through YOUTUBE. (Wahyuni, 2021, pp. 1, 10)

Because of this, the student can improve his pronunciation when repeating a song by his favorite artist. Another appropriate way to improve a student's fluency is through a dialogue game with classmates in which life situations can be represented. every day or imaginary situation. In these ways the researchers can better develop the speaking ability of students, of course, this process must go slowly and structured to prevent the student from becoming afraid of the language or even hate learning a new language. (Wahyuni, 2021, p. 5)

The CLT methodology helps to improve speaking skills, but at the same time, a framework is needed to link teaching practices. The following framework which is following detailed is one of the best for developing speaking skills due to its activities that lead students to want to learn more of the language. As Muñoz (2013) mentions, "the ECRIF framework is coherent since it is dynamic and is an excellent guide for teachers in language teaching since it is based on the experience of students contextualizing their learning and their motivation" (p.56).

**Activities to develop speaking with ECRIF:**

The activities used to develop communicative speaking skills are varied since many of these tend to be positive or negative in terms of the objective set in each class. As Caiza (2021) says, "The use of texts used as material for teaching English or, in turn, using the mother tongue can lead to negative results for speech development and, above all, the student's demotivation to learn" (p. 10)

That is why when applying the ECRIF the only use of English is suggested and in turn use non-traditional methods to promote student participation. The activities for this research were adapted according to the student's context, such as the Role Play where each pair at the end of each class had to put into practice what they had learned. The conversation had to be adapted to the context where they wanted to apply the language, either introducing themselves or describing their parents' workplace.

The traditional activity that was used was the oral presentation, but always kept the student's motivation active when grammar was taught and the proper formation of sentences where they described actions of their daily life in classes. The students in each activity where speech was developed showed less and less nervousness and used their imagination to create conversations or in turn, describe in detail what action they liked to perform.

**Development of speaking ability with Framework ECRIF:**

(Kurzweil, 2007 as cited in Issa, 2018) develops a framework of stages called ECRIF, which gained its popularity in teaching English to Speakers of Others Languages (ESOL). As a framework that focuses on how students learn, ECRIF is an approach that focuses on how students learn, thus shifting teaching to student-centered collaboration and independent practices. (p. 72)

Issa (2018) also mentions that ECRIF refers to a frame system or the format that examines how students learn a language. Issac (2018) also explains to us that the key to the ECRIF framework is to focus on the learning process, as they work with the target skill or

knowledge, rather than on what the teacher does during class. This the teacher plans the activities and reflects on the content. (p. 73)

(Brawns, 2016 as cited in Issa, 2018) "The substantial concept of ECRIF is related to active learning strategies, which are embodied in centering on the procedures that are required to observe students' activities and reflect their performance during the process of learning" (p. 74)

Issa (2018, p. 74) presents us 3 important steps according to Freeman (2017, p. 24) In which he gives us to know how the correct implementation of ECRIF should be done.

     1. The design of lesson plans with their corresponding support materials.

     2. Focus on student performance and the verification or estimation of the student's current level of proficiency.

     3. Reflecting on the lesson given with a focus on student learning.

**Table 3:**

**Stages of ECRIF**

| Stage | What the students are doing | What they may be thinking |
|---|---|---|
| E **ENCOUNTER** | =Students see or hear new language and realize they don't know something | • *What's this?*<br>• *I don't know this?* |
| C **CLARIFY** | = Students distinguish the meaning and use of the new knowledge or skill. They ask questions and think about what is correct. | • *Oh I see what it means.*<br>• *Oh I see how to do this.*<br>• *What's the difference between this and that?*<br>• *Is this right?* |
| R/I **REMEMBER & INTERNALIZE** | = Students have a chance to move the knowledge or skill from short-term to long-term memory. They then can begin to personalize it and use it in different contexts. They connect it mentally to prior experiences with images, sounds, and feelings. | • *Okay. I'm starting to remember this.*<br>• *Okay. I've got it in this activity.*<br>• *I'm making connection to my own life* |
| F **FLUENTLY USE** | = Students have a chance to use the new language to communicate their ideas. Ss work toward being able to spontaneously use the language in different contexts. | • *Cool. I can use this skill or knowledge automatically.*<br>• *This is for real-world purposes.*<br>• *I don't have to consciously think about this.* |

**Source:** Lin (2016, p. 9)

The researchers can even clarify each of the steps that have the ECRIF to obtain a proper understanding without leaving out information that within Lin (2016, p.9) framework may be omitted or even overlooked. The following will explain each part of Lin (2019) framework from the perspective of different authors, starting with:

**Encounter**

The encounter stage of the learning process aims to activate learners' prior knowledge. The teacher selects appropriate input from his immediate knowledge that is connected to the topic of the lesson, and then he wants to create scenarios in which students can obtain information about the goal issue. Pictures, narrative, classifying, sorting, predicting,

matching activity, distinguishing correct and wrong responses, and asking checking questions are all part of this stage. (Khalfa, 2016 as cited in Briones, 2022, pp. 20 - 21)

**Clarify.**

Clarify is a stage that develops inside the learner. The learner's ability to connect the target vocabulary with accurate form, meaning, and pronunciation is emphasized. Teachers' roles are critical at this level because they assist students in clarifying their knowledge. Teachers use comprehension-checking questions (CCQs) to evaluate or assess pupils' knowledge. This stage happens when the learner can determine the right meaning or pronunciation of a word or the optimal way to employ a certain grammatical structure. Clarify incorporates activities like gap-filling, drilling, scrambled words, and others. (Briones, 2022, p.21)

**Remember**

This stage is about committing new information to memory. At this point, there is substantial scaffolding. The remember stage is distinguished by repetition and drilling. Picture card games, information gaps, matching, reading scripts, jumbled words/sentences, and short response exercises are all part of this stage. Controlled practice refers to the activities at this level. This means that the pupils will have a lot of help completing the exercises. These activities assist learners in developing confidence and accuracy with the target topic. (Briones, 2022, pp. 21 - 22)

