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UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

RESEARCH PROJECT

THEME:

The effectiveness of CLT techniques to develop Speaking Skills in 6th grade students from Marco Aurelio Subía Martínez Educative Unit

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

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TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "THE EFFECTIVENESS OF CLT TECHNIQUES TO DEVELOP SPEAKING SKILLS IN 6TH GRADE STUDENTS FROM MARCO AURELIO SUBIA MARTINEZ EDUCATIVE UNIT", and researched by Canchig Chicota Juan Carlos, ID number 1726300286, and Ortiz Riera Jorge Geovanny, ID number 0102500246 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, February 2023



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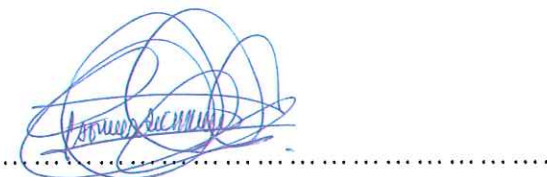
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The research report entitled “THE EFFECTIVENESS OF CLT TECHNIQUES TO DEVELOP SPEAKING SKILLS IN 6TH GRADE STUDENTS FROM MARCO AURELIO SUBIA MARTINEZ EDUCATIVE UNIT”, has been revised, approved and authorized for printing and binding, before obtaining 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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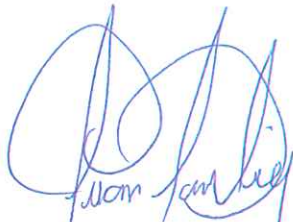


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GRATEFULNESS

We want to thank firstly to God. Our faith brought us until the finish line. Also, to the Technical University Of Cotopaxi, for giving us the opportunity to achieve this goal which represents a big dream that finally come true. To our teachers, who supported us and dedicated their time to share their knowledge and experiences.

DEDICATION

This research is dedicated to Hilda who with her love, patience, and effort has allowed me to fulfill one more dream, thank you for instilling in me the example of effort and courage, of not fearing adversity. To Isabel for supporting me when I need her the most difficult moments and for the love given to me every day, thank you very much, I will always carry you in my heart.

Juan Canchig

This research work is dedicated to my family, especially my wife Nalda and children: Cindy, and Roy who always trusted me. To Go, who gave me wisdom.

Geovanny Ortiz

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ABSTRACT

Nowadays, globalization has led to make countries use English language to communicate for different purposes. The dominance of this language has changed the way of many areas. It is the case of studying a foreign language in which it is not only essential to understand the sentence structure rather than how to use the language in an appropriate context, which allows learners to engage in the communication process. During the teaching of the English language, the strategies and techniques that are developed in the classroom have the purpose of allowing the development of the four skills that compose the learning of the English language. However, the primary skill that causes difficulties in developing is speaking. So, this research project aims to determine the effectiveness of Communicative Language Teaching Techniques for developing speaking skills in Marco Aurelio Subía Martínez Educative Unit from students of 6th "A" with 36 students. The researchers used a mix-method, both qualitative and quantitative approaches because the information was described in a discussion and shown in percentages. Also, it is a descriptive research and data collection was obtained through an interview and a survey. The results determined the effectiveness of Communicative Language Teaching techniques for developing speaking skills. On the other hand, the students showed a desire to maintain a learning process that involves activities that motivate collaboration within the classroom, as well as a collaborative work. Therefore, the effectiveness of the techniques based on Communicative Language Teaching for the development of speaking skills is recommended.

Key words: Communicative techniques, CLT, mixed method, qualitative, quantitative.

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ENGLISH MAJOR

TITULO: “LA EFICACIA DE LAS TÉCNICAS CLT PARA DESARROLLAR LA
COMPETENCIA ORAL EN ALUMNOS DE 6° CURSO DE LA UNIDAD EDUCATIVA
MARCO AURELIO SUBÍA MARTINEZ”.

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RESUMEN

Hoy en día, la globalización ha llevado a que los países utilicen el idioma inglés para comunicarse con diferentes propósitos. El dominio de este idioma ha cambiado la forma de muchas áreas. Es el caso del estudio de una lengua extranjera en la que no solo es fundamental entender la estructura de la oración sino también cómo usar la lengua en un contexto adecuado, lo que permite a los aprendices involucrarse en el proceso de comunicación. Durante la enseñanza del idioma inglés, las estrategias y técnicas que se desarrollan en el salón de clases tienen el propósito de permitir el desarrollo de las cuatro habilidades que componen el aprendizaje del idioma inglés. Sin embargo, la habilidad principal que causa dificultades en el desarrollo es hablar. Por lo que el presente proyecto de investigación tiene como objetivo determinar la efectividad de las Técnicas de Enseñanza del Lenguaje Comunicativo para el desarrollo de la habilidad de hablar en la Unidad Educativa Marco Aurelio Subía Martínez de los estudiantes de 6to “A” con 36 estudiantes.

Los investigadores utilizaron un método mixto, tanto cualitativo como cuantitativo, porque la información se describió en una discusión y se mostró en porcentajes. Asimismo, es una investigación descriptiva y la recolección de datos se obtuvo a través de una entrevista y una encuesta. Los resultados determinaron la efectividad de las técnicas de Enseñanza Comunicativa del Lenguaje para el desarrollo de la habilidad de hablar. Por otro lado, los estudiantes mostraron un deseo de mantener un proceso de aprendizaje que involucre actividades que motiven la colaboración dentro del aula, así como un trabajo colaborativo. Por ello, se recomienda la eficacia de las técnicas basadas en la Enseñanza Comunicativa del Lenguaje para el desarrollo de la habilidad oral.

Palabras clave: Actividades comunicativas, CLT, método mixto, cualitativo, cuantitativo.

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1. GENERAL INFORMATION

Theme: The effectiveness of Communicative Language Teaching Techniques to develop speaking skill in 6th grade students from Marco Aurelio Subía Martínez Educative Unit.

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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.

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Keywords: Communicative techniques, CLT, mixed method, qualitative, quantitative.

2. PROBLEM STATEMENT:

Nowadays, globalization has led to make countries use English language to communicate for different purposes. The dominance of this language has changed the way of many areas. “English is the language of the global village. It is a language of trade and industry. English is full of knowledge and information. English is the language that is used for connecting peoples having different tongues (Patel, and Jain, 2008)”. People who speak English can have access to a large amount of information and a large number of books that are published in this language, and we could also enter any university outside the country without that language being an impediment. Knowing English is essential to be able to get a good job because if one of our abilities is to speak English, we will be candidates for highly relevant positions in a company.

However, learning English can be difficult for some people. According to Khajlo, (2013) mention that “Most students are not interested in learning the language and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition” (p. 56).

