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RESEARCH PROJECT:

**PEDAGOGICAL METHODS, TECHNIQUES, AND APPROACHES TO
ENHANCE ENGLISH SPEAKING SKILLS IN THIRD YEAR
BACHILLERATO AT “UNIDAD EDUCATIVA FISCAL REPÚBLICA
DE FRANCIA” DURING THE SCHOOL YEAR 2015-2016.**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

**LICENCIATURA EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA
Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL.**

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CERTIFICACIÓN DE ACEPTACIÓN DE TUTOR

En mi calidad de tutor del proyecto de investigación, nombrado por el Consejo Directivo por la Facultad de Ciencias de la Educación- Escuela de Lenguas- Inglés.

CERTIFICO

YO, LUIS LEÓN VÉLIZ, certifico que el Proyecto de investigación con el tema: “PEDAGOGICAL METHODS, TECHNIQUES, AND APPROACHES TO ENHANCE ENGLISH SPEAKING SKILLS IN THIRD YEAR BACHILLERATO AT “UNIDAD EDUCATIVA FISCAL REPÚBLICA DE FRANCIA” DURING THE SCHOOL YEAR 2015-2016”, ha sido elaborado por las señoritas Katty Valdiviezo Soto y Katherine Vera Navarrete bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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I dedicate this project to all my family, especially to my parents and my grandmother who always gave me support and strength to finish this process. I am grateful with them for having been comprehensive and integral in every situation whenever I needed someone to ask for advice.

Katty Valdiviezo Soto

DEDICATION

I dedicate this project to God, who always gave me support, wisdom, and strength to finish this process; without His help nothing would have been possible. Also, to my parents who are my inspiration to be a better person every day.

Katherine Vera Navarrete

ABSTRACT

All across the world, learning language diversity is fundamental to history, finances, job application, travelling, etc., but most importantly in education. Recently, learning English language is a requirement but it is not only improved communication, also the way of promoting worldwide understanding and culture exchange. This research project examined the implementation of the influence of methods, techniques, and approaches to enhance English speaking skills on third year bachillerato students at Unidad Educativa Fiscal “República de Francia” during the school year 2015-2016 and aid teachers to develop speaking skills strategies more effectively. The aims of this project included the use of quantitative and qualitative analysis and three research methods like Case Study, Before and After, and Participant Observation. Similarly, interviews and observations from teachers and students were carried out to collect essential information. In addition, the researchers attempted to solve the problems that students from this institution were facing and support the teachers to innovate communicative activities and to extend the target language inside the classroom. The selection of communicative approach (CLT) and some techniques were executed to students from a specific course (experimental group). CLT constituted efficient material and methodology to allow students encode and share their ideas and opinions naturally and in an interdependent way. Subsequently to this, compatible assignments such as role plays, debates, brainstorming, discussions, surveys, pretest, and posttest were useful to evaluate the students’ performance. The results were so vital for the

development of this research and the impact from Communicative approach and techniques to yield the enrichment in students' oral production and teachers' labor. In this study, the students from the experimental group improved their performance with a maximum rank of 18, 5 over 20 detected by a post-test. Likewise, positive collaboration, confidence, sharing, motivation and components such as good pronunciation, comprehension, vocabulary, grammar and fluency rose during this process. To sum up, the results of this analysis were presented in such a way that they can be used as an aid to the design of new mode of teaching a second language without struggling with traditional tasks and students to lose the fear of speaking English. This work was remarkable for the school staff, parents, as well as the improvement of the society into the future.

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CHAPTER 1

1. INTRODUCTION

Nowadays, the English language is absolutely necessary at work or studies. According to the Ecuadorian Ministry of Education, “English is unquestionably the world’s lingua franca at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today’s globalized world”. (National Curriculum Guideline, 2014). The structure of this research project will be established in the following way:

Chapter one explores a brief introduction about the influence of English language in teaching and in other areas; also the statement of the problem of this project, the objectives, and some information about the institution where this work is carried out. On the other hand, chapter two deals with the theories, assumptions, and beliefs as well as the hypothesis and some research questions connected to the investigation.

Chapter three describes the literature section which is about the methods, techniques, and approaches that will be set up in the institution. Likewise, the instruments, the resources, and population are presented here. Finally, chapter four provides the final conclusions and all the information covered. Also, it outlines the problems and limitations faced during the study.

At the present time, people learn English language as a real necessity because it is a great advantage for them when they travel abroad for many different reasons. For example, if they decide to visit countries like USA, China, or even India they can communicate and understand each other in English easily, even if they do not know the native language or culture.

Likewise, when people go abroad to study or for business they must know English to transmit their thoughts and ideas. Most of the countries and organizations in the world are living the process of globalization and English is the official language. Inside the learning and teaching process of foreign language, there are different procedures; for example, the approach in preschool education developed by Friedrich Fröbel in Germany which is based on playing and positive interaction like signing, manipulating and recognizing things.

Many other approaches are mentioned by other recognized theorists. According to Maria Montessori, “Practical life enhances the development of task organization and cognitive order through care of self, care of the environment, exercises of grace and courtesy, and coordination of physical movement.” (North American Montessori Teachers’ Association, 2014).

On the other hand, the approach in teaching English in adolescents could be a little bit complex because in some cases students feel shy, nervous, uncomfortable, or embarrassed when they try to transmit their ideas in the target language or socialize with other classmates in the classroom.

In teaching English as a foreign language, the most important issue for teachers is to get their students to accomplish and master their goals. However, if students have good prior knowledge from the very beginning, in later grades the use of the target language will be easier.

Teachers can enhance the English skills effectively if they manage the appropriate methods, approaches and techniques according to students 'needs. There are four English language skills: listening, speaking, reading and writing. All of them are so important to use the language. This project focuses on speaking skills only.

Motivation is a key concept in foreign language learning for any age group, but teaching a class of teenagers can sometimes be extra challenging when it comes to keeping their focus on the lesson itself (4 Practical Tips for Motivating Adolescent ESL Learners to Use English, 2015)

Teaching adolescents is a hard work even more when they are learning a foreign language (English), student must have a teacher who is prepared on methods, approaches and techniques that stimulate them to use the target language in real life. Most teens are confused or shy when they try to produce English so the teacher must look for interesting ways so that they feel comfortable. This is the first step to get oral proficiency for a long term.

1.1. BACKGROUND OF THE PROBLEM

The institution where the project was developed is called Unidad Educativa Fiscal “República de Francia”. It is a public high school located in the downtown area of Guayaquil. Most of the interviews took place in the classroom. Students were divided in two sections “A” and “B” for taking some tests in order to notice their current English level. According to the results of the test and the observations, the students showed a low oral performance in most of the English classes presented.

There was a combination of causes of why they did not show a good way in relation to the foreign language. One of the most essential reasons was lack of motivation and encouragement. The students were shy, bored, embarrassed, and nervous when they were giving their ideas about a topic. Even though learning a foreign language is really hard, the teacher must continue supporting the students make them to feel comfortable and confident when using the target language in classes; it does not matter the errors they are going to make.

On the other hand, the research project’s **mission** is aimed at the third year bachillerato students who are going to develop oral proficiency level through appropriate techniques, methods, and approaches. The research project’s **vision** is that this group of students would be able to transmit their ideas or opinions and enhance their oral abilities appropriately in the future.

There were some main topics to carry out in the project: students' performance, teacher preparation, and classroom resources. The teachers gave relevant information about the institution in general and also the issue that the project is going to handle. In the institution about twelve English teachers divided into three sections which are morning, afternoon and night work. It does not have English department.



Figure 1. Unidad Educativa Fiscal “República de Francia”

The classes of the teachers in third year bachillerato were observed and the method which was used in the classroom was the grammar translation method; also, they tried to motivate students to speak and to express their ideas and answer questions in the class, but the students did not respond.



Figure 2. Students from Unidad Educativa Fiscal “República de Francia”

1.2. STATEMENT OF THE PROBLEM

After, realizing the situation that was happening inside the classroom, the problem will be stated as:

How can we enhance the English speaking skills of third year bachillerato students at “Unidad Educativa Fiscal República de Francia” of the academic year of 2015-2016?

While learning a foreign language (English), there are four important skills to be developed effectively: listening, writing, speaking, and reading. This research focuses on communicative skills only. This work explains the importance of developing good communicative skills when teaching adolescents.

Today, there are some institutions which offer English classes to students from fifteen to seventeen. It includes vocabulary, phonics, grammar, and pronunciation but some English teachers do not know how to apply the appropriate methods or techniques to improve speaking skills in their students.

This is the case of Unidad Educativa “República de Francia” where teachers may not use successful tools or techniques which help them to avoid problems with some speech sounds and bad pronunciation in teenagers. They should speak clearly so students can understand and encourage them more to feel confident in their verbal expression and English language development.

In class observation, the teachers did not support them adequately to use the target language almost like their mother language. English teachers only provided vocabulary but did not motivate students to use that vocabulary in sentences, discussions or conversations everyday life.

Teachers showed lack of preparation when teaching. They only followed the English textbook and the pedagogical materials were not used inside the classroom certainly in order to get the best opportunities to increase the knowledge in their students and satisfy their problems according to their needs.

Adolescents in this institution need to be in constant motion and do action-based activities so they keep attention on acquiring the new language (English). Developing oral language skills are not easy because adolescents have to understand English first. “The natural approach developed by Tracy Terrell and supported by Stephen Krashen, is a language teaching approach which claims that language learning is a reproduction of the way humans naturally acquire their native language.” (Mohammed Rhalmi , 2009)

1.3. GENERAL AND SPECIFIC OBJECTIVES

Main Objective

To determine the influence of methods, techniques, and approaches on third year students' speaking skills at "Unidad Educativa Fiscal República de Francia" of the academic year of 2015-2016.

Specific Objectives

- To identify the techniques used by teachers inside the classroom.
- To analyze students' attitude inside the classroom.
- To provide new ways to enhance speaking skills of the students at "Unidad Educativa Fiscal República de Francia".
- To observe students' responses from communicative activities.
- To implement effective materials that help teachers to develop speaking skills more effectively.

1.4. SIGNIFICANCE/ RATIONALE OF THE STUDY

Based on the problems mentioned before at Unidad Educativa Fiscal “República de Francia” in third year bachillerato students “A” and “B” who showed low motivation and performance inside the classroom during the English classes. The research project was focused on discovering techniques, approaches, and methods which help teachers enhance students’ speaking skills in an effective way such as role- plays, commands, dialogues, discussions, interviews, etc. and also, increase students’ performance and confidence inside the classroom in order to improve this motivation and encourage them to practice the target language no matter if making mistakes.

This research project has been proposed due to the concern of the authorities of “Unidad Educativa Fiscal República de Francia”, which consists to determine the influence of methods, techniques, and approaches on third year students’ speaking skills during the school year 2015-2016.

The importance of doing this research is discovering new ways which include methods, techniques, and approaches that help students to develop good speaking skills in order to get high school graduate successfully. Also, throughout this research, we will support the high quality bachillerato education at Unidad Educativa “República de Francia” during the school year 2015- 2016 offers. At the same time, the society will gain good professionals in foreign language in the future.

1.5 SCOPE AND LIMITATIONS OF THE STUDY.

This research was developed in a public high school from Guayaquil. It is located in Tungurahua and Capitan Najera. There are two thousand five hundred students in the whole place. It is divided in three working periods: morning, evening and night. But the project was developed on third year bachillerato “A” and “B” courses at the night section. There were four hundred students in this section approximately and there were thirty five to fifty two students per classroom.

The main purpose of selecting this institution was helping it to use the appropriate methods, techniques, and approaches to enhance the speaking skills successfully. So students from third year bachillerato would be able to transmit their thoughts, opinions and understand the standard language if the teachers take into consideration the methods we set, all of this in a short term.

Another, some delimitation in this study was helping only third year bachillerato students “A” and “B” sections; this project did not cover the whole institution. Likewise, it focuses only on methods, techniques, and approaches based on speaking skills not in the other language skills mentioned above.

CHAPTER 2

2. LITERATURE REVIEW

2.1. INTRODUCTION

This chapter is about certain methods, techniques, and approaches to determine good speaking skills in third year bachillerato at Unidad Educativa Fiscal “República de Francia” during the academic year 2015-2016.

This research project provides a background and the analysis of some important and contemporary methods such as communicative approach, natural approach, task based language learning, and the point of view of some theorists based on communicative competence.

In addition, types of learning and teaching activities to attain good oral proficiency. According to Edward Anthony, “There are three levels of conceptualization and organization, which are termed approach, method, and technique.” (Approaches and methods in Language Teaching, 1986)

The combination of this points mentioned above will direct this work to implement the appropriate methodology, techniques, and approaches in order to get a meaningful teaching based on oral abilities. Likewise, other aspects like pronunciation, stress, intonation, grammar rules, spelling, and linguistics features.

According to Jeremy Harmer, “In writing, we represent words and grammar through orthography. When speaking, on the other hand, we construct

words and phrases with individual sounds, and also we use pitch change, intonation, and stress to convey different meanings.” (The practice of English language teaching, 2001)

Throughout the history there have been some innovations in methods, techniques, and approaches in teaching a foreign language. Even though teachers must be aware not only on the methods, techniques, or approaches, but on the kind of proficiency learners need in order to move onto appropriate oral skills rather than other language skills.

On the other hand, the age of the students have an effect on the decisions of what and how to teach, so teachers should differentiate students’ needs and their cognitive skills. For example, according to several opinions, children can learn a foreign language faster rather than adults do.

Teaching adolescence is a crucial period too for some teachers because teachers do not get the good results that they expected about the subject. Why are adolescents so less motivated in classes? Perhaps, they are dealing with self-esteem, identity, or problems that they bring into the classroom.

“We have to start with the recognition of students as individuals as well as being members of a group. Even when classes have been separated into different levels, not everyone in the group will have the same knowledge of English. Some will be better writers than others and some will have greater oral fluency than others.” (The practice of English language teaching, 2001) Teachers should notice

the difficulties or doubts that students are facing, maybe for these reasons students cannot progress.

CEFR Reference Levels in the Ecuadorian Educational System

“The CEFR is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a paramount role in language and education policy worldwide because it comprehensively describes (1) what language learners should be able to do at different stages of the learning process and (2) what knowledge and skills they need to develop to communicate effectively in the target language”. (National Curriculum Guideline, 2014).

There are six CEFR Common Reference levels which are the following:

A1- A2: basic users of the language

B1-B2: independent users of the language; and,

C1-C2: proficient users of the language.

According to Ministerio de Educacion, “the goal of these curriculum guidelines is for students to achieve a B1 level of proficiency, allowing them to

communicate effectively as independent users of English.” (National Curriculum Guidelines, 2014)

Level B1: the students accomplish this level when they are able to understand main points of standard language. Also, they are able to communicate their ideas about familiar topics, interests, experiences and write essays.

Figure 3. B1 level of proficiency

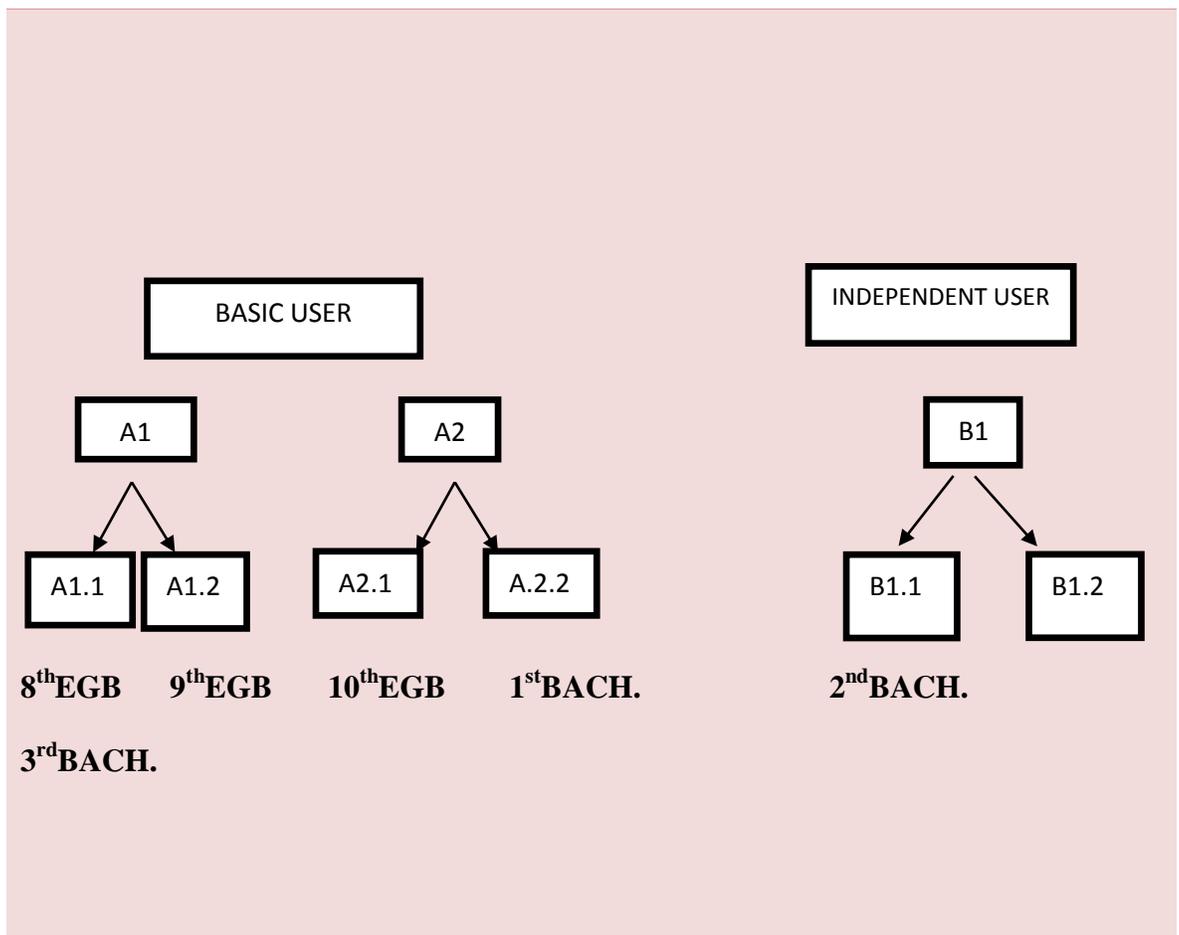


Figure 4. Levels of proficiency and their application per school year.

