



UNIVERSIDAD LAICA VICENTE ROCAFUERTE



ENGLISH SCHOOL

TOPIC:

**COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITIES FOR
ENCOURAGING AN IMPROVEMENT IN THE STUDENTS' ORAL
EXPRESSION FROM 1ST COURSE SECTION A – F AT “ELOY ALFARO” HIGH
SCHOOL ACADEMIC YEAR 2013 – 2014.**

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ABSTRACT

Most Ecuadorian teachers are always looking for the best teaching methods, techniques, and strategies that can help students learn English as a foreign language. Communicative language teaching activities have been considered an essential tool for this study, because they set as a main goal, the use of the foreign language in different contexts, so students could effectively develop their abilities in the target language, focusing on the oral expression and communicative interaction.

It is not only important to be aware of the grammatical rules, but students also need to face different language contexts, situations, and negotiate with meaningful codes at the moment of communicating.

On the whole, this research has taken as a sample, a group of first-year students from Eloy Alfaro High School who had problems in their oral production. In addition, they need to get involved in the process of communication during the English classes.

This project has proposed some CLT activities that adjust to the students' needs in order to promote a significant improvement in their oral proficiency. This research paper has also considered the advantages of developing communicative language teaching activities in class as an instrument to contribute with the development of new communicative strategies.

DEDICATION

Every work we do needs effort and sacrifice, as well as guidance and support of experienced and close people to reach a successful outcome.

My humble effort is dedicated to my parents who have always been there and motivated me with their unconditional love to set higher targets, along with all hard work and respected teachers.

Andrea Stefanie Plúas Saico

DEDICATION

I would like to dedicate this work to my beloved family who have always supported and encouraged me to work hard with their unconditional love.

Yinsheng Zhou

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1. INTRODUCTION

1.1. Background and Statement of the Problem.

When learners study a foreign language, it is not only important to understand the sentence structure of a specific grammar tense (Syntax), but also the meaning of any specific word or sentence (Semantics), as well as how to use the language in an appropriate context (Pragmatics), that allows learners to get involved in the process of communication.

It becomes increasingly difficult to ignore the fact that oral expression is the first ability human beings develop and learn to do naturally, through relationships as an essential activity of communication. Furthermore, it is completely necessary to know if students are engaged in a communicative learning process, and to identify which troubles they present, when they speak the foreign language.

Therefore, a new curriculum has been proposed by the Ministry of Education in Ecuador, and a new educational law has been passed and implemented for elementary and secondary schools to improve the quality of English teaching. This law, in relation with the new curriculum, takes into account the standards of the Common European Framework which are included in the English books provided by the Ministry of Education, for public schools. Postcards book, (2008), Pearson Education, “invites teachers and learners make use of the English language for meaningful communication since the communicative language approach shapes the teaching and learning practices in Ecuadorian classrooms”.

Most studies on the field of teaching English as a foreign language mention that it is essential to develop the four language skills and their components. These language skills are part of communication, which is an encoding (speaking and writing) and a decoding process (listening and reading). However, the key problem on public schools is that most

teachers often focus more on writing production and reading comprehension than on listening comprehension and oral expression, and the former skills are not enough when aspiring to meaningful teaching. It means that most teachers, especially teachers from secondary schools, are trained in traditional methods, such as Grammar Translation, Direct, and Audio-lingual, etc. So that, teaching English as a foreign language (TEFL) still continues being developed as a task of repetitions, memorizations, and mechanical exercises for students. For this reason, students do not have a real interaction and spontaneous communication in class; in other words, traditional approaches and methods are not effective because they do not encourage students to work together on academic tasks.

As a consequence, many students from public institutions, with background problems (such as economical, emotional, psychological, and behavioral) do not develop enough communicative competences in the foreign language. The truth is that after a long period of learning English, most Ecuadorian learners still cannot use it effectively as means of communication. It is estimated that in a class of fifty learners, fewer than ten have the appropriate level that is needed to understand, write, or speak the target language as part of their learning process.

This can be seen in the case of Eloy Alfaro High School students, who do not speak English in the classroom, restricting the development of their oral proficiency. English teachers' perception and attitude towards the communicative language approach play an important role to develop the students' four language skills.

In some cases their methodology is not effective. In addition, some teachers do not have professional competences, so it has become essential to know their perceptions towards communicative activities in relation to the students' oral expression difficulties.

This research has been conducted at Eloy Alfaro High School, which is located on Rigoberto Ortiz Avenue between Alberto Avellan and Pedro Saad streets in Guayaquil.

The focus of the study is on students' oral expression in the English Language and the application of Communicative Language Teaching (CLT) activities in the classroom.



Figure 1.1. Eloy Alfaro High School.

The mission of this institution is to educate students in the academic and moral fields in such a way they can be protagonists of a social change, with critical thinking skills. Therefore, it promotes initiative and development in the technological knowledge of the students, based on an ecological culture which facilitates the inclusion labor in the public and private sector.

It is important to mention that this institution has as a vision, to become an educational vanguard in the community with technological and academic innovations, providing the Ecuadorian society for high school graduates with great capacity of

understanding, analysis, reflection, creativity, and scientific research skills in order to serve the community.



Figure 1.2. Eloy Alfaro High School, first-course students

During the process of the research project, through preliminary observations, certain classroom problems are noticed in this institution:

First of all, the classrooms are not in good conditions, due to the lack of maintenance staff and resources, which contribute to an uncomfortable and untidy teaching environment. Secondly, there is lack of basic materials for teachers such as: markers, computers, cd players, desks, and chairs.

Another difficulty is the large amount of students, as well as, their low levels of English and behavioral problems. This impedes the achievement of effective learning objectives.

The students of this institution present a passive role when they are asked about something. They have several difficulties in the production of the target language. Some of

them have comprehension problems; others develop incorrect pronunciation, wrong vocabulary and hesitations.

Additionally, the time they take to formulate or produce a complete sentence is another problem. The teacher spends so much time explaining, writing or talking about a topic, that he forgets that students need to practice the foreign language as much as possible.

In other words, there is no balance between teacher talking time (TTT) and student talking time (STT). This means that most of the time the teacher plays an overly active role and students are not given tasks to reach an effective and communicative use of the foreign language, in this case English. It is important to estimate what a real and effective class requires in order to increase students' oral expression successfully.

Conversely, it seems that the methodology and strategies applied in the classroom are not meaningful and communicative at all, and just develop more reading and writing skills. Learners cannot practice and develop their speaking skills and that limits students' interactions and communication in the classroom.

This research takes CLT activities as a tool to promote meaningful and effective communication, related to real-life situations which bring an active interaction from the students in the target language. For instance, information gap, jigsaw, task-completion, information-gathering, and so on. All those CLT activities offer a development of certain required aspects to improve students' oral expression.

This study is a valuable support to teachers so that, they can include these CLT activities as part of the teaching and learning process, especially in terms of improving students' oral expression in the class.

Therefore, it is necessary to analyse and point out, if the application of Communicative Language Teaching activities produces improvement in the students' oral expression and enhances students' learning.

The purpose of this project is to develop Communicative Language Teaching (CLT) activities to improve the students' oral expression and develop social interactions in the learning process. A key aspect of these CLT activities is to make students feel self-confident and have them participate and interact more in the classroom. Hence, the study asks:

What Communicative Language Teaching activities will improve first year students' oral expression at Eloy Alfaro High School during the school year 2013 – 2014?

1.2. Objectives: Broad and Specific

1.2.1. Broad Objective:

The purpose of this research is to design CLT activities adjusted to the students' pedagogical needs in order to facilitate and promote meaningful learning for the improvement of the students' oral expressions at Eloy Alfaro High School during the academic year 2013-2014.

1.2.2. Specific Objectives:

- Assess the students' group interaction between traditional methods and CLT activities.
- Identify and select the most appropriate CLT activities for this group to improve students' oral expression.
- Determine the influence of CLT activities on the development of the students' oral expression.

1.3. Significance of the Study

Nowadays, studying English is essential in most of the professional and educational fields in Ecuador. One of the most important reasons is to trade and establish relationships with foreign people.

At the present time, English is considered as an international language. It is also considered a “lingua franca” all over the world. So, in this age of globalization, it is essential for every citizen to know how to speak English to stay connected with the world.

People learn this language for several different reasons such as: to speak to foreigners, to know other cultures, to study abroad, to apply for better jobs, and to do business. Students living in a target-language community need to use English to satisfy their immediate practical and social needs.

The Ecuadorian educational system includes English as a requirement in all secondary levels, and the new English curriculum takes as a main teaching tool the Communicative Approach, which is based on the contributions of several researchers such as: Littlewood, Richards, Rodgers, Hammer, Brown and others. This paper focuses on the oral expression difficulties most first course students from Eloy Alfaro High School have.

The purpose of this research is to improve students’ oral production in English and increase their participation and interaction through CLT activities.

The usage of the functional language, the strategies, techniques, approaches, and the social cultural environment should be considered when the students are involved in the process of communication. Additionally, the reasons why it is hard for them to speak the target language, and what communicative activities can help them to feel confident during the teaching process should be taken into account.

As a result, teachers and students realize how practicing in class through these CLT activities such as: information-gap, role plays, jig saw, which are important instruments, can increase the students' oral proficiency easily even if they have a low English level.

On the other hand, if these CLT activities are not considered in the learning process, students will not be able to produce the foreign language in dialogues or conversations, and they will limit their functional usage of the target language just by writing or reading.

Furthemore, this project provides an opportunity for students to maximize their autonomous learning and improve other skills during the learning process. Also, the insights of English language teachers' attitudes and beliefs are considered in the application of CLT activities as an approach in the foreign language classrooms to enhance students' oral expression.

1.4. Scope and Delimitations of the Study

This project focuses on the CLT approach and the activities that can help students practice and produce the language orally. The purpose of this study is to determine if this theory and the CLT activities, such as jigsaw, role-plays, information – gap, and so on, are effective.

In addition, it seeks to explain how pair and group activities improve the communicative process, what difficulties students face when they are speaking, and what issues they need to improve or master in order to develop their oral expression.

This study also emphasizes on the new curriculum and laws that the Ecuadorian government has proposed in the educational field. Another important factor that is considered is motivation; how the application of CLT activities can succeed in a nice, warm and democratic atmosphere, so students feel self-confident and motivated.

On the whole, this study does not emphasize the development of the writing and reading skills. It does not focus on grammar structures and mechanic tasks either, since they are not relevant as part of this process.

2. LITERATURE REVIEW

2.1. Introduction

Communicative Language teaching (CLT) activities have been proposed and applied to improve the quality of Teaching English as a Foreign Language. CLT theory has been considered the main theme in this research.

The Communicative Language Teaching Approach has its main roots in the so-called "communicative movement" which has been influential in foreign language teaching since the early 1970s. There is nothing new, of course, about the basic idea that "CLT places emphasis on learning to communicate through interaction in the target language."(Nunan1991)

The literature review begins with an overview of several researchers, linguists, and educators' points of view towards Communicative Competence, such as: Littlewood, Berns, Browns, Harmer, Savignon, Richards, Rodgers, Nunan, Jacob, Farrell, etc. who are pioneers in English Language teaching. They provide the background of communicative approach to the present day, in order to find the most successful methodology, pedagogical strategies or techniques that can be adjusted to students' needs, so learners are capable of developing and performing this foreign language in real situations.

In addition, a brief background of CLT history is presented and then is followed by different researchers' points of view. The second section of this chapter places emphasis on CLT as one of the most recent discoveries in methodology, within this framework, the definition and principles of CLT are explored.

Moreover, this research paper provides a review of the existing literature in CLT theory related to the Ecuadorian educational reform. The concept of oral expression, speaking skills and their functions are analyzed, and some CLT activities are described during the practice of different didactic games.

2.2. Theoretical Review

CLT History

Richards (2006) has classified trends in language teaching in the last 50 years into three phases:

Phase 1: Traditional approaches (up to the late 1960s)

Phase 2: Classic communicative language teaching (1970s to 1990s)

Phase 3: Current communicative language teaching (late 1990s to the present, p. 6).

CLT as a successful development approach has encouraged big changes to syllabus design, course design and methodology over the last 50 years. During the 1970s and early 1980s, there was an increased demand for language learning, particularly in Europe. Because of the large number of European migration, there was a mass of people who needed to learn a foreign language for work or for personal reasons. (Richards & Rodgers, 2001)

Foreign Language Teaching has been influenced by many changes that came out from the communicative approach, so a lot of secondary schools offered language learning in those decades between 1960s and 1970s as part of a general trend of curriculum changes and modernization. In Britain, the introduction of meaningful teaching and comprehensive studying meant that all children had the opportunity to study foreign languages. (Rosamond, 1994)

The communicative approach could be said to be the product of educators and linguists who were dissatisfied with the Grammar Translation, Direct, and Audio-lingual methods (Richards, 2006).

The researchers Zainuddin, Yahya, Morales & Whelan (2011), argued that language ability involved much more than grammatical competence, for example: the grammar translation method focused more on writing and reading skills. The main purpose of this method was to translate and learn grammar structures, repeat vocabulary and verb conjugations, but students were not able to produce the language orally.

The teacher's role was authoritarian and the interaction between teacher–student was mechanic. Students spent more time translating, and here, interference between the mother tongue and the second language came out, students got confused during the application of the Grammar Translation Method.

After that, the Direct Method was developed as a reaction against the Grammar Translation Method. The Direct Method appeared as a result of the observation of child language learning (Gouin).

In fact, the idea is that the foreign language should be learned in a natural way, the same way as the first language. (Richards & S. Rogers, 1986) Maximilian Berlitz states that classroom instruction was conducted in the target language; oral production was developed in question-and-answer tasks; grammar was taught inductively; teaching was conducted in speech and listening comprehension; correct pronunciation was emphasized.

According to the Direct Method, a second language could be learnt exactly the same way as the first. However, this method had a disadvantage; misunderstandings were very common. The application of the Direct Method in the classroom required high language proficiency from the teachers and intensive oral interactions in the target language from the students.

Later, the Audio-lingual also called the Army Method appeared. World War II armies needed to become orally proficient in foreign languages. This method was the first to be based on linguistic theory and behavioral psychology. One of its main characteristics was that, students listened to a dialogue with key structures and they had to repeat and memorize them.

A meaningful aspect of the Audio-lingual Method was student-to-student interactions; grammar tenses and new vocabulary were presented through dialogues. In this method, oral production was emphasized, grammar explanation was avoided, and the learners' mistakes were prevented by the teacher, translations were not permitted in the early level. It means that the target language was taught by systematic attention to pronunciation and intensive oral drilling.

As a consequence, scholars, educators, and linguists felt that students were not learning effectively and the foreign language was not applied in real life situations because L2 learners did not know how to communicate using appropriate social language, gestures, and expressions.

One of the main features of this method is the following: The teacher's role is a primary source of language learning, so the teacher is a guide, who controls the language behavior of his or her students. On the other hand, the students' role is limited because they imitate the teacher's model as rapidly as possible, and they produce the target language as exactly as the teacher taught it.

In brief, meaningful communication was lost in the learning process of the language studied, consequently an interest in the development of communicative teaching style started growing up in the 1970s; authentic language use and classroom cooperative learning encouraged students to negotiate meanings in real situations.

At the present time, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels. In planning language courses

within a communicative approach, grammar was no longer the starting point; new approaches to language teaching were needed indeed. (Zainuddin et al. 2011)

Structural and Functional Combination in Communicative Approach

The Communicative approach is considered a successful teaching method, which uses the target language, as a means of instruction and communication (Littlewood, 1981).

It is important for students to focus not only on grammatical contents in studying a foreign language, but also on the real conditions where they are going to use the target language during the process of communication.

In particular, it makes us consider language not only in terms of its structures, for example, grammar and vocabulary, but also in terms of the communicative functions that it performs.

In other words, we begin to look not only at language forms, but also at what people do with these forms when they want to communicate with each other. For instance, 'why do not you close the door?' might be used for a number of communicative purposes, such as asking a question, making a suggestion or giving a command. As a result, this enables us to provide a fuller account of what students have to learn in order to use language meaningfully.

Functional View in Communicative Approach

"A communicative approach opens up a wider perspective on language learning." (Littlewood, 1981, p. 2) One of the important aspects focuses on the functional use of language in context. They must develop different learning strategies for relating these structures to their communicative functions in real situations and real time. On the whole, we must provide students with ample opportunities to use the language for communicative purposes.

Berns' point of view in CLT

Berns (1984) an expert in the field of CLT defined a communicative competence that is appropriate for learners and requires an understanding of the socio-cultural contexts of language use.

In addition, the use of varied methodology has to meet an understanding of socio-cultural differences in styles of learning. At this point, language study has to look at the use (function) of language in context.

She also concluded that the Communicative Approach emphasizes meaningful communication in the EFL classroom, and uses different communicative activities where authentic communication takes place in both its linguistic and social or situational contexts. (Berns, 1984).

Another similar view is: "Communicative language teaching makes the principle of learning by doing, which means the varied authentic communicative activities that are applied in class" (Berns, 1984, p.56). The teacher sets up a situation that students are likely to encounter in real life.

Unlike the Audio-lingual Method of language teaching, which relies on repetition and drills, the Communicative Approach can give students' specific outcome of a class exercise, in other words, it introduces the authentic text into the learning situation which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation comes through their desire to communicate in meaningful ways about meaningful topics.

Littlewood's point of view in CLT

The structural view of language concentrates on grammatical rules, describing ways in which linguistic items can be combined. On the other hand, the functional view shows knowledge of the potential communicative functions of linguistic forms and the ability to relate the linguistic forms to appropriate social-linguistic knowledge.

“The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his listener, taking into account what knowledge is already shared between them.”(Littlewood, 1981, p. 4)

In conclusion, since the relationship between forms and functions is variable, the speakers' utterances could have different meaning according to different circumstances, so CLT focuses on the speakers' communicative competences, when students have oral expression practice; they have to decode messages from different speakers and negotiate meaning, and finally interpret and produce the comprehensible meaningful message.

According to Littlewood (1981) in the Communicative Approach, "language teaching makes use of real-life situations."(p.88) For example, situations that learners are likely to encounter in real life, that need communication.

Thus, students are provided with ample opportunities to get involved in communicative events by using the target language. Hence, the activities are developed in order to promote self-learning, interaction in authentic situations, peer teaching, negotiation of meaning, completing tasks through language, etc, in the classroom.

Richards and Roger's point of view in CLT

Most language teaching today focuses on oral communication, CLT is not an exception, it is developed by specification with different scholars. Richards and Rodgers (1985) defined the three elements that constitute a method: approach, design, and procedure.

- Approach refers to the beliefs and theories about language, language learning and teaching that underlie a method
- Design specifies how theories of language and learning are implemented in a syllabus model and teaching and learning activities and materials in the classroom

- Procedure concerns the techniques and practices employed in the classroom as consequences of particular approaches and designs.

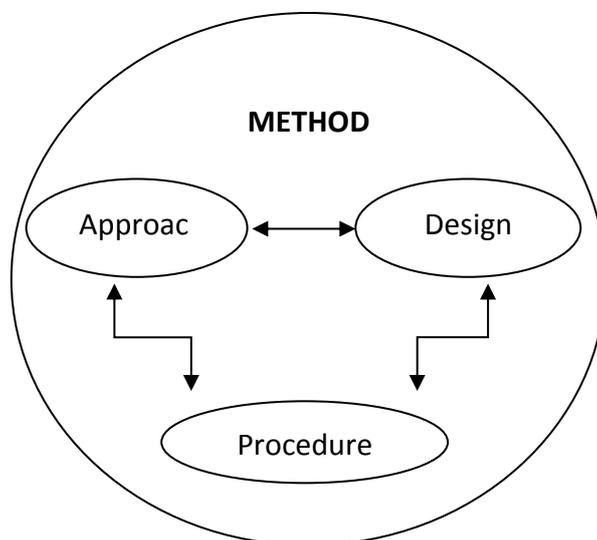


Figure. 2.1. "Concept of Method"(Richards & Rodgers, 1985, p.17)

CLT is a language teaching approach that emphasizes the communication of meaning rather than the practice of grammatical forms in isolation (Richards & Rodgers, 2001). The adoption of the principles of CLT brings innumerable exercise types and activities. These types of learning and teaching activities, considered to be some of the characteristics of CLT in practice, include learner-centeredness, focus on both meaning and linguistic forms in context, use of collaborative activities, promotion of authentic materials and of relevant and meaningful classroom activities. Richards & Rodgers (2001) stated that "classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing." (p.76)

Approaches to teach speaking

Many language experts have been looking for the best approach to foreign language learning during years. Some believe in the old approaches, some welcome the use of current approaches to improve the teaching and learning process. The communicative approach has been widely designed and adopted by making a set of principles which match the goals of National English Curriculum Guidelines (2012).

Communicative competence has the goal of foreign language teaching, and a communicative syllabus and methodology to achieve these goals. The following core assumptions underlie current practice of CLT.

- Native language is allowed as long as learners engage in interaction and meaningful communication.
- Learners negotiate meaning through the task, expand their language resources, and notice how language is used.
- Learning language is a gradual process involving creative use of language through practice and error. The goal of learning is using the new language fluently and accurately.
- Successful language learning uses communication strategies.
- The role of the teacher is a facilitator and learners learn through collaboration and sharing. (Richards, 2006)

Jeremy Harmer's point of view in CLT

Harmer (2001) stated: “communicative language teaching stresses the significance of language functions rather than focusing solely on grammar and vocabulary.”(2001, p. 84) Nevertheless, there are recent findings cited by Harmer:

“Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the

communication task they are performing. Plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill".(Harmer, 2001, p. 85)

Some successful CLT Activities are role plays and simulations.They are very popular in the classroom nowadays. An example of simulation could be a television program or a scene at an airport in which students create a real situation about the topic assigned. Later, they construct a real ask-answer dialogue and then they have to perform it in front of the class. Students must not think of themselves as students, but as real participants in the situation.