In Ecuador, unfortunately, there are teachers who are using methods and strategies that are not efficient to teach the ability to speak since they belong to past decades; also, the students do not have enough practice to develop this important skill. According to Silva, (2018) mention that “Another reason why learners are not fluent and accurate in English according to the level they should be in is that they are not that interested in learning the language, so they do not strive to practice and speak in English as much as possible” (p. 4).

In Cotopaxi Province, specifically in the Marco Aurelio Subía Martínez Educative Unit, where students tend to not participate frequently, they have a lack of dynamic activities in class, so they feel bored when participating in English class. Some students think that speaking is difficult to learn, so they feel nervous when they speak in English language.

In consequence, students have difficulties developing speaking skills. According to Ochoa, C., Cabrera, P., Quiñónez, A., Castillo, L. & González, P. (2016). Mention that “Generally speaking, communicative activities, which involve students' interaction with their classmates in the target language, seem to be highly motivating for learners according to students' and teachers' perceptions (p. 2)”. Therefore, the practical contribution of this project will be the solution to a problem identified in the area of English language teaching. How effective Communicative Language Teaching techniques is for developing the speaking skill in high school students?

3. OBJECTIVES

General

To determine the effectiveness of Communicative Language Teaching to develop speaking skills in 6th grade students.

Specific Objectives:

- To analyze different sources of bibliographic information for the theoretical foundation on Communicative Language Teaching in speaking skills.
- To identify the benefits and difficulties of the development of speaking skills through the implementation of Communicative Language Teaching techniques, for the development of the research.
- To determine the effectiveness of Communicative Language Teaching as a viable technique for the development of speaking skills.

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

Table 1

Objectives.

Specific objectives	Activities	Verification Means
To analyze different sources of bibliographic information for the theoretical foundation on Communicative Language Teaching in speaking skills.	Compilation of theoretical information regarding the Communicative Language Teaching, analyzing the most relevant aspects and considering other authors' research.	Theoretical Framework.
To identify the benefits and difficulties of the development of speaking skills through the implementation of Communicative Language Teaching techniques for the development of the research.	<p>Design of information instruments collection.</p> <p>The survey is carried out during the classes to identify the benefits and difficulties of the development of speaking skills and to identify their perceptions of CLT techniques.</p> <p>The interview is carried out in a meeting with the teacher of the school to determine the factors that influence the correct development of the speaking skills with the Communicative Language Teaching Techniques.</p>	Analysis and process of information obtained.
To determine the effectiveness of Communicative Language Teaching as a viable technique for	Through analysis and discussion of data obtained and determine the CLT	Conclusions and recommendations for the project related to the effectiveness of the Communicative

the development of speaking skills.	techniques as viable for the development of speaking skills.	Language Teaching Techniques in speaking skills.
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5. JUSTIFICATION

Communication is the main factor for the development of a community. However, given the immense diversity among countries, cultures, and languages, communication tends to cross different factors to connect different parts of the world. English is a universal language. One of the most important factors in making English a universal language is the great influence of Spanish-speaking countries. Thus, the teaching of the English language at the Spanish-speaking level, faces important difficulties related to the four skills that are intended to be acquired during the learning of the language.

Speaking is one of the skills that has to face difficulties among the learners of English language. The communication skills is one of the most difficult to acquire according to Seyedeh, (2018) that mentions “Speaking skill is regarded one of the most difficult aspects of language learning” (p.34). Communicative Language Teaching is important since involves interactions and solution of problems in the classroom with the use of role plays or even dramatization, the skill of communication involves speaking with a good interaction among other students.

During the development of the four important skills (Listening, writing, speaking and reading) to acquire a language the importance of produce the communication is the main factor to take into consideration. Since speaking is well related to communication, it is important to provide activities that improve the communication among the classmates, but additional to this, the English language must be developed as well. The activities that

teacher provides to students must be interactive in order to promote the communication among the learners.

This research project is based on the Communicative Language Teaching Techniques which are a benefit for the development of oral skills. According to Efrizal. (2012) the CLT includes the interaction of the students in the classroom, which is really helpful for the development of communicative skills. In a classroom, the students have to maintain the communication among classmates or even the teacher as well. In this way, this research will benefit approximately 36 students from 6th of high school who have difficulties to develop speaking skill because they do not have dynamic activities in class. Also, students do not participate frequently using English language. Therefore, it will implement communicative language teaching techniques to develop speaking skills among students of the English language.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

The theoretical contribution of the project will be to establish the pedagogical and linguistic bases for the implementation of the Collaborative English Course in the curriculum of learning English as a foreign language. The research will awaken interest in new research involving the use of methods and strategies to improve skills in the English language.

Numerous types of research report positive results of the use of Communicative Language Teaching Activities to improve speaking skills, particularly in students who have difficulties to develop this skill and according to Panambunan, Tulung and Maru. (2016) “One of the teaching methods is Communicative Language Teaching that would provide more opportunities for children to develop their speaking skill in English because the classroom procedure in CLT gives students more activity in class” (p. 57). Also, Efrizal.

(2012) mentions that in Indonesia “...the use of Communicative Language Teaching method can improve students’ speaking achievement in the first year Sentot Ali Basa Islamic Boarding School” (p. 127). Moreover, Saico and Zhou. (2013) suggested that “Jigsaw, information-gap, task completion, and role play activities which were the CLT activities applied in this project, had a great impact or influence in the students’ oral proficiency” (p. 91).

Panambunan, Tulung and Maru. (2016) carried out action research whose main objective was to develop the speaking ability so they applied Communicative Language Teaching in students of Magalia English courses, especially X-B second level. The data was collected by Pre-test, observation checklist, and post-test and the main findings of this study show that in pre-test some students do not know how to introduce themselves but the results of the post-test in the first cycle show that some students could introduce themselves. Moreover, there were improvements of the students’ score in the first cycle to the second cycle because of the implementation of Communicative Language Teaching. In conclusion, this study shows that students worked more cooperatively from the first step to the last step.

According Efrizal. (2012) carried out a study whose main objective was to know the improvement of teaching English speaking by using Communicative Language Teaching method at the first-year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 20011/ 2012. The data was collected by pre-assessment, and the main findings of this study show that there are improvements on students’ speaking achievement in each cycle. In conclusion, this study shows that through Communicative language teaching methods, most of the students could minimize their fears of speaking in class, and there was an increase in the students’ speaking in each cycle.

