



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“EXPLORING THE PERSPECTIVES OF TEACHERS ON THE
COMMUNICATIVE APPROACH”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

Authors: Morales Figueroa Emely Stefania

Urdiales Panimboza Valeria Elizabeth

Advisor: Parraga Solorzano Rudy Jonathan, MSc.

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ADVISOR'S APPROVAL

In my role as Advisor of the search paper under the title “**EXPLORING THE PERSPECTIVES OF TEACHERS ON THE COMMUNICATIVE APPROACH**” prepared by Morales Figueroa Emely Stefania and Urdiales Panimboza Valeria Elizabeth, undergraduate students of the Pedagogy of National and Foreign Languages major, School of Educational Science and Language at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of academic tribunal.

Sincerely,



.....

Parraga Solorzano Rudy Jonathan, MSc.

ADVISOR

Statement of Authorship

We, MORALES FIGUEROA EMELY STEFANIA, with ID number 0927945154 & URDIALES PANIMBOZA VALERIA ELIZABETH, with ID number 2400114639, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Language, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project “EXPLORING THE PERSPECTIVES OF TEACHERS ON THE COMMUNICATIVE APPROACH”, certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



Morales Figueroa Emely Stefania

AUTHOR



Urdiales Panimboza Valeria Elizabeth

AUTHOR

Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



Morales Figueroa Emely Stefania

CI: 0927945154

AUTHOR



Urdiales Panimboza Valeria Elizabeth

CI: 2400114639

AUTHOR

BOARD OF EXAMINERS



León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES MAJOR'S
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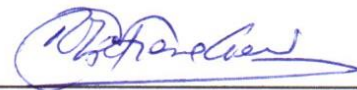
Niola Sanmartín Rosa Elena, MSc.

SPECIALIST PROFESSOR



Párraga Solórzano Rudy Jonathan, MSc.

ADVISOR



García Villao Rosa Tatiana, MSc.

UIC PROFESSOR

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-Emely Stefania Morales Figueroa.

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-Valeria Elizabeth Urdiales Panimboza

Dedication I

I dedicate this thesis to my mother, for her unconditional love, wisdom, and constant support. Thank you for being my guide and inspiration every step of the way. Her sacrifices and teaching have made this achievement possible, and I am forever grateful for her presence in my life.

-With love, Morales Figueroa Emely Stefania.

Dedication II

To my mother, whose unwavering love and encouragement have been my strength throughout this journey. Her belief in me has stimulated my determination and shaped this achievement. Thank you for being my guiding, light and constant source of inspiration. This thesis is dedicated to her with deepest gratitude and love.

-With love, Urdiales Panimboza Valeria Elizabeth.

Abstract

This research project explores teachers' perspectives on the Communicative Approach in language teaching, focusing on English teachers from the Universidad Estatal Península de Santa Elena. Using qualitative research method, including one-on-one interviews, this study delves into how educators perceive and implement the Communicative Approach in their classrooms. The findings provide valuable insights into the challenges, benefits, and adaptations teachers experience when incorporating communicative strategies into their teaching practices. Key themes explored include the impact of the Communicative Approach in enhancing student engagement and the role of teacher training in the successful implementation of their teaching practices. By understanding these perspectives, the study aims to highlight how different pedagogical methods can be adapted to enhance communicative competence among learners. This research contributes to the broader discussion on improving language education by emphasizing the practical experiences and insights of teachers who actively engaged with the Communicative Approach. Ultimately, the study seeks to inform educational practices by providing evidence-based recommendations for supporting teachers in adopting and refining communicative methodologies in their language teaching.

KEYWORDS: Communicative, Perspectives, Competence, Strategies.

Resumen

Este proyecto de investigación explora las perspectivas de los docentes sobre el Enfoque Comunicativo en la enseñanza de idiomas, centrándose en los profesores de inglés de la Universidad Estatal Península de Santa Elena. Utilizando métodos de investigación cualitativa, incluyendo entrevistas individuales, este estudio profundiza en cómo los educadores perciben e implementan el Enfoque Comunicativo en sus aulas. Los hallazgos proporcionan valiosos conocimientos sobre los desafíos, beneficios y adaptaciones que los docentes experimentan al incorporar estrategias comunicativas en sus prácticas docentes. Los temas clave explorados incluyen el impacto del Enfoque Comunicativo en la mejora del compromiso estudiantil y el papel de la formación docente en la implementación exitosa en sus prácticas de enseñanza. Al comprender estas perspectivas, el estudio tiene como objetivo resaltar cómo se podían adaptar diferentes métodos pedagógicos para mejorar la competencia comunicativa entre los estudiantes. Esta investigación contribuye a la discusión más amplia sobre la mejora de la educación en idiomas al enfatizar las experiencias prácticas y las percepciones de los docentes que se involucran activamente con el Enfoque Comunicativo. En última instancia, el estudio busca informar las prácticas educativas proporcionando recomendaciones basadas en evidencia para apoyar a los docentes en la adopción y refinamiento de metodologías comunicativas en su enseñanza de idiomas.

PALABRAS CLAVES: Comunicativo, Perspectivas, Competencia, Estrategias.

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Introduction

English as a foreign language, holds a critical position in facilitating global communication roles in international communication, business, science, technology, and education. The demand for proficient English speakers continues to rise, making the effective teaching of the language more crucial than ever. In the field of language education, the Communicative Approach has emerged as a fundamental educational example aimed at developing students' communicative competence through authentic and meaningful interaction in the target language. The increasing demand for proficient English speakers underscores the critical importance of effective language teaching methodologies. Among these methodologies, the Communicative Approach stands out as the capacity to communicate proficiently through authentic and meaningful interactions in the language being studied.

This approach focuses not only on the development of language skills but also on the learners' ability to use the language effectively in real-life contexts. By emphasizing authentic communication and meaningful interaction, the Communicative Approach seeks to bridge the gap between classroom learning and practical application, preparing learners to navigate global challenges and opportunities in their respective fields.

Over the past few decades, the Communicative approach has garnered increasing interest in theoretical frameworks such as Sociocultural Theory, Constructivism, and educational practices. Its influences extend beyond traditional language acquisition methods, transforming how languages are perceived, taught, and learned across diverse cultural and linguistic landscapes.

The present research concentrates on exploring teachers' perspectives on the Communicative Approach at the Universidad Estatal Península de Santa Elena. Educators play a crucial role in implementing and adapting this approach in their daily pedagogical practices. This qualitative research employed one-on-one interviews with English as a Foreign Language teachers to delve into their perspectives on the Communicative approach. The interviews sought to understand teachers' perceptions, challenges faced in implementation, and strategies used to enhance the approach's effectiveness. Understanding how teachers perceive this approach, the challenges they face in implementing it, and the strategies they employ to optimize its effectiveness is essential for continuously improving language education. Moreover, this study seeks to identify the varied and often complex perceptions that teachers hold regarding the Communicative approach, highlighting both the opportunities and barriers they encounter in its classroom application.

Through a detailed analysis of teachers' perspectives, this study aims not only to contribute to enriching academic knowledge in language education but also to provide practical recommendations for enhancing initial and continuing teacher training and for strengthening the effective implementation of the communicative approach in diverse educational contexts. This research is crucial in providing insights that can inform decision-making and curriculum development in language education, ultimately benefiting both teachers and learners in their language learning.

Chapter I

The Problem

1.1. Research topic

Strategies and Communicative Approach.

1.2. Title of project

Exploring the perspectives of teachers on the Communicative Approach.

1.3. Problem Statement

Currently, English is a global language that offers enhanced prospects for academic progression, and major advancement. A study carried out by Tang (2022) mentions that English has become a global language and teaching English as a foreign language (EFL) has increasingly become a universal demand. Additionally, proficiency in English contributes to fostering inclusivity and facilitating cross-cultural understanding in an increasingly diverse global landscape. According to Rao (2019) says that English is the most widely spoken and the most widely used language in almost all the major fields around the world.

English facilitates communication between several people and in many fields including in business or academic formation, making it crucial for personal and professional growth. Findings from a study by Timbila (2020) emphasize that English nowadays has a global diffusion occupying the third place worldwide in the number of native speakers and the first place as a second language.

In recent years, the acquisition and language proficiency, particularly English, have assumed pivotal roles in Ecuadorian society, thus prompting the focus of this study. The

Communicative approach is based on the idea that to learn a foreign language successfully, you must communicate real meaning. Thus, the implementation of communicative activities in EFL/ESL classrooms prepares learners to use English in the world beyond based on their own needs, interests, and opportunities (Azimova, 2019). The Communicative approach emerges as a valuable tool in language instruction, emphasizing practical communication skills. However, there exists a pressing need to comprehend how educators perceive and enact this approach within their classrooms. Despite existing research on the topic, there remains a dearth of studies examining teachers' perceptions and implementations of the Communicative approach across diverse educational settings.

Misinterpretation of teachers' viewpoints regarding the Communicative approach in language education is multifaceted and impactful. This approach emphasizes communication skills over traditional rote learning, aiming to develop students' ability to use language in real-life situations. However, if teachers misunderstand or misinterpret its principles, it can lead to inconsistent implementation in classrooms. This inconsistency may result in varying levels of effectiveness in achieving language proficiency among students. So that might stem from misconceptions about the approach's compatibility with existing curriculum, assessments, or institutional expectations.

