



UNIVERSIDAD BOLIVARIANA DE ECUADOR

IMPLEMENTING COMMUNICATIVE APPROACH STRATEGIES TO DEVELOP ORAL
EXPRESSION AMONGST NINTH GRADE LEVEL A1 IN OSCAR A. ROMERO SCHOOL,
LA JOYA DE LOS SACHAS, ORELLANA CITY IN 2024

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Abstract

This research is about the implementation of communicative approach strategies to develop oral expression in ninth grade level A1.1. The purpose of this study is to understand instructional, social and psychological implications that impede the development of oral expression in the English language teaching process, to identify how communicative approach strategies can be implemented to develop the oral expression of the students, and to apply a validation process to determine which communicative approach strategies contribute to the development of oral expression in learners in ninth grade level A1.1

This research took place in Oscar Arnulfo Romero School in the City of *La Joya de Los Sachas*. It is focused on learners from secondary school of 9th grade.

The methods applied to carry out this research were qualitative and quantitative. The qualitative approach based on academic information was necessary for this study, which was filled with rich information to support ideas and solutions for the statement of the problem. Besides, the quantitative approach was also used through a data collection by using a structured questionnaire and pre-test and posttests as instruments, which was used for numerical data concerning teachers and student's perception about teaching and developing oral expression in EFL classrooms.

This research demonstrates that the implementation of communicative approach strategies to develop oral expression in ninth grade students does not have limitations, and in order to apply this, teachers must follow a set of lesson plans related to speaking skills and based on CLT approach in order to reach this research objective.

Keywords: communicative approach, communicative strategies, oral expression strategies, oral expression development, CLT strategies for oral expression development.



Resumen

La presente investigación trata sobre la implementación de estrategias de abordaje comunicativo para desarrollar la expresión oral en estudiantes de noveno grado nivel A1.1. El propósito de este estudio es comprender las implicaciones instruccionales, sociales y psicológicas que impiden el desarrollo de la expresión oral en el proceso de enseñanza del idioma inglés, identificar cómo se pueden implementar estrategias de abordaje comunicativo para desarrollar la expresión oral de los estudiantes y aplicar un proceso de validación para determinar qué estrategias de abordaje comunicativo contribuyen al desarrollo de la expresión oral en estudiantes de noveno grado nivel A1.1

Esta investigación se llevó a cabo en la Escuela Oscar Arnulfo Romero de la Ciudad de La Joya de Los Sachas. Está enfocada en estudiantes de 9no grado de secundaria.

Los métodos aplicados para llevar a cabo esta investigación fueron cualitativos y cuantitativos. El enfoque cualitativo basado en información académica fue necesario para el presente estudio, el cual se llenó de rica información para sustentar ideas y soluciones para el planteamiento del problema. Además, también se utilizó el enfoque cuantitativo a través de una recolección de datos mediante un cuestionario estructurado y pruebas previas y posteriores como instrumentos, que se utilizaron para datos numéricos sobre la percepción de los maestros y los estudiantes sobre la enseñanza y el desarrollo de la expresión oral en las aulas de EFL.

Esta investigación demuestra que la implementación de estrategias de enfoque comunicativo para desarrollar la expresión oral en estudiantes de noveno grado no tiene limitaciones, y para aplicar esto, los maestros deben seguir un conjunto de planes de lecciones relacionados con las habilidades del habla y basados en el enfoque CLT para alcanzar este objetivo de investigación.

Palabras clave: enfoque comunicativo, estrategias comunicativas, estrategias de expresión oral, desarrollo de la expresión oral, estrategias CLT para el desarrollo de la expresión oral.



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Introduction

Background and overview

Teaching English speaking skills has always been the main purpose in preparing secondary students to become competent in this foreign language. Even for most teachers who have a good English level proficiency and have been teaching for almost more than 6 years since primary school, it has not given the expected results, which is a failure for any educational institution. This can be noticed because most of the students who take the ninth grade do not achieve the basic oral language communicative competences, even in higher grades. This limitation of oral expression to communicate effectively to transmit ideas among them is what makes school directors, authorities, teachers and people in general aware of the importance of finding a solution.

When people see the need to speak English, most of them think that the only and correct way to learn this skill is by studying this language abroad. That's why it is very easy to find on the internet many English study programs offered by different foreign institutions. However, it is important to know that studying English in other countries whose first language is not English is not a guarantee because the limitation of oral expression to communicate effectively to transmit ideas among them is seen not only in a specific country but also in other non-English speaking countries.

Problem justification

Latin America is still below the world average in the level of English proficiency, as concluded by a report from an inter-American dialogue and the PEARSON Education company in Argentina, Brazil, Chile, Costa Rica, Ecuador, Mexico, Panama, Peru and Uruguay. This study also warns that teachers who teach this second language have between a medium and low-medium English competence, and most of them lack certification to teach this subject in primary and secondary schools. This report concludes that the lack of English among citizens limits their employment opportunities and competitiveness with other markets (NTN24, 2017).

Fiszbein (2017) in an interview in NTN24 said that the sad reality is that no Latin American country, regardless of the distance between them, has an acceptable level of English, especially compared to other regions of the world; therefore, he believes that the real challenge is to raise the levels in all countries, even in those that are a little higher. There are important things



to imitate by producing ideas such as teacher evaluation, the use of new technologies, exchanges between countries, among others (Fiszbein, 2017).

Fiszbein (2017) also says that what has happened is that historically there were few students who studied English and therefore there were not so many teachers needed. Now with the growing demand and interest of governments that all children must learn English in schools, there is a need for many more teachers, which represents a problem, since more teachers must be trained relatively quickly. This requires a combination of things, improvements in teacher training institutes, better regulations, uses such as new technologies, and exchanges with English-speaking countries. All of these things are being experienced and there are good examples to follow, and in light of this study, it could be said that one of the causes of inequality is that students do not master that second language.

Problem statement

What factors impede developing oral expression in the teaching-learning language process in the EFL classroom?

Precision of the topic

This research was developed as a pedagogical proposal under the pedagogical research line of teaching and learning a foreign language from *Universidad Bolivariana del Ecuador*. This research was aligned with communicative approach strategies since the strategies offered by this approach allow students to develop oral expression and make communication understandable.

Relationship between the proposal and the research lines

The objective of this proposal is to demonstrate the effectiveness of communicative approach strategies in improving oral expression in ninth-year students at “Oscar Arnulfo Romero” Secondary School. This topic is aligned with the university's line of research since it is framed in the pedagogy of the teaching and learning process since it is always seeking to improve English language skills using different strategies to have optimal results for students who are learning a second language.

The *Universidad Bolivariana del Ecuador* has several research lines and topics. This project will contribute to the following research line: pedagogy, didactics and management of



higher education. It is an example of a pedagogical innovation.

Object of the research

Speaking skills perhaps has been the communication skill that is desired not only by the teacher but also by learners to be developed. Oral communication is the most important skill that allows people to interact each other without any formal way. Regarding oral expression in the English language teaching and learning process, it can be said that it is the way how learners can share and transmit information from one person to another without losing the control or keeping the communication active until the end of it. Oral expression is also connected to the correct fluency and pronunciation in order to succeed in the communication process.

General Objectives

To implement communicative approach strategies for developing oral expression in ninth grade level A1.1 in Oscar Arnulfo Romero school in La Joya de Los Sachas.

Specific Objectives

To understand instructional, social and psychological implications that impede the development of oral expression in the English language teaching process.

To identify how communicative approach strategies can be implemented to develop the oral expression of the students.

To apply a validation process to determine which communicative approach strategies contribute to the development of oral expression in learners in ninth grade level A1.1 in Oscar Arnulfo Romero school in La Joya de Los Sachas.

Conceptual and Operational Categories

Independent variable: Communicative Language Teaching (CLT) Approach. This variable involves knowledge of the language itself, social rules of it, and knowing how language changes depending on its context. That is, in a communicative classroom, learners interact to create meaningful communication. In communicative activities, accuracy is built through controlling the language use. However, in order to build fluency, communicative activities can



have less control by the teacher.

Dependent variable: Oral expression. This variable covers various aspects to take into account inside the learning process, such as oral communication, vocabulary development, pronunciation, dialogues/conversations/interview strategy, accuracy and fluency, class-talk management, linguistic knowledge, and oral communication strategies.

Research approaches and methodologies to be used

This project research adopts a deductive approach using a qualitative and quantitative method. Theories will be gathered from academic information from EFL books and previous studies related to our dependent and independent variables. Data will be gathered from ninth-grade learners at “Oscar Arnulfo Romero” Secondary School, aimed at conceptualizing variables and assess the implementation of communicative language teaching approach in our EFL classroom.

Research instruments

The experiment involved a pretest and posttest to assess participant’s speaking skills and oral expression development before and after the intervention plan. Pretest and posttest assessed comprehension, pronunciation, productions and language through an interview worksheet based on questions about personal information, daily routines, likes and dislikes, using the correct w-h word in questions, talking about a member of the family, and describing an image. Additionally, a survey is involved in this research, divided into 3 aspects: instructional, social, and psychological. This instrument is elaborated based on statements related to the independent and dependent variables and their dimensions.

Description of the participants (learners)

Learners from this research belong to ninth grade of secondary education at “Oscar Arnulfo Romero” School. This study group has teenagers between 13-14 years old, with 45 learners in each classroom, among women and men. Since this educational institution offers a public education to the community, the majority comes from different towns and villages where transportation access is scarce; most of them come from families with limited economic resources and do not have someone who can support with tutoring if needed at home. Additionally, most of them do not continue their university studies since their parents or tutor do not support them due



to different factors. Most of learners do not have access to ICT tools such as smartphones, laptops, computer or tablets. Therefore, any instructions given must be during class time, and cannot be recorded or sent to those that need a complement to their educational background.

Description of the research context (institution)

The research context of this study focuses on a secondary school in the center of the city, but the students come from rural areas. This school is in La Joya de los Sachas town, Orellana city. Most of the families face economic difficulties to support students' education. In this area people are dedicated to agriculture, to feed a long number of family members. The average of poorness comes from the Kichwas ethnicities who earn an average of \$10 USA dollars a day eventually. Most of them are composed of 8 members. On the other hand, there are families who own their own business such as clothes shopping, groceries store and restaurant, they live in the center of the town. And this is the other side of the life here, they normally raise only two children and the family stay for the time that parents work in different areas of oil companies. That is a big problem because many students come from other schools where they have never learned English as a foreign language. Additionally, parents focus to develop some agricultural activities, or they are encouraged to choose a career to get a job immediately. Then, teachers do not have any level of educational English because there are not English teachers. In fact, they are engineers, holders of associate degrees, others just with basic school teaching, and high school diploma.

Description of the practical contributions of the proposal

The new methodological strategies provide opportunities to adapt them to favor learners as they learn best. The different social situations, the ages and the environment in which the learning of young students takes place, the innovative forms of self-learning, are the opportunities that learners have. This indicates that it is a weakness to continue with teaching traditionalist of the classroom, the blackboard and the book, processes that for today's youth have been left behind.

The application of appropriate techniques leads to the implementation of appropriate learning styles, in which the student has the opportunity to develop their intellectual abilities in an inclusive manner, based on their own characteristics, to achieve an effective instruction. There is no pure or unique style, the needs of each person are different; therefore, the interest in learning is also different, the styles are various but there is always one predominant. The strategies are linked to the learning style that is used, for this reason, each predominant style needs a different



strategy.

Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need

Nowadays, taking into account that the teaching of English is closely related to the global economy, and that the number of people who speak this language as a second or foreign language exceeds that of native speakers, teachers must therefore respect the multiplicity of dialectics while knowing very well the needs of the students, since those from developed countries or with economic advantages will need to use it in situations that require sophisticated analysis, while those from countries with less development or economic advantages will only require of their basic skills in this field for services and production. But in any case, the proper development of oral expression is of vital importance for the adequate interrelation of the individual with their peers in the environment in which they will carry out their activity.

The development of oral communication skills is one of the fundamental objectives of language teaching. This is of vital importance for the interactive insertion of man in today's world. The communicative approach is one of the ways to achieve this objective, since it emphasizes the fact of increasing the learner's activities in classes, while decreasing the teacher's activities as they progress, so teachers should encourage learners towards interactive discourse and the expression of their ideas. This leads us to suggest that teachers include in lesson plans activities that promote oral interaction between students, in which they make use of their acquired language in simulated real-life situations. Of course, all this without losing sight of the remaining language skills, achieving an adequate interrelation between them.

Another important element in achieving this goal is to ensure the way teachers handle errors, especially their reaction to said errors and correction. It is necessary to take into account not only how teacher make the student speak without their response to their action, which must be with the same intensity and emotion with which we do it in real life. This will convince them that teachers are interested in what they say. “In real life, we rarely react to simple errors (those that do not affect the understanding of the message), but we do react to global errors (those that prevent the correct understanding of the message).”



Description of the contents of each chapter

In the first chapter, the authors of this study search relevant literature and bibliographical sources related to independent and dependent variables. This research considered academic EFL books, websites, and findings from previous studies. The analysis was carefully selected to develop conceptual definitions, dimensions, indicators and the theoretical framework of each variable. In the second chapter, the authors provided an organized description of the Methodology for the investigation and diagnosis. This included an explanation of conceptualization and operationalization of variables and categories, research approach and design, research questions, research proposal justification, delimitation of populations, sample and sampling, descriptions of the institution context, research stages, and description of instruments used, validation of the research proposal and ethical considerations. In chapter 3, It aims to address the discussion and analysis of the results in accordance with the development of a proposal and its validation (theoretical and/or empirical), in accordance with the type of research carried out. It includes both the modelling of the methodological and/or technological proposal developed, its validation and declarations in relation to its benefits, viability and feasibility.



Chapter I: Theoretical Framework

In this chapter, the researcher got started with an intensive search of bibliographical resources related to the problem statement, relevant to both the independent and dependent variable together with their dimensions. Various points of view and findings from academic report, books, websites and previous studies were examined to identify key concepts, knowledge and understanding of the academic on specific topics mentioned in the independent and dependent variable. The first form has the following characteristics: theme, page number, information, form number and citation in APA format. In the theme, the independent and dependent variable context and their dimensions are included. In the page number, the number of the age is included where the relevant information is found. In the information, all the citations found about the relevant information is included. In the form number, it is used to know the number of forms used. In the Citation in APA format, the bibliographic date in APA format is include.

There is also a second form used to gather information about the previous studies. (See Figure 2). The characteristics of this form are as follows: Title of the study, Citation in APA format, Research question(s), objectives, or hypothesis, Subject or participants, Setting or phrases, Methods, Results, Authors' conclusion & Recommendations, and Limitations identified by the author.

One the forms are filled out, this information is used to state, show, explain, and detail all the relevant academic information and cases regarding the problem statement that can support this study. After analyzing each variable and their dimensions, the research identifies all the factors that can help to develop oral expression in EFL classrooms through the communicative language teaching approach.

Independent variables: communicative language teaching approach

The communicative competence includes the following language knowledge aspects: knowing how to use the language in different purposes and functions, knowing how to vary our language use according to the context and participants, knowing how to produce and comprehend different types of texts, knowing how to keep communication despite having limitations in the language knowledge (Richards J. C., 2005).

Dependent variables: oral expression



Oral communication skills which include speaking and listening are essential skills for life. These skills have been used to communicate ideas much before the writing system development (Aliyu, 2017). To reach a communicative competence, it is required to combine language and the presence of the teacher, learners, selected activities and pedagogical resources (Melouka, 207).

1.1 Research Background

Previous studies have researched the communicative approach strategies to develop oral expression. For instance, a study carried out by Huanhuayo, Vergaray, Rivera, and Flores (2021) aimed at analyzing the publications related to the communicative approach and oral expression at school. To achieve this study, 12 journals were examined from an academic database in English and Spanish between 2017-2021. The result of this study is that it is satisfactory to teach students to express orally with the communicative approach since the first expression in a language is through oral expression. Additionally, this study found that there was significant learning in university students, improving vocabulary development, correct pronunciation with the eclectic method. Communicative approach, together with the integration of new ICT tools in the classroom, were found to be two efficient strategies that built a dynamic, interactive and collaborative learning environment where students are motivated constantly. Huanhuayo, Vergaray, Rivera, and Flores concluded that the communicative approach applied in different levels, especially for oral expression, has excellent results and helps learners achieve a better language competence if compared to the traditional teaching because students learn the language in practical and experiential situations, in motivated classes, taking into account the student's needs (Huanhuayo Gabriel, Méndez Vergaray, Rivera-Arellano, & Flores, 2021).