LEVELS OF PROFICIENCY: BRANCHING APPROACH

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

2.2. THEORICAL REVIEW

METHODS

INTRODUCTION

Method is a well-structured theoretical procedure to accomplish a determined goal. According to Edward Anthony, “Method is an overall plan for orderly presentation of language material, not part of which contradicts, and all of which is based upon, the selected approach. A method is procedural.” (Approaches and Methods in Language Teaching, 1986)

In teaching English as a second language, there are plenty of methods involved such as Grammar Translations, Audio Lingual, The structural Approach, the Natural Approach, Communicative Approach, TPR, etc. However, this project needs emphasis on methods for oral skills. Likewise, the selection of these methods is based in the particular ability to be taught, the content, and the order of the content presented. Some important theories based on communicative skills are considered which the following are:

NATURAL APPROACH

This important method was designed by Dr. Tracy D. Terrell and Dr. Stephen Krashen in California, both Professors of Linguistics. The main point of this method is based on the acquisition of the second language as natural as the mother tongue. The grammatical rules are not completely necessary here; the language learners are focused on the input (communicative skills).

There are three basic stages where learners go through: Comprehension, Early and Emergent Production. The first thing which students do before producing any word is just listening (comprehension). At the beginning they will make errors. Also, they can recognize the meaning of some words in context without knowing all the words or grammar rules.

In the second stage, the language learners can answer yes/no questions or saying lists of words. In this method the vocabulary words are outstanding and exposure too. In addition, students interact to each other by using common expressions or phrases in real life situations such as saying manners or greetings, etc.

Finally, they will continue exposing meaningful communication based on content rather than grammar. In emergent production, they will produce dialogues, complete some sentences or participate in discussions with classmates. In conclusion, The Natural Approach is a useful method where learners can develop efficiently speaking skills step by step by communicative situations, realistic interactions where errors are just signs of naturalistic in the process.

Stephen Krashen and Tracy Terrell (1983) found the following:

“As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning)”. (The Natural Approach, 2010)

This method is relevant in this research since the information given may be used to improve the speaking skills process in third year bachillerato at “Unidad Educativa República de Francia” so that students are not used to produce the target language mechanically or by following rules but by doing it easily and naturally. The foreign language could be taught without translations or using the mother tongue just with demonstration and actions.

TASK BASED LANGUAGE LEARNING

Task-Based Learning is a method created and popularized in 1980s by N. Prabhu while working in Bangalore, India. It is based in tasks given to students according to the level. “In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.” (A Task Based Approach, 2004) In this method, the students are totally the center of the class.

The lesson mentioned before follows three stages which are Pre-task, Task cycle, and Language focus. The first stage consists on introducing the topic and task through questions, in the second stage students perform the task in pairs or small groups while the teacher monitors from distance; in this stage, it is very important for students to work in pair or group in order to develop communication because they will report on the task either orally or in writing, and compare notes on what has happened in the last stage. In this stage, students show what they have learned in the stages before.

This study was based on adolescents only. At this age, they sometimes are shy and prefer not to use the target language; for that reason, the selection of this method was supporting them by giving freedom of language control to the students in all three stages mentioned above because task based learning is a strong communicative approach where students will spend a lot of time communicating and will have a much more varied exposure to language.

According to Bilash, “Task-based learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call. This method encourages meaningful communication and is student-centered.” (Task-based Language Teaching, 2009) In fact, the target language (English) should be learned in an interactive way and incorporate real life situations.

COMMUNICATIVE APPROACH

This method is also known Communicative Language Teaching (CLT). It was developed in 1980s by David Nunan. The main idea of this method is to involve learners in real communication. So they can produce the target language by interacting with their classmates and the teacher. At the time that learners are engaged in real communication, they use their natural strategies to acquisition of language skills and this will allow them to learn to use language.

“One assumption made for assigning a higher number of hours to complete true levels is that more time of exposure to English will allow learners to compensate for the lack of ready communicative situations outside the classroom (Brown, 2007), which is characteristic of contexts such as Ecuador where English is learned as a foreign language” (National Curriculum Guidelines, 2014). In Ecuador, CLT must be seen as an opportunity to grow as professionals because English language is a huge demand around the world.

This method focuses on the content of what learners are saying without paying attention to a particular language form. In effect, this method has left an unforgettable mark on teaching and learning process, resulting in the use of communicative activities in classroom around the world.

It is also important to mention that there are other essential features in speaking such as vocabulary, phonics, spelling, linguistics, pitch, grammar, and pronunciation. Also learning vocabulary is necessary because words should be used in sentence construction (grammar) so students will have a clear perception of the correct usage of them.

Before learners start pronouncing or reading words correctly, they have to be aware about how letter and sound work together so a good pronunciation starts when the students know the correct letter sound association effectively and practicing activities like songs, conversations, role-plays, interviews, games, etc.

Jack C. R. study found the following:

“One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns”. (Communicative Language Teaching Today, 2006)

So students are free to express their ideas and assumptions through interactive activities and use the target language. Errors are not so important in this method because grammar will be studied step by step but focusing on communicative competence at first period.

A BRIEF GENERAL DESCRIPTION ABOUT SOME THEORISTS' POINT OF VIEW ON SPEAKING SKILLS

Within this section, there is a variety of theorists' opinions in teaching ESL which show how a language is learned. This will promote how oral skills may be improved or developed in an appropriate way. The opinions of the following important theorists will be taken into consideration: Jack Richards, Jeremy Harmer, and Douglas Brown.

“Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it.” (Strategies for Developing Speaking Skills, 2004)

An adequate methodology, classroom setting, environment, and teacher's preparation is in common of these three authors. This combination will suit good results to students who will use the target language correctly. Jack Richards focuses on the methods in language teaching process.

Lately, there is a variety of methods; the selection of these depends on the learners' needs, the teachers' preference, and the educational setting. Also, Jeremy Harmer emphasizes his theory in the importance of materials in the learning process which are used in the classroom with the learners. Materials change constantly for that reason teachers have to be prepared to change methodology and materials according to the students' needs in order to get their attention of them.

In addition, Douglas Brown in his book called Principles of learning and teaching focuses in the second language acquisition process, he mentioned several questions, such as, who?, what?, when?, where?, why?, etc. . All these questions are directed to the learners in order to know more about them because learning second language is a long and complex task in which the whole person is affected. In the acquisition process of a language, total involvement is required of sending and receiving messages successfully.

To sum up, the reason of the selection of these relevant theorists is to guide this work with the correct references about methods, materials, activities which can be used inside the classroom to promote good oral proficiency.

LEARNER'S ROLE

The students reflect their knowledge based on the methodology set by the teacher; this covers the types of activities in the classroom, the environment inside the class, the relationship among students, and the control they have over the content of learning. According to Johnson and Paulston (1976), "Learners learn from the teacher, from other students, and from other teaching sources." (Approaches and Methods in Language Teaching, 23).

TEACHER'S ROLE

The teachers' role in methods is seen in many aspects like a guide, counselor, model of learning, facilitator, monitor, or as a source of knowledge. In addition, methods are related to the teacher's performance inside the classroom; for example, the activities, materials, the content of what is taught, and the interaction between learners and teachers. "Teacher and learner roles define the type of interaction characteristic of classrooms in which a particular method is being used" (Approaches and Methods in Language Teaching, 24)

TECHNIQUES TO TEACH SPEAKING SKILLS.

INTRODUCTION

Technique is the way to accomplish a particular work. Throughout time, teaching activities have changed in order to improve the learning process. For

example, drills, memorization, question- answer practice, mastery of grammatical competence were seen in classic communicative language teaching.

On the other hand, in recent years, innovate techniques are established to carry out not only the learner's capacity but also their needs. Nowadays, the students are the center of the class; they learn a language by using it not by memorizing rules or following a perfect model. Also, the textbooks are used to review what is learned. This section presents appropriate techniques to develop good speaking skills in third year bachillerato at Unidad Educativa Fiscal "República de Francia" during the academic year 2015-2016.

"In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. (The National Capital Language Resource Center, 2004) Motivation is one important technique to enhance learners to use the target language. Even more if the students are teenagers they do not want to participate in class or perform any task so the teacher should implement an interesting environment for that.

Another technique is to use cooperative activities so students interact with other classmates and exchange information. Critical thinking will be increased and the teacher observes and guides in this process. Think Pear Share and Jigsaw are common cooperative activities. There are other activities that promote speaking skills such as

Discussion:

In this activity, learners share information about a topic set by the teacher, they can work in pairs or in small groups.

Picture describing:

This activity shows the students' imagination in addition to practice the second language by describing what a picture is about.

Role play:

In this activity the teacher gives information to the learners, and they will act out the adopted role.

Simulation:

This is an interesting activity where students use the target language by presenting a model but in a more real way. For example, if a learner is a singer, he/she brings specific items for that (microphone).

Information gap:

In this activity students work in pairs so they exchange or collect information about questions given by the teacher. This has a great advantage because everybody participates and encourages speaking skills.

Brain storming:

In this activity, students give free comments or ideas about a specific topic.

Interview:

In this activity a variety of questions is given by the teacher so the students collect information following some rubrics or they may introduce her/his partner to the class.

On the other hand, when teachers prepare speaking lessons it is essential to add the following information: form (it refers to grammar points), meaning (it refers to the expression of students' clear ideas), and fluency (it refers to fast speed of speaking without too many pauses) or the use of rubrics because sometimes teachers may not remember some students' responses in order to give them feedback as well as the description of their English skill level. For example:

Grammar	Words and phrases	Pronunciation	Appropriacy

Figure 5. Recording Mistakes (Jeremy Harmer, The Practice of English Language Teaching)

APPROACHES

INTRODUCTION

As the world innovates in the field of language teaching, new methods arise which require new approaches that incorporate language and learning theories. In many cases an approach must be developed consequently to a procedure or technique to become a successful method in teaching the language, but some situations were found in which through approaches are required procedures and techniques which lead to the discovery a new method.

For those reasons, approaches are another factor that influence in the current state of English teaching. This section presents and explains the definition of approach and the theories involved in this in order to determine the appropriate approaches to acquire good speaking skills in third year bachillerato at Unidad Educativa Fiscal “República de Francia” during the academic year 2015-2016.

Richards J. points out, "Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (Approaches and methods in language teaching, 1986). In English teaching as second language, approaches are hypotheses that will help us achieve success in language teaching; indicating how language is used and how learners acquire knowledge of language through information obtained from the circumstances that produce successful language learning. To understand the

definition of approach it is necessary to explore their linguistic and psycholinguistic aspects.

THEORY OF LANGUAGE

Within the language and nature of language there are three different points of view which permit to obtain a current report of explicit and implicit abilities of approaches and methods in language teaching. The explanation below summarizes the views within the theory of language.

The first point of view is the structural view; here the language is considered a system of structurally related components for the coding of meaning. These components are generally defined in terms of phonological and grammatical units, grammatical operations, and lexical items.

Some traditional methods represent this particular view; such as, Audio-lingual method, the Silent way, and Total physical response. The functional view is the second point of view; the communication with functional meaning is the principal characteristic to this view of language; it focuses on semantic rather than grammatical characteristics of language. The third point of view is the interactional view; here the language is considered as a vehicle for the performance of interpersonal relations. It focuses on the creation and maintenance of social relations between individuals.

These three points of view provide the theoretical framework that may motivate a particular method, but these models by themselves are incomplete and need to be complemented by theories of language learning.

THEORY OF LANGUAGE LEARNING

Some particular teaching methods may obtain its origin from specific theories of the nature of language, but other methods originate from theory of language learning. Richard J. shows the following:

“Learning theories associated with a method at the level of approach may emphasize either one or both of these dimensions. Process – oriented theories build on learning processes, such as habit formation, induction, inferencing, hypothesis testing, and generalization. Conditions – oriented theories emphasize the nature of the language and physical context in which language learning takes place.” (Approaches and methods in language teaching, 1986)

There are specific methods which have been built on a learning theory that includes both the process and the condition dimensions of learning. The Natural approach is one of them; this method is based on monitor theory; this theory was created by Stephen Krashen in 1981.

Monitor theory distinguishes between acquisition and learning at the level of process; acquisition refers to the cognitive process in which the language is

assimilated in a natural way; and learning refers to the conscious process in which the language is assimilated through a formal study.

Also, Krashen's theory reports the conditions necessary for the process of acquisition at the level of condition, such as, the type of input the learner receives which must be understandable. Total Physical Response, created by James Asher in 1977, is another method which comes primarily from the learning theory rather than from a theory of the nature of language. It is based on combination of language production with physical actions.

In the other hand, there are methods such as Counseling – Learning and the Silent Way based on the learning theory but focusing primarily the conditions held to be necessary for learning before process, for example; the environment of the classroom. One of the methods which link a language theory with a learning theory is Audiolingualism.

In conclusion, language theory refers to the language competence, the features of linguistic organization, and language use; otherwise, learning theory promotes conditions in which language is used for meaningful task based on process and conditions. Both theories are relevant for this research; since the information given may be used to improve the speaking skills process in third year bachillerato at Unidad Educativa “República de Francia”.

2.3 CONCEPTUAL FRAMEWORK

Chapter number two presents an overview of three important methods focused on communicative abilities as well as techniques and approaches. The data provided helps the researchers with the task of improving speaking skills in bachillerato students during the current academic year; at the same time, students feel comfortable when expressing their ideas to each other and using the appropriate activities, materials, lessons, or following a specific method to reach the goal.

The book “The Principle of Language Learning and Teaching” considers the difference between learning and teaching, “Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.” Similarly, “Teaching shows and helps someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” (Douglas Brown).

In fact, learning a second language is even more challenging; teachers must pay attention to the students’ needs first and then the way of how to teach in order to have a good reaction. In classes, where this investigation was carried out, the researchers emphasized on the method called communicative approach or also known Communicate Language Teaching (CLT) method and specific techniques such as discussions, role plays, interviews, information gap and simulation.

One of the reasons for choosing CLT method was that it pays efficient attention to functional and structural aspects of language. It means teachers

employing procedures where students work in pairs or groups using accessible resources in problems and solving meaningful tasks in a real context. Another reason was that this method in language teaching starts from theory of language as communication. According to Hymes (1972), “The goal of language teaching is to develop communicative competences.” (Approaches and Methods in Language Teaching, 1986). If learners acquire communicative competence, they will acquire both knowledge and ability for language use.

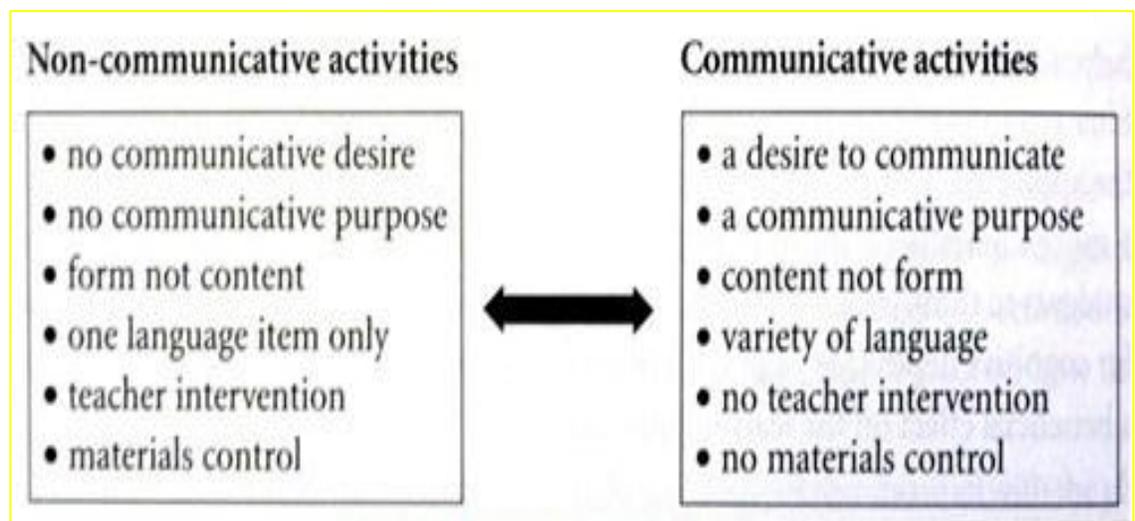
The reason for choosing these techniques was that students may learn a foreign language in a more interesting way by using real life activities and study without struggling with traditional procedures. Diane Larsen Freeman shows, “Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning.” (The Communicative Approach in English as a Foreign Language Teaching)

In communicative approach or CLT, the students are guided to produce English freely step by step, the materials are based only on them so the teacher monitors and guides in the classroom. When students exposed real meaningful communication is purposeful; in addition, reinforcement is seen at the end of the class with grammar explanation and the structures used.

Likewise, this method promotes interaction among all the students and they decided what to transmit and how to do it. According to Diane Larsen Freeman, “Communication is a process; knowledge of the form of language is insufficient.” (Techniques and principles in Language Teaching, 2000)

By following this suggestion, teachers should let the students transmit their thoughts naturally by using activities like discussions with a topic selected by them. Role plays might help to enhance the target language fluency and socialize with other classmates about main interests. So these techniques will allow students to use the target language in real and enjoyable situations by exchanging opinions and confirming or asking their own understanding.

Learning a second language oral proficiency particularly contains some factors like accuracy, fluency, good pronunciation, and linguistic performance. First, linguistics performance establishes the knowledge of the language, it means that the speaker is able to use and understand sentences in a language. Accuracy introduces the grammatical forms, structures, and vocabulary words, whereas fluency the fast and easy way of students to speak without focusing on grammatical errors just on the meaning (in early stages).



6. Communicative Language Teaching activities.

Finally, pronunciation is the production of sounds and one of the most complex factors, is better to start practicing correctly from the very beginning so a good pronunciation will be permanent , in addition, pronunciation includes a combination of two important features: supra segmental and segmental. Stress, intonation, voice quality, gestures, phonology, all of these aspects must work together to students be enable to distinguish different meaning and sounds in English.

“Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect!” (What is pronunciation, 2002)

2.4 RESEARCH QUESTIONS

- 1) What are the most important factors that influence low academic performance in adolescents?

- 2) What kind of appropriate techniques and methods should teacher use to promote good speaking skills?

- 3) How can teachers enhance students’ oral skills in the classroom?

4) What can be done to make students feel comfortable to practice the target language?

5) What are the reasons why students do not develop their speaking skill in the classroom?