This research has the objective to know teachers' perspectives on the Communicative approach, aiming to understand their beliefs, attitudes, and experiences about this methodology. In terms of the role of the teacher in the Communicative approach class, English teachers should focus on different aspects of communicative competence at different times, as students' communication needs are unlikely to remain the same throughout a longer course (Dos Santos, 2020). Furthermore, it seeks to discover the challenges educators encounter when integrating the

Communicative approach into their teaching practices and the strategies employed to overcome these obstacles and to improve the communicative competences with their students.

Ultimately, this study seeks to bridge the gap in understanding teachers' viewpoints on the Communicative approach, providing valuable ideas that can help its implementation in foreign language instruction, thereby fostering students' acquisition and development of communicative competencies.

1.4. Problem question

1.4.1. General question

What are university teacher's perspectives on the Communicative Approach in language teaching?

1.4.2. Specific questions

What challenges do teachers face when using the Communicative approach in their language classes?

What strategies do language teachers use to implement the Communicative approach in their classrooms?

How do teachers view the impact of the Communicative approach in promoting language learning compared to other teaching methods?

1.5. Objectives

1.5.1. General objective

To analyze the perspectives of university professors on the Communicative approach in language teaching.

1.5.2. Specific objectives

- To identify the challenges that teachers face when using the Communicative approach in their language classes.
- To explore the implementation of strategies by language teachers based on the Communicative approach in their classrooms.
- To explain teachers' views on the impact of the Communicative approach in promoting language learning compared to other teaching methods.

1.6. Justification

During academic preparation, foreign language instruction has had significant evolution, according to Qasserras (2023) the Communicative Language Teaching approach has garnered significant attention in language education due to its stress on improving effective communication and meaningful language use. Despite its widespread adoption, there exists notable divergence in teachers' perceptions and implementations of this approach within their classrooms. Consequently, communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teachers. These relationships can stimulate a good situation in the classroom and create an environment that supports the individual in his efforts to learn (Eisenring & Margana, 2019).

The impetus for conducting this research stems from the global and local significance of foreign language development, particularly evident in Ecuador where it plays a pivotal role in an educational context. Quoting G'ofurova & Mirzaabdullayeva (2023) the main aim of CLT is developing communicative competence, which includes linguistic, sociolinguistic, discourse, and strategic competence. Mastery of a foreign language not only unlocks new opportunities but also enhances communication skills, thereby contributing to the ongoing efforts to cultivate a

bilingual community with national and international achievements. According to Eisenring & Margana (2019), the Communicative Language Teaching (CLT) method prioritizes the use of interaction in the process of teaching and learning.

This research holds significance on multiple fronts: firstly, by emphasizing the challenges encountered by teachers in implementing the communicative approach, it offers valuable insights for evolving language instruction methodologies and enhancing classroom practices. Hien (2021) mentions that the effective implementation of CLT can bring a lot of benefits to teachers and students because this method exploits many different aspects of language knowledge and general knowledge to enhance sociolinguistic and strategic competence. Furthermore, by clarifying effective pedagogical strategies employed by educators, including the integration of the Communicative approach, this study stands to inform the development of more efficacious teacher training initiatives. Lastly, the findings of this research could contribute to the creation of educational materials and resources aimed at facilitating the seamless integration of the Communicative approach into language instruction, thereby fostering more meaningful and engaging learning experiences for students.

Chapter II

Theoretical Framework

2.1. Previous studies

In this investigation project, the Theoretical framework serves as a conceptual lens through which the research problem is examined and analyzed. To have a better comprehension of the phenomenon under investigation, international/regional and local studies will be analyzed.

To start with each academic work, we begin with international exploration where we found a paper carried out by Salomova (2019) with the title “Communicative approach to teaching foreign languages” which says that it usually prioritizes fluency over accuracy and it is therefore vital to obtain and design study materials which closely resemble real-life communicative situations, another thesis by Sujinem (2023) published in Saudi Arabia highlights that the Communicative approach aimed at developing the learner’s competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations, both articles mention that teachers who teach using this approach usually prefer to use materials that reflect real-life communication situations, which may include dialogues, role-plays, interviews, and interactive activities that encourage practical and effective communication in the English language.

An investigation by Zhanga et al (2022) emphasizes that the role of the teacher changes from the absolute leader of the traditional classroom to the designer and organizer of classroom activities so that students can give the full plan to their initiative and fully participate in the classroom, and actively use language in situations created by teachers. Emphasizes that the communicative approach involves a significant change in the role of the teacher, as well as in the

role of the students in the classroom, the students take an active role and participate more independently.

Results of data collected from an article by Noviyenty et al (2022) highlight ES lecturer's efforts to improve students' CC and the functional reasons beyond their efforts. As observed while lecturer 1 was teaching, he seemed to always praise any students who were willing to speak English as naturally as possible with good flow regardless of any possible mistakes. During an interview, he confirmed that this way could help students improve their linguistic competence.

Findings from a survey by Ndethiu (2019) says that the teacher should emerge as one who uses communication to get answers regarding students' feelings and thoughts and uses the same to ensure that dominant feelings are those that support the accomplishment of group tasks. This report emphasizes the importance of modifying teaching methodologies according to students' needs and teachers enhance effective communication in class with their students.

According to Eisenring & Margana (2019) emphasizes the importance of teacher-student interaction in Communicative Language Teaching and says that the CLT method adopts a student-centered approach, maintaining good interaction with students becomes the key task for the English teacher in order to make students able to achieve communicative competences. The investigation says that participating in meaningful interaction with students is crucial for English teachers, as it is fundamental to developing students' communicative skills.

A survey conducted by Zimba et al (2021) indicates that the use of CA strategies helps students to gain different language skills, namely listening, writing, reading, and speaking skills. Students achieve such skills when they participate fully in the classroom activities. Emphasizes

in their paper stress the significance of the activities of the students in the classroom, reflective teachers' view of the Communicative approach, which aims to enhance overall language proficiency through active engagement.

According to Fang et al (2023) the title “Communicative Language Teaching in rural schools in China: teacher’s perspectives” highlights that if teachers are passionate about using CLT in rural English language classes, they must take communicative activities into account. This investigation into teachers’ perspectives on the Communicative approach, shows the importance of incorporating communicative activities of effective implementation across varied educational environments.

Findings from a report by Morar et al (2021) indicate that Communicative Foreign Language Teaching is a basic principle of learning languages bringing together different competences based on content, activities, and projects that enable students to discover, reflect, and verbalize what is relevant and worth discussing. Regarding teachers’ viewpoints on the Communicative approach in teaching English, the article focuses on the importance of grasping educators’ perspectives on how CFLT (Communicative Foreign Language Teaching) facilitates meaningful interactions with students.

A dissertation by Xue (2019) suggests that some practices in traditional teaching methods, such as direct explanation and corrective feedback, have incomparable advantages over communicative teaching in learning basic language knowledge. If these two methods are applied under the guidance of the principles of the communicative approach and combined with effective communicative activities, the limitations of the communicative approach itself can be avoided and the learning efficiency can be greatly improved. The dissertation emphasizes the importance

of comprehending educators' views on the implementation of both traditional and innovative methods within the Communicative Teaching approach to enhance language learning outcomes.

Nevertheless, in regional/local research, an inquiry made in Tungurahua carried out by Oviedo & Mena (2021) indicates that the speaking skill is the speaker's communicative competence to transmit coherent and organized oral information, using the sub-skills language to produce a real communication in a real context. The investigation underlines the significance of comprehending educators' perceptions regarding the evaluation of speaking abilities within the Communicative approach methodology.

Analysis conducted by the investigator at Universidad Técnica de Ambato discusses that the students expressed that the activities based on the methodology of CLT had helped them to increase their vocabulary, improve their pronunciation, and increase confidence in themselves (García 2019). Another scholarly analysis by Zambrano et al (2024) highlight that Communicative Competence refers to the ability to use language appropriately and effectively in real-life situations. The Communicative approach aims to go beyond the traditional language teaching methods that focus solely on grammatical structures and vocabulary in isolation.

A review of the literature by Santos (2023) shows that the Communicative approach is a philosophy that emphasizes active participation in the learning process of the teacher and students. It is subject to the idea that students learn best when they are interested in their learning process. On the other hand, data from a study led by Villacres (2023) suggests that CLT provides vitality and motivation within the classroom and is a student-centered approach as it emphasizes interests and student needs.

A report conducted by Sánchez & Pérez (2020) highlight that teachers who advocate the communicative approach, are expected to promote activities that develop group interaction in authentic situations as well as communication among peers. The findings imply how the teachers who support this approach value language practice in real contexts as a fundamental part of their teaching.

A recent investigation by Vélez & Paredes (2021) discusses that the Communicative Language Teaching approach aims to reduce students' anxiety, who at some points may show problems in language production. Therefore, the teacher creates a friendly environment of guidance and resolution of linguistic conflicts, giving the student security and confidence to display improvement in his skills.

Results from the investigation demonstrate that Communicative strategies such as debate, class presentations, problem-solving, modeling, comprehension questions, dialogs, pair and group work, role play, peer teaching, project-based, jigsaw, games, songs, use of realia, and authentic material, among others, were found as the most effective and commonly applied in the teaching-learning process of English as a foreign language (Vélez & Paredes, 2021). Or else a scholarly work carried out by Flores & Macías (2024) shows that students interact in the English language more frequently to share ideas, experiences, or knowledge when taking part in small group discussions.