On the other hand, role-plays are planned and conducted during the class by the teacher, in which students must take a specific role. For example they perform specific roles in a fairy tale, a scene of an action or romantic movie as well as a novel.

One of the purposes of the CLT activities that are mentioned above is to encourage students to communicate in the foreign language. Moreover, they should use it in a functional way rather than focusing on language structures, so the teacher should not interrupt the students during the activity, in other words his role is to facilitate the communication process. Additionally, the materials he prepares should not focus on specific grammatical patterns. Such activities should attempt to reproduce, create, and invent real communication.

Additionally, the materials he prepares should not focus on specific grammatical patterns. Such activities should attempt to reproduce, create, and invent real communication.

Harmer's Four Activities

Harmer (2001) gives four activities to promote the speaking skills. The first activity is an information gap in which two speakers have different parts of information, making up a whole.

The second activity is called survey. The students can conduct questionnaires and surveys asking some questions about certain topics. They go around the class questioning other students and noting down what they say.

The third activity is discussion. When the teacher conducts debates or discussion, he provides a specific conversation topic for a group of students who are encouraged to establish pro and cons about the principal idea. The students should do some studies to figure out language inputs and facts about the topic.

Finally, they can interact and feel comfortable participating in groups. The last activity is role play where the students are asked to imagine what they are in different situations and follow the plots.

Savignon's point of view in CLT

Savignon (1972) used the term communicative competence to describe the ability of language learners to interact with other speakers to negotiate meaning. Savignon & Wang (2003) referred that real communication is always informative, unpredictable, and unexpected. In order to teach real and meaningful communication in the class, the teacher must apply different strategies, for example, encouraging students to ask for information, using different communicative activities in order to negotiate meaning and to speak in a functional way more than paying attention to grammatical structures. Therefore, the communicative approach is one of the most effective methods to teach English in this project.

Communicative Language Teaching Activities

Richards (2006) points out that “approaches to language teaching today seek to capture the rich view of language and language learning assumed by a communicative view of language”(p. 22). He also gives a brief explanation about the current tendencies in CLT. “Communicative Language Teaching today refers to a set of generally agreed upon

principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, and their learning goals, and so on”.(Richards, 2006, p.22).

This explanation gives the opportunity to take the Communicative Language Teaching (CLT) as a tool and support to develop activities that can make teachers improve the quality of teaching and provide possible solutions to increase students’ oral expression. Some CLT activities such as information gap, jigsaw, information-transfer, information gathering are considered as part of this study. (Richard, 2006)

Teachers always need to innovate and apply different methodology, strategies and techniques to engage students, create a comfortable environment, get a meaningful teaching and learning in the classroom. So it is important that teachers keep a balance on the methods, strategies, and activities in order to maintain a class in an active interaction. Additionally, CLT theory draws on a number of different educational paradigms and traditions. One of the important aspects of communication in CLT is the notion that students learn by interactions in groups or pairs, and the classroom activities such as Information gap, Jigsaw, task completion, and role-plays involve real communication.

Thornbury's point of view

Many language learners consider that speaking is one of the first skills that should be developed, when they learn a foreign language. They regard oral production as an essential competence in terms of language learning and teaching. Thornbury (2005) suggests some activities to promote speaking. They are discussions and debates; drama, role plays, and simulations; presentations; classroom conversations and casual chats; outside-class speaking; and storytelling, jokes, and anecdotes.

Speaking involves three areas of knowledge which are mechanics, functions, and socio-cultural rules. This implies: using the right lexical items, the correct sentence

patterns, and pronunciation; negotiating the meaning of the message, taking into account who is speaking to whom, and in what circumstances.

Many teachers would agree that teacher talk, listening activities, reading passages, and the language heard and read outside the classroom, motivate students to talk spontaneously, they are good activities since they provoke the students to exchange information.

Presentations

Presentation is a planned talk that is arranged systematically. It can be done individually or in groups. It is usually followed by a question session which is its most challenging stage.

Classroom conversation and casual chats

Classroom conversation and casual chat are two different activities. Casual chat or talk is primarily interpersonal, unplanned communication, and tends to be natural since it is instinctual. But, not many students can speak naturally with their friends. Many teachers then organize conversation sessions in the classroom to encourage the students to speak English.

Outside-class speaking

Outside-class speaking consists of some activities done outside the classroom. These include tape diaries in which the learners record their voices and submit the recording to the teacher in order to get the feedback; video conferences in which the learners communicate via a live audio or video link over the internet; and human-computer interaction in which people talk by responding to written input like using chat room at MSN messenger and Facebook.

Storytelling, Jokes, and Anecdotes

Storytelling is a universal function of language and one of the main ingredients of casual conversation. Delivering jokes and anecdotes could be a funny exercise of speaking. (Thornbury, S. 2005, p, 89-110)

Nunan's point of view

According to Nunan's (1999) point of view, fluency is the quality of expressing the foreign language easily, smoothly, and naturally. However, it does not mean that when the speakers speak fast they are fluent because sometimes pausing is important. Pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should avoid misunderstanding and be able to get the meaning of the message without taking into account grammatical patterns or other mistakes. Moreover, Nunan says that accuracy is related to the correct use of lexical, structural items and pronunciation.

Hemmer's point of view

In Hemmer (2001) "The practice of English Language Teaching" the teacher's role is defined in CLT. New language learners are easy to get lost or confused when they speak in public; they may feel nervous and may not think clearly. We can leave students to struggle out of such situations on their own, and indeed sometimes this may be the option to practice communicative competence by varied activities such as debates, discussions, simulations and role plays, etc.

In addition, we may be able to help learners and the activity to progress by offering different suggestions. If this can be done correctly by the teacher, it will probably change the passive roles of students, and stop the sense of frustration and low motivation that some of them feel towards the foreign language. In this case, teachers should be good facilitators, motivators who help students to produce the language successfully. Therefore, teachers have to work hard to create extra class activities, which are guided by specific objectives

and are centered on speaking skills.

When teachers activate the dialog with the students, TTT (teacher talking time) must be less than STT (student talking time), in other words, they should avoid being the protagonists during the discussion. They, as participants, could introduce the topic to facilitate the discussion, and they can enhance students' motivation, ensure continuous student engagement, and maintain a creative atmosphere. The teachers can participate in the classroom activities with the students during the lesson if it is necessary.

For example, when a discussion is carried out, teachers can enliven inside the discussion as a member instead of always having to prompt or organize from outside the group. As an observer or monitor, teachers observe students' performances in order to give feedback. They can also evaluate the success of activities and materials during the teaching and learning process.

Brown's point of view

Brown (2004), states that teachers play an important role in language teaching. They may try to use various approaches to teach, and then select an appropriate approach which is suitable for their classes.

It is necessary to connect teachers' experience during the teaching and learning process with the theory of teaching derived from research, so that it will help the teachers to comprehend when to use a certain technique, with whom it will work, how to adapt it for the students, and how to evaluate.

He also suggests that teachers could use discussion activities which can promote some skills such as topic nomination, maintenance, and termination; attention getting, interrupting, floor holding, control; clarifying, questioning, paraphrasing, comprehension

signals; negotiating meaning; intonation patterns for pragmatic effect; kinesics, eye contact, body language; and politeness, formality, and other sociolinguistic factors.

CLT in Ecuador

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

The new National English Curriculum Guidelines (2012) states that the main objective of the secondary level of education is to improve the basic communicative skills of the learners through the integration of the four language skills: listening, speaking, reading, and writing; so that learners can be engaged in successful communication in the target language.

As a result, the introduction of communicative language teaching was initiated when the English Language Teaching syllabus was revised to integrate Communicative Language Teaching into the curriculum.

At the same time, the new National English Curriculum Guidelines was officially published in September, 2012 and it was implemented from grades nine to ten in basic general education and from first to third grades in high school students. However, these facts do not allow us to conclude that CLT is being implemented successfully in Ecuador.

The truth is that after a long period of learning English, most Ecuadorian learners still cannot use it effectively as means of communication. It is estimated that there are very few students who have the basic speaking skills to get a job that requires English such as:

interpreters, tour guides, and English teachers. So that, CLT is very different from the traditional theories and practices in English as foreign language, and it is not surprising that, in some educational institutions, there is continuous resistance to the new changes proposed by the current English curriculum reform.

Additionally, students' English proficiency is low. They are not able to answer easy questions, and negotiate meaning or interact functionally in the target language. The teachers' authority and students' passive roles, are the second obstacle to improve classroom interaction. Students are not in the habit of expressing their own points of view if teachers accidentally make mistakes, and learners can not take part in simulated conversations.

The third obstacle comes from the excessive number of students in Ecuadorian public schools. Such crowded classrooms do not permit English teachers to implement and develop communicative activities successfully. Moreover, students are in different proficiency levels and teachers cannot settle the needs of the students equally in class due to the limited numbers of teaching periods.

Ecuadorian Educational Reform, 2012

At the present time, English is becoming more and more essential for wide world communication. There is a growing need to communicate with others because of economic, social, and cultural reasons. It is not surprising then, to see the prevailing popularity of English as a foreign language in Ecuador.

In 2009, the Ecuadorian educational system underwent a number of fundamental changes as a consequence of the *National Plan of Good Living* and the *Ten- Year Educational Plan* which are considered the guidelines for the educational reforms. All

these changes came as a result of the *Ministry of Education Development Project*; which stated that education is the main tool to reduce poverty and to develop the country.

This project is also aimed at promoting effective English teaching in both public and private schools in the country. The main incentive behind this innovation also aimed to expose students to English longer than before through the implementation of communicative language teaching activities, so that they can acquire it more successfully. VanDamme, Aguerrondo, Crespo & Campos (2013, September 10-12) cited by (Ministry of Education, 2012).

New laws for Education are based on four basic ideas:

- A. Contributions to the re-conceptualization of education as a right of individuals and communities:
- B. A profound change in the structure of the national education system:
- C. Strive to transcend the old paradigm of quality education and equal opportunities, to guarantee better learning for students:
- D. Revalorization of the teaching profession. (Ministerio de Educación del Ecuador (2012). Marco Legal Educativo, Quito, Ecuador.)

National English Curriculum Guidelines

The Ministry of Education in Ecuador relates the English Curriculum Guidelines to the Common European Framework of Reference whichs take as its philosophy the Communicative Language Teaching approach.

The communicative competence components are involved through the development of the four language skills. However this research project focuses on the speaking skill as an essential matter of interest. So, the following charts specify this language skill in detail:

Speaking Production

A1 proficiency Level	A2 Proficiency Level	B1 Proficiency Level
Produce slow, hesitant, planned dialogues (i.e. communication still depends on repetition, rephrasing and repair).	Use a series of phrases and sentences linked onto a list to communicate in simple, routine tasks within the personal, educational, public, and vocational domains.	Sustain a straightforward description of a subject or a variety of matters within the personal, educational, public, and vocational domains rather fluently, presenting it as a linear sequence of points.

Speaking interaction

A1 Proficiency Level	A2 Proficiency Level	B1 Proficiency Level
Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners' personal, educational, and social background. Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.	Handle very short social exchanges within the personal, educational, public, and vocational domains even though they can usually understand enough to keep the conversation going themselves.	Exchange, check, and confirm information to deal with less routine situations and explain why a problem has occurred. Enter unprepared into conversations on topics that are familiar, of interest, or pertinent to everyday life within the personal, educational, public, and vocational domain. A1

Figure. 2.2. Speaking production and interaction

Before the application of the new English National Curriculum, most Ecuadorian students graduated from high school with an A1 (elementary) or A2 (pre-intermediate)

level of English. Over the next few years, the Ministry of Education expects all secondary students to get a B1 level (intermediate) as an exit requirement.

The Ecuadorian government has considered the English Curriculum Guidelines (2012) to improve English teaching as a foreign language in Ecuador. In fact, the purpose of the Ecuadorian educational system is that students learn and speak the target language in order to interact and communicate in today's globalized world.

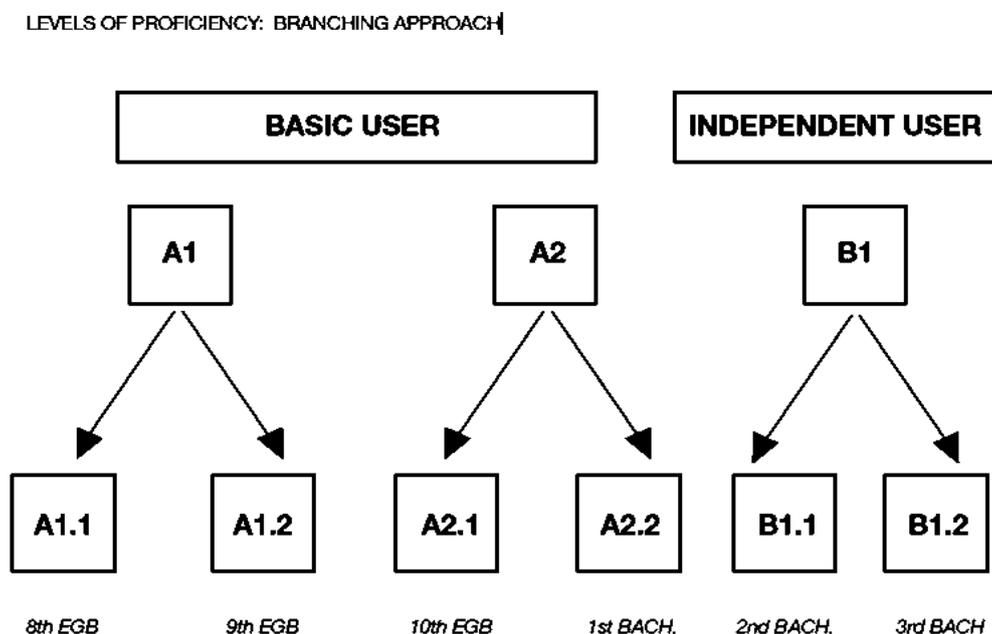
The main educational objectives of the current English Curriculum are based on the CEFR (Common European Framework of Reference), which is an educational tool that offers guidance to language teachers. It facilitates assessment indicators for the language skills which are listening, writing, speaking, and reading. This educational resource has been taken by the government to improve EFL proficiency level.

In recent years, there has been an increasing amount of research on Communicative Approach, which comprises theoretically well-informed set of principles about the nature of language and language learning and teaching.

Furthermore, in agreement with Richards and Rodgers (2001), The Ministry of Education set as a main objective of the present National English Curriculum Guidelines (2012) to help students develop their communicative language skills through the following principles:

“Language is the system for the expression and the conveyance of meaning; the primary function of language is interaction and communication; and the structure of language reflects its functional and communicative uses.”(National English Curriculum Guidelines, Ministry of Education, Quito, Ecuador 2012, p, 5)

Six language proficiency levels have been proposed by the CEFR which are A1-A2 for basic levels; B1- B2 for independent users; and C1-C2 for proficient users of the language.



Adapted from the Common European Framework of Reference for Languages: Learning, teaching, assessment, by the Council of Europe, 2003.

Figure. 2.3. Level proficiency and their application per school year (Ministry of Education in Ecuador, National English Curriculum Guidelines, 2012, p.7)

This research project has as a main philosophy to include and implement the CLT activities in teaching English as a foreign language to make students deal with basic situations where they can speak and be exposed to the target language in order to develop their oral proficiency.

According to: (Ministry of Education in Ecuador, National English Curriculum Guidelines, 2012, p.1-8), the new curriculum requires skilled teachers who are able to meet the needs of students.

One major implementation that took place had to do with the curriculum of education faculties. Education faculties placed more emphasis on the teacher training courses, and they upgraded the quality of pre-service teacher training programs, and teacher training departments were reshaped, increasing the number of methodology courses, as well as extending the teaching practice component to include both primary and secondary schools.

The present National English Curriculum Guidelines (2012, p. 9-30) lays out a detailed description of the goals and objectives for each grade, which are given with their corresponding structural items. The lessons are organized around different themes (History and Famous Places) that are illustrated with topics (museum, sculptures, art galleries, and shopping tourism), vocabulary and writing (describing towns and cities), skills to be acquired (listening for specific information, reading for general understanding), context (inter-personal dialogue, dramatization), language functions (booking a flight or asking for direction), and sample tasks and/or projects (creating flyers for historical places) to be carried out in class.

This curriculum mainly follows a functional-notional and skill-based syllabus. It also details the linguistic and communicative competence that students are expected to have acquired when they complete each grade level.

At the present time, English is one of the main subjects in secondary levels of education in Ecuador. Five weekly class periods have been legally established for English classes for every school since 1993, and students receive and attend 45 minutes per class.

The new curriculum change has allowed students in every school year at least 120 hours per year (real time). Therefore, they will complete the B1 level for this curriculum

change, and learners will have been exposed to at least 480 hours of English. (National English Curriculum Guidelines, Ministry of Education, Quito, Ecuador 2012, p.8)

Otherwise, most private schools tend to increase the number of periods in English teaching. For example, Kindergarten students start with three English periods a week, and the other grades have at least five English periods, or more in order to allow students to learn the target language much faster than their peers in public schools. Also, regular state schools are required to adopt the English course books that are locally prepared and approved by the Ministry of education. (Marco Legal Educativo, Quito, Ecuador, 2012)

Oral Expression-Type of classroom speaking performance

In designing speaking activities or instructional materials for foreign language teaching, it is necessary to recognize the different functions speaking performs in daily communication and the different purposes for which the students need speaking skills. According to Brown (2001), there are five types of speaking performances: they are imitative, intensive, responsive, interactive, and extensive.

In imitative speaking performance, learners imitate a word or phrase or possibly a sentence. The purpose of imitation is not for meaningful interaction but for focusing on some particular elements of language form. Drilling is a good example of imitative speaking performance.

An intensive speaking performance is related to the production of short stretches of oral language to demonstrate specific competences such as grammatical, phrasal, lexical, or phonological.

Responsive speaking performance is linked with short replies which does not extend into dialogues, for example standard greetings, simple requests and comments etc.

The last speaking performance is extensive (monologue). Extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu. (Brown,2001, p. 271-274)

Micro- and Macro-skills of Speaking

Brown (2004) distinguishes between micro-skills and macro-skills of speaking. The micro-skills refer to small elements in language producing such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Brown (2004) continues to detail micro- and macro-skills of oral production as quoted below:

a) Micro-skills produce:

1. Differences among English phonemes
2. Chunks of language of different lengths.
3. English stress patterns, words in stressed, rhythmic structure, and intonation contours.
4. Reduced forms of words and phrases.
5. An adequate number of lexical units (words) to purposes.
6. Fluent speech at different rates of delivery.

Micro- skills also:

7. Monitor one's own oral production and use various pauses, fillers, self- corrections, back tracking to clarity of the message.
8. Use grammatical word classes (nouns, verbs etc.), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents: in appropriate phrases, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

b) Macro-skills

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, and conversation rules, floor-keeping, yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization, and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. (Brown 2004, P. 142-143)

Activities to Improve Oral Expressions

The following activities are designed to help the students in learning to express themselves in more definite patterns and with some degree of variety.

ACTIVITIES TO IMPROVE ORAL EXPRESSION	
TEACHER'S ROLE	STUDENTS' ROLE
<ul style="list-style-type: none">- Tells a simple story.- Shows and describe some pictures or objects in detail.- Encourages students by asking questions.- Plays with words.- Says opposite of words.- Uses sentences to students interact.- Speech games.- Adverb games.	<ul style="list-style-type: none">- Retell the story.- Describe pictures and objects.- Use precise language to answer.- Guess what teacher says.- Develop complete sentences.- Interact and use precise language to speak.- Use verbs and adverbs.

(Stanislaus County-office of Education: handout)

Figure. 2.4. Activities to improve oral expression: Teacher's role and Students' role

2.3 Conceptual Framework

This research paper is based on the Communicative Language Teaching approach in order to improve EFL students' oral expression. There are some theoretical issues which allow the researchers to compare the study's findings. The researchers are interested in the most relevant CLT activities for first-course students at Eloy Alfaro High School. It is known by current research that these activities provide an opportunity for students to practice and improve their oral production; they feel motivated to talk to each other, and share their ideas, thoughts or interests.

In fact, teachers can pay more attention to improve fluency and pronunciation aspects as well as design communicative and interactive lessons. In addition, researchers and L2

teachers are always interested in finding innovative ways to make students speak as much as possible.

As Chapter 2 has presented, the learning process of English as a Foreign Language involves the development of the four language skills (listening, speaking, reading, and writing) and their components: grammar, vocabulary, phonology, phonetics, and orthography. They are very essential components for learners to develop.

Nowadays, the Ministry of Education has paid attention to the curriculum reform in English Language Teaching and Learning. So it has aligned the National English Curriculum Guidelines (2012). It sets as a principal method the Communicative Language Teaching related to the standards of the Common European Framework Reference tool, which provides specific indicators for Teaching English as a Foreign Language in Ecuador.

Nevertheless, recent findings are given more importance to the quality of the communicative language learning process itself. Because of this issue, this study has placed more emphasis on the development of oral proficiency than the others skills.