2.5. HYPOTHESIS

➤ The application of pedagogical methods, techniques, and approaches has a positive impact on English speaking skills on third year bachillerato students at Unidad Educativa Fiscal "República de Francia".

2.6 VARIABLES AND INDICATORS

INDEPENDENT VARIABLE: Pedagogical methods, techniques, and approaches

DEPENDENT VARIABLE: English speaking skills

The table below presents in detail the variables, the indicators, and instruments of this research:

VARIABLE	INDICATORS	INSTRUMENTS
Pedagogic al methods, techniques, and approaches	<p>The use of the appropriate methods, techniques, and approaches to promote good oral skills will be applied by the teacher.</p> <p>The students will work individually, in pairs, or in groups.</p> <p>The role of the teacher will be as a monitor and guide.</p> <p>The student will be the center of the class.</p>	<p>Teacher's observation checklist.</p> <p>Lesson plan</p> <p>Rubric for the pre-test and post-test.</p>
English speaking skills	<p>Students will work in pairs, groups, or individually.</p> <p>Students will develop all the necessary activities and methodology set by the teacher in order to master good oral proficiency.</p>	<p>Rubric for the pre-test and post-test.</p> <p>Pre-test and post-test.</p>

Table 1. Variables, indicators, and instruments.

2.7 DEFINITION OF TERMS

CEFR: The Common European Framework of Reference of Languages: Learning, Teaching, and Assessment.

Method: A particular procedure for accomplishing or approaching something.

Proficiency: A high degree of skill.

Technique: A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.

Critical thinking: The objective analysis and evaluation of an issue in order to form a judgment.

Methodology: A system of methods used in a particular area of study or activity.

Appropriacy: The extent to which a word, phrase, or grammatical pattern is correct or suitable for a particular context or social situation.

Rubric: A title or set of instructions written in a book, an exam paper, etc.

Theory: A supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained.

Speaking: The action of conveying information or expressing one's feelings in speech.

Role: The function assumed or part played by a person or thing in a particular situation.

Approach: a particular way to start dealing with a problem, task, etc.

2.8 SUMMARY

In Chapter two, there was a presentation of methods, approaches, and techniques focused on communicative skills. This selected information was really useful to promote good oral proficiency on third year bachillerato students at the institution mentioned above. Besides it was divided into three parts; each one presented the necessary details of how the impact of methods, approaches, and techniques was on the learning process from the past and recent years.

In addition, the conceptual framework covered the base of the investigation in preference to a specific method and activities. Finally, in this section stated the hypothesis, the variables and indicators, a list of twelve essential terms with explanations and the research questions which guided the study.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. METHODS AND TECHNIQUES

METHODS

The investigation is based on the enhancement of speaking skills in third year bachillerato students using the qualitative and quantitative research methods. This section determines broadly the main methods as well as the study designs. The main cause is to collect information using all of these facts in an appropriate way so find reliable results.

In quantitative research method, the information obtained is transformed into numerical data like statistics or percentages. So the researchers are guided to solve the problem by the help of this form; for example, the population, surveys, or the answers of questions. Likewise, in this research method, the change is compared before and after the intervention.

On the other hand, in qualitative research method the strong base varies on the behavior or interaction of the situation, the information is conducted only in case studies and participant observation. In the Case Study, there was an exploration of a specific group of students and teachers through observations and interviews to understand the phenomena.

Meanwhile, in Participant Observation, the researchers monitored teachers' performance and students' communicative responses. So the combination of these study designs will be really helpful and useful to get the information that is expected.

TECHNIQUES

It is relevant to emphasize that group "A" and "B" were evaluated at the beginning and at the end with a pre-test and post-test but only in group "A" the researchers applied all the techniques, methods, and theories mentioned before in Chapter two based on the enhancement of speaking skills.

The collection of the information was by using techniques like discussions, interviews, role plays, debates, tests, brainstorming, and dialogues. "The key difference between quantitative and qualitative methods is their flexibility. " (Qualitative Research Methods: A Data Collector's Field Guide, Family Health International)

In quantitative research method, the researchers collect the information by interviews, survey, discussions, and after that, the results gathered are changed into statistics data. In the same way, a pre-test and post-test were used to measure the knowledge of the students 'oral proficiency in English between group "A" and "B" (experimental and control groups).

At the same time, students were scored by some implemented rubrics. It contains five categories such as fluency, vocabulary, grammar, comprehension, and pronunciation measure from one to four points. The rubrics helped to determine the progress, performance, or the final grades.



Figure 7. Surveys

In qualitative research method, the evidences were collected by interviews, oral presentation, answering questions, discussions, and debates so the students were free or more flexible to transmit their own thoughts, ideas, and opinions and sharing among classmates, as the purpose of this research method.



Figure 8. Role plays.

Surveys

This technique was done by the experimental and control group, the researchers gathered the information by asking the students about their comprehensive view towards the target language, and through this they could express their difficulties, ideas, and interests.

Interviews

This technique allowed the researchers to look over and evaluate the teachers' experience and inspiration to teach English to these groups of students, likewise, the teachers' future inducement to students internalized the foreign language.

Pre test

This evaluation was conducted before students perform the selected activities and method, in this way, the researchers could notice the students' difficulties or doubts on developing their English oral skills. This pre-test was based on basic questions in different tenses such as present tense, past tense, and future tense.

Post test

On the other hand, in this procedure is to ascertain if the implementation of Communicative approach and the activities designed worked with precision on the students and if they have improved their oral abilities as the most important part.

Debates

With this particular activity, the students can practice and foster a lot their critical thinking as well as their speaking and presentation skills; they are free to argue a specific topic and be engaged to participate. The students could select the topics of interest as well as the teacher.

Observations

In this process, the researchers are able to assess the teachers' performance, methodology, and activities used inside the classroom. Similarly, the students' impact or responses towards all of these, if they feel comfortable, motivated, or the main causes of the low oral production. In addition, the development of techniques, methods, and approaches that better deal to make students accomplish good oral proficiency.

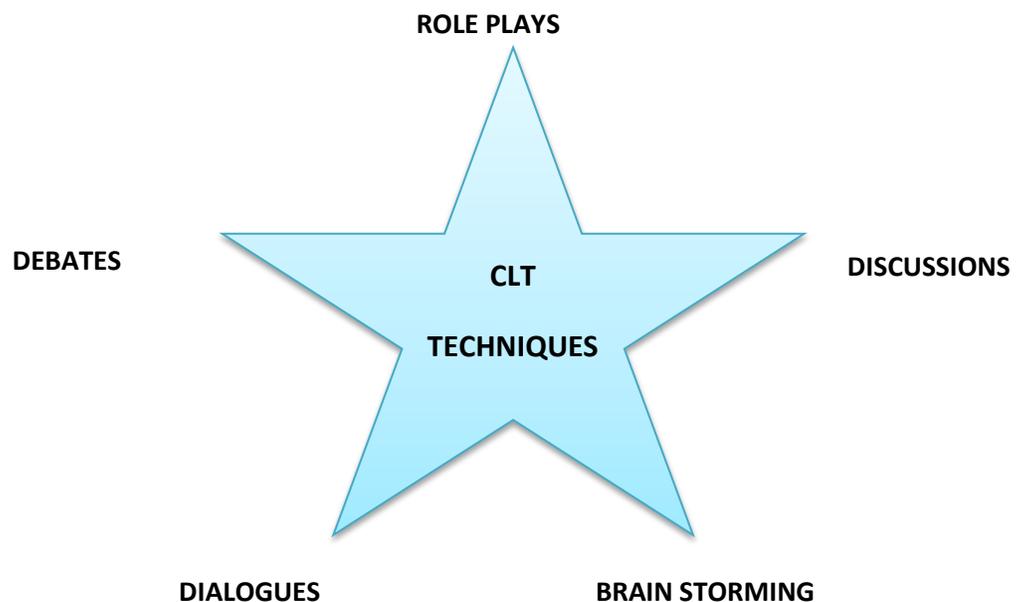


Figure 9. CLT techniques

PROCEDURE OF THE RESEARCH STUDY

The procedure was carried out in the following way: the first weeks, the investigators monitored the teachers' performance and current methodology inside the classrooms "A" and "B". In the same way, the data gathering from interviews which just took 30 minutes per each teacher.

Next, the students' assessment from both groups was held using some rubrics to determine their attitude on the level of comprehension. The observations were done before the application of Communicative approach (method) and the techniques. These lasted the whole class (forty five minutes).

Then the students from "A" and "B" courses made a pre-test with simple and basic questions about their own interests to analyze and to measure the students' oral abilities. This evaluation has the implementation of rubrics with five speaking components such as grammar, vocabulary, fluency, comprehension, and pronunciation, listed from one to four, and ranked over 20.

After that, another activity was implemented such as a survey which the students give their perceptions of learning English, role plays, discussions, oral presentations, brainstorming, and debates to give them a chance to practice English spontaneously. Observations of classroom management, types of techniques, class participation, suitable materials, planning, and interaction were considered too.

When the results were already exposed with the difficulties faced by the students, the researchers started applying the appropriate techniques and the selected method mentioned in detail in Chapter two. During this period, the students participate in the different activities given by the teacher. The reason of why the investigators decided to implement Communicative Approach and also known as CLT method is to make this investigation more effective in comparison to the traditional methods. It is important to state that the acquired results from a survey were transformed into quantitative data. Those results were focused more on Group “A” (experimental group).

3.2. RESEARCH POPULATION AND SAMPLES

The research project was established at Unidad Educativa Fiscal “República de Francia” in third year bachillerato students. The population was seventy eight students in total in both courses “A” and “B” as well the two English teachers and the coordinator.

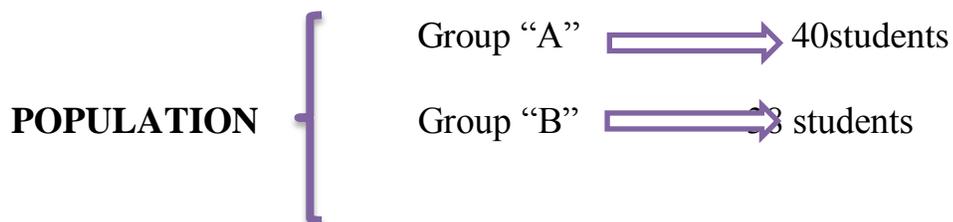


Figure 10. Number of students in Experimental and Control group.

This group of third of bachillerato was a big population but the researchers chose two groups (“A” and “B”) to be able to work better in this study. It is relevant to mention that these students are fifteen and seventeen years old, at this age, students need to interact, socialize and been engaged to participate among other classmates. They should be involved in real situations and be motivated to be creative and reasonable to get a new input.

3.3. RESEARCH INSTRUMENTS

The information was gathered through pre-test, post-test, observations, survey, interviews, planning, technology instruments like computer and printer (to get quantitative data), these materials were really essential to carry out this research project and get reliable results. During four months approximately the researchers assess students’ performance with many activities but the most outstanding were survey, observations, interviews, pre-test, and post-test. The material selected was:

- ✓ pre- test
- ✓ post-test
- ✓ class observation
- ✓ Survey
- ✓ Monthly plans with activities
- ✓ rubrics
- ✓ Interviews
- ✓ Role plays
- ✓ Discussions

MONTHLY PLAN:

This material provides the procedure and the development of the method and techniques selected. How and where these were applied the resources needed during the applications.

TEACHER INTERVIEW GUIDE

This material contained some points such as teacher experience, classroom management and methodology. The data collected from this was really necessary to know the experience and how the teachers worked with the group of students and to determine the most effective method, techniques and approaches to enhance speaking skills.

COMPUTER PROGRAMS

This material helped the researchers to carry out this study, the elaboration of statistical data from surveys and pre-test and post-test results as well as the graphics.

EXTRA WORKSHEETS

It supported this research and students (Group A) to practice more the use of the target language to communicative each other.

3.4. RESULTS/ FINDINGS AND ANALYSIS

During the first weeks, the investigators were observing the teachers' performance from both groups "A" and "B" such as classroom management, planning, student participation, interaction between students-teacher and teacher-students. The teacher from "B" course had a good group control or classroom management, she motivated the students to participate and monitoring while they were doing activities but sometimes she did not follow any specific planning.

In contrast to group "B", the teacher in classroom "A" followed the planning but she did not influence students to participate because she only focused only on grammar rules and mechanical tasks; in addition, the students did not develop their critical thinking through meaningful and real activities.

In conclusion, both teachers did not promote the use of the target language in the classroom and only focused on the units of the book and fulfill the whole scholar program. The current method used by both teachers was the Grammar Translation Method and the implementation of activities based on it.

TEACHERS' INTERVIEW

The teachers' interview was developed before the intervention of the study. The conversation was carried out in the principal office and it just took about 30 minutes per teacher. There were nine questions about different topics, for instance,

personal information, teaching experience, favorite methods and techniques, classroom performance, etc.

The teacher from Group “A” (experimental group) had more experience with third year bachillerato students and she preferred working with the current method used in the institution which was Grammar Translation Method and the application of techniques based on this system.

Also, she seemed reluctant to update her knowledge; she used the activities that included grammar points not communication at all such as repetition, explanation or grammar rules, memorization, etc. For this reason, she did not know about CLT method and the resources used were board, marker, and the book.

Besides, the other teacher from group “B” had less experience in this profession; especially, with third bachillerato year. Although she followed the traditional method used in the institution (Grammar Translation Method), sometimes she liked students to participate more with interactive activities but focusing more on grammar.

In addition, the teacher from control group preferred Total Physical Response (TPR) because she worked with children years ago. About CLT, she thinks that is a good method for enhancing oral abilities using some techniques like role-plays or presentations. Finally, extra worksheets, realia, book, board, and markers were the resources used by her inside the classroom.

During the process, in question number nine about the improvement of students' oral proficiency in the classroom, both teachers agreed and were predisposed with this because they noticed that there was a lack of communicative skills for two reasons the big amount of students and the traditional method and activities.

To sum up, the teachers' point of view were very relevant for this study; both teachers really loved being English teachers even they did not know too much about CLT method and appropriate communicative techniques for adolescents. The researchers believed that the method and techniques applied by them were not the suitable to students at this age (adolescents) in order to promote good oral abilities as the main goal of the project.

TEACHERS' OBSERVATION FORMAT

The teachers' observation was developed before the intervention of the study. This process was carried out in the third week of May and it just took about 45 minutes per teacher' class. During those minutes researcher observed the teacher' performance and students' reaction inside the classroom and took some notes on the teacher's observation format.

In the teachers' observation format there were nine questions about different topics, for instance, classroom management, the length of the target language, teacher-student interaction, performance of oral and critical thinking tasks, etc. The researchers measured the results of these observations into three

options (one, two, and three) which were good, very good, and excellent, respectively.

The classroom and performance observation of the teacher from Group A was suitable. This means that teacher controlled the group all the time without any problem; it showed her years of experience working with students from third year bachillerato. It is relevant mention that students were from the night section and they were considered a difficult group. She was strict develop and her class without any interruption from the students but the students' participation was null.

Also, she used the target language but every time she translated the instructions and almost the whole class. Perform oral class was another option in which the teacher from Group A got low grade, this was because she applied grammar translation method in her teaching process and all the activities were related with repetition , memorization, so on.

In addition, the teacher showed to be an excellent organizer with the materials used in class, but she did not motivate teacher – students' interaction and did not improve the critical thinking in the students. Similarly, the teacher' strategies from group A were not so good for the reasons mention above.

On the other hand, the teacher' observation from the control group was very good because she motivated the students even though she did not have enough experience with adolescents. The teacher spoke in English most of the time but sometimes she translated the commands. The activities inside the class

were appropriate because there was teacher-student interaction but most of the activities were based on the current method.

The teacher conveyed clear messages to students, the filling of resources were also good as well as the relationship among students. She used the target language almost the whole class with translations. However, there were not enough activities that students practice orally, and neither there was not a variety of them.

To sum up, the data collected by the teachers' observation was very necessary for this study because of this the researchers found some details about the teachers' performance and the reaction of students toward the activities, English language, which will help to develop the research questions later.

PRE-TEST

The main purpose of this pre-test was to analyze and assess students' English oral skills based on the following components: pronunciation, comprehension, vocabulary, grammar, and fluency. The pre-test had twelve questions about students' interests and perceptions toward the target language. In this way, the researchers could notice which part they were failing to not have a good oral performance.

The following tables below details students' results from both groups which were really low and the difficulties and doubts that they faced inside the classroom. They were in A2 level according to the requirements of the National Curriculum Guidelines. In tables two and three show the number of students per

each classroom as well as the maximum and minimum grades focused on the pre-test.

EVALUATION	STUDENTS GROUP "A"	MAXIMUM RANK	MINIMUM RANK
PRE-TEST	40	11,5	9

Table 2. Students' results from group "A" based on the pre-test.

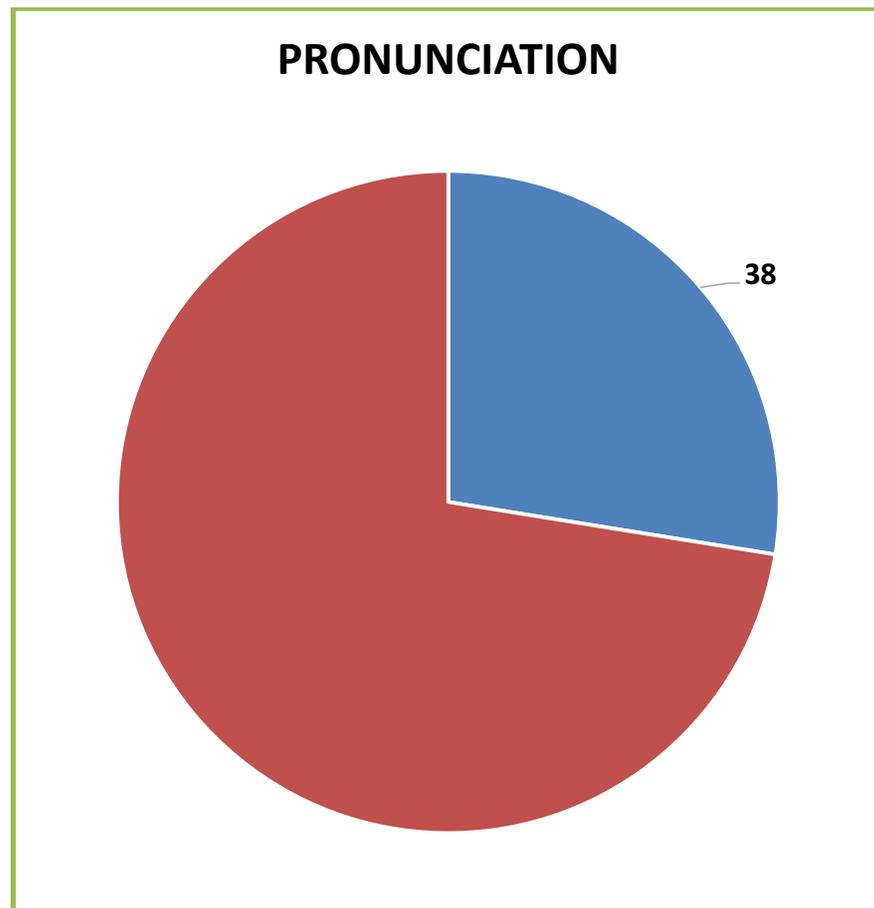
EVALUATI- ON	STUDENTS GROUP "B"	MAXIMUM RANK	MINIMUM RANK
PRE-TEST	38	17	10

Table 3. Students' results from group "B" based on the pre-test.

