



**UPSE**

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SANTA ELENA**

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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**TÍTULO DE LA MONOGRAFÍA**

**THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH TO  
IMPROVE ENGLISH ORAL PRODUCTION SKILLS.**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
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## APROBACIÓN DEL TUTOR

En mi calidad de Tutor de la **Monografía** , “The Use of Communicative Language Teaching Approach to Improve English Oral Production Skills”, elaborado por el maestrando Ing. Francisco Solís Cervantes, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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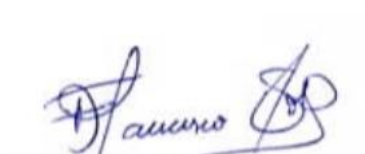
DECLARO QUE:

El Trabajo de **Monografía** “The Use of Communicative Language Teaching Approach to Improve English Oral Production Skills”, previa a la obtención del Grado Académico de **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, ha sido desarrollado con base a una investigación exhaustiva, respetando derechos intelectuales de terceros conforme las citas y cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría.

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Santa Elena, 20 de febrero del 2022

EL AUTOR



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Ing. Francisco Solís Cervantes

## **Dedication**

I dedicate this work to my parents, who have played an important role making the decision to enroll this program and who been with me throughout this journey, motivating me and supporting me as they always have done it.

## **Acknowledgement**

I thank God for giving me health and the capacity to keep striving for my goals.

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## Glossary

**Communicative approach(es)** noun An approach to teaching and practising language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorising a series of rules. Teachers using communicative approaches try to focus on meaningful communication by providing activities for learners to do which involve practising language in real life situations. For example, to practise should and shouldn't, learners give each other advice about the best way to improve their English. See Grammar–Translation method.

**Comprehension** noun Understanding something which is spoken or written. Teachers give learners comprehension tasks to help them understand listening and reading texts or to assess understanding.

**Context** noun The words or phrases before or after a word in discourse which help someone to understand that word, e.g. I drove my van to the town centre and parked it in the car park. We know that van must be some kind of vehicle because the words drive and park provide a context. See deduce meaning from context.

**Oral production (speaking)**, that is producing an oral text for one or more listeners, for example giving information to an audience in a public address. This may involve reading a written text aloud, speaking from notes, acting out a rehearsed role, speaking spontaneously, improvising [...] or singing a song.



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EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

**Tema:** The use of Communicative Language Teaching Approach to improve English Oral Production skills.

**AUTOR:**  
Ing. Francisco Solís Cervantes

**TUTOR:**  
Lic. Ítalo Carabajo Romero MSc.

**Resumen**

El presente trabajo de investigación tiene como propósito analizar las características y fundamentos del enfoque de Enseñanza Comunicativa del Lenguaje en jóvenes estudiantes de aulas de inglés y examinar la efectividad que este enfoque pueda tener en las habilidades de producción oral en escuelas secundarias públicas ecuatorianas. Se ha evidenciado que Ecuador es un país con bajo dominio del Inglés y esto principalmente responde a varios factores, tales como la metodología que utilizan los docentes en clase y la motivación que tienen los estudiantes en el idioma extranjero.

**Palabras clave:** Communicative approach, comprehension, context, oral production.



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The use of Communicative Language Teaching Approach to Improve English Oral Production skills.

**AUTHOR:**

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**Abstract**

The present research work has as purpose to analyze the features and foundations of Communicative Language Teaching approach in young learners in English classrooms and to examine the effectiveness that this approach might have in oral production skills in Ecuadorian public high schools. Ecuador has been evidenced as a country with low English proficiency and this is mainly the response of several factors, such as the methodology that teachers use in class and the motivation students have in the foreign language.

**Keywords:** Communicative approach, comprehension, context, oral production.

## **Introduction**

The development of the following research has been divided into three main components that will be described below.

The first chapter is composed of five important sections, starting with a brief background of the educational context in regards to English Teaching as a Foreign Language in Ecuador. The use of traditional methods vs CLTA is the opening of this segment, followed by the weaknesses shown in the public system due to overpopulated classes and students' motivation. Then, it displays the results of a current ranking in English proficiency in the world carried out by Education First company (EF). Later, objectives, justification and the methodology of the research are clearly described, and lastly it concludes with a content paragraph that explains preliminarily the purpose of the next chapter.