Chapter one has also mentioned students' problems, such as: poor communicative ability, low motivation in class, and an overemphasis on the study of grammatical structures as the main purpose of teaching English as a foreign language. As a result, students' oral production is limited. Moreover, Communicative Language Teaching activities can help students learn in a meaningful way in real-life situations, also it is necessary to emphasize on learning to communicate through interaction in the target language.

Speaking is one of the most important language skills that should be developed by students. Ideally, in this process, students have to be given more opportunities to practice the target language and produce it orally.

Moreover, they have to be able not only to speak English fluently, but also to develop their accuracy. That means: to pronounce phonemes correctly, to use appropriate stress intonation patterns, and to use the target language in different situations or contexts.

In addition, students enjoy working in pairs or groups through didactic games and CLT activities such as: information gap, jig saw, dialogues, monologues, discussions, drama, role plays, etc. Through these activities, students interact and socialize in the target language with a specific purpose: to improve their oral proficiency. The University of Texas at Austin offers a variety of CLT activities that could be implemented by English teachers. (<http://coerll.utexas.edu/methods/>)

According to some literature about CLT approaches to improve students` oral proficiency, the conceptual framework can be described as follows:

Communicative Language Teaching (CLT) method

Theory of language

Language refers to the communication purposes and linguistic competence, additionally, communicative competence implies the knowledge of social and discourse norms, which includes the knowledge of forms and meaningful interaction.

Hymes(1972) defined: "communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky`s linguistic view of competence".(Jelena Mihaljevic D., Definition of Communicative Competence, Faculty of Philosophy, University of Osijek p.95)

Communicative Competence is identified with four dimensions:

- Grammatical competence which is related to grammatical and lexical items.
- Sociolinguistic competence that involves social contexts in which communication takes place.

- Discourse competence which interprets people's meaningful messages in a discourse.
- Strategic competence that has to do with the use of the target language by learners in order to initiate, terminate, maintain, repair, and redirect communication. (Richards & Rodgers, 1986, p.71)

Communicative Competence includes the following aspects of language knowledge:

- The use of the foreign language for different purposes and functions.
- The variation of the use of the target language according to the time, place and people who participate in that communicative process. (knowing when to use formal and informal speech, and when to use language appropriately either in written form or spoken communication)
- The production and comprehension of different kinds of texts. (Narratives, reports, interviews, conversations)
- The ability to keep the communication process in spite of the students' language difficulties and limitations.
- Social interaction and functional communication are the main development in this competence. (Richards & Rodgers, 2006, p.3)

Theory of learning

It promotes activities that involve real communication and which language is used for meaningful tasks. Students learn the language in a functional way.

Additionally, an alternative learning theory involves both cognitive and behavioral aspects:

- Cognitive attributes plans in the language system such as grammatical rules, vocabulary, and social interactions dominating speech for creating appropriate behavior.
- Behavioral refers to the control of the language system plans so they can be developed in a performance fluently in real time. (Johnson & Littlewood, 1984)

Teacher's role

Teachers should perform different roles when teaching English as a foreign language. Richards (2006) proposes two roles that must be played by teachers in communicative classrooms: facilitator and monitor.

A facilitator means being a prompter, counselor, and guide. When teachers take the role of facilitators or prompters, they occasionally provide key words and phrases. It happens when students lose their fluency, so it will decrease the sense of frustration when some of them have difficulties to convey meaning. Teachers need to be sensitive and sympathetic, but without losing students' initiative.

As counselors, teachers are not only a good source of information for students, but also they could give advice to them about learning English in the best possible way or overcome their difficulties in any specific language skill.

As guides, teachers combine the roles of prompters and counselors. Teachers work with individuals or small groups giving general guidance, and one thing that should be taken into account is that teachers should not interfere too much because it can block the learners' autonomy.

As observers or monitors, teachers watch carefully their students' performances in order to give feedback. Teachers also judge their students' language proficiency and success of teaching strategies, activities and materials during the teaching and learning process.

Another important role at the CLT class is that teachers must be good models. They do not only teach how to speak well, but also inculcate values.

(Richards & Rodgers, 1986, p.77)

Students' role

In CLT classrooms, the learners are active participants in their learning process. The methods, strategies and techniques are student-centered. As a result, students should play several roles in order to learn the target language appropriately. For instance, negotiators.

Breen and Candlin describe this specific role in the following terms:

“The role of learner as negotiators - between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way" (Richards and Rodgers, 1986, p, 77)

Another important role is collaborator; learners have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to collaborate with their peers in group work or pair work tasks.

During a cooperative task in group work, students are assigned specific roles as a pedagogical strategy in order to overcome their communication difficulties and succeed in their classroom activities.

The lists of roles described below are intended to be representative in a group activity.

- **Leader/Editor:** This student is responsible for organizing the final result of the task, be it a paper, a presentation, etc. He has to make sure that the project meets the standards set out by the instructor (often as a rubric), plus any extras stipulated by the group.
- **Recorder/Secretary:** This learner takes notes whenever the group meets and keeps track of group data/sources/etc. He or she provides these notes to the rest of the group highlighting sections that are relevant for the project.

- **Checker:** This is a member of the group who double-checks data, bibliographic sources, or graphics for accuracy and correctness.
- **Spokesperson/Press Secretary/Webmaster:** This learner is responsible for the technical details of the final result and has to be ready to summarize the group's progress and findings to the instructor and to other groups.

Possible Discussion Roles

- **Facilitator/Encourager:** This student keeps moving frequently by asking the other group members questions about what they've just said.
- **Timekeeper:** A member of the group who needs to make sure that the members of the group use an average amount of material in the given time period.
- **Summarizer:** This student gives a summary of the discussion for other students to approve.
- **Reflector:** A member of the group listens to what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct.
- **Elaborator:** This student looks for connections between the current discussion and past topics or overall course themes.

(<http://serc.carleton.edu/introgeo/cooperative/roles.html>)

Instructional Materials

A wide variety of materials can be used in Communicative Language Approach. These educational tools are seen as a way of influence on classroom interaction and target language use. Three kinds of materials are considered in CLT:

- **Text-based:** text book; supports, evaluates and has a sequence of language practice. In fact, this research takes into account the English textbook provided by the Ministry of Education which is related to the Communicative Approach.
- **Task-based:** variety of didactic activities adjusted to the textbook or students' interests. Eg. Role-plays, simulation, information gap, etc.
- **Realia:** authentic tools and real resources in the classroom. Eg. Pictures, magazines, maps, signs, charts, etc.

CLT paradigm

Jacob and Farrel suggest that the CLT paradigm has the following eight main changes in approaches to language teaching:

1. **Learner autonomy:** Students have the choice to learn by their own, both in terms of the content of learning as well as processes they might play.
2. **The social nature of learning:** Learning is a social activity that depends upon interaction with others.
3. **Curricular integration:** The connection between different strands of the curriculum is emphasized, so that English is linked to other subjects in the curriculum.
4. **Focus on meaning:** Meaning is viewed as the driving force of learning. Content-based teaching seeks to make the exploration of meaning through content the core of language learning activities.
5. **Diversity:** Students learn in different ways. Teaching needs to take these differences into account rather than trying to force students into a single mold.

6. **Thinking skills:** In TEFL, students do not learn a language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom.

7. **Alternative assessment:** New forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (e.g., observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in a foreign language.

8. **Teachers as co-learners:** The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e., learning through doing. In language teaching, this has led to an interest in action research and other forms of classroom investigation. (Richard, 2006, p, 25-26)

CLT classroom activities

Communicative language teaching uses a lot of activities that engage learners in authentic communication. Functional communication activities and social interaction activities are always involved.

Functional communication activities have as purpose that students use what they know about the target language in order to get meanings as effectively as possible. It involves mainly the sharing and processing of information.

On the other hand, social interaction activities focus on the social contexts that the interaction takes place. Simulations and role-plays techniques are one of the most important to create a lot of social situations and relationships that can occur in the learning process.

Functional Communication vs Social Interaction

Functional Communication activities	Social interaction activities
Learners compare sets of pictures and note difference.	Conversation sessions.
Learners work out a sequence of events.	Dialogues and role -plays/Simulations.
Learners solve problems using shared clues.	Debates.

Figure. 2.5. CLT main types of activities: Functional communication and Social interaction

Accuracy as well as Fluency

Accuracy and fluency are two important elements in CLT. Fluency is defined using spontaneous meaningful oral expression during a dialogue whether the grammatical patterns are used correctly or not. Accuracy means, using the right words in the sentence pattern with the right order, correct pronunciation, negotiating the meaning of the message, accuracy is reached by teacher's methodological instruction with guided practice. (Richards, 2006). Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

The differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

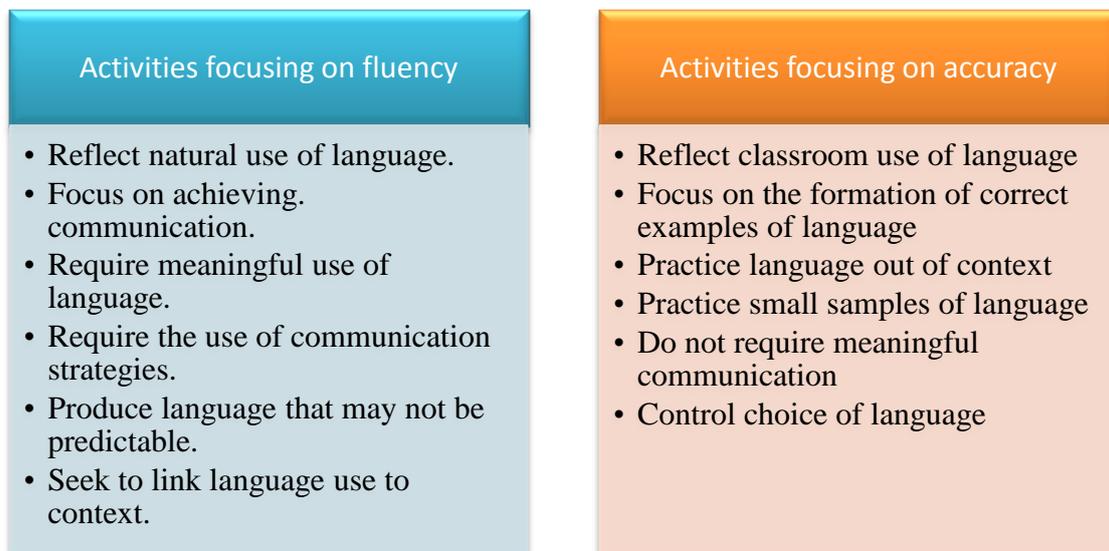


Figure. 2.6. Activities focusing on fluency and accuracy (Richards, 2006, p. 13-14)

It is important for teachers to understand the different types of oral activities in foreign language teaching as well as the different goals of them. The goal of communicative activities is that students use the target language by interacting in pairs and groups as part of the communication process.

CLT Activities:

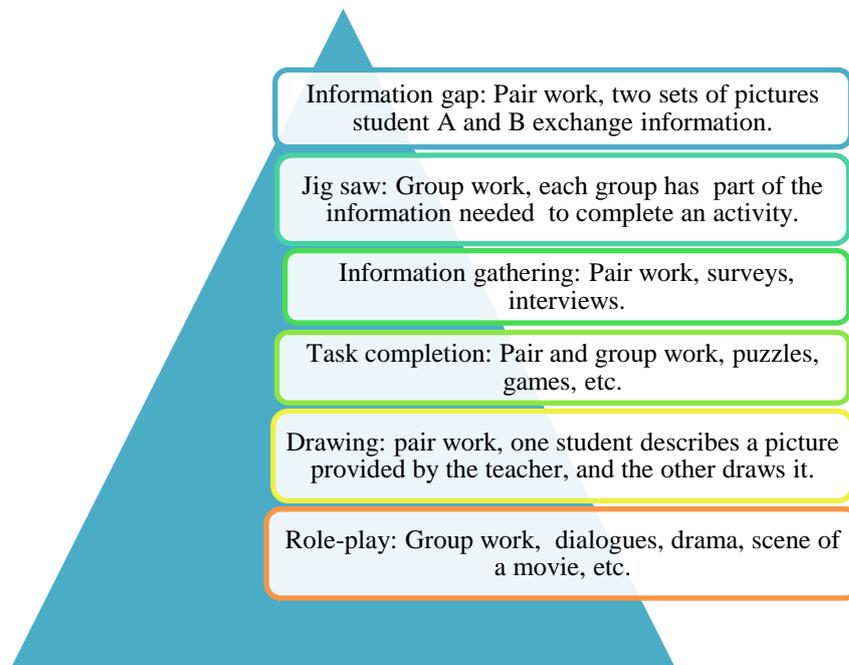


Figure. 2.7. Features of the most common CLT activities.

Advantages of CLT activities

- Use language as means of communication. Students have more opportunities to speak rather than writing in the target language.
- Object of learning by working in pairs or groups. Students get involved in the process of communication and interact with their classmates.
- Expression of meaning.
- Focus on interactions and use of the target language. Students are able to produce it naturally.
- Focus on meaningful tasks. Students learn through didactic activities with specific communicative purposes.

Disadvantages of CLT activities

- 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 skill.
- Emphasis on learner's interest and needs implies that every teacher should modify the syllabus and adjust the content and activities to the students' needs.
- Not all classrooms are in the best conditions for group work activities and for teaching aids and materials.
- Pair and group work activities can limit certain students. It is possible that some of them are not accustomed to practice the target language in that way or they just feel uncomfortable or shy to share what they know with others.

2.4 Research questions

Can students learn from listening to the language used by other members of the group?

Is their motivational level likely to increase after applying CLT?

Will they have the chance to develop fluency due to CLT activities?

What could be the most appropriate CLT activities to improve students' oral expression?

What are some advantages or disadvantages of pair and group work in the learning process?

2.5. Hypothesis

The application of CLT activities will develop students' oral expression in the target language.

2.6. Variables and indicators

CATEGORY	VARIABLE	CONCEPTUAL DEFINITION	INDICATORS	INSTRUMENTS
Independent	Communicative Language Teaching (CLT) activities	CLT sets as its goal the teaching of communicative competence; it means the use of the language according to the setting and participants, how to produce and understand the different types of texts, and how to maintain communication despite having limitations in one's language knowledge.	<ul style="list-style-type: none"> - Teachers' academic preparation. - Teachers' proficiency in the foreign language. - Teachers' strategies - Students' perceptions about learning a foreign language - Interaction between students and teachers. 	Interview Questionnaires Observationform

CATEGORY	VARIABLE	CONCEPTUAL DEFINITION	INDICATORS	INSTRUMENTS
Dependent	Oral expression	Oral Expression is the ability to convey wants, needs, thoughts, and ideas meaningfully using appropriate syntactic, pragmatic, semantic, and phonological language structures.	<ul style="list-style-type: none"> - Students' ability to communicate and interact in the target language. - Students' weaknesses in oral expression. - Students' strengths in oral expression. 	Pre test Post test Rubrics

2.7. Definition of terms

Common European Framework of Reference (CEFR)

CEFR (2001) gives a basis for the development of language syllabuses, curriculum guidelines, examinations, textbooks, etc across Europe. It details what learners have to learn in order to use a language for communication and what knowledge and skills they have to develop to act effectively.

Automaticity

Children acquire language subconsciously. Through an inductive process of exposure to language input and opportunity to experiment with output, they appear to learn languages without thinking about them.

Language Competence

It is a person's unconscious knowledge of the rules conducting the information of speech in their mother tongue. Also, it is the ability to use the knowledge in order to interpret and produce the target language. Linguistic, Grammatical, discourse, sociolinguistic or sociocultural are components in terms of language competence.

Approach

It is a group of theories that deals with the nature of language, learning and teaching.

Method

Richards & Rodgers state that method is referred to "methodology", which is a generalized set of classroom specifications for accomplishing linguistic objectives.

Techniques

Specific activities developed in the classroom in order to accomplish the objectives of the lesson plan, which is related to the method in harmony with an approach.

Meaningful Learning

Meaningful learning happens when new information is linked with the existing structures and memory systems. It creates stronger retention than rote learning in which new information is learned by memorization or repetition.

Teachers can avoid the pitfalls of rote learning such as too much grammar explanation, abstract principles and theories, drilling and memorization; activities whose purposes are not clear and do not contribute to accomplishing the goals of a lesson, unit, or course; and

techniques that are so mechanical that students focus on the mechanics instead of on the language or meanings.

Language Ego

Language ego can be fragile, defensive, and inhibited because learners learn the foreign language as a second identity, a new mode of thinking, acting and feeling. Teachers should give more attention to students having those feelings. Teachers can display a supportive attitude to students. They can also help their students to understand that the confusion of developing the second identity in the second culture is a normal and natural issue.

Self-confidence

Another term to refer to self-confidence is self-esteem. Learners' belief that they can finish the task is one of the factors in their eventual successes in attaining the task. Teachers can give positive reinforcement to students. Besides, they can sequence techniques from the easiest to the most difficult.

Motivation

As its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something. As Douglas Brown points out, "a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement." (Brown, 2006, 160)

In discussions of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside.

Extrinsic motivation

It is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel.

Intrinsic motivation

By contrast, it comes from within the individual, thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

2.8. Summary

This chapter deals with the background information about CLT history, and different points of view and opinions of those researchers; and linguists who contributed to the development of this theory.

This chapter also tells about the evolution of teaching English as a foreign language from some traditional methods such as grammar translation, direct, and audio-lingual to a new approach: Communicative Language Teaching.

Furthermore, This chapter focuses on the speaking skill and its most important components, which need to be, improved through these CLT activities. This theory is a support for the teachers who can lead students' group and pair work activities through didactic games like information gap, jig saw, drama, role play, etc; in such a way they can enjoy learning English.

Moreover, the current CLT activities establish main aspects such as mechanical, meaningful, communicative practices used in the classroom.

CLT places emphasis on the quality of the "communicative language learning process" itself. Because of this issue, the teacher focuses more on speaking rather than the other language skills. This research project proposes different valuable CLT activities that can be applied in the classroom, and motivate students in a real and communicative environment for an optimistic development of the students' oral expression.

Through CLT activities, students work together in an interactive environment, improving their oral expression, and creating a positive impact on their vocabulary,

grammar, fluency, and pronunciation. Working in pairs or groups help the students learn English effectively. So that, they have more chances to practice speaking with their classmates.

Finally, this chapter includes how the new laws of education and reforms of this government encourage all of these issues in learning English as a foreign language to improve Ecuadorian education.

3. RESEARCH METHODOLOGY AND FINDINGS

3.1. Methods and Techniques

A quantitative study design and qualitative study design were employed in this research to obtain relevant and reliable data. This mixed methodology provided a more holistic picture on oral expression skills from first-year students at Eloy Alfaro High School.

Mixed methods research “involves the integration of the data, one or more stages in the process of research” (Creswell, 2003, p. 212).

In addition, a quantitative and qualitative approach provided a broader perspective to the study. The qualitative data helped describe aspects that quantitative data could not address (Creswell, 2003). Using both methods allowed researchers to generalize results from a sample to a population (quantitative) and to gain a deeper understanding of the phenomenon of interest (qualitative).

This project was developed through observations before, during, and after the application of CLT activities; surveys were given to students; interviews were administered to English teachers; Students were evaluated by a pre-test and a post-test (measured by an evaluation rubric) that let the researchers identify students' oral

expression problems (pre-test) and know how effective was the application of CLT activities to improve students' oral expression skill (post-test).

Such techniques allowed the researchers to obtain concrete data on: a) the ability of the students before and after the application of the CLT activities as the independent variable of this study, and b) the number of students who shared certain feelings, perceptions, and beliefs regarding English language teaching.

Observation

Through this technique, the methodology and the teacher's performances were analyzed and evaluated to determine if they were appropriate. The students' role and the interaction that they showed in the classroom was also analyzed (both groups A and F). So, researchers identified causes that this type of difficulty brought in students' oral expression and what kinds of methodology or activities were effective to make students communicate and interact spontaneously.

Interview

This technique allowed researchers to get important information about two issues 1) teachers' experience and performance with these groups of students, and 2) teachers' perceptions of how these students from this public institution learned and internalized English as a foreign language.

Survey

Surveys were given to 2 groups of EFL students who came from two different programs: one group from a communicative program, and another one from a traditional program. This technique let researchers know about the students' difficulties, perceptions, and preferences about learning English.

Pre -test and Post-test

Both tests were based on an evaluation rubric that provided the results of these groups of students before (pre-test) and after (post-test) the application of the CLT activities.

The pre-test provided valuable information about the main difficulties students had in developing their oral expression and made possible to establish specific parameters, students needed to fulfill in listening comprehension and oral expression.

The post-test was given to determine if the application of the CLT activities was effective and what CLT activities were the most relevant to students to improve their oral proficiency.

Procedure of the Research Study

The following steps were taken during the course of the research study. First, interviews were held with both English teachers from First Course, Group F (control group) and Group A (experimental group). It is important to mention that the interviews were conducted twice, before and after the procedure of the CLT activities.

The teachers were interviewed individually and privately before class for about 25 minutes each. The researchers took notes gathering the teachers' responses because there was not a tape recorder. Questions about their experiences with the students were asked, in addition, to questions about their methodology and classroom management.

After that, observations were carried out in both Groups A and F from the First course students at Eloy Alfaro High School. Each group was observed once before, during, and after the application of the CLT activities. Observations were done with a checklist that asked for specific information such as planning, interaction, teacher's proficiency,

classroom management, activity types, and materials. The observations lasted 20 minutes each- half the length of the class. During the observations, the researchers paid attention to students' oral expression, class participation, the teachers' methodology, and class activities.