Saico and Zhou. (2013) carried out a project whose main purpose is to develop Communicative Language Teaching (CLT) activities to improve the students' oral expression and develop social interactions in the learning process in the first year in Eloy Alfaro High School during the year 2013-2014. The data was collected by Pre-test and post-test, surveys, observation, and interview, so the main findings of this project show that the pre-test provided the average grades of each group of students A and F. Also, it provided in detail the difficulties they faced in the development of their oral expression during the interview. Finally, the post-test showed a significant increase in their ability to communicate which determined how effective these activities were. In conclusion, the findings of this study suggested that Jigsaw, information-gap, task completion, and role-play activities, which were CLT techniques applied in this project, had a significant impact or influence on the student's oral proficiency.

This research project is similar to the three studies presented above. It will determine the effectiveness of Communicative Language Teaching Techniques using qualitative and quantitative methods with instruments like interviews and surveys. The results will be shown in tables, percentages, and descriptive analysis. Therefore, it will be descriptive research.

6.2 Theoretical Framework

The English language

English is considered a world language; many factors have contributed over the years to English becoming one of the most learned and taught languages in Spanish-speaking countries. Although the learning and teaching of English is very often developed in educational institutions, whether public or private in non-English speaking countries, most of the strategies used for the teaching of this language are not always very well executed or managed by the teachers who are responsible for the work of teaching (Shoro, 2018).

While one of the most important issues to consider when talking about teaching English is the methodologies and techniques used in this process, the importance of learning a language such as English should also be emphasized. Learning English requires mastering four skills divided into two categories such as: Receptive skills (Reading and Listening) and productive skills (Speaking and Writing). The two categories divide the skills that must be mastered in order to be able to speak the English language. It is well known that learning a new language is all about how important it is to maintain communication and conversation in this language. However, due to the English language teaching system in many of the institutions in Spanish-speaking countries, the skill that reflects the most difficulty during a performance is speaking. Many of the concerns students of this language come to show is their speaking ability. Speaking, being a productive skill, requires fluency as well as coherence when delivering a sentence or phrase.

Speaking Skill

Consider speaking as a language skill that, along with writing, belongs to productive skills. Therefore, it involves producing the language rather than receiving information or input through it. They include a concept as simple as “speaking involves using speech to communicate meanings to other people.” Being a productive skill, the main concerns for teachers are fluency (at a natural flow and speed) and accuracy (correctly concerning grammar and pronunciation) (Pulverness, Spratt, and Williams, 2012 as cited in Leon, 2019, p.42).

Speaking sub skills.

According to (Lackama, 2010, as cited in Leon E, 2019) English teachers must teach students specific speaking skills, known as sub-skills or micro-skills because conversations outside the class are destined to be better learning experiences than those inside the class. By raising awareness of speaking sub-skills teachers provide students with strategies to improve their ultimate goal that is their communication outside the classroom.

(Lackama, 2010, as cited in Leon E, 2019) mentioned some sub-skills to continuation:

- **Fluency:** Students practice speaking with a logical flow without planning or rehearsing
- **Accuracy with Words & Pronunciation:** Student's practice using words, structures, and pronunciation accurately.
- **Using Functions:** Students use specific phrases for purposes like giving advice, apologizing, etc.
- **Appropriacy:** Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.
- **Turn-taking Skills:** Students practice ways of interjecting, eliciting an interjection, or preventing one.
- **Relevant Length:** Students practice speaking at length appropriate to a situation.
- **Responding and Initiating:** Students practice managing a conversation by making responses, asking for a response, or introducing a new topic or idea.
- **Repair and Repetition:** Students practice repeating or rephrasing parts of a conversation when they suspect what was said was not understood.
- **Range of Words and Grammar:** Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.
- **Discourse Markers:** Students practice using words/phrases which organize a talk (e.g., firstly, secondly, on the other hand, to summarize).

Kinds of Speaking Activities

There are many kinds of activities that can be applied when the teacher teaches speaking. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teachers also should consider the activities that will be applied to the students. According to Hayat (2017), It should be appropriate to be applied to the students' level, and it should be beneficial to improve speaking skills. Also, good speaking activities can and should be extremely engaging for the students.

Definitions of Communication Strategies

Communication strategies (sometimes referred to as “conversation strategies” or “coping strategies”) are ways for L2 learners to become more confident in their L2 communication and can be implemented in any CLT classroom. “Speakers use communication strategies to resolve difficulties that they encounter in expressing intended meaning; these may be either reduction strategies or compensatory strategies” (Boxer & Cohen, 1990 as cited Wood, 2011, p 243). Also is “Conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought” (Tarone, 1977, p.195 as cited Wood 2011, p. 243).

Communicative Competence

It is a linguistic term which refers to a learner’s ability in using language. It not only refers to a learner’s ability to apply and use grammatical rules, but also to negotiate meaning with other language speakers, to express one’s views regarding certain issues, and to know what and how to use certain utterances appropriately according to certain situations. The term underlies the view of language learning implicit in the communicative approach to language teaching (Sedubun, 2017).

Theory of language

According to Richards and Rodgers. (1986) mentions that “Communicative Approach in language teaching starts from a theory of language as communication. The goals of language teaching are to develop communicative competence” (p. 69). Moreover Efrizal. (2012) said that “Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual, and appropriate (p. 128)”

Communicative Language Teaching.

Richards. (2006) mention that “Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 2). CLT include a re-examination of what aspects of the language to teach and how to teach, the “what to teach” is an aspect of the communicative approach stresses that significance of language function rather than focusing only on grammar and vocabulary, the “how to teach aspect” of communicative approach related the idea that language learning will take care by itself and the exposure to the language in use are important for development of student's skill (Efrizal, 2012).

Communicative Language Teaching in Ecuador

Saico, and Zhou. (2013) mention that, in Ecuador, the official language and the medium of instruction in the educational system is Spanish. At The present time, English is the only foreign language that is offered as a required subject at secondary levels of Ecuadorian education. The Ecuadorian government has changed the educational system since 2009, and has encouraged the new policies that support and promote English teaching as a foreign language (p. 24).

Also, According the National English Curriculum Guidelines (2012) states that “Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching” (p. 3).

Also, The National English Curriculum Guidelines (2012). The communicative-functional approach proposed for the English curriculum for eighth, ninth, and tenth year of Educación General Básica (EGB) and first, second, and third year of Bachillerato, is characterized by two main features:

Focus on real-world contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and

reading) outside the classroom, classroom tasks/activities must equip students with the necessary skills for communication in everyday contexts. *Relationship of language forms* (grammar, vocabulary, and pronunciation) and function (pp 3-4).

According to Saico and Zhou (2013) “The Ministry of Education in Ecuador relates the English Curriculum Guidelines to the Common European Framework of reference which takes as its philosophy the Communicative Language Teaching approach (p. 26)”. The communicative competence is involved through the development of the four skills but in this case, this project is going to be focused on Oral skills.