2.2. Pedagogical basis

2.2.1. Constructivism Theory

A theory by Piaget (1964) defines learning as the process of modeling, changing, and comprehending an object's construction. Interaction with the environment alters the mental

perceptions of the world. Views on individual constructions can be modified in a variety of ways. In constructivism, students actively create their conceptions of reality by interacting with their surroundings. Similarly, students actively participate in meaningful communication to advance their language proficiency in the communicative method.

2.2.2. Meaningful Learning Theory

The theory proposed by David Ausubel (1963) emphasizes that the students are the center of the teaching process of learning, and the teachers are only facilitators. This theory occurs when recent information is connected to previous knowledge, and Ausubel highlights the important role of the existing knowledge of students. This theory is related to the Communicative approach in that the perspectives of teachers about communication in real-life situations can influence how they teach and how students learn to communicate effectively in a foreign language.

2.2.3. Experiential Learning Theory

ELT was suggested by David A. Kolb in 1984. It is defined as “the process by which experience is transformed to create knowledge”. The theory of ELT asserts that learners can optimize their learning by actively participating in tangible experiences. Likewise, the Communicative approach places great emphasis on the importance of using language in daily settings.

2.2.4. Sociocultural Theory

According to Vygotsky (1978), interacting with others by skilled assistance facilitates most of the child’s learning. The instructor may model behavior and give spoken guidelines to the children. Sociocultural theory focuses on the crucial role of social interaction in cognitive

growth and learning, while the communication approach emphasizes the importance of learners engaging in communicative exchanges with both peers and native speakers of the language to foster their communicative proficiency.

2.3. Theoretical basis

2.3.1. Theory of the Communicative Competence

Hymes (1972) states language teachers should aim for communicative competence, which includes understanding language structure and social knowledge related to it, as well as the capacity to use language correctly in a range of situations. Teachers who adopt the Communicative approach are highly likely to emphasize the development of learners' communicative proficiency, ensuring that they can use the language successfully in a variety of real-life situations.

This theory aligns closely with the Communicative approach objective of preparing learners for real-life communication by focusing on meaningful interaction and practical language use. Furthermore, emphasizes the importance of communicative competence, which involves not just language proficiency but also the ability to use language effectively in diverse social contexts.

2.3.2. Theory of Language Teaching

The theory of Language Teaching by Noam Chomsky (1957) is based on the central idea that human beings are born with an innate predisposition to acquire language, Chomsky called the “universal grammar”, meaning that children are born with the capacity to understand and produce grammatical and linguistic structures in whatever language they are exposed to. In addition, the Communicative approach is related to this theory by recognizing and exploiting

students' innate capacity for language acquisition, it can be an effective approach to language acquisition.

Theories suggesting that humans have an innate capacity for language acquisition support the rationale behind the Communicative approach's emphasis on creating authentic language learning environments. By acknowledging and harnessing learner's natural predisposition to acquire language, the approach aims to facilitate language learning through interactive and communicative activities that engage learners in authentic language use and interaction.

2.3.3. Learner-Centered Education Theory

Jean Jacque Rousseau (1762) emphasized that by understanding what the student is interested in learning and what he is willing to learn, teachers must initiate an education, this theory prioritizes the interest, and needs of the learners.

Said theory advocates for personalized learning experiences that empower learners to take ownership of their learning journey. In the context of the Communicative approach, this means teachers designing activities and tasks that help with the student's motivation and encourage active participation, creating communicative experience based on their interests.

2.4. Legal basis

2.4.1. Constitución de la República del Ecuador

Art.26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (CRE, 2008, Art 26)

Art.27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable, y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades de crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional (CRE, 2008, Art 27)

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades. (CRE, 2008, Art 343)

According to Consejo de Educación Superior (CES) emphasizes in its **Art. 31.-** Aprendizaje de una lengua extranjera. – Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las IES deberán planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera.

La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad. En las carreras de nivel técnico superior, tecnológico superior y equivalentes, se entenderá por suficiencia en el manejo de una lengua extranjera en el nivel correspondiente B1.1 y B1.2, respectivamente, del Marco Común Europeo de referencia para las Lenguas. En las carreras de tercer nivel, de grado, se entenderá por suficiencia en el manejo de una lengua extranjera al menos el nivel correspondiente a B2 del Marco Común Europeo de referencia para las Lenguas.

Para que los estudiantes regulares matriculados en una carrera cumplan el requisito de suficiencia de una lengua extranjera, las instrucciones de educación superior, en el caso de que así lo requieran, podrán realizar convenios con otras IES o instituciones que, si bien no forman parte del Sistema de Educación Superior, brindan programas o cursos de lenguas, siempre que éstas emitan certificados de suficiencia mediante la rendición de exámenes con reconocimiento internacional. Las instituciones de educación superior, además de sus propios profesores, podrán contar con personal académico no titular ocasional ² para la realización de cursos de idiomas regulares, que sirvan a los estudiantes en el propósito de aprender una lengua extranjera.

Las mismas condiciones se podrán aplicar para el aprendizaje de una segunda lengua. La presente disposición no se aplicará para las carreras de idiomas. En los programas de posgrado, las universidades y escuelas politécnicas definirán, en función del desarrollo del campo del conocimiento, el nivel de dominio de la lengua extranjera requerido como requisito de ingreso a cada programa (Consejo de Educación Superior, 2017).

Those articles emphasize education as a fundamental right and a crucial responsibility of the state, promoting equality, inclusivity, and societal participation. This research contributes closely to teacher's perspectives on the Communicative approach, which prioritizes holistic development, critical thinking, and communicative competence. The constitution focuses on quality and participatory education by aligning with educators' goals of preparing students for effective communication in real-life contexts, highlighting the relevance and importance of the Communicative approach within Ecuadorian educational frameworks.

Chapter III

Methodological Framework

3.1. Method

3.3.1. Qualitative Methodology

This research project has a qualitative method in teachers of the English major of the Universidad Estatal Península de Santa Elena, whose objective is to analyze the perspectives of university teachers on the Communicative approach in language teaching.

In accordance with Aspers (2019) says that qualitative research as an iterative process in which an improved understanding of the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. Qualitative research involves a comprehensive understanding of any phenomenological study in natural settings.

Nassaji (2022) mentions that “good qualitative research is robust, well-informed, and thoroughly documented.” Qualitative research is well-founded and based on an exhaustive literature review and theoretical framework. The investigation is thoroughly justified, transparent, and replicable, and ensures the credibility and value of the results obtained through the questionnaire and interviews.

Qualitative research collects and analyzes non-numerical data to understand various concepts. Through qualitative research one-on-one interviews and open-ended questions, it is possible to obtain information based on the opinions, concepts, and experiences of university professors on the Communicative approach.

3.2. Type of research

3.2.1. Phenomenological Studies

Phenomenology helps us to understand the meaning of people's lived experiences. A phenomenological study explores what is experienced and focuses on their experience of a phenomenon. According to Delve (2022) mentions that phenomenological research investigates lived experiences to achieve deeper insights into individual interpretations and understandings of those experiences.

The main objective of phenomenological studies is to understand the experiences and feelings of a specific audience about the phenomenon under study. It emphasizes subject insights and personal understandings, seeking to comprehend how people perceive and make sense of their experiences. This area of study involves in-depth interviews and data-rich, descriptive data to clarify the fundamental nature of the phenomena being studied.

3.3. Data collection techniques

3.3.1. One-on-one interview

Interviews are a method used to collect detailed information through direct interaction with participants, understanding the experiences, perspectives, and opinions of individuals. It can be conducted in several formats such as face-to-face, over the phone, or via video conferencing, the interviews in this research are anonymous, which means that it is necessary to preserve and guarantee the security of the participants' data.

According to Stofer (2019), effective interviewing can provide rich data with context that may not be available from other qualitative data collection methods. However, interviewing

takes deliberate forethought and practice as well as careful preservation of the data to ensure both the protection of participants and their data.

3.4. Instrument

3.4.1. Questionnaire

In accordance with Williams (2024), a questionnaire is like a targeted conversation on paper, online, or digital format. It consists of a set of well-thought-out questions designed to gather specific information from people. These questions can cover a wide range of topics, helping researchers, businesses, and educators understand opinions, preferences, behaviors, or facts.

To further explore how educators acquire knowledge about the Communicative approach, a formal survey containing ten inquiries will be conducted in English as a component thorough investigation. Additionally, it includes a predetermined series of clear, comprehensive open-ended questions designed to aid participants in understanding the study's objectives.

To sum up, educators from the State University Peninsula of Santa Elena in Pedagogy of national and foreign languages will be engaged in semi-structured, one-on-one interviews as part of the study's strategy, fostering an enriching dialogue that can inform future pedagogical practices and research.

3.5. Type of question

3.5.1. Open-ended questions

Open-ended questions are a tool for participants to respond with their opinions and experiences about a specific topic or phenomenon. These types of questions cannot be answered

with a simple ‘yes’ or ‘no’, the answers require more details and elaborate responses, must provide richer data, and the participants need to express their thoughts, feelings, and perceptions more freely. Shukla (2024) report that open-ended questions begin with ‘why’, ‘how’, or ‘what’ and require the respondent to provide more than a single-word answer.