**Internalize**

The target content is committed to long-term memory at the internalized stage. This stage is based on continual less restricted and freer practices in which learners may make appropriate selections and choose among options based on the information provided without the teacher's assistance. The learner does not need to rely on supplementary materials once the knowledge has been absorbed because it is already stored in his memory. At this stage, kids can utilize the language more naturally. Internalize consists of knowledge gaps, role plays, conversations, and arguments. (Briones, 2022, p. 22)

**Fluently use**

According to (Cordero & Perez 2014 as cited in Briones, 2022), This is the final stage and the goal of the learning process. Students are able to use the language fluently in a personalized and meaningful way. The dynamics of interaction are usually learner-to-learner or in small groups. This knowledge production results in the learners' understanding and internalization of the target material. Fluid use includes poster presentations, storytelling, debates, discussions, and role-plays. (pp. 22 - 23)

It is important to note that ECRIF is not a linear framework. Before internalizing the intended grammar or vocabulary, students might practice fluency. They can return to explain any content that is not entirely grasped before returning to drill or fluency work. After students have internalized the meaning of a certain structure, they may come upon a new meaning that prompts them to clarify, recall, and so on. Teachers can arrange the phases of the lesson based on the student's progress. Based on the assessment of the students' output in the internalization or fluency use stage, a teacher may begin a class with fluency practice or return to pronunciation training.

## 7. Methodology

The research methodology was quantitative and experimental, with the objective of analyzing the effectiveness of using Communicative Language Teaching. The sample population consisted of 15 students of 8th grade, of which 11 were selected for the study due to their developing language skills and regular attendance. For the interview were select the only teacher in the educational institution. A descriptive statistical analysis was conducted on the graphs obtained from a survey given to the students and the interview for the teacher.

The survey has a total of 14 questions that vary between YES/NO and some with Always, sometimes, usually, often and never. On the other hand, the teacher's interview was based on the activities that she used to develop speaking in the classroom with her students describing which of them were the most effective to obtain the improvement of the ability. Which leads us to obtain the second specific objective of the investigation with realistic results with the criteria of the studied population and identifying the problem. Regarding the technique used for this research, it was the observation that was applied in each class

taught by the teacher, verifying that the use of the methodology helps students in their speaking where it was verified through a rubric.The use of this technique helped to evaluate the student in a quantitative and permanent way at each stage of the class and its process to improve their communication skills.

## 8. Analysis and Discussion of Results

In the results it was found that the Communicative Language Teaching methodology is used decreasingly by the teachers, therefore the students are unaware of such methodology, but its activities that are focused on group work help them to be motivated. Therefore, it is suggested that Communicative Language Teaching be applied with group activities of the ECRIF framework to better develop students' oral skills inside and outside the classroom.

In the analysis, researchers have the data collected from the survey of students and the Teacher's Interview from the ''Latacunga'' Elementary School, detailing each question with a small summary of the answers given by the research participants. In the first place, analysis of the survey for the students and the respective summary, and consequently, the same information from the interview to the teacher of the English area at the same institution.

## Student's survey

**Table 4**

| Question 1: Did you like how the teacher give the classes? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Yes** | 7 | 70 |
| **No** | 3 | 30 |
| **Total** | **10** | **100** |

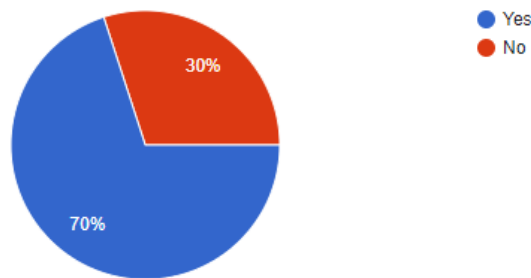**Source**: Students of 8th ''Latacunga'' Elementary School.
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 1**



Did you like how the teacher give the classes? (¿Te gustan las clases que da la profesora de inglés?)

10 respuestas

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

In the first question, it was possible to show that 70% of the students felt comfortable with the classes taught by the teacher while 30% of them do not feel comfortable when receiving classes, for which it can be said that the environment where the student is motivated to learn is necessary. According to Jones (2009) the creation of classes that are welcoming so that students feel comfortable in their learning, although for some teachers it is usually a bit complex to adapt and create classroom environments that are pleasant for students and that support their learning, although for some teachers it can be complex to create suitable environments for the above. Therefore, it can be said that the motivation of the teacher and the environment play an important role in learning.
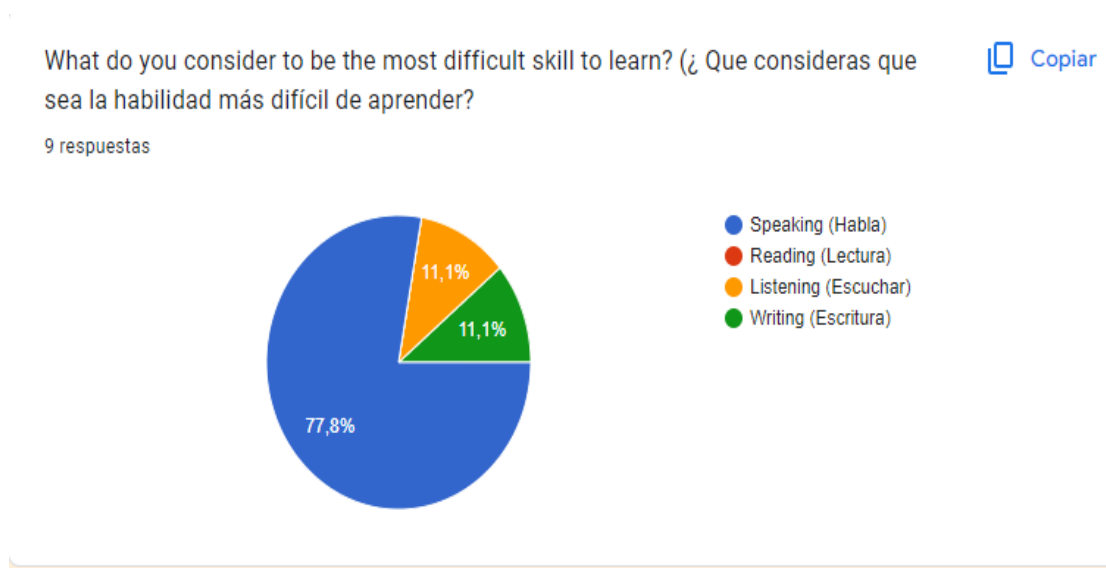
**Table 5**

| Question 2: What do you consider to be the most difficult skill to learn? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Writing** | 1 | 11.1 |
| **Speaking** | 7 | 77.8 |
| **Listening** | 1 | 11.1 |
| **Total** | **10** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School.
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 2**