Next, a survey was applied to both Groups A and F from the First Course. This survey was composed of informative items, presented in two sections: the first section about the students' perceptions of learning English (agreement scale), and the second section was about the students' preferences in learning English (multiple choices).

The results supplied information regarding to the students' opinions about their own ways of thinking and their difficulties in learning English. Some questions, based on students' criteria, helped to design and develop didactic activities, for example, information gap, jig saw, and task completion.

Then, a pre-test was applied. This test helped measure and evaluate students' oral expression before the application of the independent variable of this study: Communicative Language Teaching activities. The pre-test was given as an interview to evaluate students' speaking ability in both groups F and A (controlled and experimental). Each session took approximately 5 minutes per student.

Once the researchers knew the main difficulties both groups of students faced, the application of the CLT activities such as jigsaw, information gap, role-plays, and task completion were carried out in Group "A" (experimental group). This study took four CLT activities that were already mentioned in Chapter 2. During this step, students were asked to participate in groups or pairs depending on the activity assigned by the teacher. These activities took around 10 or 15 minutes according to the topic and textbook content.

Finally, the post-test was applied after the implementation of CLT activities. The results of the post-test were acquired and analyzed with a statistical package. Graphical and statistical exploratory analyses were applied to the main variables.

All these data provided valuable information that led this study to precise: a) which CLT activities were more useful and applicable in teaching English as a foreign language in order to improve students' oral expression, and b) the impact of the application of CLT activities on the students' oral proficiency.

In addition, it is worth mentioning that both tests (pre and post-tests) were based on evaluation rubrics. These evaluation rubrics were detailed in 5 components of speaking (comprehension, grammar, pronunciation, vocabulary, and accuracy) that measured the level these students had, and the difficulties they faced when they produced the target language orally.

During the procedure of this quantitative data collection, an Excel program was required in order to get and detail the results from the surveys and evaluation rubrics (pre and post-tests).

The decision to focus on two-case study groups was performed on the area that each case would produce specific descriptions, and the volume of data generated would be manageable and available to make this study more reliable as well as to compare the traditional methods and the application of the CLT activities to fulfill with the purpose of this project.

In this study, the treatment given was applying communicative language teaching activities in order to improve oral expression. In the next sections, the data collection instruments and the data population characteristics are described in detail.

3.2. Research population and sample

This project was carried out at Eloy Alfaro High School. The researchers took a population of 73 students (two courses Group A and F) from the First Course of secondary school that had an English level between A1 and A2, according to the Common European Framework.

This population was chosen because of the availability the researchers had to carry out the project in this institution and the need to know why most of the students from this institution present speaking problems at this age and how it could be possible to make students improve their oral proficiency.

It was necessary to emphasize that the researchers took this large amount of students because of the reliability that could contribute to this research. Students were between 14 and 16 years old. At those ages, students need to socialize and interact more in a real environment, so students' reasoning and critical thinking would increase and they could develop their oral expression effectively.

From this population the researchers took two samples: group F (37 students, controlled group) and group "A" (36 students, experimental group). Two courses were taken as samples to be evaluated in comparison between the traditional methods (controlled group) and Communicative Approach (experimental group). Also two teachers (From both samples group A and F) took part in this procedure.

The researchers interviewed both teachers from the same groups to have previous knowledge of their experience with these students, and find the problems they were facing during the learning process of English.

Moreover, both teachers from groups F and A were interviewed to attain information based on their experience and to determine if there was any coincidence in the same difficulty that these students would be facing.

No.	ClassClassification (Groups)	Number of Students
1.	1 A (experimental)	37 students
2.	1 F (control)	36 students

Table. 3.1. Control and Experimental group

3.3. Research Instruments

This study was developed through a survey, a teacher interview guide, an evaluation rubric, lesson plans, and computer programs as instruments to gather reliable data and support this research in order to make students participate more and improve their oral expression through CLT activities in class.

Survey: It was composed of 19 informative items, presented in multiple choice formats. Furthermore, 3 or 4 choices per question were considered in order to evaluate the students' opinions about their own ways of thinking, studying, learning English and their possible difficulties, so the researchers could identify the most suitable CLT activities for the students' pedagogical needs and help them practice more the use of the target language to communicate each other.

Teacher interview guide: It was divided into three sections: the teacher's experience, the methodology, and classroom management. This allowed collecting important information from the teachers because it was based on their experience and performance with these groups of students. It helped researchers to identify and determine the most effective CLT activities.

Evaluation Rubric: it supported this research to measure the students' level and detect the difficulties these students had. (Both Pre and Post -test). Also it verified if the CLT activities had a positive effect or any kind of influence on their speaking skill.

Lesson plan: This provided in detail the procedure and development of the CLT activities that were applied in this study and the resources needed during the development of these activities.

Office programs (computer): These programs facilitated the writing of the project, materials of support, elaboration of the statistical procedure of the data collection (surveys and rubrics), and the graphics required in this research paper.

3.4. Findings and Analysis

Observations before CLT

The teachers from both groups (A and F) did not seem to be accustomed to have all their plans all the time, but both teachers showed a good class management and sequence activities, even though the method that they applied were not the most appropriate for teaching English as a foreign language.

One of them (group A) just opened the book and began reading the text, then started talking to the class. Most of the time the teacher was talking or doing any kind of exercise on the board rather than making students participate in the classroom. Obviously, the teachers' roles were more active than the students' roles during the interactions (teachers from both groups).

Both teachers spent more time explaining grammar rules; the teacher from group F worked with them on the board and exercises on the book, so there were few interactions between teacher-student and student-student.

On the other hand, the teacher from group A provided some exercises, the students had to practice small dialogues from the book; however, they had few interactions between each other. The teacher did not find the best way to give feedback, correcting pronunciation or grammar mistakes during the students' performances, so that they felt kind of frustrated and embarrassed.

Also, because of the large number of students, the teacher from group A could not provide enough feedback. Another aspect that influenced this problem was the materials required. They were not good enough to hold a successful English class and that affected their learning, even if students seemed to be comfortable about it.

Both teachers did not use CD players since that resource was not always available for them. All these limitations affected the development of students' oral expression and the application of some communicative activities for a better learning.

Teacher's interviews before CLT

The interviews were done twice: before and after the application of the CLT activities. In the first interview, the first section (the six first questions) referred to the teachers' personality and experience.

During the teacher interview, one of the questions was about their experience working with students at this age (teenagers between 15 and 16 years old). The teacher from group F said: "I have always been working with students from six to ninth grade, so I have no experience working with adolescents." The teacher from group A expressed: "I have little knowledge about applying communicative activities, so it's easier for me to focus more on writing and reading skills rather than speaking."

Both teachers liked being English teachers, but had little experience working with adolescents, and they did not have knowledge of communicative activities that were appropriate for the students' age.

They described themselves as patient and understanding people but not dynamic enough in class. Both teachers focused on grammatical exercises to learn the target language, even if the topic was kind of difficult, the teachers used a lot of strategies for making students practice or produce the language in a written way, both of them said “exercises is the most suitable way these students can learn this foreign language.”

Also, some of the challenges they faced was the huge number of students they had per classroom, behavioral problems, and the lack of resources that did not let them teach a meaningful and communicative lesson.

The second section of the interviews (the next six questions) referred to the methodology. Traditional methods like translations, memorization, and repetitions were still being employed in class.

One of the most important questions was number nine which was about the communicative activities students performed during the class. The teacher from group A said “My students practice and perform group work activities and dialogues in the classroom,” and the teacher from group F said “I try to make my students participate by writing exercises on the board and interact in pairs but the number of students makes quite hard they can speak English in class.”

Some activities that the teachers used were more like drills: somewhat meaningful but not communicative. Most the time students produced their English by exercises (writing skill) and brief readings (reading skill) rather than by interacting and speaking. Both teachers (group A and F) had little information about these CLT activities.

Another important issue and the main support of this research is when the teachers mentioned the obstacles and limitations students had in order to learn the target language; the teacher from group F said: “most students do not have interest in this subject or simply they cannot speak this language because of the lack of knowledge or practice in class”.

On the other side, the teacher from group A declared: “when students speak or try to produce the language through small dialogues, it is difficult for them to do it because of their pronunciation, fluency, and grammar mistakes”.

The last section of the interview included topics about classroom management and the environment where these students received and developed their academic activities. There was a little disagreement between teachers and students. Teachers considered that students needed to have more classes at a laboratory and practice their English using other resources; there were many students who agreed on that, however, there were some students who were accustomed to learn English by exercises, drills and so on. They preferred staying in a traditional classroom.

As a result of the data collected from the teachers' interview, the researchers considered both teachers needed to implement new educational tools and communicative strategies as useful alternatives in education and students had to be active participants in the teaching -learning process, and at the same time, they had to be responsible for the construction of their knowledge.

Students' survey before CLT

Students' surveys: Below are the results from the two samples “A” and “F” (Experimental and controlled group) in order to get general information of students' perceptions about learning English as a foreign language. The survey is divided into two sections; the first section regards the difficulties students have during the teaching process, second one is about their preferences. All of the following graphs represent the entire sample (73), both group A and F.

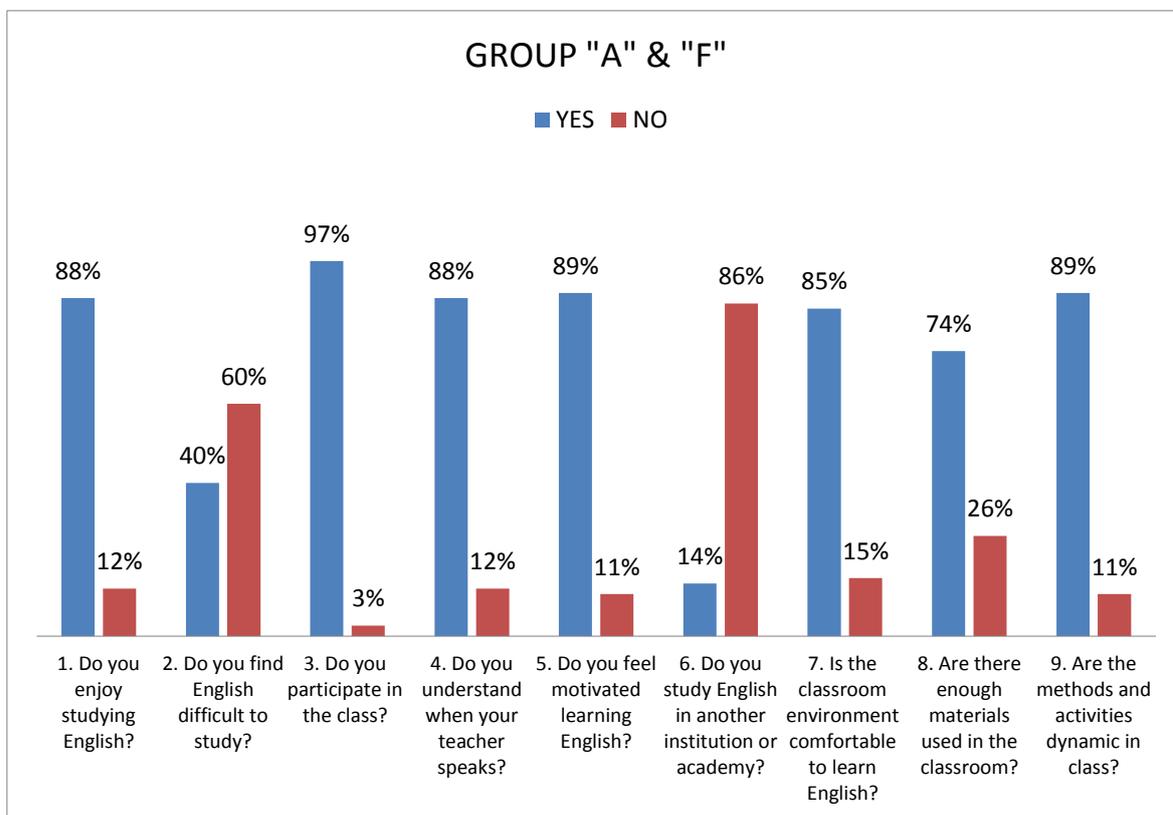
EXPERIMENTAL AND CONTROLLED GROUPS (A & F)				%	
"YES" OR "NO"	YES	NO	TOTAL	YES	NO
1. Do you enjoy studying English?	64	9	73	88%	12%
2. Do you find English difficult to study?	29	44	73	40%	60%
3. Do you participate in the class?	71	2	73	97%	3%
4. Do you understand when your teacher speaks?	64	9	73	88%	12%
5. Do you feel motivated learning English?	65	8	73	89%	11%
6. Do you study English in another institution or academy?	10	63	73	14%	86%
7. Is the classroom environment comfortable to learn English?	62	11	73	85%	15%
8. Are there enough materials used in the classroom?	54	19	73	74%	26%
9. Are the methods and activities dynamic in class?	65	8	73	89%	11%

Table 3.2. Survey Section 1: students' difficulties during English learning.

This table represents the first section of the surveys (both groups experimental and controlled) that shows the perceptions of students towards English. The study shows that most students (88%) have a positive attitude about studying English; 97% of them participate in the class, and also most of them (89%) feel motivated about learning.

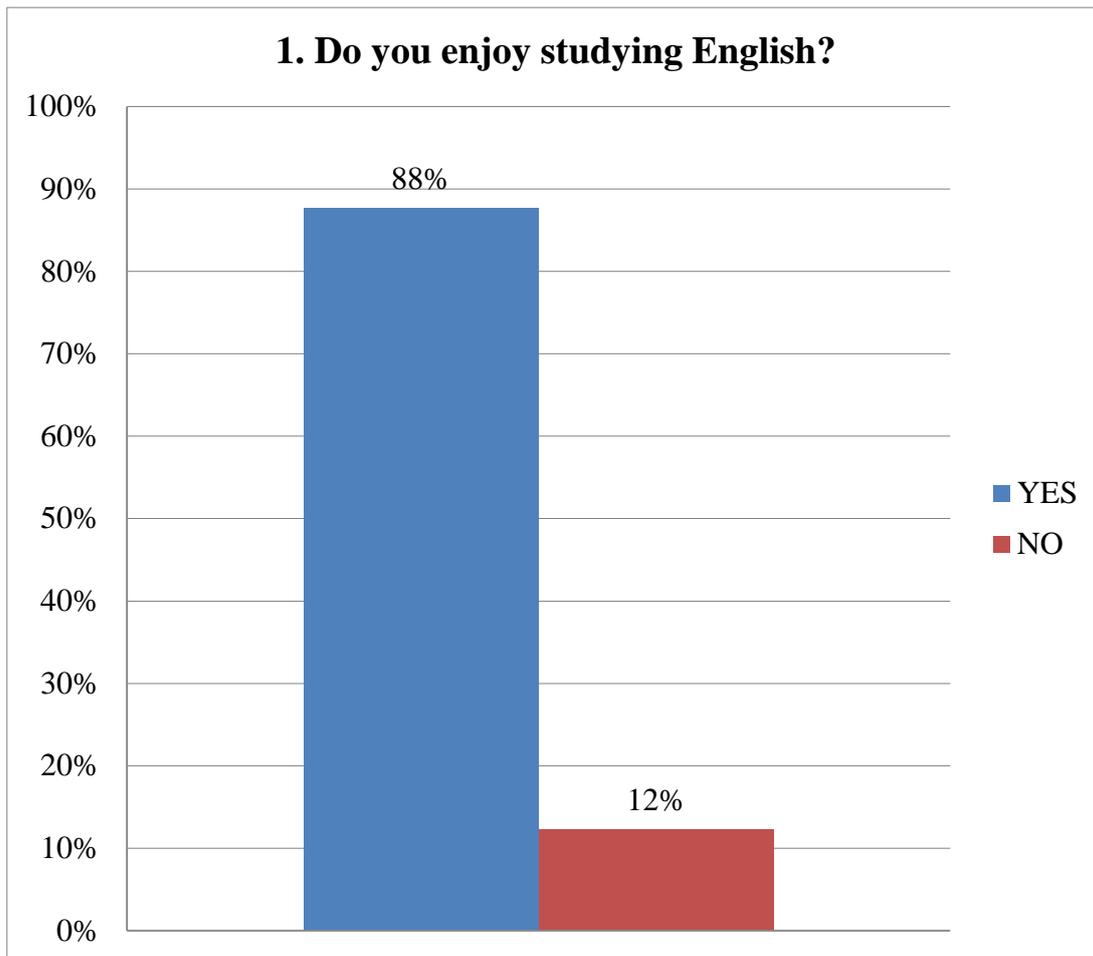
On the other hand, there are a lot of demands on their time and few opportunities to practice their English: 60% of students find English difficult to learn; few students (14%) study in English academies, 85% of them consider that English learning environments are

comfortable according to their needs; 74% of them think, didactic materials are enough in class and finally, most of them (89%) believe methods and activities are dynamic. These are the general descriptions of the next chart and the graph that shows the statistics in detail.



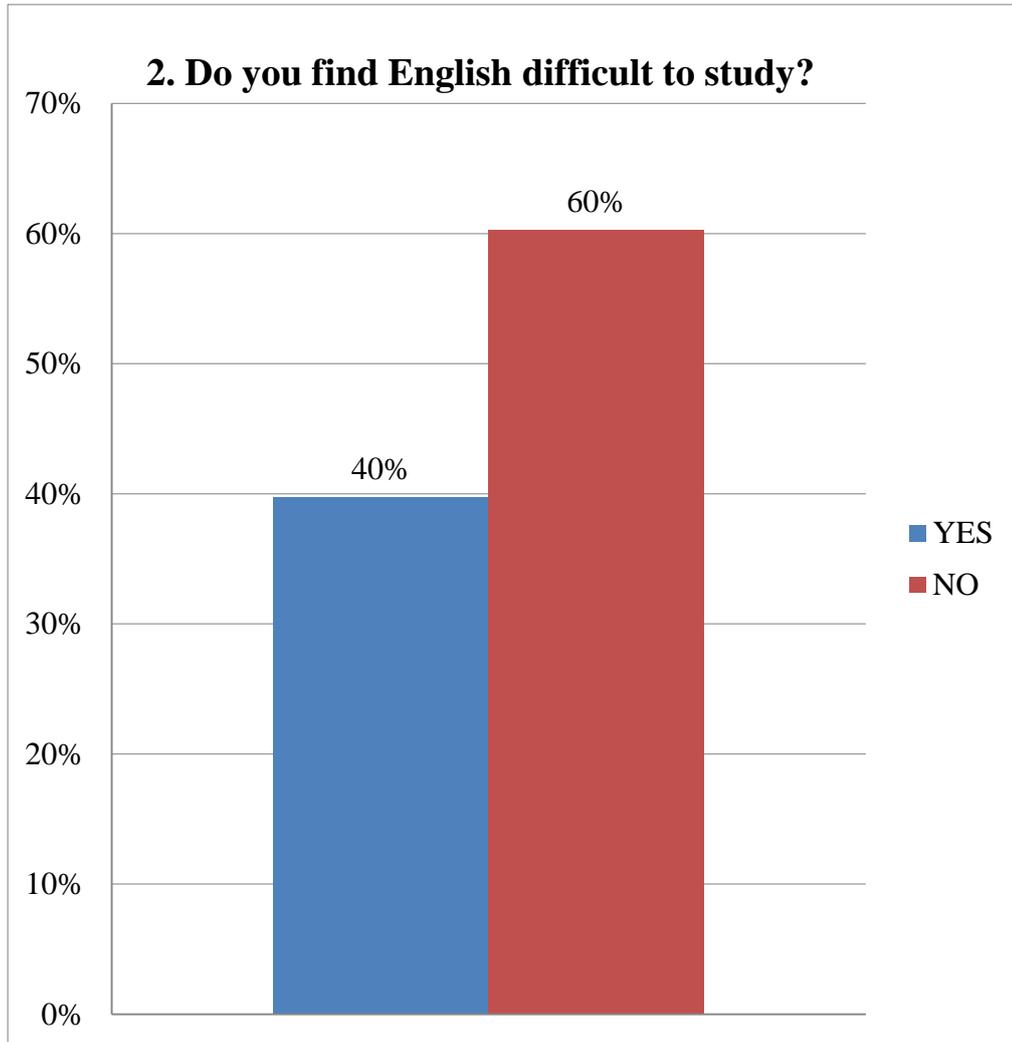
Graph. 3.1. Results of entire student sample (73) – all students, both in the control group (F) and the experimental group (A)

Now the statistics of first section are presented to know, specify and perceive the causes and facts that contribute to support the theory and activities of this research and develop better tools to achieve its purpose.



