



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

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

MODALITY: RESEARCH REPORT

THEME:

**“PRE-SERVICE TEACHERS’ PERCEPTIONS ABOUT COMMUNICATIVE
LANGUAGE TEACHING (CLT) IN ENGLISH CLASSES”**

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

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**PUJILÍ - ECUADOR
AUGUST 2022**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “PRE-SERVICE TEACHERS’ PERCEPTIONS ABOUT COMMUNICATIVE LANGUAGE TEACHING (CLT) IN ENGLISH CLASSES”, and researched by Paltán Vásconez Marlon Fabricio and Sandoval Carrera Geovanna Cecilia, 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, 2022

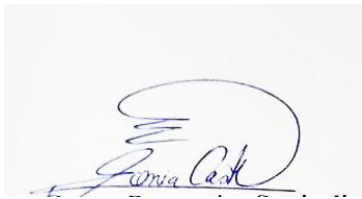


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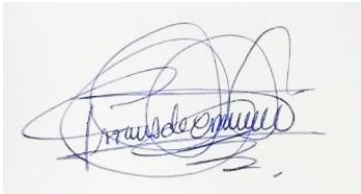
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The research report entitled “**PRE-SERVICE TEACHERS’ PERCEPTIONS ABOUT COMMUNICATIVE LANGUAGE TEACHING (CLT) IN ENGLISH CLASSES**”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National 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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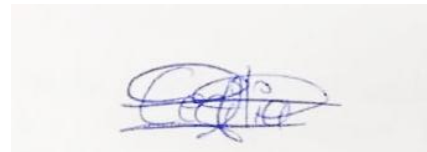
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GRATEFULNESS

This research project would not have been possible without the support of many individuals. I would like to express my warmest gratitude to all these people for their indispensable contributions. First, I would like to thank God for giving me the wisdom to complete this work. Second, I owe my deepest gratitude to my mom who has always supported me to pursue my goals. At the same time, I am also grateful to Msc. Gina Venegas for her guidance and invaluable advice. Last my thanks would go to my dear friends Angel, Belen, Geovanna and Xavier for offering a hand during difficult moments.

Fabricio

First of all I want to express my deepest gratitude to God for giving me health and wisdom all these years. Secondly, I would like to thank my family who have been an unconditional support at all times. Thirdly, I would like to thank my teachers who throughout this learning process have been an indispensable guide in my professional training and finally my close friends, who have given me their emotional support and with whom I have beautiful memories.

Geovanna

DEDICATION

To my mother who her tolerance, effort and love have allowed me to accomplish another important goal in my life. To all the special people who accompanied me in this phase contributing to my formation both professionally and personally.

Fabricio

To my family who with their love and effort have been able to encourage and motivate me to achieve one of my most desired goals as a student and to be a reason for their pride, so I give them my work as an offering for their tolerance.

This project is also dedicated to three wonderful people who have come into my life at every stage of my college life, motivating me to be better personally and professionally.

Geovanna

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ABSTRACT

Communicative language teaching (CLT), emphasizes the interaction between students to develop oral communication. CLT has been implemented in some English classrooms providing students motivation, self-confidence and collaborative work in the learning process. Some studies demonstrate that the CLT is an approach that has helped to develop student's communication and social interaction between them appropriately. Despite these benefits, in Ecuador there is little research on pre-service teachers' perceptions about the communicative language teaching (CLT) in English classes. Thus, it was decided to explore the pre-service English teachers' perceptions since it would let them realize how much they know about the CLT approach and how they can use it in their English classes. Whereby, this research aimed at identifying pre-service teachers' perceptions about Communicative Language Teaching (CLT) in English classes. The mixed method was used; both the qualitative and quantitative approach with a deductive methodology. For the data collection process researchers carried out a survey technique which contained 3 open questions and 13 open closed questions. Participants were 73 EFL pre-service teachers: 18 from the eighth semester and 55 from the seventh semester. The criteria to select the participants was homogeneous sampling and convenience sampling so participants were selected considering those who did their pre-service teaching practices. The analysis of the data indicated that most participants have knowledge about CLT and also, they sometimes, often and usually apply CLT approach in their pre-service practices. The activities most frequently used by them in their English classes were games, role plays, discussion and pair or group work activities. Likewise, they also considered that students prefer activities, such as role play and games rather than others. Moreover, as part of the results, participants were in favor of employing more CLT activities in their practices because it allows learners to lose fear while they speak as well as to enhance their oral communication in the target language. It is suggested that these perceptions should be taken into account by pre-service teachers in order to make use of CLT in their future English classes.

Keywords: Communicative Language Teaching, Teaching English, Pre-service teaching, Pre-service teachers' perceptions

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RESUMEN

El enfoque “Communicative Language Teaching (CLT)” hace hincapié en la interacción entre los alumnos para desarrollar la comunicación oral. El CLT se ha implementado en algunas aulas de inglés proporcionando a los alumnos motivación, confianza en sí mismos y trabajo colaborativo en el proceso de aprendizaje. Algunos estudios demuestran que el CLT es un enfoque que ha ayudado a desarrollar adecuadamente la comunicación de los estudiantes y la interacción social entre ellos. A pesar de estos beneficios, en Ecuador hay poca investigación sobre las percepciones de los profesores en formación sobre el enfoque CLT en las clases de inglés. Por lo tanto, se decidió explorar las percepciones de los profesores de inglés en formación, ya que les permitiría darse cuenta de cuánto saben sobre el enfoque CLT y cómo pueden utilizarlo en sus clases de inglés. El objetivo de esta investigación fue identificar las percepciones de los profesores en formación sobre el CLT en las clases de inglés. Se utilizó el método mixto; tanto el enfoque cualitativo como el cuantitativo con una metodología deductiva. Para el proceso de recogida de datos, los investigadores llevaron a cabo una técnica de encuesta que contenía 3 preguntas abiertas y 13 preguntas cerradas. Los participantes fueron 73 profesores de inglés en formación: 18 del octavo semestre y 55 del séptimo semestre. Los criterios de selección de los participantes fueron el muestreo homogéneo y el muestreo de conveniencia, por lo que se seleccionaron los participantes teniendo en cuenta los que realizaron sus prácticas docentes previas al servicio. El análisis de los datos indicó que la mayoría de los participantes tienen conocimientos sobre el CLT y también que a veces, a menudo y habitualmente aplican el enfoque CLT en sus prácticas previas al servicio. Las actividades que más utilizaban en sus clases de inglés eran los juegos, los juegos de rol, la discusión y las actividades de trabajo en pareja o en grupo. Asimismo, también consideraron que los alumnos prefieren actividades como los juegos de rol y los juegos antes que otras. El CLT no se aplica de manera efectiva en las instituciones donde realizaron sus prácticas debido al nivel de inglés de los alumnos y a la falta de materiales para las actividades comunicativas. Además, como parte de los resultados, se puede decir que los participantes estaban a favor de emplear más actividades de CLT en sus prácticas porque permite a los alumnos perder el miedo mientras hablan, así como mejorar su comunicación oral en la lengua meta. Se recomienda que estas percepciones sean tenidas en cuenta por los profesores en formación para hacer uso del CLT en sus futuras clases de inglés.

Palabras clave: Enseñanza comunicativa del idioma, enseñanza del inglés, enseñanza previa al servicio, percepciones de los profesores en formación.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: Pre-service teachers' perceptions about Communicative Language Teaching (CLT) in English classes.

Starting Date:
April 2022

Ending Date:
August 2022

Place of Research:
Latacunga, Cotopaxi - Zone 3 - Technical University of Cotopaxi

Sponsoring Faculty:
Pujilí Campus

Sponsoring career:
National and Foreign Language Pedagogy English

Linked Research Project. Macro project of the career:
Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the Cotopaxi province.

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Knowledge area:
Education

Research line:
Education, communication and design for human and social development.

Research line of the career:
Innovation in the English language teaching and learning as a foreign language.

2. PROBLEM STATEMENT

Communicative Language Teaching (CLT) is known as an approach that focuses on developing English language learners' communicative competence rather than grammatical rules as the Grammar Translation Method does (Elpedes, 2011., Thamarana, 2014). According to Elpedes (2011) "CLT aims at developing fluency and the ability to communicate in different settings, embedding grammar use in a context. Authentic materials are used and students are encouraged to maximize classroom participation through the use of interactive small-group strategy" (p. 5). In addition, the CLT approach provides English teachers with a variety of gripping activities such as information-gap, jigsaw, task-completion, information-gathering, information-transfer, opinion-sharing, reasoning-gap, role plays, and games (Richards, 2006). Hence, it is necessary to employ these activities taking into account student-related topics like favorite places, animals, shopping, social media, and others (García, 2019).

Many scholars worldwide have developed various studies to examine the teachers' perceptions about the Communicative Language Teaching (CLT) approach in English classes. Most of the results propose that CLT is useful for enhancing English skills, especially speaking. Participants mention that they feel motivated and satisfied with the incorporation of communicative tasks based on this approach (Suwannaprut, 2021., Garcia, 2019). In the research of Mohammad, et al. (2016) it was found that English teachers were in favor of this approach since their perspectives showed that they fairly support and apply it quite often in their lessons. Likewise, Darji's study (2019) showed that "participants had positive attitudes towards CLT and were more concerned about the importance of group/pair work activities in CLT. They believed that CLT is the best approach to make learners able to communicate in English" (p. 69).

Moreover, Suwannaprut (2021) carried out a study which was focused on investigating pre-service teachers' attitudes towards communicative language teaching activities in English classes at Valaya University. Results indicated that "pre-service teachers held favorable attitudes about CLT principles. They strongly were in favor of the idea that group work allows students to explore problems for themselves, and thus have some measure of control over their own learning" (p. 1).

Similarly, in Ecuador some researchers carried out studies on the CLT approach in order to know what are teachers' perspectives, attitudes, or opinions about it. One of them showed that the use of communicative activities had a positive effect on the development of oral skills and

participants felt motivated with the implementation of CLT activities (García, 2019). Solís (2022) also investigated the use of communicative language teaching activities to enhance students' English skills. He established that CLT was used and applied in the English classroom with success, having good results from students' communication competence.

All these results show the English teachers' perceptions about the CLT approach both internationally and nationally. Also, most of the studies are focused on English teachers. Therefore, the research problem is that in Ecuador there is little research on pre-service teachers' perceptions about the communicative language teaching (CLT) in English classes. In this regard, this study will benefit pre-service English teachers of Pedagogy of National and Foreign Languages (English) career who will be aware of the different CLT activities that can be employed while they teach in their practices. Whereby, the research question of this project is: What are pre-service teachers' perceptions about communicative language teaching (CLT) in English classes?

3. OBJECTIVES

3.1 General

To identify pre-service teachers' perceptions about Communicative Language Teaching (CLT) in English classes.

3.2 Specifics

1. To describe the Communicative Language Teaching approach.
2. To determine pre-service English teachers' point of views on CLT activities and practices.
3. To analyze the importance of Communicative Language Teaching activities in their practices.
4. To examine pre-service teachers' perspectives about what elements should be changed before applying the CLT approach in English classes.

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

Table 1. Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Verification Means
To describe the Communicative Language Teaching approach.	Look for relevant and useful information for this research.	Theoretical Framework section
To determine pre-service English teachers' point of views on CLT activities and practices.	Applying a survey for pre-service English teachers.	Result and discussion Section Annexes
To analyze the importance of Communicative Language Teaching activities in their practices.	Applying a survey for pre-service English teachers.	Results and discussion Section. Annexes Analysis
To examine pre-service teachers' perspectives about what elements should be changed before applying the CLT approach in English classes.	Applying a survey for pre-service English teachers.	Results and discussion Section. Annexes Conclusion

5. JUSTIFICATION

This project focused on analyzing pre-service teachers' perceptions about Communicative Language Teaching (CLT) in English classes. Several studies have been showed showing teachers' perceptions about CLT. Results evident that teachers agree that CLT is a highly useful approach for teaching the English language (Ahmad, 2016).

That is why it was decided to investigate pre-service teachers' perceptions about Communicative Language Teaching (CLT) in English classes. Consequently, by compiling the main information data from the survey, pre-service English teachers will be able to realize how important it is to know about Communicative Language Teaching (CLT) and how it can be

applied in their practices. Participants' perspectives will provide a positive academic impact on the English teaching and learning process since it will help pre-service teachers to use CLT principles while they teach. So, beneficiaries will be pre-service teachers from the Pedagogy of National and Foreign Languages career.