A second study regarding this research topic was conducted by Sreehari (2012) aimed at identifying the possibilities and problems in the implementation of CLT principles and techniques. To achieve this study, 22 articles were examined from the Scopus, EBSCO and Scielo databases, published in English and Spanish between 2017 and 2021. The result of these studies showed that due to the fact that the first and fundamental language manifestation of the oral expression, teaching to express orally is satisfactory when we refer to the communicative approach and oral expression. Therefore, oral expression must be a priority in education for human and social development. One of the studies shows that students improved vocabulary and pronunciation by using the eclectic method. A second study shows that thanks to the communicative approach, a



social transformation process was achieved, and innovative teaching methods could be introduced into the classroom which helped significantly to develop skills related to communication and oral expression. A third study found that the communicative approach, together with ICT integration into the classroom, was effective to create an excellent and dynamic, collaborative and interactive environment where students get involved and motivated permanently. Furthermore, a fourth study made to 20 teachers and 50 students concluded that in order to get a satisfactory level, teaching with the communicative approach was not enough, and that the teaching of grammar was necessary and important. Additionally, another qualitative study to eight university teachers gave evidence of several justifications in order not to use the communicative approach to increment the oral expression due to the fact of large classrooms, lack of time and resources. The author concluded that some instruction implications based on CLT characteristics must be followed not only by teachers but also by authorities. Teachers must focus their classes on developing skills, and not only linguistic knowledge, and follow a learner-centered way of instruction. Also, teachers must guarantee an integral instruction of all the skills in the classroom with varied activities. Teachers must use in context activities with simulation of real situations. Teachers must share more social expressions that help students improve their oral communication. Teachers must use more communicative activities that improve listening, reading and comprehension. School authorities must provide teachers and students with teaching resources such as textbooks, ICT tools and a copy machine. School authorities must conduct training programs that have teachers share the success and difficulties in class when implementing CLP principles (Sreehari, 2012).

A third study made by Dos Santos (2020) outlines the advantages, disadvantages and applicants of CLT in the English language teaching. Historical and current papers were reviewed, all relating to how a CLT approach can be beneficial in the classroom environment. Santos identified two key advantages. In the first place, the CLT approach intends to be a practical language teaching centered in the student and oriented to the situation. Inside the practical situations, students intend to develop some activities related to the living community and society. Therefore, this makes sharing and interaction with students easy. Besides, the practical situations when speaking might not be focused on grammar and translation accuracy. However, with this CLT approach, students can gain comprehension and knowledge of their use, viability and communicative language skills. Secondly, the increased interaction among teachers and students and among classmates are important advantages of using the CLT approach, this allows not only teachers but also students to transfer their traditional teaching and learning beliefs to an innovative



teaching and learning process. Santos concluded that the current CLT approach encourages students from sharing and speaking about their ideas with their classmates and teachers without limitations (Dos Santos, 2020).

Another very important study by Firiady (2018) focused on material development as well as to promote in-depth pre-use analysis on a particular aspect in the recently revised textbook. To obtain richer data, this research was limited to an analysis of CLT activity types based on activities suggested by Littlewood (1981) and to get the validations of the data analysis, academic coordinators were invited to make and discuss the data analysis through the same checklist and method. The results show that the textbook analyzed has several learning activities that are adaptable to CLT activities, pre-communicative activities, structural activities, vocabulary development activities, and reading activities. Firiady concluded that the revised textbook already provided a variety of speaking, listening, vocabulary and structural activities. However, this book still needs some improvement regarding the grammar approach so that this section cannot be so dominant. It was also concluded that no matter the limitation of linguistic ability of students, the teaching material can be adapted to social context and real life conversations (Firiady, 2018).

Difficulty in speaking fluent and accurate English was also found on Chinese EFL learners. Wang (2014) in another study expressed that their speaking competence is influenced by cognitive, linguistic and affective factors. This study is focused on enhancing those learners' oral proficiency. In order to achieve this objective, this paper discusses three effective models of teaching speaking skills, and then proposes a 4-step pedagogical method based on 4 stages: Pre-speaking, while-speaking, post-speaking and extension practice, described in Oral Communication Strategies (1.3.6)

All cases and results obtained from this research will give rich information to any educational institution, teachers and students who are involved in the English language teaching process regarding the implementation of CLT strategies to develop oral expression among students.

1.2 Independent Variable: communicative language teaching (CLT) approach

In 2014, Richards and Rodgers argued the result of CLT as a questioning of the assumption and practices that has to do with Situational Language Teaching (SLT). This teaching approach was developed between the 1930s and 1960s in England. It is focused on grammar structure and



basic vocabulary. Every structure is introduced in specific situations. Students need to work on repetitions and make no mistakes. It is essential that students do not repeat errors, which is the success of this repetition. This method is applied with activities that take place in different situations, focused on students' needs. For example, medical, taxi driving, school, among others, which make a practice on real situations to everyone. Due to the fact that it is focused on habitual situations, there are some disadvantages. What if someone wants to say something that is not normally said in the situation, in this case, students need to know how to structure a non-habitual structure for that situation. Another disadvantage is that the teacher is always correcting mistakes, this can inhibit communication (Richards & Rodgers, 2014).

Situational introduction has several benefits for EFL students. The first one is that it is a useful tool so that students can understand real life situations, which make the language more relevant and attractive. The second one is the students' fluency and accuracy can be improved since they practice the language in context. The last one is that cultural and social knowledge is developed (Makkawy, 2018).

Makkawy gives a demo class of the teaching. First, the teacher showed a picture of a person in his workplace. The teacher says "Look at this picture, his name is Where does he work? Is it a?". With this question, the teacher tries to describe the picture. After every answer, the teacher confirms, if not, he describes it focused on those questions. Then, the teachers start talking about an ordinary day of that person from the picture. The teacher uses a clock on the board so that students can have a better idea of the activity in English if they know it from previous studies. Students start answering in phrases or incomplete sentences. After that, the teacher helps them identify the structure used to complete the sentence. Next, once the sentence is correct, students repeat the sentence individually and all together. The teacher repeats this process with different daily activities.

Richards (2006) states that the communicative approach is a reflection of constructivist theories of knowledge and the central role of language and communicative competences in CLIL frameworks. It can accommodate a range of practices as follows:

1.2.1 Engagement

Most English teachers should know that second language learning is facilitated when learners are engaged in interactive and meaningful communication. Da Luz (2015) expresses that



educational support is very important to help teachers to offer better strategies. This support will help to differ instruction and cover all learners' needs and engage their participation in the learning process.

One of the strategies to engage students in learning is through participation. Martin & Bolliger (2018) summarize that the learners' participation increases their satisfaction, improves their motivation to learn and reduces the isolation sense, and improves the learner's performance.

Da Luz (2015) defines learners' engagement as a psychological investment and the learner's effort directed to learn, understand and master knowledge, abilities and skills done in academic work.

1.2.2 Effective classroom learning tasks and exercises

Meaning negotiation, language resource expansion, language use knowledge, and meaningful personal exchange interaction are tasks and exercises so that learners get an effective classroom learning.

Munna & Kalam (2021) found that the teacher is responsible for guaranteeing the production of regular interaction between the learner's basic human abilities and technologies recently invented so that this leads to an improvement of their cognitive capabilities. What this theory suggests is that the use of class interaction, role plays and visual simulation for students in graph, chart and newspaper format to get information challenge the learning and allows them to become more creative. According to the authors, teachers need to use several resources in the learning process such as computers, books, textbooks, computer programs, smart boards, equipment, whiteboard, speakers, games, etc. The more creative the lesson is, the more motivated and engaged learners will be. It is important to know that certain teaching methods can be useful for certain learners, but not for others. Therefore, it is recommended that teachers use a combined learning (Munna & Kalam, 2021).

1.2.3 Meaningful Communication

Relevant, purposeful, interesting and engaging must be the content in the learning process so that learners' communication be meaningful.

Learning English as a second/foreign language must be focused on different proposals not



only to pass an exam. Learners must comprehend what they are learning rather than learning through memory learning methods such drills so that they can be educated as human beings (Farrell & Jacobs, 2010).

Farrell & Jacobs indicates that in second language education, we see many changes toward the emphasis in meaning and comprehension, which is the core of the CLT approach. CLT lies in using language, not in language usage. By using language, fluency rather than accuracy is prioritized. With this approach, as teachers we try our learners to use any knowledge, they have from the second language to explain the subject.

1.2.4 Accuracy

Language learning is a process that takes time to acquire. The creative use of language, trial and error are part of this process. Even when learners make errors during this process, the learning objective is to be able to use the new language accurately and fluently.

Speaking English is quite ignored in EFL classrooms, since most teachers tends to speak very much in class, and do not give learners the opportunity to speak English. Thus, these students have a very low level in their speaking skills. Accuracy and fluency cover the oral competence in speaking. Speaking accuracy indicates “the extent to which the language produced conforms to target language norms” (Yuan & Ellis, 2018, pág. 2), which has to do with the correct use of pronunciation, vocabulary and grammar. Speaking fluency refers to the ability to produce the spoken language “without undue pausing or hesitation” (Skehan, 1996, p. 22). Too many mistakes, pauses or doubts when speaking can block fluency while speaking and depress the speaker (Skehan, 1996).

Wang (2014) recommends that before speaking, learners must be helped with enough knowledge, vocabulary and strategies to reduce anxiety and pressure. While speaking, learners need time and space to develop what they are going to say. After speaking, learners must analyze the correct use of language, and recording their speaking is a good tool for that.

1.2.5 Learners Development

Each student develops their own path towards language learning. They make progress in different levels and have different needs and motivations to learn a language. It is important to know that not all students can have the same level to learn a language, specialty if you teach in a



public school. In an EFL classroom, teachers can find beginners, elementary and pre intermediate levels. Thus, teachers should use appropriate strategies to deal with this issue. Some students are good at reading, others are good at writing, and others are good at listening. It depends on what language skill has been developed or focused more on the past. Similarly, some strategies can motivate a group of students, but teachers can find another group that does not motivate with the same strategies.

1.2.6 Successful Language Learning

In order to get a successful language learning, teachers must use effective learning strategies and communication. Thus, it is essential that teachers have an excellent knowledge about how method, approach, technique and strategies is defined and once they get trained with that, their classes can have excellent results with learners.

A teaching method serves as a system of steps that facilitate learning, focusing on how to give instruction effectively. The strategy determines what method to use, ensuring that it supports the corresponding teaching approach. Methods can include direct instruction, where teachers introduce the content in an organized way, or project-based learning, which allows learners to acquire knowledge and abilities through research during a specific period. Teaching approaches are focused on 2 main approaches: teacher-centered and student*center. Teachers are the authority in the classroom. Learners are passive receptors of information, whose main objective is testing and evaluating. Teachers are responsible for sharing knowledge with learners through conferences and direct instruction. Teaching and assessment work separately, and learning is assessed through tests and assessments. In the student-centered approach, both teachers and learners participate in the learning process. Teachers train and facilitate learning, by guiding learners to the content comprehension. Learning is assessed through several methods, including group projects, portfolios, and class participation. Teaching and assessment are integral, and learning is evaluated continually during instruction. Teaching techniques are the unique way teachers implement specific tasks in the teaching-learning process. These techniques show the approach and individual styles every teacher has when applying teaching strategies. For instance: 2 teachers can use small groups to lead a discussion, but each teacher can have a different approach to lead the discussion. A teaching strategy is a set of activities carefully planned to achieve specific learning and teaching objectives. It has to do with deciding which is the effective teaching method, whether teacher-centered or student-centered, and planning activities to facilitate learning. Teaching strategies



work as a direction guide so that teachers transmit information effectively, involve learners and foment a deep comprehension.

1.2.7 Collaboration and Sharing

If you see carefully, you can notice that the classroom is a community where learners learn through collaboration and sharing. There are many benefits of collaborative learning. When learners work together, this method develops higher level thinking skills, promotes learner interaction, increases learner retention, builds self-esteem, enhances student satisfaction with the language learning experience, promotes a positive attitude in class, develops oral communication skills, develops social interaction skills, promotes positive race relations, and creates an environment of participation learning.

Now, it is important to know that as other methods, collaboration learning can succeed with the appropriate strategies. Here are some tips to do so: establish group goals, keep small groups, establish flexible group rules to follow, build trust and open communication, for larger tasks, divide different topics and create group roles and create a pre-test and post-test.

1.2.8 Theory: Communicative Language Teaching (CLT) Approach

“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.” (Richards J. C., 2005)

According to Farrell & Jacobs, CLT can be understood as a set of principles about the goals of language teaching, assumptions about how learners learn a language, the kinds of classroom activities that best facilitate and the roles of teachers and learners in the classroom.

Brandl (2008) explains methodological principles as a guideline for implementing CLT practices.

Principle 1: Make the Central Unit of Instruction. Brandl also lets us know that the best way to learn and teach a language is through social interaction. Teachers have learners go to a clear goal, share information and opinions, negotiate meaning, get support in comprehending input, and receive feedback on their language production (Brandl, 2008). In other words, there is



no text or grammar to read as a first option, but the tasks are presented, which provide learners a purpose to use the grammar in context.

Principle 2: Promote Learning by Doing. “Learning by doing” principle is strongly supported by an active approach to use the language since the beginning. One strategy that involves learners in language production is to encourage them to express their own meaning as soon as productive skills are introduced. Their tasks must be focused on a varied and real context where learners can carry out numerous acts of speaking (Brandl, 2008).

Principle 3: Input Needs to Be Rich. It is obvious that we can imitate the same valuable input in the EFL classroom to develop native-like language skills. However, input provided must be the richest possible. As Doughty and Long (2003) put it, rich input entails “realistic samples of discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks” (Doughty & Long, 2003). In other words, one of the most obvious needs in the foreign language teaching is that learners can listen to the language, whether from the teacher, multimedia resources such as internet, television, DVD, video and audio recordings, and others. Learners need to be exposed to as rich a diet of authentic language discourse as possible. The use of ICT resources is a powerful tool for teachers.

Principle 4: Input Needs to Be Meaningful, Comprehensible, and Elaborated. Meaningfulness means that the information introduced must be related to the existing knowledge of learners. This existing knowledge must be organized in such a way that the new information can be assimilated easily to the cognitive structure of the learner. Meaningfulness has been a primary principle of CLT. Meaningfulness is not enough if something is not comprehensible in language learning. In order to be successful in language acquisition, learners need to be able to comprehend most of what is spoken or written, learners must decode what the speaker is saying. Language acquisition can be made only when language, which is grammar, vocabulary, pronunciation or other, are linked to the learner’s mental representation of the language system. If information (input) is incomprehensible, acquisition just does not happen (Brandl, 2008).

Principle 5: Promote Cooperative and Collaborative Learning. Cooperative and collaborative language learning has to do with working in small groups or pairs to complete certain activities to achieve a goal through a task. The key here is what happens to learning through interaction among learners and teachers (Brandl, 2008). It is important to note that interaction implies both input and learners’ production. Learners must participate in active conversations



where they interact and negotiate the type of information they receive.

Principle 6: Focus on Form. What do you think is better, to make grammar explicit or to have the learners figure out the rules themselves? To make grammar explicit means that grammar rules are exposed to learners during the instruction course. The research provides evidence that there are benefits of making grammar rules explicit for adult learners. Inside the explicit forms, it is important to note the difference between “focus on form” and “focus on formS”. The “focus on formS” represents a traditional approach where learners are exposed to linguistic structures in a sequence and imposed by the program study designer or author of the textbook. On the other hand, the “focus on form” approach represents an approach that is focused on teaching grammar rules explicitly with a connection of meaning-form and grammar teaching in context through communicative tasks. This implies to relate form and meaning. Therefore, it is proclaimed as a fundamental methodological principle in support of CLT and task-based language instruction (Brandl, 2008).

Principle 7: Provide Error-Corrective Feedback. Feedback is classified in two different ways: Positive feedback and negative feedback. The first one confirms the correctness of the learner’s answer by agreeing, praising, or showing understanding. The negative feedback, also known as error correction, correction, has the function to correct the student’s faulty language behavior. This evaluative correction can help to facilitate the skill progress toward more precise and coherent language use. Both types of feedback are essential during the learner’s interlanguage development (Brandl, 2008).

Principle 8: Recognize and Respect Affective Factors of Learning. For many years, there have been consistent relations among linguistics attitudes, motivation and anxiety in the performance and achievement in the second language learning. It is really easy to find teachers that have experienced how learners are feeling regarding the language teaching or how their attitudes toward it affects motivation, and then, their success. Gardner and McIntyre (1993) stated “wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences in the activities associated with achieving this goal” (p. 2).

1.3 Dependent variable: oral expression

Oral expression development in most cases occurs after an intensive work in class from teachers and a considerable dedication from students in following the teacher’s directions. For this



reason, teaching English should be based on appropriate professional training in accordance with the teaching goals; therefore, students must follow directions with the correct methods or approach in order to get the results desired. In order to face such challenge, all teachers must be aware of the need to align the English curriculum to the Common European Framework of reference, which is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabi, and the Communicative Language Approach which is the most recognized, accepted method in the English language teaching-learning process worldwide since it offers a theoretically well-informed set of principals about the English language acquisition.

Despite all efforts done by teachers to improve or develop the oral expression in the English language teaching-learning process, this process is being affected by the lack of communicative language teaching approach, which influences teachers and students on teaching and learning process respectively. Therefore, this influence is going to be reviewed in this section. To achieve this purpose a study of the following topics is presented in the next pages: Communicative language teaching approach, oral communication, vocabulary development, pronunciation, dialogues/conversations/interviews, accuracy, fluency, class-talk management, linguistic knowledge, and oral communication strategies to develop oral expression in learners.

Teaching English with theories, directions and effective ways to teach is an essential topic within the language teaching and learning process. Identifying the most appropriate teaching and learning methods and strategies for a specific situation is very important for language learning classrooms. For many years, many theories have been created in order to satisfy student's needs in that period. However, due to the fast development of social and cultural environments, a great number of theories with varied approaches and applications have been developed and applied. In this section, we will analyze the Communicative Language Teaching (CLT) approach, together with relevant methods and strategies for the correct teaching-learning process.