**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

The question refers to which skill is the most difficult to learn during the teaching of the English language, where the result was 77,8% speaking ability, 11,1% listening ability, and 11.1% writing skill. Leong et al. (2017, p. 35) state that speaking is the most difficult skill to learn since it is not usually adequately expressed when speaking with words or expressions, and for this an in-depth study of spoken English is required.
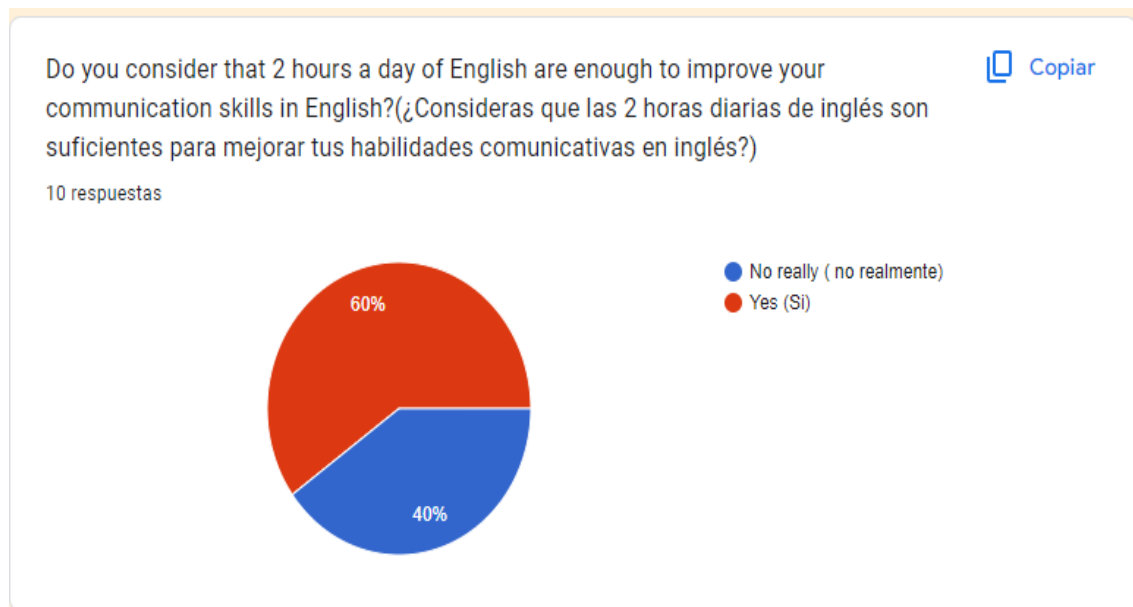
**Table 6**

| Question 3: Do you consider that 2 hours a day of English are enough to improve your communication skills in English? | | |
|---|---|---|
| **Item** | **f** | **%** |
| Yes | 6 | 60 |
| No | 4 | 40 |
| **Total** | **10** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School.
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 3**



Do you consider that 2 hours a day of English are enough to improve your communication skills in English?(¿Consideras que las 2 horas diarias de inglés son suficientes para mejorar tus habilidades comunicativas en inglés?)

10 respuestas

- No really ( no realmente)
- Yes (Si)

60%

40%

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

In the following question, the time that students felt appropriate to receive English classes was taken into account, since the time spent learning the language will undoubtedly help improve their learning skills. It was obtained that 60% is and the 40%. Education First (2019) establishes that a student can learn English in a year just like an adult with a practice of less than 5 hours a day. Therefore, students must practice English in its context to improve their fluency. (para, 1)

**Table 7**

| Question 4: How often do you use English in a real context in daily life? | | |
|---|---|---|
| **Item** | **f** | **%** |
| A lot of | 2 | 20 |
| Much | 0 | 0 |
| A few | 6 | 60 |
| Nothing | 2 | 20 |
| **Total** | **10** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 4**
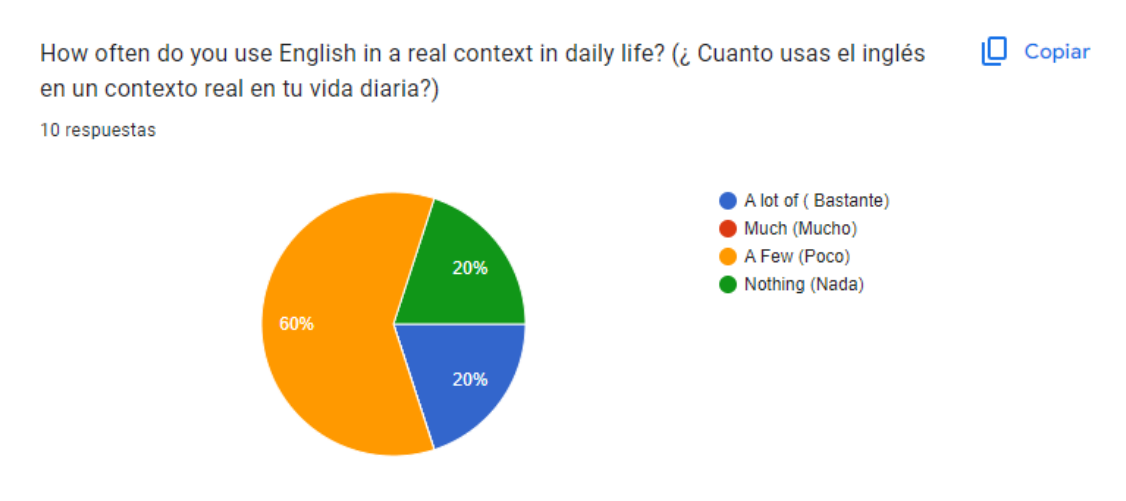