The graphs below present the results of the pre-test based on the rubrics which is divided in five components mentioned before. Next, you can see in detail of each category but only the presentation of the results into statistical data from group "A" which was the experimental group.

Pronunciation

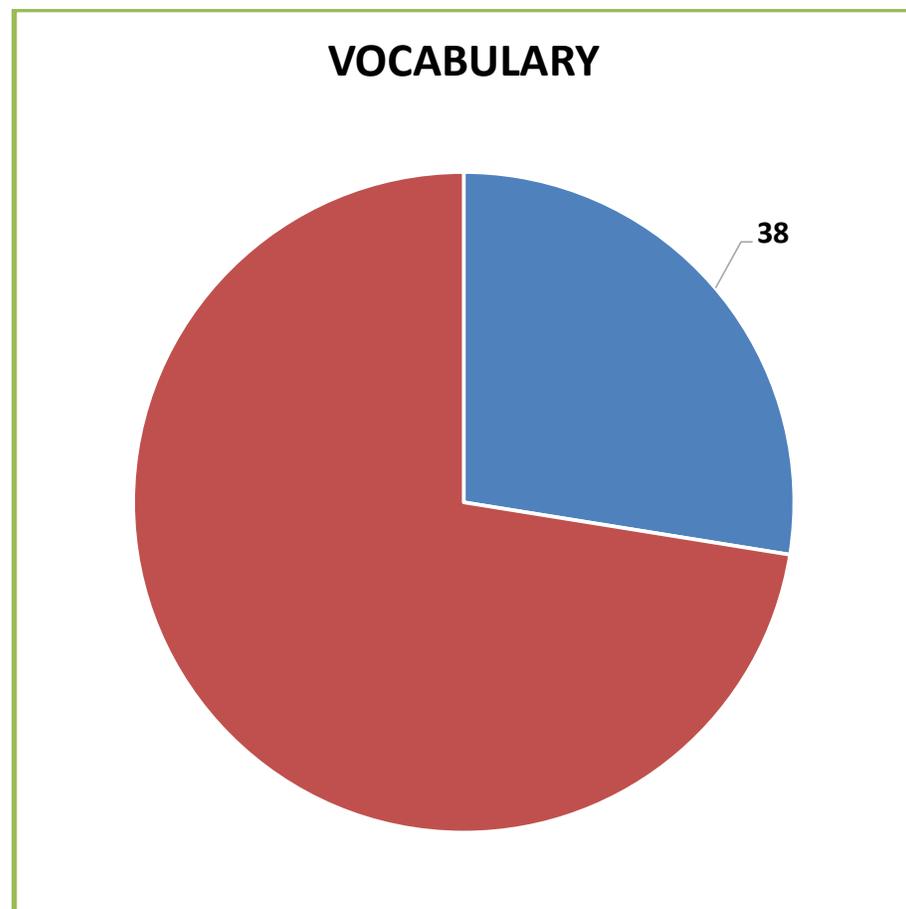
In this category, the majority of students lacked of appropriate pronunciation for some words and phrases. So it can be said that only 38% of students pronounced basic vocabulary words in an acceptable way.



Graph 1 . Students' pronunciation in the pre-test.

Vocabulary

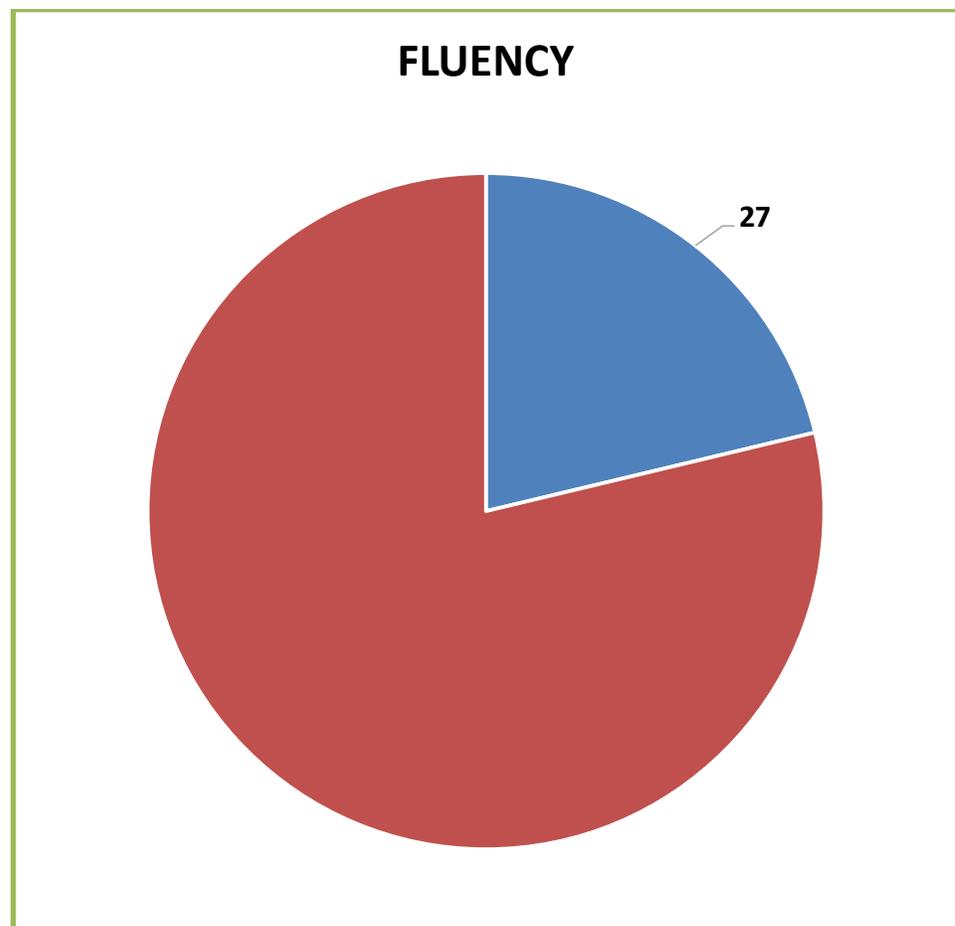
In vocabulary, only 38% of students achieved basic vocabulary words based on daily routines, future plans, family members, hobbies, days of the week, and personal details. They had a limited vocabulary so this influenced that they did not have speaking fluent English.



Graph 2 . Students' vocabulary in the pre-test.

Fluency

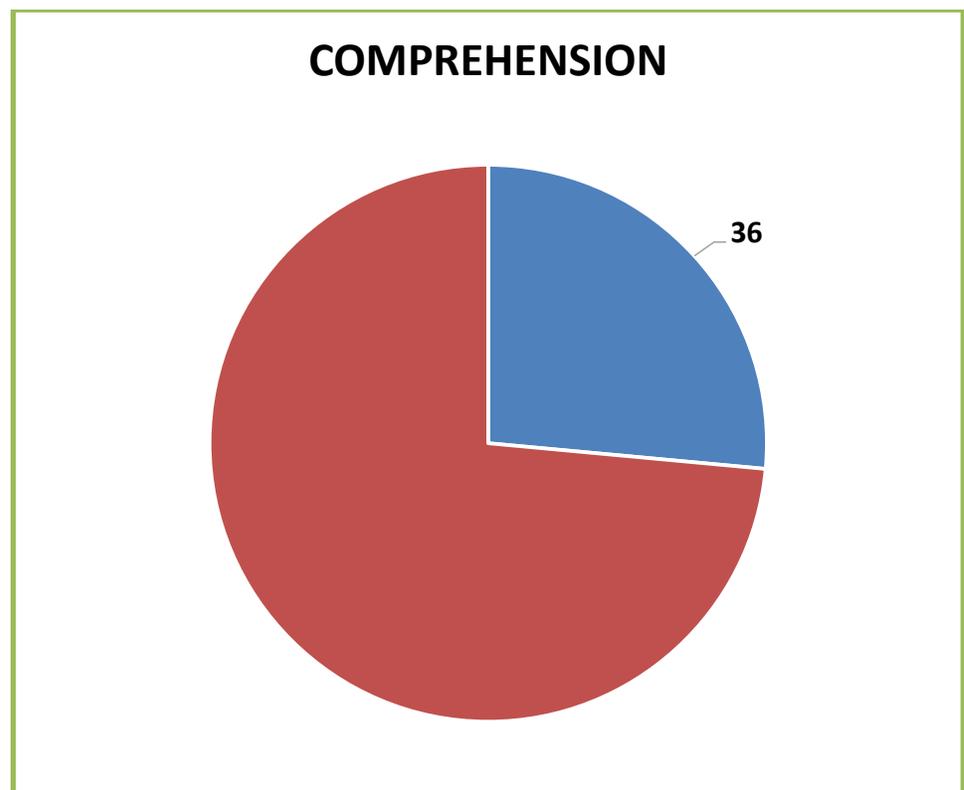
In fluency, only 27% of students answered the question with difficulties so the majority of students (73%) showed low English fluency. The main reason was because most of the activities practiced in the classroom were mechanical and focused on grammar rules so it is important to not translate everything.



Graph 3 . Students' fluency in the pre-test.

Comprehension

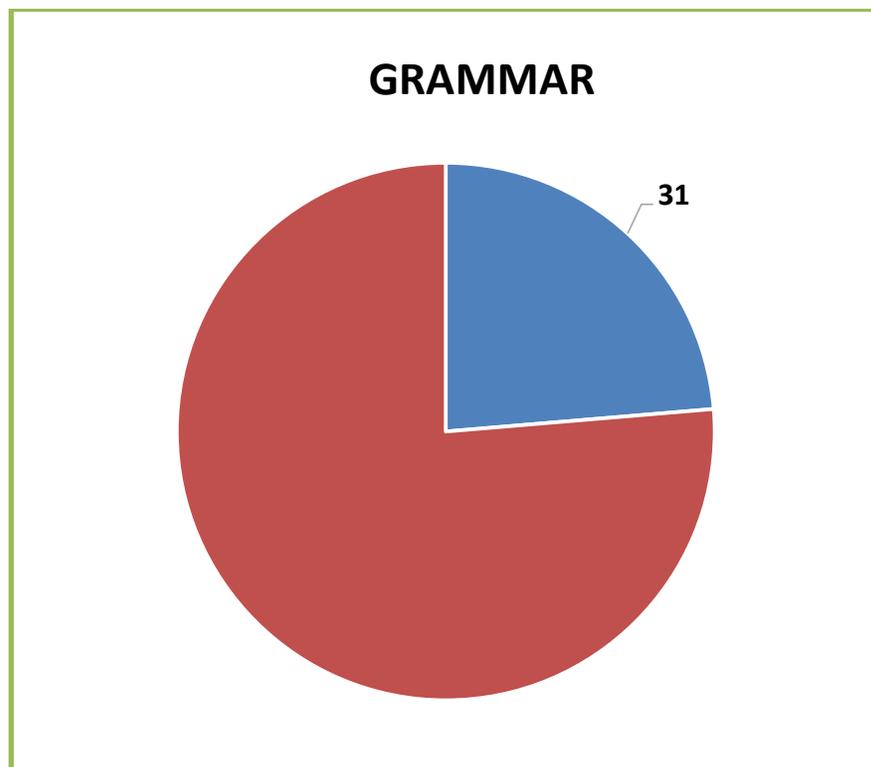
According to the pre-test results, the students found it difficult to perceive phrases or words when the researchers asked interrogations so this shows they did not have the development of listening skill inside the classroom. In order to have good speaking and listening skills as well the students should be involved with audio and video material.



Graph 4 . Students' comprehension in the pre-test.

Grammar

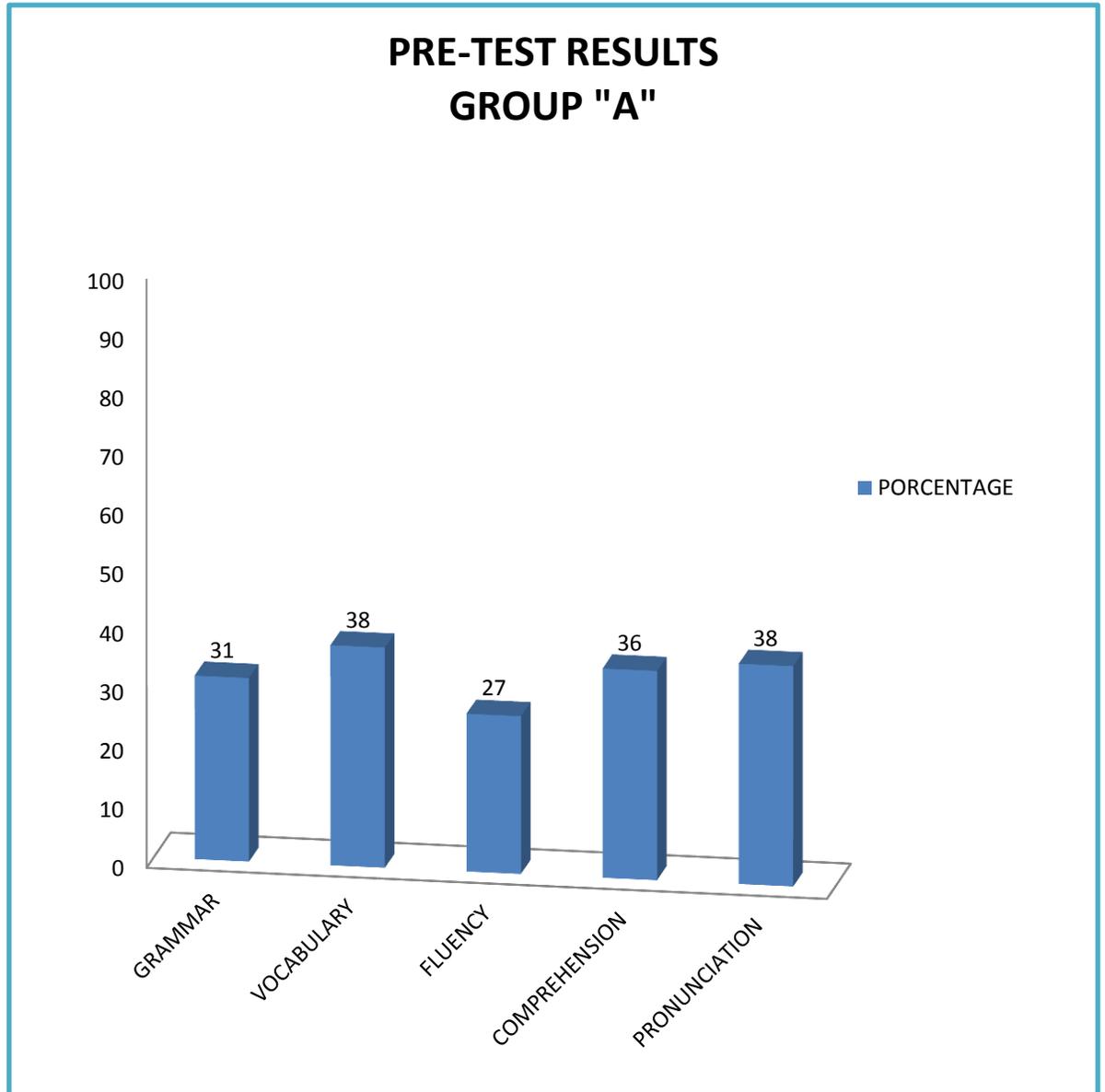
In a non-native English country it is not easy to memorize a lot of grammar rules or follow patterns but with everyday activities like shopping or ordering food may require a basic understanding of English grammar, so it is important to practice the correct use of words and forms properly and no translate phrases or sentences from the mother tongue. Based on the pre-test results, 31% of students demonstrated an appropriate use of grammatical rules in answering the questions focused on Simple Present and Past Tense.



Graph 5 . Students' grammar in the pre-test.