Second chapter is built based on literature review. For this there have been considered a definition of the pedagogical modules material and curriculum used in public high schools in Ecuador, EFL Oral Production, and closing with CLT foundations. With the development of this chapter, the reader will have a clearer perspective of what the research is about and the reasons for the conclusions and recommendations of the next chapter.

Third chapter is an analysis of the pros and cons that have been detected in the literature review with a focus on providing valuable and congruent conclusions and recommendations about the investigation work. It is important to mention that they are narrowly connected to the objectives that have been defined in chapter two.

## Chapter I

**Topic:** The use of Communicative Language Teaching Approach to Improve English Oral Production skills.

The current situation of the teaching-learning process in Ecuador has shown a lot of drawbacks that must be considered to be tackled in the best possible way. To mention one of the different circumstances that affect proficiency of the language, it is evidenced that the majority of teachers use traditional methods to apply in the class, grammar-translation and audiolingual are examples of them, which leads to memorization and lack of interaction of students in the target language. Even though learners have acquired basic vocabulary, they are not capable of holding a conversation or using the L2 for functional skills.

To continue exploring about other inconveniences, it is found that the English hours assigned for each level in school and high school are not enough to fulfill the objectives of the curriculum and consequently, the capacity of retention and the opportunity for students to internalize the L2 is poor. Moreover, courses have an excess of students, which directly affects the productivity of teachers and the capacity to handle the whole group with efficiency.

In 2021, was carried out the EF EPI (English Proficiency Index), the biggest ranking around the world about the mastery of the language, locating Ecuador in the #90 position out of 112 countries. This displays a very low proficiency, with a position in Latin America #18/20. (EF, 2021)

The following report is the consequence of research that has been developed about CLTA, and its appliance in English classrooms, which has allowed to have a clearer perspective

of the impact of this Teaching Methodology in the proficiency and acquisition of the language in young learners.

### **Objectives**

- Define the foundations of Communicative Language Teaching Approach.
- Describe the relevance of English oral production development in the classroom.

### **Justification**

Nowadays, English has a huge importance in the education and labor field, not only because of being one of the most spoken lingua franca in the world, but also by allowing people to have better opportunities, such as studying abroad, getting a job with high standards and benefits, or just having access to valuable information that only exists in the language.

Oral production is one of the most complex skills to develop and be persecuted by any learner, since thanks to oral communication, people are able to give an opinion, provide a point of view, arguments, explanations and convey a message through interaction with other speakers.

However, with the passing of time it has been evidenced that in most of the countries where English is not the first language, this specific skill is taught through the wrong methodology or it is even the most neglected one in class. Consequently, incorrect strategies and techniques are applied, harming the learners process.

This research will be useful for English teachers who are looking for new methodologies to use in their class and to engage their students to keep learning the language with more authentic and contextualized lessons, understanding the foundations and the background of CLTA for an accurate appliance.

The beneficiaries of this study will be the stakeholders in education either private or public system, since this report helps teachers to provide a more qualified and informed teaching process to students, which will be turned to attractive, enjoyable and productive classes, having learners committed.

### **Methodology**

This study design is descriptive, which analyzes and reflects data in regards to the incidence of CLTA in low oral skills proficiency classrooms, suggesting feasible solutions through the conclusions and recommendations.

### **Content**

The current situation of the English teaching learning process in Ecuador is addressed in the first part of the work. A brief explanation of the methodology used by teachers, how many hours students are assigned from elementary to baccalaureate, and English curriculum in Ecuador. Then, deeper research about what CLTA means, its definition and how it works in students' language acquisition.



## Chapter II

### Literature review

#### English Language Teaching in Ecuador's state high schools

In Ecuadorian state schools and high schools, the use of English pedagogical modules has started since 2019 and was inducted by the Linguist MSTR. Janine Matts, who is also the author and developer of baccalaureate modules. This is part of the strategies of the Ministry of Education, providing authentic, meaningful and contextualized tasks, aligned with the current curriculum. The methodologies and approaches applied in the new pedagogical modules are framed in CLTA, and Content and Language Integrated Learning (CLIL). These course books are a set of six modules per course that covers the scholar year, from primary to secondary education. In the Amazon regions and highlands these modules were used for the first time until they were spread in the whole country.