**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

In this question, you specifically addressed the use of English in context, as the ECRIF framework requires putting grammar into practice in a real context in their daily lives where students can have more interaction with their environment. The following result was obtained with 60% who use a few of the English in its real context, and 20% where several students use the language a lot and likewise 20% nothing use the language for its real context. Shu-Chun et al. (2017) mention that putting a real context for the practice of the language helps the student to have advantages to acquire the second language (English) as a foreign language to face barriers that prevent them from speaking in an example of a real context. Consequently, teachers should be encouraged to motivate

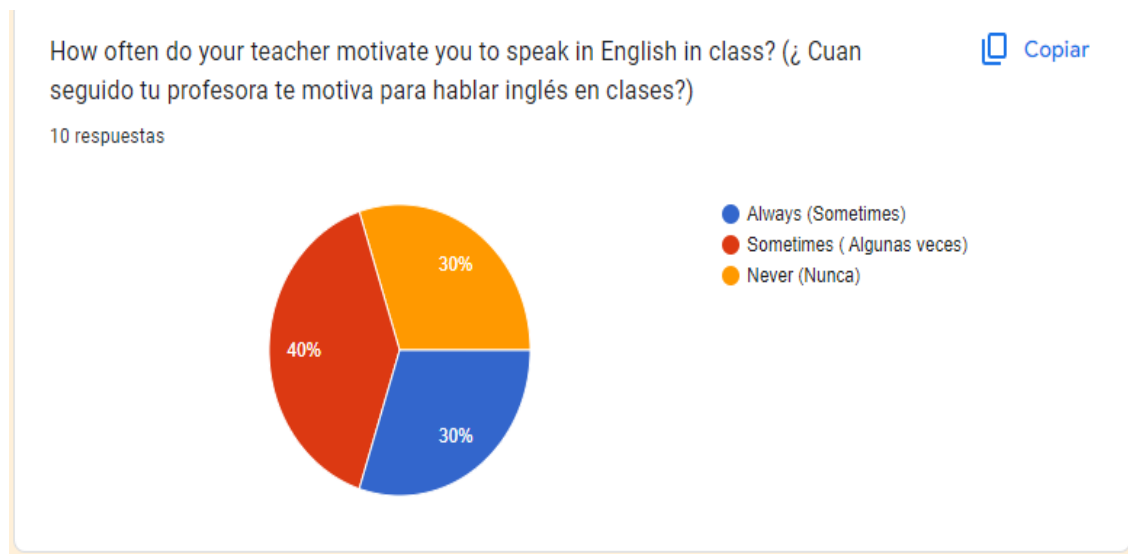students to put the language into practice in their daily lives and further facilitate their learning.

**Table 8**

| Question 5: How often do your teacher motivate you to speak in English in class? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Always** | 3 | 30 |
| **Sometimes** | 4 | 40 |
| **Never** | 3 | 30 |
| **Total** | **10** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 5**



**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

The fifth question mentions whether the English teacher motivates students to speak English in class, where obtained 30% where the teacher always motivates them to use the language in class, 40% where the teacher sometimes motivate students to speak English and 30% the teacher never motivates to students to speak English in the classroom. According to Gardner (1985), generating effective motivation in students to speak English involves both energetic and behavioral factors such as interest, need, value,

attitude, aspiration, and incentives. Therefore, it is agreed that the teacher takes these factors into account to motivate students to put speaking into practice in the classroom.
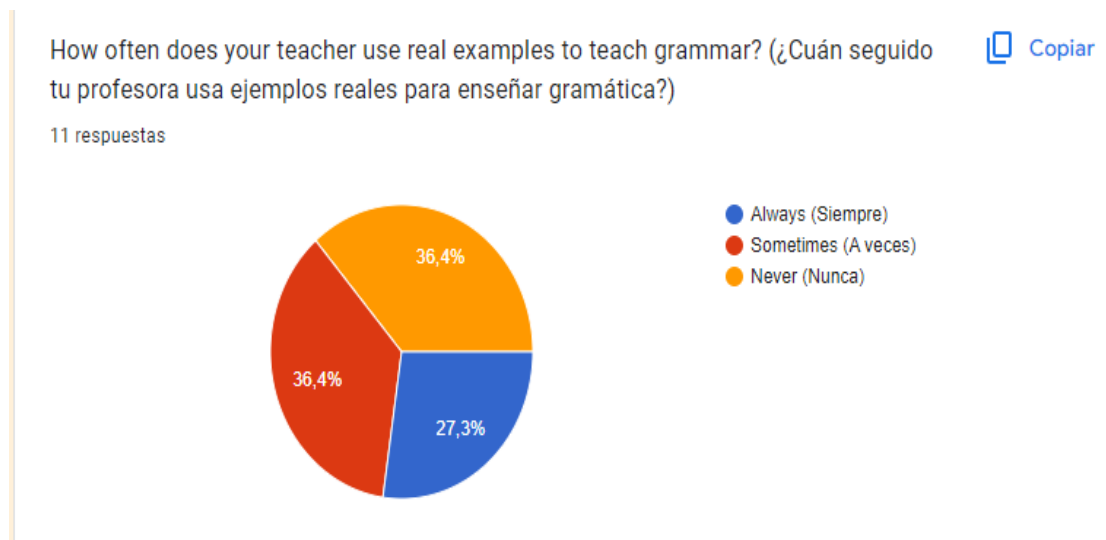
**Table 9**

| Question 6: How often does your teacher use real examples to teach grammar? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Always** | 3 | 27.3 |
| **Sometimes** | 4 | 36.4 |
| **Never** | 4 | 36.4 |
| **Total** | **11** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 6**



How often does your teacher use real examples to teach grammar? (¿Cuán seguido tu profesora usa ejemplos reales para enseñar gramática?)