This research was feasible to be investigated because the participants provided us their perceptions of the Communicative Language Teaching (CLT) according to their own criteria. As an ethical part the survey included an informative consent form that allowed participants to know their degree of contribution to the study. The practical utility of this project will be the analysis of pre-service teachers' perceptions about the Communicative Language Teaching (CLT) approach.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Many researchers report positive results of the use of Communicative Language Teaching in English language learning. One of them was showed by Mohammad, et al. (2016) whose main objective was to examine if Communicative Language Teaching is used by teachers when implementing English as a foreign language lesson in a Polish Primary school. Researchers used qualitative methodology. The main findings showed that English teachers fairly support the CLT approach and that they apply its main features quite often while implementing lessons. Teachers' responses also showed that group/pair work and communicative activities like role plays and games were considered more favorable to the teachers and students.

Rezaul (2004) carried out research about teachers' perceptions, attitudes and expectations about Communicative Language Teaching (CLT). Its objective was to investigate EFL teachers' perceptions, attitudes, and expectations regarding CLT in post-secondary education in Bangladesh. The main instrument used to elicit data for the study was a written questionnaire. It was found that teachers' perceptions of communicative activities and CLT approach correspond with their reported classroom practices. There are positive indications that Bangladeshi EFL teachers are well aware of the basic principles of communicative language teaching and they practice the major communicative activities in the classroom.

Moreover, Nikian (2014) developed research about a case study of Iranian EFL Teachers' Perceptions of Communicative Language Teaching Approach. She aimed at surveying the

Iranian English teachers' perspectives on CLT—how they define it, whether or not they use it, and what they see as its strengths and weaknesses in regards to EFL in Iran. The main instruments used to elicit data for the study was in -depth interview. The results of this study indicated that Iranian EFL teachers hold favorable perceptions toward principles of CLT and are well aware of the basic principles of Communicative Language Teaching. The findings of this study are significantly different from previous related research where it was found that EFL teachers mainly pursued traditional practices and have unfavorable perceptions of the Communicative Language Teaching approach.

Ahmad (2016) examined the EFL Teachers' Perceptions on the usefulness of Communicative Language Teaching (CLT). The aim was to examine EFL teachers' perceptions on the significance of the Communicative Language Teaching (CLT) approach. A survey was carried out to investigate and analyze the relevance of the Communicative Language Teaching (CLT) approach in EFL context. It has been found in the study that most English language teachers agree that CLT is a highly useful approach for teaching the English language. It has also been observed that most teachers like the CLT approach to teaching the English language. They endorsed the use of the Communicative approach over traditional methods.

Likewise, García (2019) accomplished a study about Communicative Language Teaching (CLT) activities to develop english speaking skills. The objective was to analyze the Communicative Approach CLT (Communicative Language Teaching) as a method to improve the Speaking Skill in the third level English students of the Language Center of the Technical University of Babahoyo. The quantitative method was used to know the attitudes of the participants towards the CLT methodology. The results showed that the use of communicative activities had a positive effect on the development of oral skills; likewise, the participants said they felt satisfied and very motivated with the implementation of the communicative activities based on CLT approach.

6.2 Theoretical framework

6.2.1 Pre-service teaching

In pre-service teaching the undergraduate student of a specific career is gradually introduced to fulfill a role as a teacher in a class. This class is guided and supervised by a mentor or

cooperating teacher. The mentor teacher promotes and encourages greater tasks to the pre-service teacher as the performance progresses (Ingraham & Nuttall, 2017). Amankwah, et al. (2017) argue that “Pre-service teachers are students who are undergoing teaching training in educational training institutions” (p. 13).

Pre-service English teachers’ beliefs allow them to understand the various situations they are exploring for the first time in the teaching environment. However, the support of their mentors makes them think differently about the way they perform in the classroom, the strategies they use and the way they might encourage their students (Castañeda & Aguirre, 2018).

6.2.2 Pre-service teachers’ perceptions

Darji (2019) argues that “perception refers to the knowledge and theoretical basis of the nonative English Teachers about communicative language teaching” (p. 6). Castañeda & Aguirre (2018) state that:

Pre-service teachers have a strong relationship with their pedagogical advisor in three main areas—pedagogical, social, and emotional—which are assumed to be sources of knowledge. However, there is no evidence about the promotion of reflection by advisors; pre-service teachers focused more on lesson planning and the development of tasks assigned by the teachers at the school where the practicum was taking place. Some recommendations given by the researchers had to do with the preparation of pedagogical advisors and the role they must play in pedagogical terms for pre-service teachers to improve in activities and methodologies (p. 1).

6.2.3 English Language Teaching and Learning

Mijwil (2018) states that “The English language was born thanks to the Germanic invaders who came to the British Isles from what is now the northwest of Germany and the Netherlands” (p. 1). Over time, it has been recognized as a universal language and considered a “lingua franca”. Most people have different purposes to learn this language such as: to get better jobs, to study abroad, to know the new culture, and so on (Pluas & Zhou, 2013). Learning and teaching English started in Europe for the first time through the use of the polyglot manual and due to globalization, different manners of teaching and learning have emerged. According to Walia (2012) “during the period of the 1950s methods and approaches for language teaching emerged” (p.125). Some of them are:

- Grammar translation method: It emerged in the middle of the 19th century and although it is a method that only focuses on mother tongue translation, it is still used today (Garcia, 2019).
- Direct method: Some aspects of the direct method is that the teaching process is focused directly on the target language. This method does not allow the target language to be expanded since only necessary vocabulary and phrases are taught. In addition, grammar is taught in an inductive way, so modeling and practice are predominant in the teaching process (Garcia, 2019).
- Audiolingual method: It appeared during the Second World War and is known as Army Method. This method is based on obtaining a sound as close as possible to that of a native speaker. One of the problems with this method is that it tends to use repetitive speech so that the learners tend to get bored by constantly repeating the information (Garcia, 2019).
- Silent way method: It is based on the teacher reducing the way of saying things so that the student expresses what he/she wants to say in a controlled way. Therefore, the person's learning is focused on meanings rather than repetition (Garcia, 2019).
- Total physical Response: This method is based on the coordination of speech with the use of physical action. Auditory comprehension plays an important role in this method. Some of the characteristics of this method is the use of commands that require students to respond with physical actions. Additionally, the sequence of actions allows the teacher to give interconnected instructions for the learner to create the sequence (Garcia, 2019).
- The Communicative Language Teaching Approach: It is focused on the communication process; therefore, the main goal of this method is to develop the ability to communicate successfully in the target language (Garcia, 2019).

6.2.4 Communicative Language Teaching Approach:

The Communicative Language Teaching (CLT) method before called the communicative approach. It appeared for the first time in the early '70s, founded by Robert Lanas. Where left the structuralist model to emphasize real-communication in real situations (Martín, 2009).

Rambe (2017) argues that:

CLT originated from the dissatisfaction of the linguist to the traditional methods which emphasis on grammar: Grammar Translation Method, Audiolingual Method and Situational Language Teaching, emerged in the 1970s. The centrality of grammar in language teaching (emphasized in these three methods) was questioned, since it was argued that language ability involved much more than grammatical competence (p. 1).

Chomsky (American linguist) had shown that structural theories of language were unable to develop the fundamental feature of language as creativity and originality of sentences. Besides, British researchers highlight another dimension of language as the functional and communicative potential of language (Rambe, 2017).

CLT method is usually used for language teaching in which its primary language function is communication. So, CLT aims to develop communicative competence (Kaur & Saminathan, 2015). Which is the ability or capacity of learners to use the language successfully and not only grammatical competence (Wei, et al. 2018). Furthermore, Richards & Rodgers (2001) argue that “the communicative approach in language teaching starts from a theory of language as communication” (p. 159). Additionally, Aleixo (2003) affirms that “the communicative approach encourages learners to communicate in a meaningful way using the target language from the very beginning” (p. 11).

CLT makes use of real-life situations that require communication (real-life communication) (Kaur & Saminathan, 2015). In other words, make students express their feelings, ideas, and information to each other in the classroom or outside (Rambe, 2017). Likewise, this method seeks to enable students to use language appropriately and effectively in their context. It involves language functions used for communicative purposes such as agreeing, giving opinions, asking opinions, etc. And thus increase their knowledge in a natural way (Faican & Guncay, 2011).

Wesche & Skehan (2002, as quoted in Kaur & Saminathan, 2015, p. 3) describes the qualities of CLT as: activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems. Use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels. Approaches that are learner-centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions.

Likewise, CLT method considers the following aspects: communicative classroom activities, learner-centered approach, authentic teaching materials, error toleration, teachers as facilitators, and fluency above accuracy (Wei, et al. 2018).

6.2.5 Communicative Language Teaching (CLT) characteristics

Communicative approach was investigated for a long time, and in its origins characterized an important event for language teaching and learning process. According to Darji (2019):

CLT is a theory rather than a methodology. It can be practiced in a variety of ways as it is interpreted for the classroom. There is no rigid and fixed method of implementing it in a classroom. The concepts characteristic of CLT are different based on the views of the researchers (p. 9).

CLT' characteristics are divided into the following four parts: First of all, materials play an important role in the classroom due to it promoting the use of communicative language with successful tasks. Secondly, the use of meaningful activities gives students the opportunity to speak appropriately in different contexts and situations. The third one is learner-centered. In CLT classroom students play an active and essential role instead of the faculties. It is since learners are part of the communicative learning process. In this sense, students' participation is more active in the classroom than the teachers. Last but not least, is accuracy and fluency (Darji, 2019). Moreover, Richards & Rodgers (1986) argue that:

The following are the main characteristics: 1) In CLT, language focuses on functional and communicative potential. 2) CLT focuses on teaching language from a less structural perspective, it does not focus on teaching grammar, but on the function of speaking. 3) In CLT the student must learn different parts or meanings of the language in order to understand and express ideas. 4) The main objective of CLT is for students to focus on the language they are learning, where the teacher only functions as a facilitator of the class. 5) students must work independently, developing pair or group work while the teacher monitors them. 6) The program of study that takes place in the CLT is related to the functional use of language. It is necessary to work with didactic material that helps the student to work with the language. 7) In addition, the tasks that are assigned to the students have the purpose of learning meanings and relating the activities to real situations. 8) The activities where communicative activities are used

are very important in the classroom because the students can achieve the class objectives. 9) In the curriculum, it is necessary to involve activities, where the main purpose is the exchange of information and interaction. 10) CLT avoids memorizing dialogues and seeks to develop and improve pronunciation because it is part of the function of speech.

Furthermore, Richards & Rodgers (1986) state that “students may use the native language only when necessary. Likewise, translation may only be used when students would benefit from it” (p, 67).

6.2.6 CLT principles

The theory of communicative competence is based on CLT (Richards & Rodgers, 2001). That is why the Communicative Language Teaching approach seeks to apply activities that involve real communication, and develop language learning (Richards, 2006).

According to Machado (2013) “CLT principles include a variety of concepts such as meaningful communication, classroom learning, connection to real life, and use of authentic material. CLT theories state that learning takes place through genuine communication” (p. 10). Some of the principles are: 1) Students must learn and apply the properties of language, which is essential when forming sentences. 2) Promote real situations so that students interact in a real environment and make sense of what they learn. 3) Both grammar and vocabulary are taught indirect. 4) When teaching the language, it is necessary to teach the student to distinguish the intention of the speaker or writer, in this way they will develop communicative skills. 5) This approach emphasizes the proper use of language in order to develop precision. When students learn another language and use it properly, accuracy is automatic. 6) All skills (listening, writing, speaking, and reading) must be integrated into language instruction. That is why this approach develops communicative competence. 7) In this approach, errors are allowed but the teacher must correct them during or at the end of the activities using the target language. 8) The techniques the teacher uses should encourage and instigate the student to learn and communicate in the target language. For this, it is important to develop games, role-play and discussions (Richards, 2006)

A principle of CLT is that it is communication-centered. That is to say that all activities that are carried out in the classroom will only be centered on communication among the students. Both in writing and listening it is essential to use the language being learned, even if they are indirect CLT y communicative activities (Ma, 2009).

6.2.7 CLT activities

Radosavlevikj & Hajrullai (2019) assert that teachers are in the position to create spaces where students have authentic materials to use in the classroom. In this way, interaction plays an important role in effective communication among learners (p. 309). According to Darji (2019): He mentions that CLT activities had a shift from memorization to activities that consist of fluency development, an example can be group work and for this the material is needed to be authentic (p. 13). There are some important activities within the CLT that should be taken into account in English language teaching. These activities are: accuracy versus fluency activities, mechanical, meaningful and communicative practice, information-gap activities, jigsaw activities, and other types of activities in CLT (Richards, 2006).