1.3.1 Oral Communication

Oral communication is defined as the sharing and transmission process for messages or information from one person to another through different channels. What does this mean? Basically, you are giving something to other people, waiting to get something in reply. (McCormack, Watkins, Smith, & Margolis, 2014). Pingol (2021) mentions that it is important to know about the characteristics of oral communication, so it can be described as a dynamic process.



This means that it is always changing. The way we see communication now might change in the future. Therefore, this process is always changing and is not static. Communication involves participants, who are people communicating with one another as communicators, one is the speaker, and the other one is the listener. The author mentioned above also describes communication as systemic. A systemic process means that it is part of a particular system. Therefore, it is a step-by-step process. Another characteristic is that communication is irreversible. This means that no matter what, what was said cannot be changed. Finally, the author says that when someone is having communication, there is always a goal, which means that you know what is going to happen in that particular topic they are talking about.

1.3.2 Vocabulary Development

Wasik & Iannone-Campbell (2012) recommend that speaking to kids and integrating new words in their daily conversations can help to develop vocabulary. It is one of the most important skills that kids must acquire to succeed at school. In most cases, kids learn advanced vocabulary when talking to adults, so kids strengthen their language by using rich and varied language. Scientists have discovered that preschool years are important moments when kids develop oral language and vocabulary. In summary, kids learn language through exposures to words, nested within meaningful and integrative contexts. So, how can we apply this information in effective classroom instruction? As suggested, students will not likely learn new words if these words are presented as an exercise of word learning from a list, an exercise that lacks meaningful context. Instead, creating a setting in which students can have purposeful conversations, using words that have them explore their meaning in their context.

Wasik & Iannone-Campbell (2012) states that an open-ended question is defined as a question that requires more than one-word reply, or a “yes” or “no” reply. For example, the question “Did you like the movie?” can be answered differently from “Tell me 2 things you like about the movie”. Both are questions asking about the reaction someone has about the movie, but the second one promotes a response that requires students to use more language and more vocabulary to answer it. Open-ended questions provide students the opportunity to talk with more information. Wasik & Iannone-Campbell suggested ways to implement purposeful, strategic conversations during three central activities—read-aloud, center time, and morning message—follow. Read-Alouds: in this kind of activity, teachers are required to find book reading that has rich vocabulary that can help students to improve their every-day conversations. It can be a



dialogue book where students can focus on verbs, adjectives or social expression. Center activities provide great opportunities for purposeful, strategic conversations that can prompt vocabulary. In small groups, teachers have more opportunities to focus on individual students' needs and also provide feedback to their responses. Morning message has to be with remembering the previous words learned in class. The morning message activity creates great opportunities to support vocabulary and language development as well as making connections between developing theme concepts and new vocabulary words. Start asking children to describe someone that has those characteristics, in case you learn about personality adjectives in previous classes.

1.3.3 Pronunciation

Watts and Huensch recommends dividing pronunciation topics into three main sub-groups: phrase level topics (e.g., focal stress, linking), word level topics (e.g., compound nouns, word stress) and sound level topics (e.g., /θ/ vs. /ð/, diphthongs). Deciding which pronunciation topics to include is an important task, and it must be decided taking into account the topic of each unit in the textbook. Additionally, Wei (2006) suggests that a pronunciation class should include not only contrast in words, pronunciation of consonants and sounds, but also several important parts as follows: Intonation, Stress and rhythm, Consonants, and Vowels. (Wei, 2006)

Regarding stress and rhythm, the Wei (2006) mentions several levels of stress, and sentences stress. Word stress: emphasizing the stressed syllable by using visual effects: thicken, capitalize, underline, or color the stressed syllable. Rubber bands, pulling a wide rubber band between the two thumbs while saying a word, stretching it out during the stressed syllable but leaving it short during other syllables. Tapping, clapping, or playing simple rhythm instruments. Sentence stress: Finding content words, applying rhymes, and link pronunciation. Cheng (1998) recommends some strategies to teach pronunciation: Providing meaningful materials, using songs, games and tongue twisters, and Assessing students' progress.

Scarcella and Oxford (1994) listed 11 techniques for teaching pronunciation, as follows: self-monitoring, tutorial sessions and self-study, Modeling and individual correction, communication activities, written versions of oral presentations, computer-assisted language learning, explanations, utilization of known sounds, incorporation of novel elements, communication strategies and affective strategies.



1.3.4 Dialogues/conversations/interview strategy

The main purpose of teaching pupils a foreign language is to teach them to communicate. This can be made by hearing and listening to the other participant of communication, responding to his statement correctly and being able to express their ideas.

Язлыева (2017) recommends that teachers must use dialogic speed in every lesson in order to arise pupils' activity and interest in learning English. So, what is a dialogue? The author defines dialogue as a written or spoken conversation between two or more people, an effective form of learning activities to practice grammar structures, vocabulary and cultural realities. Collective discussion of selected or created varied dialogues of answers to assignments in reading, enlarging vocabulary, training grammar, and listening solves not only problems of checking, motivation, shyness, fear of making a mistake, but also offers more time to develop speaking skills in every lesson (Язлыева, 2017). Dialogues, conversations and interviews are authentic material; therefore, they can help in any stage of language skill development. Dialogue assignments in reading, grammar and vocabulary tasks can help to solve problems of verification, motivation, shyness and fear of making mistakes in the speaking skill development.

Язлыева suggests a modern approach to overcome possible difficulties in teaching dialogical speech. **Personalization:** pupils can work on their own and involve their personal experience in the place of the personage. **Building dialogues:** students can vary and create their own stories and show individuality. **Working in pairs or groups:** with this, teachers eliminate shyness problems and offer the opportunity to increase the time for oral practice in class. **Striking a balance between the correctness of speech and fluency of language:** teachers should know that correction while speaking is being produced can stop students' progress. **Proving tools:** teacher's task is to provide pupils the tools to conduct a conversation successfully and give them time for preparation to focus on using new vocabulary and the correct grammar, which will certainly affect the lexical and grammatical filling and speed of speech in performing a dialogue. **More student talk:** teachers should give which will certainly affect the lexical and grammatical filling and speed of speech in performing a dialogue.

1.3.5 Linguistics Knowledge

Renandya (2018) explains that language competence refers to the ability someone has to use the language for a variety of communicative purposes. Having language proficiency means



that teachers can understand the language without difficulty, express a great number of ideas clearly in speech and writing, and with no problem interacting with others at all. (Renandva, 2018)

According to Cambridge International Education (2024), the Common European Framework of Reference for Languages (CEFR) is the international standard that defines linguistic competence. It is used around the world to define the linguistic skills of students on a scale of English levels from A1, a basic level of English, to C2, for those with exceptional English proficiency. (UCLES, 2024). The Common European Framework divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening, speaking and writing.

1.3.6 Oral Communication Strategies

As teachers, we need to find ways and means to apply when learners are experiencing a communication problem, either they cannot say what we would like to say, or we cannot understand what we are being told. The reason might be linguistics or lack of knowledge. Mariani (2010) suggests some strategies based on different communication problems as follows: First, if we meet a problem, that is, if our command of linguistic, sociolinguistic and pragmatic code is not adequate, keep our message within our communicative resources, adjusting our ends to our means. Second, avoid pronouncing certain words which imply particularly difficult sounds (like the /th/ sound), and adjust the message in various ways. Third, if you do not know the exact term, find a way of expressing the meaning of that word. Fourth, borrow words from the L1 if you do not know that exact word in the foreign language. Some people are very good at foreignizing words, pronouncing a word as if it belonged to the L2 Fifth, if you do not know a word, you can fall back on general words, like *thing* or *stuff*, you can use superordinates, like *flower* instead of *daffodil*; you can use synonyms and antonyms, like *very*, *very small* to mean *tidy* or not deep to mean *shallow*. Sixth, if you do not know the words scissors and desk, you might try to say something like Please give me the thing on the table.

The main aim of teaching a foreign language is to teach to communicate, by learning to hear and listen to the other participants of the communication. Therefore, dialogic speech must be used at each lesson (Язлыева, 2017). The author details a modern approach to learning a conversation. Personalizing: learners describe their life and imagine themselves in the place of the personage. Build dialogues in the way which learners may vary and create their own. Working more in pairs,

groups, since it eliminates the problem of shyness and provides an opportunity to increase the time of speaking practice at the lesson. Avoid correcting during speaking. This can reduce the progress of fluency. Provide learners with the tools to understand new grammar if included in the dialogue. Speak less, and have learners speak more.

Язлыева explains that in order to acquire the L2 and be able to speak in that language, learners must know the vocabulary to be used, be capable to express their agreement and disagreement, use several phrases to express their opinions. It is recommended to use visual resources to keep the fluency as follows:

Use introductory words such as: *First of all, initially, by the way, in other words, the thing is, if I'm not mistaken, on the one hand, on the other hand, in a word, in short, as far as I know* and so on. Use ways of expressing (dis)agreement: *perhaps, probably, how come, absolutely, sure, of course, I (don't) think so, on the contrary, I (dis)agree with you, in a way, no way, most likely, quite so* and etc. Use ways of keeping the conversation and responding to remarks: *May I ask you a question?, repeat it again, please, how are things going with you?, it's new for me, you don't say so, did I get you right?, it doesn't matter, never mind, good luck* and etc.

The communicative activity implementation in the English language classroom prepares learners to use the language based on their own needs, interests and opportunities (Sayera, 2019). The authors recommend to emphasize interactions as both the means and the ultimate goal of learning a language as follows: a.) The communicative functions are more important than linguistic structures. b.) The target language must be used in the classroom as a vehicle for classroom communication, not just the object of study. c.) Appropriate use of language is emphasized rather than accuracy. d.) Language should be taught by integrating all language skills and not by only one skill. e.) Do not use memorization. f.) Encourage cooperative relationship among learners. g.) Create situations which help to promote communication. h.) Dramas, role plays, games should be used in the classroom to promote real communication. i.) Give opportunities to listen to language as it is used in authentic communication.

Mariani (2010) introduces strategies with some tasks. Task 1 - You are talking to someone, either in your native language (L1) or in a second or foreign language (L2). (Mariani, 1981)

- What do you do if...?



- you don't know the exact word for an object?
- you aren't sure you have understood what your partner has just said?
- do you want to change the topic of the conversation?

Do you think you would behave differently if you were using your L1 or an L2? Why/Why not?

Some suggestions are described for this situation. The first one is to define or describe the object as best as we can, draw it or point to it if it is present. The second one is to tell our partner that we haven't understood and ask her/him to repeat, explain, speak slowly. And the third one is to wait for a partner to finish her/his turn of the conversation or interrupt like *Oh, by the way ... Now, that reminds of.....* Strategies like these can help manage oral communication – communication problems can be managed by using the same basic types of strategies.

Wang (2014) purposes a 4-step pedagogical method based on 4 stages as follows:

In the pre-speaking stages, learners have enough time to plan and get support not only in the language but also in knowledge; therefore, they can work on activities before speaking: (1) pre-task planning, (2) pre-speaking support, and (3) authentic input. First, pre-task planning helps learners to get better accuracy and improve their fluency. If learners do not have a preparation before speaking, it becomes difficult to improve the conceptualization, formulation and articulation of speaking. Therefore, learners must have enough time to prepare what to say and how to say it before speaking. Second, it is important to state that pre-speaking support is essential in order to ease learners' anxiety, which can help them with language, knowledge and strategy. Working on vocabulary related to the topic allows them to generate more ideas when speaking; and certain speaking strategies help them deal with possible interruption in the conversation. Learners feel more comfortable in class when they receive support, thus, their speaking gets better. Third, authentic input motivates learners to speak English. Lack of motivation has been a great challenge in the English language learning process, so in order to work on this, learners can be exposed to real scenes, situations, accents, such as authentic conversations in context, movies, TV news, and more. When learners get enough input through visual and listening channels, they can easily transfer comprehension (input) to speaking (output) (Wang, 2014).

Due to the limitation to assist individually to improve or develop speaking fluency and accuracy, 3 activities can be applied while speaking: (1) speaking tasks, (2) using a fluency



technique and (3) forming automaticity. Firstly, there are 3 types of speaking tasks to be applied: information-gap tasks, problem-solving tasks and social monologues. Secondly, the 4/3/2 technique is also beneficial to develop learners' speaking fluency, which has to do with talking about a topic for 4 minutes, next the teacher repeats the topic for 3 minutes, and then conducts the same topic for 2 minutes. When doing so, learners become more familiar with the content. Third, forming a set of phrases and expressions can ease learners' stress, free their attention capacity and accelerate the speaking process. Third, through automaticity learners increase their fluency in speaking (Wang, 2014).

To develop learners' oral proficiency, meaning-focused and form-focused activities should be applied. Therefore, learners can get accuracy through (1) language-focused activities, (2) self-repairs; and (3) corrective feedback. The correct language use can be improved through language-focused activities, which can be applied in post activities. In order to improve linguistic accuracy, learners follow stages: noticing, comparing and integrating. Self-repairs also help learners to focus on the correct use of language form. It is not enough that learners use the language, but they need to analyze and evaluate what they are trying to express. Additionally, to self-repairs, learners must be helped through corrective feedback. In order to do so, their oral productions must be recorded so that teachers can check and analyze their speaking step by step to give the correct feedback and avoid leaning blanks or mistakes while developing speaking (Wang, 2014).

Wang (2014) concluded that before speaking, learners need to receive enough help to get knowledge, vocabulary and strategies to reduce anxiety and accuracy pressure. While speaking, learners must have enough time and space to develop their fluency carefully to express what they want to say. And after speaking, learners must have opportunities to analyze the correct use of language to improve their accuracy in speaking. Finally, practicing is essential to reinforce language use. The pedagogical method divided in 4 sections can be applied to learners of any country (Wang, 2014).

1.4 Conclusion of the theoretical framework

The theoretical framework contains an intensive and relevant academic information related to the communicative language teaching approach. This information was focused on developing oral expression, identifying the possibilities and problems in the implementation of CLT principles



and techniques, outlining the advantages, disadvantages and applicants of CLT, promoting in-depth pre-use analysis on a particular aspect in a revised textbook, and enhancing those learners' oral proficiency. This study was based on important concepts to apply CLT. Engagement plays an important role to facilitate learning. Effective classroom learning uses several resources in the learning process such as computers, books, textbooks, computer programs, smart boards, equipment, whiteboard, speakers, games, etc. Meaningful communication must be interesting, purposeful relevant and engaging in context. Accuracy and fluency must be managed to avoid too many mistakes, pauses or doubts that can block fluency while speaking and depress the speaker. Learners' development is not the same in every student. It is essential that in order to have a successful language learning, teachers have an excellent knowledge about how method, approach, technique and strategies to be used in class. Collaboration and sharing learning are the best method to be applied. Depth analysis of other aspects such as vocabulary development, pronunciations, use of conversations/dialogues/interviews and oral communication strategies was essential too. Every teacher must follow these important outlines to have great results in the EFL classroom.



Chapter II Methodology for the investigation and diagnosis

Once the plan proposal was prepared, an intensive investigation was started. The title of the proposal was used to give a brief analysis and description of the situation that justifies its presentation. Then, the statement of the problem helped to have a clear description of the problem that drew us to this research, and it had to be straightforward, easy to read and relevant. Next, the justification of this research notifies people of the urgency of the research that we are trying to conduct. The justification gives us the reasons and rationale for conducting this study. After that, it was necessary to describe the relationship between the proposal and the research lines of the university, which is focused on the student's center pedagogy and its effect on the student's acquisition using pedagogy and strategies. Then, the general objective is the main goal of the research which describes the mission and vision of this study and stated in terms that encompass all activities of the research. Next, the specific objectives were generated with goals to achieve the general objective, describe fixed actions, state a list under the general objective and expound on details goals of the general objective.

It is also important to mention that this research was developed with variables: independent and dependent variables. The independent variable has a simple characteristic that the other variables in this research cannot change. On the other hand, the dependent variable is the variable that reflects the outcomes of this research.

Another important section on this proposal plan is the description of approaches, methods, and data collection researched. In this section, all the academic information and data collection support the problems and solutions found during this investigation, seeking to provide a positive and successful result in what we are looking for.

The description of the beneficiaries and their main characteristics was also necessary. This allows us to identify the audience this research is being prepared for. Besides these sections, the description of the research context and practical contribution of the proposal was needed, which is focused on a school from rural areas. Both descriptions help to include the appropriate academic data and provide the corresponding analysis, observations, recommendations and conclusions.

Finally, the importance of the proposal from the professional, methodological, technological and social need perspective was mentioned. This perspective helps this research to focus on the professional training teachers have or do not have, or need, the academic knowledge



they need regarding the appropriate methods, techniques and strategies together with ICT resources needed if applicable.

Conceptualization and operationalization of variables and categories

The title of this research was divided into two variables: “Communicative Language Teaching (CLT) Approach” as the independent variable, and “Oral Expression” as the dependent variable. The independent variable is a compound of seven dimensions and the dependent variable of 6 dimensions. Each dimension is classified in the corresponding indicators.