11 respuestas

- Always (Siempre)
- Sometimes (A veces)
- Never (Nunca)

36,4%
36,4%
27,3%

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

In the subsequent question, questions were asked about the real use of examples to teach grammar, where it was obtained that 36.4% of the students had not received the grammar with real examples, the other 36.4% said that real examples are sometimes used and finally 27.3% affirmed that they always use real examples for teaching. Kakhramonovich (2022) agrees that for better teaching, audio should be used, in conversations about a real situation in order to understand and interpret it so that
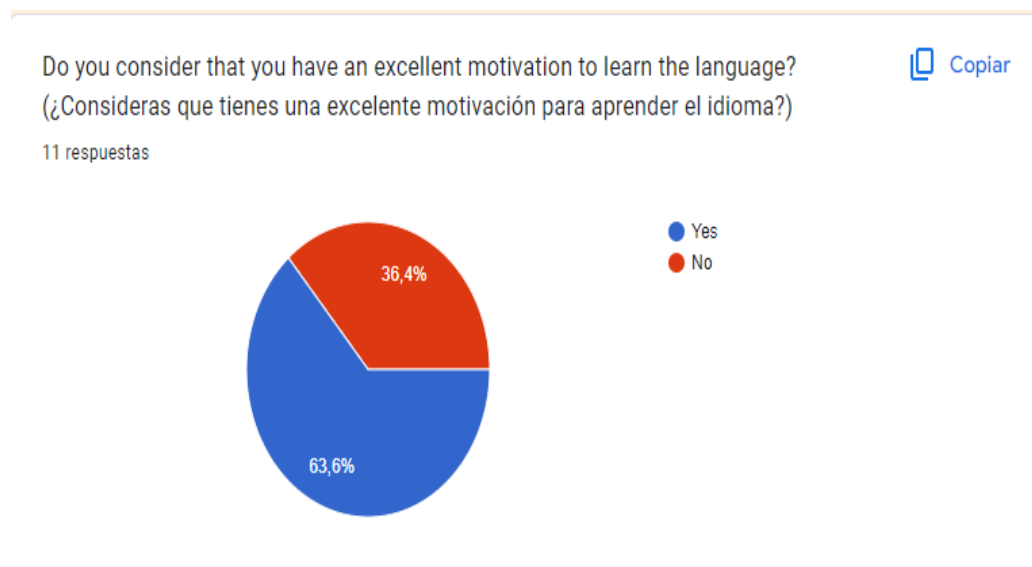
students can practice it with the help of the teacher or in turn with the generalization strategy.

**Table 10**

| Question 7: Do you consider that you have an excellent motivation to learn the language? | | |
|---|---|---|
| **Item** | **f** | **%** |
| Yes | 7 | 63.6 |
| No | 4 | 36.4 |
| **Total** | **10** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 7**



**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela..

Motivation is important so that the student can have a development and an active participation during the activities in class to learn a language, for which in the exposed question it was obtained that 63.6% of the students have a good motivation to learn the language while the other 36.4% do not have a good motivation to learn it. Purmama, Rahayu and Yugafiati (2019) say that motivation involves several factors and that it has to do with the desires and needs of students led to meet an objective and it can be evidenced if good motivation is carried out in academic development during the learning process of the students. (p. 539)

Regarding what the author said, it can be said that for the student to achieve the objectives set, it is necessary to know their needs so that the teacher can know what would be the best motivation to help the student learn the language.
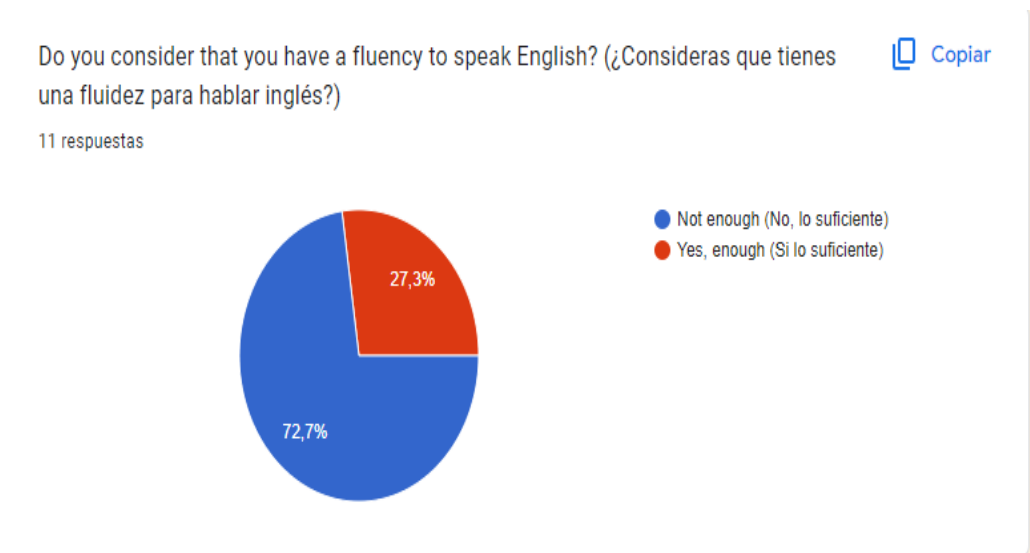
**Table 11**

| Question 8: Do you consider that you have a fluency to speak English? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Yes, enough** | 3 | 27.3 |
| **Not enough** | 8 | 72.7 |
| **Total** | **11** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School.
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 8**



**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

The next question took an important aspect, which is the fluency in the language that the students have in the language. It was obtained that 72.7% are not fluent enough for the language and the other 27.3% are fluent enough in the language. The importance of fluency is as important as motivation since it is with this that student will have a greater achievement of learning the language. As agreed by the author Zhang (2009) where language fluency is the student's ability to speak, read and impeccable management of

grammar quickly for the recognition of words or verb tenses in order to facilitate its acquisition, therefore the importance of maintaining fluency in students is necessary.

**Table 12**

| Question 9: Do you think that your teacher uses traditional methods to teach? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Yes** | 6 | 54.5 |
| **No** | 5 | 45.5 |
| **Total** | **10** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 9**



Do you think that your teacher uses traditional methods to teach? (¿Consideras que tu maestro usa métodos tradicionalistas para enseñar?)