- **Accuracy versus fluency activities:**

According to Richards (2006) "fluency is developed by creating activities where learners must negotiate meaning, also use communication strategies, correct misunderstandings, and work to avoid communication breakdowns" (p. 14). Richards (2006) also indicates that:

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows: Activities focusing on fluency 1) Reflect natural use of language, 2) Focus on achieving communication, 3) Require meaningful use of language, 4) Require the use of communication strategies, 5) Produce language that may not be predictable, 6) Seek to link language use to context. Activities focusing on accuracy, 1) Reflect classroom use of language, 2) Focus on the formation of correct examples of language, 3) Practice language out of context, 4) Practice small samples of language, 5) Do not require meaningful communication, 6) Control choice of language (p. 14).

- **Mechanical, meaningful and communicative practice:**

Richards (2006) mentions that "there is a distinction between three different types of practice, which are mechanical, meaningful and communicative that was also mentioned by other CLT promoters" (p. 16). Mechanical practice: which refers to a controlled activity that learners can carry out successfully without needing to understand the language they are using. Examples of this type of activity include repetition

exercises and substitution exercises designed to practice the use of grammatical or other elements. Meaningful practice: this practice refers to an activity in which the learner is in control of the language, but is also required to make meaningful choices in doing the practice. Finally, communicative practice: this refers to activities in which language use is applied in real contexts, in which real information is exchanged and in which the language used is not totally predictable (Richards, 2006).

- **Information-gap activities:**

It refers to the fact that in real communication, people communicate to obtain information. This is what is known as the information gap. There is a likelihood that more real communication will occur in the classroom if learners go to the practice of linguistic forms themselves and use their linguistic and communicative resources to obtain information (Richards, 2006).

- **Jigsaw activities:**

Richards (2006) states that:

The class activity consists of dividing into groups and each group has a small piece of information needed to complete an action. At the end of the class, they must fit the pieces together to complete the whole. They must use their language resources to communicate in a meaningful way to engage in meaningful communicative practice (p. 19).

The following is an example of a jigsaw activity where the teacher prepares three different listening tasks. The students are divided into three groups called A, B and C. Students must stage the discussion using the information obtained. After having performed the activity, the teacher takes a narrative and asks the students to move around and listen to the reading of each section aloud. Finally, students have to put the whole story together in the correct sequence to make sense of the text (Richards, 2006).

- **Other types of activities in CLT:**

The main purpose of communicative activities is to communicate meaning effectively, communicative activities are an important part of Communicative Language Teaching and support for the learner. That is why it is important that the activities prepared by teachers should meet two important requirements for language learning which are to promote the acquisition of linguistic knowledge by the learners and to prepare them to use the language in real life. Teachers need to integrate communicative activities even if classes focus on the development of reading and writing skills (Faicán & Guncay, 2011).

There are many types of activities in CLT, including the following: task completion activities: puzzles, games, and map reading, also found are information-gathering activities: surveys, interviews, and searches conducted by learners in which they are asked to use their language resources to gather information. Other activities are the exchange of opinions, information transfer activities, reasoning activities, and role-playing games: where students are assigned roles and improvise a scene or an exchange based on given information or clues (Richards, 2006).

- **Role plays:**

González (2014) explains that “role-plays is a communicative language teaching technique. This technique gives learners the opportunity to practice the language in some contexts and roles” (p. 26). Role-play can be a technique that helps students with speech. Because it provides students with the practice of communicating in different social roles. In addition, students have the opportunity to engage as another person. By giving them roles in learning English, teachers can make their students enjoy studying with their peers in class in relation to CLT (Margianti, 2012). In addition, Darji (2019) states that “students are assigned different roles and have to act according to the situation presented. Role-playing can be done between two or more students” (p. 14). It was showed an example of role-playing activity where students are given a situation and assigned various roles students have to act out the role, speak and behave accordingly, representing a situation similar to that of real life. They have many opportunities to practice the language in different social contexts (Hussain,2020).

- **Games:**

Wang (2010) states that communicative activities in the form of games enable learners to engage in the use of the target language to share information and interact with others within meaningful contexts" (pp. 130-131). Furthermore, Hussain (2020) mentioned that games are commonly used in a CLT classroom. They not only make learning meaningful, but also make learners enjoy it while learning another language (p. 81).

The activity of games is ideal for encouraging students to engage and develop their critical thinking as they make predictions and create questions for unknown meaning questions, in this area teachers can be creative and use the game to help students practice previously learned vocabulary (Courtney, 2020).

- **Problem-solving:**

Problem solving refers to the process of applying the current situation to a new condition to acquire new knowledge. This means that students use their prior knowledge to solve the current problem, moreover, problem solving is a scientific, clear, logical and systematic thinking process (Manan, 2021).

Hattani (2021), explains that:

Recently, critical thinking has gained a high position and popularity in foreign language instructional settings. It is increasingly necessary for learners and future staff to be equipped with advanced critical thinking, negotiation, problem solving, and decision-making skills, as well as high communicative competence (p. 41). Furthermore, AL-Garni & Almuhammadi (2019) mention that:

Another interesting activity that can improve students' oral communication skills is problem-solving. In addition, students can be asked to make recommendations, provide causes, and even accept or reject recommendations and causes provided by other classmates. In this way, students have the opportunity to effectively use their critical thinking skills to discover solutions to real-life problems (p. 75).

- **Pair work and group work:**

Faicán & Guncay (2011) states that:

Pair work is a classroom strategy that helps learners to practice different language learning activities. By using pair work, students have the possibility to work together and help each other to solve problems, prepare short projects, and do different kinds of tasks. Therefore, they are learning in a much more secure environment (pp. 21-22).

By conducting activities in this modality, it is argued that learners gain several benefits where they can learn by listening to the language used by other members of the group, they can also produce more speech compared to teacher-directed activities, they will also see their motivation level increase because of the ease they will have to develop fluency and the teaching materials currently used in a variety of small group activities (Richards, 2006). Likewise, Richards and Rodgers (1896) state that "activities involve the performance of tasks mediated by language or involving the negotiation of information and the exchange of information" (p. 76).

6.2.8 Student's Role in CLT:

CLT focuses mainly on the communicative process of students through real activities that allow them to communicate with each other. This leads to different roles for students. Communicative Language Teaching is a learner-centered approach in which the students are given importance. Therefore, the cooperative work in CLT is relevant in English language teaching because it allows learners to interact with each other to move away from traditional individual student work and start working collaboratively with their classmates or teachers based on real activities. Furthermore, learners' participation implies that they are involved in meaningful communicative tasks inside a classroom. Learners' role within the classroom with a CLT changes significantly. It means that the role of a traditional student becomes a more active student becoming more engaged in the various activities presented in the classroom allowing them to develop their oral skills. Most of the classroom activities in CLT are carried out around them (Richards & Rodgers, 1986).

In addition, it would be a good idea that learners and students to interact with each other. This should occur between pairs, triads, small groups, or whole groups. Small groups are the best option for each student to have more time to talk, so their protagonist is greater. This is why the

tasks and activities carried out in the classroom should provide students with the necessary skills to communicate communicatively in different contexts (Hussain, 2020).

6.2.9 Teacher's Role in CLT:

CLT teachers are those who facilitate the learning process for students. In this case, the responsibility and role of teachers are to look for or create situations in which students can develop communication among themselves. They supervise and monitor the learning process that takes place in the classroom. When CLT is carried out in the classroom, teachers do not interrupt the students' learning process to correct any possible errors that the students may have. Possible problems that teachers may observe are taken into account and corrected through feedback (Richards & Rodgers, 1986). Teachers also in the communicative classroom talk less and listen more. Consequently, they are active facilitators of students' learning

In addition, 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. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, and second as a guide within the classroom procedures and activities (Richards & Rodgers, 1986).

Moreover, Faicán & Guncay (2011) emphasize that teachers have three roles, the first role is to facilitate the communication process between all participants in the classroom and the various activities. The second role is to act as an independent participant within the learning-teaching group. The learner role is related to the objectives of the first role and arises from it. The third role of the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and skills to his or her students.

6.2.10 Advantages and Disadvantages of CLT:

According to Thamarana (2014):

The application of CLT has several advantages such as: 1) The teacher should motivate students to improve their skills and abilities when using English, and they should emphasize their speaking skills. 2) CLT is based only on communicative competence, which means that students use this methodology to emphasize their communication during their daily life. 3) The classes in which CLT is used are no longer teacher-centered, they now focus only on the student (pp. 96-97).

In addition, they also mention some advantages of CLT such as: Using language as a medium of communication where learners have more opportunities to speak rather than write in the target language, also learners are targeted for learning by working in pairs or groups where they are involved in the communication process and interact with their peers giving expression of meaning and focusing on interactions and use of the target language. Finally, entering into meaningful tasks, in this aspect students learn through didactic activities with specific communicative purposes (Pluas & Zhou, 2013).

On the other hand, there are several disadvantages of CLT such as: 1) It focuses on meanings and neglects the use of grammar. 2) It is the method that focuses on fluency and not on grammar and pronunciation. 3) This methodology favors high school and college students and school students should be made to control the language. 4) Teacher supervision must be excellent (Thamarana, 2015).

Pluas & Zhou (2013) point out other disadvantages of CLT:

1. The communicative language teaching focuses on the use of the target language in functional aspects, but less on the grammatical structures. So, students could limit their writing skills.
- 2) Emphasis on learners' interests and needs implies that every teacher should modify the syllabus and adjust the content and activities to the student's needs.
- 3) Not all classrooms are in the best conditions for group work activities and for teaching aids and materials.
- 4) Pair and group work activities can limit certain students. It is possible that some of them are not accustomed to practicing the target language in that way or they just feel uncomfortable or shy to share what they know with others (p. 45).

7. METHODOLOGY

7.1 Approach

A mixed methodology was applied in this research because according to Creswell (2012) “mixed methods research has become popular as the newest development in research methods and in approaches to “mixing” quantitative and qualitative research” (p. 534). He also states that “mixed methods research is a good design to use if you seek to build on the strengths of both quantitative and qualitative data” (p. 535). Likewise, Doyle, et al. (2009) argue that “in this research, the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative methods in a single study” (p. 176). Hence, it allowed us to obtain and identify perceptions that pre-service teachers had about the Communicative Language Teaching (CLT) approach in English classes.

7.2 Participants

In this study, qualitative and quantitative samplings were taken into account. Homogeneous sampling was considered because Creswell (2012) affirms that “in homogeneous sampling, the researcher purposefully samples individuals that have defining characteristics. To use this procedure, researchers need to identify the characteristics and find individuals or sites that possess it” (p. 208). So, participants were selected considering those who shared identical features, that is participants who did their pre-service teaching practices.

Additionally, the convenience sampling was used since according to Creswell (2012) in this sampling “researchers select participants because they are willing and available to be studied. In this case, the researcher cannot say with confidence that the individuals are representative of the population; the sample can provide useful information for answering questions” (pp. 145-146). Based on these aspects, seventy-three pre-service English teachers from English career at the Technical University of Cotopaxi agreed to participate: 18 were from the eighth semester and 55 from the seventh semester.

7.3 Data collection strategy

This research was carried out through the use of survey strategy to collect and gather data. Showkat & Parveen (2017) states that “survey enables researchers to extract information from a large sample of population. It helps to elicit information directly from people. The aim is to draw reliable and valid data in a structured form that is easy to analyze and report” (p. 3). Furthermore, the instrument used was a survey questionnaire with 16 open and closed questions. Creswell (2012) mentions that:

Three options exist for obtaining an instrument to use: you can develop one yourself, locate one and modify it, or locate one and use it in its entirety. Of these choices, locating one to use (either modifying it or using it in its original form) represents the easiest approach. Modifying an instrument means locating an existing instrument and making changes in it to fit your requirements (p. 157).

Those questions were applied to identify pre-service teachers’ perceptions about the Communicative Language Teaching (CLT) approach in English classes.

7.4 Design

The convergent parallel design was employed in this study. Creswell (2012) says that:

The purpose of a convergent mixed methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. The strength of this design is that it combines the advantages of each form of data; that is, quantitative data provide for generalizability, whereas qualitative data offer information about the context or setting. This design enables a researcher to gather information that uses the best features of both data collection (p. 540).

Therefore, in this study thirteen closed questions were applied to identify pre-service teachers’ perceptions about CLT approach in English classes. In addition to this, three open questions were used to have a wide understanding and strengthen the quantitative data obtained before.

7.5 Steps in the process of conducting a mixed methods study

7.5.1 Determine if a mixed method study is feasible

Creswell (2012) affirms that “the first step in the process is to assess the feasibility of using this design. You need skills in gathering both quantitative and qualitative data, time to collect extensive information, and a working knowledge of the different types of designs” (p. 554). Whereby, it was determined the feasibility to develop this study because both qualitative and quantitative methodologies allowed us to have a better understanding of the research problem.