Independent variable: communicative language teaching (CLT) approach

The communicative language approach is based on a set of principles which are discussed in the following dimensions. The first one is “Engagement”, which is defined as a psychological investment to learn, understand and master knowledge, abilities and skills in academic work. The second one is “Effective classroom learning tasks and exercises”, which explains that the teacher is responsible for guaranteeing the production of regular interaction between the learner's basic human abilities and technologies recently invented so that this leads to an improvement of their cognitive capabilities. The third one is “Meaningful Communication”, which requires relevant, purposeful, interesting and engaging content in the learning process. The fourth one is “Accuracy and Fluency”, which covers the oral competence in speaking. Speaking accuracy indicates the extent to which the language produced conforms to target language norms, and speaking fluency refers to the ability to produce the spoken language without undue pausing or hesitation. The fifth one is “Learners Development”, which indicates the importance to know that not all students can have the same level to learn a language, specialty if you teach in a public school. The sixth one is “Successful Language Learning”, which demands that teachers have an excellent knowledge about how method, approach, technique and strategies to get a successful language learning. The seventh one is “Collaborating and Sharing”, which implies to work in pair or groups in the EFL classroom to complete a task or reach a common goal. And the eighth one is “Theory”, which defines the set of principles to apply the Communicative Language Teaching Approach.

Dependent variable: oral expression

Speaking skills development in most cases occurs after an intensive work in class from teachers and a considerable dedication from students in following the teacher's directions.



Development of oral expression is analyzed based on the following dimensions. The first one is “Oral Communication”, defined as the sharing and transmission process for messages or information from one person to another through different channels. The second one is “Vocabulary Development”, considered as the essential skills to improve communication. The importance of vocabulary development is in the amount and type of words learners should study and how much time they need to expend on this. The third one is “Pronunciation”, which recommends that a pronunciation class should include not only contrast in words, pronunciation of consonants and sounds, but also several important parts as follows: Intonation, Stress and rhythm, Consonants, and Vowels. The fourth one is “Using real English dialogues/conversations”, whose main purpose is to teach learners to communicate by hearing and listening to the other participant of communication, responding to his statement correctly and being able to express their ideas. The fifth one is “Accuracy and fluency”, which mentions cognitive factors, conceptualization, formulation and articulation as the processes of speaking skills. The sixth one is “Class-talk management”, which gives some strategies to help language learners not to give up when facing problems, which enables them to exercise more control on interaction, deal with linguistic and intercultural uncertainty, and to raise their personal autonomy in learning to speak a language. The seventh one is “Linguistics knowledge”, which refers to the ability someone has to use the language for a variety of communicative purposes. The Common European Framework divides learners into three broad divisions that can be divided into six levels: A1, A2, B1, B2, C1, and C2. A1 (Basic level) is the level mentioned in this research. The eighth one is “Class Size”, which in this research we refer to as a factor that impedes oral expression activities, or in most cases, the classroom management. And the ninth one is “Oral communication Strategies, focused on developing oral expression which is one of the objectives in this research.

Table 1*2.1 Conceptualization and operationalization of the main categories*

OPERACIONALIZATION MATRIZ – ROTATION STATION					
INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Communicative language teaching approach (CLT)	“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.” (Richards, 2005, pag. 2)	Communicative Language Teaching is one of the most popular methods focused on fluency and without worries about errors, based on a set of principles to succeed in the teaching-learning language process.	Engagement	Interactive and meaningful communication	Always, Never, Rarely, Sometimes
			Effective classroom learning tasks and exercises	Meaning negotiation, language resource expansion Interact orally using English to successfully achieve the goals of specific classroom tasks.	
			Meaningful Communication	Relevant, familiar and specific content	
			Accuracy	Oral competence	
			Learners Development	Making progress	
			Successful Language Learning	Effective Learning	
			Collaboration and Sharing	Pair and group work	

OPERACIONALIZATION MATRIZ – ROTATION STATION					
INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Oral expression	Oral Communication is the process of	Oral expression skills involved	Oral Communication	Working together	Poor, Fair, Good, Excellent
			Vocabulary Development	Oral	



	verbally transmitting information and ideas from one individual or group to another. (ZONE OF EDUCATION, 2024)	the communication an individual has with another with a correct pronunciation, fluency		communication improvement	
			Pronunciation	Speaking production	
			Dialogues/conversations/interviews Strategy	Hearing and listening	
			Linguistics Knowledge	Language Competence	
			Oral Communication Strategies	Reduction and achievement	

.2 Research approach and design

After a deep analysis of the objective for this research, the selection of instruments was directed to a survey divided in academic, social and psychological aspects and a pre and posttest focused on oral production.

The first instrument helped the researcher to identify what academic, social or psychological aspects impede the development of oral expression in the English language teaching process. Meanwhile the second instrument helped to identify linguistic issues found in learners' oral production before, during and after a test.

To get relevant results in this research, the qualitative and quantitative approach were used.

The qualitative approach based on academic information was necessary for this study, which was filled with rich information to support ideas and solutions for the statement of the problem. Besides, the quantitative approach was also used through a data collection by using a structured questionnaire and pre-test and posttests as instruments, which was used for numerical data concerning teachers and student's perception about teaching and developing oral expression in EFL classrooms.

2.3 Research questions

1. What instructional/social/psychological implications impede the development of oral



expression in the English language teaching process?

2. What is the relationship between the communicative approach and the oral expression of the students?
3. What communicative approach strategies can be implemented to develop oral expression?

2.4 Research proposal justification

The ninth-grade learners in 1 in Oscar A. Romero School in Ecuador are not getting the expected results in the English language learning process, especially in oral expression that can help them to communicate effectively in that foreign language. Locally, we can say that these problems are similar to the ones mentioned from other countries, among them, lack of teaching training in new methods and teaching approaches, interest or reasons that make students aware of the importance of learning English as a second languages, lack of teaching material from the Ecuadorian district or ministry, no internet access, or access to TICs so that teachers can create an appropriate English learning environment in class. In addition to this, there is a considerable number of indigenous students who are not motivated from home to learn this foreign language and to follow a post-secondary education due to the lack of public institutes or universities in their area of living.

Nowadays, high school graduates are required to have a B1 English level so that they can have an appropriate level if they want to go on their studies at university or find a job. Although B1 is required according to Ecuador's curriculum, B2 level which is higher than B1 is being required in all universities abroad, and in some special case C1 level is preferred.

This research proposal is viable, since enough economic, human and academic information are available to carry out.

In the instruction aspect, the diagnosis of the implementation of oral expression in EFL learners seeks to find the appropriate teaching approach, methods, techniques and strategies that allow learners to develop the oral expression in the English language teaching. In the social aspect, the diagnosis of this research seeks to identify the appropriate communicative approach, techniques and strategies that helps teachers have student-student and student-teacher interaction, and all the factors that allow learners to develop the oral expression. In the psychological aspect, this research seeks to identify the type of teaching-learning environment, reasons why learners do



not want to participate in class and if learners are getting comfortable with the current English language classes.

This research has a methodological benefit, since it will help teachers, with and without experience to apply the appropriate method, approach, techniques and strategies in EFL classroom where the development of oral expression is needed, and to any other teacher that looks for a compatible approach in any of the English language levels.

In the instructional, social and psychological aspect, this research intends to contribute to the studies performed in a domestic or international level, specially to learners of “Oscar A. Romero” School in Ecuador about how to implement a communicative language teaching approach to develop oral expression in the teaching-learning language process.

2.5 Delimitation of population, sample, and sampling

Population is compound of 135 ninth-grade learners at “Oscar A. Romero” School in Ecuador. The sample used represents the 33% percent of the total population. The sampling is the 28.88% of learners selected, leaning an error margin of 4.12 percent.

Table 2

Sample of population

Participants	Sample	Percentage
Males	21	53.85%
Females	18	46.15%
TOTAL	39	100%

Elaborated by: Sandra Nole & Wilma Quishpe

Limitations related to the sample selection

Based on the sample size of 45, A1-level learners from Oscar A. Romero School, the study provides meaningful information about the instructions, social and psychological aspects. Although the sample has been taken from the ninth grade, the lack of oral expression in the language learning process is a common denominator in all the secondary schools. Furthermore, this study is relevant not only for A1-level learners, but also for any level with this English-speaking skill lack.



2.6 Description of the context (institution)

This research came to pass in the City of Joya de los Sachas, in the northeast of Ecuador, a public school, which is also governed by a religious authority. The participants of this research were the secondary students of ninth grade of Basic General Education. These EFL learners receive two hours of classes divided in a week of 2 hours in one day, and 1 hour in the second day. The classroom in this educational institution has from 30 to 35 students.

2.7 Description of the participants (students)

Participants of this kind of school have some spending limitations regarding access to transportation, school supplies, technology and school uniforms. Although this limitation is evident, education is provided no matter whether they cover or not these limitations. In case of absences teachers are required to send online guidelines to continue their studies at home and EFL learners are asked to submit the corresponding evidence. When students do not bring school supplies, teachers must have a technique to solve this issue. In regard to technology, just a small amount of students has access to the internet at home, but not at school. Teachers have access to ICT tools, including the internet, in their teacher's room. Those classrooms far away from the area, do not count on the internet. This makes teachers use their personal internet provider through their cell phones when they still have credits to do so. And about the school uniforms, students who have a scarce possibility to get it, do not have any problem wearing a different clothing. However, some of these limitations can cause some effect on academic, social and psychological aspects.

On the other hand, EFL classrooms have not changed during the last decades. In this classroom we find an area of 7x4 m² with a metallic desk for teachers and students. Teachers use a whiteboard, an eraser and markers. ICT limitations can be found here; however, teachers bring their own speakers, laptops, and internet to try to improve ICT tools in their classes.

Regarding the English level proficiency, ninth grade students used in this research are focused on reaching an A1 Level, which corresponds to basic users of the language, i.e. those able to communicate in everyday situations with commonly used expression and elementary vocabulary. However, due to some factors discussed in this research, the development of oral expression is a priority.



2.8 Research stages

This research is made up of six stages: problem delimitation, theoretical review, instrument elaboration, instrument application, data analysis and writing of recommendations and conclusions. The problem delimitation stage determined the ninth grade of a secondary school as part of this study. The information recollected regarding variables was specific and provided rich and clear information to each of this study's objectives. The theoretical review state was determined through an intensive search of information in academic databases such as online libraries and google academic. In the instrument elaboration stage, the investigator carefully analyzed the problem statement, variables and their dimensions to create a survey that helped to recollect the information about the instructional, social and psychological aspect that impede the oral expression development. Additionally, the researcher elaborated an interview worksheet based on questions related to personal information, daily routines, likes and dislikes, using the correct w-h word in a questions, talking about a member of the family describing an image, focused on learner's oral expression development to determine the learner's speaking proficiency level following before the intervention plan. In the data analysis stage, the investigator had to tabulate the information obtained from the instrument (interview worksheet and survey) and through a statistics graph analyzed the tendency in each statement and determine what method, approach, technique or strategies can be used to reach the research's objectives. In the writing of conclusions and recommendations stage, finally the investigator concludes the findings in the whole research and recommends methods, approaches, techniques and strategies that best fit as a solution of the problem statement.

Table 3

Research stages

Stage	Description	Activities	Performers
Problem Delimitation	defines the specific boundaries and limitations of this study	identify the limitations	Researcher Tutor
Theoretical Review	helps establish what theories already exist that can help to support solutions to the problem statement	search of academic information	Researcher
Instrument Elaboration	determines the statement and criteria to gather data for this study	Develop the survey, pretest and posttest	Researcher
Instrument Application	uses of the instrument to gather specific information	Apply the survey, pretest and posttest	Researcher



Data Analysis	creates a report based on the information gathered to have a clear understanding of the learners' circumstances	Elaboration of statistical analysis by using the data gathered to draw conclusions	Researcher
Final report of data and conclusions	provides the findings, results, and information established in the research's objectives	Elaborate the final report with data gathered in order to write conclusions and observations	Researcher

Elaborated by: Sandra Nole & Wilma Quishpe

2.9 Description of the instruments

The experiment (Pretest / Posttest)

The purpose of the pretest is to determine the learner's proficiency level and oral expression knowledge before the intervention plan. This pretest included 23 questions about personal information, daily routines, likes and dislikes, using the correct w-h word in a question, talking about a member of the family describing an image, focused on learner's oral expression development. Data obtained from the evaluation of this pre stage was entered into a Microsoft Excel spreadsheet and it was analyzed to categorize it statistically. The researcher used a rubric with the following criteria: comprehension, pronunciation, production and language, encompassed in a grading scale from 1 mark (Poor) to 4 marks (Excellent) in accordance with the learner performance. The total and maximum mark to obtain is 16.

The purpose of the posttest is to determine the learner's speaking proficiency level and oral expression development after the intervention plan. This posttest included the same 23 questions mentioned in the pretest. The interview worksheet was performed by following the support, guidance, feedback and recommendations done in the intervention plan, which implied that the results had a better quality. Data obtained was gathered using the same rubric to measure the effectiveness of the oral expression development in the different topics within the interview worksheet.

Survey

A survey technique was used, consisting of a questionnaire divided into 3 aspects: instructional, social and psychological. The instructional aspect was elaborated with 11 statements, which helped the researcher to determine whether the issue investigated is affecting the development of oral expression positively and negatively. The social aspect was elaborated of 7 statements, which helped to determine if there is a student-student or teacher-student interaction,



to find out if learners can link relationships with their partners, to know if the teacher recalls students' name, if there are shy learners, if learners create distraction by using their cellphones, if there is discrimination in certain learners, or if learners prefer to work on workshop or presentations. The psychological aspect was elaborated with seven dimensions. This sections allows to know if there is an uncomfortable environment during EFL classes, if learners have the opportunity to express their ideas, if participation is encouraged or not, if teachers have all learners work and if there are students that do not care about the class and teachers do not do anything about it.

The survey has 3 criteria: Always, Sometimes, Rarely, and Never. It is important that due to the fact that learners still have a low English level, the questionnaire was elaborated in Spanish language, to ensure a better understanding. Besides, the teacher had to read aloud each question/statement and give some examples about their meaning if necessary, and had to inform them that this survey is for research purposes only so that they do not think that it is a performance teacher's evaluation, so they can answer the questions accurately.

2.10 Data processing and statistical analysis

Once the information from the survey and pretest and posttest was completed, the tabulations of this information was needed. In order to obtain statistical results, the software Microsoft Excel was used. The information necessary for this tabulation was: the questions or statement, the criteria, and the numbers of students that answer the same criteria in each question or statement. Organizing the information in this way, we can obtain the data orderly and through statistical graph, the results obtained can be interpreted easily.

2.11 Description of the pre-test

Pretest was initiated with interview worksheet, focusing on meaningful communication, accuracy and fluency, vocabulary, pronunciation and linguistics knowledge. The topic was center on answering questions about personal information, daily routines, likes and likes, using the correct w-h word in a question, talking about a member of the family describing an image, focused on learner's oral expression development. At the beginning, learners received preparatory materials encompassing social expressions related each topic mentioned in the interview worksheet. Subsequently, the researcher handed out the interview worksheet individually so that



each student can work on their own. This activity was graded using a rubric with the following criteria:

Comprehension: Interaction doesn't take place. Does not understand the question, responses are unclear (1 mark, Poor). Makes significant mistakes understanding questions, responses are somewhat clear (2 marks, Fair). Interaction takes place despite some mistakes when asking and answering questions (3 marks, Good). Makes few mistakes understanding questions, responses and questions are mostly clear (4 marks, Excellent).

Pronunciation: Student makes little or no effort to enunciate and articulate in target language (1 mark, Poor). The student has errors in pronunciation, some effort in articulation in target language (2 marks, Fair). The student makes minor or no errors in pronunciation, the student makes minor or no errors in pronunciation (3 marks, Good). The student makes minor or no errors in pronunciation, great articulation in target language with expression (4 marks, Excellent).

Production: Has difficulty producing speech. Constant pauses & hesitations. Very slow pace (1 mark, Poor). Produces a weak speech with frequent pauses and hesitations. Slow pace (2 marks, Fair). Produces a satisfactory speech with pauses and hesitations (3 marks, Good). Produces a very good speech, at an appropriate pace without notable hesitations (4 marks, Excellent).

Language: Has great difficulties in applying grammatical structures, unaware of structures (1 mark, Poor). Produces few basic grammatical structures (2 marks, Fair). Reveals an average level of grammatical structures (3 marks, Good). Reveals a good level of grammatical structures (4 marks, Excellent).

2.12 Description of the treatment phase (Intervention plan)

The intervention plan occurred just after all the learners answered all the questions of the pretest. By using the Communicative Language Teaching Approach Framework, the teacher had learners apply the CLT principles. The summary of the intervention plan is presented as follows:

First of all, it is important to mention that since the beginning of the Pretest, the first principle of CLT was applied. The development of communicative skills is first, then the grammar and vocabulary are introduced only when it is necessary to develop these activities.



Secondly, interaction was necessary after learners answered the questions individually. All students were asked to share their responses with their classmates. In this stage, participants negotiate meaning, get some support and receive some feedback from their classmate although they do not make any correction yet.

Thirdly, learners handed in the interview worksheet with all the questions answered. The teacher checked each one and took notes the common mistakes they have for a future explanation about the language mistake.

Fourthly, after a complete revision and analysis from the teacher of each interview worksheet, the teacher marked with a check all the correct answers, does not use a cross for mistakes, just left in blanks. With this, learners know that only the checked ones are correct and blank ones need a revision from the learner.