11 respuestas

45,5%
54,5%

Yes(Si)
No(No)
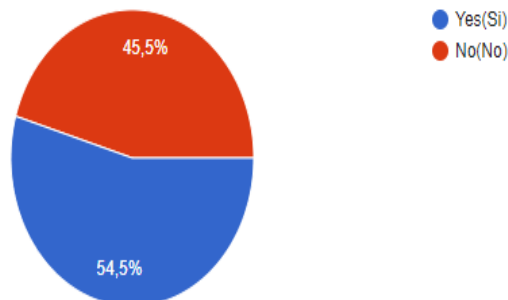
**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

In the exposed question, it was taken into account if the teacher uses a traditionalist method for teaching the language, for which it was obtained in 54.5% of affirmation where the teacher used traditionalist methods for teaching the language and 45.5% was held in the denial of the traditionalist use by the teacher. That is why in the new generations modern methods are used where the student is the net author of their self-knowledge and is not temporary. Sobirova and Karimova (2021) affirm that the traditionalist method only teaches the student to memorize grammar rules, pausing the student's creativity and incapacitating him to use his imagination accordingly. Therefore,

students need to be creators of their knowledge and that the teacher is more modern in teaching methods where he is only a driver towards learning.
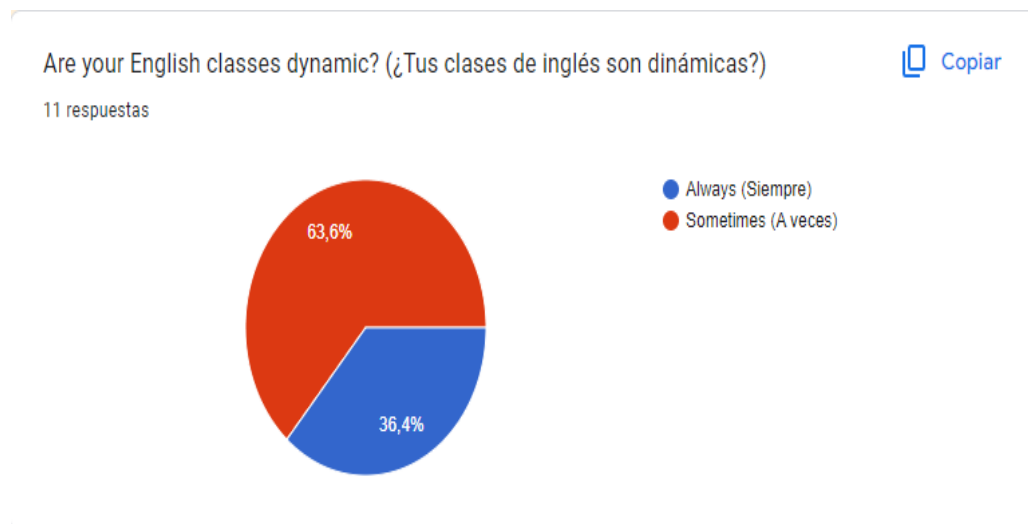
**Table 13**

| Question 10: Are your English classes dynamic? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Sometime** | 7 | 63.6 |
| **Always** | 4 | 36.4 |
| **Total** | **11** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 10**



**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

Dynamic classes are very important in terms of teaching a language and this also involves the age of the students to know which dynamic is the best. In the next question about whether the classes were dynamic, we obtained 63.6% that the classes sometimes became dynamic and 36.4% where the classes were always dynamic, this is because some dynamics are not usually attractive to some students. Liu (2013) agrees that dynamic classes help students to have an active participation during the classes so that they can acquire the skills through practice and acquiring knowledge, the use of videos or audios in the activities will help. That is why classes should be more dynamic to create an

environment where students can feel more comfortable and motivated to acquire knowledge.

**Table 14**

| Question 11: Do you use the grammar given in class to carry out dialogues? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Sometimes** | 3 | 27.3 |
| **Always** | 4 | 36.4 |
| **Never** | 4 | 36.4 |
| **Total** | **11** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 11**



Do you use the grammar given in class to carry out dialogues? (¿Usas la gramática dada en clase para realizar dialogos?)

11 respuestas

- Always (Siempre)
- Sometimes (A veces)
- Never (Nunca)

36,4%
27,3%
36,4%
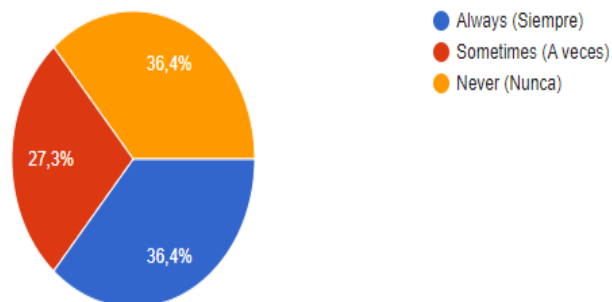
**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

As detailed by Hanson and Filibert (2008), the teacher must present opportunities for the student to interact in group or partner activities, having the opportunity to communicate in a grammar given by the teacher. In this question it is considered to take into account if the students used the grammar given in class for the creation of dialogues, which obtained that in 36.4% the students never used the grammar, 36.4% always used the grammar for their dialogues and 27.3% sometimes used the given grammar. Therefore, it can be analyzed that the teacher should give more opportunities so that the students can use the

grammar that was given in class so that they can obtain greater knowledge and fluency of the language.

**Table 15**

| Question 12: In the classes, who participates or talks more during it? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Teacher** | 8 | 72.7 |
| **Student** | 3 | 27.3 |
| **Total** | **10** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic:12**



In the classes, who participates or talks more during it? (En las clases, ¿Quien participa o hablas mas durante la misma?)