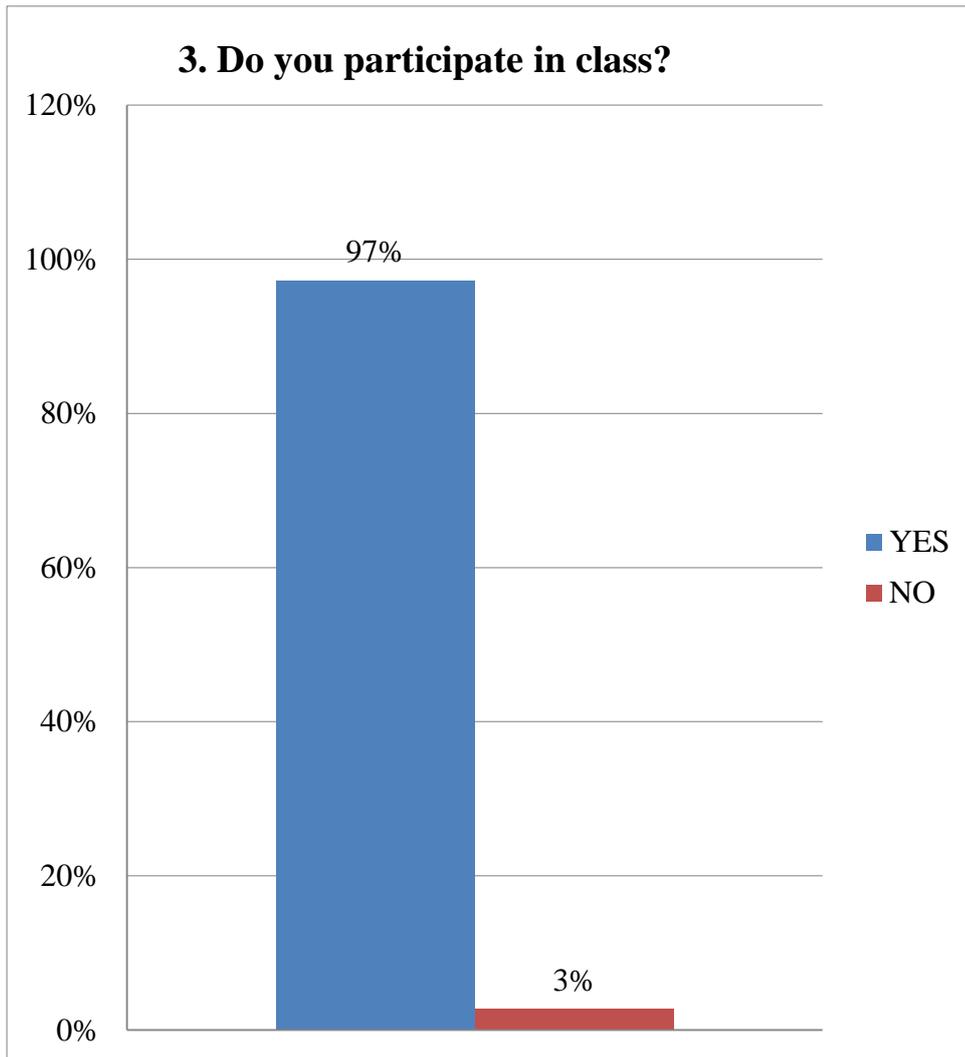
Graph 3.1.1.

This graph shows that most of the students (88%) are interested in studying English but (12%) disagree about it. This result provides positive acceptance of learning the target language for this research, so students are willing to achieve functional and social aspects of teaching English as a foreign language through new communicative strategies and activities.



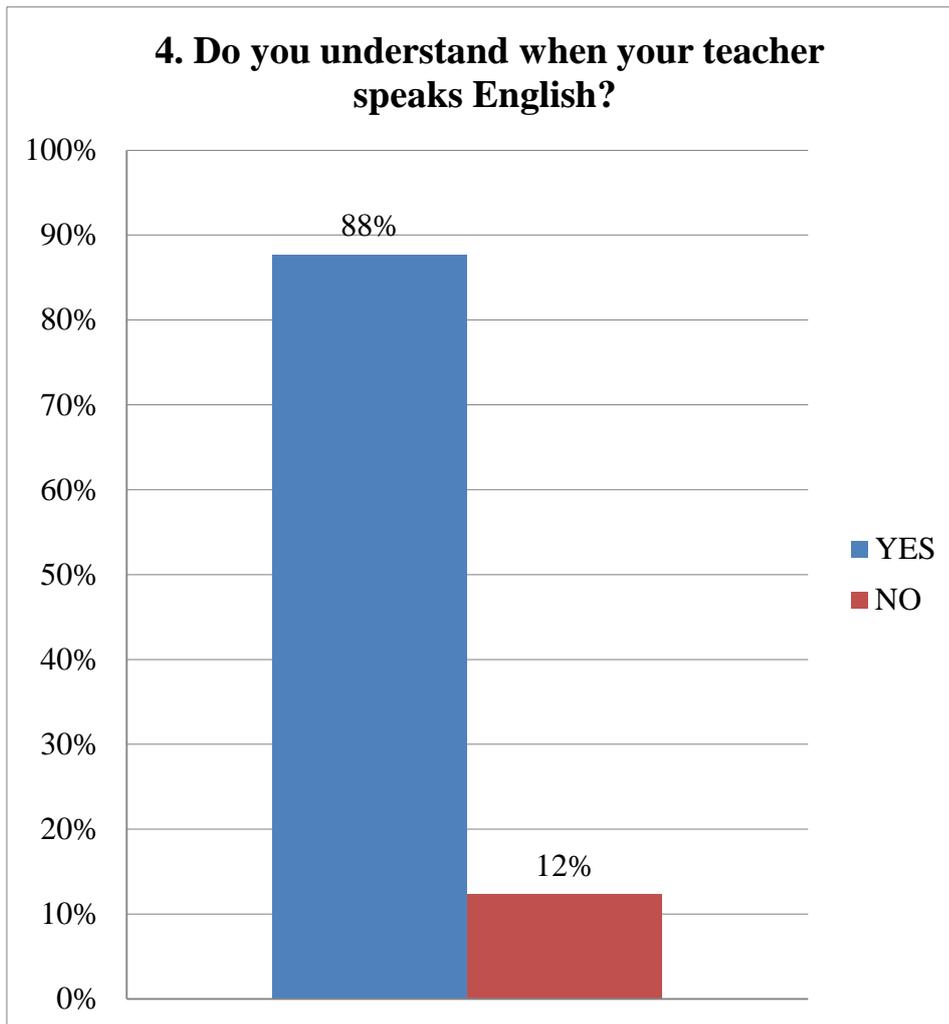
Graph 3.1.2.

This graph shows 60% of students do not seem to have any difficulty in learning English because they consider this language like another subject and part of their duty as students. However, it is important to estimate these are their perceptions about what they know of English even though 40% of them find hard to study it, so here is something that demonstrates the existence of a problem that needs to be analyzed.



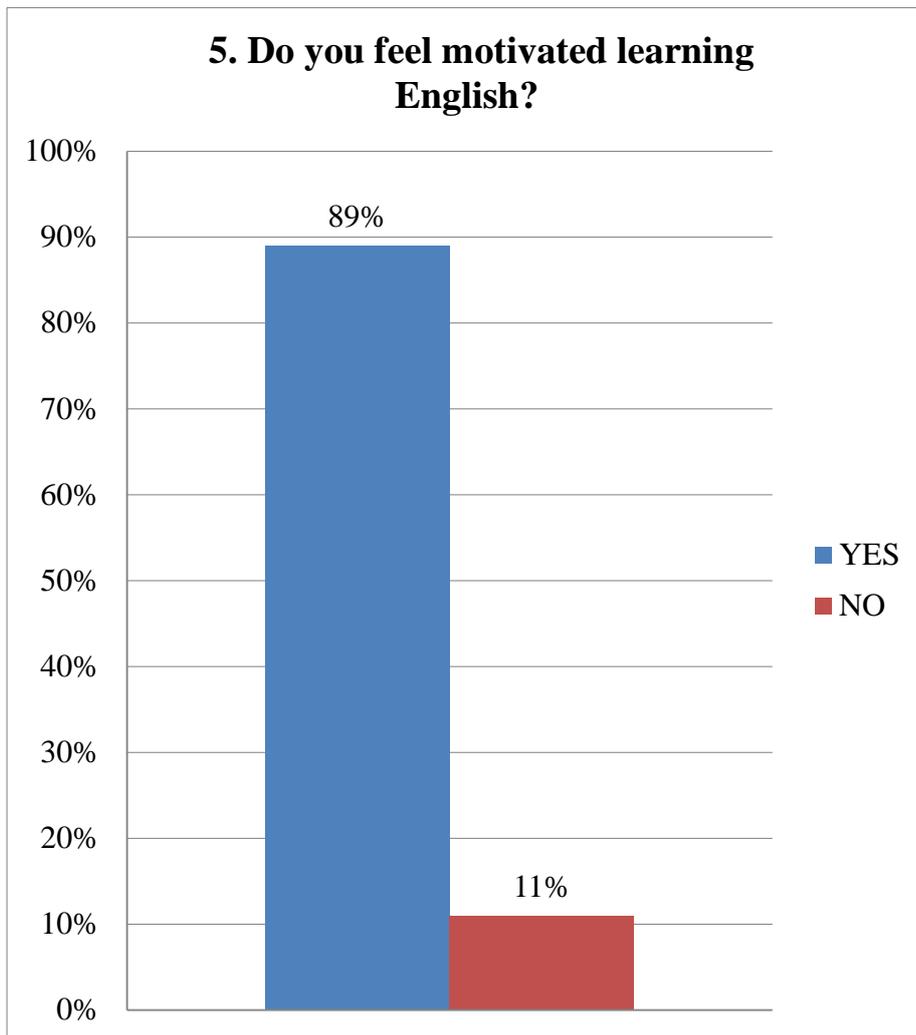
Graph 3.1.3

This graph shows that most students (97%) participate in class activities but few of them (3%) do not practice at all. As a result, most of the students take part in the development of exercises, drills or translations as important components of the learning process but not with a communicative purpose.



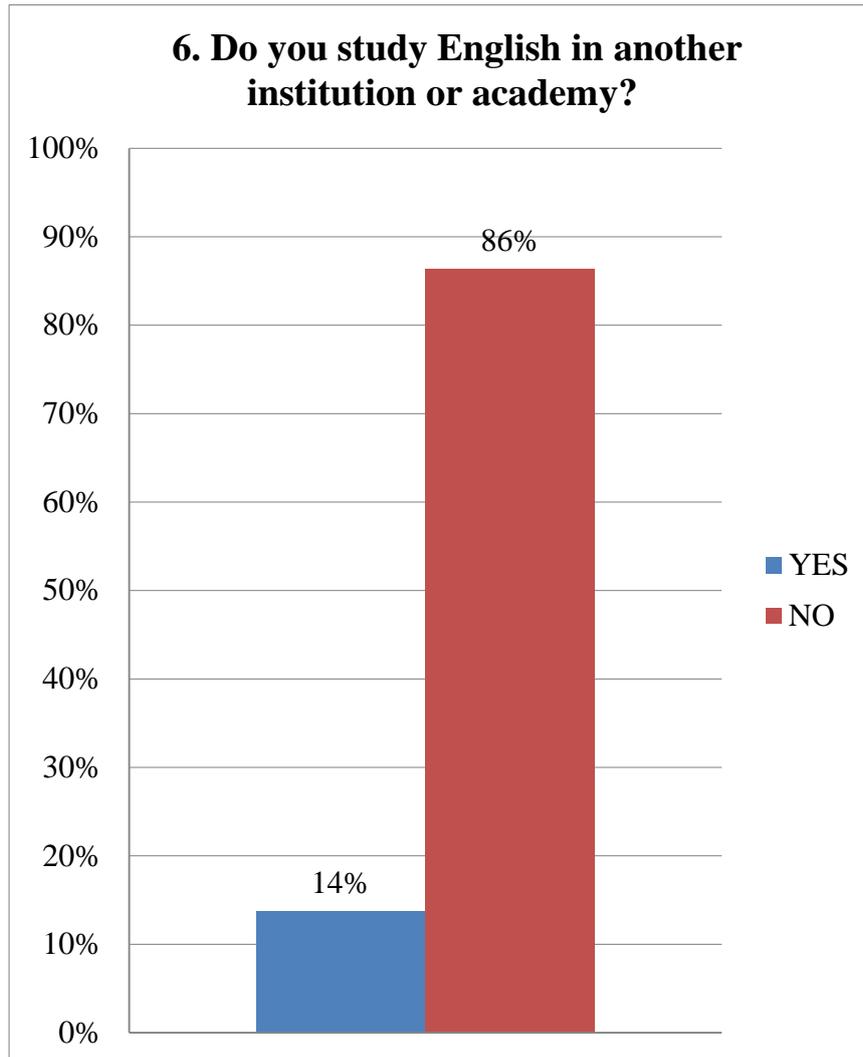
Graph 3.1.4.

88% of students can understand the teacher well. Students consider that the teacher speaks and uses common words, gestures, body expressions, and easy examples. On the other hand, 12% of them find kind of difficult to perceive what the teacher is speaking, so it can be concluded that there is not a frequent development of the listening skill in the classroom.



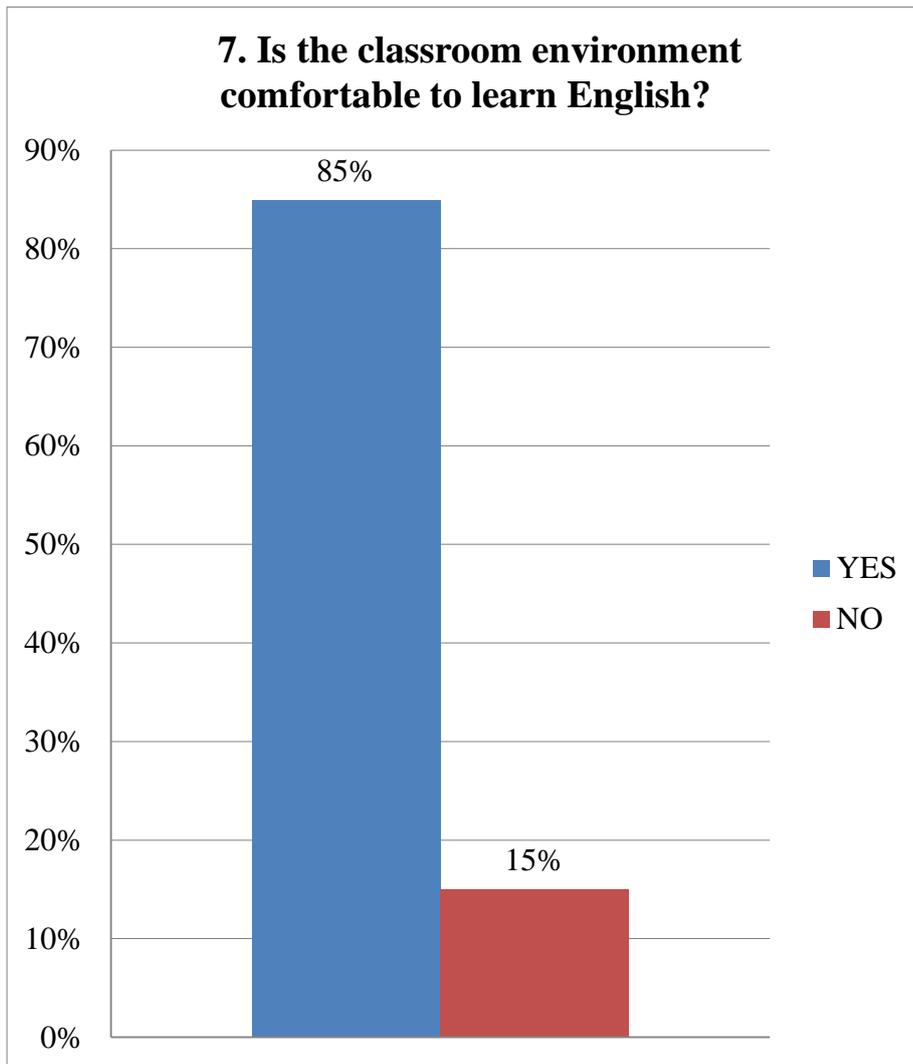
Graph 3.1.5.

89% of students are engaged in learning English but not all of them get involved in the learning process because of the different ways students learn something, some of them do not have interest or show acceptance for this foreign language, so that is the reason why 11% of them do not feel motivated.



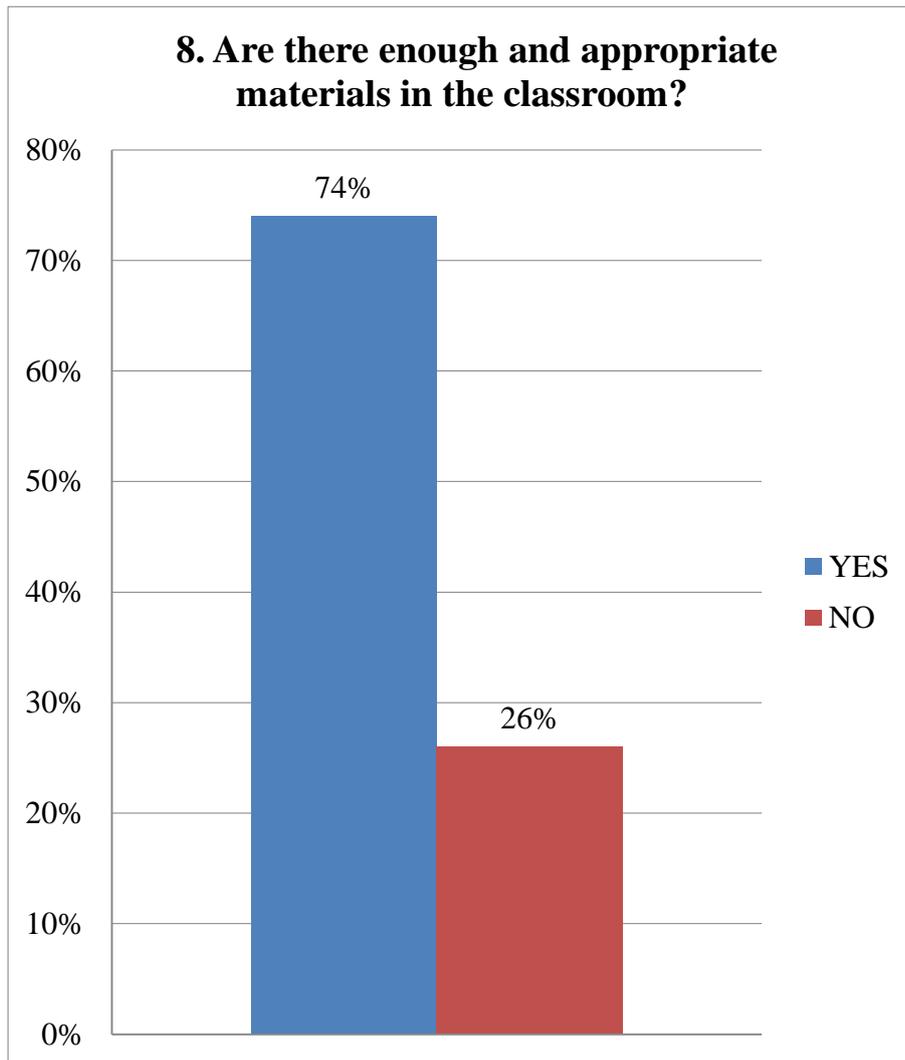
Graph 3.1.6.

86% of students do not practice and study English outside the class because of their culture, so they do not find necessary to take extra classes. In addition, most of them do not have enough money to pay for it. On the other hand, 14% of students seem to take some classes in other institutions as part of their learning process and also because they feel motivated.



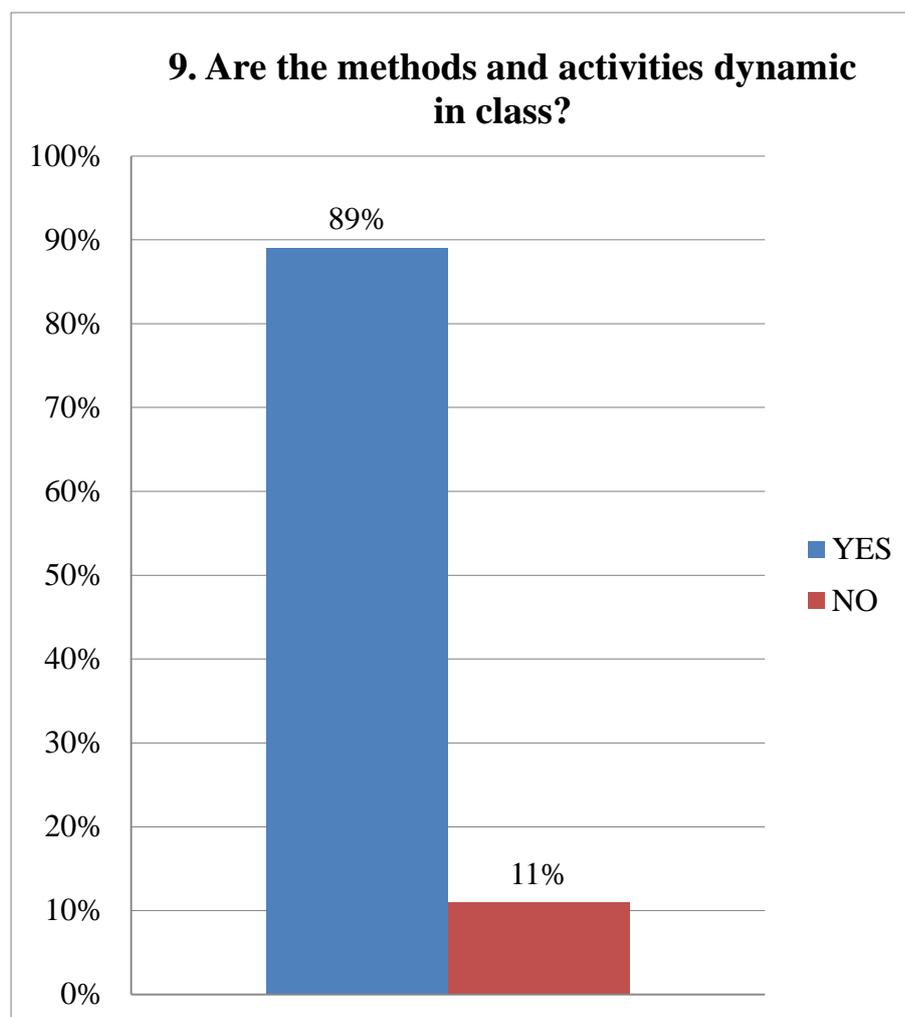
Graph 3.1.7.