According to Saico and Zhou (2013) “Before the application of the new English National Curriculum, most Ecuadorian Students graduated from high school with an A1 (elementary) or A2 (pre-intermediate) 28 level of English. Over the next few years, the Ministry of Education expects all secondary students to get a B1 level(intermediate) as an exit requirement” (pp. 27-28).

Characteristics of Communicative Language Teaching.

Although we have different versions and various ways in which CLT is interpreted and applied, educators in the area, Littlewood et al. (1981) put some of the major characteristics of CLT as follows:

- a. According to Brown (1994) “CLT suggests that grammatical structure might better be subsumed under various functional categories... we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did” (p. 245).
- b. "Fluency and accuracy are seen as complementary principles underlying communicative techniques” (Brown, 1994, p. 245). However, at times fluency may have to take on more importance than accuracy because "fluency and acceptable language is the primary goal" (Finocchiaro and Brumfit, 1983, p. 93).
- c. “In the classroom, everything is done with a communicative intent. Information gap, choice and feedback are thought to be truly communicative activities” (Johnson and Morrow, 1981).

- d. Savignon (1991, 2001) & Thompson (1996) says "... for the development of communicative ability research findings overwhelmingly support the integration of form-focused exercises with meaning - focused experience". Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences. Disregard of grammar will virtually guarantee breakdown in communication (p. 7).
- e. "Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skills areas. Students work on all four skills from the beginning, i.e., a given activity might involve reading, speaking, listening, and perhaps also writing" (Celce-Murcia, 1991). According to Savignon (2002) "The idea of emphasizing oral skills creates uncertainty among teachers. They misconceived CLT as if it were devoted to teaching only speaking. But, "CLT is not exclusively concerned with face-to-face oral communication"" (p.7).

Richards and Rodger (2001) (as cited in Paulista & Gómez, 2014), Wood (2011) (as cited in Brown, 2007) also offers four interconnected characteristics of CLT:

- Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence. Wood (2011)
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes. Wood (2011)
- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

- In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. Wood (2011)

Communicative Language Teaching Activities.

Learning activities in CLT focuses on real oral communication with a variety of languages without too much focus on the form of grammatical patterns if distinguished with non-communicative activities which only focus on how to construct the sentences that are based on terms during the learning process of English. (Harmer, 1998 as cited in Efrizal, 2012).

Pre-Communicative Activities

Pre-communicative activities are done before doing communicative activities, where explains that the teacher divides the activities based on the skills or knowledge of language that provide students opportunities to practice language separately. The examples of pre-communicative activities are question and answer practice, drilling, matching activity, pronunciation practice, completing sentences, grammar exercise, and mentioning words related to the topic. (Littlewood 2002, as cited in Efendi, 2016).

Accuracy and Fluency Activities

The accuracy tasks are for completing grammatical sentences where some students in groups choose the sentence using present or past tense and then read aloud those sentences to check how to pronounce them (Richards 2006, as cited in Efendi, 2016).

Proposes that activities focusing on fluency are:

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language.

Pair and Group Work Activities

According to (Larsen-Freeman 2000, as cited in Efendi, 2016, p.20) explains that students can learn from each other and can obtain more opportunities to practice the language. Small group lets students know each other in the classroom, causing a good community among students.

Giving Feedback

According to (Littlewood 1981 as cited in Efendi, 2016, p.21) the purpose of feedback is to give knowledge of how successful students' performances have been. Feedback is used to monitor the improvements and or developments of students. Is considered compulsory to give feedback to see how successful students' performances have been.

Discussion

According to Efendi. (2016) "Discussions require students to share their opinions. Students can propose their opinions, ideas or thoughts. Small groups of discussion will provide time for students to give their opinions and shy students can also participate because there are only a small number of students in a group" (p.10).

The Roles of Teachers and Learners in the Communicative Language Teaching.

Teacher Roles

Richards and Rodger (2001) (as cited in Paulista & Gómez, 2014), the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group (p. 27).

Richards and Rodgers 2001(as cited in Yang. K, 2016), it is apparent that the teacher's role in the CLT classroom is not to be an authority who knows all and transmit the

knowledge to learners, but to be a synthetic director who leads learners as a facilitator, needs analyst, group process manager, counselor, researcher, learner, and independent participant (p. 12).

Learner Roles

According to Richards. (2006), learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model (p. 6).

They were expected to take on a greater degree of responsibility for their own learning. Also, Jacobs and Farrell (cited in Richards: 2006),

“The role of the learner is defined as a negotiator. Thus, the students are expected to interact with their classmates instead of interacting with the teacher because it is a learner-centered approach. So, students participate in classroom activities which entail cooperative rather than individualistic learning and they are also responsible for the process of learning a language” (p. 15).

Advantages and Drawbacks of Communicative Language Teaching.

Advantages of the CLT.

The implementation of the CLT method has brought a lot of advantages for teaching English as foreign. One of the advantages according to Larsen and Freeman. (2000) states “The goal of the CLT is to enable students to communicate in the target language” (p. 123).

According to Brown. (2001) suggested some of the major advantages of CLT as follow:

Argue that it motivates students to improve their ability to use English by themselves since it emphasizes fluency in the target language. Meaning that, it

provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express. This enables the learners to be more confident when interacting with other people and they also enjoy talking more. (p .112)

Also, Richards. (2006) mentioned that “CLT focuses on and aims at communicative competence. Thus, enabling the learners to use the language in a communicative situation to satisfy their needs in real-life communication is a priority in CLT” (p.12).

Drawbacks of the Communicative Language Teaching

There have been various criticisms on the principles of the communicative approach to teaching and learning language. According to (Bed On, 2011, as cited in Richards, 2006) mentioned that “the CLT approach focuses on fluency but not accuracy in grammar and pronunciation” (p.45)

Also, (Hughes, 1983, as cited in Thamarana, 2015) mentioned that “communicative language teaching leads to the production of fluent but inaccurate learners. What is predicted to happen here is the danger of giving priority to fluency over accuracy in CLT classes” (p. 15).

Another disadvantage according to (Riasati, 2002 as cited in Burnaby & Sun, 1987) pointed out in their articles that “applying CLT is difficult in an EFL context due to the lack of sources and equipment like authentic materials and native speaker teachers as well as large size of the classes” (p.113).

7. METHODOLOGY

The mixed method allows a more complete use of data, since it is useful in understanding contradictions between quantitative results and qualitative findings. In this project, the mixed method will be used because it will allow to explore and understand the reality of the students who have difficulties develop speaking skill. Therefore, the qualitative approach will help researchers to get to experienced teacher of the effectiveness of the CLT techniques to develop Speaking Skills. While in the quantitative, the researchers will use instruments such as a survey to get an answer from the students about what kind of difficulties they present while the CLT techniques that are applied in class by the teacher.