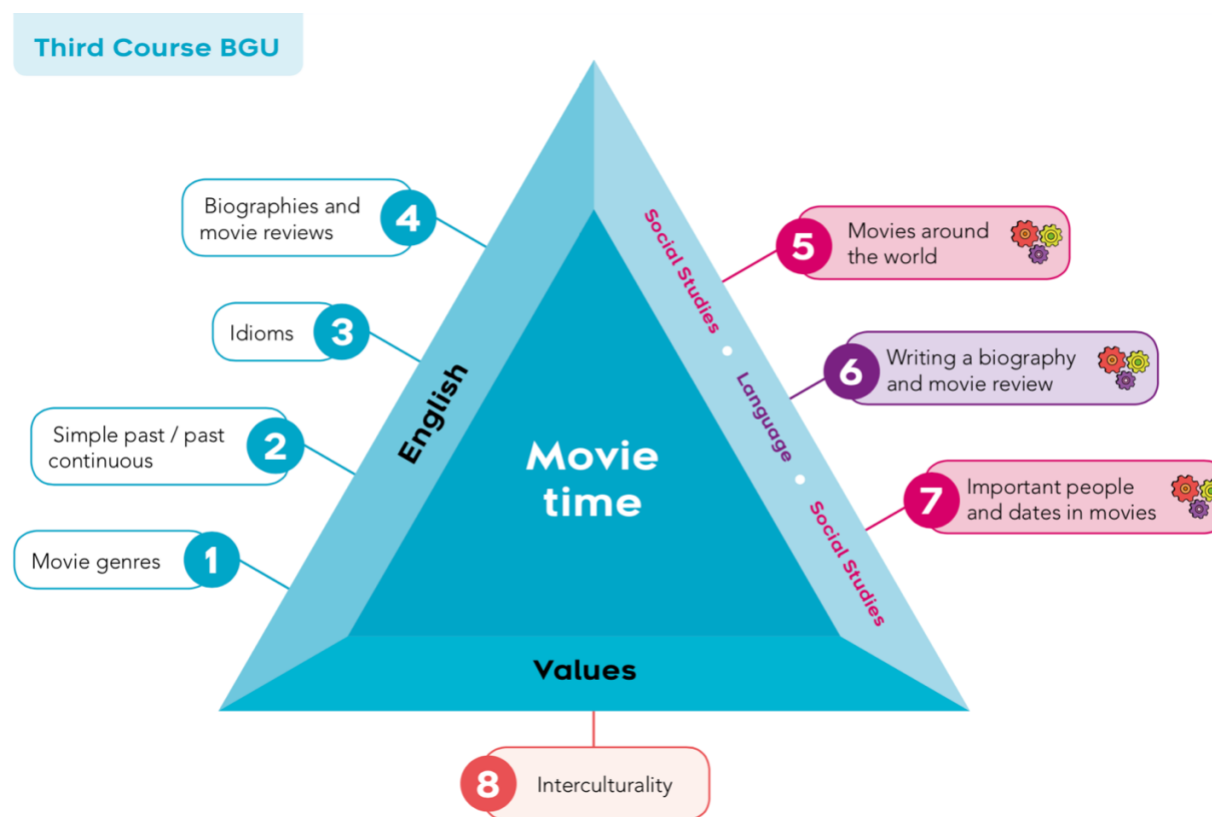
In regards to the English as a Foreign language Curriculum for Baccalaureate sublevel in public high schools, it is based on CEFR standards and it aims to prepare students that can assess information using several ways and abilities, and be able to interact communicatively by developing critical thinking skills. In addition, other aspects are also considered to be worked such as emotional, social and cognitive. Since baccalaureate is the last phase of high school, learners have more social needs like belonging to groups, lessons are recommended to be communicative, real, and meaningful for language to be acquired. (Ministerio de Educación, 2016)

In figure 1 it is displayed the organization of a baccalaureate module, having the main theme in the middle of the triangle, skills and topics are placed on the left, how the unit is linked

to other subjects such as Social Studies and language is shown on the right side, and at the bottom are placed the values, for example Interculturality. (Alvarez & Guevara, 2021)

**Figure 1**

*Baccalaureate pedagogical module organization*



Source: Ministerio de Educación

### Oral Production development in English as a Foreign Language

Either in foreign or second language teaching and learning processes, speaking is considered to play a vital part, due to the importance and significance in the history. However,

this productive skill has been undervalued and not only until the recent decades that it has been seen and studied independently. (Hosseini et al., 2017)

According to Rahimi & Dastjerdi (2012) there are three scopes to describe language performance which are complexity, accuracy, and fluency (CAF), and these variables work to assess either speakers whose English is their first or second language.