This questionnaire’s questions are precisely connected to the topic of “Exploring the perspectives of teachers on the Communicative approach” and focus on the university teachers’ perceptions of PINE major when they use or apply this approach in their classrooms. Data collected through one-on-one interviews, questionnaires, and open-ended questions help researchers better understand teachers’ perspectives in the context of the Communicative approach.

3.6. Population and Sample (delimitation of the population and/or study sample)

This research is carried out at the Universidad Estatal Península de Santa Elena (UPSE) in the period 2024-1, located in the province of Santa Elena, La Libertad, specifically includes teachers from Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) major, here are a remarkable number of university professors with vast knowledge and obvious expertise to help students grow in knowledge.

The target population of this research is composed of 17 university teachers of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) major, therefore the selected sample is composed of 5 university teachers from PINE major. The selection of this sample should follow representative methods to ensure validity and reliability in capturing the experiences and perspectives of the broader teacher population. Moreover, the sample must be diverse enough to reflect a wide range of experiences and viewpoints. These educators were chosen based on their

direct and relevant experience with this method in language teaching. Their views and practices provide valuable and applicable information on the implementation and effectiveness of the communicative approach to English language teaching. In addition, their accessibility and diverse experiences enrich the research with a wide range of perspectives and knowledge.

Chapter IV

Analysis of Findings

4.1. Brief explanation of the findings.

Concerning the interpretation of the data, the responses of the interviewees indicate the teachers' perspectives on the Communicative approach, and the impact it has in the classroom, considering that it was elaborated through a Zoom session. The answers obtained are evidence of the teachers' experiences in applying this approach. Five experts in the English area participated in this interview describing their views based on the Communicative approach.

Nevertheless, the above-mentioned interviewees highlight different challenges they face when applying this approach and mention some strategies associated with the Communicative approach as well as their methods to confront and support their students in improving their communicative skills. In answering the open-ended questions, teachers were able to express themselves freely and explain their experiences and ideas in a relevant way in each of the questions.

4.2. Interpretation of bibliographic review.

1. Question number one was: **What do you understand by the Communicative approach in language teaching?**

The Communicative approach in language teaching highlights several common and unique views among the interviewees. Overall, the Communicative approach is considering a method or approach in which the practice of the four language skills – listening, speaking, reading, and writing- takes place in a real communicative context of meaning. Teachers say that

this approach aims to achieve communicative competences through diverse techniques and strategies, such as the usage of realia and role-plays, creating a real context of communication. Teachers highlight that, unlike traditional methods that focus solely on grammar rules, the Communicative approach integrates grammar instruction into practical communication and real-life situations, associating vocabulary and activities. In addition, teachers also claim that this focus on meaningful interaction and real-world relevance fosters successful language learning through engagement and contextual learning.

2. Question number two was: Do you incorporate Communicative activities with your students? If so, how?

It is worth noting that the interviewees expressed their opinions and the responses showed that they do apply communicative activities with their students, revealing a strong emphasis on practical and interactive methods among interviewees. In general, they say that communicative activities are a key part of English language teaching, which include role-playing, interviewing, group work, opinion sharing, pair work, and information gap activities, they consider that the effectiveness of these activities depends on the consistency and level of learners. In addition, the activities are carefully designed to connect to real-life and cultural contexts, incorporating emotional, geographical, and social aspects.

3. Question number three was: Why do you consider it necessary to focus on the Communicative approach within the classroom?

Some teachers express that the Communicative approach is essential for practicing the ability to speak and listen, ensuring that students can successfully convey and understand messages, this approach helps students develop communicative competences, which are

fundamental for expressing ideas. Therefore, incorporating the Communicative approach in the classroom is crucial because it prepares students to apply their language skills in real-world situations and specific contexts, such as cultural aspects relevant to the environment of students, which enhances their connection with the subject. The results support the idea from a survey by G'ofurova & Mirzaabdullayeva (2023) that the main aim of CLT is to develop communicative competence, which includes linguistic, sociolinguistic, discourse and strategic competence, enhances communication skills, thereby contributing efforts to cultivate a bilingual community with national and international achievements.

4. Question number four was: What challenges do teachers face when applying the Communicative approach, and how do they address them?

Comments about challenges faced by teachers when applying the Communicative approach refer to the level of English proficiency of students, they reveal several common difficulties and the way to address them. Teachers also face resistance from students about speaking up and sharing ideas, often due to shyness, low confidence, and fear of being wrong or even due to a low level of English they do not have enough vocabulary to express themselves, which leads to students feeling stress, anxious and embarrassed, making it even more difficult for them to engage in communicative skills. Therefore, to overcome these challenges, teachers use different methods to promote the participation of students and reduce their anxiety, such as working in extra activities, doing group work, applying cooperative learning, fostering a supportive classroom environment, and ensuring feedback to support students' learning outcomes. The results are associated with the investigation by Vélez & Paredes (2021) discuss that the Communicative Language Teaching approach aims to reduce students' anxiety, who at some points may show problems in language production. Therefore, the teacher creates a friendly

environment of guidance and resolution of linguistic conflicts, giving the student security and confidence to display improvement in his skills.

5. Question number five was: Which strategies do you employ in your classroom based on the Communicative approach and how do these strategies contribute to fostering communication skills among your students?

The entire participants mention common strategies employed in their classrooms based on the Communicative approach, the strategies include using open questions and answers to stimulate discussion and putting pictures in front of the class for descriptive exercises, which help learners practice explaining and communicating what they observe. In addition to these strategies, teachers highlight the implementation of group work and peers to promote collaboration and mutual learning, while games and role play create attractive and realistic contexts for language use. Critical thinking is used through activities that involve expressing opinions and engaging in discussions or debates, which is crucial to developing the student's skills. The answers coincide with the research findings by Vélez & Paredes (2021) has been shown that Communicative strategies such as debates, class presentations, problem-solving, modeling, comprehension questions, dialogs, pair and group work, role play, peer teaching, project-based, jigsaw, games, songs, use of realia, and authentic material, among others, were found as the most effective and commonly applied in the teaching-learning process of English as a foreign language.

6. Question number six was: What resources and materials do teachers find most useful for supporting Communicative Language Teaching?

The responses regarding the resources and materials that teachers find most useful for supporting Communicative Language Teaching highlight some tools that facilitate effective learning, such as podcasts, pictures, songs, fill-in-the-gap activities, worksheets, role plays, newspapers, and realia are frequently used to provide students with attractive, authentic content for comprehension and communication practices, these resources promote interaction and help create a nurturing classroom environment in which students feel comfortable. Platforms like TikTok, YouTube, videos, and interactive material that include projectors and speakers are particularly useful for showing real-life situations and engaging students in fun and meaningful ways, creating a positive classroom environment.

7. Question number seven was: **What role do group activities and pair work play in the application of the Communicative approach?**

Teachers fully agreed with the significant role of group and pair work in the application of the Communicative approach by providing opportunities for learners to optimize their communication skills and in this way to learn from others. In group work, every member has the opportunity to speak and listen, enabling them to listen to different opinions and the exchange of ideas. Pair work also enhances communication by providing support and reinforcement between two students, allowing them to help each other complete activities. In addition, group and pair work foster a positive classroom atmosphere in which students are motivated to participate in interesting and age-relevant activities.

8. Question number eight was: **How do you foster a communicative environment where students feel comfortable taking risks and making mistakes?**

The majority of teachers expressed their opinions on fostering a communicative environment where students feel comfortable taking risks and making mistakes, they point out that creating a relaxed environment by asking personal questions and ensuring students understand that there are no right or wrong answers, is important for the students to feel free to speak and interact with the rest of the class, emphasizing respect for the efforts of others and creating a sense of safety in taking risks. During activities, teachers refrain from interrupting and provide feedback at the end, highlighting areas for improvement instead of pointing out mistakes, also motivating students by acknowledging their progress and encouraging them to do better. Overall, these strategies enhance students feel confident and motivated to communicate in English.

9. Question number nine was: How do you believe the Communicative approach enhances students' foreign language compared to more traditional methods?

Teachers emphasize that the Communicative approach enhances students' foreign language skills compared to more traditional methods in several important ways, traditional methods focus on grammar and vocabulary in isolation, often ignoring the integration of the four language skills. On the other hand, the Communicative approach connects these skills, promoting real communication competence, by involving learners in activities that involve real-life situations and helping students not only learn grammatical structures or rules but also apply them in relevant contexts, facilitating retention and practical use of the English language. Additionally, the Communicative approach takes advantage of technology by keeping students actively engaged and motivated by connecting language learning to their daily experiences. While traditional methods may still have their role, especially in activities such as spelling tests, the emphasis should be on methods that encourage active participation and communicative

competence, adapting to the interest of the learners. The results of these questions support the investigation by Zimba et al (2021) indicating that the use of CA strategies helps students gain different language skills, namely listening, writing, reading, and speaking skills. Students achieve such skills when they participate fully in classroom activities

10. Question number ten was: What advice or recommendations would you offer to other teachers to improve their Communicative approach in the classroom?

The responses of teachers provide several practical recommendations for enhancing the Communicative approach in the classroom. The emphasis is on the importance of continuous learning and practice, both for students and teachers. The suggestion given by teachers is not to apply only one methodology, during the class they can include two or three methodologies to do an interesting class. Teachers are advised to keep up with technology and use it effectively in their planning, incorporating real-life contexts and authentic materials. It is also crucial to create a positive environment in which learners feel comfortable taking risks and making mistakes. In addition, the use of a variety of communicative activities, and the adaptation to the interests and needs of the learners is suggested to implement the approach effectively by focusing on learner engagement to improve language learning outcomes.