Fifthly, the teacher handed out all the worksheets so that learners can see which question was answered correctly, and which one needs a correction or improvement.

In this stage, most of students could find their mistakes and fixed their answers. Teacher participated only by giving some tips that can help them to find the appropriate language to use for every answer.

Sixthly, students were put into pair and groups to share their answers again with their feedback. Each student learned and found some help to fix and or improve their answered by observing their classmate's worksheet answered.

Seventhly, students handed in for second time the worksheet so that the teacher can check it again. In this stage, it was obvious that most learners could improve the quality of the pretest within a margin of 85-95% of accuracy.

Eighthly, the teacher got started with a correction mistake exercise for all learners and present it on the board. In this phase, learners participated on their own correction. Next, the teacher proceeds with all the common mistakes that learners could not fix and explained the solution.

It is noticed that in all the stages, the teacher is not a mere transmitter of knowledge, but an interlocutor between information and knowledge, a facilitator and companion who will ensure that

students learn to be self-managers of their own learning with the support of new teaching methodologies.

2.13 Description of the posttest

The last stage of this intervention ended with the speaking practice of the interview worksheet. To complete this task, each used their linguistic knowledge they had learned during the treatment stage. Additionally, each learner needed to improve the oral expression in every answer by adding extra information to their responses. Learners were put into pairs and have them practice several times, focused on pronunciation, fluency, intonation, and accuracy. The interview simulated a real-life content about personal information, daily routines, likes and likes, using the correct w-h word in a question, talking about a member of the family describing an image, focused on learner's oral expression development. This interview was also recorder using a smart phone as a preparation before the final interview and while the interview for teacher's record. This interview was also graded using the same rubric the teacher used in the pretest.

2.14 Validation of the research proposal

Validation through expert judgment is mandatory in this kind of research to contribute to the accuracy and reality of the instrument's results. The assigned expert would examine the instrumentation of a work system in which different components intervene, whose systemic and procedural approach guides the implementation of competencies, skills, modes of action and values in the achievement of significant learning. This examination also implies the improvement of the processes under investigation, as well as the contribution of favorable solutions and alternatives to condition change in professional scenarios. For this research project, the expert PhD Ian Stag Graham, teacher of the master of pedagogy of English as a Foreign Language, received the research work to be evaluated. His expertise offered a useful guidance to complete the Chapter I, II, and III, assuring the instruments calculated the variables established.

2.15 Ethical considerations

All the formal considerations were applied before, during and after this research project. Authorization requests for the school authorities were well received and approved. In the same way, before using the instruments of this research learners were aware of its educational and research purpose and would not be compensated. The necessary directions were given to learners



and authorities to get to know this research purpose ensuring voluntary and informed participation in accordance with ethical principles. Confidentiality was strict, assuring that shared information be used only by the participants of this project.

Chapter III Presentation and validation of the proposal

3.1 Introduction

In chapter III, we will fully explain the methodological proposal which we developed and the process we followed to validate it. In the case of the present work, that validation process involved implementing lesson plans to be followed and explanation and interpretation of data results based on the instructional/social/psychological implications impede the development of oral expression in the English language teaching process, the communicative approach strategies that can be implemented to develop oral expression and how the intervention plan improve the oral expression on learners. We will also consider the limitations of the present work as well as ethical considerations for the implementation of the proposal.

The current research “Implementing communicative approach strategies to develop oral expression amongst ninth grade level A1.1 in Oscar A. Romero School” used an exploratory approach with the qualitative method. The theoretical framework findings related to the proposal were analyzed in order to validate this research project. The quantitative method, an interview worksheet and a survey, were also applied in this research. Researchers start with hypotheses and then collect data which can be used to determine whether empirical evidence to support that hypothesis exists.

The independent variable, used in this research, “communicative language teaching (CLT) approach” is closely related to the dependent variable “oral expression” due to the fact that oral communication is defined as the sharing and transmission process for messages or information from one person to another through different channels. What does this mean? Basically, you are giving something to other people, waiting to get something in reply. (McCormack, Watkins, Smith, & Margolis, 2014). And Huanhuayo, Vergara, Rivera, and Flores (2021) say that the first expression in a language is through oral expression.

The methodological proposal was applied and tested with a sample of 39 students. The populations of this sample are a compound of 135 ninth-grade learners at a secondary public school. In the institution, the group of learners have been identified at A1.1 English level



proficiency.

3.2. Theoretical foundations

Theoretical foundations are based on established frameworks related to language acquisition through oral expression development by using the communicative language teaching (CLT) approach. This research project develops an essential understanding of the instructional, social and psychological implications that impede the development of oral expression in the English language teaching process, the relationship between the communicative approach and the oral expression of students, and the communicative approach strategies to be implemented. Every dimension in both variables details their importance to be able to implement CLT approach in the EFL classroom.

Inside the framework, this research project introduces previous studies where the CLT approach was used and their advantages and disadvantages so that their strategies may be selected as appropriated to fulfill this work.

Through this theoretical framework as a foundation, the researcher attempts to create a clear understanding of how and what CLT approach strategy can be applied on the ninth-grade learners at A1.1 in Oscar A. Romero School, at La Joya de los Sachas, in Orellana city in 2024.

3.3. Description of the proposal

3.3.1 Objective of the proposal

We created a methodological proposal to implement communicative approach strategies which would help students develop their oral expression in English. The students are studying in ninth grade level in the Oscar Arnulfo Romero School in La Joya de Los Sachas and have a low basic level of English equivalent to A1.1.

3.3.2 Structure and dynamics of the components of the proposal

The proposal consists of 5 lesson plans. Each lesson plan is designed to guide a teacher to incorporate an interview worksheet every time one or two study units are finished. The purpose of this interview worksheet is to develop speaking skills in EFL learners, and together with the CLT approach develop oral expression in a speaking exercise.



The following lesson plans can be applied to any English level as a progress speaking examination, speaking practice or final speaking test (see appendix 8).

Lesson Plan 1: This lesson plan is applied at the end of 1 or 2 units and consists of a review of all the content covered. Learners and the teacher get started with a quick review of every section of the unit, and they together identify which question can be included in the interview worksheet. By the end of this lesson, learners will be able to understand Wh and Yes/No questions by preparing a questionnaire for an interview with the content covered and pronounce the prepared questions fluently and accurately by practicing in a collaboration and sharing activity.

Lesson Plan 2: This lesson plan cannot be followed without having applied the lesson plan 1, and that is, it is applied after the preparation of questions for the interview are ready to be applied. This lesson consists of an individually resolution of all the questions prepared. The teacher hands out the interview worksheet so that each learner answers the questions in writing. By the end of this lesson, learners will be able to response questions according to English language proficiency level acquired in a unit covered and socialize learners' responses among other learners.

Lesson Plan 3: This lesson plan cannot be followed without having applied the lesson plan 2, and that is, it is applied upon having reviewed the questionnaire's answers and having marked the correct and incorrect ones by the teacher. This lesson consists of an identification of mistakes made and a self-correction in class individually. By the end of this lesson, learners will be able to identify the mistakes they made during the questionnaire resolution and correct their mistakes made in the questionnaire's responses.

Lesson Plan 4: This lesson plan cannot be followed without having applied the lesson plan 3, and that is, it is applied after having corrected mistakes individually or in pairs. This lesson consists of a master class about the common mistake learners have in an interview worksheet. By the end of this lesson, learners will be able to understand common mistakes learners make in an oral practice and avoid common mistakes in future or similar practices/examinations.

Lesson Plan 5: This lesson plan cannot be followed without having applied the lesson plan 4, and that is, it is applied after having explained, discussed, identified and corrected common mistakes individually, in pair work or group work. This lesson consists of an oral examination by using an interview worksheet according to the English language proficiency level. By the end of



this lesson, learners will be able to communicate effectively in spoken English in an oral interview with a reasonable degree of fluency and accuracy in different questions according to the content covered in class.

3.3.3 Requirements

Based on the need identified, there is a gap between the current learning situation and the learning level to be reached. Therefore, it is important to know that to obtain a success with this proposal, there are some principles and concepts, strategies and techniques based on CLT approach that teaches need to assimilate, practice and get a depth understanding to be able to change their teaching method.

This proposal does not require investment or a specific budget. There is no extra cost for the institution and the learners, except for some photocopies needed for taking the survey, pretest and posttest.

3.4 Validation of the proposal

In this section, the research data analysis is used to show an explanation and interpretation. The results of this project were divided into three research questions. Question 1: What instructional/social/psychological implications impede the development of oral expression in the English language teaching process? Question 2: Does a communicative approach in the classroom benefit students' ability to extend their answers when responding to basic questions? Question 3: How did the intervention plan improve the oral expression on students? Findings are applied to present and validate the proposal.

Below, you will find the results of this survey, the research question 1 is shown and the result of the instructional, social and psychological aspects is analyzed in each statement together with the results tabulated in a table.

3.4.1 Research question 1

What instructional/social/psychological implications impede the development of oral expression in the English language teaching process?



In order to gather information to answer our first research question, we designed a survey (see appendix 9).

Each question/statement from the survey was explained so that learners can answer accurately. The survey has 3 sections: Below each of the statements from the section is copied and the results of the survey are analyzed.

3.4.1.1 Instructional Aspects: This section has eleven statements that allow us to obtain specific evidence about the reality of the English teaching-learning process of ninth-grade learners at Oscar A. Romero School.

Activities focused on speaking skills are carried out to put what has been learned into practice.

Table 4.-

Statement 1. Activities focused on speaking skills are carried out to put what has been learned into practice.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	21%	8
NEVER	26%	10
RARELY	15%	6
SOMETIMES	38%	15
Total	100%	39

Elaborated by: Sandra Nole & Wilma Quishpe

It is observed that 21% of surveyed learners state that speaking-skill activities are “ALWAYS” carried out to put what has been learned into practice; 38% of them “SOMETIMES”; 15 % of them “RARELY”, and 26% of them “NEVER”. As we can see, just 21% (always) and 38% (sometimes) of learners states that the performance of speaking-skill activities is done. Therefore, we can say that half of the time is begin used for these activities and the rest of other skills. Since teachers are looking for an oral expression development, it is necessary to review if the activities that are already being developed need an improvement or correction by using the intervention plan explained further, if not, an increase of time on this kind of activities might be suggested. Munna & Kalam (2021) suggests that teachers need to use several resources for creative lesson and combined learning.

Table 5

Statement 2: Activities focused on reading skills are carried out to practice pronunciation and fluency

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	28%	11
NEVER	8%	3
RARELY	21%	8
SOMETIMES	44%	17
Total	100%	39

Elaborated by: Sandra Nole & Wilma Quishpe

It is observed that 28% of surveyed learners state that activities focused on reading skills are “ALWAYS” carried out to practice pronunciation and fluency; 44% of them “SOMETIMES”; 21 % of them “RARELY”, and 8% of them “NEVER”. As a result, 28% (always) and 44% (sometimes) of learners states that pronunciation and fluency practice are begin used through reading activities. Therefore, more than half of classes is being used, which represent an appropriate amount of time to get the result desired. However, teachers can implement different techniques that help to improve oral expression. Scarcella and Oxford (1994) listed 11 techniques for teaching pronunciation, as follows: self-monitoring, tutorial sessions and self-study, Modeling and individual correction, communication activities, written versions of oral presentations, computer-assisted language learning, explanations, utilization of known sounds, incorporation of novel elements, communication strategies and affective strategies.

Table 6

Statement 3: Activities are carried out that allow you to practice listening skills.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	13%	5
NEVER	23%	9
RARELY	41%	16
SOMETIMES	23%	9
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 13% of surveyed learners state that activities that allow them to practice listening skills are “ALWAYS” carried out; 23% of them “SOMETIMES”; 41 % of them “RARELY”, and 23% of them “NEVER”. Therefore, this confirms that a very important process



(input) that helps to produce speaking is missing in normal classes. It is important to highlight that this kind of input is essential to improve oral expression. One of the best strategies to include this input is by dialogues or conversations in their lesson plans. Язлыева (2017) recommends that teachers must use dialogic speed in every lesson in order to arise pupils' activity and interest in learning English.

Table 7

Statement 4: Activities are carried out that allow you to practice writing skills.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	41%	16
NEVER	15%	6
RARELY	15%	6
SOMETIMES	28%	11
Total	100%	39

Elaborated by: Sandra Nole & Wilma Quishpe

It is observed that 13% of surveyed learners state that **activities that allow them to practice writing skills** are “ALWAYS” carried out; 28% of them “SOMETIMES”; 15% of them “RARELY”, and 15% of them “NEVER”. Clearly, 41% (always) and 28% (sometimes) of surveyed learners state that writing-skill activities are put into practice in classes. Therefore, this confirms that more than the half of learners can produce written English. However, the balance of this amount still needs to receive more input so that they can keep the same level. Teachers might need to increase vocabulary in order to work on this. Wasik & Iannone-Campbell (2012) recommend that speaking to kids and integrating new words in their daily conversations can help to develop vocabulary. It is one of the most important skills that kids must acquire to succeed at school.

Table 8

Statement 5: There is due attention and participation in the activities carried out in class, including the students in the back row.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	56%	22
NEVER	15%	6
RARELY	15%	6
SOMETIMES	13%	5
Total	100%	39

Elaborated by: Sandra Nole & Wilma Quishpe



It is observed that 56% of surveyed learners state that due attention and participation in the activities are “ALWAYS” carried out in class, including the students in the back row; 13% of them “SOMETIMES”; 15% of them “RARELY”, and 15% of them “NEVER”. Evidently, 56% (always) of surveyed learners state that there is due attention and participation in class. Therefore, this confirms that almost half of the learners have not the change to develop their oral expression in the classroom. Teachers must prepare activities that make all learners participate through engagement and collaborating and sharing strategies. Martin & Bolliger (2018) state that the learners’ participation increases their satisfaction, improves their motivation to learn and reduces the isolation sense, and improves the learner’s performance. Teacher should establish group goals, keep small groups, establish flexible group rules to follow, build trust and open communication, for larger tasks, divide different topics and create group roles and create a pre-test and post-test.

Table 9

Statement 6: A variety of oral activities are used in class, such as group activities, individual activities, partner activities, songs, dramatizations, etc.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	56%	22
NEVER	10%	4
RARELY	5%	2
SOMETIMES	28%	11
Total	100%	39

Elaborated by: Sandra Nole & Wilma Quishpe

It is observed that 56% of surveyed learners state that a variety of oral activities such as group activities, individual activities, partner activities, songs, dramatizations, **etc.** are “ALWAYS” **used in class**; 28% of them “SOMETIMES”; 5% of them “RARELY”, and 10% of them “NEVER”. It is clear that a considerable number of surveyed learners 56% (always) and 28% (sometimes) state that a variety of oral activities is performed in the classroom. This means that learners are developing oral expression, but they might need to increase the frequency. Additionally, teachers should include common social expressions, idioms, or phrasal verbs so that learners can practice in real context. Язлыева (2017) explains that in order to acquire the L2 and be able to speak in that language, learners must know the vocabulary to be used.

Table 10

Statement 7: Activities such as dramatizations, contests, debates, games, etc. are used.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	13%	5
NEVER	15%	6
RARELY	33%	13
SOMETIMES	38%	15
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 13% of survey learners state that activities such as dramatizations, contests, debates, games, etc. are “ALWAYS” used in class; 38% of them “SOMETIMES”; 33% of them “RARELY”, and 15% of them “NEVER”. As shown, 15% (never) and 33% (rarely) of surveyed learners keep the statement that teacher need to increase the amount of dramatizations, contests, debates, and games in the classroom. These activities definitely break the ice to develop oral expression. Farrell & Jacobs (2010) recommends that Learning English as a second/foreign language must be focused on different proposals not only to pass an exam.

Table 11

Statement 8: You can do homework from other subjects while listening to the class.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	36%	14
NEVER	54%	21
RARELY	10%	4
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 36% of surveyed learners state that learners can “ALWAYS” do homework from other subjects while listening to the class, 0% of them “SOMETIMES”; 10% of them “RARELY”, and 54% of them “NEVER”. Manifestly, 54% (never) and 10% (rarely) of surveyed learners confirm that there is a scare amount of learners that might do homework while English classes are being performed. This confirm that teachers are having the control of this aspect, however, it is important to highlight that paying attention is essential for a participation and collaboration in any ESL activities. One of the strategies to avoid this is by having everyone participate. When learners work together, this method develops higher level thinking skills, and promotes learner interaction.



Table 12

Statement 9: There is adequate space in the classroom that allows for the development of the activities assigned by the teacher.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	28%	11
NEVER	15%	6
RARELY	26%	10
SOMETIMES	31%	12
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 28% of surveyed learners state that there is “ALWAYS” adequate space in the classroom that allows for the development of the activities assigned by the teacher, 31% of them “SOMETIMES”; 26% of them “RARELY”, and 15% of them “NEVER”. It is clear that almost half of surveyed learners, 15% (never) and 26% (rarely), state that there is an adequate space for ESL activities. This might vary because teachers might be using different learning space such as their own classroom, school yard, sport courts or green areas. However, this result might indicate the frequency to use these spaces is not constant. A teaching method serves as a system of steps that facilitate learning.