7.5.2 Identify a rationale for mixing method

According to Creswell (2012) “To identify a rationale for mixing methods, you need to consider why you are collecting both quantitative and qualitative data” (p. 555). Therefore, this study included the mixed methodology since the researchers wanted to provide an in-depth and a better comprehension about the collected data.

7.5.3 Identify a data collection strategy

One the rationale of this study was identified, it was possible to plan the procedures for collecting data (Creswell, 2012). It was decided to use survey strategy to collect pre-service teachers ‘perceptions about the CLT approach in English classes.

7.5.4 Develop mixed methods questions

In Creswell’s view (2012) “Depending on the type of design, you can identify these questions prior to a study or they may emerge during the study” (p. 556). In this research, there were open and closed questions that were taken from a validated survey created by Mohammad, et al. (2016). In their study, there were 14 questions, however, in our study, two more were included because Creswell (2012) mentions that it is possible to use an instrument and modified it to our context. In our case, questions were asked in Spanish because we wanted to make participants understand questions appropriately so that we could provide better results.

7.5.5 Collect quantitative and qualitative data

In Creswell's opinion (2012) "collecting data in a mixed method study follows difficult quantitative procedures and persuasive qualitative procedures. For a mixed methods study, the sequence in which you collect the data will depend on the type of design" (p. 556). In this case, it was focused on the convergent parallel design which means that data collection was developed in one phase. That is, the survey was used to collect and merge data so that it helped us to bring out the results and comprehend the research problem.

7.5.6 Analyze Data

Creswell (2012) states that "The data analysis will also relate to the specific type of mixed methods design you are using. You can analyze quantitative data separately from qualitative data, as in the explanatory and exploratory designs, or integrate the data analysis" (pp. 556-557). In this study, the findings are discussed in two parts. In the first part quantitative data (13 questions) while in the second qualitative (3 questions).

7.5.7 Write the report as a two-phase study

Creswell (2012) explains that "the final step in a mixed methods study is to write a report. The report is written in two phases. In one section specify the problem and the literature. Then, the section of data collection, analysis, and interpretation" (p. 557).

These questions were presented in percentages of the answers in graphs and then interpreted these results as well as analyzed and discussed with other findings. While in the second part 3 questions were discussed which were open-ended. It means in a qualitative way. Excerpts mentioned by the participants were collected and categories were created to be analyzed.

8. ANALYSIS AND DISCUSSION OF RESULTS

This part contains the main findings answering the general objective which was to identify pre-service teachers' perceptions about Communicative Language Teaching (CLT) in English classes. Therefore, the findings will be presented in two sections. In the first section, background information is described. as well as closed questions (quantitative) are shown and

analyzed. Finally, in the second section, qualitative questions are presented through categories based on the information obtained.

Section 1:

This section responds to the second specific objective which was to determine pre-service English teachers' points of view on CLT activities and practices. Therefore, their views on the principles and practices of CLT are presented as well as their background information (see table 1).

Table 2: Background information about pre-service teachers.

Questions	Options	Frequency	Results
Gender	Male	49	32.9 %
	Female	24	67.1 %
In which type of educational institution do you do your pre-professional practices?	Public	73	100 %
	Private	0	0 %
	Other	0	0 %
In what area is the educational institution located?	Urban	29	39.7 %
	Rural	44	60.3 %
What level do your students belong to?	Basic education	45	58.9%
	Elementary basic education	13	39.7%
	High school	15	31.5%
How long have you done your pre professional practices?	1 semester	45	61.6%
	2 semesters	22	30.1%
	3 semesters	6	8.2%

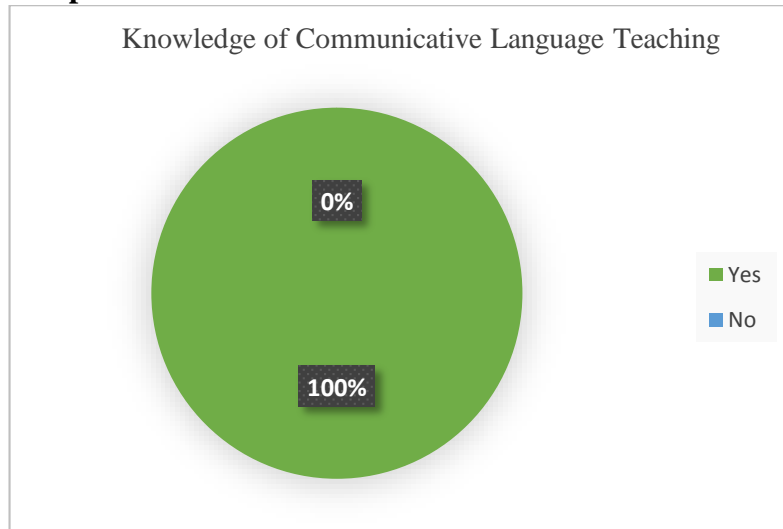
Source: English career at the Technical University of Cotopaxi

Note: This table shows the background information provided by the participants.

Table 3: Have you ever heard about the "Communicative Language Teaching" approach?

Options	Frequency	Percentage
Yes	73	100%
No	0	0%
Total	73	100%

Graphic 1:

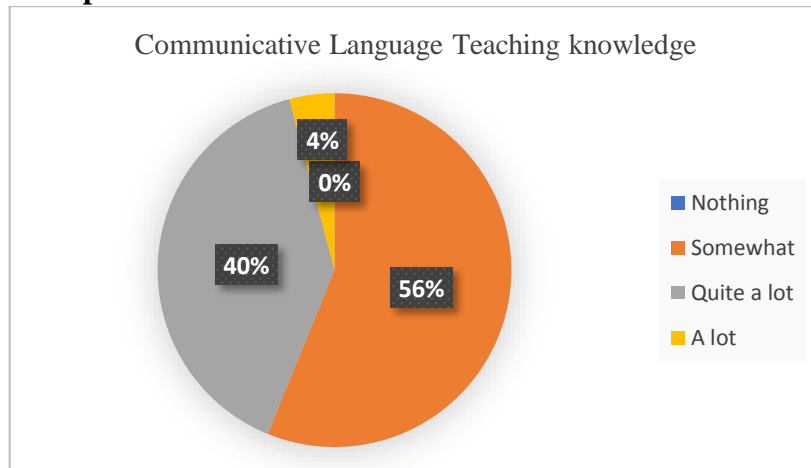


Source: English career at the Technical University of Cotopaxi
 Elaborated by: Paltán & Sandoval

Table 4: How much do you know about CLT approach?

Options	Frequency	Percentage
Nothing	0	0%
Somewhat	41	56%
Quite a lot	29	40%
A lot	3	4%
Total	73	100%

Graphic 2:



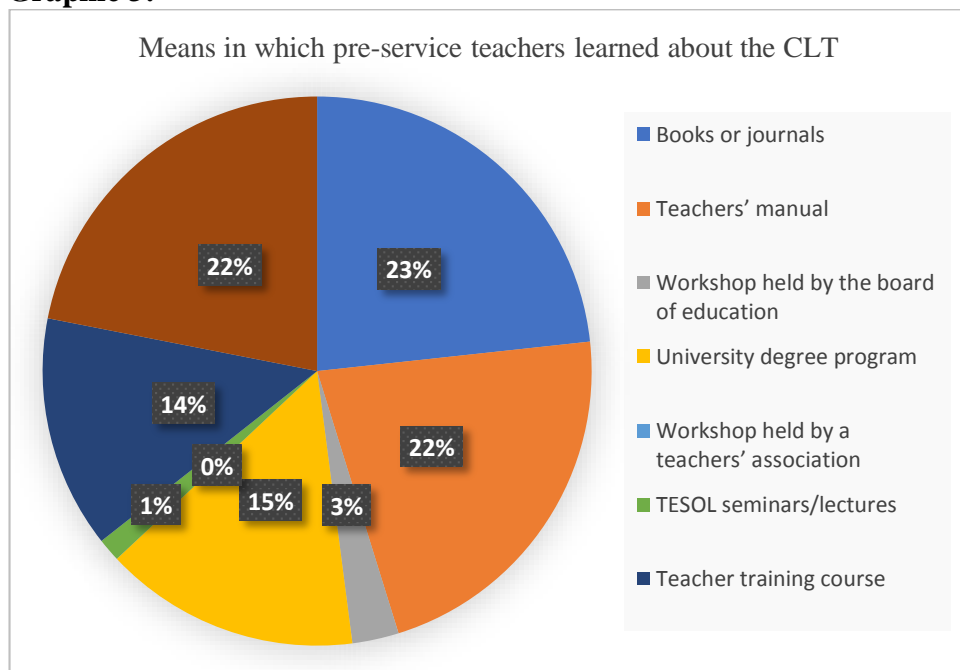
Source: English career at the Technical University of Cotopaxi
 Elaborated by: Paltán & Sandoval

Questions 1 and 2 cover pre-service teachers' knowledge about CLT. They affirmed that they had heard about the Communicative Language teaching approach (see graphic 1). Additionally, 56 % claimed to know "somewhat" about CLT while 40 % "quite a lot" and 4 % "a lot" about this approach (see graphic 2).

These both graphics show that pre-service teachers have heard and know about the CLT approach. The participants mentioned they know a lot, somewhat even little about it. These results are similar to the study of Mohammad, et al. (2016) who indicated that EFL teachers were aware a lot about this approach and even they have studied it. Darji (2019) states that "there are some problem areas such as lack of teacher training, lack of sufficient knowledge how to use CLT in the classrooms and the time for the preparation for the classroom" (p. 55). However, when teachers can handle or have the knowledge about the CLT approach they can teach using a variety of activities that let students improve their speaking abilities and maintain a positive attitude in the English class Darji (2019).

Table 5: Where did you learn about Communicative Language Teaching (CLT)?

Options	Frequency	Percentage
Books or journals	17	23%
Teachers' manual	16	22%
Workshop held by the board of education	2	3%
University degree program	11	15%
Workshop held by a teachers' association	0	0%
TESOL seminars/lectures	1	1%
Teacher training course	10	14%
Other	16	22%
Total	73	100%

Graphic 3:

Source: English career at the Technical University of Cotopaxi

Elaborated by: Paltán & Sandoval

In graphic 3 the results were the following: 23% of the answering indicated that they had learned about the communicative approach from “books and journals”. “Teacher's manuals and other places” where pre-service teachers have learned about CLT show the same percentage of 22%. While the “university degree program” showed 15%. 14% showed that the participants have done it through a “teacher training course”. On the other hand, 3% of them mentioned that they had learned it in a “workshop conducted by the board of education”. Also, 1% said that the CLT was acquired by participants in “TESOL seminars/conferences”.

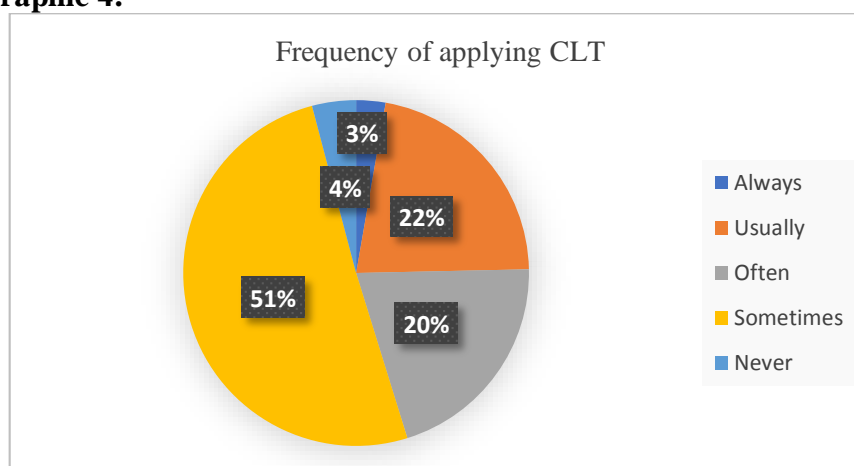
These results suggest that the pre-service teachers mainly learnt about CLT through books-journals or in the teacher's manual. Only a certain percent of the participants reported learning about CLT from the university degree program and teacher training course. The findings are

similar to Nishino (2008) which show that most participants mainly learned about CLT from books and journals. However, in the results provided by Mohammad, et al. (2016) it was shown that participants learned about the CLT through workshops held by local boards of education. Only some of them reported learning about CLT from books or journals. Nishino's study proposes that educational authorities should provide teachers with different training workshops so that they can learn more about communicative language teaching.

Table 6: How often do you apply the CLT approach in your practices?