11 respuestas

27,3%

72,7%

Teacher (Profesor)
Student (Estudiante)

Copiar
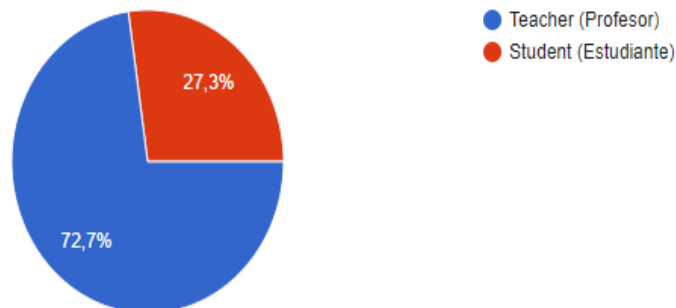
**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

For the question show it was taken into account which is the largest participant in the classroom during the class if the teacher or the student, where it was obtained that 72.7% of the classes was the teacher who participated the most and the other 27.3% was the participation of the students. New York University (2006) establishes that the student's active participation requires motivation based on their needs, since by rewarding their participation, they will want to be more active in class, improving their attention. Consequently, it can be analyzed that the net participation must be from the student and thus achieve the objective of acquiring more knowledge of the English language.

**Table 16**

| Question 13: How would you like English oral activities to develop in class? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **In pairs** | 0 | 0 |
| **In groups** | 7 | 63.6 |
| **Individual** | 4 | 36.4 |
| **Total** | **10** | **100** |

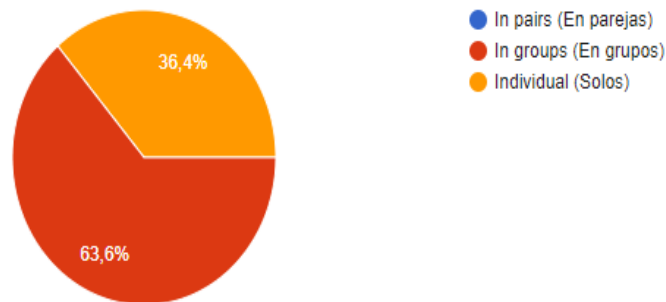**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

**Graphic: 13**



How would you like English oral activities to develop in class? (¿Como quisieras que se desarrolles las actividades de inglés orales en clase?)

11 respuestas

- In pairs (En parejas)
- In groups (En grupos)
- Individual (Solos)

36,4%

63,6%

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

The question addressed the speaking activities that the teacher uses to practice it, where the preference for work in said activities was evidenced, where it was obtained that 63.6% want to work in a group and the other 36.4% prefer to work individually. Therefore, the author Kayi (2006) the teaching of language requires communication between students in a context of their real life creating an environment with unique and significant activities. For this reason, group work must be maintained so that they feel safe to develop dialogues and others with the people around them.

**Table 17**

| Question 14: How often did your teacher develop activities to improve your speaking? | | |
|---|---|---|
| **Item** | **f** | **%** |
| **Always** | 3 | 27.3 |
| **Sometimes** | 4 | 36.4 |
| **Rarely** | 2 | 18.2 |
| **Never** | 2 | 18.2 |
| **Total** | **11** | **100** |

**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: Chasi Angel & Ichina Pamela.

**Graphic: 14**



**Source**: Students of 8th "Latacunga" Elementary School
**Elaborated by**: ChasiAngel & Ichina Pamela.

In this question, it was asked how often the teacher applied speaking activities in class to improve it, where it was found that 36.4% sometimes the teacher applied activities that improve the students' speaking, 27.3% the teacher always did speak activities, the other 18.2% rarely applied said activities and finally, 18.2% of the students never obtained activities that would improve their speaking. Orade (2012) agrees that the activities encourage students to interact with each other in the classroom and in turn put the language into practice using a real context, giving the language a function according to the context in which it is found. That is why it is very necessary that the teacher always apply activities that help improve the students' speech through dialogues or role plays.

**Analysis of the Teacher's interview.**

In Latacunga Elementary School there is only one English teacher. Because of this, an interview was conducted with the teacher, and the following responses were obtained:

**Use of English in the classroom.**

The teacher expresses that she frequently uses English during her classes, but several students do not understand some instructions in English, for this reason, she repeats them in Spanish so that the students can perform better during an activity.

**Motivation to students.**

Students are motivated before starting the class or any activity. Through the use of songs, body movement exercises, or tongue twisters. In this way, the student performs the activities more relaxed and confident.

**Time for a speaking activity.**

The time to perform an activity may vary between mirroring activities. Usually, students are given between 15 to 20 minutes to prepare for the given speaking activity. They even use this time to clarify certain doubts with the teacher about the pronunciation of a word.

**Effective activities.**

The teacher considers that activities that have a positive effect on students are: role-playing, oral interactions, and descriptions of their favorite places, movies, family members, foods, or artists. Even the use and interpretation of songs.

**Development of oral expression using the ECRIF Framework.**

The teacher considers that the ECRIF Framework is a very useful tool when developing students' oral expression because it contains several activities that strengthen, encourage, and develop students' oral skills.

## 9. RESEARCH IMPACTS

Taking into consideration the teaching of the language is part of the curriculum, the research developed on the use of Communicative Language Teaching has an educational impact and since it involves people, it also a social impact since it focuses on students and their low knowledge of the English language to develop the speaking skill within their learning environment.

## 10. CONCLUSIONS AND RECOMMENDATIONS

**Conclusions**

Having carried out the different studies of this project and at the same time taking into account the clear and precise information, we are allowed to conclude the following:

- Consequently, it was concluded through a literature review on Communicative Language Teaching for the development of oral skills on the proposed use of the methodology could be evidenced that several students improved their oral skills due to its effectiveness in the classroom, which represents a challenge for teachers who still work with the traditional methodology.

- In conclusion it has been confirmed that the students of the ''Latacunga Elementary School'' do not have enough motivation from the teacher to speak in English during the classes and this in turn leads to the fact that they do not feel comfortable learning the language.

- After the analysis of the results, we can deduce that in some classes taught by the teacher does not use the methodology properly, and she does not detail the activities carried out in classes to improve oral expression in them, training on the methodology can give greater effectiveness in teaching the language (speaking).