To begin with the definition of complexity, R. Ellis, 2003, 2008; Housen et al., 2012; Skehan, 1998 (as cited in Jiang et al., 2021), stated that can be described as the ability to use in the target language a broad and diverse series of high-level structures and vocabulary.

On the other hand, accuracy has been related to the right appliance of linguistic structures in regards to the grammar, accurate register use related to sociolinguistic aspect, semantic accuracy, which is about the vocabulary precision, and finally the rhetorical accuracy, which is the correct use of cohesive devices. (Namaziandost et al., 2019)

In the same way, the ability to produce speech with no pause and at typical speed in real time is a definition for fluency. (Rahimi & Dastjerdi, 2012)

### **Communicative Language Teaching Approach foundations**

Nowadays, CLTA has placed itself as one of the most accepted and recommended methodologies to be used in second language education, leaving behind in the 70s' the most applied ones such as grammar translation and audiolingual. CLTA focuses more on meaning and context rather than accuracy, by allowing the error and taking it as a necessary part of the process. (Richards, 2005, as cited in Farrell & Jacobs, 2020)

The main goal of CLTA is communication competence teaching, which contrasts with grammatical competence, which is about the resources we use to formulate sentences in a

language, its form, etc. Although the contributions are clear to language learning process, for the acquisition of the language is not the right way to go. In addition, an accurate use of the language for various functions is a characteristic of communication ability, also having clear the differences between formal and informal speech, and being aware of how to communicate regardless of boundaries. (Richards, 2006)

According to Scheurs & Dumbraveanu (2014), CLT is mainly considered a learner-centered approach. Active, inductive, and cooperative learning are involved in this strategy. When it comes to students learning in an active way, they tend to develop skills such as problem-solving, asking and answering questions by themselves, as well as the ability to discuss and debate is enhanced. Cooperative Learning refers to fostering team work in an effort to focus on specific issues. Learners are challenged with inquiries and problems in the inductive learning, and it incorporates several methods like case-based and discovery learning.

### **Input and Output in Communicative Language Teaching.**

A common mistake in the appliance of any teaching methodology or approach is the use of output activities at the first stage, when it must be done at the end of the process, after the application of input, once learners have internalized the target vocabulary or any grammatical structures that teachers expect their students to learn. As stated by Lee & VanPatten (2003), to understand what input is, an analogy is used considering that gas is to a car what input is to language acquisition. If input is not part of the class, acquisition does not happen, just simple like that. It is crucial that the teacher selects the suitable input for the class, as there are some general features that make it highly useful for students, for example, it must be understandable and meaning bearing. Input processing refers to the capacity of learners to make sense of what they

listen. On the other hand, output processing can be defined as producing utterances in communicative interactions in real time by using implicit acquired knowledge.

### **Communicative Language Teaching Approach and Traditional Methods**

If a comparison between CLTA and traditional methods such as audiolingual and grammar translation would be accurate to do, it can be said that CLTA method appeared in the 70s' and it was perceived as a counter-reaction to the Audiolingual method which governed in the 60s'. Both had the same goal, to achieve a functional communicative L2 competence, but CLTA reached it in a totally different way. Whereas the audiolingual focus on memorization and drilling, CLTA is centered on L2 meaningful interaction among learners, creative lessons, and communicative situations to enhance the interest of students. In this sense, structured tasks such as scripted dialogues were switched by more creative ones such as games, problem-solving tasks a role plays with an unscripted situational format. (Arnold & Murphey, 2013)

On the other hand, grammar translation is defined by Spahiu & Kryeziu (2021), as a blend of the translation of textbook into the L1 to explain grammar structures, and it is said that its popularity is because of the little demand of skills specialization from teachers since the first language is used to give explanation. In regards to learners it is fairly simple and with little effort to communicate to ask questions and interact with the teacher and classmates.