Below is a summary of the key findings pertinent to this chapter.

Table 1*Perceptions of teachers on the Communicative approach*

| Questions | Why do you consider it necessary to focus on the Communicative approach within the classroom? | What challenges do teachers face when applying the Communicative approach, and how do they address them? | Which strategies do you employ in your classroom based on the Communicative approach and how do these strategies contribute to fostering communication skills among your students? | How do you believe the Communicative approach enhances students' foreign language compared to more traditional methods? |
|------------------|--|--|---|--|
| Answers | The Communicative approach is crucial because it prepares students to apply their language skills in real-world situations and specific contexts, such as cultural aspects relevant to the environment of students, which enhances their connection. | Teachers face resistance from students about speaking up and sharing ideas, often due to shyness, low confidence, and fear of being wrong or even due to a low level of English, which leads to students feeling stressed, anxious, and embarrassed, making it even more difficult for them to engage in communicative skills. | The common strategies used by teachers based on the Communicative approach include group and pair works, games, role plays, open questions, and descriptive exercises that effectively develop students' language skills. | The Communicative approach improves students' foreign language by integrating the four skills and involving real-life situations, encouraging the practical use of English |
| Authors | The main aim of CLT is to develop communicative competence, which includes linguistic, sociolinguistic, discourse, and strategic competence, and | The Communicative Language Teaching approach aims to reduce students' anxiety, who at some points may show problems in language production. Therefore, the | Communicative strategies such as debates, class presentations, problem-solving, modeling, comprehension questions, dialogs, pair and group work, | The use of CA strategies helps students to gain different language skills, namely listening, writing, reading, and speaking skills. Students achieve |

| | | | |
|---|--|---|---|
| enhance communication skills, thereby contributing efforts to cultivate a bilingual community with national and international achievements (G'ofurova & Mirzaabdullayeva, 2023) | teacher creates a friendly environment of guidance and resolution of linguistic conflicts, giving the student security and confidence to display improvement in his skills (Vélez & Paredes, 2021) | role play, games, songs, use of realia, and authentic material, among others, were found as the most effective and common applied in the teaching-learning process of English as a foreign language (Vélez & Paredes, 2021) | such skills when they participate fully in classroom activities (Zimba et al, 2021) |
|---|--|---|---|

Note: Data derived from interviews with English language teachers on the Communicative Approach.

The use of the Communicative approach in language teaching has been shown to enhance student engagement and reduce anxiety, leading to more frequent practice and improved communication skills. Teachers emphasize that this approach fosters real-world communication competence by integrating grammar into practical, meaningful contexts and utilizing diverse techniques like role-plays and group work. Additionally, the flexibility and relevance of communicative activities accommodate various learning styles and promote a supportive classroom environment. Overall, the findings highlight the effectiveness of the Communicative approach in creating engaging, practical, and comprehensive language learning experiences that support students' development.

Chapter V

Conclusions and Recommendations

This chapter presents personal reflections that are the culmination of a research project carried out by the authors during their academic studies, where relevant details of the project were analyzed and extracted, including individual experiences related to the research. It is important to recognize that different thoughts, expectations, and difficulties were encountered during the research.

These conclusions and recommendations were relevant within the research to understand the objectives and questions of the project, as well as to understand and evaluate the importance of focusing learning on a Communicative Approach. In addition, the chapter presents why is important to know the different needs of students and the challenges that university English teachers face when focusing their classes on developing the Communicative Approach.

5.1. Conclusions

The Communicative Approach has a positive impact on language learning, in addition, the study reports reveal that while teachers from PINE major acknowledge the benefits of the Communicative Approach in enhancing practical communication competences, they also face common challenges in their classrooms, these challenges include managing large class sizes, varying levels of student proficiency and overcoming students resistance to speaking up and sharing ideas. These challenges coincide with the problem of not being able to effectively develop communicative competences and apply the approach efficiently.

The research project reveals various strategies employed by teachers from PINE major based on the Communicative Approach. These strategies involve group discussions or debates,

games, role-playing activities, and real-world situations about their personal experiences. Additionally, results highlight that the correct application of these strategies promotes collaboration and mutual learning among students, motivating them to participate in communicative activities, develop their language skills, and overcome the challenges that may arise. These findings underscore the importance of continuous teacher training and support to enhance the efficiency of the Communicative Approach in language education.

Teachers of PINE major perceived the Communicative Approach as significantly more effective in promoting language learning compared to traditional methods. This approach prioritizes real-life communication skills and meaningful language use, better-preparing students for actual communicative needs. In contrast, traditional methods such as the Grammar-Translation Method, Direct Method, and Audio-Lingual Method are often more focused on grammatical accuracy, vocabulary memorization, and repetitive drills. On the contrary, the Communicative Approach fosters a more holistic and engaging language learning experience by involving students in interactive activities, role-plays, and real-life scenarios.

5.2. Recommendations

Integrate more communicative activities and tasks into the English Language curriculum across different proficiency levels. It is important to ensure that these activities reflect real-life situations and prioritize practical communication skills such as speaking and listening, these activities may include simulated interviews or debates on topics of interest to the students face in their daily lives. Even foster opportunities for students to take an active role in their learning through collaborative projects. This integration will help students to see the relevance of their language learning and stay more engaged.

Explore strategies to manage large class sizes effectively. This could involve making groups or pairs of students for more focused discussion or using technology for interactive sessions that accommodate more students simultaneously, ongoing support for teachers through workshops or online resources that showcase best practices for using Communicative strategies and fostering a student-centered learning environment, it is crucial to create a safe environment in classrooms to increase students' confidence to speak up and become more participative. This will ensure that every student gets the opportunity to practice and improve their language skills, regardless of class size.

Implement an integrated approach that combines elements from different language teaching methods, including the Communicative Approach, the Direct Method, the Grammar-Translation Method, and the Audio-Lingual Method to create a more balanced and comprehensive approach. For example, one can blend the focus on real communication from the Communicative Approach with the situational practices and oral skills development from the Direct Method, the attention to grammatical accuracy from the Grammar-Translation Method, and the structure practice and habit formation from the Audio-Lingual Method. This integration can help address the diverse needs and learning styles of students, allowing them to develop both communicative skills and grammatical competences in the target language. This will provide students with a well-rounded language education that prepares them for various real-world communication scenarios.

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La Libertad, 19 de junio del 2024

Certificado Sistema Anti-Plagio

En calidad de tutor del trabajo de Integración Curricular denominado “EXPLORING THE PERSPECTIVES ON THE COMMUNICATIVE APPROACH” elaborado por las estudiantes Morales Figueroa Emely Stefania y Urdiales Panimboza Valeria Elizabeth de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 7% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

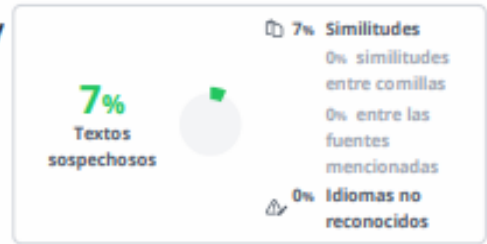
Atentamente,



Parraga Solorzano Rudy Jonathan, MSc.

TUTOR

Research project- Morales Figueroa Emely and Urdiales Panimboza Valeria (1)



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Annex B: *Questionnaire*

EXPLORING THE PERSPECTIVES ON THE COMMUNICATIVE APPROACH

Population: 17 English teachers from Universidad Estatal Península de Santa Elena

Sample: 5 English university teachers.

Questions aimed at teachers.

1. What do you understand by the Communicative Approach in language teaching?
2. Do you incorporate Communicative activities with your students? If so, how?
3. Why do you consider it necessary to focus on the Communicative Approach within the classroom?
4. What challenges do teachers face when implementing the Communicative Approach, and how do they address them?
5. Which strategies do you employ in your classroom based on the Communicative Approach and how do these strategies contribute to fostering communication skills among your students?
6. What resources and materials do teachers find most useful for supporting Communicative language teaching?
7. What role do group activities and pair work play in the application of the Communicative Approach?
8. How do you foster a communicative environment where students feel comfortable taking risks and making mistakes?
9. How do you believe the Communicative Approach enhances students' foreign language compared to more traditional methods?

10. What advice or recommendations would you offer to other teachers to improve their communicative approach in the classroom?

Annex C: Letter of permission to the institution.

Tuesday, June 04th, 2024

MSc, Eliana León Abad
Principal director
Pedagogía de los Idiomas Nacionales y Extranjeros

Dear Mrs. León. –

We, MORALES FIGUEROA EMELY STEFANIA and URDIALES PANIMBOZA VALERIA ELIZABETH students of the UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA of the major of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS (PINE) are writing to you in your capacity as principal director to mention the following: we are in our final stage of graduation through a research project.

Our topic is entitled EXPLORING THE PERSPECTIVES OF TEACHERS ON THE COMMUNICATIVE APPROACH and we have chosen as our population the PINE major to make our qualitative analysis using interviews with the English teachers.

We would like to have your permission to conduct these interviews with 5 English teachers depending on the availability of time that each one has so as not to interrupt their workday teaching classes, the interview has a duration of 15 minutes.