Table 13

Statement 10: I cannot receive adequate feedback from the teacher due to the large number of students.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	26%	10
NEVER	28%	11
RARELY	18%	7
SOMETIMES	28%	11
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 26% of surveyed learners state that they cannot “ALWAYS” receive adequate feedback from the teacher due to the large number of students, 28% of them “SOMETIMES”; 18% of them “RARELY”, and 28% of them “NEVER”. It is easy to see that a little bit more than half of surveyed learners, 26% (always) and 28% (sometimes) confirm that feedback cannot be given in class, and 28% (never) state that feedback is given. Therefore, it is important that giving feedback is one of the principles to follow if teachers want to work with the CLT approach. Brandl (2008) recommends that feedback must be classified in two different ways:



Positive feedback and negative feedback. Both types of feedback are essential during the learner's interlanguage development.

Table 14

Statement 11: Classes are taught focused on topics related to speech sounds and their written representation (phonetic symbols) - (topic on this is missing)

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	31%	12
NEVER	10%	4
RARELY	21%	8
SOMETIMES	38%	15
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 31% of surveyed learners state that classes are “ALWAYS” taught focused on topics related to speech sounds and their written representation (phonetic symbols) - (topic on this is missing), 38% of them “SOMETIMES”; 21% of them “RARELY”, and 10% of them “NEVER”. Undoubtedly, a great amount of surveyed learners, 31% (always) and 38% (sometimes), state that speech sounds and their written representation are included in lesson planning. Therefore, teachers must keep working on this due to the fact that developing oral expression is not only important but also having a good pronunciation is. Having the correct pronunciation for every word equip learners with a well-pronounced oral development. speech sounds and their written representation.

Social aspect: this section has seven statements that allow us to obtain specific evidence about the reality of the English teaching-learning process, based on social aspects, of ninth-grade learners at Oscar A. Romero School.

Table 15

Statement 1: There is student-student and teacher-student interaction.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	15%	6
NEVER	28%	11
RARELY	28%	11
SOMETIMES	28%	11
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe



It is observed that 15% of surveyed learners state that **there is** “ALWAYS” student-student and teacher-student interaction, 28% of them “SOMETIMES”; 28% of them “RARELY”, and 28% of them “NEVER”. Clearly, an important amount of surveyed learners, 28% (rarely) and 28% (never) state that there is not always interaction in EFL classes. Therefore, teachers are not applying strategies that help communication, at least not for an expected amount. The CLT approaches recommends to have interactive classes in order to help oral expression development. Язлыева (2017) states that the main aim of teaching a foreign language is to teach to communicate, by learning to hear and listen to the other participants of the communication.

Table 16

Statement 2: I have the opportunity to interact with more people in the classroom

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	41%	16
NEVER	13%	5
RARELY	18%	7
SOMETIMES	28%	11
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 41% of surveyed learners state that they “ALWAYS” have the opportunity to interact with more people in the classroom, 28% of them “SOMETIMES”; 18% of them “RARELY”, and 13% of them “NEVER”. Evidently, there is another group of surveyed learners, 41% (always) and 28% (sometimes), that state that there is interaction in the classroom. This might refer to the student-student interaction, which is very important in the learning process. Teachers should increase the frequency of this cooperative and collaborative learning, which according to Brandl (2008) has to do with working in small groups or pairs to complete certain activities to achieve a goal through a task.

Table 17

Statement 3: The teacher does not remember the names of all the students.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	46%	17
NEVER	14%	5
RARELY	30%	11
SOMETIMES	3%	1
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe



It is observed that 46% of surveyed learners responded “ALWAYS” to the statement 3 mentioned above, 3% of them “SOMETIMES”; 30% of them “RARELY”, and 14% of them “NEVER”. As demonstrated, 46% of surveyed learners state there is difficulty from the teacher to remember names. This social aspect is always positive in the learning process, not only at school but also in every individual’s situations. Think about it, how would you feel when your teacher in a class ask you to do something? But without remembering how you are called. Terrible, right? The same way it happens to learners. Harmer (1998) say that the character and personality of the teacher is an essential issue during classroom activities.

In her research, the author state that a good teacher is someone who always remembers student’s names.

Table 18

Statement 4: There are students who are shy when speaking a new language.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	38%	15
NEVER	15%	6
RARELY	18%	7
SOMETIMES	28%	11
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 38% of surveyed learners state that there are “ALWAYS” students who are shy when speaking a new language, 28% of them “SOMETIMES”; 18% of them “RARELY”, and 15% of them “NEVER”. As demonstrated, 38% (always) and 28% (sometimes) of surveyed learners state that shyness stops them speaking in English. This social aspect does not allow to develop not just speaking skills but also oral expression in their language practice. This confirms the need of promoting learning by doing. Brandl (2008) recommends to involve learners in language productions, focusing on a varied and real context tasks.

Table 19

Statement 5: You can use your cell phone without being discovered by the teacher.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	18%	7
NEVER	74%	29
RARELY	3%	1
SOMETIMES	5%	2
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 18% of surveyed learners state that they can “ALWAYS” **use your cell phone without being discovered by the teacher**, 5% of them “SOMETIMES”; 3% of them “RARELY”, and 74% of them “NEVER”. Evidently, most of surveyed learners, 74% (never), state that cellphone using is not an issue that influence on oral expression development. Learners are not allowed to bring any electronic device with them. However, a small amount of students might bring them for different important communication reasons. As teachers, it is important to know that nowadays, ICT tool is a great resource to include in the learning process. Although, not many of them bring them, teachers should have strategies or techniques to include in the lesson plans, just in case. Doughty & Long (2003) recommends that learners can listen to the language, whether from the teacher, multimedia resources such as internet, television, DVD, video and audio recordings, and others.

Table 20

Statement 6: There is discrimination against certain students.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	11%	4
NEVER	31%	11
RARELY	47%	17
SOMETIMES	11%	4
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 11% of surveyed learners state that there is “ALWAYS” **discrimination against certain students**, 11% of them “SOMETIMES”; 47% of them “RARELY”, and 31% of them “NEVER”. Indubitably, there is considerable amount of surveyed learners that state that there is discrimination in certain students in the classroom. This discrimination has to do among



learners. As normal, teenagers always look for certain groups of students to share more than with others. Although, this social aspect might affect the learning process, teachers must find activities that break the ice so that all learners feel comfortable working with others. Working in pairs and groups is a great idea, but after changing their seat, and changing them regularly so that they can learn to share with different students in all the classes. Regarding the oral expression development, Brandl (2008) recommends that learners participate in active conversations where they interact and negotiate the type of information they receive.

Table 21

Statement 7: I prefer to do the workshops and presentations alone

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	13%	5
NEVER	64%	25
RARELY	13%	5
SOMETIMES	10%	4
Total	100%	39

Elaborated by: Sandra Nole & Wilma Quishpe

It is observed that 13% of surveyed learners state that they “ALWAYS” prefer to do the workshops and presentations alone, 10% of them “SOMETIMES”; 13% of them “RARELY”, and 64% of them “NEVER”. As we can see, there is a considerable amount of learners, 64% (never), that prefer not to work alone. This means that even though they might not be working in pairs or groups with more frequency, the desire of doing it is active. Therefore, teachers must force their lesson plans in including activities that allow them interact with their classmates. Язлыева (2017) recommends that teachers must use dialogic speed in every lesson in order to arise pupils’ activity and interest in learning English.

Psychological aspect: This section has seven statements that allow us to obtain specific evidence about the reality of the English teaching-learning process, based on psychological aspects, of ninth-grade learners at Oscar A. Romero School.

Table 22

Statement 1: There is a stressful environment during classes

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	15%	6
NEVER	36%	14
RARELY	18%	7
SOMETIMES	31%	12
ALWAYS	15%	6

Elaborated by: Sandra Nole & Wilma Quishpe

It is observed that 15% of surveyed learners state that there is “ALWAYS” a stressful environment during classes, 31% of them “SOMETIMES”; 18% of them “RARELY”, and 36% of them “NEVER”. It is easy to see that 15% (always) and 31% (sometimes) of learners states that there is a stressful environment during classes. Therefore, this might indicate that lesson plans are not being followed, or might need some improvement with engagement activities. Da Luz (2015) expresses that educational support is very important to help teachers to offer better strategies. If so, teachers should register in training programs based on EFL strategies, techniques and methods that will enrich their EFL classes. Munna & Kalam (2021) state The more creative the lesson is, the more motivated and engaged learners will be.

Table 23

Statement 2: I feel uncomfortable when I go to the front and do any activity.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	49%	19
NEVER	15%	6
RARELY	13%	5
SOMETIMES	23%	9
Total	100%	39

Elaborated by: Sandra Nole & Wilma Quishpe

It is observed that 49% of surveyed learners state that they “ALWAYS” feel uncomfortable when I go to the front and do any activity, 23% of them “SOMETIMES”; 13% of them “RARELY”, and 15% of them “NEVER”. As we might notice, 49% (always) and 23% (sometimes) of learners indicates that there is an uncomfortable feeling when going in front of the class. As teachers, we know that teens do not like to go in front of the class. Harmer (1998) recommends not to spotlight teens in the classroom. However, this could depend on how interesting or engagement the activity is. De Gentile & De Orue (2012) state that teaching to teens



is not an easy task, and the reasons is that recent research in the neurosciences explains that at that age, learners are undergoing many physical and cognitive changes. However, we all know that when they find a class interested and fun, they do not want to stop until they finish or win in the activity. De Gentile & De Orue recommends activities whose goal are as follows: to train students to scan texts effectively, to provide language practice and a quick physical outlet to mentally exhausted students, to include physical movement to fight sleepiness and boredom and to reinforce grammar or vocabulary items.

Table 24

Statement 3: The opportunity to express myself is scarce.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	19%	7
NEVER	11%	4
RARELY	39%	14
SOMETIMES	31%	11
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 19% of surveyed learners state that the opportunity to express myself is “ALWAYS” scarce, 31% of them “SOMETIMES”; 39% of them “RARELY”, and 11% of them “NEVER”. As we can see, there is a 19% (always) and 31% (sometimes) of learners that feels they cannot express themselves during classes. This might indicate that teachers might be applying too much TTT (Teacher Talking Time) in at least 50% of their classes. Harmer (1998) state that TTT may be useful if teachers know the language to use when talking to learners according to their English level. However, this can work for basic commands, but not for grammar explanation or long-detailed directions for any task.

Table 25

Statement 4: I don't like to participate in classes

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	10%	4
NEVER	38%	15
RARELY	23%	9
SOMETIMES	28%	11
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe



It is observed that 10% of surveyed learners state answered “ALWAYS” to the statement 4 above, 28% of them “SOMETIMES”; 23% of them “RARELY”, and 38% of them “NEVER”. Clearly, there is a 38% (never) and 23% (rarely) of learners that indicates that they like to participate in class. This might indicate that certain activities are interested and engagement for students. Teacher must identify which one is, and their characteristics in order to include those characteristics and other additional activities that may attract the other percentage of students who do not like to participate. De Gentile & De Orue (2012) states that teenagers like to be with classmates. Therefore, a language learning environment with social interaction is more attractive for them. This means that it is important to work on authentic communication with group work in our classes.

Table 26

Statement 5: The teacher focuses only on a selective group of students

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	5%	2
NEVER	62%	24
RARELY	18%	7
SOMETIMES	15%	6
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 5% of surveyed learners state that the teacher “ALWAYS” focuses only on a selective group of students, 15% of them “SOMETIMES”; 18% of them “RARELY”, and 62% of them “NEVER”. As demonstrated, 62% (never) of learners states that the teacher never focuses only on a selective group of students. However, there is a small amount (15% - sometimes). This could be happening specially in those classes when teachers work only on individual work. That is why the CLT approach recommends to work on collaborative and sharing activities, so pair or group work is demanded.

Table 27

Statement 6: I have no problem competing with my peers.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	26%	10
NEVER	41%	16
RARELY	28%	11
SOMETIMES	5%	2
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe



It is observed that 26% of surveyed learners state that they “ALWAYS” have no problem competing with my peers, 5% of them “SOMETIMES”; 28% of them “RARELY”, and 41% of them “NEVER”. As you can see, 41% (never) and 28% (sometimes) of learners states that they have problems completing with their peers. It is normal to find learners that prefer to complete their task alone. This might be for several reason: they prefer individual learning and have been successful this way since previous grades, the teacher is having pair or group work with a low frequency and these kind of students are not having the chance to develop their social skills in the learning process.

Table 28

Statement 7: I like the class because I can go unnoticed.

FREQUENCY	PERCENTAGE	STUDENTS
ALWAYS	15%	6
NEVER	44%	17
RARELY	8%	3
SOMETIMES	33%	13
Total	100%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that 15% of surveyed learners state that they “ALWAYS” like the class because they can go unnoticed, 5% of them “SOMETIMES”; 28% of them “RARELY”, and 41% of them “NEVER”. Obviously, a positive and negative tendency is observed in this statement. For the negative one, we can say that student might like unnoticed because the teacher might be applying pair work or group work with supervision or feedback, so leaners might spend their classes without doing anything, thanks to their classmates that support this. There are many benefits of collaborative learning. When learners work together, this method develops higher level thinking skills, promotes learner interaction, increases learner retention, enhances student satisfaction with the language learning experience, promotes a positive attitude in class, develops social interaction skills, and creates an environment of participation learning.

3.5 Research question 2

Does a communicative approach in the classroom benefit students’ ability to extend their answers when responding to basic questions? In order to gather answers, we conducted a pre-test and post-test.



Quantitative results from the Pretest

Table 29

Question 1: What is your name?

CRITERIA	Poor	%	Fair	%	Good	%	Excellent	%	TOTAL
Comprehension	3	8%	23	59%	9	23%	4	10%	39
Pronunciation	5	13%	22	56%	7	18%	5	13%	39
Production	6	15%	18	46%	9	23%	6	15%	39
Language	4	10%	20	51%	11	28%	4	10%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that just 8% and 59% of tested learners are “POOR” and “FAIR” in comprehension about what their name is; 13% and 56% of them in Pronunciation; 15% and 46% of them in Production, and 10% and 51% of them in Language, respectively. Regarding this question, there are some pronunciation issues teachers should work on: the correct pronunciation of the /t/ sound in the word “What”, the explanation of the silent words that ends in “e”. and the correct pronunciation of “your” by comparing with “you”. Additionally, learners can practice contractions if applicable.

Table 30

Question 2: Where are you from?

CRITERIA	Poor	%	Fair	%	Good	%	Excellent	%	TOTAL
Comprehension	3	8%	23	59%	9	23%	4	10%	39
Pronunciation	5	13%	22	56%	7	18%	5	13%	39
Production	6	15%	18	46%	9	23%	6	15%	39
Language	4	10%	20	51%	11	28%	4	10%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that just 23% and 10% of tested learners are “GOOD” and “EXCELLENT” in comprehension about **where they are from**; 18% and 13% of them in Pronunciation; 23% and 15% of them in Production, and 28% and 10% of them in Language, respectively. With respect to question 2, there are some language issues teachers should work on: long answers, including the sector or neighborhood, and city where they are from; and even how long they have been living if moved to recently.

Table 31*Question 3: What's your nationality?*

CRITERIA	Poor	%	Fair	%	Good	%	Excellent	%	TOTAL
Comprehension	3	8%	23	59%	9	23%	4	10%	39
Pronunciation	5	13%	22	56%	7	18%	5	13%	39
Production	6	15%	18	46%	9	23%	6	15%	39
Language	4	10%	20	51%	11	28%	4	10%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that just 23% and 10% of tested learners are “GOOD” and “EXCELLENT” in comprehension about **what their nationality is**; 18% and 13% of them in Pronunciation; 23% and 15% of them in Production, and 28% and 10% of them in Language, respectively. In regard to question 3, there are some pronunciation issues teachers should work on: the correct pronunciation of “nationality, /næʃ. ən'æɪ.ə.ti/”, focusing on /ʃ/ sound; additionally, in the response learners could include the native language they can speak due to the different indigenous groups they come from

Table 32*Question 4: How old are you?*

CRITERIA	Poor	%	Fair	%	Good	%	Excellent	%	TOTAL
Comprehension	3	8%	21	54%	12	31%	3	8%	39
Pronunciation	3	8%	20	51%	10	26%	6	15%	39
Production	5	13%	15	38%	13	33%	6	15%	39
Language	4	10%	19	49%	11	28%	5	13%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that just 31% and 8% of tested learners are “GOOD” and “EXCELLENT” in comprehension about how old they are; 26% and 15% of them in Pronunciation; 23% and 15% of them in Production, and 28% and 13% of them in Language, respectively. Concerning the question 4, there are language aspects teachers should work on: long answers with contractions; additionally, learners could include how old they will be soon.

Table 33

La Universidad para todos

Question 5: When is your birthday?

CRITERIA	Poor	%	Fair	%	Good	%	Excellent	%	TOTAL
Comprehension	3	8%	21	54%	12	31%	3	8%	39
Pronunciation	2	5%	20	51%	11	28%	6	15%	39
Production	4	10%	16	41%	13	33%	6	15%	39
Language	4	10%	19	49%	12	31%	4	10%	39

Elaborated by: Sandra Nole& Wilma Quishpe

It is observed that just 31% and 8% of tested learners are “GOOD” and “EXCELLENT” in comprehension about **when their birthday is** 28% and 15% of them in Pronunciation; 33% and 15% of them in Production, and 31% and 10% of them in Language, respectively. With reference to question 5, there are some production aspects teachers should work on: include the birth date, and what he or she usually do on their birthday.