**Recommendations**

- Teachers are recommended to use innovative methods to eliminate learning barriers that prevent students from learning a language, changing traditional roles where the student is the one who creates their own knowledge and the teacher is a support for pronunciation and correct grammatical use in group activities or in pairs so that the experience is unique and the motivation is always active.

- In the same way, it is recommended that teachers be trained in new methodologies and, in turn, resources are provided for teaching a second language with a design of innovative activities, thus achieving significant learning to develop linguistic skills for learning a foreign language.

- Finally, it is recommended that teachers come to better understand the students so that they can teach the classes in an adequate way and according to the academic profile of the students, so that their teaching reaches the students in an easier and more adequate way. This would even mean that the student would assimilate the new knowledge in an easier way.

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**12. Appendices**

**Appendix A Student's Survey**

**Student's Survey**

1. **Did you like how the teacher give the classes? (¿Te gustan las clases que da la profesora de inglés?)**
- Yes
- No

2. **What do you consider to be the most difficult skill to learn? (¿Cuál consideras que es la habilidad más difícil de aprender?**
- Speaking (Habla)
- Reading (Lectura)
- Listening (Escuchar)
- Writing (Escritura)

3. **Do you consider that 2 hours a day of English are enough to improve your communication skills in English? (¿Consideras que las 2 horas diarias de inglés son suficientes para mejorar tus habilidades comunicativas en inglés?)**
- No really (no realmente)
- Yes (Si)

4. **How often do you use English in a real context in daily life? (¿ Cuanto usas el inglés en un contexto real en tu vida diaria?)**
- A lot of (Bastante)
- Much (Mucho)
- A Few (Poco)
- Nothing (Nada)

5. **How often does your teacher motivate you to speak in English in class? (¿ Cuan seguido tu profesora te motiva para hablar inglés en clases?)**
- Always (Sometimes)
- Sometimes (Algunas veces)
- Never (Nunca)

6. **How often does your teacher use real examples to teach grammar? (¿Cuán seguido tu profesora usa ejemplos reales para enseñar gramática?)**
- Always (Siempre)
- Sometimes (A veces)
- Never (Nunca)

7. **Do you consider that you have an excellent motivation to learn the language? (¿Consideras que tienes una excelente motivación para aprender el idioma?)**
- Yes
- No

8. **Do you consider that you have a fluency to speak English? (¿Consideras que tienes una fluidez para hablar inglés?)**
- Not enough (No, lo suficiente)
- Yes, enough (Si lo suficiente)

9. **Do you think that your teacher uses traditional methods to teach? (¿Consideras que tu maestro usa métodos tradicionalistas para enseñar?)**
- Yes (Si)
- No (No)

10. **Are your English classes dynamic? (¿Tus clases de inglés son dinámicas?)**
- Always (Siempre)
- Sometimes (A veces)

11. **Do you use the grammar given in class to carry out dialogues? (¿Usas la gramática dada en clase para realizar dialogos?)**
- Always (Siempre)
- Sometimes (A veces)
- Never (Nunca)

12. **In the classes, who participates or talks more during it? (En las clases, ¿Quien participa o hablas mas durante la misma?)**
- Teacher (Profesor)
- Student (Estudiante)

13. **How would you like English oral activities to develop in class? (¿Como quisieras que se desarrolles las actividades de inglés orales en clase?)**
- In pairs (En parejas)
- In groups (En grupos)
- Individual (Solos)

14. **How often did your teacher develop activities to improve your speaking? (¿Cuan seguido tu profesora desarrolla actividades para mejorar tu habla en inglés?**
- Always (Siempre)
- Sometimes (a veces)
- Rarely (Raramente)
- Never (Nunca)

**Appendix: B. Teacher interview questions.**

**Teacher's interview questions.**

1. **How often do you use and talk in English while teaching in class?**
..................................................................................................

2. **How do you motivate your students to speak in english during the class?**
..................................................................................................

3. **How much time do you give your students to speak english in a speaking activity?**
..................................................................................................

4. **Which activities do you think are the most effectly to develop speaking in you students?**
..................................................................................................

5. **Do you consider the lesson plans with frame work ECRIF develop the speaking in the students?**
..................................................................................................

**Appendix**: **C** Observation sheet

| Institution:........................................... Subject:............................................... |
| Name:.............................................. Date:.................................................. |
| Duration:........................................... Grade:............................................... |

| N° | Indicators | Scale | | | |
|---|---|---|---|---|---|
| | | Very good | Good | Regular | Bad |
| | | 3 | 2 | 1 | 0 |
| 1 | Expresses phrases and sentences that express ideas in a clear and orderly manner. | | | | |
| 2 | Narrate by establishing a logical sequence between ideas. | | | | |
| 3 | The communicative intention is evident in the ideas expressed. | | | | |
| 4 | Its vocabulary is appropriate to the audience | | | | |
| 5 | Use a voice volume appropriate to the physical space. | | | | |
| 6 | Vocalizes allowing the expressions to be clear and understandable. | | | | |
| 7 | Uses a voice intonation in accordance with the content of the narration. | | | | |
| 8 | It uses a rhythm that gives expressiveness to the message. | | | | |
| 9 | Emphasizes words and phrases that contain the essential part of the message, which keeps the audience's interest. | | | | |
| 10 | Establish pauses that help keep the audience's attention. | | | | |
| 11 | Evidence emotional states in their facial expression according to the communicative intent. | | | | |
| 12 | Establishes permanent eye contact with the audience. | | | | |
| 13 | He uses gestures that help to give expressiveness to the narration. | | | | |
| 14 | Performs natural movements, spontaneous and pertinent to the communicative intention. | | | | |
| 15 | Maintains a posture that evidences security and confidence. | | | | |
| 16 | Keeps a prudent distance from the audience. | | | | |
| 17 | Performs movements on the stage congruent with the content of the narration of the narrative. | | | | |
| 18 | Shows an appearance appropriate to the communicative situation. | | | | |
| 19 | Shows confidence and assurance when narrating. | | | | |
| 20 | Respect the established time. | | | | |
| | **Partial score** | | | | |
| | **Total score** | | | | |
| Observations: | | | | | |