PRE-TEST ANALYSIS

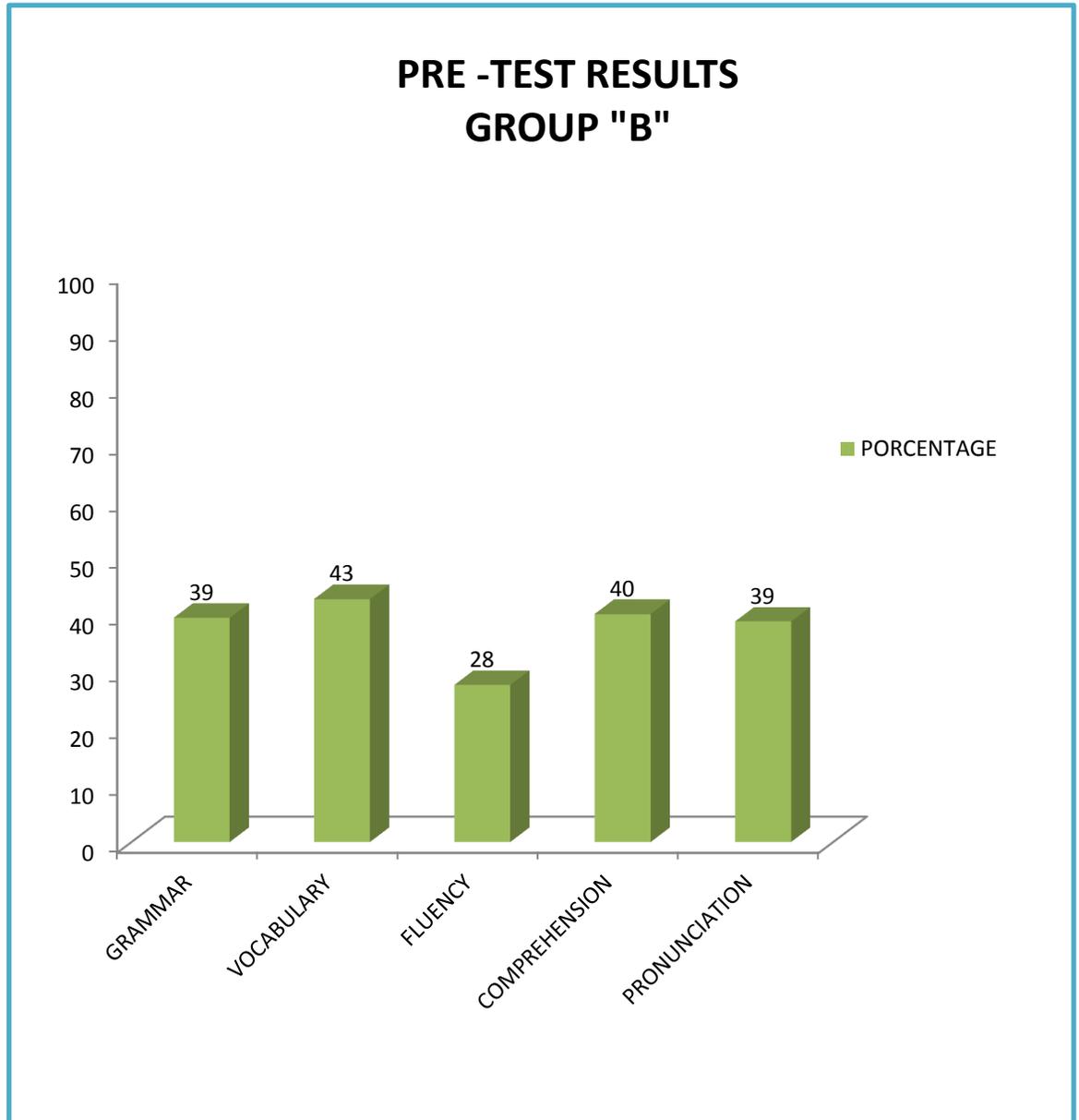
GROUP "A"



Graph 6. Results from group "A" pre-test into percentages.

PRE-TEST ANALYSIS

GROUP "B"



Graph 7. Results from Group "B" based on the pre-test.

The graphs six and seven showed the percentage of each language competence that was evaluated before the intervention. In group “A” (experimental group); there was a 38% in two categories vocabulary and pronunciation. Similarly, in the other categories there was a 36% in comprehension, 31% in grammar, and the lowest in fluency with 27%.

Based on the results of the pre-test, the researchers began to apply the Communicative Approach and the techniques only in group “A” (experimental group). At the beginning, the students did not want to participate. They were shy and nervous about their new teachers (researchers) but in the next days, they involved to the activities assigned.

One of the tasks that they most enjoyed was the role plays; the researchers brought realia to the classroom, so the students felt more comfortable and interested to use the target language spontaneously and in a real way as the purpose of the Communicative Approach. Another technique was a discussion about topics selected by the students. They felt excited to share their opinions and perceptions.

In the following part, there was a presentation of the survey that was taken by the students from Group “A” and “B” in order to know more about their interest toward the target language, similarly, the results were put into statistical data as the research method (quantitative) explained before. It is significant to mention that only the researchers took more into consideration the results from Group “A” which is the experimental group.

STUDENTS' SURVEY

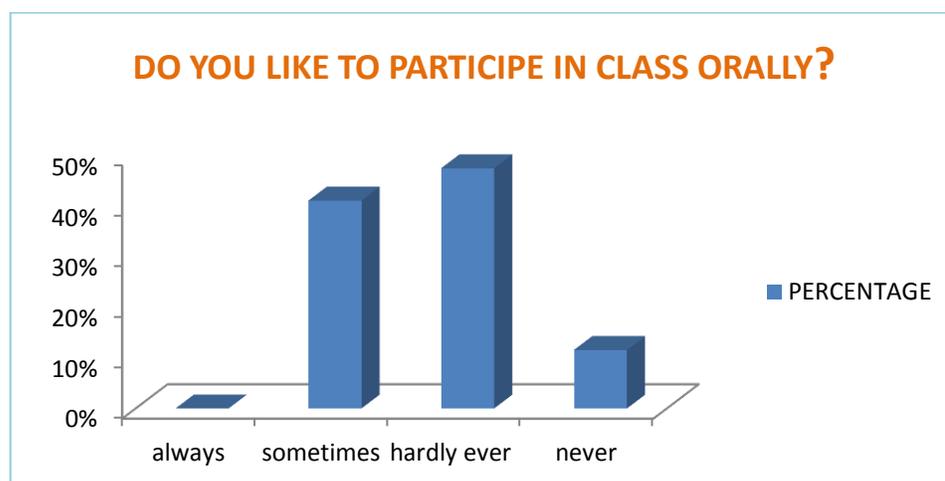
BEFORE THE INTERVENTION

1. DO YOU LIKE TO PARTICIPATE IN CLASS

ORALLY?

OPTIONS	GROUP A	GROUP B	TOTAL	PERCENTAGE
always	0	0	0	0%
sometimes	10	22	32	41%
hardly ever	25	12	37	47%
never	5	4	9	12%
	40	38	78	100%

Table 4. Question 1. Students' oral participation.



Graph 8. Question 1. Students' oral participation.

Students' survey from third year bachillerato parallels "A" and "B"

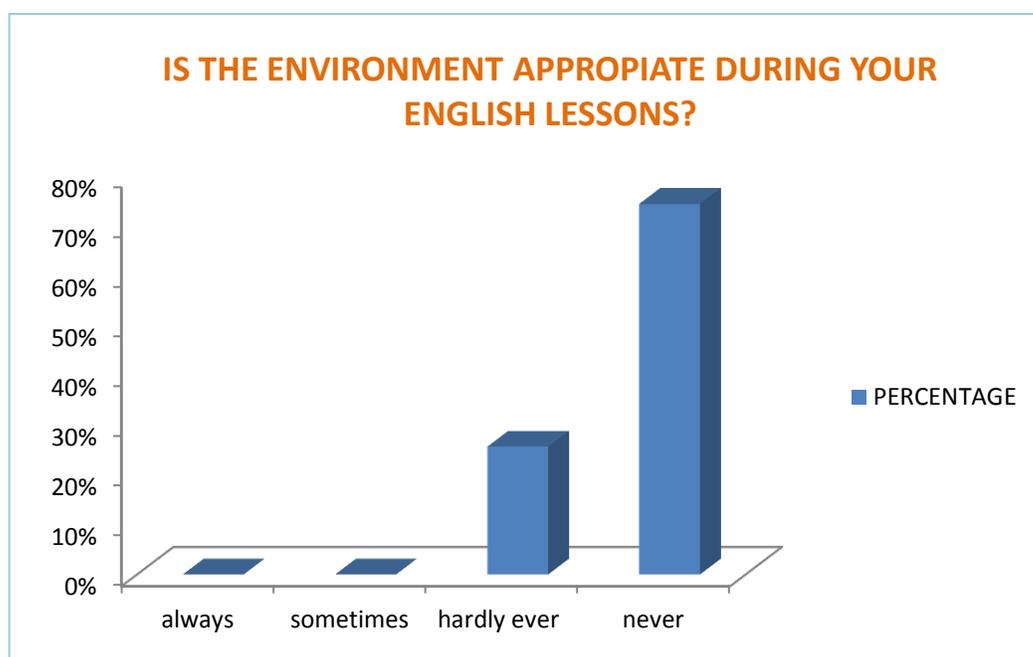
Prepared by: Katty Valdiviezo and Katherine Vera

This graph shows the students' opinions about their participation inside the classroom. The majority of the students (47%) hardly ever involve in speaking activities.

**IS THE ENVIRONMENT APPROPRIATE DURING YOUR
ENGLISH ORAL LESSONS?**

OPTIONS	GROUP A	GROUP B	TOTAL	PERCENTAGE
always	0	0	0	0%
sometimes	0	0	0	0%
hardly ever	12	8	20	26%
never	28	30	58	74%
	40	38	78	100%

Table 5. Question 2 Classroom environment.



Graph 9. Question 2. Classroom environment.

Students´ survey from third year bachillerato parallels “A” and “B”

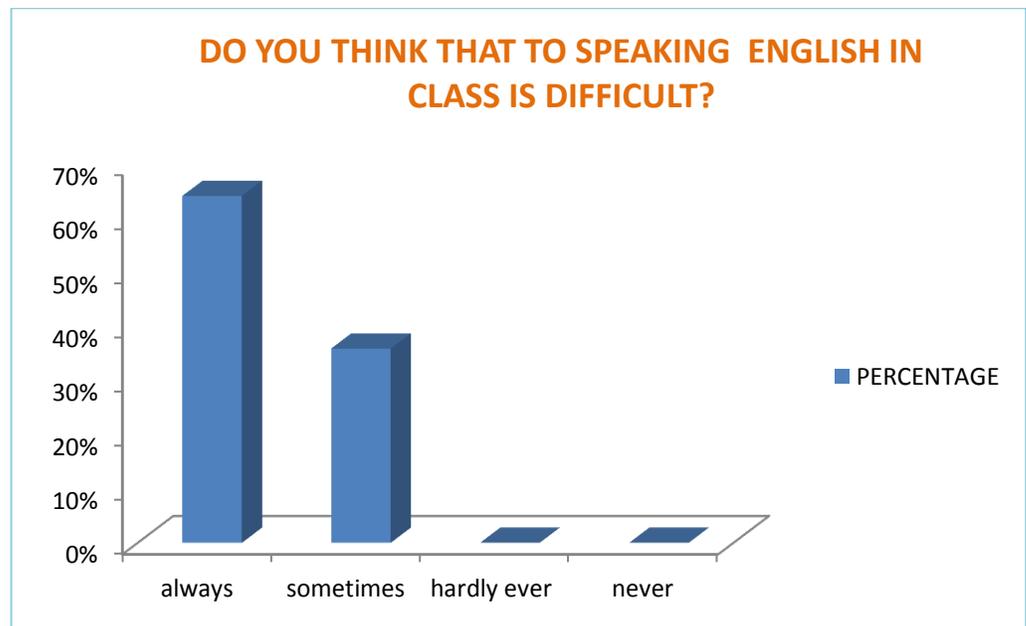
Prepared by: Katty Valdiviezo and Katherine Vera

In this graph, most of students (74%) consider that the learning environment is not suitable enough for students improve their oral abilities.

**2. DO YOU THINK SPEAKING ENGLISH IN CLASS IS
DIFFICULT?**

OPTIONS	GROUP A	GROUP B	TOTAL	PERCENTAGE
always	29	21	50	64%
sometimes	11	17	28	36%
hardly ever	0	0	0	0%
never	0	0	0	0%
	40	38	78	100%

Table 6. Question 3. Speaking skills.



Graph 10. Question 3. Speaking skills.

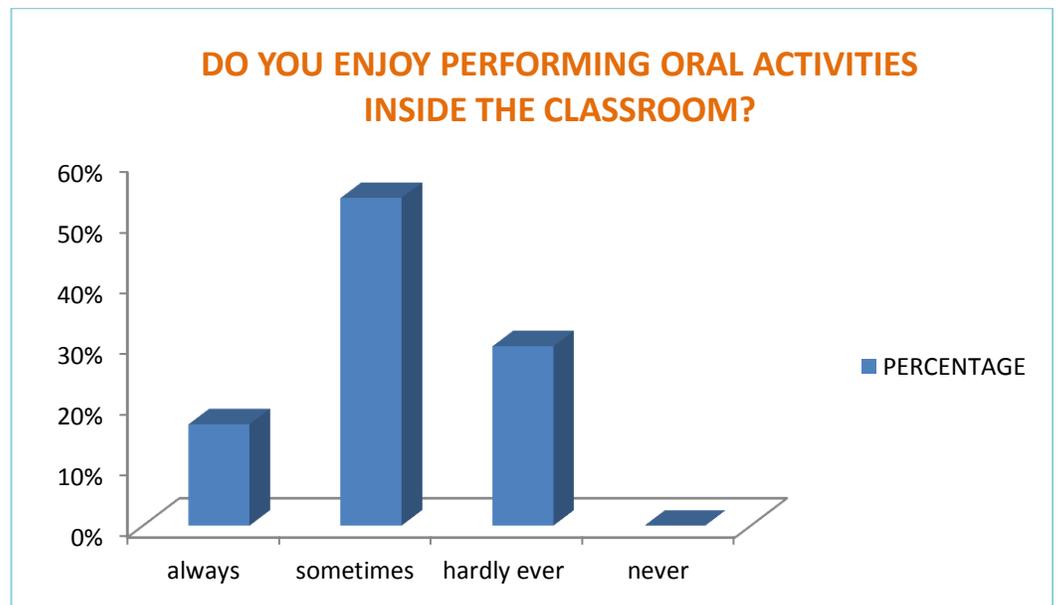
Students' survey from third year bachillerato parallels "A" and "B"
Prepared by: Katty Valdiviezo and Katherine Vera

Most of the students (64%) found a bit hard to speak in front of the class,
 so this shows the presence of a problem that needs to be considered.

**3. DO YOU ENJOY PERFORMING ORAL ACTIVITIES
INSIDE THE CLASSROOM?**

OPTIONS	GROUP A	GROUP B	TOTAL	PERCENTAGE
always	3	10	13	17%
sometimes	22	20	42	54%
hardly ever	15	8	23	29%
never	0	0	0	0%
	40	38	78	100%

Table 7. Question 4. Oral activities in the class.



Graph 11. Question 4. Oral activities in the classroom.

Students' survey from third year bachillerato parallels "A" and "B"

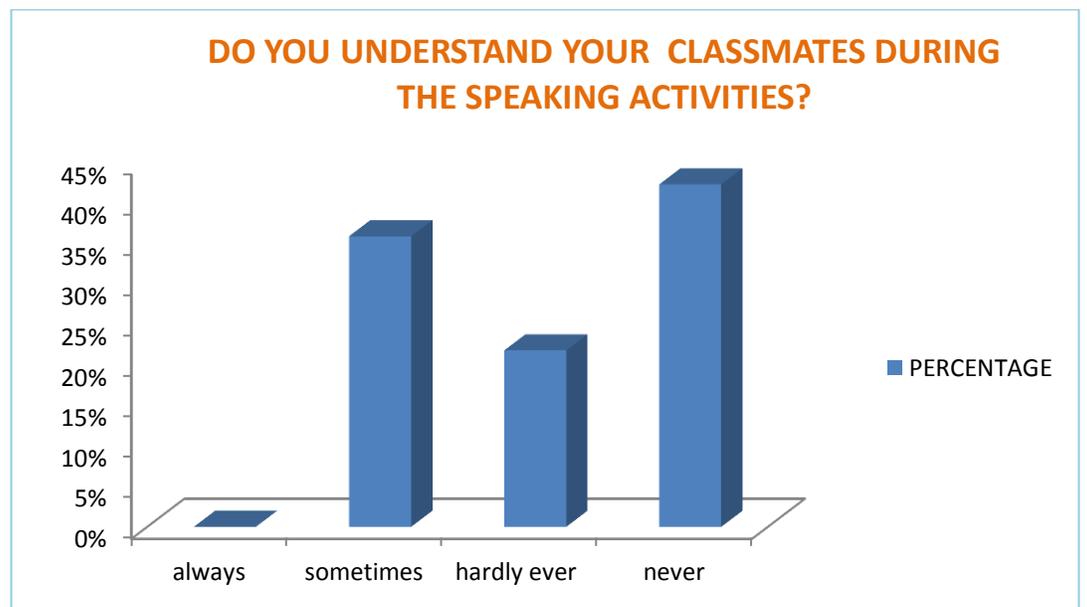
Prepared by: Katty Valdiviezo and Katherine Vera

54% of students feel motivated in the development of oral exercises so this is a positive attitude toward the target language.

**4. DO YOU UNDERSTAND YOUR CLASSMATES
DURING THE SPEAKING ACTIVITIES?**

OPTIONS	GROUP A	GROUP B	TOTAL	PERCENTAGE
always	0	0	0	0%
sometimes	12	16	28	36%
hardly ever	9	8	17	22%
never	19	14	33	42%
	40	38	78	100%

Table 8. Question 5. Students’ oral interaction.



Graph 12. Question 5. Students’ oral interaction.

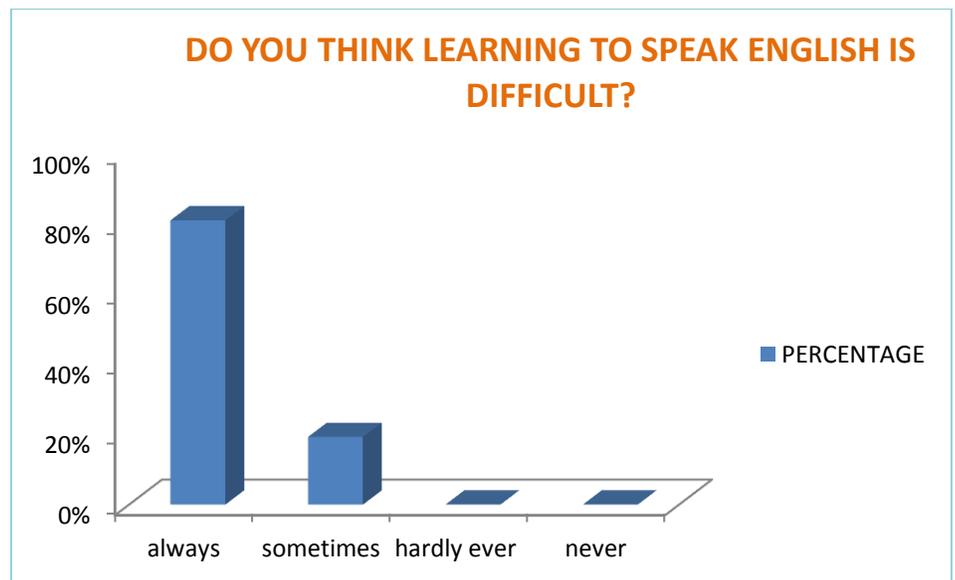
Students’ survey from third year bachillerato parallels “A” and “B”
Prepared by: Katty Valdiviezo and Katherine Vera

The majority of students (42%) did not comprehend what their classmates were speaking while doing activities in pair or group work.