Options	Frequency	Percentage
Always	2	3%
Usually	16	22%
Often	15	21%
Sometimes	37	51%
Never	3	4%
Total	73	100%

Graphic 4:



Source: English career at the Technical University of Cotopaxi
Elaborated by: Paltán & Sandoval

Regarding this graphic, 51% of pre-service teachers stated that they “sometimes” applied the Communicative Language Teaching approach in their practices while 22% used it “usually”. Additionally, 20% “often” employed the CLT, 4% never and 3% always.

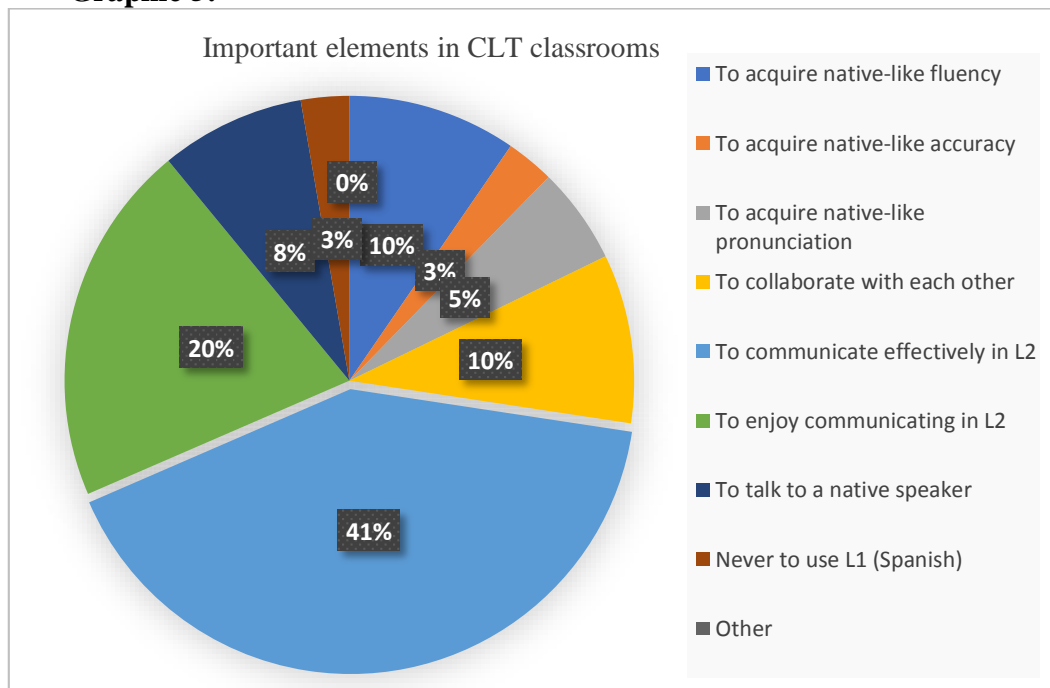
Participants' answers to this question showed that the majority of them usually, sometimes and often applied CLT in their practices. “Sometimes” is the level that stood out the most in this part. Nikian's study (2014) showed that teachers use CLT in an appropriate manner and tend to use more communicative processes in the classroom. Additionally, CLT is important to apply in class for those students who plan to go to an English-speaking country because it allows them

to improve their speaking skills (Rezaul, 2004). Likewise, Some of the English teachers show a positive attitude about the implementation of CLT because it allows their students to be motivated during the lessons (Nikian, 2014).

Table 7: What do you think is important for students in CLT classrooms?

Options	Frequency	Percentage
To acquire native-like fluency	7	10%
To acquire native-like accuracy	2	3%
To acquire native-like pronunciation	4	5%
To collaborate with each other	7	10%
To communicate effectively in L2	30	41%
To enjoy communicating in L2	15	21%
To talk to a native speaker	6	8%
Never to use L1 (Spanish)	2	3%
Other	0	0%
Total	73	100%

Graphic 5:



Source: English career at the Technical University of Cotopaxi
Elaborated by: Paltán & Sandoval

This graphic shows that 41% of pre-service teachers considered that the most important thing for students in the CLT classroom is that they can “communicate effectively using L2 (target language)”. 20% mentioned that it is essential that students know how to “enjoy communicating in L2”, while 10% mentioned “to acquire native-like fluency” and “to collaborate with each

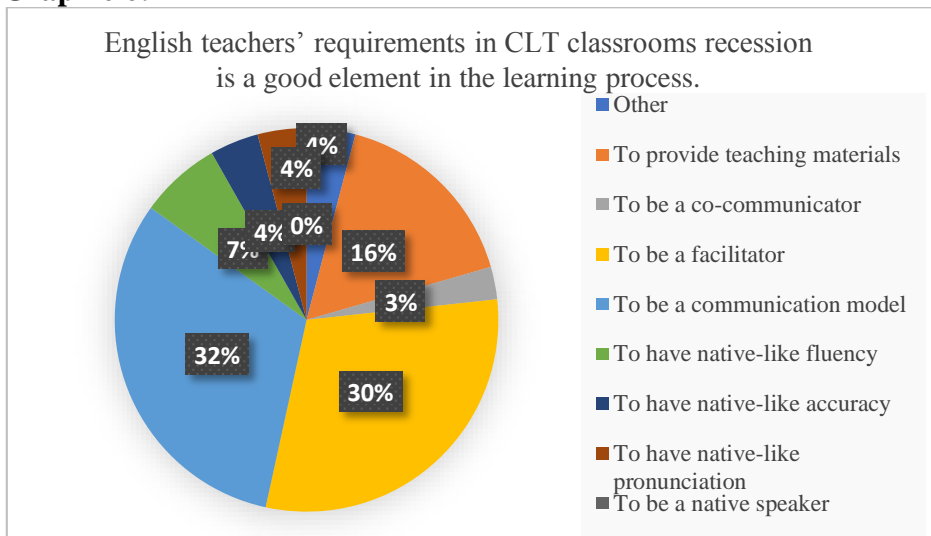
other”. Likewise, 8% considered that “Talk to a native speaker” and 5% agreed that acquiring a native pronunciation is relevant. Finally, 3% of the participants selected that acquiring a native

Pre-service teachers suggested the most important element for them in CLT classrooms was “to communicate effectively in L2 ”. Some of the participants indicated “to acquire native-like fluency” and “to collaborate with each other” as the main rules in CLT classroom. Only a few of the participants selected “to talk to a native speaker”.The main goal of CLT is to improve the ability to communicate successfully in the target language (Mohammad, et al. 2016). Furthermore, English students tend to learn and speak the target language by interacting and collaborative processes. An interactive and collaborative classroom environment can occur when learners participate and complete classworks (Garcia, 2019).

Table 8: What do you think is required for English teachers in CLT classrooms?

Options	Frequency	Percentage
Other	3	4%
To provide teaching materials	12	16%
To be a co-communicator	2	3%
To be a facilitator	22	30%
To be a communication model	23	32%
To have native-like fluency	5	7%
To have native-like accuracy	3	4%
To have native-like pronunciation	3	4%
To be a native speaker	0	0%
Total	73	100%

Graphic 6:



Source: English career at the Technical University of Cotopaxi

Elaborated by: Paltán & Sandoval

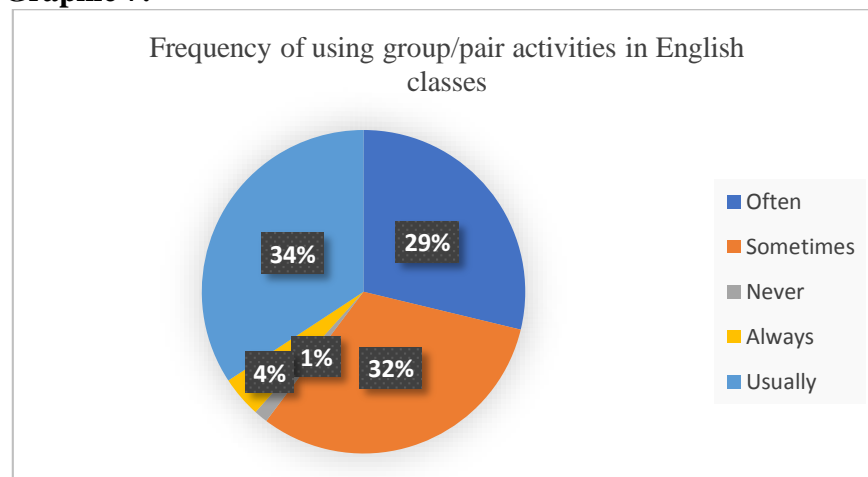
As the data showed, it can be stated that 32% of the participants considered that an English teacher in CLT classrooms needs to be a model of communication. 30% of them mentioned that an English teacher should be a facilitator. 16% said that the teacher should provide didactic material in CLT classrooms. Moreover, 7% of them said that having native-like fluency is required in the classroom. 4% of them mentioned that having native-like pronunciation and accuracy. Finally, 3% of them mentioned that being a co-communicator is a requirement in the CL classroom.

These findings propose that the most relevant English teachers' requirements in CLT classrooms are: a) to be a communication model, b) to be a facilitator, c) to provide didactic materials, d) to have a native-like fluency, pronunciation, and accuracy, and e) to be a co-communicator. Based on this, Phothongsunan's study (2020) emphasizes that "students can learn how to use authentic communication with classmates through various activities to enhance their communicative skills. CLT highlights the teacher's role as a facilitator in the classroom who supports students' communicative skill development" (p. 126). In addition, the teachers' role is to act as a guide and facilitate the communication process between all participants in the classroom through the use of different activities and didactic materials so that students can work with peers or groups independently (Faicán & Guncay, 2011). The research of Mengke (2016) indicated that "accuracy is still very significant in many teachers, even though they should pay more attention to fluency" (p. 776). Moreover, Pourhosein (2012) affirms that:

Pronunciation should be viewed as an important part of communication that is incorporated into classroom activities. Teachers can urge their learners to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom. Understandable pronunciation is an essential component of communicative competence. Hence, teachers should set obtainable goals that are suitable for students' communication needs. They can actively encourage their learners' actual production, and build pronunciation awareness and practice. Its instruction helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively (p. 5).

Table 9: How often do you use group/pair activities in your lessons?

Options	Frequency	Percentage
Often	21	29%
Sometimes	23	32%
Never	1	1%
Always	3	4%
Usually	25	34%
Total	73	100%

Graphic 7:

Source: English career at the Technical University of Cotopaxi
 Elaborated by: Paltán & Sandoval

Based on this graphic, 34% of participants usually use group or peer activities in their practice classes. 32% argued that they sometimes do it, while 29% often. Also, 4% said they always use these activities and 1% never do.

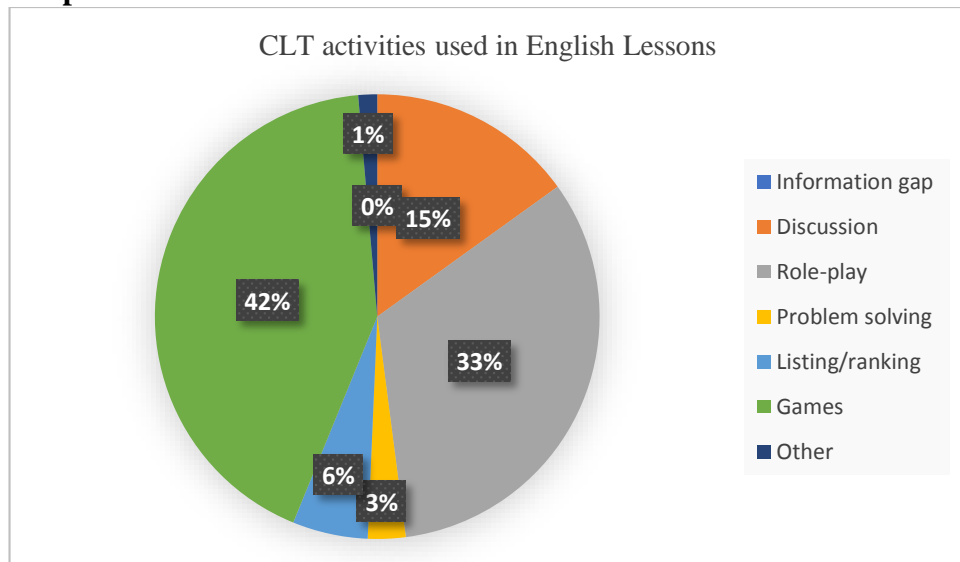
Most of the pre-service teachers apply CLT activities in the classroom “always, usually, often, and sometimes”. Radosavlevikj & Hajrullai (2019) affirms that “teachers need to create meaningful communication among the students by providing authentic activities that can be developed in the classroom. In this way, interaction plays an important role in delivering effective communication between the students” (p, 309). Likewise, Darji (2019) argues that “with the development of CLT theory, the activities of classroom teaching shift from the traditional memorization and drills of grammatical forms to fluency-based activities such as pair discussion, group work” (p. 13). Incorporating CLT activities such as role plays, discussion, and information gap more than usual help learners develop their communicative competence (Richards, 2006). It is important that the activities prepared by teachers should meet two important requirements for language learning which are to promote

the acquisition of linguistic knowledge by the learners and to prepare them to use the language in real life (Faicán & Guncay, 2011).