According to Cherry (2020). Applied research refers to “scientific study and research that seeks to solve practical problems”. This type of research plays an important role in solving everyday problems that often have an impact on life. The researchers will apply a survey to the students in order to determine how influences the Communicative Language Teaching techniques in the speaking skill development, in which the students can develop communication skills and acquire a second language naturally through classroom activities involving student's everyday situations.

The present research is nonexperimental; therefore, the research is based on a diagnostic and descriptive approach coming from concepts and many variables that lay in a context where the researchers of this project have no direct intervention or manipulation with the environment previously selected for the development of the research. (González, 2020) Defines the appearance of a phenomenon which encourages the analysis of a number of events with the only objective of determining the patterns that helped the appearance of this phenomenon.

This project has a descriptive approach since the aim of the research is to recollect specific data of the sample that is related to the development of speaking skills during English classes. In this way, the data that was collected in the research is based on a survey

previously designed by the researchers, and validated for the tutor of the research in the educational environment selected.

Population and sample

For the present project, the population selected was discerned from the students who are part of the 6th grade who are students from Marco Aurelio Subia Martinez educative Unit, however, the present project focuses on the 6th grade that consist of 36 students, which 16 are male and 20 are female.

Table 1

Population Sample

Students' population (6 th grade)	142
Students Sample (6 th "A")	36
Teacher Population	1

Note: In this table is organized the sample of the participant who helped for the development of the research.

Based on an organized process, the non-probabilistic sample contributes to the procedure of the no simply mechanical and repetitive, also is based on specific characteristics that were taken into account to develop the research. The sample selected has the principal objective of providing relevant information out of a survey and an interview. The teacher was selected by taking into consideration the years of experience in the educational field and also the disposition of time to contribute to the research.

8. ANALYSIS AND DISCUSSION OF RESULTS

The objective of the discussion is to describe and interpret the significance of the results of certain research. In this way, based on the results it is determined the effectiveness of Communicative Language Teaching Techniques through a literature review. The results show that students had confidence in themselves to be able to express their ideas in oral activities in the classroom, most of the students were able to overcome their fear and shyness when speaking. Moreover, Communicative Language Teaching Techniques could motivate the students to be active and had a great participation in speaking activities during the learning process. The information obtained is showed in the following categories:

Category A: Interview made to the teacher.

Question 1: According to your experience as teacher of 6th grade class 'A', what is the skill (speaking, writing, Reading, listening) is the most difficult for the students of the class to develop during English classes?

According to the response of the participant, mentions the different developments of skills that the students have in her class. The teacher can recognize how the students have their own rhythm of learning, but the teacher is sincere with the lack of her students, and mention that the skills that are more difficult to acquire for the students, are the speaking and writing. Both skills part of the receptive skills classification of the English Language.

Question 2: Do you know the Communicative Language Teaching approach?

The teacher mentions the Communicative Language Teaching approach as an educative approach important in a teacher's educational life. She mentions that the main objective of this approach is to help the students to use a different language from the native one in different context, considering of big importance the learning of the main function of the language. The teacher is conscious of the importance of the approach and also mentions how it has been applied in her educational life.

Question 3: Do you use the Communicative Language Teaching approach, frequently during English classes with 6th grade class 'A'? The response of the teacher is clear mentioning the different activities she uses while applying the Communicative Language Teaching approach, such as, books, recordings and other materials for the activities the students to develop. Teacher also mentions the students' effort in order to replicate the possible situations that students can experiment outside the classroom, and the exposure of the students' thoughts among students and colleagues.

Question 4: Do you test the students with relation to the speaking skill reaching successful results?

The participant mentions that to achieve a successful communication, it is not enough with memorizing vocabulary lists, grammar rules or exceptions. In order to achieve a successful communication, students must learn mainly, how to use that knowledge correctly. The participant is well aware of the importance of the knowledge use, and also mentions that most of the students must have a good score on oral communication evaluations, but in her personal opinion, is more important the use that students give to that knowledge.

Question 5: Do you know any technique based on Communicative Language Teaching approach?

In this question, participant's response is related to the projects, games and real context tasks which the foreign language is used for reach a specific objective. The participant mentions also, the importance of promoting the interaction among the students and communicative activities that help with the feedback of the participants during the learning process.

Question 6: Do you think that giving activities that require the communication among students improve the oral production?

Remaining to the last questions made to the teacher in charge, it is obvious how important does she consider the communication among the students during the learning process, so

the teacher mentions the promoting activities that get along with the communication, also the high motivation among the students and also how it helps to develop the social skills, as well as the self-stem within cohesion to work in teams for improving the learning.

Question 7: Would you recommend techniques based in Communicative Language Teaching?

In order to finish with the interview, the teacher mentions that as English teacher, she recommends to put on practice the CLT techniques taking into consideration the teacher's job which is the coordination and to make dynamic the learning of what takes to learn English. Also, to reach that the given activities and projects create a communicative environment where the students are not afraid of committing mistakes and feel confident enough to use the language and so get a development on their learning process.

Category A: Analysis and Discussion

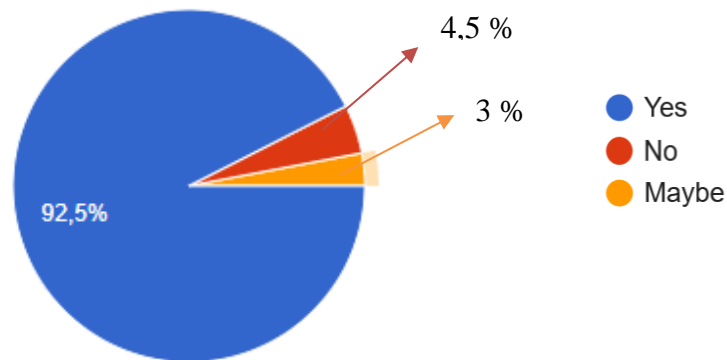
According to the questions made to the participant it is possible to realize a data analysis obtained, but also mentioning the kind of analysis to develop in this research. Most of the research analysis take a certain amount of time and effort in order to provide relevant information according to the topic that is developed in the research (Rev, 2022). Also, the interviews are important for research since the interview allows the researcher to obtain certain information by gathering with the participant and personally contacting with the involved participants (Clements, 2021).

In this way, and thanks to the interview applied to the participant, relevant information about the importance of Communicative Language Teaching was obtained, and also a certain point of view of the participants of 6th grade class 'A', it possible to notice the importance that teacher shows in the communicative aspects during English classes and shares the idea of how interactive the classes should be in order to develop a speaking skill. Also, the importance of using English inside the classroom in order to acquire the language in a better level.

Category B: Students' survey.