**5. DO YOU THINK LEARNING HOW TO SPEAK
ENGLISH IS DIFFICULT?**

OPTIONS	GROUP A	GROUP B	TOTAL	PERCENTAGE
always	37	26	63	81%
sometimes	3	12	15	19%
hardly ever	0	0	0	0%
never	0	0	0	0%
	40	38	78	100%

Table 9. Question 6. Learning speaking skills.



Graph 13. Question 6. Learning speaking skills.

Students' survey from third year bachillerato parallels "A" and "B"

Prepared by: Katty Valdiviezo and Katherine Vera

The majority of students (81%) believe that speaking English is really challenging. It is important to add that learning a foreign language is complex at any age but if the teacher applies the appropriate techniques and method the students can develop their oral abilities in a better way as the main goal of this project states.

**6. DO YOU CONSIDER YOUR ORAL SKILLS SHOULD
BE IMPROVED?**

OPTIONS	GROUP A	GROUP B	TOTAL	PERCENTAGE
always	35	27	62	79%
sometimes	5	11	16	21%
hardly ever	0	0	0	0%
never	0	0	0	0%
	40	38	78	100%

Table 10. Question 7. Students’ oral skills.



Graph 14. Question 7. Students’ oral skills.

Students’ survey from third year bachillerato parallels “A” and “B”

Prepared by: Katty Valdiviezo and Katherine Vera

79% of students believe that their communicative competences should be improved. So this research project considers a positive acceptance of learning the target language; the students are willing to enhance their speaking skills better.

The graphs above represented the students' results in compilation to the opinions toward the English language. In the first question, both groups (47%) hardly ever participated inside the classroom. In the next question, most of the students with 74% coincided that the classroom environment was not so suitable for developing oral activities.

On the other hand, in question three, 64% of students in both courses found challenging to speak English inside the classroom. Also, 54% of students thought that most of the oral activities are interesting but the activities were based on the current method based on the teacher not on CLT theory. In question five, the majority of students (42%) certainly not understand their classmates speaking. In question seven, in both courses (81%) thought that to speak English language is very difficult. In the last question, 79% of students considered that their oral abilities should be improved.

During the procedure, implementation of CLT method and the techniques, the researchers observed that the students from the experimental group started developing their language oral competences duly; they used new vocabulary words and understand more the other classmates and teachers. Also, at the end of each activity, a feedback was presented according to the mistakes in their oral production.

After the application of the Communicative Approach and the techniques, the current method used by the teachers from group "A" and "B" was not appropriate because the students cannot achieve a good oral proficiency. Finally,

the observations and assessment between the experimental and control group gave as results that group “A” developed and improved highly the speaking skills based on the determined method and techniques applied.

POST-TEST

The purpose of the post-test was to evaluate the bachillerato students results based on the implementation of Communicative Approach and the techniques. The post-test was applied at the end of the intervention of researchers in the classroom. The tables below presented the maximum and minimum grades from groups “A” and “B”.

In the experimental course noticed a better performance orally rather than in the other course which continues with similar grades. These results sustain that the use of the Communicative Approach (CLT) and the techniques were successful in producing oral skills. The following tables and graphs describe the students’ results item per item according to the implemented rubrics.

EVALUATION	STUDENTS GROUP "A"	MAXIMUM RANK	MINIMUM RANK
POST-TEST	40	18,5	14

Table 11. Students' results from group "A" based on the post-test.

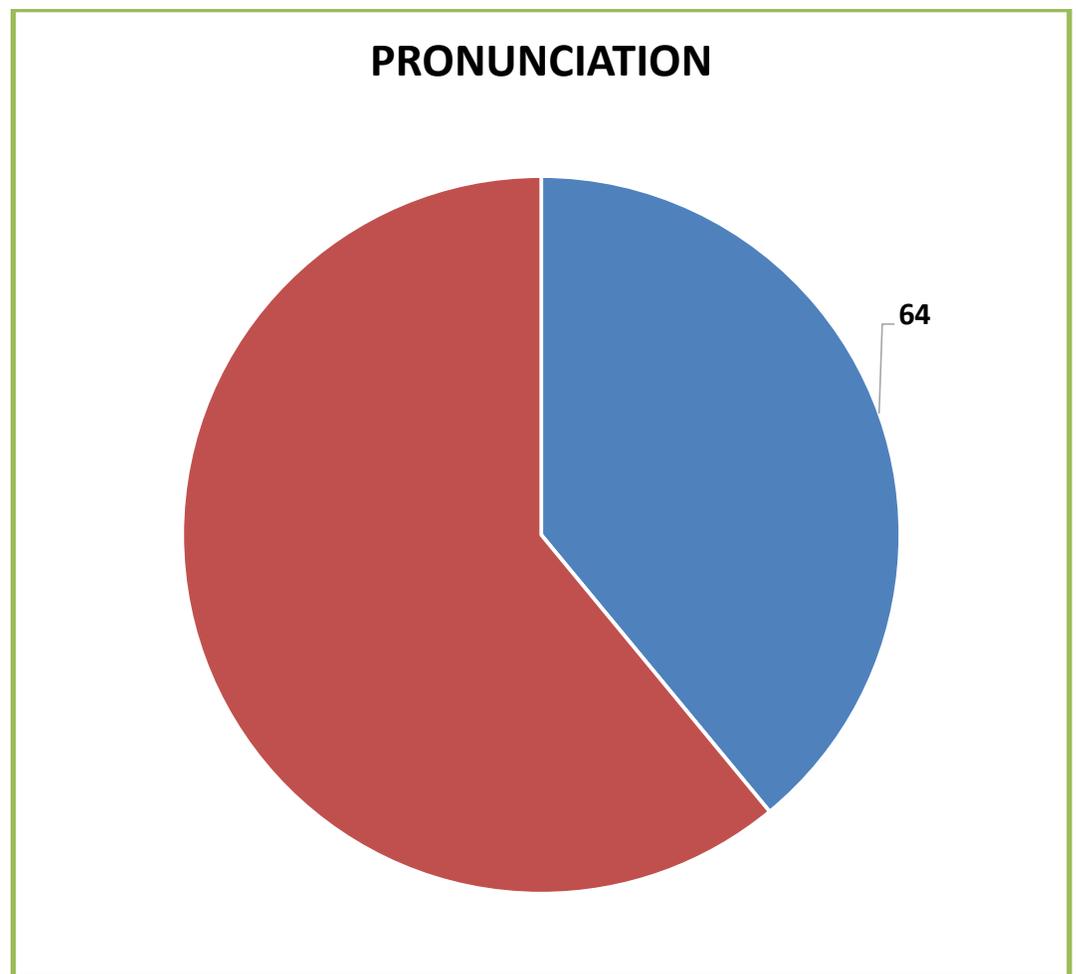
EVALUATION	STUDENTS GROUP "B"	MAXIMUM RANK	MINIMUM RANK
POST-TEST	38	16	10

Table 12. Students' results from group "B" based on the post-test.

The graphs below present the results of the post-test based on the rubrics which are divided in five components mentioned before. Next, you can see in detail of each category but only the results from group "A" (experimental group) and how was the impact of CLT method and the techniques implemented.

Pronunciation

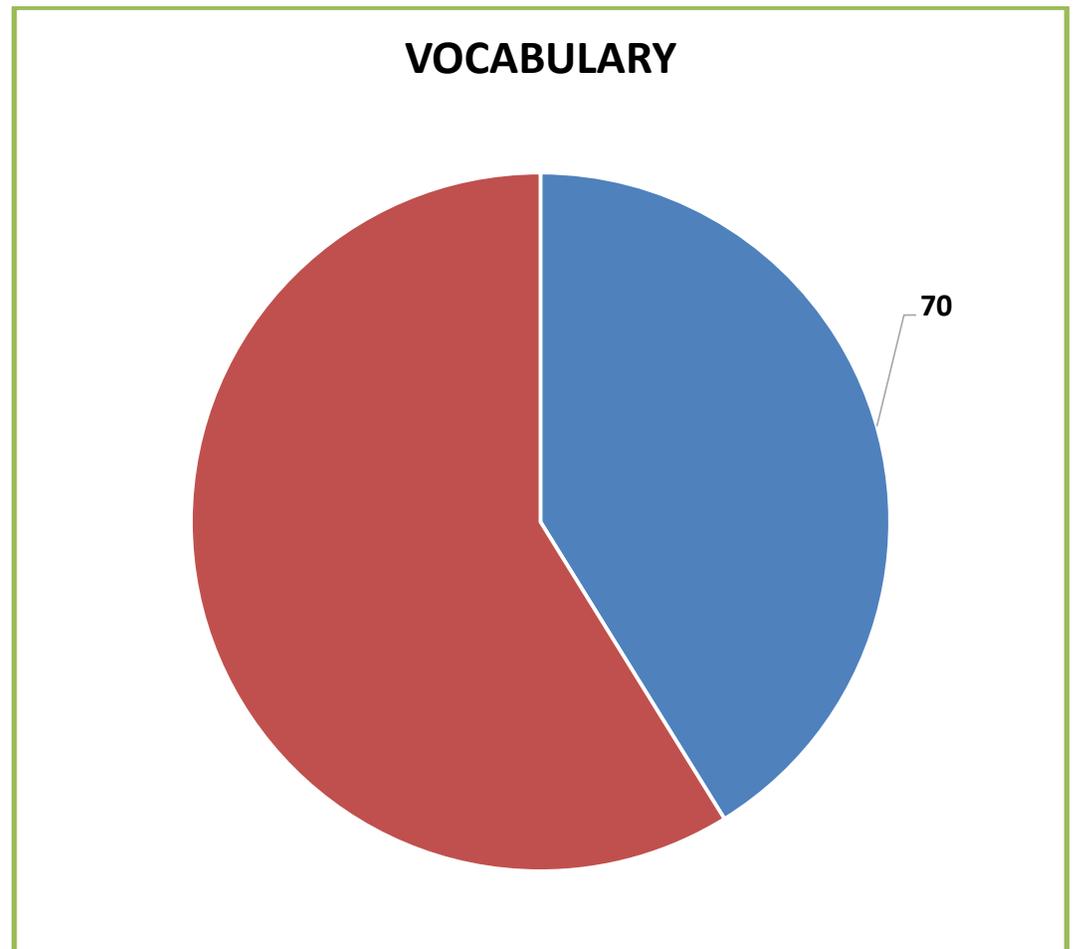
Most of the students (64%) improved their pronunciation through activities like discussion, extra worksheets, audio files, and the appropriate feedback. It is important to mention the feedback is an important step that a teacher must follow because the students can notice their mistakes and improve.



Graph 15. Students' pronunciation in the post-test.

Vocabulary

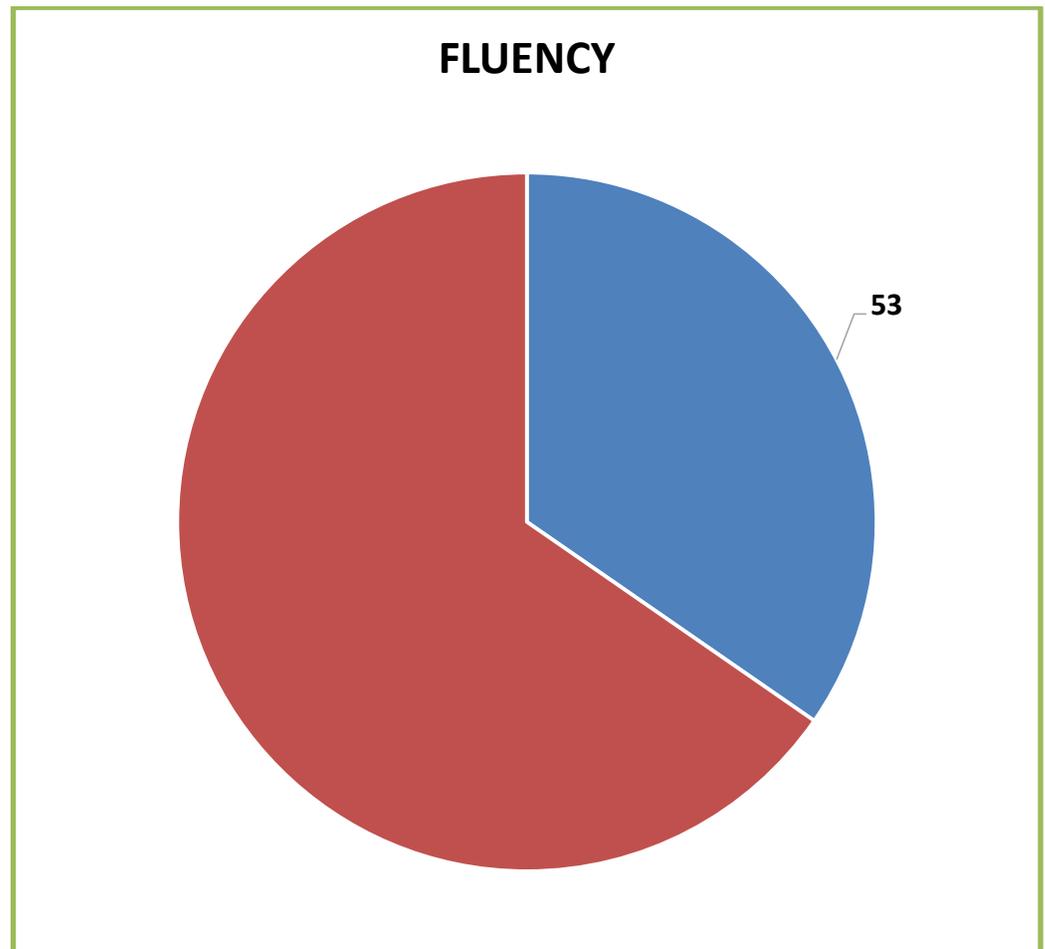
In vocabulary, the students (70%) increased their phrases and words with visual aids, worksheets, commands, songs, etc. For instance, in one class the researchers brought extra worksheets which students had to complete the lyrics of a song chose by them. In addition, they improved their active vocabulary by memorizing the list of words that they like or what they would like to use in the future. It is a good idea to group the common words or the expressions you want to learn so it will be meaning and interesting.



Graph 16. Students' vocabulary in the post-test.

Fluency

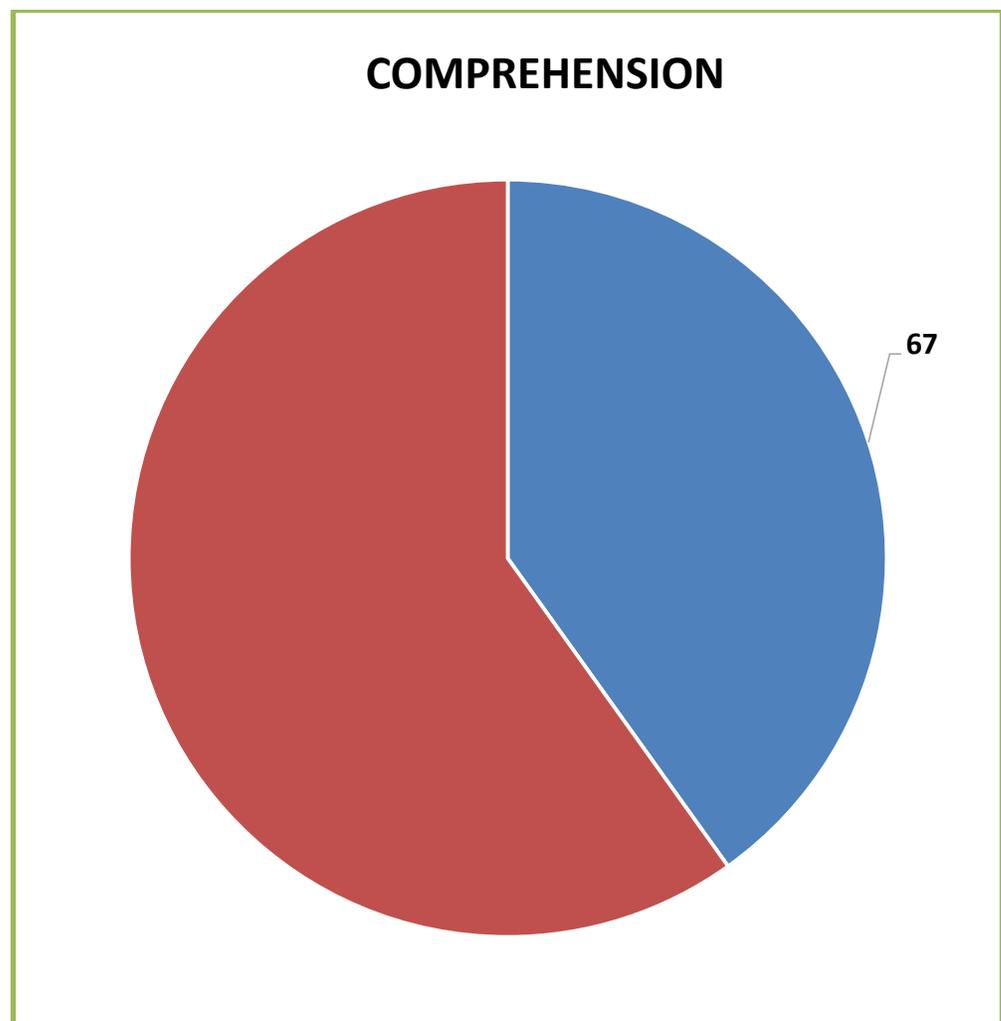
Even fluency is the most difficult component in speaking, students (53%) improved their speed when express their ideas. Translations or Spanish words were forbidden inside the classroom so the researchers helped students to start thinking in English and stop translating every single word, for example, if they say a word, they must imagine a picture of that so it would be easier for them to stop translate mentally. The study did not focus on grammar rules just the use of the target language in a real meaning.



Graph 17. Students' fluency in the post-test.