Table 10: Which of the following activities have you used in your lessons?

Options	Frequency	Percentage
Information gap	0	0%
Discussion	11	15%
Role-play	24	33%
Problem solving	2	3%
Listing/ranking	4	5%
Games	31	42%
Other	1	1%
Total	73	100%

Graphic 8:



Source: English career at the Technical University of Cotopaxi

Elaborated by: Paltán & Sandoval

The data obtained in this survey show us that 42% of the pre-service teachers have used game activities in their lessons while 33% have employed role-plays. It is also evident that 15% have worked with discussion activities. 6% prefer to use listing/ranking tasks, 3% problem solving, and 1% other types of activities.

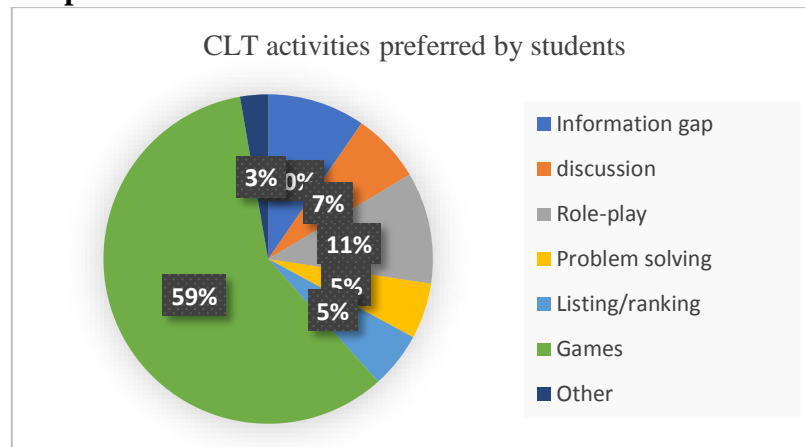
CLT classroom activities more used by participants are role-plays, games, discussion, listing/ranking, and problem-solving. Obenza & Mendoza (2021) carried out a study that revealed that “communicative language activities are effective in improving the communicative competence of the students. It is recommended to use CLT activities to achieve communicative goals in language classes” (p. 11). Whereby, some useful activities that can be used in classes are: task completion activities (puzzles, games, map reading), information-gathering activities

(surveys, interviews, searches), information transfer activities, reasoning activities, role-playing, and games (Richards, 2006).

Table 11: Which of the following activities do you think your students prefer?

Options	Frequency	Percentage
Information gap	7	10%
discussion	5	7%
Role-play	8	11%
Problem solving	4	5%
Listing/ranking	4	5%
Games	43	59%
Other	2	3%
Total	73	100%

Graphic 9:



Source: English career at the Technical University of Cotopaxi
Elaborated by: Paltán & Sandoval

According to this graphic, 59% mentioned those game activities are the ones that their students prefer. Likewise, 11% said that role-plays are chosen while 7% discussed activities. 10% stated that information gap, 5% problem solving, 5% listing/ranking, and 3% said other activities.

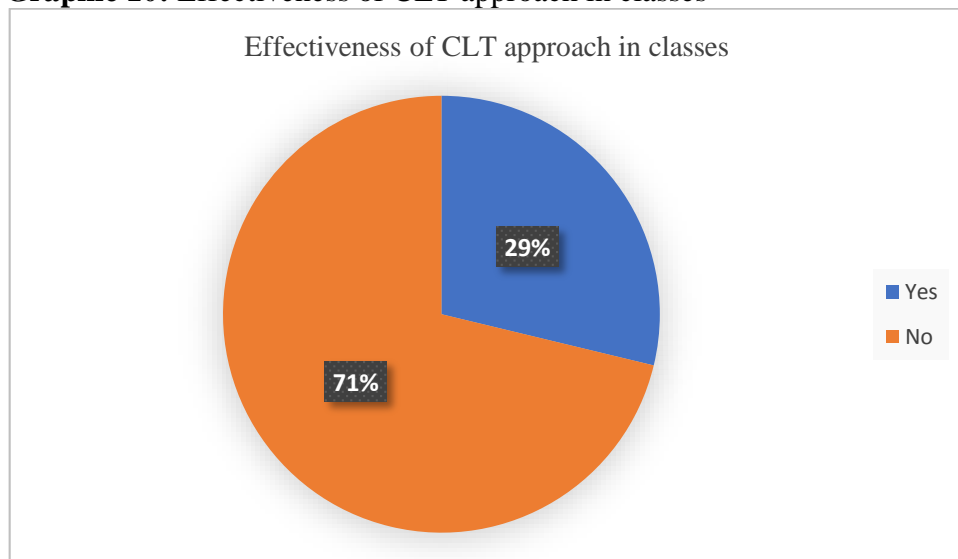
Participants admitted that their students preferred games activities while some of them liked role plays, discussion, information gap, listing, and others. These results are similar to Mohammad, et al. (2016) in which teachers stated that their students' favorite activity was role play while games activity was most desired by their learners. Wang (2010) states that "communicative activities in the form of games create a context where learners are engaged in the use of the target language to negotiate meanings, share information and interact with others within meaningful contexts" (pp. 130-131). Additionally, Hussain (2020) mentioned that "games are commonly used in a CLT classroom. They not only make learning meaningful but also enjoyable to the students" (p. 81). Furthermore, Margianti (2012) affirms that "role play is

a right technique in teaching speaking. It gives students an opportunity to practice communicating in different social roles and it also gives more fun for them” (p. 125).

Table 12: Do you think CLT is used effectively in the Institution where you do your practices?

Options	Frequency	Percentage
Yes	21	29%
No	52	71%
Total	73	100%

Graphic 10: Effectiveness of CLT approach in classes



Source: English career at the Technical University of Cotopaxi
Elaborated by: Paltán & Sandoval

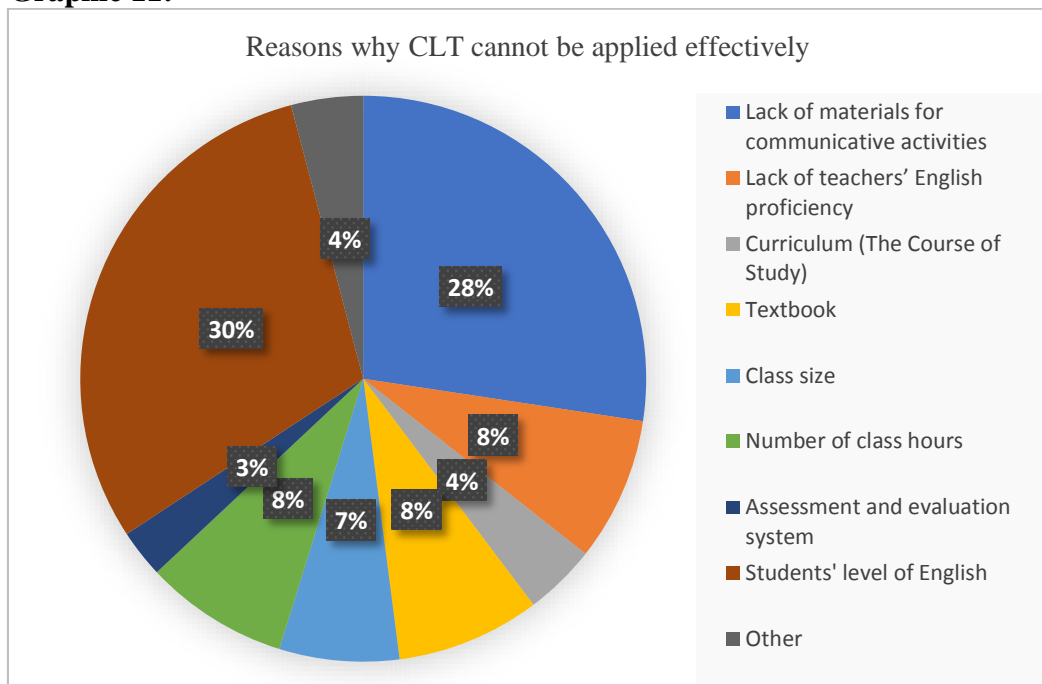
As evidenced in graphic 10, it can be verified that 71 % of the participants affirmed that the CLT was not applied effectively in their classes. However, 29 % mentioned that CLT was used effectively in their classes.

Most pre-service teachers declared that the CLT is not used effectively in the classrooms and only a few of them mentioned that it is used effectively. Despite these responses, other studies emphasize that CLT means interaction for learning a foreign language (Kumar, et al. 2013). The success of CLT also depends on the learner's ability to understand and express the ideas of other speakers (Paulista & Gomez, 2014). English teachers make use of this method because is useful for the communicative development of learners. In addition, is no doubt that CLT is considered a feasible method for foreign language teaching because it possesses features that help learners to be able to understand and use the target language for their meaningful communicative purposes (Bich, 2015).

Table 13: If no, which of the following factors do you think is the biggest problem?

Options	Frequency	Percentage
Lack of materials for communicative activities	20	27%
Lack of teachers' English proficiency	6	8%
Curriculum (The Course of Study)	3	4%
Textbook	6	8%
Class size	5	7%
Number of class hours	6	8%
Assessment and evaluation system	2	3%
Students' level of English	22	30%
Other	3	4%
Total	73	100%

Graphic 11:



Source: English career at the Technical University of Cotopaxi

Elaborated by: Paltán & Sandoval

In this graphic, it can be seen that 30% of the pre-service teachers argued that the student's level of English language is the main factor for which Communicative Language Teaching activities can be used in classes. 28% stated that the problem factor is the lack of materials for communication activities. The teachers' lack of command of the English language, the number of class hours, and the use of textbooks obtained the same percentage that corresponds to 8%. In addition, 7% agreed that the size of the class infers for the CLT to be applied effectively. The 4% that corresponds to the study plan and others, was identified as a drawback. Finally, 3% considered that the assessment and evaluation system taken in class contributes to an obstacle to the correct application of the CLT approach. Participants admitted that CLT cannot be applied effectively when exiting the lack of materials for communicative activities, lack of teachers' English proficiency, curriculum, use of textbooks, class size, number of class hours, evaluation system, and students' English level.

These findings are similar to some studies developed by who mentions that some teachers found it difficult to implement CLT in the classroom. This includes the context of the broader curriculum and traditional teaching methods, as well as class sizes and schedules (Kalanzadeh, et al. 2013). Likewise, teachers declared that some of the conflicts in CLT classrooms were: large class sizes, traditional testing, and personal beliefs about the roles of teachers and students do not allow the CLT to be applied quickly and easily (Huang, 2016). Moreover, due to insufficient CLT-related training, most teachers neglected the communicative activities compiled in the reformed textbooks and this was a major problem for the effective implementation of CLT in the classroom (Huang, 2016). Also, Mehtab (2012) mentions that the low English proficiency of the students is a vital problem for the application of CLT, which is also considered a problem that may cause CLT not to be applied in a good way. (P. 5). Despite these facts, Richards (2006) suggests that CLT classrooms provide different CLT materials and activities that help students' development (p.24).

Table 14: In your opinion, how important are the following areas for your students to learn English? (Circle the number that best describes the degree of importance that you attach to the item on the left.)

	0 = None	1 = Little	2 = Slight	3 = Somewhat	4 = Important	5 = Very important
Reading	1	2	6	4	20	40
Writing	0	2	8	7	17	39
Listening	0	3	5	7	12	46
Speaking	1	1	3	7	8	53
Grammar	0	2	7	9	22	33
Vocabulary	0	3	1	4	9	56

Source: English career at the Technical University of Cotopaxi

Elaborated by: Paltán & Sandoval

As shown in the graphic, pre-service teachers were asked about the areas that are most important to their students' English language learning. In the first place, regarding the reading skill, 40 of them affirmed that this skill is “very important”. 20 of them said that it is “important”, 6 of them chose “slight”, 4 “somewhat”, 2 a “little” and 1 “none”. Secondly, in the writing skill 39 of them said it is “very important”, 17 “important”, 8 “slight”, 7 “somewhat”, and 2 a “little”.