Question 1: Do you agree with the development of activities that require dialogue and interaction with classmates during English classes?

Option	Frequency	Percentage
Yes	31	92,5
No	3	4,5
Maybe	2	3
Total	36	100



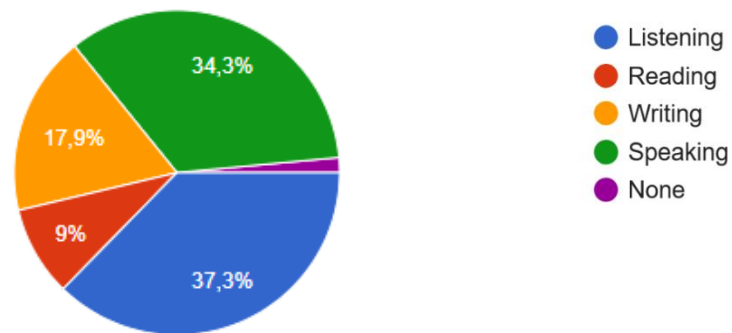
Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

The students that were surveyed were clear with their responses about their preferences in developing activities among other students. The learners might be aware of the importance and dynamic that represents the collaborative work in the classroom.

Question 2: Which one of the four skills presented are the most difficult to produce for you?

Option	Frequency	Percentage
Listening	16	37,3
Reading	3	34,3
Writingg	6	9
Speaking	11	17,9
Total	36	100

Graphic 1

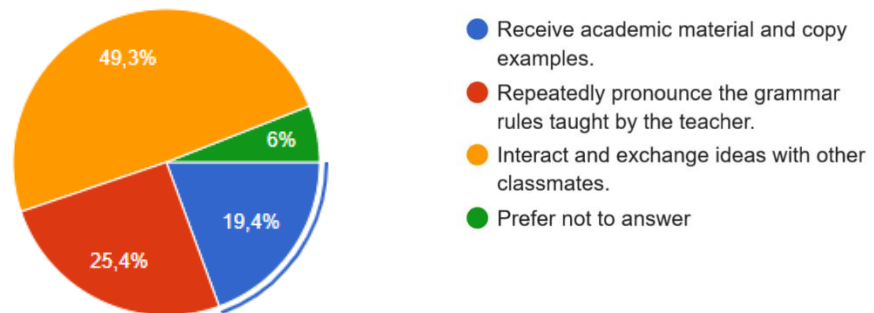


Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

According to the question made to students, it is possible to define that there are two skills that are more difficult for the students. Since the four skills of learning English divide into productive and receptive skills, the students define through the survey that the Listening (Receptive skill) is the most difficult for them, and also the Speaking (productive skill), with a 34,3% of the percentage of the answers is the most difficult. In this case is evident how the students have problems with both, receptive and productive skills.

Question 3: During English classes I would like to:

Option	Frequency	Percentage
To receive the class and copy examples.	6	19,4
Pronounce many times the grammar rules teacher teaches.	8	25,4
To interact and interchange ideas with the classmates.	18	49,3
I rather no replying.	4	6
Total	36	100

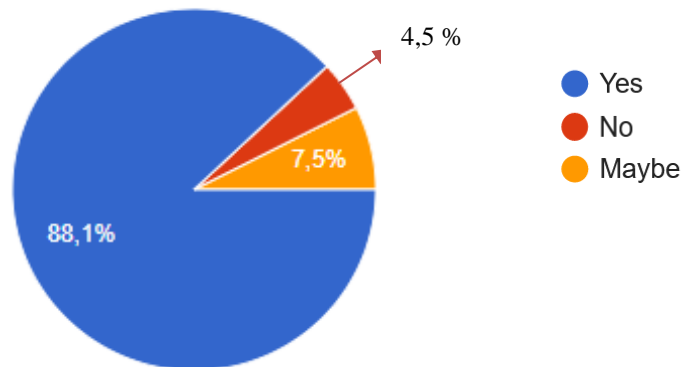


Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

Since the survey was made with the only purpose to reach to the students' points of view as well as their preferences related to the Communicative Language Teaching techniques, it is seen that the answer that is more attractive for the students, is the options that mentions the interaction and exchange of ideas with the classmates, with a 49,3% out of the 100%. On the other hand, the option with a 25,4% related to the repeatedly pronunciation of grammar rules that teacher has to present in front of the class, is a question that seems attractive for the students but in a lower level. In this way, the students are more attracted to the activities that requires a communicative activity with other classmates.

Question 4: Do you think it's important to interact with classmates in English, during the development of activities?

Option	Frequency	Percentage
Yes	30	88,1
No	4	7,5
Maybe	2	4,5
Total	36	100

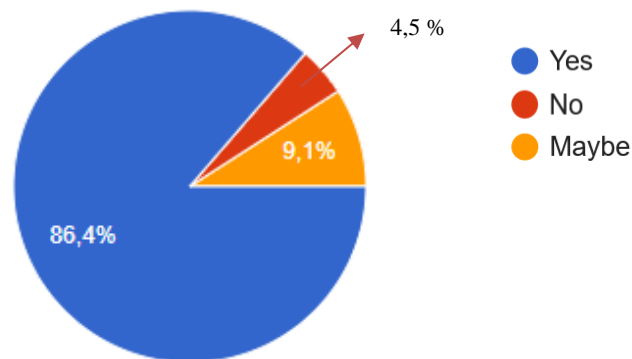


Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

A high percentage of the students (88,1%) replied positively to the question related to interaction with the classmates using the English language to develop the activities, on the other hand, just a 7,5% of the students replied with “maybe” not being completely sure about the English interaction with the rest of the class.

Question 5: Do you think, interaction and participation with the teacher and classmates in the classroom will help you to learn better English language?

Option	Frequency	Percentage
Yes	28	86,4
No	6	9,1
Maybe	2	4,5
Total	36	100

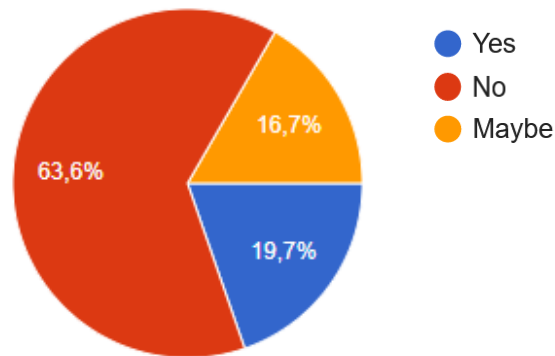


Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

The interaction among the students and teacher is important in the teaching-learning process, in this case, an 86,4% of the student's mention that in order to learn better the language, it is necessary to interact and participate with the classmates, only reaching a 9,1% of the students who replied "maybe" about the question made.