Comprehension

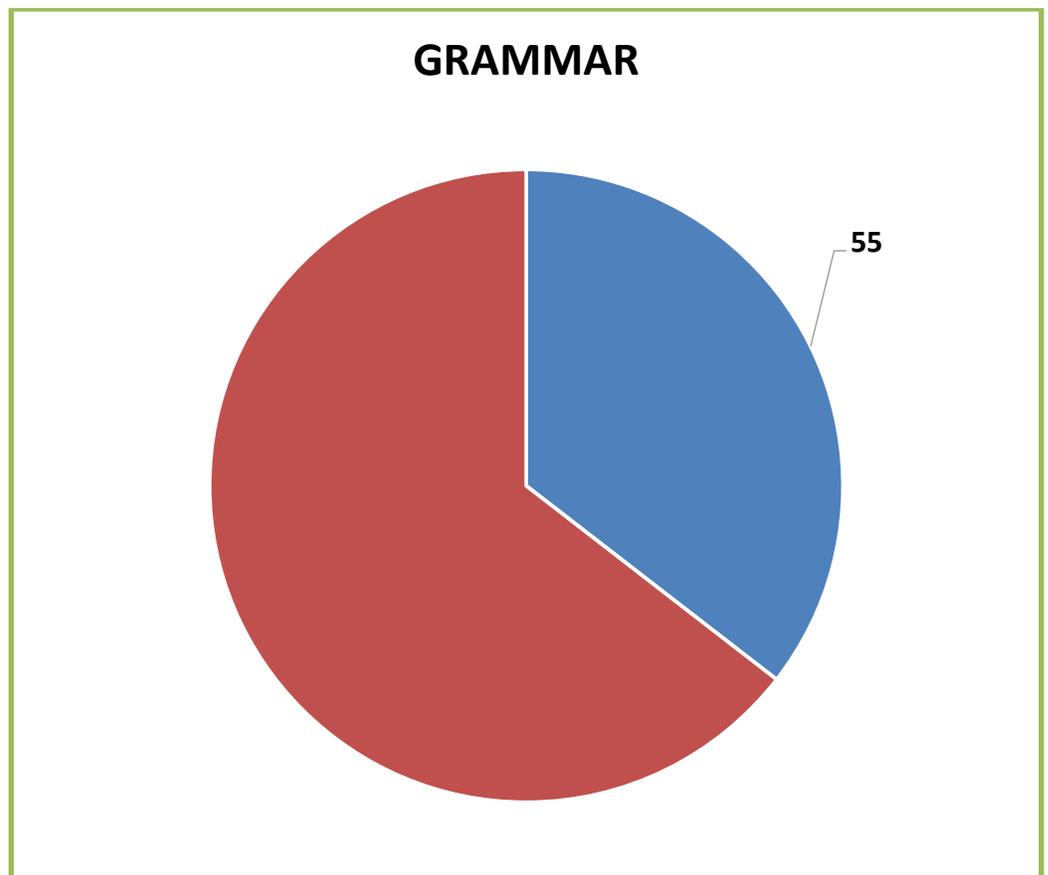
In the post-test, most of students (67%) started perceiving the classmates and teachers speech better. Applying CLT method was so relevant for them because it is an active methodology that contained real situations that they can interact to each other. For example, one of the activities used in the classroom was Touristic Attractions, which the researchers explained first about it, and then students had to describe each place in their own words.



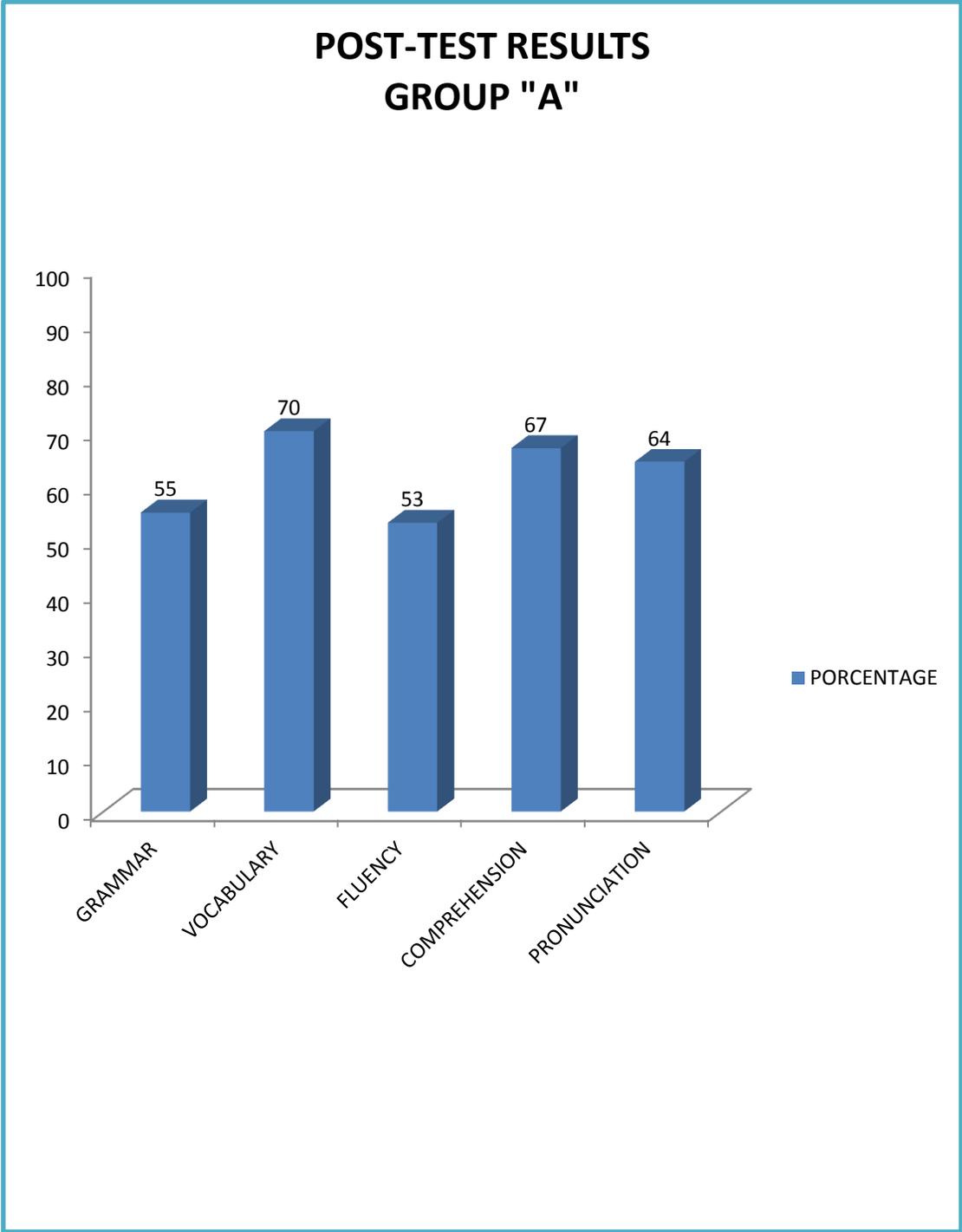
Graph 18. Students' comprehension in the post-test.

Grammar

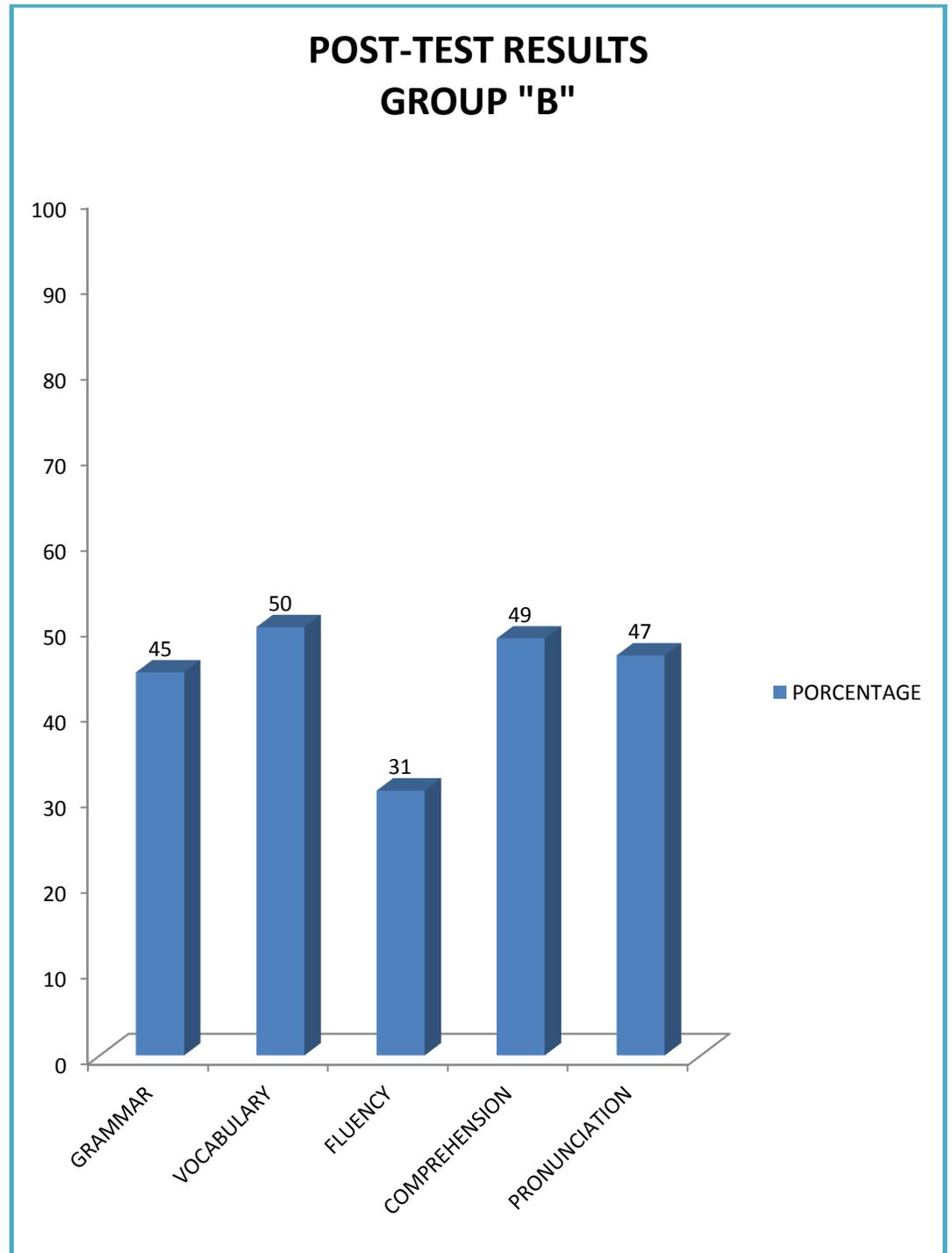
It is recommendable that everyone who wants to learn a foreign language should practice speaking first before studying grammar. When you are able to speak more fluent, grammar would be easier; in this post-test the students (55%) expanded grammar awareness. The researchers used a Board Game to helped students to practice grammatical items but lightly, students answered questions in different tenses.



Graph 19. Students' grammar in the post-test.



Graph 20. Results from Group "A" based on the post-test into percentages.



Graph 21. Results from Group "B" based on the post-test into percentages.

The graphs twenty and twenty one showed the percentage of each language competence that was evaluated after the intervention. In group “A” (experimental group), there was a notable increment to the application of CLT method and the techniques even though the time was not too long.

70% of students increased their vocabulary words as well as their comprehension with 67%. Students’ pronunciation got better with 64%, 55% of students developed grammar points properly and their fluency moved forward a big step with 53%. In addition, the researchers noticed that fluency did not fulfill the results estimated because there was no enough time to train more this feature. Otherwise, in group “B” the grades stated almost similar percentages obtained in the different categories as the pre-test.

COMPARISON BETWEEN PRE-TEST AND POST-TEST (EXPERIMENTAL GROUP)

In graph 22, page 86, there was a comparison between the grades found in the pre-test and post-test. The highest percentage was obtained in vocabulary with an increment of 32% because of the activities that students practiced inside the classroom such as role plays, dialogues, debates, board game etc. that helped them to enrich their vocabulary words.

On the hand, there was an increment in comprehension with 31% because of all the activities applied in the class in which translation was forbidden, and the new teachers helped students to understand instructions or commands by using body language so the students felt involved to practice the target language. For example, one exercise was Tourist Attractions which the teachers explained each place and then students had to describe in their own words.

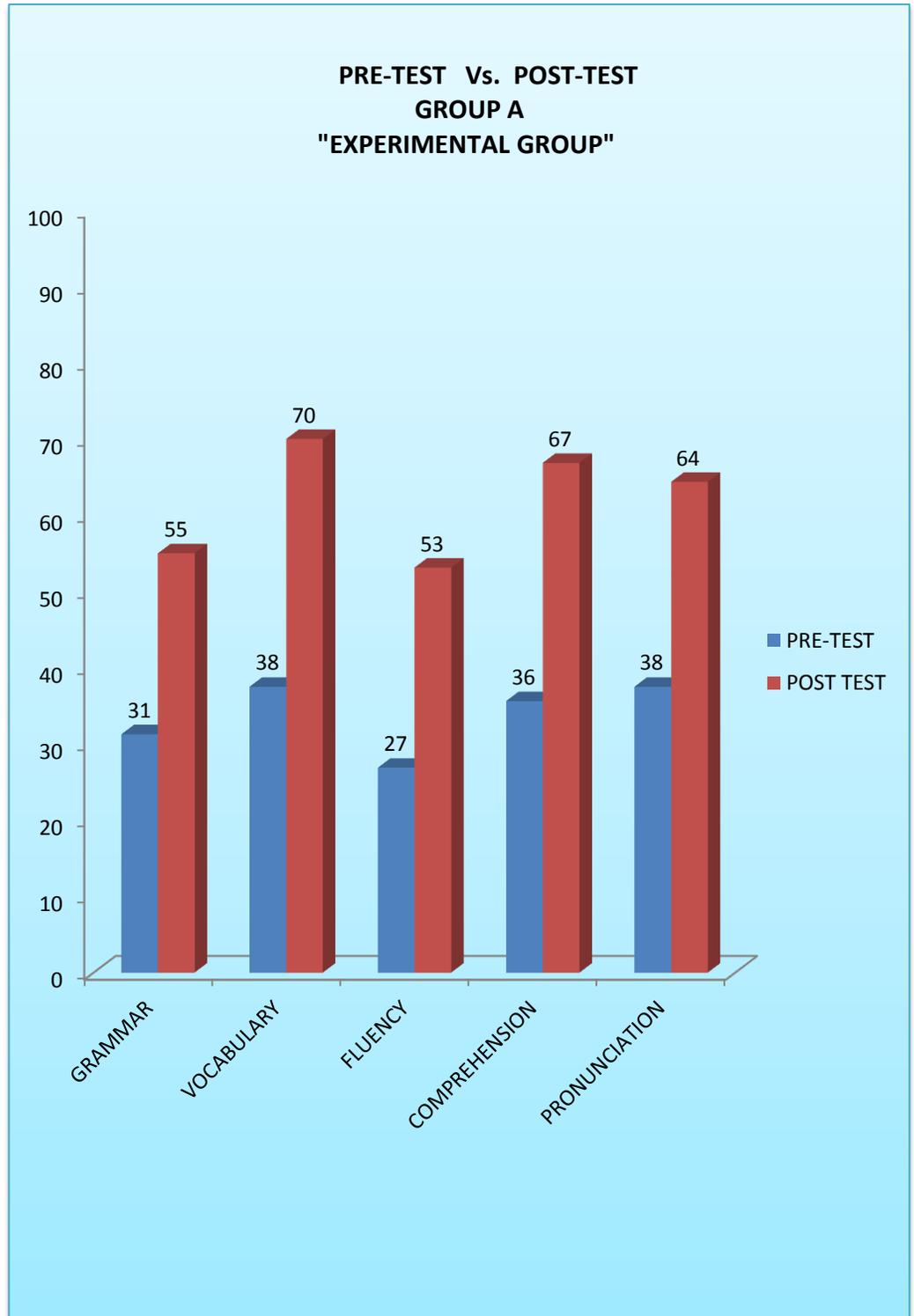
Fluency was another competence that students got better with 26%. One of the techniques used by the researchers was debates so students selected the topics and they started practicing their English freely without any interruption from the teacher. The teacher's role was as a monitor and after the exercise the feedback was carried out.

The students fostered their pronunciation with 26%. They did a good exercise called wrong rhymes which students had to notice the words that rhyme and then circle the incorrect. This exercise helped them to use the phonological part in order to generate the correct sounds. Another interesting technique was a tongue twister in which students practiced their pronunciation.

It is important to mention that grammar is not the main point in CLT but not less important. Even the researchers did not focus on grammatical rules the

whole process; students increased 24% in this language competence. They started knowing the use of the tense and grammatical rules through dynamic exercises such as board game which students had to answer several questions according to the tense. In this activity students practiced their speaking skill and reinforced grammatical structure.

The students' performance was developed properly because they worked very hard in all the activities that researchers presented inside the classroom. It is significant to emphasize that all of the exercises were analyzed in order to promote a better oral proficiency in students at this age (adolescents).



Graph 22. Statistical results from Group “A” based on pre-test and post-test.

3.5. RESOURCES, TIMELINE, AND BUDGET

➤ RESOURCES

The following materials were necessary to carry out this research project. In addition, the researchers could transform the information obtained into statistical data and graphics as well as redact the process of this study. The use of the printer was vital for producing copies for our project, documents, and extra worksheets as well as some school objects like board and markers. For instance, in realia, the researchers brought real objects to practice in exercises in order to make more functional and realistic the way of teaching and learning.

- Computer
- Printer
- Board
- Cd player
- Pendrive
- Markers
- Realia
- Dictionary
- Worksheets
- Eraser
- flashcards

➤ **TIMELINE**

First of all, the researchers Katty Valdiviezo and Katherine Vera visited the Unidad Educativa Fiscal “República de Francia” and met the principal of the institution in order to get the permission for develop the research project. Then in the next meeting the coordinator assigned the teachers and the courses which are groups “A” and “B” (experimental and control group) in third year bachillerato.

The study started developing in the last weeks of May where the researchers observed the teachers’ class and the students’ performance. Similarly, students made a survey and a pre-test to measure and evaluate the current English knowledge of the students that this project needs, also interviews were carried out with the teachers from both groups to collect details about methodology, classroom management, and techniques.