In listening ability, 46 of the pre-service teachers stated that it is “very important”, 12 “important”, 7 “somewhat”, 5 “slight”, and 3 “little”. Regarding speaking, 53 participants chose that this is “very important”, 8 “important”, 7 “somewhat”, 3 “slight”, 1 “little” and 1 “none”. In grammar, 33 argued that it is “very important” while 22 think it is “important”. 9 consider the grammar “somewhat” indispensable, 7 “slight”, and 2 “little”. Finally, 56 of them believed that it is “very important” to have English vocabulary while 9 people consider it “important”. 4 of the pre-service teachers agreed that vocabulary is “somewhat” important, 1 “little”, and 1 “slight”.

For pre-service teachers, the most important skill that students need to learn is vocabulary, for this, some authors mention that vocabulary plays an important role in learning a new language, since having knowledge of a wide vocabulary will enable the student to communicate using the four skills (reading, writing, speaking and listening) in the English language without difficulties (Wu & Marlys, 2012). “CLT provides a variety of techniques to develop speaking English skills for students to exposing to the target language” (Gutierrez & Villacrés 2022). Moreover, “the teaching way in listening classrooms at colleges is simple and widely used by teachers” (Ma,

2009). Furthermore, “reading is considered a significant contributor to improving the knowledge of English” (Yucailla, 2020). Writing is an opportunity to learn, to know and obtain important information for procedures and interaction with letters and allows the development of writing through community interaction Chuquimarca (2020). Finally, “grammar teaching in CLT expects students to acquire grammar inductively because as students learn to develop communicative ability” (Roeder, et al. 2020).

Table 15: In your opinion, how important are the following areas for your students to pass university entrance examinations?

	0= None	1 = Little	2 = Slight	3 = Somewhat	4 = Important	5 = Very important
Reading	3	5	5	4	16	40
Writing	2	4	7	6	14	40
Listening	3	3	6	4	14	43
Speaking	4	3	6	5	14	41
Grammar	2	5	7	4	13	42
Vocabulary	3	2	6	4	10	48

Source: English career at the Technical University of Cotopaxi

Elaborated by: Paltán & Sandoval

As shown in graphic 13. The pre-service teachers indicated how important each area is for their students to pass the university entrance exams. In the first instance, regarding the ability to read, 40 participants said that it is “very important”. Sixteen of them said it is only “important”. On the other hand, 5 of them said that it is “slight” as well as “little”, 4 of them mentioned that it is “somewhat”, finally, 3 of them said none. In the case of writing skills, 40 participants said that this skill is “very important” for access to the university. 14 of them mentioned that it is “important”, 7 participants said “slight”. 6 said “somewhat”. 4 said “little” and finally, 2 of them said “none”.

Regarding listening skills, 43 participants argued that it is “very important”, 14 of them considered it “important”, 6 of them thought it “slight”, 4 of them said that “somewhat”, the same number of 3 participants mentioned “little” and “None”. In speaking ability, 41 participants argued “very important”, 14 mentioned “important”, 6 said “slight”, 5 argued “somewhat”, 4 “none” and finally 3 “little”. In grammar, 42 mentioned “very important”, 13 “important”, / “slight”, 5 “little”, 4 “somewhat”, and 2 “none”. In the case of vocabulary, 48

participants argued “very important”, 10 “important”, 6 “slight”, 4 “somewhat”, 3 “none”, and 2 “little”.

Pre-service teachers considered that vocabulary to be the most important area for learning a foreign language. They also mentioned that listening, grammar, speaking, reading and writing are almost equally important for learning. Based on these aspects, Yiwei (2009) mentioned that word knowledge is the main aspect were foreign language learners, should be more proficient in daily communication or conversation. For this reason, learners need to acquire enough vocabulary to avoid using translators to read authentic texts (p. 129). In addition, Kholis (2014) mentions that listening is very important in learning in any language because by listening, one can imitate things and increase accuracy in speaking" (p. 4). Moreover, insists on the need to include the teaching of grammar in the CLT because students learn grammatical rules to control the correctness of their use of the language, which adds to what they have acquired (Yin & Barrea, 2012). Furthermore, Darmawan, et al. (2020) argue that “speaking in English in an active manner is a fundamental requirement for students taking conversational courses. Therefore, in every meeting, the teacher should apply the CLT approach. In this way, students' speaking will increase effectively” (p. 2). Additionally, expresses that the use of language in CLT is useful for communication as it will be the most effective way to teach grammar to students when they do not know the language, and communication is also done through written means (Philip, 2016). Applying CLT to writing motivates students to be creative in writing and allows them to evaluate the work of peers either individually or collectively Tarigan (2014).

Finally, reading is an interactive process in which the reader's prior knowledge of the topic and the purpose of reading operate to influence what is learned from the text. The visual structure of printed words and the system by which letters represent the subprocesses used to identify words are defined together. This is why the importance of reading in CLT is that the student knows how to associate the visual forms of words with their meanings, to create an idea with their meaning (Chaudhury & Karim, 2014).

Section 2:

This section accomplishes three categories which are the following: communicative competence, the importance of CLT activities, and elements to be changed before applying CLT activities.

Table 16: Categories

Categories
Communicative competence
Importance of CLT activities
Elements to be changed before applying CLT activities

Source: English career at the Technical University of Cotopaxi

Elaborated by: Paltán & Sandoval

Category A: Communicative competence

This category corresponds to the aspects mentioned by the participants about the definition of Communicative Competence

Participants mentioned that communicative competence refers to a person's ability to understand, interpret and produce a language. They also said that communicative competence allows a person to function in a speech community through the use of linguistic connectors. A person is considered to have good linguistic competence when is able to be fluent and accurate in a language, such as English.

Es la capacidad de una persona para desenvolverse de forma adecuada y eficaz en una determinada comunidad de habla. [It is a person's skill to develop adequately and effectively in a given speech community.] (PST 7)

Profesores y estudiantes puedan tener fluidez y precisión al momento de comunicarse en el idioma inglés. [Teachers and students are able to communicate fluently and accurately in English.] (PST 14)

Es la capacidad de hacer bien el proceso de comunicación, usando los conectores adecuados para entender, elaborar la comunicación. [It is the ability to get the communication process right, using the right connectors to understand, and elaborate communication.] (PST 16)

Es conseguir una buena comprensión en la comunicación, entender y darnos a entender. [It is to get a good understanding in communication, to understand and to make ourselves understood.] (PST 19)

Es aquella capacidad que tiene una persona para desenvolverse de forma adecuada y eficaz en una determinada comunidad de habla, es decir, en un grupo de personas que comparten la misma lengua y patrones de uso de esa lengua. [It is a person's skill to perform adequately and effectively in a given speech community, that is, in a group of people who share the same language and patterns of use of that language.] (PST 21)

Desarrollar las cuatro habilidades comunicativas. [Developing four communication skills.] (PST 29)

Es la capacidad que una persona posee para producir, recibir e interpretar un mensaje, usando así el lenguaje apropiadamente en diversas situaciones sociales que se presentan cada día. [It is the ability that a person possesses to produce, receive and interpret a message, thus using language appropriately in various social situations that arise every day.] (PST 55)

The answers provided by pre-service teachers are similar to this opinion that mention communicative competence can be defined as “the ability to use language, or the ability to communicate, in an appropriate way” to give meaning effectively and fluently through prolonged interactions. Also, communicative competence is defined as a concept in which knowledge, competence, and capacity for the appropriate use of language must take into account the way in which language is used in order to obtain a specific communicative response in a specific communication context (Bagarić, 2007). In addition, Saleh (2022) states that “competence can be described as knowledge, ability, or capability while the word ‘communicative’ has the meaning of exchange or interaction. So communicative competence is having the ability that allows the person to communicate in order to fulfill communicative needs” (p. 13).

Category B: Importance of CLT activities

This category accomplishes the third specific objective, which was to analyze the importance of Communicative Language Teaching activities in English classes and why pre-service teachers would like to provide the students with more communicative activities.

Most of the pre-service teachers argued that they agree with providing communicative activities for students because these activities allow them to communicate effectively and improve their speaking skills. They considered that CLT activities contribute to teamwork and help strengthen interest in the learning language process. Likewise, CLT activities would also improve skills such as listening and speaking. Students will feel motivated and lose the fear of speaking English since these tasks would allow students to increase their confidence and acquire language learning naturally.

Si, porque les ayudaría a comunicarse de manera efectiva en inglés con otras personas y mejorar su habilidad. [Yes, because it would help them to communicate effectively in English with other people and improve their English skills.] (PST7)

Si, porque las actividades comunicativas ayudan a fortalecer el interés en aprender otro idioma. [Yes, because communicative activities help strengthen interest in learning another language.] (PST9)

Si debido a que les permitirá mejorar sus habilidades dentro del idioma inglés como listening y speaking. [Yes, because it will allow them to improve their English language skills such as Listening and speaking.] (PST21)

Sí, porque me interesa que los alumnos puedan comunicarse de manera fluida usando el idioma inglés mediante actividades significativas. [Yes, because I am interested in students being able to communicate fluently using the English language through meaningful activities.] (PST24)

Si, contribuye al trabajo en equipo. [Yes, it contributes to teamwork.] (PST28)

Si, ya que este tipo de actividades motivan a los estudiantes y son una buena fuente para desarrollar las habilidades lingüísticas. [Yes, because these types of activities motivate students and are a good source for developing language skills.] (PST37)

Debido a que esto les facilitará perder el miedo al momento de hablar en inglés y así ampliar su vocabulario. [Because this will make it easier for them to lose their fear of speaking English and expand their vocabulary.] (PST40)

Sí, porque los estudiantes pasan a ser el centro del proceso de enseñanza-aprendizaje, lo cual nos permite determinar sus necesidades o puntos a mejorar a través de

evaluaciones. Si se pone en práctica actividades comunicativas podemos ayudar a que los estudiantes aumenten su confianza y en consecuencia, la producción de la lengua meta, lo cual facilitará su aprendizaje de un modo natural. [Yes, because the students become the center of the teaching-learning process, which allows us to determine their needs or points to improve through evaluations. By implementing communicative activities, we can help students increase their confidence and consequently their production of the target language, which will facilitate their learning in a natural way.] (PST55)

Si, porque a través de las actividades comunicativas los estudiantes han de desarrollar la habilidad del speaking. Las actividades comunicativas ayudan a los estudiantes que ya no tengan miedo al hablar en inglés a quitarles la timidez. [Yes, because through communicative activities the students have to develop speaking skills ... The communicative activities help students who are no longer afraid of speaking in English to get rid of their shyness.] (PST62)

According to these answers, pre-service teachers indicated that providing CLT activities allow the students to work cooperatively in the classroom. Richards (2006) affirms that “CLT activities implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic” (p. 5). Moreover, the participants said that these activities motivate students to develop speaking skills and the learning process. The use of activities in which teachers integrate material such as picture stories, comic strips will allow students to increase their participation in the class (Trung, 2020). Additionally, Plus & Zhou (2013) argued that “CLT activities can succeed in a nice, warm and democratic atmosphere, so students feel self-confident and motivated” (p. 8).

Category C: Elements to be changed before applying CLT activities.

This last category fulfills the fourth specific objective which was to examine pre-service teachers' perspectives about what elements should be changed before applying the CLT approach in English classes.

Pre-service teachers agreed that before applying CLT activities in English classes, traditional methods should be changed by current ones. They considered that new strategies would bring new ways of teaching through the use of dynamic activities which can catch students' attention.

Likewise, the current rating system where grammar exercises are primarily important should be replaced. Moreover, they said that class size should be reduced so that students can work properly in small groups. Finally, participants concurred that the language curriculum should be changed in order to let aside traditional methods of teaching and place the CLT in classrooms. In this way, teachers can provide dynamic materials and motivate learners to use English skills without fear.