Quantitative results from the Posttest

Same questions from the pretest were used for this interview worksheet. The researcher used the same rubric and criteria as well: comprehension, pronunciation, production and language, encompassed in a grading scale from 1 mark (Poor) to 4 marks (Excellent). The number of students were 39.

Table 34

Posttest Results, Question 1-23

CRITERIA	Poor	%	Fair	%	Good	%	Excellent	%	TOTAL
Comprehension	0	0%	3	8%	6	15%	30	77%	39
Pronunciation	0	0%	5	13%	5	13%	29	74%	39
Production	0	0%	4	10%	7	18%	28	72%	39
Language	0	0%	0	0%	6	15%	33	85%	39

Elaborated by: Sandra Nole& Wilma Quishpe

The table 34 shows descriptive statistics collected from the posttest. It is really important to highlight that the posttest was taken after the intervention plan described in 3.6 section later. Clearly, now we can see 77% and 15% of learners have become “GOOD” and “EXCELLENT” in comprehension about the whole interview worksheet 23 questions; 13% and 74% of them in pronunciation; 18% and 72% of the in production; and 15% and 85% of them in language, respectively. Regarding comprehension category, upon having a depth learner’s analysis, questions were completed understood and responses were mostly clear. Despite few mistakes, interaction could take place.



In regard to pronunciation category, learners make a lot of effort to enunciate and articulate in the target language. Learners have minor or no errors in pronunciation with a great articulation with expression.

With respect to production category, the difficulty of producing speech was fixed. A small number of students produced a satisfactory speech with pauses and hesitation, but most of them produces a very good speech, at an appropriate pace without notable hesitations.

Regarding language category, learners that produces few basic grammatical structures improved. A small number of learners reveled an average level of grammatical structures; however, most of them reveled a good level of grammatical structures.

3.6 Research question 3

How did the intervention plan improve the oral expression on students? To answer this question, the authors describe and details the process happened in the Pretest and Posttest.

Qualitative analysis of the Pretest

During the pretest, learners are exposed to the language they should dominate. They read the questions and answer them according to their current English language proficiency level. In this phase, the pretest allows them to identify which grammar/language they already know and which one they do not. Additionally, this phase forces students to do their best to keep the level.

After learners work on their own on this pretest, they shared their responses with their classmate, helped each other from possible language they have forgotten and found different answers from their classmates and learned any language they were missing.

The teacher's intervention during the revision helps teachers to identify the blanks learners have in language and also the current English language proficiency learners have. This phrase helps teachers to focus on what learners really need to know or learn and what information provide in the feedback or corrections mistake phase.

In the feedback phase, learners have the change to analyze for a second time the questions and their answers, but in this case just the one that are incorrect or need to be improved. In most of the cases, learners increase their correct answers after a depth analysis.



In the second revision phase, teachers can notice that there has been a positive increase in the quality of learner's responses. Teachers have a final check on spelling, vocabulary and grammar and give it back for finally student's revision if necessary.

As the last phase, teachers work on correction mistake exercises with a summary of all of the errors or mistakes identified by the teacher. In this phase, teachers request learners to add and or improve every answer in order to increment the oral expression of learners. Here we are a list of examples.

Qualitative analysis of the Posttest

During the posttest, learners are exposed to the language they should dominate and have improved. They read the questions and answer them according to their improved English language proficiency level. In this phase, the posttest allows them to identify comprehension, pronunciation, production and language they have after the intervention plan and which needs to keep working on. Additionally, this phase forces students to do their best to get a better result in the English language proficiency from the pretest results.

In this posttest, oral expression development is forced to be higher. Learners must communicate effectively to transmit ideas among them without losing the control, or keeping the communication active until the end of it, connected to the correct fluency and pronunciation in order to success in the communication process.

Table 35

Intervention Plan Improvement

No.	QUESTION	LEARNER'S ANSWER	IMPROVED ANSWER
1.	What is your name?	<i>My name is Jose.</i>	<i>My name is Juan, but everybody calls me Pepe.</i>
2.	Where are you from?	<i>I am from Quito.</i>	<i>I am from Quito, the biggest city in Ecuador.</i>
3.	What's your nationality?	<i>I am Ecuadorian.</i>	<i>I am very proud to be Ecuadorian</i>
4.	How old are you?	<i>I am 12 years old.</i>	<i>I am 12 years old, but I will be 13 in 3 months.</i>
5.	When is your birthday?	<i>My birthday is on March 15.</i>	<i>My birthday is on March 15. Do you want to come to my next birthday party?</i>
6.	Where do you live?	<i>I live in Zamora.</i>	<i>I live in Zamora, in a big house in front of the central park.</i>



- | | | | |
|----|-------------------------------|-----------------------|--|
| 7. | What time is it now? | <i>It's 1:00 PM</i> | <i>It's 1:00 PM We will go home in 1 hour.</i> |
| 8. | What's your telephone number? | <i>It's 07985-856</i> | <i>It's 07985-856. I also have a cellphone, do you want my cellphone number too?</i> |

Elaborated by: Sandra Nole & Wilma Quishpe

In question 1, it is observed that learners not only answered the question, but also gave additional information about how she or he preferred to be called. In some cases, there were students who used expression such as “What about you?” to keep the conversation. Any additional statement can be added to keep the conversation.

In question 2, it is observed that learners not only answered the question but also gave a statement as additional information about the place of origin. To keep the conversation, some learners repeated the question with a different intonation: *Where are **you** from?* Any additional statement can be added to keep the conversation

In question 3, it is observed that learners express their nationalism with the statement “I’m very proud to be Ecuadorian”. Any additional statement can be added to keep the conversation. Any additional statement can be added to keep the conversation.

In question 4, it is observed that learners can express a long answer about their age, and also when their next birthday is. Any additional statement can be added to keep the conversation.

In question 5, it is observed that learners can express the exact date of their birthday. Any additional statement can be added to keep the conversation Besides, learners added questions such as “Do you want to come to my next birth party?” Any additional statement can be added to keep the conversation.

In question 6, it is observed that learners can answer about where they live. In addition to this, they can give some references to get there. Any additional statement can be added to keep the conversation.

In question 7, it is observed that learners can say the time. Besides, the express something they will do at a specific time. Any additional statement can be added to keep the conversation.

In question 8, it is observed that learners can say their phone number. Additionally, they can keep a conversation questioning if the interviewer would like to get about their cellphone number too. Any additional statement can be added to keep the conversation.



3.5 Limitations of the study

As with most studies, the design of the current study is subject to limitations. These limitations might be like others in similar studies but need to be considered for getting improved research study.

Lack of time to finish this current study might affect some better detailed explanation about the issues found. First, although time was distributed in the different sections, there are always some professional, personal and domestic interruptions that are not considered in this planning. If you are working on similar research and are studying and working at the same time, it is recommended double checking your available time and possible interruptions to force the process finish. Find at least 3 days a week to your study and be prepared for the possible interruptions. Second, literature review might be very extended if you do not apply reading skills such as scanning and skimming. Without these skills and other, your planning time might be not enough to finish timely. It is recommended using forms for the information needed for your research.

3.6 Conclusion of chapter III

The research objectives were achieved as it analyzed the instructional, social and psychological implications that impedes the development of oral expression, and which communicative strategies can be implemented. After the intervention plan, each communicative strategy used helped to develop oral expression in learners. The survey helped to identify what aspects needed to be considered to have learners go on with their progress without interruption allowing teacher act with communicative strategies in action. The pretest and posttest allowed to test the English language proficiency level before and after the intervention plan and also allowed to see the importance in the intervention plan to obtain the results desired. These findings highlighted enhanced oral expression development and learning abilities among participants who used communicative language teaching strategies to implement oral expression in the learning process. This outcome aligned with previous studies, indicating significant improvement in oral expression development.



Conclusions

This research aimed to implementing communicative approach strategies for developing oral expression. Based on quantitative and qualitative analysis of instructional, social and psychological implications that impede development of oral expression, identification of communicative approach strategies to develop it, this research study could apply a validation process to determine which communicative approach strategies contribute to this development. According to the analysis and interpretation of the instruments in the intervention process, the issues related to engagement, meaningful communication, successful language learning, collaboration and sharing, communicative language teaching, and oral expression development, the researcher established the subsequent conclusions and recommendations:

With respect to the instructional implications that impede development of oral expression, it could be identified that many learners responded that activities based on speaking and listening practice is not enough in their English classes. Something similar happens to the due attention and participation in activities during their classes. They also state that a variety of oral activities is performed in the classroom but needs to have a frequency increase. Although most instructional aspects are being covered, teachers need to review the procedure in each activity and have them comply with the set of CLT principles.

Regarding the social implications that impede development of oral expression, it could be identified that many learners responded that there is not interaction during EFL classes. If there is not student-student or teacher-student interaction, this brings shyness to the participation and does not help the correct learning process, especially the ones based on CLT approach. Teachers should prepare lesson plans based on the CLT approach that this paperwork is being suggested.

About the psychological implications that impede development of oral expression, it could be identified that many learners responded that there is a stressful environment during their English classes. This is obvious because with no interaction discussed previously learners feel uncomfortable to participate in front of the class, and learners prefer to work alone. There is an urgent request to apply the collaborating and sharing approach in all the EFL lesson plans.

Regarding the engagement, it could be observed that most learners could understand the process they were following while working on the interview worksheet. After a detailed explanation from the teacher about what and how they were going to work, learners felt supported



on the learning process. During the pretest, learners felt that they were working correctly even when they noticed that answers could be improved after the teacher's feedback. During the intervention plan, learners felt more supported because they had the opportunity to interact with other classmates and learn more from their work. During the posttest, it could be observed that their engagement increased after having received teachers and classmate's feedback.

With regard to meaningful communication, it could be observed that teachers can focus the class not only for passing an exam, but also for meaning and comprehension. The instrument used in the pretest and posttest helped learners to focus on real communication. This was what engaged them from learning. Learners could explore what they know and what they were forced to learn and remember in an interactive activity.

With respect to successful language learning, it could be observed the importance of having an excellent knowledge about what method, technique and strategy to use in the EFL classroom. Teachers must be able to answer any language question, and be able to know what to do before, during and after the class activity. This can lead to the correct teaching-learning process.

In regard to collaboration and sharing, it could be observed that when learners work together, learners develop a higher-level thinking. Working on a collaboration and sharing activity promotes learner interaction, promotes a positive attitude in class, develops oral communication skills, and develops social interaction skills. During the pretest and posttest, learners could get a lot of knowledge and what made them feel comfortable. This creates an environment of participation learning.

With reference to the theory of Communicative Language Teaching (CLT) Approach, it could be observed that this approach is based on a set of principles. These principles can be applied for any language skills teachers need to develop. Additionally, these principles help learners to feel engaged while doing the different CLT activities prepared by the teacher; therefore, the learning process becomes meaningful with real context communication.

In relation to the oral expression development, it could be observed that there are a lot of benefits when working with an interview worksheet. This kind of activities not only help to test students, but also to comprehend the language through interaction, to improve the pronunciation with great articulation in the target language with expression, to produce a very good speech without notable hesitations and to reveal a good level of grammatical structures.



Recommendations

This study revealed that the CLT approach fits well in the implementation of strategies to develop oral expression in learners. Thus, the following recommendations are hereby presented:

It is advised that English teachers must be familiarized with the communicative language teaching (CLT) approach in order to put into practice this research's proposal. Teaching training courses are essential to help the learning process with effective classroom learning tasks.

It is clear that the lack of listening activities will not allow learners develop their oral expression. Since this input is essential for getting speaking skills. Therefore, authorities and teachers must focus on getting trained on new methods, approaches, techniques and strategies that guide them in the implementation of listening activities, which is an essential input to get the expected results. It is obvious that if learners have not received enough input, due attention and participation in speaking activities will not work as expected, that's why the importance of filling this blank.

As it was discussed this study, if there is no interaction, there is no communications. It is imperative that English teachers get started with activities focused on student-student interaction. The implementation of collaborative learning brings development of higher-level thinking, oral communication, self-management and leadership skills.

English teachers must not forget that an excellent learning atmosphere is essential to get the expected results in a language learning process. Therefore, they should guarantee successful language learning whose activities engage learners in meaningful communication through effective classroom learning tasks.

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1. Brief analysis and description of the situation that justifies the presentation of this proposal.

Learning a foreign language involves developing the ability to communicate in that language in any context. To get done this, various methods are used that aim to bring reality closer to what is taught. Related to this issue is the communicative approach to language, a method that seeks to achieve useful learning to be able to communicate with native people in real situations (Davidson, et al, 2016).

The communicative approach is based on carrying out activities in which various materials are used that bring students closer to the reality of a language. With this idea, situations are created that can occur in real life to which they must respond. For example, in order to choose a travel route for vacation, they must use communication and different materials (Gonzalez & Leyva, 2022).

Based on situations like the one mentioned, students will have to investigate, communicate and resolve said situation. This approach does not consist of working on vocabulary to answer small questions, but rather tries to create moments as close to reality in which students will use communication to solve them.

2. Statement of the problem to be investigated.

Learning a language is a complex process. For Korteina (2012), this happens without major setbacks, however, others do not perform well and their learning encounters multiple difficulties. Various researchers in the area of foreign language learning have identified that factors such as motivation, anxiety, learning styles and study strategies are key in the development of learning.

It is therefore essential to convert the teaching of English into a playful experience and give it meaning so that it motivates the little ones. On the other hand, we must encourage them to use thinking in the language in which they have to communicate and expose them to the phonetic and structure of said language.

Ledes (2014), states that, it is necessary to understand that learning is a process that involves to the teacher, the student and the environment; and depending on the characteristics of each of these elements and the relationships between them, the purposes established as bilingualism or foreign language policies in Ecuador can be achieved.

According to Escobar (2017), it is necessary to clarify that although teachers have knowledge of communication strategies, they do not fully exploit the skill of oral cognition during their teaching-learning sessions. For these reasons, English learners could not handle simple communicative situations and daily speech since they have had teaching-learning sessions, which have only been aimed at practicing grammar and learning vocabulary and do not use



communicative strategies, in addition, most of them come from different educational backgrounds whose level of English is evidently diverse. When students approach oral expression tasks, they often do not feel capable of facing communicative situations to which they are exposed, even when these are minimal and simple.

3. Justification of the research

The historical advance of the different methodological alternatives for language teaching has been a dynamic, systematic and sensitive process to the influence of conceptual contributions from linguistics and psychology, responsible for exploring respectively the properties of human language and learning. With the purpose of conceptually contextualizing the nature of the problem, object.

Out of all the language skills during learning a second language, oral production is the most important (Ramos & Medina, 2011). Lado (1914) maintains that speakers who master a second language feel the necessary confidence and are able to express themselves freely without fear of making mistakes. In this sense, this is an arduous task and an excellent opportunity for students to develop confidence, security and experience when communicating with their teachers and their classmates with the implementation of communicative strategies.

Carolin-Vázquez, J. C., & del Carmen Gómez-Ariza, M. (2019), point out, after detailed research, that beginning students are more anxious than those at intermediate or advanced levels, which means that anxiety reduces as the language is mastered and more tools are acquired to learn to communicate in the foreign language.

Working with many different communicative approach strategies is the main challenge that teachers must face in this rural area in the reinforced region to foster students to engage in many oral expressions as a great opportunity to develop a long communicative speaking time. These strategies bring a supportive environment for English learning as a foreign language. They must develop some conversations and grow their confidence to express themselves verbally. As a matter of fact, we organize these activities such as role play, interviews, jig-saw, short stories, etc. to give them an opportunity to learn speaking through sharing any topics and make short conversations in a few minutes in each class, they can take a turn to speak one by one and learn the value of non-gate subject (Ramos, 2017). Then they could have real conversations about real life that they live in a daily routine. To work these activities, teachers must use some conversation into and outside of the classroom, dialogue with peers, and tell short stories in groups.

4. Description of the relationship between the proposal and the research lines of the university.

The proposal aligns with the university's research lines in pedagogy of teaching and learning foreign language to apply communicative approach strategies to develop oral expression in sixth grade, A2.1 level students. The university research is focused on the student's center pedagogy and its effect on the students' acquisition with using the pedagogy and strategies to foster the meaningful didactic strategies in developing the English skills such developing oral expression into and out of the classrooms. In addition, this proposal has integrated the common European Framework Reference of language acquisition with skill to communicate in a real context

according to the level. And sociocultural elements into language learning, following the path to direction of proficiency and fluency at the end of the baccalaureate.

5. Object of the research

The communicative method places emphasis on helping students use the language of learning in a wide variety of contexts and places importance on learning the functions of the language. Its main objective is to help students create meaningful sentences rather than helping them construct perfectly correct grammatical structures or achieve perfect pronunciation.

It is characterized by being a general teaching approach and not a teaching method with clearly defined class practices. As such, it is often defined by a list of general principles or characteristics. One of the best-known lists is that of the five characteristics of the communicative method, prepared by David Nunan (1991).

The object is the (implementation of communicative approach strategies) teaching-learning process to guide the development of oral expression in students who are in A1.1 level according to the curriculum of the English area.