We hope you have an excellent day and look forward to your prompt response, thank you very much for your attention.



Morales Figueroa Emely Stefania



Urdiales Panimboza Valeria Elizabeth

Annex D: Interviews transcribed using the Tagging Method.

| RESULTS OF THE ANSWERS TO THE QUESTIONNAIRE | 1. What do you understand by the Communicative Approach in language teaching? | 2. Do you incorporate Communicative activities with your students? If so, how? | 3. Why do you consider it necessary to focus on the Communicative Approach within the classroom? |
|--|--|---|---|
| INTERVIEWEE 1 | <p>Teachers and students need to know that the Communicative approach is based on the idea that to learn a language successfully, we have to practice the four abilities through having communicative real meaning. We have to practice listening and we had to practice speaking. We can also if we practice. Reading, we also had to practice writing.</p> | <p>Well, this Communicative approach is something that we English teachers especially in the English teaching and learning environment. We use a lot for example I always use something that was called role play role play in English is something that we use a lot. We also practice exactly what we are doing here, interviews. Interviews there is a big part is the technicality that for Communicative approach uses a lot of additions to the interview. We have group work, we have opinion sharing, and we have all these activities that we use to improve our communicative approach.</p> | <p>As far as an English teacher and you as a future English teacher, we need to know that to successfully learn and dominate English, we have to practice the ability to speak. We have to practice the ability to listen, and the communicative approach Is this, the ability to successfully speak, and successfully the other person should be able to understand the message that we are sending, so that is what we practice the most.</p> |
| INTERVIEWEE 2 | <p>Ok dear students, thank you for. For asking me those questions, because it's part of our daily routine. So, you need to know a lot to publish your research, and to be part of a good resource for other</p> | <p>Absolutely yes. I think it's one of the most common methods of using in a class when we teach English and when we want our students to produce the language orally Some of the</p> | <p>Actually. If we focus communicative approach in a class, it helps students to use language in a variety of contexts and for different purposes. This approach encourages learners to engage in real</p> |

teachers. Yes, and well communicative approach is. You know, it's an approach, of course, that is also known as communicative language teaching, right? That is the most common name, and it emphasizes interaction on both sides. when I say both sides, it is considered students who develop their ability each other's. For example, when we ask students to speak in a real-life situation most of the time there are most people, right? That is why I know about that communicative approach or communicative language teaching because it's the same.

activities that are used commonly the role-play, group work, pair work, and informative gap activities too, to promote meaningful communication among students. So. Yeah, it is part of my daily routine.

communication and enhance the language acquisition process when they feel that they are learning something for real life. So, I think it's crucial to use it in a classroom.

INTERVIEWEE 3

For me learning English according to the communicated approach is to focus attention on real situations. Of course, if we analyze the real situations related to the English language, students can learn why. because many things can be solved around the world, maybe around the country but also this is associated with special vocabulary with special activities and connected with all situations that surround students. Yes, this can be a social factors. This can be

I like a lot of activities inside the class, this situation with the students is focused on, maybe with emotional aspects activities. This also, apart from that, where the geographical situation that happened around the country, maybe other aspects associated with the customs like food, but all those activities are connected with real and. Cultural aspects, according to Ecuadorian society, for me, the most relevant aspect of the acquisition of a second

First of all, teachers must apply a specific methodology or methodologies to teach something. Yes, teachers can manage that situation. Why? like a teacher, I present to my students. A topic is necessary to manage the special methodology, in this case. Communicative approach. Yes, I present that topic. That topic can be. Real according to our country, for example, if we analyze Ecuadorian food and we can see the differences between the Highland region, the coast region.

situations that are common for all people, and for me is a communicative approach.

language is to practice activities

When we analyze all those elements, according to Ecuadorian food, those activities will permit students to explain their personal interests or personal details. About what they want. Yes, and that is for me relevant.

INTERVIEWEE 4

OK, the communicative language approach is some people said it's an approach and some people said it's a method in which we make our students do activities that take them to the goal of communicative competence. in the communicative approach, we apply different techniques and strategies to make the students have communicative competence, these activities or techniques or strategies could be using realia role plays and all the activities that create almost a real context for communication.

Well depending on the classes. Sometimes I don't teach general English, but when I teach general English. I usually use first games; role plays and activities that create real context. I think that the most common are role plays the ones that I use most in my class

Ok, because communicative competence will show that you can express your ideas in English, some people focus only on grammar, and some people focus on vocabulary. But we need our students to have the ability to communicate in the language. So that is why we must use activities from this approach so that our students communicate. Or talk in English when we talk about communication, we talk about oral and written communication.

INTERVIEWEE 5

OK, good morning. Yes, according to your first question, the communicative approach is something we applied more the interaction of using this kind of communication not only with another approach like maybe a grammatical approach. But we only

When I have the opportunity to maybe keep the same students, guess I can do it because I. We have applied a good process of teaching. Maybe when they are new and maybe when they don't have the basis of English. It is really difficult to immediately

I consider that it is very necessary because it is not only, as I mentioned, the beginning of teaching something and they can keep it like used and they can be perfect like using this kind of information in a written way, complete exercises they can do it but the objective as I

teach, teach, teach grammar, and I teach present simple, and I teach you the rules. OK, a proper Affirmative. Negative. Interrogative and we fit the class. I tried to use this kind of. Approaches like communication just teaching, grammar, and maybe they can use this kind of communication. They can hide. I use a lot of this kind of communication in different aspects and they can also apply the information using this kind of communication in the knowledge using a communicative way

apply this kind of communicative approach because there will be only two or three students who can express something. They can use a lot of this kind of information. So according to the situation and according to the level, yes, I try to incorporate this combination of approaches during my session, but if I have the opportunity to keep and maintain a good level of good students with a good level and they have been in a process I don't know, like one school year, 2 school years. Yes, I tried to cooperate. This kind of communicative approach because I think it's very meaningful and they can develop a lot of aspects during these sessions.

mentioned to my students that use this kind of English. The final objective of learning English is to use communication. Because if I go to another country and I have the opportunity to talk to a person from another country, the United States, well, they speak English, so I am not going to do it in a written way, take a paper and write some information. So, it is necessary the communicate because in the end the only that I'm going to apply to this learning process is going to be in a spoken way so a Communicative approach. it's going to be very important because, I can use it, and I can establish different aspects so they can apply their knowledge that they have in a spoken way using this meaningful communicative approach.

**RESULTS OF THE
ANSWERS TO THE
QUESTIONNAIRE**

4. What challenges do teachers face when implementing the Communicative Approach, and how do they address them?

5. Which strategies do you employ in your classroom based on the Communicative Approach and how do these strategies contribute to fostering communication skills among your students?

6. What resources and materials do teachers find most useful for supporting Communicative language teaching?

INTERVIEWEE 1

As a teacher as an English teacher, we always face different challenges, and the challenges are because students do not have the same English level. Across the board, therefore, if we practice a communicative approach with one group of students, we have to change the strategy with another group that perhaps does not understand the instructions correctly. Those are some of the challenges that we have, another big challenge that we are facing right now is the number of students per session. If we have too many students in one session, it is quite difficult to test the survey or to evaluate every single student.

There are many strategies. One of the strategies that works for me is the open questions and answers with the class. Another strategy that I use is I put a picture in front of the classroom and the students develop the ability to explain what they see. Here there is no correct or incorrect answer because if I see a color for example a red-ish color, some other students, perhaps see like as an orange color. The goal of the strategy is that they are supposed to describe what they see in the way that they see and in the way that they can understand it and communicate with another person

Well, this question is kind of like an overload question because as an English teacher, we always use, for example, podcasts. We use podcasts as research material. We use newspapers, we use pictures as I said before. That we use anything that the student can have the ability to read. To read, to comprehend, and also to communicate whatever they are seeing. The approach that I use and that works for me is the approach of putting pictures in front of the classroom, and students develop different abilities, not only to describe shapes they describe colors, they describe backgrounds, they describe actions and those are one of the resources that I use the most.

INTERVIEWEE 2

There are many challenges so. Students do not always want to speak, not always want to share

Well. The strategist that I employed when I was working for face-to-face classes. So, you know that

I think that teachers can create a positive supportive classroom atmosphere. As I

with people their ideas, their opinions, even though they are at primary levels. Yeah. I think that challenges can be faced from the first moment that we are in front of a group of students at early levels so trying to avoid on many shyness or trying to fight or struggle with their difficulties in speaking using this method is a big challenge, so we need to use different methods to try to help them to use the communicative approach and that communicated approach facilitates communication even though students don't want to communicate, and we have to push them. And I think that students try to avoid Feeling nervous, very shamed, embarrassed situations. I think those are the most common challenges that we must work on every day in our classes.

there's a big difference between when we teach through a screen and when we use this for virtual classes or online systems. The strategies help our students to be authentic. This strategy helps our students to promote autonomy and How I use it is trying to provide them with real situations where they feel that they have lived those situations I just want to mention an example if I want to teach the past simple tense, one of them one of my first activities to use for this class is asking my students remember something memorable for themselves to help them to produce the language. And I think based on my result. I can tell you that 100% my strategy has a good result. To make up my students speak in English because they know that they are just saying something that they already know. And I think it is a big contribution to establish them, their personalities to express what they want or what they know they already know. They don't need to memorize something. They don't need to research something they know, and they just express it, which I think is a good

mentioned before, shyness. Feeling embarrassed can be part of a negative moment for our students. As a resource, I could create that I could make my students feel comfortable and I think that it provides constructive feedback when students speak, when students interact with others, and encourage my students to learn from their own mistakes. Most of the time I enjoy my speaking classes because my students make a lot of mistakes and I try to provide them the confidence to react to their own mistakes. So, I think it's a good resource.

contribution for them. So, their autonomy to speak.