85% of students consider that the learning environment is comfortable enough but few of them (15%) do not. The figures show a positive environment for learning English though, this study takes into account what is truly necessary and demanding to develop better teaching strategies and learning for students to improve their oral expression.



Graph 3.1.8.

Most students (74%) consider that all the resources they have in an English class, are the only ones they need. Although 26% of students do not think that those resources are enough. So this study also considers the most appropriate materials teachers should use in the classroom in order to facilitate the foreign language teaching process.



Graph 3.1.9.

Most students (89%) think the activities are dynamic because of the kind of methods (traditional), they are accustomed to be involved with; however few of them (11%) are not satisfied with them. Even though students consider that the activities applied in class are dynamic, most of them are more like mechanic and meaningless but not communicative. As a result, this study supports the application of the CLT theory and activities to promote more interaction and make students develop their oral expression.

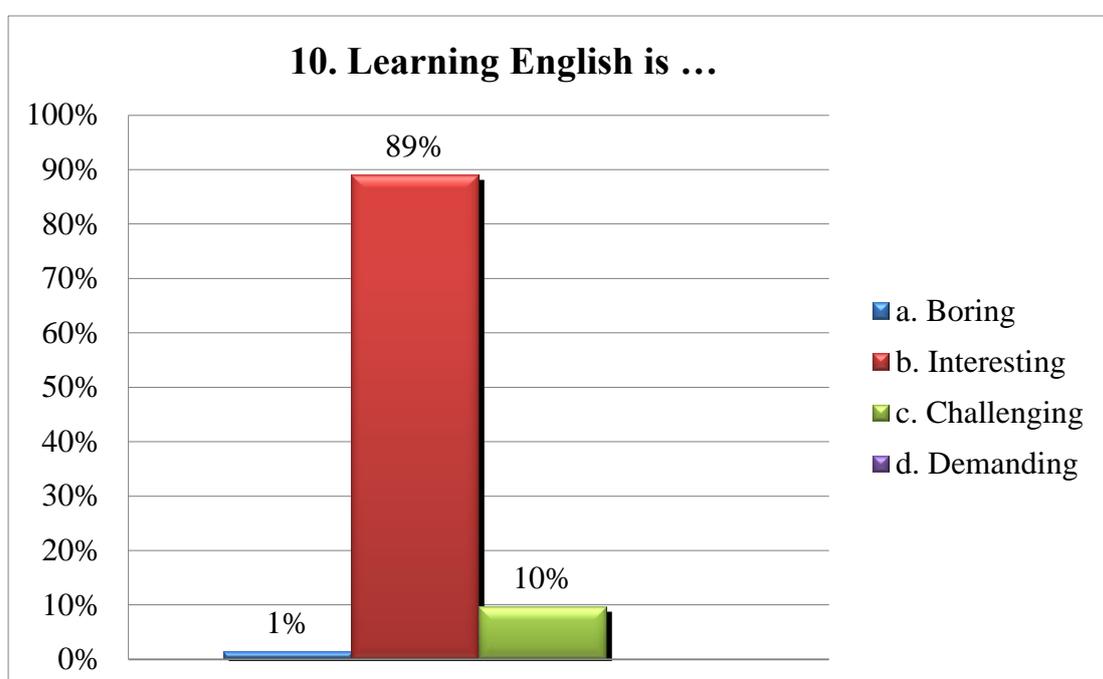
Survey Section 2: Regarding preferences of students when learning English.

In the next section of the students' questionnaire, most questions are about the different preferences students are more likely to have about learning English from both groups (experimental and control).As well as the skills which they seem to have more

trouble to perform, and how they can consider several activities and techniques to help them improve their speaking skill which is the one that is being taken as main part of this research paper.

10. Learning English is ...

OPTIONS	GROUP A	GROUP F	TOTAL	%
a. Boring	0	1	1	1%
b. Interesting	30	35	65	89%
c. Challenging	6	1	7	10%
d. Demanding	0	0	0	0%
TOTAL	36	37	73	100%

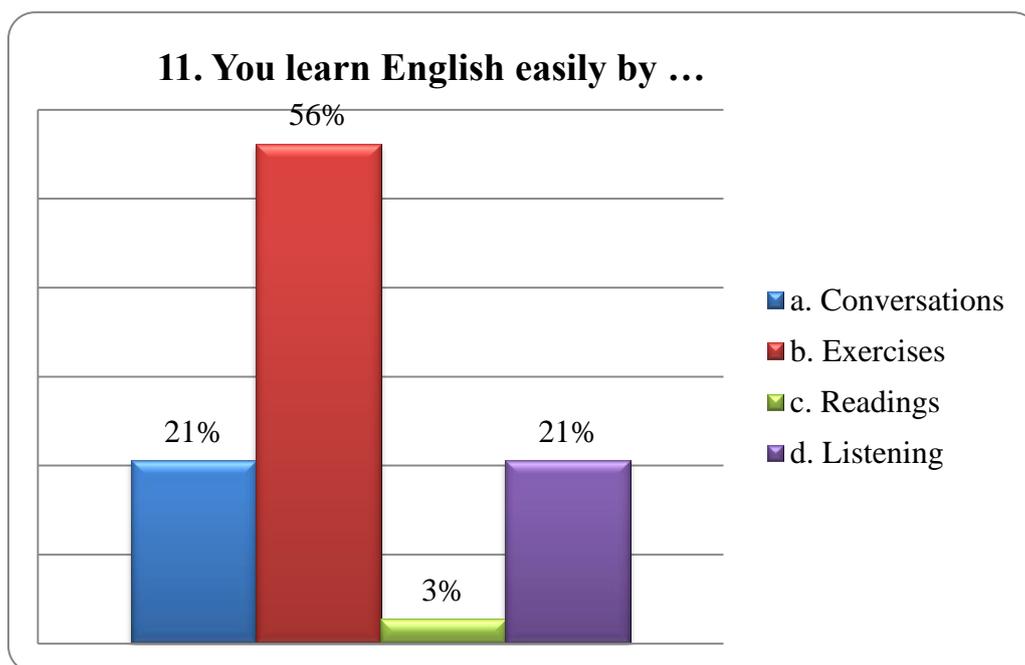


Graph 3.2.

In this graph, most students (89%) have an optimistic perception about learning English and 10% of them think English is challenging. Here is estimated that most of the students have a considerable concern about the foreign language, and they are adopting a positive attitude to learn it.

11. You learn English easily by ...

OPTIONS	GROUP A	GROUP F	TOTAL	%
a. Conversations	5	10	15	21%
b. Exercises	22	19	41	56%
c. Readings	2	0	2	3%
d. Listening	7	8	15	21%
TOTAL	36	37	73	100%

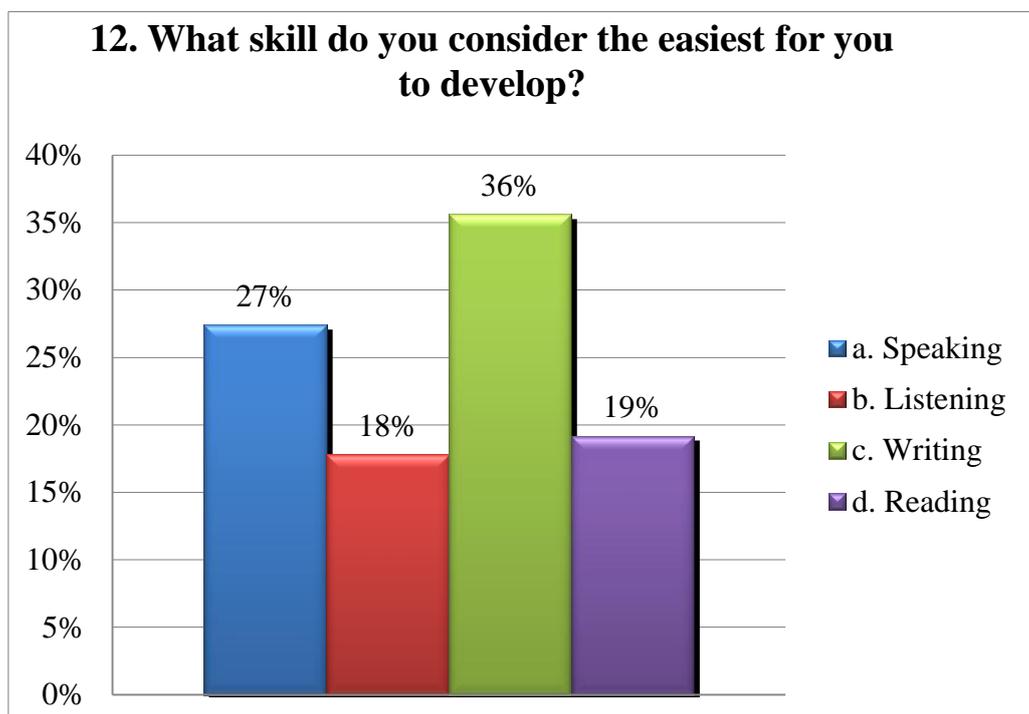


Graph 3.3.

56% of students prefer to learn English by exercises, so students focus more their attention on grammar structures and vocabulary. That is why students are more comfortable and accustomed to practice English by doing (writing) rather than listening and speaking. 21% of students prefer conversations to be more active in class as well as 21% of them like more practice by listening that includes different kinds of techniques that students have the pleasure to select according to their needs.

12. What skill do you consider the easiest for you to develop?

OPTIONS	GROUP A	GROUP F	TOTAL	%
a. Speaking	5	15	20	27%
b. Listening	7	6	13	18%
c. Writing	16	10	26	36%
d. Reading	8	6	14	19%
TOTAL	36	37	73	100%

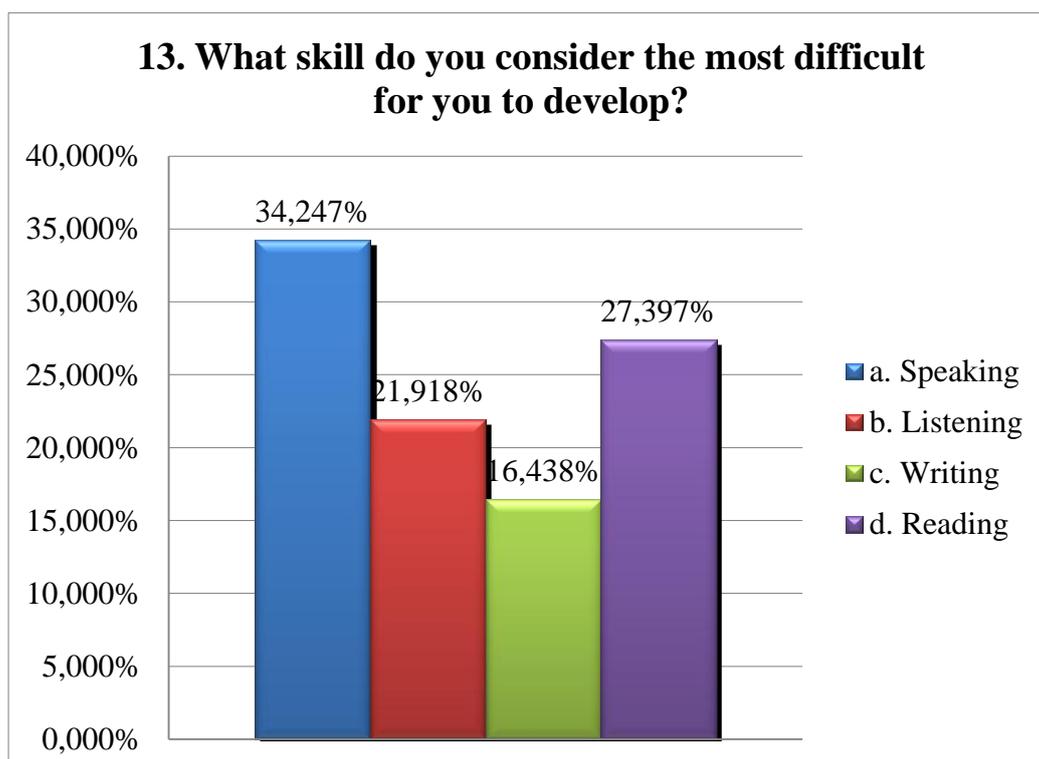


Graph 3.4.

The four language skills are basic elements to learn English; this graph shows that 36% of students think writing is the easiest skill for them to perform, preceded by speaking with 27% of students who consider that this skill is not difficult to develop. Even though, most of the students demonstrate low performance at developing their speaking skills during the pre-test and this brief result is taken as important evidence to support this project.

13. What skill do you consider the most difficult for you to develop?

OPTIONS	GROUP A	GROUP F	TOTAL	%
a. Speaking	14	11	25	34,247%
b. Listening	6	10	16	21,918%
c. Writing	7	5	12	16,438%
d. Reading	9	11	20	27,397%
TOTAL	36	37	73	100%

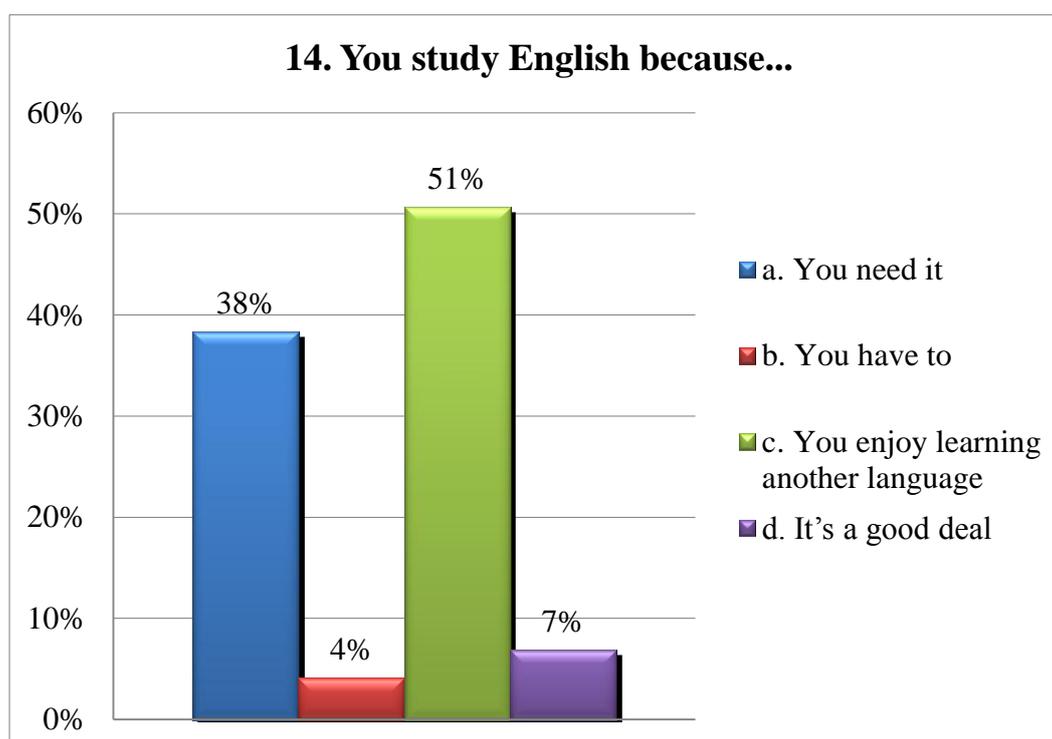


Graph 3.5.

In this graph, 34% of students consider that speaking is hard to perform, so it is established as an essential basis for this research that students bring more limitations on practicing and producing this language skill rather than the others. As a result, the teacher is forced to design activities according to their level and needs using CLT theory. At the same time, reading (27%) and listening (22%) skills are also considered kind of challenging for the students.

14. Youstudy English because...

OPTIONS	GROUP F	GROUP D	TOTAL	%
a. You need it	17	11	28	38%
b. You have to	1	2	3	4%
c. You enjoy learning another language	18	19	37	51%
d. It's a good deal	0	5	5	7%
TOTAL	36	0	73	100%

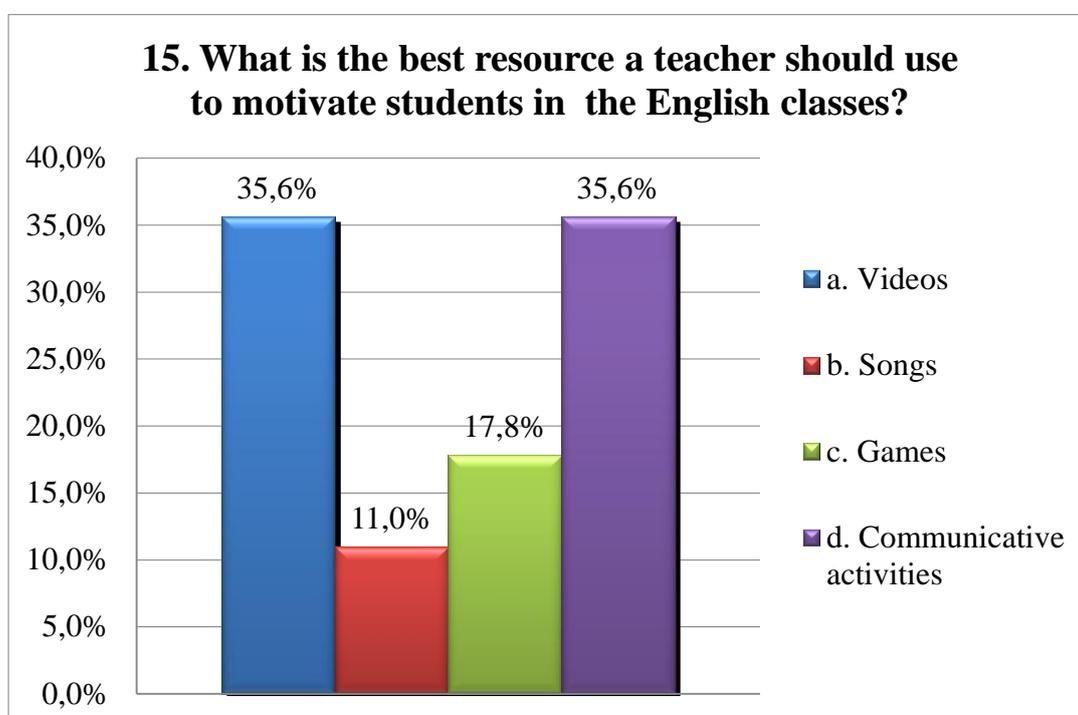


Graph 3.6.

This graph shows that these groups of students from this public school feel more attracted to English. Almost half of students, 51%, are interested in studying a foreign language, 38% of them perceive English as something necessary. At the present time this language is required in the professional, educational, and personal fields. It means hope and better incomes for the future; however students keep their attention on studying this language because they like it and others because it is a duty for them.

15. What is the best resource a teacher should use to motivate students in the English classes?

OPTIONS	GROUP A	GROUP F	TOTAL	%
a. Videos	22	4	26	35,6%
b. Songs	3	5	8	11,0%
c. Games	7	6	13	17,8%
d. Communicative activities	4	22	26	35,6%
TOTAL	36	37	73	100%

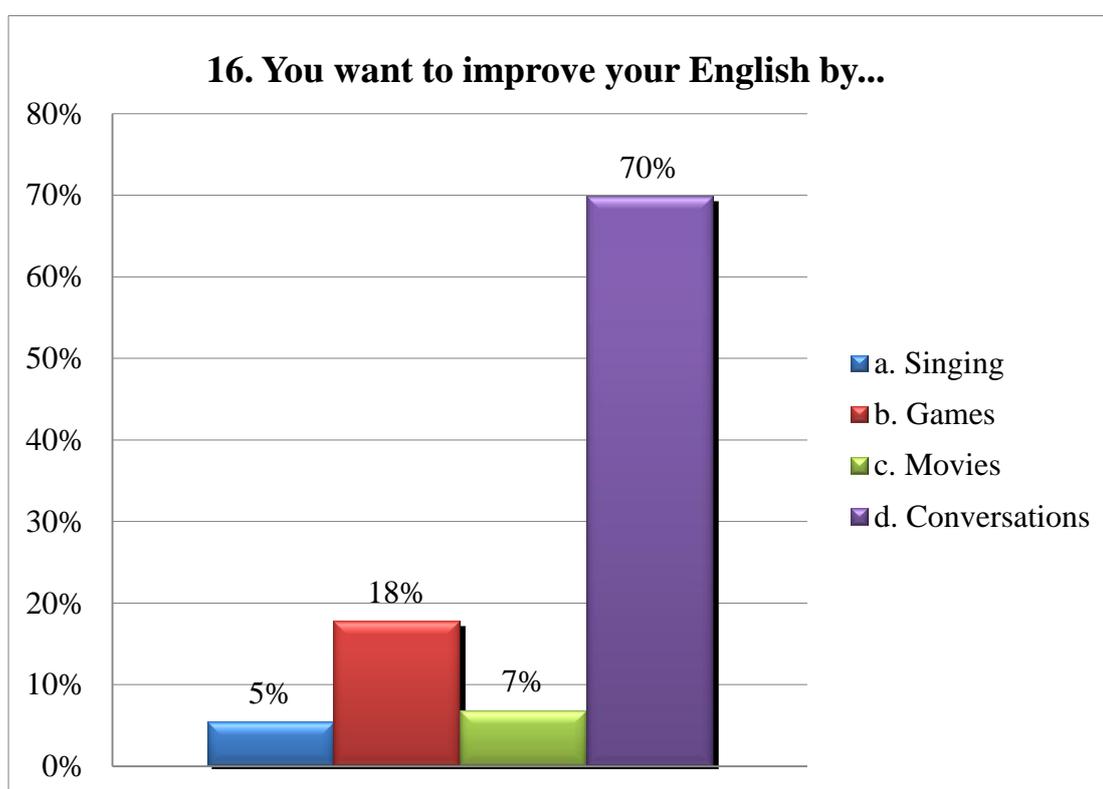


Graph 3.7.