Question 6: Do you think speaking English during English classes is unnecessary?

Option	Frequency	Percentage
Yes	7	19,7
No	24	63,6
Maybe	5	16,7
Total	36	100

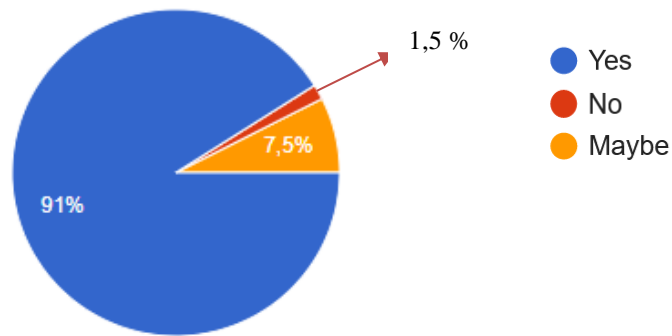


Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

The learning English process is carried out by a couple of factors, in the case of the students of 6th semester who have problems with both receptive-productive skills according to question 2 in the survey made, the students should have a better interaction in the language they are learning, in this case 'English', a 63,6% of the students related to 24 students out of 36 think that the English is necessary in English classes. On the other hand, a 19,7% of the students, replied 'yes' making clear that it is unnecessary, and finally, a 16,7% of the participants are not aware of the use of the language during English classes, since their response is 'maybe'.

Question 7: Do you think that having entertaining activities will help you to keep attention to English classes?

Option	Frequency	Percentage
Yes	30	90
No	1	1,5
Maybe	5	7,5
Total	36	100

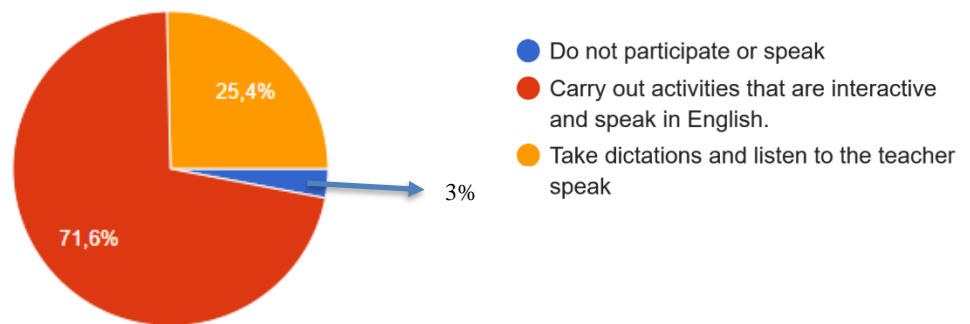


Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

The importance of the motivation during English classes is an important factor that benefits the process of teaching-learning among the students and teacher, having on mind this statement the reply of the students related to how they keep the attention to the class is positive with a 91% of the participants that prefer the entertained activities to keep them motivation in the class. On the other hand, a 7,5% of the students are not completely sure of the importance of the entertaining activities during the English classes.

Question 8: During English classes I prefer:

Option	Frequency	Percentage
No speaking and participating.	2	3
To do activities that require interaction and speaking in English.	24	71,6
To do dictation and listen to the teacher to speak the whole class.	10	25,4
Total	36	100

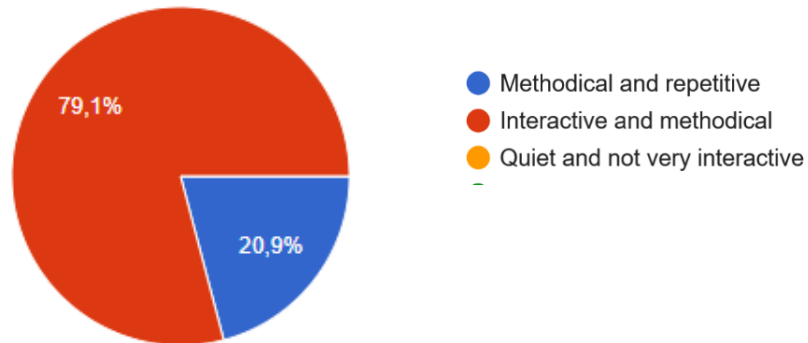


Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

The preferences of the students in the survey is well determined since the options presented are easy to understand and clear. In the following question. The students have their ideas clear according to their preferences during English classes. A 71,6% of the participants' preferences are to develop activities that include interaction and English language use in an oral way (communicative). Moreover, a 25,4% of the learners still have preferences for the traditional methods that include the repetition actions and the only teacher's participation.

Question 9: English classes should be:

Option	Frequency	Percentage
Methodical and repetitive.	7	20,9
Interactive and motivational.	29	79,1
Quiet and low motivational.	0	0
Total	36	100



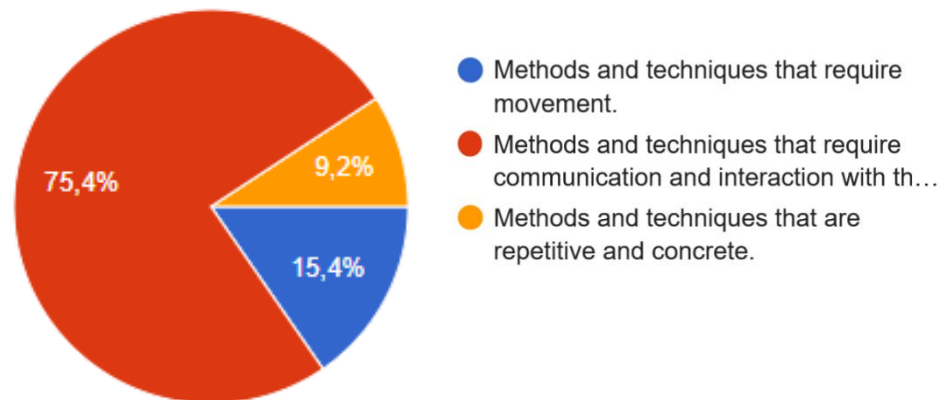
Source: Unidad Educativa Marco Aurelio Subía Martínez

Elaborated by: Canchig & Ortiz

According to the responses made by the learners related to the question about how the English classes must be, a high percentage of 79,1% of the participants say that the English classes should be interactive and motivational, on the other hand, a 20,9% percentage of the students, mention that the classes should be methodical and repetitive.