INTERVIEWEE 3

For me, that situation depends on each teacher, or maybe the teacher must be an innovator according to all strategies, and techniques of course, the teacher must establish the objective of the class and of course learning outcome, but don't forget we need. We need to check the feedback according to their respective topics inside the class.

According to communication skills inside the class, I like to see different aspects of communication. For example, speaking, reading, listening, and writing that is the best and these students can participate according with the maybe their opinions that is to develop the critical thinking that is necessary with all those elements inside the class, with the participation with classmates also with the teachers and surrounding the situation, the teacher must control, and teacher must analyze how function that situation applying their respective strategies. For me, strategies are necessary to encourage vocabulary. Especially with vocabulary and also to develop all those skills related to communication

Inside the class, teachers must provide to their students with all kinds of didactic resources that teachers consider necessary. Remember, there are many didactic resources that teachers can use inside the. But for me, the most relevant is to use little stories, little stories, and maybe experience personal experience with the students. Why? This permits you to learn less vocabulary, but at the same time is very useful.

INTERVIEWEE 4

Ok. When we use this approach, one of the challenges is that our students do not have sometimes. Translate into Spanish and we have also students from different levels of English. So, when we have students with different levels of

I usually work in groups. I usually use also peer correction and then I apply techniques. I usually try to use as I mentioned before I use techniques more like games I use role plays. Yeah, also. I usually give feedback and I try that my

Ok, you can use songs. You can use it also, that's what can I say. Of songs, you can use activities by filling in the gaps. You can also create worksheets. I mostly use role plays, that's what I what I use. What else. realia. That means real

English and some of them have more knowledge or more ability challenging to balance. OK to have the students with the same communicative competence. So, we need to work on extra activities. We need to work in groups to level their English because some of them have a different level of English.

students speak when I teach General English, they speak more English. Also, I try to increase their vocabulary, with more feedback and then I make them repeat and pronounce. And also, motivate them to improve their English when I see that my students are improving their level of English, I encourage them to continue working hard

material. I use solid. Also, use some platforms that can help my students practice oral activities now that we have artificial intelligence. I am applying some platforms where my students try to practice. I also make them check TikTok OK my students check TikTok. And then they share their ideas in class. So that's what I use. OK so. Also, I use YouTube, more than materials I use applications, so I use YouTube, TikTok, and podcasts to make them see how it's real. English. But mostly the ones that are that connect with the real world.

INTERVIEWEE 5

I consider that as I mentioned before, it could be the level because they are not at a good level at that moment, maybe they don't have enough vocabulary. They don't have the self-motivation to speak. They feel anxious, and they feel like embarrassed talking in English. So, the motivation and the different aspects are real challenges when we have to apply like a simple role-play or we have to apply any information like cooperative learning, so it is going to like students don't want to participate

Ok, maybe using this kind of communicative approach, I can use different strategies such as scaffolding. Maybe we can give important information that is going to be in like a scaffolding in different levels so they can get that information and be ready with the next level next level and next level. Maybe cooperative learning is so important that they can ask to work in groups. Assign a specific. Some students in the groups that are going to support the other one with the higher level with the other one who has

We can use different resources such as videos. It is necessary maybe like a projector to show how other students or even students. I can take an example from another country. So for students, they are learning and I can say. Why? Why can't you do that? It's not impossible. You can do it. So videos are really important and interactive so they can be used. As I mentioned before, maybe these kinds of Materials like papers, colors, markers. It is another way that they can apply the information and they can

because they feel like, no, I don't want to speak. Oh, no. I can't speak well. They are going to laugh at me, teacher. No, I don't want to say those parts are a challenge that we as teachers, have to know how to manage and try to complete any activity

maybe a lower level, could be guarded vocabulary because as I mentioned, it is necessary to give. The basis of vocabulary is so they can be ready at the moment that they can express something, and they have this vocabulary and yes, maybe some hands-on activities that they can use, and they can feel motivated, and they can express like ideas. I can use like I don't remember the name vocabulary quiz that they learn so they can have the opportunity to draw on some paper. I don't know assigned in a strategic place. So, they have the opportunity to draw to the right. And they connect the idea. So, it's a fun way because they use colored markers and they are working, in groups. So, consider and I have applied these strategies when I've been teaching in a school.

use these kinds of activities. We need like obviously we need. Projector speakers in a specific place that they can enjoy, and they can speak in English in a fun way. I need space a good space and all of these materials that are going to be useful. Obviously. Sometimes it's difficult to find maybe a good resource like materials books. Sometimes we have to get this information from the Internet, but it would be like perfect for you to use any kind of special material like book learning materials such as this one because it can help us to guide. All the activities are in a good way and don't take too much time to look for information. So, I think, and I have applied this, I use these resources in my classes applying this kind of approach.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRE

7. What roles do group activities and pair work play in the application of the Communicative Approach?

8. How do you foster a communicative environment where students feel comfortable taking risks and making mistakes?

9. How do you believe the Communicative Approach enhances students' foreign language compared to more traditional methods?

INTERVIEWEE 1

For example, group work has many different actions. If it is applied correctly. For example, in a group work, every single member of the group work should have the opportunity to speak. And every single member of the group should have or should develop the ability to listen. Therefore, everybody in the group has the opportunity to state their opinion, and the other group listens to those opinions and also can answer questions or ask questions to wrap up this question. This is the way that group work is exercised in many different areas, not only in English teaching but also in many other faculties around campus

This is something that my strategy is number one. I feel I make the students feel comfortable. I make the student feel at home, feel at least when they are about to develop their oral presentations. Normally I ask personal questions, I ask something about the weekends about vacation for them to start relaxing. And then I go and I ask a question the question that I'm looking for. This way the student relaxes a little bit and also something that I on a personal note applied is that there is no correct or incorrect answer here. What I want to hear is from the students. Is their ability to talk, their ability to speak, how they use vocabulary, how they apply fluency, when they explain things? That is one of my best approaches.

Well, when we're talking about traditional methods, that is me. However, due to many changes in society, many changes in the academic background, and many changes in technology. Older teachers like me have to be able to adapt to new trends. The new trends right now are technology and technology use, and to maintain the attention and concentration of the students, I have to apply different types of technologies. Books. They allow us to experiment with many different tools that we as English teachers use those tools to enhance learning from the students.

INTERVIEWEE 2

I think the role of group activities and pair work playing the applicational communicative approach could be to improve their

Comfortable. Well, I think fostering a communicative environment, where the students feel comfortable.

Foreign language skills are compared with traditional methods by focusing on meaningful experiences, meaningful

communication in the classroom and maybe incorporate a variety of activities, so using authentic materials, promoting learning autonomy, and making them reflective about what they are saying. And when you work with a group of people or when you work with another person, you know that you are exposed to different things and the needs and the interest of doing something well help us to create that the group work or per work can be a success

Taking risks and making mistakes. We can create a positive and supportive classroom atmosphere. I try to make it real. I try to create for my students an idea that they are in a different environment where they can produce where they can feel free of speaking and they can just interact based on how well they feel in a classroom, in an environment, in a real classroom, right? So. The communication between students and in front of groups. Sometimes the group of students can affect always students' reactions. So, to use it or to foster the communicative environment. Which do you feel comfortable could be taking risks that they accept what they are doing and the other one respect what their partners are doing too. Because they're going to be in the same place. So that's my idea about fostering a communicative environment.

real-life language use, and developing not only my student's grammatical competence but also their communicative competence, which is essential for effective communication in the target language. What I think, based on the communicative approach in Hint students, is just open their minds to realize that English is a global language. If they accept that they are involved in that situation. It's a good way of using the communicated approach to enhance the students. To find and they can realize that if they watch television, English is there. If they buy a T-shirt, they have English on there. If they are on the street, they can see English and I believe that communication approaches this part of that

INTERVIEWEE 3

I don't have a special role, but I consider it important that the inside-class student and teacher provide the best relationship between them. If the teacher manages the class. If

When a student practices the English language according to different activities may be working with the text. Or maybe using a didactic resource to make a mistake is normal when we are

I'm in accord with this situation. I recommend not negatively using traditional methods but remember that you can choose a little space or a little time using traditional methods. For example,

teacher establish their specific plan according to objectives and learning outcomes, that is for me the best strategy apart from that, this will permit the students to work and involve themselves in different activities inside the class. Remember activities for students depending on age, must be something interesting for them

learning a language, mistakes are relevant. Why? Because these permit to correct this permit to study this permit to review again. But I consider that all the studies the teacher used inside the class are very useful, especially when the students work at the same time, especially when the students can create maybe a little sentence inside a little expression, a little story maybe little story can be for children or teenagers. You can suggest that they can write 2 lines about something. That is best if the student writes a little or as short a very useful sentence.

when you use the activity about a spelling bee, that is very useful. Only you can realize that you maybe can work with that with those techniques, but a little time. Yes. No, 45 minutes, no 60 minutes. Also, you can apply all their directed resources, you can apply all their kind of activities. Remember there are many didactic resources, and there are methodologies that you can apply but it depends on to activity. It depends on the techniques