Most students like a dynamic class, 36% of them think that it is easier for them to learn English through videos. 36% of students prefer CLT activities to encourage and keep a balance of different strategies they can use to communicate each other in class. In conclusion, students feel more confident and involved during the learning process when the teacher uses the appropriate resources and pedagogical techniques.

16. You want to improve your English by...

	GROUP A	GROUP F	TOTAL	%
a. Singing	1	3	4	5%
b. Games	6	7	13	18%
c. Movies	5	0	5	7%
d. Conversations	24	27	51	70%
TOTAL	0	37	73	100%

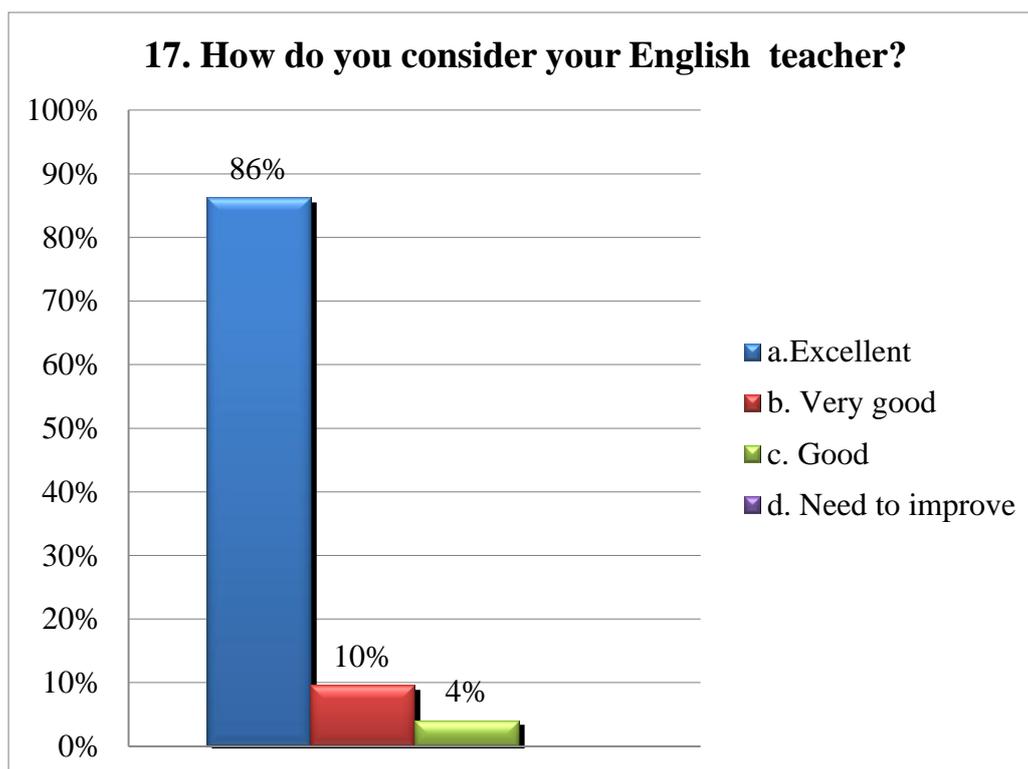


Graph 3.8.

Most students (70%) like to improve their English by conversations because of the spontaneous interactions and communication they bring. Just the 18% of them prefer games because they are more likely to socialize.

17. How do you consider your English Teacher?

OPTIONS	GROUP A	GROUP F	TOTAL	%
a.Excellent	32	31	63	86%
b. Verygood	3	4	7	10%
c. Good	1	2	3	4%
d. Needs to improve	0	0	0	0%
TOTAL	0	37	73	100%

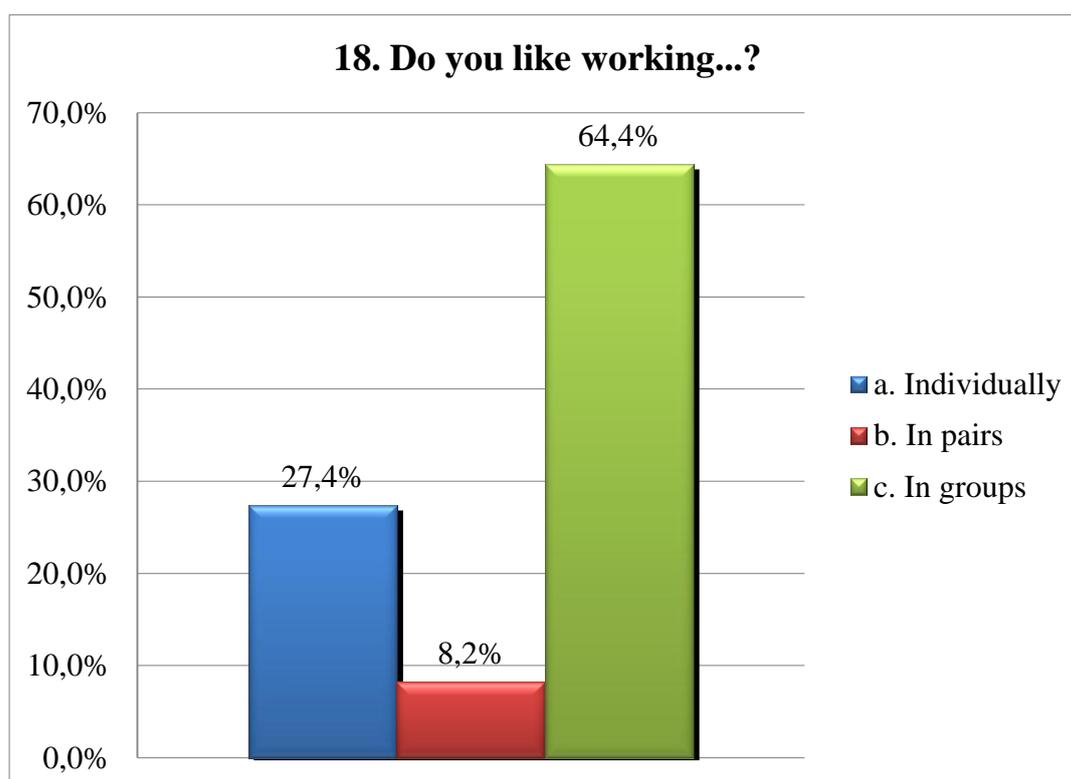


Graph 3.9.

(86%) of students consider that their English teacher is excellent because of the confidence, personality, rapport and her way of teaching. In spite of the fact that, the students practice and produce English through the traditional methods.

18. Do you like working...?

OPTIONS	GROUP A	GROUP F	TOTAL	%
a. Individually	10	10	20	27,4%
b. In pairs	3	3	6	8,2%
c. In groups	23	24	47	64,4%
TOTAL	36	37	73	100%



Graph 3.10.

64% of students like more working in groups, in this case, they consider that the interaction in the target language between teacher-students and peers is important. On the other hand, just the 27% of them think it is better to develop activities by themselves that means they are also more likely to work alone.

Pre-test Results (experimental group)

The purpose of the Pre-test was to evaluate the students' level and specify the problems they hadduring the production and socialization of the foreign language. The pre-test provided and detailed the average grades this group of students (experimental) had and the difficulties they faced in the development of their oral expression during the interview. Most students had comprehension, pronunciation, and fluency mistakes.

This chart details the results of the pre-test from group "A" (experimental group). Also, it indicates the number of participants, maximum grade, minimum grade, mean and standard deviation.

TEST	SUBJECTS	MAXIMUM GRADE	MINIMUM GRADE	MEAN	STANDARD DEVIATION
PRE- TEST	37	7	2.5	4.31	1.504

Table. 3.3. Results from pre-test (experimental group A) average in the process ofthe evaluations.

Pre – test Results (control group)

This chart presents the results of the pre-test in this group of students (control group "F"). The purpose of the pre-test was to specify the difficulties they had in their oral expression and as another instrument of data collection and support for this study.

Chart 2 details the results of the pre-test (controlled group F). Also, it indicates the number of participants, maximum grade, minimum grade, mean and standard deviation.

TEST	SUBJECTS	MAXIMUM GRADE	MINIMUM GRADE	MEAN	STANDARD DEVIATION
PRE-TEST	36	7.5	2.5	4.75	1.16963907

Table. 3.4. Results: Pre-test (control group F)

During application of traditional methods (control group) and CLT (experimental group).

In the second observation, students from the experimental group (during the application of CLT), played an active role and showed more acceptance in the development of some activities. Information gap activities were considered easy and interesting for them. The teacher just facilitated the process and provided little corrections when they were necessary.

Classroom management was better because of the pair work interaction and the resources that were used, so there was active participation from the students and a positive learning environment. In the case of role-plays, students (experimental group) felt more comfortable and self-confident about their performance in the target language in the class.

They could connect the use of the language with common parameters to speak spontaneously and interact even if they made mistakes. The teacher provided the necessary feedback. Jigsaw and task completion exercises were considered practical and manageable CLT activities.

Students found these activities kind of difficult because of the challenge they had to face in order to develop their oral expression and written aspects together. They liked doing these activities. Additionally, the teacher as a guide and facilitator provided the necessary pedagogical support when it was required.

In the second observation, students from the control group did not receive any kind of application of new activities, just focused on the traditional methods. They did not show positive development in their oral expression.

Students were not exposed to the language in order to develop it orally, and the teachers kept on focusing in written and reading skills rather than speaking and listening, so students were limited and unable to produce or interact in the classroom during the process of learning English as a foreign language.

Observation after the application of traditional methods and CLT approach (Both groups F and A).

Here researchers could see carefully if there was an effective or positive effect in the application of the CLT activities in the experimental group and if students really liked them and also what those activities required.

On the other hand, the researchers could compare the use of traditional methods in the control group and the application of the CLT approach in the experimental group; the researchers noticed that the traditional method was not appropriate because it did not meet the requirements of the National Curriculum Guidelines.

There was a great difference in the oral proficiency results between the control group and experimental group. Additionally, it was established that the CLT activities could develop students' oral expression in a much better way, since functional communication and social interaction were involved in the classroom.

Teacher's interview after CLT

On the other hand, a second interview was carried out to the English teacher from the experimental group. Question eleven was about the benefits of the CLT activities and the teacher' said: "I think these activities help students to speak, participate, and practice English during the learning process." So she had a better idea of what kind of activities she could implement and how she could improve her classroom management, using pair and group work activities, dealing with the problems that could emerge and also why it was necessary to make students interact and practice more the target language orally, using these CLT activities,in order to have a significant improvement in students' oral expression.

Although there was not a second interview with the teacher from the control group, the researchers asked about some problems during the teaching process, so he said: "traditional methods make students get bored and repeat structures and vocabulary over and over again, but students are not able to develop their oral expression." The researchers perceived and considered that the application of traditional methods were old-fashioned.

Post – test Results (Experimental Group)

The main purpose of the post-test was to verify and validate if the CLT activities had a positive influence in students' oral expression. This experimental group showed (post-test) a significant increase in their ability to communicate which determined how effective these activities were.

In the application of the CLT activities, students demonstrated their acceptance developing these activities with enthusiasm and a great attitude. Also, the researchers could find that certain CLT activities such as Information gap, task completion, and role plays were easier for some of them but difficult for others, so in both cases these students could find the way to adjust to the communicative process naturally.

TEST	SUBJECTS	MAXIMUM GRADE	MINIMUM GRADE	MEAN	STANDARD DEVIATION
POST-TEST	37	9	4	6.55	1.051

Table. 3.5. Results from post-test (experimental group A) average in the process of the evaluations and application of CLT activities.

Post-test (control group)

This group did not show in the post-test average any increase during the development of traditional methods as a comparison to Communicative language teaching that was applied in group “A” (experimental group) as part of this research.

In spite of the fact that, both tests (pre and post) did not show a considerable increase, it was necessary to verify and determine if traditional methods were effective in terms of communication in the target language or if there were CLT activities that could make students practice and produce the foreign language in a better way and could adjust to their needs. As a result, the research demonstrated that the CLT activities were highly effective to improve students’ oral proficiency.

TEST	SUBJECTS	MAXIMUM GRADE	MINIMUM GRADE	MEAN	STANDARD DEVIATION
POST-TEST	36	7	2.5	4.5833	1.36534485

Table. 3.6. Results: Post-test (control group)

3.5. Resources, Timeline, and Budget

Resources

In this study, it was necessary to use the following materials:

- Flashcards
- Observation sheets
- Worksheets
- Textbook
- Dictionary
- Markers
- Eraser
- CD player

Timeline

In the following chart the researchers detail the steps and different activities they had to develop in order to conduct this study.

ACTIVITY	NOVEMBER											
Collection of the primary data	Week 1				Week 2				Week 3			
1. Observation												
2. Search information												
3. State the problema												
4. Set the title												
ACTIVITY	NOVEMBER								DECEMBER			
Writing the proposal	Week 3				Week 4				Week 1			
1. Search information												
2. Title and objectives												
3. Edit proposal												
4. Revie wproposal												
5. Write the references												
ACTIVITY	DECEMBER											
Writing the chapters 1, 2	Week 2				Week 3				Week 4			
1. Search information												
2. Write chapter 1 ,2												
3. Edit Chapter 1,2												
4. Review Chapter 1,2												
5. Write the references												

ACTIVITY	JANUARY											
	Week 1				Week 2				Week 3			
Elaboration of the research instruments												
1. Search information	□	□	□									
2. Write the draft of the instruments			□	□	□	□						
3. Edit the instruments							□	□	□			
4. Review the instruments									□	□	□	
5. Write the references												□

ACTIVITY	JANUARY				FEBRUARY															
	Week 4				Week 1				Week 2				Week 3				Week 4			
Administration of the instruments																				
1. Interviews			□	□																
2. Observation form					□	□														
3. Questionnaire							□	□												
4. Pre-test									□	□	□									
5. Procedure: CLT activities, worksheets and flashcards													□	□	□	□	□			
4. Post-test																				□

ACTIVITY	MARCH												
	Week 1						Week 2						
Writing chapter 3													
1. Search information							□	□	□				
2. Write chapter 3									□	□	□	□	
3. Edit chapter 3											□	□	
4. Review chapter 3											□	□	
5. Write the references												□	□
ACTIVITY	MARCH												
Data analysis	Week 3						Week 4						
1. Search information							□	□					
2. Write statistics and results							□	□	□				
3. Edit the statistics and results									□	□			
4. Review the statistics and results										□	□		
5. Write the references											□	□	
ACTIVITY	APRIL												
Writing chapter 4 and conclusions	Week 1						Week 2						
1. Search information									□	□	□		
2. Write chapter 4 and conclusions										□	□	□	
3. Edit the chapter 4 and conclusions											□	□	
4. Review chapter 4 and conclusions											□	□	
5. Write the references												□	□

ACTIVITY	APRIL							
Checking and writing the final research project	Week 3				Week 4			
1. Search information	□	□						
2. Edit Project		□	□	□				
3. Review the Project					□	□		
4. Write the references						□	□	

Budget

In the next chart, is detailed the respective cost of the resources and services that were of huge support to succeed in this research.

1. EQUIPMENT			
Computer/lap top	2	\$ 0,00	\$ 15,00
CD player	1	\$ 0,00	\$ 0,00
Printer	1	\$ 0,00	\$ 5,00
Camera	1	\$ 0,00	\$ 0,00
2. RESOURCES			
Training (Seminar)	1	\$1.310,00	\$1.310,00
Textbook copies	30	\$ 0,20	\$ 6,00
Markers	4	\$ 0,70	\$ 2,80
Cds	4	\$ 1,00	\$ 4,00
Observation sheets/Checklist	4	\$ 0,05	\$ 0,20
Interviews sheets	4	\$ 0,05	\$ 0,20
Surveysheets	75	\$ 0,03	\$ 2,25
Pre-test and Post-test sheets	75	\$ 0,03	\$ 2,25
Pre/Post Rubrics - sheets	75	\$ 0,03	\$ 2,25
Worksheets	68	\$ 0,03	\$ 2,04

3. SERVICES	3	\$ 20,00	\$ 60,00
Printing Services			
TOTAL:			\$ 1409,54

4. FINAL CONCLUSION

4.1. Conclusion

The main goal of the current study was to identify, determine, and give support to first-course students at Eloy Alfaro High School who had oral expression problems, since they were not able to interact and communicate naturally in the target language.

Furthermore, this paper has provided not only a widespread use of CLT theory, but also a comparison between the traditional methods and CLT activities. During the procedure, the researchers could notice that most students faced different kind of speaking difficulties, for instance, students were not able to pronounce correctly and formulate simple utterances in their oral practice.

On the other hand, the results showed that these students had a significant improvement in their listening comprehension and oral production after the application of the CLT activities. In the end, students felt comfortable and motivated performing the language through these activities instead of writing exercises, so that they could socialize and develop their fluency in the foreign language little by little, as part of the learning process.

In other words, the improvement of the students' oral proficiency was influenced by the listening and speaking pair and group practice in the target language. For this reason,

the researchers considered the application of CLT activities highly relevant to the students' needs and interests.

In conclusion, the findings of this study suggested that Jigsaw, information-gap, task completion, and role play activities which were the CLT activities applied in this project, had a great impact or influence in the students' oral proficiency.

In spite of it, teachers have to innovate their methodology, and use these activities not only to develop the students' oral expression, but also to create a positive and dynamic environment where students are able to improve the other language skills.

4.2. Problems and limitations

This research paper is based on the Communicative Language Teaching approach in order to improve EFL students' speaking skill and create interaction in the classroom. The findings in this report were subject to at least five limitations:

First, there was not enough time during each session, because of changes in the high school academic schedule. In addition, the students were doing some extra activities and had to be evaluated, and one of the researchers was assigned to do other activities outside the school, so it was quite difficult to start the research activities on time.

As a consequence, it was difficult to go according to the programmed schedule established by the researchers, so the educational intervention lasted two weeks because teachers and students had to comply with the programmed activities in the school curriculum.

Second, it took a lot of time to evaluate the students' oral proficiency because of the large number of learners, the researchers had to interview 73 participants one by one. It took around three days to complete this step.

Third, the selected sample had to be changed because the groups of students who were chosen by an agreement at the beginning were not available in the data collection process. In fact, the teacher could not facilitate this group of students before starting the application of the research instruments because he had to finish some incomplete activities and give evaluations to the students. Finally, the researchers had to select another sample, even though they knew there was not enough time for changes.

During the application of the CLT activities, there were some students who did not feel encouraged working in groups or pairs, they preferred to work alone. The teacher had to explain the purpose of the lesson to review lexical items and provide clear directions to students, due to the fact that, some CLT activities were really challenging and not familiar for them.

It is worth mentioning that this research took into account the students' different learning styles. So it required more time to the researchers to design the CLT activities based on the students' ages and pedagogical needs.

The researchers also discovered that the lack of listening comprehension exercises had seriously affected the students' communicative competence. It was the last problem; some students had serious problems in listening comprehension and oral production, are essential components of the communication process, because there was not enough practice in the classroom.

Even though, CLT activities had an essential and positive influence on these students; the researchers consider that more study could be conducted in this area in order to improve the quality of teaching English as a foreign language. The results of this research proved that CLT activities were effective for the improvement of the students' oral expression.

On the whole, the researchers point out that this project was successfully elaborated, in spite of the difficulties mentioned above, caused by the limited time and the sample selected.

4.3. Recommendations

It is recommended that further research be undertaken in the following issues:

- A. EFL teachers should consider their students' preferred learning styles and their own perceptions of teaching English as a foreign language. So that, the teacher should choose appropriate methodology, techniques and tasks to get students work in pairs or groups in order to create a democratic environment, and be sure that they have the best partners to work with.
- B. In addition, teachers should decide which roles to assign to each pair or group member, and explain the assignment to students clearly, in order to avoid misunderstandings, every student should have a specific role to perform without problems.
- C. Mechanical, meaningful and communicative practices should be balanced in the learning process. It is also necessary to investigate and analyze a little bit more about these fields.
- D. A meaningful comparison between the learning theories and communicative approach should be done in order to promote more sources of investigation and to develop more effective activities that can improve students' oral expression.
- E. During the implementation of CLT activities teachers should make the best decisions in order to optimize the teaching process in the classroom. It is necessary to establish beforehand how the students should work in the class: in groups, pairs or individually and how they could be exposed to real, functional communication and social interaction in the target language.

- F. In addition, the listening language skill needs to be considered as another factor that affects some aspects of the students' oral expression, so the researchers should comprise and relate the whole components of speaking as well as certain listening aspects that are analysed in this study.
- G. It is also recommended to specify the different CLT activities that attain to increase interaction in the classroom environment and get students somehow use elementary English to communicate and improve their oral proficiency.
- H. Future studies on the current topic are therefore recommended and can be included to improve students' oral expression, so, it might be possible to use different strategies or techniques which can involve and support both speaking and listening skills.