In light of what the researchers state, CLTA initially had a controversial impact, as traditional methods were the commonly accepted and used by teachers. Nevertheless, it is known that success in the teaching-learning process is the consequence of assessment of students' needs, and a mix of approaches and methods can be applied in the class as long as it is justified. An equilibrium of methods should be taken into consideration to avoid student boredom.

## Communicative Language Teaching Approach advantages and disadvantages

**Table 1**

*Advantages and Disadvantages of CLTA*

Advantages	Disadvantages
It allows the students' intellectual abilities.	It might be complex to apply it in EFL with students with low proficiency, since it was initially created for ESL purpose.
It helps the student to communicate better in the EFL thanks to the involvement in different activities in the educational process.	Lack of teacher's knowledge about CLTA results in the use of traditional methods such as GTM.
Learner acts as an active-creative in the material given by the teacher.	It is not easy to apply it to groups with low English competence

*Source:* (Communicative Language Teaching in Teaching ESL for University Students )

### Communicative Language Teaching Approach Classroom Activities

For a successful appliance of CLT activities in class it is vital that teachers have a deep understanding of the approach to select the most accurate ones in regards to the students' needs. The most accepted and applied activity that involves students in real situations is the information gap, getting learners into interaction to share information among them by using all the vocabulary and grammar they have acquired. In addition, there are other available

communicative activities that can be used such as role-play, survey, interview, opinion sharing, etc. (Holliday, 1994)

### **Information Gap**

Information gap is defined as a communicative exercise in which two learners possess data they need each other to create a connection in order to complete the blanks. Working in pairs may be the first stage that the teacher considers in the planning. Consequently, pictures and dialogues are provided with the purpose of fulfilling the missing information each student has. This last part is accomplished through oral production. (Rahimi R. H., 2016)

### **Role-play**

As stated by Krebt (2017), this technique allows students to perform in a certain setting and situation, where they need to act out, represent and discuss in groups. In addition, it can be considered as a method that fosters the awareness of working collaboratively and the importance of cooperative work, creating a fun environment through learner-learner communication. (Kysilka & Holt, 2005)

### **Opinion sharing**

This kind of task besides enhancing the communicative skills, also improves the critical thinking factor by involving real life issues and relevant matters that may draw students' attention and interest in learning the language to convey information. (Crookes & Ziegler, 2021)

## **Conclusions**

Oral production skills development has huge importance in the students learning process and the language acquisition. When it comes to baccalaureate students, speaking ability takes more power and leadership as they have more interpersonal and belonging needs. Nevertheless, this specific skill is sometimes neglected by teachers, since it is not very exploited and practiced in class because of a teacher-centered approach that is commonly evidenced in today's classrooms, having students learning in a more inert way rather than dynamically.

Communicative Language Teaching Approach has been used and applied in the English classroom with success, having good results from students at the moment of developing skills. However, there is evidence that the majority of teachers, especially speaking about the public system, do not take risks to change their teaching methodologies on behalf of learners. This might be due to different factors, such as limited knowledge about new approaches, the reluctance of going out of the comfort zone, the belief that nowadays students would learn in the same way as they as teachers did in the past, etc.

## **Recommendations**

Teachers should take more into consideration time destination and focus of speaking skills in the classroom by reducing the emphasis, but no the attention on accuracy, and giving a little bit more importance on fluency development, motivating learners to take risks in class, so they can be involved in more contextualized and real situation conversations with their partners, giving learners more autonomy to convey information through more creative and meaningful



communicative activities. Teacher time talking must be reduced to create a student-centered environment and give the opportunity to practice oral production skills as much as learners can.

Continuous teachers training to keep themselves updated is needed and suggested in regards to the contemporary teaching methods and techniques used that are a demand from the education system. The simple fact that teachers get to know more deeply about CLTA foundations and different ways to use this approach according to the students' needs, will allow them to feel more empowered to make educated decisions, and this will be evidenced in the learners' progress. Lastly, the use of input at the very first stage of the lesson and output after the students have internalized the meaning of target language are highly recommended, as well as the design of more authentic activities.

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## Annex

### CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor de la monografía, “**THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH TO IMPROVE ENGLISH ORAL PRODUCTION SKILLS**”, elaborado por el maestrando Francisco Antonio Solís Cervantes, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **0%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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#### Sources included in the report

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Atentamente



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