When you communicate with others, you need to work in groups. You need to work collaboratively. So. The communication skills you need for communication skills, you need to talk with others, so we must work in groups because we can learn from each other. Collaborative work is also as essential as peer correction. You can learn from your friends, and you can help each other, but always with the supervision of the teachers as a facilitator and also that the teacher

Ok, uh, first, I don't interrupt when they are doing activities or working activities, I give the feedback at the end, OK? And always try to give feedback and try to encourage them to improve. Telling my students what things are correct and what are the things that they need to improve, not the things that are incorrect, but the things that they need to improve. So that's what I do. I try always to give feedback correct pronunciation, and correct some mistakes, but after

Ok, basically as I told you before, traditional methods only focus on grammar and vocabulary, and they do not integrate the four skills. The objective of the communicative approach is that the students have communicative competence in English. So what is the difference? The difference with the traditional method is that with the traditional method, we only focus on grammar or only focus in each skill individually, but in the communicative approach we connect all

INTERVIEWEE 4

provides the feedback. So, it's important because we need to do activities to communicate with other working groups.

doing the activity and also, I always motivate them when they make progress, or I motivate them that they can do better.

the skills and we want our students can communicate in a real context That's why we try to use activities from real life because that is something that they are going to do with their English. They are going to communicate in a real context. So traditional method is like only focusing on one skill. Are or translating every word into Spanish in a communicative approach, sometimes we use Spanish but not all the time it's acceptable, but in a minimal way.

INTERVIEWEE 5

It is very important because it can give us support, as I mentioned when we are doing a group activity, sometimes we say OK, choose your group. Nothing else, but it would be important to assign in a good way. So think I have the students who are going to collaborate so they can give special support to each other. One student may be in every class. I think there are like five or six students who are not the best, but they show different characteristics to develop faster. Maybe the language they have more bases so you can assign that. And. Every group is going to move differently. If you're going to use only

So I can support them, and I say that they can do it, they can do it. I can just maybe. After any moments at the beginning, if I'm going to stop, stop, stop then if I make any mistake, maybe I can make this process stop. But if they are talking, if they are doing this in a good way, they feel comfortable and they want to speak. I am not going to maybe start making a lot of corrections. If the communication is transmitted to the other person, it's going to be good. So if I have this how can I contribute to this process? More activities may be related to that not only 1, so it's it

Yes, this kind of approach is different. As I mentioned from this grammatical, you are not going to be able to apply that knowledge in a spoken way. It is only like. You know the information and you don't develop this speaking. Is a way that you have to communicate so the traditional way it is just like many years ago when the students suddenly maybe learned differently. Now students are more active, more curious, are more like they want to learn more maybe. They are different, so these traditional methods now with the students that we have nowadays, it is going to be different to apply the

four excellent students and the other one, they are going to stop, they are going to stop, start laughing, and do many activities instead of completing the activities. And in this case like pair work. It's also important because. It is more support. There are only two studies. So they can move together to the other level. They can help each other to complete the activity. Role plays are a good way in this like better activities because they can apply, because they can apply the information vocabulary and they can assist each other to complete any kind of activities

has been to long process. So I can use this kind of activity and now that they have the attention and I have these students that want to. Speak that are not they are not feeling that they don't want to do it and they feel secure of themselves. I can continue working with different activities. Give them the situation, the different situation. For example, I say OK, imagine that you are in the you are at the airport. OK, so you are taking a plane and this is the vocabulary. OK, imagine that you are taking your bag so I can take the scenarios to different situations so they can say OK, when I travel to the United States, I can use this information asking. And ordering food in a restaurant. Uh. Buying clothes so I can give. The specific situation that they will be able to speak, and they can feel motivated that they are going to use that information in any moment that they can travel and they can apply that, imagine that they are in another country learning in this case, sorry speaking English. And this being in this interactive social situation.

least traditional method and communicate it's going to be fit in this. With this kind of students that we have now because they want to, they are, they are very sometimes interested in something, but sometimes we can handle the situation and we take that interest that they have because maybe we don't we didn't know the activity. Or we didn't have time because we were tired. Maybe in that moment, and we didn't continue with that explanation. So the student. It takes that from their mind. It is going to be different. So with this kind of student are very motivated maybe sometimes they are anxious to learn. We have to take advantage of this communicative approach and apply it so we can get final very important final result at the end. After using this approach.

**RESULTS OF THE
ANSWERS TO THE
QUESTIONNAIRE**

10. What advice or recommendations would you offer to other teachers to improve their communicative approach in the classroom?

INTERVIEWEE 1

Well. This is a difficult question. Do you want me to provide recommendations to my fellow English teachers? OK, learning never stops. In the same way that we encourage students to learn and practice, we English teachers should encourage ourselves to learn and practice. Therefore, one of my recommendations for everybody and whoever practices English, either as a student or as a teacher, should practice every single day, because if we lose one day or two days of English practicing our pronunciation, our fluency, our vocabulary start getting lost. Therefore, one of my recommendations for my English teachers is that we should practice. We should maintain contact with technology, and we try to use those technologies with the students.

INTERVIEWEE 2

My recommendations are based on my perspective. I could tell that teachers could consider incorporating a wider variety of communicative activities using authentic material. No just follow a book because most of the time the books have established some different instructions where students need to act. For example, read a dialogue, and listen to the conversation. I think that as a teacher. I can adapt other activities to make my way of teaching. So, if I open the door to adopt different methodologies, I can use my authentic material to promote my learning in my student's autonomy to act, for example. If there are 20 students in a class and I had in a book an activity said read the conversation. The conversation is really short, and it's based on a specific topic. I can open that to help my students to choose their topics. Imagine some students like sports the conversation is not just related to the book. Is related to the student's preference, imagine there are girls on one side, and a group of boys on the other side, and girls maybe love famous people, or maybe Korean series, or maybe their favorite singer or actress or whatever, or maybe fashion, etcetera. I think that is what I can recommend. My colleagues are opening their eyes open their minds to adapt different activities to make this authentic. And it is. Stick to our student's necessities. Our students like trying to change the idea of the compulsory studio of a language like English into art English that they love because they can see whatever English is around them. That's what I think.

INTERVIEWEE 3

For me, the communicative approach and cooperative learning are the best. But I suggest it to all teachers. Don't establish this only with only one methodology. Teachers can apply inside the class for 60 minutes or two or

three methodologies. Yes, but the communicative approach in this case is very interesting because for me the students continue practicing and also asking questions, and can involve all the students that are full of activities in that situation to work with this methodology. I consider activities in this case the most relevant technique or methodology. Also, according to the activities inside the class is necessary to practice vocabulary and to practice all communication skills according to the communicative approach and use the respective methodologies related to all situations focusing on vocabulary, for example, vocabulary using flash cards using maybe songs, using videos. But for me, I recommend this kind of methodology is very useful.

INTERVIEWEE 4

OK, the first thing that I would recommend to other teachers is that you plan your activities, organize the information, and try that your students do activities that are communicated sometimes we are confused that communication is only filling in the gap or matching. But we need to plan our activities first and then practice modeling the activities to our students' models to explain what we want in our classes another thing that I would recommend is always encourage students to do better, do the feedback, and use real context activity, podcast, tik Tok, social media try to use the information that is updated to make your classes more interesting for your students. Try to be updated because nowadays we have social media, and we have a lot of resources that we can use as teachers. We can find a lot of information and we can adapt according to the necessity of our students.

INTERVIEWEE 5

First of all, we need a dimension and a specific place to teach, and most of the schools don't have a media room. Maybe so they it is impossible. Imagine that we are in a big. The school and next to my classroom, there is like a tourist student yelling with a lot of noise, so it's impossible. Sometimes the environment that they have. So, a media room and the space would be good. Sometimes there is no, but we as a teacher have to identify the specific aspect. For example, I still have my projector and the schools that I didn't that I worked. They were there, there wasn't a projector or a media room. So, I I had I made my decision, and I bought my projector so I could show my stuff. With a different way with my laptop and speakers. So, I try to create the environment, the environment for my students so they feel motivated and want to apply this kind of information. This book second would be another important aspect if. We don't have a book sometimes. What happens when we are when we are teaching in a private well in a private school? Yes, because we need a book, and it is mandatory. Now you are the teacher in that. School and you have to finish the book. So, if you want, if you have to finish the book, you can use another material. So, it's going to be like that. And if you have the book, the book is not complete enough. It is so basic because you already were higher for the school, and they just give you the books. So, it is important to talk to the principal, to the owner of the

institution. So, to mention that you want to apply this communicative approach, you need a lot of support from the authorities, because if you don't communicate that maybe you can follow that. So, it is important to talk with the principal authorities and after that obviously, it is necessary to. Have this patient use this kind of. Information communicative approach because it's not easy if you don't have, uh, like they are, the students are new for you. So, it is they, they you just know in that moment. So, it is a long process. You have to take it. A lot of aspects like strategies, and materials try to improve these aspects and change the minds of the students I already mentioned that changing that mind that English is important, and the final result is going to be that you can speak in English. So, you can communicate maybe. Maybe there will be some mistakes., I don't know, but the main concept is that your idea will be understood by you, and that is the final approach or the final objective goal of communication to communicate an idea. Use the knowledge that you have learned in some important sessions with your teacher and obviously with your classroom.