For that reason, the object is to implement some activities in which they can develop oral expression in the teaching and learning process in ninth grade in Oscar A. Romero school in Joya de los Sachas city. To sum up, the proposal fosters oral expression with the right strategies and pedagogical practices to develop the knowledge in educational practices aligning with the university's lines to enhance the oral communication in everyday activities.

6. General objective

- To analyze communicative approach strategies for developing oral expression in ninth grade level at 1.2 in Oscar A. Romero School in La Joya de Los Sachas.

7. Specific objectives

- To identify communicative approach strategies for developing oral expression on learners.
- To describe the oral expression process.
- To determine the communicative approach strategies that are related to the development of oral expression on learners.

8. Description of the variables of the study (Independent & dependent)

Independent Variable: Communicative Approach Strategies

These plans or actions that a language learner carries out to obtain, store, and retrieve information for a specific purpose and relate it to learning and meeting communicative objectives.

Dependent variable: Oral Expressions

Linguistic skill related to the production of oral discourse. It is a communicative capacity that encompasses not only a mastery of pronunciation, lexicon and grammar of the target language, but also sociocultural and pragmatic knowledge. It consists of a series of micro-skills, such as knowing how to provide information and opinions, showing agreement or disagreement, resolving

conventional errors or knowing in which circumstances it is pertinent to speak and in which it is not.

9. Description of the research approaches, methods, data collection.

The approach of the research work is qualitative because its purpose is to investigate the understanding of the different social phenomena that exist within the educational field, starting from direct observation that allows obtaining points of view that support this research. On the other hand, the research focuses within the critical-~~qualitative~~ paradigm because the reality of the educational and pedagogical community will be analyzed because it seeks to provide a possible solution to the problem investigated (Rojas & ~~León~~, 2018).

Cesar A. Romero school was the place where the research was carried out with the active participation of six sixth grade students and English language teachers, to obtain the necessary information as well as a better perspective of the reality about the limited use of evaluation instruments in the development of oral skills.

10. Description of the beneficiaries and their main characteristics.

The beneficiaries of this communicative approach strategies study to develop the oral cognition, are sixth grade students in Cesar A. Romero school located in Joya de ~~los Rios~~, Orillana city. This group language command demonstrates deficiency in oral cognition. The students hesitate speaking English in public. However, students are eager to improve this skill through communicative approach strategies like, discussions, role plays, information gap, brainstorming, interviews, reporting, and storytelling.

11. Description of the research context

The research context of this study focuses on a school in the center of the city but the students come from rural areas. This school is in La Joya de ~~los Rios~~ town, Orillana city. Most of the families face economic difficulties such as the lack of the money to support students' education. In this area people are dedicated to agriculture, to feed a long number of family members. The average of peasants comes from the ~~Kichwa~~ ethnicity who earn an average of 10 dollars a day work eventually. Most of them are composed of 5 members. On the other hand, there are families who own their own business such as clothes shopping, they live in the center of the town, and this is the other side of the life here, they have only two children and they stay for the time that parents work in different areas of oil companies. That is a big problem because many students come from other schools where they have never learned English as a foreign language. Additionally, parents focus to develop some agricultural activities or they are discouraged to choose a career to get a job immediately. Then, teachers do not have any level of educational English because there are not English teachers. In fact, they are engineers, technology degree, basic school teaching, and bachelors.

12. Description of the practical contributions of the proposal.

The new methodological strategies provide opportunities to adapt them to favor the student as he learns best. The different social situations, the ages and the environment in which the learning of young students takes place, the innovative forms of self-learning, and the opportunities that the student has, this indicates that it is a weakness to continue with teaching traditionalist of the classroom, the blackboard and the book, processes that for today's youth have been left behind.

The application of appropriate techniques leads to the implementation of appropriate learning styles, in which the student has the opportunity to develop their intellectual abilities in an inclusive manner, based on their own characteristics, to achieve a ~~an~~ effective instruction.

There is no pure or unique style, the needs of each person are different therefore the interest in learning is also different, the styles are various but there is always one predominant. The strategies are linked to the learning style that is used, for this reason, each predominant style needs a different strategy.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need

Nowadays, taking into account that the teaching of English is closely related to the global economy, and that the number of people who speak this language as a second or foreign language exceeds that of native speakers, teachers must therefore respect the multiplicity of dialects while knowing very well the needs of the students, since those from developed countries or with economic advantages will need to use it in situations that require sophisticated analysis, while those from countries with less development or economic advantages will only require of their basic skills in this field for services and production. But in any case, the proper development of oral skills is of vital importance for the adequate interrelation of the individual with his peers in the environment in which he will carry out his activity.

The development of oral communication skills is one of the fundamental objectives of language teaching. This is of vital importance for the interactive insertion of man in today's world. The communicative approach is one of the ways to achieve this objective, since it emphasizes the fact of increasing the student's activities in classes, while decreasing the teacher's activities as they progress, as teachers. They should encourage our students towards interactive discourse and the cogitation of their ideas. This leads us to suggest that teachers include in lesson plans activities that promote oral interaction between students, in which they make use of their acquired language in simulated real-life situations. Of course, all this without losing sight of the remaining language skills, achieving an adequate interrelation between them.

Another important element in achieving this goal is to ensure the way we handle errors, especially our reaction to said errors and their correction. It is necessary to take into account not only how we make the student speak without our response to his action, which must be with the same intensity and emotion with which we do it in real life. This will convince them that we are interested in what they say. "In real life, we rarely react to single errors (those that do not affect the understanding of the message), but we do react to global errors (those that prevent the correct understanding of the message)."

Appendix 7. Diagnostic Data

Hutchinson and waters (1987) need analysis model (learning-centred approach)

The needs analysis (NA) process often involves gathering information to have the necessary foundation to develop a course that meets the needs of a particular group of learners. Richards and Platt (1992) stated that NA is "the process of determining the needs by which a group of students acquires a language and ordering those needs according to their priorities." Hutchinson and Waters (1987) identifies two types of needs: Target needs and Learning needs.

TARGET NEEDS		
According to Hutchinson and Waters (1987) target needs are mainly related to <i>'what the learner needs to do in the target situation'</i> . To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
		Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test

Why is the English language needed here?	Public and private institutions will require the English language subject in the curriculum, but also ratified the obligation to teach this subject from the eighth year of Basic General Education (EGB), as stipulated in the previous agreement. But, in addition, in the new agreement (41014) there was important progress in this aspect, since in the transitional agreement it was established that this mesh will be changed as the capabilities are available to guarantee learning results (Ministerio de educación, 2016)	Syllabus / Curriculum of Ministry of Education
How will the English language be used?	Level A1 <u>Scale:</u> General linguistic range <u>Descriptors:</u> Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements. (European, 2004)	Diagnostic test Writing (low scores) Observation guide, checklist
What will the content areas be?	General English: Learners can display a knowledge of diverse cultures' integrity by sharing their experiences and participating in class activities and discussions in an empathy and respect- based manner. (Educación, educacion.gob.ec, 2021-2022). It is important, the content of the area is in general English since the student must know and understand English for daily activities but not for a specific area. This must be in accordance with the level of upper basic students, level A1, so it does not focus on an ESP.	Syllabus, curriculum, documents from the Ministry of Education

Who will the learner use the language with?	General English: other students, teacher, friends from other countries or relatives General English: To promote students' drive to continue studying. instill a passion of language learning in them at a young age through engaging and enjoyable learning experiences Engage with socio-cultural aspects of their own and other countries in a thoughtful and inquiring manner, maturely and openly experiencing other cultures and languages while remaining grounded in their own national and cultural identities (Educación educación gob ec, 2021-2022). It's important to hook the learners in a good environment learning with their attention to get a high accuracy to develop their thinking skill and also expand their knowledge, then instill their passion for sharing some cultural events such as in the second domain that teachers should know more about foreigners culture and transmit for Ecuadorians learners to affect less for the students learning teaching.	Documents from the MOF
Where will the English language be used?	GE: A1: Can grasp ordinary statements targeted at satisfying simple concrete wants, provided directly to him/her in clear, inhumane, and repeated speech by a sympathetic speaker. Can grasp questions and instructions given to him or her attentively and slowly, and follow brief, straightforward orders. (Europe, 2024) Discover and employ alternative ways of saying things in social and classroom interactions. (Educación, educacion.gob.ec 2021-2022). The research work focuses on the use of communicative approach strategies such as: role plays, dialogues, storytelling, where students can improve speaking skills, being a motivation for students to improve their skills.	Descriptors of the level CEFRL A Syllabus & curriculum
When will the English language be used?	GE: School year 2023-2024 (September to June). They will use the language everyday with others into and outside from the school	MOF

LEARNING NEEDS			
Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:			
GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS? Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why are the learners taking the course?	Compulsory or optional? Apparent need or not? Are status, money, and promotion involved? What do students think they will be able to do when they acquire the knowledge? What would be the attitude of the students towards the course? Do they really want to improve their English?	According to the curriculum of the Ecuadorian educational system, the subject of English as a foreign language is within the framework which students must pass. For this reason, it is a subject that is considered within all levels of education. Many students just want to pass the subject without putting emphasis on learning the English language. while a small group does emphasize learning this subject.	DIAGNOSTIC TEST PRETEST QUESTIONNAIRE SURVEY GUIDE FIELDNOTES
How do the learners learn?	What is their learning background? What is their concept of learning and teaching? What methodology will be attractive to them?	CLT APPROACH: It is an approach that allows students to use English in a real context. The communicative approach strategies develop the interaction between students to	Syllabus, curriculum Observation Listening Doing Seeing

		produce or create conversations as much as possible in the classroom. This approach must use strategies like role plays, dialogues, storytelling and jigsaw wonderful activities.	
What resources are available?	Number of teachers with an international certification? The attitude of teachers towards this group? Knowledge and attitude of teachers towards the content of the subject? Knowledge and attitude of teachers towards the resources for the subject? Opportunities for activities outside of class?	In the institution there are no teachers with international certification. In the majority of the classes, students have a good attitude to learn vocabulary and new expressions in the English language. The content of the classes is according to the level of the students, which also helps to motivate students even though some topics are difficult or their greatest fear is speaking in English. With the help of technology, we can develop a fun and dynamic class that not only helps us develop speaking but also other skills.	Syllabus, curriculum
Who are the learners?	Age/Sex/Nationality? What do they already know about English? What knowledge do they have of the matter? What are their interests? What teaching styles are they used to? What is their attitude towards English? What is their attitude towards the cultures of the English-speaking world?	There are 39 students in ninth grade of basic superior, then 22 males and 17 females among 13 years old. They have the least interest in learning a second language because there does not exist a good coordination by the area to make a plan in which they are fostering to enjoy the other language such as English. Furthermore, they disagree with learning English because their parents encourage them to finish high school and do business, or farming animals and also	Surveys Questionnaires

		agriculture. Their attitude show that English is not an option for them due to they need to be foster to raise their self-esteem by teachers and they should use new methodology and strategies to turn the class in a wonderful place to learn.	
Where will the course take place?	Are the surroundings pleasant, dull, noisy, cold?	The course takes place in an Educational Unit in the La Joya de los Sachas city. The educational environment is safe and not noisy because it is located on the outskirts of the city. On the other hand, we have a fairly hot climate but the students are used to it. to the weather but some days it does cause a little fatigue due to the hot environment.	Syllabus curriculum
When will the course take place?	Time of day? Every day once a week? Full-time, part-time? Concurrent with need or pre-need?	During the last term of the school year according to the Highland and Amazon calendar region in 2023-2024.	March to May, three times a week.



Appendix 8: Lesson plans for the proposal

Lesson Plan 1:

Grade: Ninth	Subject: English	Date:
Topic: Interview Worksheet Preparation		Lesson Plan #: 1
Lesson Focus and Goals - Identifying knowledge covered - Preparing w-h and yes/no questions - Practicing language production		
Material ✓ Whiteboard ✓ Markers ✓ Copybook ✓ Pen/pencils/eraser ✓ English Textbook		Learning Objectives Learners will be able to: - understand Wh and Yes/No Questions by preparing a questionnaire for an interview with the content covered. - pronounce the prepared questions fluently and accurately by practicing in a collaboration and sharing activity.
Structure / Activity: Warm up: - Create a warm-up activity according the unit/class/topics covered. Procedure: - Have learners check and identify the topics, subtopics, exercises and language use in the English textbook and copybook. - Make pairs and/or groups and have learners share with their classmates what they found. - Ask learners to find a leader in the group and a secretary to take notes. Then, ask then share their findings to the class. - The teacher prepares the questions in accord with to the contents covered. Write the questions on the board. - Have learners pronounce each word, phrase, or question and mark the incorrect ones so that they discuss which is the correct pronunciation. Help learners with difficult phonemes. - List the most difficult words in pronunciation. Have them practice by repetition and saying it aloud.		
Assessment: Learners read aloud the questions they learned with an accurately and fluently pronunciation.		

Lesson Plan 2:

Grade: Ninth	Subject: English	Date:
Topic: Interview Worksheet Application		Lesson #: 2
Lesson Focus and Goals • Responding a questionnaire • Interacting with classmates		
Material • Whiteboard • Markers • Copybook • Pen/pencils/eraser • English Textbook		Learning Objectives Learners will be able to: • response questions according to English language proficiency level acquired in a unit covered • socialize learners' responses among other learners
Structure / Activity: • Warm up: ○ Create a warm-up activity according the unit/class/topics covered. • Procedure: 1. Type the questions prepared in the previous lesson in a print-out worksheet if possible. Use the board if not possible. 2. Inform learners that the interview worksheet must be resolved individually with no textbook opened in one worksheet ready to turn it in. 3. Make pairs and have learners share their answers with their partner. Ask them to compare and correct if necessary. Remind them that their answer must reflect a real understating of the context or grammar, vocabulary they are using, and that the sharing activity is just to recall some knowledge. 4. Have learners hand in the interview worksheet.		
Assessment: • Learners responds the interview worksheet in writing in accord with their current English language proficiency.		

Lesson Plan 3:

Grade: Ninth	Subject: English	Date:
Topic: Correcting mistakes in an interview worksheet resolution		Lesson #: 3
Lesson Focus and Goals • Receiving feedback • Correcting mistakes		
Material • Whiteboard • Markers • Copybook • Pen/pencils/eraser • English Textbook		Learning Objectives Learners will be able to: • identify the mistakes they made during the questionnaire resolution. • correct their mistakes made in the questionnaire's responses
Structure / Activity: • Warm up: ○ Create a warm-up activity according the unit/class/topics covered. • Procedure: 1. Hand out the questionnaire resolved with the corresponding feedback. 2. Have learners find the mistakes on those answers that were not verified as corrected individually. 3. Monitor learners during their analysis of their mistakes. Provide them with some clues for help. 4. Make pairs or groups to share their answers. Have learners discuss possible solutions to their mistakes with their partners. 5. Collect their worksheet for a second review. 6. Have a quick review of common mistake, and include them in the previous list you got in the first check/review.		
Assessment: • Learners identify their mistakes and make their own correction.		

Lesson Plan 4:

Grade: Ninth	Subject: English	Date:
Topic: Interview Worksheet Resolution Analysis		Lesson #: 4
Lesson Focus and Goals • Receiving feedback from the teacher • Reviewing common mistakes and the corresponding correction		
Material • Whiteboard • Markers • Copybook • Pen/pencils/eraser • English Textbook		Learning Objectives Learners will be able to: • understand common mistakes in an oral practice • avoid common mistake in future oral practices
Structure / Activity: • Warm up: ○ Create a warm-up activity according the unit/class/topics covered. • Procedure: 1. Analyze previous interview worksheet and make a list of common mistakes. 2. Write the incorrect statements or question so that learners can see them. The teacher can also create an exercise with different contest where these common mistakes are found. 3. Ask learners to try to identify the mistake and help them with visual support depending on the kind of mistake such as accuracy, fluency, pronunciation, production, language and any other language aspect that is necessary to discuss. 4. Have learners make 8 examples with every mistake found so that they can improve and avoid it in a near future. 5. Make pairs and have them collaborate and share their answers. Monitor them and make sure they share and do not cheat on. 6. Make groups and have them work on the interview with different classmate. 7. Record the interview if possible so that you can compared with previous ones made at the beginning.		
Assessment: • Learners identify common mistakes and write examples with the correction for these mistakes efficiently.		

Lesson Plan 5:

Grade: Ninth	Subject: English	Date:
Topic: Interview Worksheet Final Application		Lesson #: 5
Lesson Focus and Goals Having an oral practice with an excellent English language proficiency level according their level.		
Material - Whiteboard - Markers - Copybook - Pen/pencils/eraser - English Textbook		Learning Objectives Learners will be able to: communicate effectively in spoken English in an oral interview with a reasonable degree of fluency and accuracy in different questions according to the content covered in class.
Structure / Activity: Warm up: - Create a warm-up activity according the unit/class/topics covered. Procedure: - Hand out the interview worksheet - Make pairs. Have pairs to work on the interview as a preparation exercise. One learner is the interviewer and the other is the interviewee. Then, change the role to keep practicing before doing it with the teacher. - Now, it is time for examination. Teacher interview each student separately. - Use the rubrics for grading. - Great job!		
Assessment: Learners participate in an English-speaking examination, expecting to obtain excellent results after having completed previous lessons.		