Se debería abandonar los métodos antiguos que usan los maestros de inglés en la actualidad. [The old methods used by English teachers today should be left aside.] (PST 7)

Cambiar la forma de enseñanza o utilizar nuevos métodos o estrategias. [Change the way of teaching or use new methods or strategies.] (PST 9)

El número de estudiantes, ya que es demasiado grande, hay poco espacio y tiempo. [The number of students, since it is too large, there is little space and time.] (PST 10)

Se debería utilizar actividades didácticas para llamar el interés de los estudiantes y realizar una buena gestión del aula. [Didactic activities should be used to catch students' interest and carry out good classroom management.] (PST 14)

Incitar más a los alumnos a hablar el inglés sin miedo a equivocarse. [Encourage more students to speak English without fear of making mistakes.] (PST 20)

El plan de estudios que maneja el profesor además del cambio en la malla curricular que maneja la institución. [The curriculum is managed by the teachers and by the institution.] (PST 21)

El sistema de valoración actual donde se coloca principal importancia en ejercicios gramaticales aburridos. [The current rating system where primary importance is placed on boring grammar exercises.] (PST 42)

Creo que debería cambiarse la perspectiva de estudio de los estudiantes, y el maestro debería ser más incentivador y proporcionar material que llame la atención de los estudiantes. [I think that the students' perspectives about the study should be changed, and the teacher should be more encouraging and provide material that catches the students' attention.] (PST 50)

Regarding these perspectives, participants concurred that some factors to be changed before applying the CLT approach are the class size, teaching old methodologies & strategies, and language curriculum. These findings are similar to the research of Mohammad, et al. (2016) in which they found that “the number of class hours”, “class size”, “lack of supplementary teaching materials”, and “teachers’ attitudes towards the new system” are the main challenging factors that should be changed before CLT can be practiced more effectively in English language classes” (p. 122). Additionally, pre-service teachers suggested employing a different way of evaluation and dynamic activities to motivate learners to interact with each other and enhance their oral skills. In this regard, Phothongsunan (2020) affirms that:

CLT has been used worldwide in a number of language classrooms and it evidently remains beneficial in English language teaching. It enhances the learners’ communicative skill as the principal goal of CLT is to achieve communicative competence. This urges teachers to prepare their lesson plans, teaching materials, and classroom activities to help learners develop their skills effectively (p. 126).

This approach is considered better than other traditional methods of teaching English and if provided with suitable conditions, learners would increase their communicative ability more appropriately (Ahmad & Rao, 2013). Learners will be able to increase their language skills if new and innovative activities are given to them and if teachers act as facilitators who motivate and support learners’ performance in an effective way (Phothongsunan, 2020).

9. RESEARCH IMPACTS

The Communicative Language Teaching (CLT) approach is usually used for language teaching in which its primary language function is communication. CLT aims to develop communicative competence which is the ability or capacity of learners to use the language successfully and not only grammar rules (Kaur & Saminathan, 2015., Wei, et al. 2018). Phothongsunan (2020) affirms that “CLT has been used worldwide in a number of language classrooms and it evidently remains beneficial in English language teaching. It enhances the learners’ communicative skill as the principal goal of CLT is to achieve communicative competence” (p. 126). Moreover, one of the principles of CLT is to include authentic material in order to encourage students to participate in class as well as to develop various activities, such as role play, discussion, information gap, jigsaw activities, problem solving, accuracy and fluency activities, pair and group work and games. This study will have an impact in the educational

area since we have found a variety of positive perceptions about the use and application of CLT in pre-service teachers' practices. These findings give pre-service English teachers as well as professors an opportunity to know how to handle CLT activities in English classes. Hence, if these communicative activities are applied in the participants' practices, learners will be able to develop the language in a meaningful and dynamic way.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

- Regarding the first specific objective which was to describe the Communicative Language Teaching approach, it can be deduced that Communicative Language Teaching is an approach that had its prominence in the 70s as a new trend that focuses on foreign language teaching and learning process, achieving a good learner' development of communicative competence. Its main objective is to help them to use a language different from their mother tongue in an interactive way. It provides students with several activities such as pair/group work, problem-solving, games, role plays, jigsaw activities, or information-gap activities.
- Regarding the second specific objective which was to determine pre-service English teachers' points of view on CLT activities and practices. It can be concluded that most of the pre-service teachers have knowledge about the CLT approach since most of them agreed that they know little or enough about it. They learned about it through books-journals, in the teacher's manual, the university degree program, and teacher training courses. Additionally, the pre-service teachers mentioned that when they did their practices they sometimes, usually, often used this method. They considered that the most important thing for students in CLT classrooms is to enjoy communicating effectively in L2. Moreover, participants indicated that the most used activities in their English classes were games, role plays, discussion, and pair or group work activities. Likewise, they also considered that their students prefer activities, such as role play and games rather than others. Most of them consider that CLT is not applied effectively in the institutions where they did their practice due to the English level of the students and the lack of materials for communicative activities.
- Concerning the third specific objective which was to analyze the importance of Communicative Language Teaching activities in their practices, it was found that participants were in favor of employing more CLT activities in their practices because

it allows learners to enhance their oral communication in the target language. CLT activities such as discussion, role plays, games, filling-gap, pair/group work, and jigsaw activities are useful for motivating students and helping them to lose fear while they speak. CLT activities contribute to strengthening interest in the learning language process. Pre-service teachers indicated that providing CLT activities allow the students to work cooperatively in the classroom. In addition, they considered that the Communicative Language Teaching approach permits learners to develop not only speaking but also listening and fluency skills by working and developing innovative and dynamic activities, letting aside grammatical forms.

- Finally, the fourth specific objective was to examine pre-service teachers' perspectives about what elements should be changed before applying the CLT approach in English classes. Participants agreed these aspects are: letting aside traditional methodologies and implementing new ones which can catch learners' attention. English teachers also should motivate students and provide didactic and innovative materials to work not individually but in pairs or groups. Participants also felt that a relevant thing for students in CLT classrooms is to encourage them to speak English without fear of making mistakes, as this is one of the factors why students become frustrated and lose interest in learning another language.

These results are subjected to certain limitations: not all the pre-service teachers who carry out practices were taken into consideration; the survey was not applied in English because it is not our mother tongue and they would not have answered the questions clearly. Further research can be done on the implementation, management and use of CLT activities in the English classes of the educational units where pre-service teachers do their practices and analyze their results.

10.2 Recommendations

- It is suggested for professors and future pre-service teachers to take into account this approach and its principles that could be applied in their practices in a more frequent way as some studies suggested and then analyze how learners respond to it.
- It is suggested that these perceptions should be taken into account by pre-service teachers in order to make use of CLT in their future English classes. In addition, professors from the pedagogy of foreign language should take into account the results obtained so that they can apply this approach in their future English classes in order to include a teaching-learning process in a different way.

- It is recommended to consider the importance of using CLT activities such as role plays, filling-gap, discussion, games, and jigsaw in English classes so that not only pre-service teachers but also professors can start using them as a new form of teaching English. By implementing these activities learners will feel motivated and will be able to develop their fluency, vocabulary, and oral abilities without fear.
- It is advisable that English professors from the Pedagogy of National and Foreign Languages can take into account the participants' perspectives about the elements to be changed before implementing CLT in a class. So that, in the future they can use CLT principles and activities in classes or even encourage their learners to use this approach in their future pre-professional practices in order to enhance EFL learners' communicative competence.

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13. ANNEXES

13.1 Survey questionnaire: English

SURVEY

This survey focuses on collecting data about your perception toward the application of communicative language teaching (CLT) activities in English classes. The information will be used for academic and research purposes only. Your personal information will not be revealed in any moment of the research or academic process. If you agree in answering the proposed questions, please continue with the survey.

Background Information

Gender *

- Female
 Male

¿ In which type of educational institution do you do your pre-professional practices? *

- Public
 Private
 Other

In what area is the educational institution located: *

- Urban
 Rural

What level do your students belong to? *

- Basic education
 Elementary basic education
 High School

How long have you done your pre professional practices? *

- 1 semester
 2 semesters
 3 semesters

Your views on CLT principles and practices

1. Have you ever heard about the "Communicative Language Teaching" approach??

- Yes
- No

2. ¿How much do you know about CLT approach? *

- Nothing
- Somewhat
- Quite a lot
- A lot

3. ¿Where did you learn about Communicative Language Teaching (CLT)?

- Books or journals
- Teachers' manual
- Workshop held by the board of education
- University degree program
- Workshop held by a teachers' association
- TESOL seminars/lectures
- Teacher training course
- Other

4. ¿How often do you apply the CLT approach in your practices? *

- Always
- Usually
- Often
- Sometimes
- Never

5. ¿What do you think is important for students in CLT classrooms?? *

- To acquire native-like fluency
- To acquire native-like accuracy

- To acquire native-like pronunciation
- To collaborate with each other
- To communicate effectively in L2
- To enjoy communicating in L2
- To talk to a native speaker
- Never to use L1 (Spanish)
- Other

6. ¿What do you think is required for English teachers in CLT classrooms? *

- Other
- To provide teaching materials
- To be a co-communicator
- To be a facilitator
- To be a communication model.
- To have native-like fluency
- To have native-like accuracy.
- To have native-like pronunciation
- To be a native speaker

7. ¿What is your definition of "communicative competence"?*

8. ¿How often do you use group/pair activities in your lessons? *

- Often
- Sometimes
- Never
- Always
- Usually

9. ¿Which of the following activities have you used in your lessons? *

- Information gap
- Discussion
- Role-play

- Problem solving
- Listing/ranking
- Games
- Others

10. ¿Which of the following activities do you think your students prefer? *

- Information gap
- Listing/ranking
- Problem solving
- Role-play
- Discussion
- Games
- Other

11. ¿Do you think CLT is used effectively in the Institution where you do your practices?

- Yes
- No

12. If no, which of the following factors do you think is the biggest problem? *

- Lack of materials for communicative activities.
- Lack of teachers' English proficiency.
- Curriculum (The Course of Study)
- Textbook
- Class size
- Number of class hours
- Assessment and evaluation system
- Students' level of English
- Other

13. ¿Do you want to provide your students with more communicative activities? Why?

13.1 Survey questionnaire: Spanish

ENCUESTA

Esta encuesta se enfoca en recopilar datos sobre su percepción hacia la aplicación de actividades de Communicative Language Teaching (CLT) approach en las clases de inglés. La información será utilizada únicamente con fines académicos y de investigación. Su información personal no será revelada en ningún momento del proceso de investigación.

Información de contexto

Género*

Femenino

Masculino

¿En qué tipo de institución educativa realiza las prácticas pre profesionales? *

Pública

Privada

Otra

La institución educativa en la que realiza sus prácticas está ubicada en zona: *

Urbana

Rural

Con estudiantes de qué nivel realiza sus prácticas? *

Educación Básica

Educación Básica elemental

Bachillerato

Cuánto tiempo ha realizado sus prácticas? *

Un semestre

Dos semestres

Tres semestres

Sus puntos de vista sobre los principios y prácticas de CLT

1. Habías escuchado acerca del enfoque "Communicative Language Teaching (CLT)?"

- Sí
- No

2. ¿Qué tan bien conoces el enfoque CLT? *

- Nada
- Un poco
- Bastante
- Mucho

3. ¿Dónde aprendiste sobre el enfoque Communicative Language Teaching (CLT)?

- Libros o diarios
- Manual del profesor
- Taller realizado por la junta de educación
- Programa de grado universitario
- Taller realizado por una asociación de docentes
- Seminarios/conferencias TESOL
- Curso de formación de profesores
- Otros

4. ¿Con qué frecuencia aplica el enfoque CLT en sus clases de prácticas? *

- Siempre
- Usualmente
- A menudo
- A veces
- Nunca

5. ¿Qué crees que es importante para los estudiantes en las aulas del CLT? *

- Hablar con un hablante nativo
- Adquirir una pronunciación nativa
- Adquirir la fluidez de un nativo

- Adquirir una precisión nativa
- Comunicarse efectivamente en L2
- Nunca usar L1 (Español)
- Colaborar unos con otros
- Disfrutar comunicándose en L2
- Otros

6. ¿Qué cree que se requiere para los profesores de inglés en las aulas de CLT? *

- Ser un hablante nativo
- Tener una pronunciación nativa
- Tener la fluidez de un nativo
- Tener una precisión nativa
- Proporcionar material didáctico.
- Ser un facilitador
- Ser un modelo de comunicación.
- Ser co-comunicador
- Otros

7. ¿Cuál es su definición de "competencia comunicativa"? *

8. ¿Con qué frecuencia utiliza actividades de grupo/pareja en sus clases? *

- Siempre
- Usualmente
- A menudo
- A veces
- Nunca

9. ¿Cuál de las siguientes actividades ha utilizado en sus lecciones? *

- Information gap
- Discussion
- Role-play
- Problem solving

- Listing/ranking
- Games
- Others

10. ¿Cuál de las siguientes actividades cree que prefieren sus alumnos? *

- Information gap
- Listing/ranking
- Problem solving
- Role-play
- Discussion
- Games
- Other

11. ¿Crees que CLT se emplea de manera efectiva en la institución que usted realiza prácticas?

- Si
- No

12. Si no, ¿Cuál de los siguientes factores cree que es el mayor problema? *

- Falta de materiales para actividades comunicativas.
- Falta de dominio del inglés de los maestros.
- Plan de estudios (El curso de estudio)
- Libro de texto
- Tamaño de la clase
- Número de horas de clase
- Sistema de valoración y evaluación
- Nivel de inglés de los estudiantes
- Otro

13. ¿Le gustaría proporcionar a tus alumnos más actividades comunicativas? ¿Por qué?

14. ¿Qué cree que debería cambiarse primero para poder aplicar CLT de manera más efectiva en sus lecciones?