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APPENDICES



LAICA VICENTE ROCAFUERTE UNIVERSITY

INTERVIEW FORMAT

School/Institution:

Date:

Age:

The purpose of this interview is to get reliable information from the English teacher around the problem that students face in first senior Eloy Alfaro high school.

ABOUT TEACHER?

1. Why did you decide to become an English teacher?
2. Tell us about your experiences working with students at this level.
3. Describe the positives and negatives of your student-teaching experience.
4. List three of your strengths.
5. What were you like as a student?
6. In your opinion, what are the biggest challenges that teachers face today?

ABOUT METHODOLOGY?

7. Do you make learning fun for students? How?
8. How can you make your teaching connect to students' real-world experiences?
9. What kind of communicative activities students perform in class?
10. Do you implement CLT activities in class frequently?
11. What are the benefits to use CLT activities?
12. What kinds of materials and supplies would you need to do your job well?

ABOUT CLASSROOM MANAGEMENT?

13. What are some ways you can avoid behavior problems?
14. Describe the biggest challenge you've ever had to face.
15. What steps would you follow to deal with a student who displays consistent behavioral problems in your classroom

SURVEY FORMAT



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SURVEY

Date:

Age:

Gender:

Course:

The purpose of this questionnaire is to find out how you feel about learning English.

Circle "Yes" or "No"

Answers

1. Do you enjoy studying English?	Yes	No
2. Do you find English difficult to study?	Yes	No
3. Do you participate in the class?	Yes	No
4. Do you understand when your teacher speaks?	Yes	No
5. Do you feel motivated learning English?	Yes	No
6. Do you study English in another institution or academy?	Yes	No
7. Is the classroom environment comfortable to learn English?	Yes	No
8. Are there enough materials used in the classroom?	Yes	No
9. Are the methods and activities dynamic in class?	Yes	No

Circle the best option

1. Learning English is ...

- a. Boring b. Interesting c. Challenging d. Demanding

2. You learn English easily by ...

- a. Conversations b. Exercises c. Readings d. Listening

3. What skill do you consider the easiest for you to develop?

- a. Speaking b. Listening c. Writing d. Reading

4. What skill do you consider the most difficult for you to develop?

- a. Speaking b. Listening c. Writing d. Reading

5. You study English because...

- a. You need it c. You enjoy learning another language
b. You have to d. It's a good deal

6. What is the best resource a teacher should use to motivate students in the english classes?

- a. Videos b. Songs c. Games d. Communicative activities

7. You want to improve your English by...

- a. Singing b. Games c. Movies d. Conversations

8. How do you consider your English Teacher?

- a. Excellent b. Very good c. Good d. Need to improve

9. Do you like working...

- a. Individual b. in pair c. in group

Write your comments if it is necessary to improve language teaching.

WEEKLY PLAN
ELOY ALFARO HIGH SCHOOL

Teacher's name: Miss Andrea PlúasSaico&Yinsheng Zhou		Date: Feb 11 th – Feb 14 th , 2014			
Group: 1 ST		Time: 40'	N° of students	N° of Students °	
Recent topic work: Unit 5, 6			Recent Language work: Simple Present		
Aims: To increase student's knowledge to talk about possessions, likes, dislikes, and famous people					
Objectives: Identifying the principal purpose of using simple present					
Assessments: Checking the homework, individual and group activities from students and exercises on the worksheet.					
Materials: textbook, dictionary, board, pictures and markers.					
Transversal Axle: Reflection about the pointing out of thinks critical important to one's own beliefs, thoughts, actions and behaviors or results.					

D a y	Skills	Tim ing	Teacher activity	Student activity	Success Indicators
TUESDAY	Listen ing Readin g and Writin g	40'	Teacher talks about possessions. Then he provides brief instructions to students about the activity "Find someone who..." T gives some examples to students understand. T asks for class volunteers and provides a feedback	Students have to interact making questions and writing names of their classmates according to the information they have. Students check and practice with the information they got. Students write on the board and talk about their possessions	Students are able to interact in the classroom.

Theme: Simple Present: *Yes/no questions*

Class Activity: Find someone who...?

D a y	Skills	Tim ing	Teacher activity	Student activity	Success Indicators
WEDNESDAY	Listen ing Readin g and Writin g	40'	Teacher talks about famous people. Then she shows some pictures about some of celebrities and ask students about them T delivers worksheets and gives instructions to students Activity Exchanging information "famous people". T asks students about them and their favorites.	Students check and describe celebrities' pictures. Then Ss work in pairs, check and practice with the information they got. Students exchange information about famous people. Ss talk about famous people and who are their favorites.	Students are able to talk in brief about celebrities.

Theme: Simple Present: *Wh-questions*

Observation:

Class Activity: Describing famous people

D a y	Skills	Tim ing	Teacher activity	Student activity	Success Indicators
THURSDAY	Listen ing Readin g and Writin g	40'	Teacher pastes 2 pictures on the board and find some similarities and differences with the students. Then T gives students two similar pictures so they have to work on that. T asks for differences and similarities and make students interact with real objects in the classroom.	Students participate on the board finding similarities and differences of some pictures. Ss work in pairs on two pictures using “is there/are there...?” in order to find differences. Ss check it in class and then describe what they have in the classroom.	Students are able to describe situations or objects in a specific way.

Theme:Simple Present: Yes/no questions

Observation:

Class Activity: Identifying differences

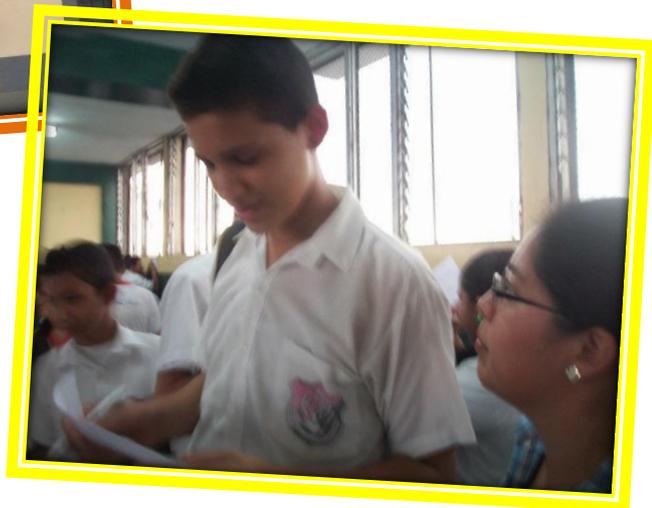
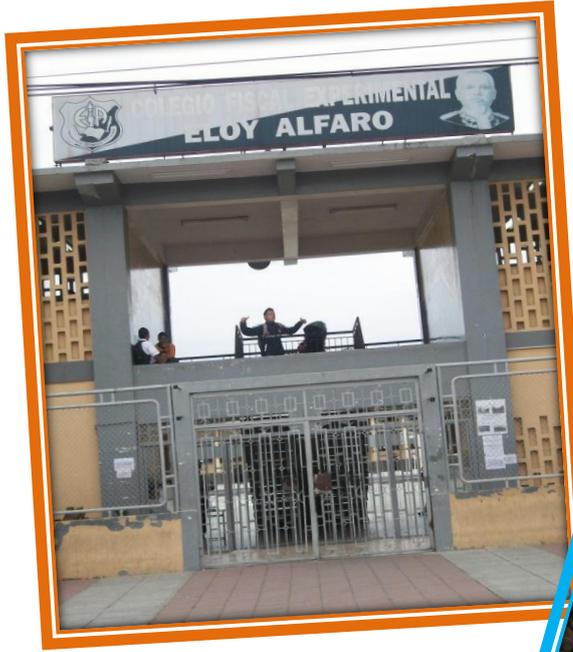
D a y	Skills	Tim ing	Teacher activity	Student activity	Success Indicators
FRIDAY	Listen ing Readin g and Writin g	40'	Teacher asks about likes, dislikes, possessions, etc. and then choose a student to explain how to do an interview. T gives some brief tips about an interview and delivers a worksheet with the correct instructions.	Students talk about what they like or dislike. Ss. work on the interview writing the questions they would like to ask a celebrity. Then Ss. work on a role-play about how to interview a famous person.	Students are able to interact and communicate each other through an interview.

Theme:Simple Present: WH-questions

Observation:

Class Activity: Interviewing a celebrity

PHOTOS







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PRE/POST-TEST RUBRIC**

Foreign Language Speaking Rubric Name: _____

pointsearned	4	3	2	1	0
comprehensibility	Responses readily comprehensible, requiring no interpretation	Comprehensible responses requiring minimal interpretation on part of listener	Mostly comprehensible responses; may require interpretation	Barelycomprehensible responses	No response
fluency	Continuous speech with few pauses or stumbling	Some hesitation but manages to continue and complete thoughts	Speech choppy and/or slow with frequent pauses, few or no incomplete thoughts	Halting speech with long pauses or incomplete thoughts; interference from another language	No response; overwhelming interference from another language
pronunciation	Enhancescommunication	Does not interfere with communication	Occasionallyinterfereswithcommunication	Frequentlyinterfereswithcommunication	No response
vocabulary	Rich use of vocabulary (this chapter and others)	Adequate and accurate use for this level	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level	Inadequate and /or inaccurate use of vocabulary	No response
grammar	Total control of all required structures to date	Control of requiredstructures	Emerging control of required structures	Inadequate and/or inaccurate use of basic language structures	No response
taskcompletion	More than fulfills task; beyond requirements	Fulfills all parts of task	Fulfills 1/2 to 3/4 of task	Fulfills 1/3 to 1/2 of task	Fulfills less than 1/3 of task



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PRE – TEST/POST – TEST FORMAT

The purpose of this test is to measure student's speaking skill and identify the main difficulties he/she presents.

Hello, good afternoon...

1. How are you, today?
2. What's your name?
3. How old are you?
4. What's your phone number? Can you spell that, please?
5. Can I ask you another question? When's your birthday?
6. Do you have brothers or sisters? How many?
7. Do you have many friends?
8. Do you have a dog? What's its name?
9. Do you like listening to music? What kind of music do you like?
10. Do you like studying English?



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CLT ACTIVITIES

A **jigsaw task** is a specific kind of information gap task, that is, a task that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information.

Assembling an object

Description

Looking at a photograph of an object, student step-by-step directions to another student who attempts to assemble an object (e.g., a car made from Lego pieces, a collage made from multiple images, etc.). The student assembling the object can ask questions to clarify the directions.

Materials Needed

Photograph of an assembled object

Components to be assembled into the photographed object

Preparation

1. Devise an object that is easily taken apart and reassembled (you can use commonly available materials such as toothpicks, blocks or paper strips). The object can be a common object (e.g., a car, a house, a chair) or an abstraction.
2. Build the object and take a photo of it.
3. Print out copies of the photograph.

Procedure in Class

1. Put students in pairs (a direction giver and an assembler) and explain the rules of engagement (No peeking at the photograph! No gestures! Only verbal directions!).
2. Give the direction giver the photograph; give the components to the assembler.
3. On the board, write a few strategic phrases to help students when they get stuck (e.g., “What did you say?” “Could you repeat that?”). Explain the importance of circumlocution to overcome lack of vocabulary knowledge. You might have two students perform a variation of the task in English to help the class grasp what they are about to do in terms of the demands (linguistic, cognitive, communicative).
4. Turn the task into a friendly competition. Who can correctly assemble the object first?!

Information Gap task is a pedagogical activity refers to the fact that in real communication, people normally communicate in order to get information they do not possess.

Identifying Differences

Description

Students describe different versions of an image that has been slightly altered. The task requires students to pay close attention to detail and to describe objects and people as accurately as possible in order to locate the differences in the versions.

Materials Needed

Altered versions of the same photograph or drawing

Preparation

1. Take a photograph of a scene (e.g., a man smoking a pipe while sitting on a bench next to dog).
2. Retake the photograph of the same scene with a few alterations (e.g., change the pipe to a cigar and the bench to a chair, eliminate the dog, etc.) or a few items missing or rearranged.(you may find it easier to copy an image or drawing from a magazine and make any alterations by hand e.g.,change the time on a clock).

Procedure in Class

1. Tell the students to describe and compare their images in order to identify differences. Tell the students how many differences there are so that they know when they have finished. You may also decide to give a time limit.

2. Remind students that this activity requires equal participation, that is, both students must describe their image and ask questions of their partner.
3. Admonish students to keep their images hidden from each other to discourage speaking.
Hint: have students kept their images in their laps.
4. Review any relevant vocabulary. Review pertinent phrases as well: “Is there a dog in your photo?” “Is the dog next to a man?” “What color is the dog?”

Information Gathering is a pedagogical task that students-conducted surveys, interviews and searches in which students are required to use their linguistic resources to collect information.

Description

Students are given a task to accomplish, but each pair member only has part of the necessary information. The students must combine and synthesize their individual bits of information to ask for the correct information.

Materials Needed

Each student receives a master sheet as well as a set of specific information (also known as clues).

Preparation

Search for topics that can be visually presented such as geography via maps, genealogy via family trees, institutional and political organization via flow charts, statistical relationships via pie charts, diagrams and tables.

Choose the visual aid and erase much of the information.

The “missing” information that you removed must be distributed as ‘clues’ to the students.

Make separate clues sheets with this missing information.

Procedure in Class

1. Tell the students the goal of the task, eg., to plan a trip using a map, to reconstruct a family’s genealogy, to discern social or economic trends using statistics, etc.
2. Pre-teach any vocabulary or phrases

3. Give a time limit

Drawing

Description

A student describes an image to his or her partner who draws it as accurately as possible. Afterwards, the students compare the drawing to the image and the class votes on the best reproduction. Students switch roles and do the same task with a different image.

Materials Needed

A simple image, preferably a line drawing

Preparation

Search for appropriate images online. There are many sites where you can download free clip art or simple line drawings.

Make copies of two different images so that pairs may practice both roles (describing and drawing)

Procedure in Class

1. Tell the students the goal of this activity—draw the images as accurately as possible based on your partner’s description. If you wish to practice this activity as a whole class before attempting to do this in pairs, select a student to draw the image on the board. The rest of the class members will take turns describing the image and telling the drawer how far off target he or she may be.

2. Pre-teach any key phrases or vocabulary.
3. Admonish students who are describing their image to keep it hidden from their partners to discourage peaking. Hint: have students keep their images in their laps.
4. Give a time limit

Task completion activities is a pedagogical task that includes puzzles, games, map reading and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Ranking

Description

Small groups work together to construct a ranking of members that all belong to the same category (e.g., most expensive American colleges, most popular college majors, most deadly diseases, etc.). When the group reaches a consensus about their rankings, they may compare their results to actual data. Note: this activity can also be based on more subjective rankings (e.g., most over-exposed celebrities).

Materials Needed

A master list of ranked items based on a reliable source (e.g., US census, newspaper survey, etc.) A list of the same items in the incorrect order to be given to each group

Preparation

Create the two lists noted above and make copies

Procedure in Class

1. Tell the students that the goal of the task is to rank the items in the list.

2. Remind the students that they must reach a consensus. Thus, one of the most important aspects of this activity is to practice the art of persuasion. In other words, students must be ready to justify their rankings.

3. Pre-teach any vocabulary or phrases that might be difficult for the students.

4. Give a time limit.

In conclusion

It is important for teachers to understand the different types of oral activities in foreign language teaching as well as the different goals of activities.

The goal of communicative activities is to improve fluency, whereas the goal of guided practice activities is to improve accuracy.

The communicative tasks and guided practice have the following features

Communicative Task	Guided Practice
learner controlled	Teacher controlled
real life, authentic	Pedagogical
synthetic/holistic(many things at once)	analytic(one thing at a time)
open (no single answer)	closed (one right answer)
focus on fluency	focus on accuracy



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Student's name _____

Course: 1st _____

Date: _____

Teacher's name: _____

WORKSHEET

FIND SOMEONE WHO...?

INSTRUCTIONS: Ask a question. Find a person for each of the following.

1. _____ has a pet.
2. _____ likes seafood
3. _____ has many brothers
4. _____ plays football
5. _____ runs very fast
6. _____ plays any instrument
7. _____ has a pet
8. _____ likes chocolate



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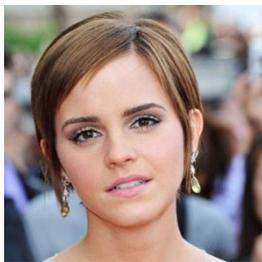
Student's name _____ Course: 1st _____

Date: _____ Teacher's name: _____

WORKSHEET 2 STUDENT A

Instructions: Students take it in turns to ask and answer questions mostly using the third-person singular to complete information that is missing.

EMMA WATSON



NAME: Emma Watson

AGE: 23

COUNTRY: France

PARENTS: Chris Watson and Jacqueline Luesby

PROFESSION: Actress, Model

FAVORITE COLOR: Light blue

BEST KNOWN FOR

Emma Watson is best known for playing the character of Hermione, the best friend of Harry Potter in the *Harry Potter film* franchise.



NAME : _____

AGE: _____

COUNTRY: _____

PARENTS: _____

PROFESSION : _____

FAVORITE COLORS: _____



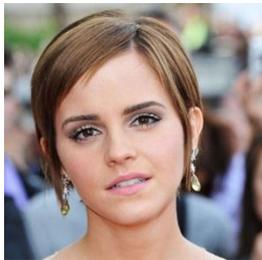
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Student's name _____ **Course: 1st** _____

Date: _____ **Teacher's name:** _____

**WORKSHEET
STUDENT B**

Instructions: Students take it in turns to ask and answer questions mostly using the third-person singular to complete information that is missing.



NAME: _____
AGE: _____
COUNTRY: _____
PARENTS: _____
PROFESSION: _____
FAVORITE COLOR: _____

JUSTIN BIEBER



NAME : Justin Drew Bieber
AGE: 20
COUNTRY: Canada
PARENTS: Jeremy Bieber and Pattie Mallette
PROFESSION: Singer
FAVORITE COLORS: Blue and purple



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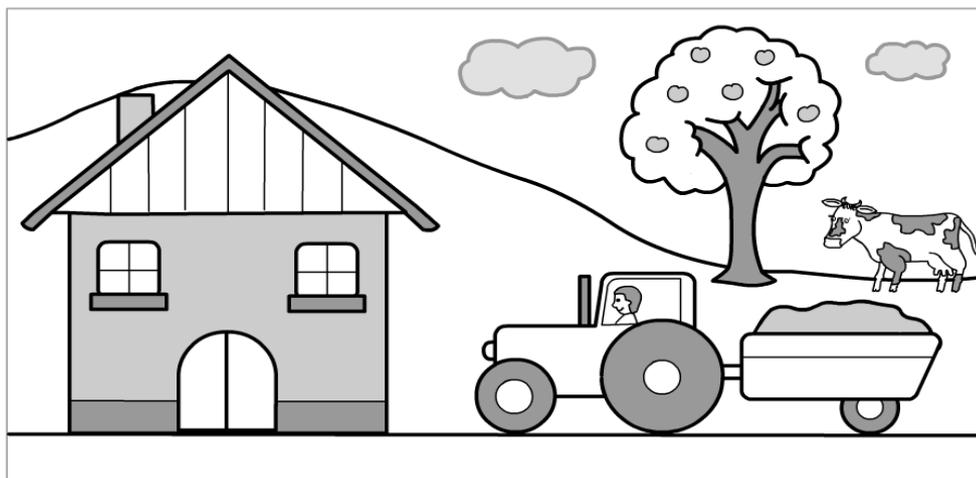
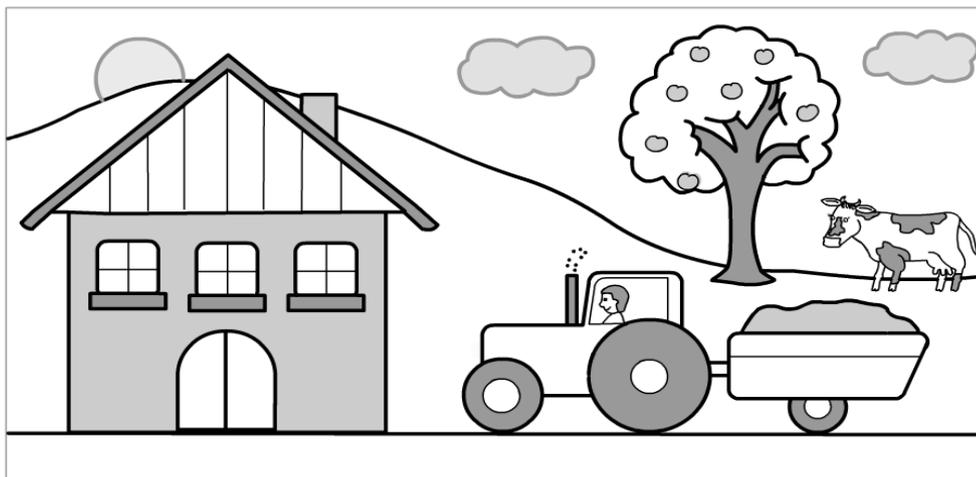
Student's name _____ Course:1st ____

Date: _____ Teacher's name: _____

WORKSHEET

IDENTIFYING DIFFERENCES

INSTRUCTIONS: Students describes pictures A and B provided by the teacher and check differences one another.





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Student's name _____ Course: 1st ____

Date: _____ Teacher's name: _____

WORKSHEET

Interviewing a Celebrity

Imagine you are going to interview a celebrity. Write five questions you would like to ask him/her in an interview form.

English project	
Topic: Interviewing a Celebrity	
<u>Interview Form</u>	
Interviewer:	
Interviewee:	
	Interviewee's work as _____.
Questions	Answers
1.	
2.	
3.	
4.	
5.	