Question 10: For English classes I recommend:

Option	Frequency	Percentage
Methods and techniques that require movement.	8	15,4
Methods and techniques that require communication and interaction with the class.	24	75,4
Repetitive methods and techniques.	4	9,2
Total	36	100



Source: Unidad Educativa Marco Aurelio Subía Martínez
Elaborated by: Canchig & Ortiz

Last question related to the recommendations that the students made about the English classes, a 75,4% of the students chose the option about the methods and techniques that require communication and interaction in the classroom, making clear that the best option to keep students' attention and motivation, is the techniques that require interaction. On the other hand, a 15,4% rather the method and techniques that require movement. And finally, a 9,2% mention the repetitive methods and techniques that are concise.

CATEGORY B: DISCUSSION

A survey allows to the research to collect important information from a group of people whose opinion is beneficial for the development of a research (DeFranzo, 2012). Since the survey was applied to the participants of the 6th grade class 'A' it is observed the importance of activities that require interaction and communication between the elements of education, in this case, the teacher and the students. It is important to maintain communication between teachers and students; however, thanks to the CLT method, we can realize the importance of interacting with classmates since, as can be seen in question 5, students in a high percentage leave in evidence that the interaction with classmates during English classes.

The extension of the survey is adequate for the students understand and also development of itself. According to (DeFranzo, 2012) the survey gathers the results of what was intended to obtain and as well to provide conclusions about the results. In several of the responses, it is possible to determine the use that students make of the knowledge they acquire is fundamental to considering it as an academic "success". For the teacher, the interaction among students is important because, thanks to this, students can develop the English language much better, since when students get along with their peers, they do not feel so afraid of making mistakes and even tend to learn from their classmates. The students of Marco Aurelio Subía Martínez Educative Unit are from a public school, and the 6th grade class "A" has shown the knowledge acquired in English. The students have a good sense of the importance of the interactive activities.

9. RESEARCH IMPACTS

Richards. (2006) mention that "Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (p. 2). The previously mentioned methodology is effective in promoting collaborative work and interaction between students and English teachers. The techniques that are based on the CLT methodology help students show more attention and motivation during English classes; however, the teacher in charge provides activities that require the use of the English language during the development of the classes. During the

development of English classes, the use of the language being learned requires use in a real context where the student can meet again and solve activities according to these natural contexts. If the student correctly develops the ability to communicate in a real context, the teacher considers this as a success in the teaching and learning process. The students from Marco Aurelio Subia Martinez 6th grade, class A, present a desire of having activities that motivate and encourage them to acquire the language during activities that require collaborative work. In this way, English teacher interviewed and surveyed students show the effectiveness of the CLT techniques in in order to develop the speaking skills during English classes.

10. CONCLUSIONS AND RECOMENDATIONS

Conclusions:

1. Based on the theoretical framework, it was possible to determine the different benefits provided by the CLT method both academically and in terms of development; it is also possible to understand in a validated way, concrete concepts about essential aspects such as the role of the teacher and the role of the student during the application of techniques based on the CLT approach. Likewise, thanks to the classification of information regarding the topic developed in this research, it is possible to have a clearer vision of the main topic addressed in this paper.
2. Teachers' experiences, in charge of the 6th "A" class with respect to the development of English classes, as well as to determine which are the main inconveniences that occur during the teaching-learning process. Thanks to the clear and concise answers of the English teacher, it was also determined the importance of developing activities that require motivation, collaborative participation, and dialogue among the elements that make up the teaching-learning process. Similarly, thanks to a student survey, it was also possible to determine, from the students' point of view, what their main difficulties are, as well as their wishes and recommendations to improve the teaching-learning process of the English language.

3. The discussion and the results collected through an in-depth analysis of each of the responses presented by the students and English teachers are shown, as well as determining how important the techniques related to the CLT method are. In this way, it was evidenced the effectiveness of the techniques based on the CLT method to develop the speaking skill in the 6th grade A students.

Recommendations:

1. As the main recommendation during the development of the theoretical framework to the research, as well as the attention that should be paid to documents such as scientific articles of the research, the importance of classifying the information obtained from Internet sites is mentioned due to the low reliability of web pages that have the option of editing without having a direct account associated with the page. It is recommended to take into account validated and verified pages with effective information that contribute positively and scientific or educational journals, since thanks to this, the research will present a better validity.
2. During the development of research instruments, the use of easy-to-understand terminology should be a priority during the adaptation/creation of both surveys and interviews. Similarly, interviews created to contribute to the research should have questions that benefit and direct the research and its respective collaboration.
3. An in-depth analysis without the intervention of the researcher's personal criteria is essential to contribute to the research and to the subject matter, as well as to take into account the respect shown by the researchers concerning the collaboration of the participants.

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12. ANNEXES

Student's survey.

1) ¿Está usted de acuerdo en que, durante las clases de inglés se realicen actividades que requieran dialogar e interactuar con los compañeros?

- Sí
- No
- Tal vez

2) ¿Cuál de las cuatro habilidades a continuación, se le hace más complicado comprender o producir?

- Listening
 - Reading
 - Writing
 - Speaking
 - Ninguna
-

Teacher Interview

GUIDELINES FOR A SEMISTRUCTURED INTERVIEW

Guía de Entrevista Dirigida al Docente de Inglés

Entrevistado: Lic. Azucena Viera **Fecha:** 16-01-2023

Entrevistadores: Juan Carlos Canchig & Geovanny Ortiz.

Objetivo: El objetivo de la siguiente entrevista es obtener información útil acerca del procesos de enseñanza y aprendizaje del idioma inglés de los estudiantes con discapacidad intelectual.

Instrucciones: Escuche detenidamente cada pregunta y formule sus respuestas en base a sus experiencias reales y opiniones sinceras.

Parte 1: Datos demográficos.

De manera resumida, por favor, mencione sus años de labor como docente de la asignatura de inglés. ¿Cuales son los títulos profesionales que posee? ¿Qué certificados tiene (TOEFL, FCE u otros)?

Parte 2: Conocimientos respectivos al desarrollo del idioma inglés en los estudiantes de 6to año paralelo "A"

- 1) Según su experiencia como docente del 6to año paralelo "A", ¿Cual cree que es la habilidad (Speaking, writing, Reading, listening) que más se le dificulta adquirir a los estudiantes durante las clases de inglés?
- 2) ¿Conoce usted el Communicative Language Teaching approach?
- 3) ¿Hace uso frecuente del Communicative Language Teaching approach durante las clases de inglés con el 6to año paralelo "A"?
- 4) ¿Evalúa usted a sus estudiantes con respecto a la habilidad oral teniendo resultados exitosos?
- 5) ¿Conoce usted alguna técnica basada en el Communicative Language Teaching approach?
- 6) ¿Cree usted que proveer actividades que requieran la comunicación entre los estudiantes mejore la producción oral?
- 7) ¿Recomendaría usted, técnicas basadas en el Communicative Language Teaching approach para desarrollar la habilidad oral en los estudiantes del idioma inglés?