In the months of June, July, and August, when the information was already gathered, the method and techniques selected were applied only in Group “A”, the researchers went to the high school four days per week in order to develop the activities and follow CLT Method. Finally, in the first week of September the students from both groups made a post-test to analyze and assess if they have enhanced their oral production and if the implementation of CLT method and the techniques selected had a good impact on them.

RESEARCH PROJECT TIMELINE

ACTIVITY	MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER			
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Meeting with the principal		x	x																					
Teachers' and students' Observation and Teachers Interview			x																					
Elaboration of Surveys and Pre-test			x																					
Final collection from Surveys and Pre-test			x																					
Data Analysis (pre-test)				x																				
Implementation of techniques and CLT method				x	x	x	x	x	x	x	x	x	x	X	X	x								
Final collection from Post - test																	x							
Data Analysis (post-test)																	x							
Final writing of the research project																		x	x	x	X	X	X	X

➤ **BUDGET**

In the following chart, the researchers detailed the specific cost and services during the project.

RESOURCES	UNIT	COST
EQUIPEMENT		
computer	2	\$16
printer	1	\$200
camera	1	\$200
CD player	1	\$80
Projector	1	\$30
TOTAL	6	\$520
MATERIALS		
Worksheets	120	\$6,00
Markers	5	\$4,00
Cds	6	\$6,00
Interview sheets	4	\$0,20
Observation sheets	2	\$0,20
Survey sheets	80	\$4,00

Pretest sheets	80	\$4,00
Posttest sheets	80	\$4,00
Rubrics sheets	160	\$8,00
Textbook copies	80	\$4,00
Realia objects	15	\$20
TOTAL	632	\$60,40
EXTRA SERVICE		
Taxi	72	\$288
Documents	34	\$300
Bus	48	\$96
TOTAL	164	\$684
TOTAL		\$ 1264,40

CHAPTER FOUR

4. FINAL CONCLUSION

4.1. Conclusion

The goal of this research was to determine the appropriate methods, techniques, and approaches to enhance speaking skills in third year bachillerato students at Unidad Educativa Fiscal “República de Francia”; these students were not be able to interact and produce the target language properly.

One of the main factors why students did not develop oral production was the lack of motivation, inappropriate techniques, methods, and teacher- student’s relationship. For these reasons, the researchers considered the implementation of the Communicative Approach and some important techniques in order to enhance students’ oral skills.

During the procedure, there was a comparison among the current method used by the teachers in the institution (Grammar Translation Method) linked with some techniques like filling gaps, repetition, memorization, grammar rule importance, and the absence of communicative activities.

The researchers noticed some difficulties that students had like bad pronunciation, lack of vocabulary, poor fluency, and comprehension. However, in Communicative Approach (CLT) students participate more in real situations and it is students centered, so the teacher based the activities according to the students' needs.

On the other hand, the implementation of Communicative Approach (CLT) and the techniques had a great impact on the students from this institution. Students started using the target language in a functional way; also they felt relaxed and enjoyed the communicative activities inside the classroom.

They could socialize among classmates and improve their oral proficiency step by step. In the same way, the teacher's role is so relevant because the teacher has to create a dynamic environment where the students feel comfortable and confident to learn. To sum up, the innovation and implementation of methods, techniques, and approaches is good for students to practice the English language as well as the creation of an interesting environment.

4.2. Problems and limitations

This study is focused on methods, techniques, and approaches to develop good speaking skills in third year bachillerato students at Unidad Educativa Fiscal "República de Francia" during the academic year 2015-2016. And in order to do so, in the development of this project there were many problems and limitations.

The first limitation was the permission of the institution. There was a change in the principal position and the new director of the institution was very busy. In spite of this, the researchers had to wait some days to designate the new principal and start working on the research project.

Another limitation was the acceptance from the students toward the new teachers (researchers) at the beginning. They did not want to be interviewed or participate; also one problem was the communicative process inside the classroom, students did not understand the teachers so they did not follow instructions.

Another problem was the schedule because the classes were at night, so some students arrived tired and did not feel enthusiastic. In addition, in Participant Observation process the students did not want to be interviewed or participate in class. The last problem was during the CLT activities performance because some

students did not want to participate in groups or in pairs, they preferred to work individually.

It worth mentioning that this study found students with different learning styles, who affected the comprehension of communicative activities and the development of their oral production so these required a little more time to the investigators to make activities based on it.

The last limitation was the time taken by the researchers to evaluate the students about speaking skills and opinions (pre-test, post-test, survey) because the big among of learners. There were about eighty in total to be interviewed. This process took for about three hours divided in three days.

In brief, the application of CLT method and the techniques had an affirmative influence on the majority of students who really improved their speaking abilities as the purpose of this study, at the same time this method should be considered in order to improve the quality of teaching English as a foreign language.

4.3. Recommendations

This section presents a series of recommendations or suggestions based on this investigation:

First of all, it is recommendable to know the students' needs in order to choose the appropriate method, techniques, and theories that help them to develop their language competence such as vocabulary, fluency, comprehension, grammar, and pronunciation in the best way.

Within the student's needs are the physical space, technological equipment, different learning ability among students. Another recommendation for the teachers is to use more body language, gestures, and be dynamic so the students find it easier to comprehend and be familiar with the vocabulary words; also they learn grammar of unconscious way.

The researchers suggest balancing the activities used with the students; for example, communicative and mechanical tasks, according to the topic that teacher teaches. Similarly, it is also recommendable to guide the teachers to promote the use of the Communicative Approach and techniques such as dialog, role play, discussions, etc., for the improvement of students' oral abilities.

With the use of these techniques, students can experience in a meaningful environment to internalize the language and improve their language competences and at the time feel motivated and comfortable practicing the English language instead of just writing and copy exercises.

It is important to mention that the teachers should innovate their methodology and use other resources such as extra worksheets, not only focus on the units of the book; they should bring realia to the classroom for students will be more interested and excited to participate in real-life activities. The use of dictionaries to expand and increase their vocabulary, and videos and songs to improve their pronunciation is another important thing to consider.

At the present time, learning English is a real necessity because it is a great advantage for people when they travel abroad for many different reasons. They can communicate and understand with each other in English easily, even if they do not know the native language or culture.

CLT method and the opinions of some important theorists based on communicative competence should be considered in order to get a better oral quality in high school because speaking English language will help students to their future plans such as projects, jobs, etc. even this is one of the hardest skills it is really required nowadays.

For that reason, English is considered the official language for most of the countries and organizations in the world which are living the process of globalization. Students are aware of this; therefore, they feel the desire and the need to improve their oral ability in English.

Based on the project; especially in the observations, researchers suggest teachers should improve their performance inside the classroom and increase their knowledge in English learning and teaching process through seminars, courses, and so on which help them implement the CLT method, techniques, and approaches in an efficient and reliable way that will surely direct the student to achieve oral proficiency, in this case level B1, according to what is demanded by the ministry of education.

Speaking is one of the most difficult of the four skills and the first step when someone starts learning English, so teacher training is really important; teachers are role models that must change according to the generations and teaching a language depends on their actions in the institution where they work.

To sum up, the researchers consider that there is not a perfect speaking task, teachers just need to determine good alternatives to enhance oral competences using real life techniques that include proper vocabulary,

pronunciation, comprehension, fluency, and grammar and follow suitable methods such as CLT.

In this method, the students, especially teenagers, can socialize and interact among classmates by sharing their own ideas and opinions. The project results showed that the students felt more confident, free, and motivated while their participating in oral tasks in pairs or group work, this fulfilled all kind of expectations for the participants involved in this study.

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8&qid=1442459426&sr=1-1-
spell&keywords=communicative+languague+teachin+tod
ay+by+Jack+C.+Richards](http://www.amazon.com/Communicative-Language-Teaching-Today-Richards/dp/0521934362/ref=sr_1_sc_1?s=books&ie=UTF8&qid=1442459426&sr=1-1-spell&keywords=communicative+languague+teachin+today+by+Jack+C.+Richards)

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APPENDICES



LAICA VICENTE ROCAFUERTE UNIVERSITY

TEACHERS´OBSERVATION FORMAT

Teacher´s name: _____ Course: _____

Parallel: _____

Choice in the following is developed in the classroom.	1	2	3	Describing details....
Classroom management				
The use of English language.				
Perform Oral tasks.				
Convey clear messages to students.				
Organize materials.				
Interaction with students inside the classroom.				
The length of English language.				
Development of critical thinking and oral skills.				
Variety of oral strategies.				

OPTIONS

- 1. Good**
- 2. Very good**
- 3. Excellent**



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TEACHERS´INTERVIEW FORMAT

Teacher´s name: _____ Date: _____

Course: _____ Parallel: _____

Questions

1. How old are you?
2. How long have you been working as an English teacher?
3. Tell us the reason why you chose to work with adolescents.
4. Describe your strategies for teaching with your teenage students
5. What is your favorite method for teaching?
6. What is your opinion about CLT method?
7. List two communicative activities.
8. What kind of resources do you use in the learning process?
9. Would you like to improve the way your students perform orally?



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STUDENTS' SPEAKING SURVEY FORMAT

Name _____ Date _____

Course: _____ Parallel: _____

- Answer the following questions according to the options.

1. Do you like to participate in class orally?

ALWAYS	
SOMETIMES	
HARDLY EVER	
NEVER	

2. Is the environment appropriate during your English lessons?

ALWAYS	
SOMETIMES	
HARDLY EVER	
NEVER	

3. Do you think speaking English in class is difficult?

ALWAYS	
SOMETIMES	
HARDLY EVER	
NEVER	

4. Do you enjoy performing oral activities inside the classroom?

ALWAYS	
SOMETIMES	
HARDLY EVER	
NEVER	

5. Do you understand your classmates during the speaking activities?

ALWAYS	
SOMETIMES	
HARDLY EVER	
NEVER	

6. Do you think learning how to speak English is difficult?

ALWAYS	
SOMETIMES	
HARDLY EVER	
NEVER	

7. Do you consider your oral skills should be improved?

ALWAYS	
SOMETIMES	
HARDLY EVER	
NEVER	

MONTHLY PLAN

UNIDAD EDUCATIVA FISCAL “REPÚBLICA DE FRANCIA”

Date: from June first to August 27 th , 2015. Parallel: “A”	Course: third year bachillerato Subject: English
Teachers’ name: Katty Valdiviezo and Katherine Vera. Time: 45 minutes.	
Content Objectives: <ul style="list-style-type: none">➤ Discuss about certain topics or interests.➤ Give oral presentation to the audience.➤ Follow role plays among classmates using the target language.	
Skills: <ul style="list-style-type: none">➤ Speaking	
Learning Objectives: The students will be able to... <ul style="list-style-type: none">➤ Use the target language in real situations.➤ Pronounce the vocabulary words properly in sentences or phrases.➤ Express ideas and opinions about certain topics or interests among classmates.➤ Comprehend and respond in English to some questions in class.➤ Follow instructions in English correctly.	
Learning Activities: Discussion: teachers will select a topic for students exchange opinions in pair or group work. Brainstorming: students will spark thoughts and ideas to explore solutions. Collaborative learning: teachers will deliver some worksheets for talk in par or group work. Role plays: teachers will present and explain a role model that students will assume. Oral presentations: students will present a topic to the class.	Resources: Worksheets Board Markers Radio Book Pendrive Flip charts Dictionary Realia
Assessment: Students’ observation Questioning	
Linkage: The development of other skill such as listening while students were listening to a Cd or classmates.	

PHOTOS







LAICA VICENTE ROCAFUERTE UNIVERSITY

STUDENTS' SPEAKING PRETEST/POSTTEST FORMAT

Name _____ Date _____

Course: _____ parallel: _____

➤ **ANSWER THE FOLLOWING QUESTIONS.**

1. What is your name?
2. How old are you?
3. Where do you live?
4. What are your hobbies?
5. Can you tell me the alphabet in English?
6. Can you tell me your best friend's name?
7. Can you describe your family?
8. How much do you spend at home nowadays?
9. What do you most enjoy doing when you are at home?
10. What is your favorite day of the week? Why?
11. Do you plan to study anything in the future?
12. Where did you spend your last weekend? What did you do?

The main purpose of these pretest and posttest is to analyze and assess students' English oral skills based on the following components: pronunciation, comprehension, vocabulary, grammar, and fluency. All of this information is in the rubric.



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STUDENTS' SPEAKING PRETEST/POSTTEST RUBRICS FORMAT

Student's name _____

Date _____

Course: _____

parallel: _____

CATEGORY	4	3	2	1	SCORE
Grammar	Grammar covered in class was used to communicate effectively	A few minor difficulties arose from not using the grammar studied in class.	Grammatical errors led to many minor difficulties or one major breakdown in communication.	Grammatical errors severely hampered communication.	
Vocabulary	Vocabulary studied in class was used to express ideas eloquently.	A few minor difficulties arose from not using appropriate vocabulary.	Some difficulties arose due to limited vocabulary and or bad diction.	Communication was severely hampered due to lack of vocabulary.	
Fluency	Student acted as a facilitator, helping the conversation flow and develop.	Some minor difficulties maintaining the conversation were evident.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Much effort was required to maintain the conversation. There may have been many long pauses.	
Comprehension	Student	Student	Student failed to	Student did not	

	responded to questions with appropriate answers, acknowledged all statements, and incorporated them into the discussion.	responded to most questions, acknowledged most statements, and incorporated many of these into the conversation.	answer some question appropriately OR failed to acknowledge some statements and incorporates these into the conversation.	understand or ignored most questions and statements. Student may have been using notes.	
pronunciation	Pronunciation was clear and inflection and expressions were used to enhance communication.	No serious problems arose, but better pronunciation, inflection, and or nonverbal communication could have made communication more efficient.	Some communication problems arose due to unclear pronunciation and or lack of inflection and or expression. Student may have been difficult to hear.	Pronunciation, inflection and or expression confused communication. Student may have been very difficult to hear.	



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WORKSHEET #1

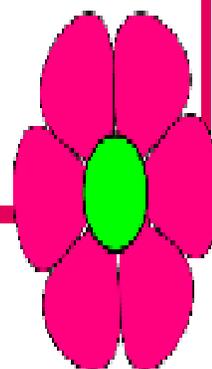
Name _____ Date _____

Course: _____ parallel: _____

THE NAME GAME

- This worksheet contains some questions about the name. Students can work in pairs or small groups and ask them to talk.

- *Could you tell me your name please?*
- *Does your name have a special meaning?*
- *Is your name important for you? Why?*
- *Have you got or had any nicknames?*
- *If you could change your name, what would it be? Why?*
- *What is the most common name in your country?*





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WORKSHEET #2

Name _____ Date _____

Course: _____ parallel: _____

Tourist Attractions

- This worksheet contains names of some famous tourist places, the students have to describe them without using the words that are below.

Tourist Attractions

<p><i>Eiffel Tower</i></p> <ul style="list-style-type: none">× <i>France</i>× <i>Paris</i>	<p><i>Great Pyramids</i></p> <ul style="list-style-type: none">× <i>Egypt</i>× <i>Desert</i>
<p><i>Great Wall</i></p> <ul style="list-style-type: none">× <i>China</i>× <i>Wall</i>	<p><i>Disneyland</i></p> <ul style="list-style-type: none">× <i>Walt Disney</i>× <i>Park</i>
<p><i>Big Ben</i></p> <ul style="list-style-type: none">× <i>London</i>× <i>Clock</i>	<p><i>Burj Al Arab</i></p> <ul style="list-style-type: none">× <i>Dubai</i>× <i>Hotel</i>

ER/ 2011/ Unit 2A



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WORSHEET #3

Name _____ Date _____

Course: _____ parallel: _____

Wrong Rhymes

- Each word group contains three words that rhyme and one that does not. Circle the word that does not rhyme.

1. butter, flutter, matter, gutter

2. got, block, sock, frock

3. sunny, funny, honey, furry

4. frail, train, snail, stale

5. kelp, help, talk, yelp

6. light, blind, hind, find

7. dumb, plumb, gum, jump





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WORSHEET #4

Name _____ Date _____

Course: _____ parallel: _____

Comparison Speaking Activity

Look at your picture. Student B's picture is different. Talk about your picture and find the differences. Don not show your picture to student B.

STUDENT A





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WORKSHEET #4

Name _____ Date _____

Course: _____ parallel: _____

Comparison Speaking Activity

Look at your picture. Student A's picture is different. Talk about your picture and find the differences. Don not show your picture to student A.

STUDENT B





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WORSHEET #5

Name _____ Date _____

Course: _____ parallel: _____

BOARD GAME

Choose anyone and ask them a question of your choice

Start

31. Your ideal job	30. A dream you've had	29. Something you'd like to have	28. An unfortunate experience	27. Your best holidays	26. The house of your dreams	25. Your favourite animal	24. Your best friend's last birthday party	23. The worst day of your life	22. The best day of your life	22. Your favourite actor or actress	21. What you'd do with a million pounds	20. Your most important possession	19. A film you didn't like	18. Your ideal husband / wife	17. Something you hate doing	16. Your favourite actor	15. What you think about smoking	14. The superhero you'd like to have	13. What really makes you laugh	12. Something that scared you	11. Something dangerous	10. Your family	9. Something you have lost	8. A game you love playing	7. Your room	6. What you did last Sunday	5. Your favourite music	4. Your qualities	3. A good book	2. Things you like to do	1. Your best friend
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<http://busyteacher.org/13767-speaking-board-game.html>



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WORKSHEET #6

Name _____ Date _____

Course: _____ parallel: _____

SPEAKING GAME

Find Somebody in this Class Who....

1. _____ has brown eyes.
2. _____ has a dog.
3. _____ likes math.
4. _____ wears glasses.
5. _____ is left-handed.
6. _____ likes cheese pizza.
7. _____ likes to read.
8. _____ has been on an airplane before.
9. _____ likes to sing.
10. _____ has a cat.

https://www.superteacherworksheets.com/backtoschool/classroom-friends-game_WMBFW.pdf



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WOKSHEET # 7

Name _____ Date _____

Course: _____ Parallel: _____

Tongue Twister

- Practice the following Tongue Twister.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers, Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Then where's the peck of pickled peppers Peter Piper picked?

Play Slow Play Normal

How much wood would a woodchuck chuck,

If a woodchuck could chuck wood?

He would chuck what a woodchuck could chuck,

If a woodchuck could chuck wood.

Play Slow Play Normal

She sells sea shells by the sea shore.

<http://www.johnkeithcommunications.com/pronunciation/dailyex>