



UPSE

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

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**“THE USE OF COMMUNICATIVE LANGUAGE TEACHING TECHNIQUE TO
ENHANCE FLUENCY IN ORAL PRODUCTION”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN ENSEÑANZA DE INGLÉS.**

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En mi calidad de Tutor de la **Monografía** , “THE USE OF COMMUNICATIVE LANGUAGE TEACHING TECHNIQUE TO ENHANCE FLUENCY IN ORAL PRODUCTION”, elaborado por el maestrando Lic. DIANA CAROLINA VALDIVIESO HAZ, 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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Lic. Diana C. Valdivieso Haz

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Dedication

I dedicate this work to my father who is best Angel. This goes for you again my super hero!

To my daughter to stay with me during this goal, I started the mastery degree with her inside me and now we are going to finish together.

To my mother who always give me her support and advices to continue during this large road called "life".

To my brother and sister for their advices and make me laugh in hard times.

To my husband for give all the love and company necessary to achieve this goal.

Diana

Acknowledgment

First of all, I thank God, who gives me the force to complete this personal goal.

To my dear sister-in-law, at the beginning, she was excited about the idea and I was so nervous, however, she motivated me to take the risk and complete the goal.

Diana

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Glossary

Coherence noun, coherent adjective When ideas in a spoken or written text fit together clearly and smoothly, and so are logical and make sense to the listener or reader.

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.

Fluency noun, fluent adjective

Oral fluency – being able to speak at a natural speed without stopping, repeating, or self-correcting. In oral fluency activities, learners are encouraged to focus on communicating meaning and ideas, rather than trying to be correct.

Written fluency – being able to write without stopping for a long time to think about what to write. In a written fluency activity, learners give attention to the content and ideas of the text, rather than trying to be correct. See accuracy.

Interaction is two-way communication between listener and speaker, or reader and text. Interactive strategies are the ways used, especially in speaking, to keep people involved and interested in what is said or to keep communication going, e.g. eye contact, use of gestures, functions such as repeating, asking for clarification.

Pronunciation how words are pronounced.



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

Tema: “El Uso del Método Comunicativo para Mejorar la Fluidez en las Presentaciones Orales”

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Resumen

Este trabajo de titulación tiene como finalidad motivar a que los estudiantes se comuniquen durante la clase usando el idioma inglés, lo mencionado siempre se ha sido considerado un gran desafío para los docentes; la motivación a la interacción entre ellos y la realización de actividades que promuevan la fluidez, constituyéndose en un problema, así como el desconocimiento sobre cómo implementarlas. Por esta razón surge el interés de estudiar el método comunicativo para promover e incentivar esta parte del speaking, siendo necesario darle la atención respectiva. La metodología que se utilizó en este proyecto es descriptiva para el abordaje de varios aspectos esenciales de este método innovador

Palabras clave: CLT, comunicación enseñanza, interacción, fluidez, pronunciación.



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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
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**Theme: “The Use of Communicative Language Teaching Technique to
Enhance Fluency in Oral Production”**

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Abstract

The purpose of this degree work is to motivate students to communicate during class using the English language, the aforementioned has always been considered a great challenge for teachers; the motivation to interact between them and the performance of activities that promote fluency, becoming a problem, as well as the lack of knowledge on how to implement them. For this reason, the interest arises in studying the communicative method to promote and encourage this part of speaking, being necessary to give it the respective attention. The methodology used in this project is descriptive for the approach of several essential aspects of this innovative method.

Keywords: CLT, teaching, communication, interaction, fluency, pronunciation.

Introduction

This research project is carried out based on three chapters that will be detailed below:

The first chapter contains main topics about one of the significant problems that English teachers suffer, which is developing fluency and communication within the classroom. You as a reader will be able to observe a presentation of the topic objectives of this research, furthermore to the justification that details the reasons that motivated the researcher to choose this topic. The type of methodology used for this research is described, which is descriptive because it allows us to describe the events in a concrete way and explain the events that occur with the variables.

In the second chapter, the concepts of the dependent and independent variables are detailed, and it is shown that communicative language teaching is, its principles, the advantages that this method has; the role that the teacher and the student must play at the time of its application and the techniques that can be used to increase fluency. On the other hand, it describes what fluency is, what its components are, and the types of fluency that exist, in addition to providing criteria on how to measure fluency in students and how to qualify it.

Chapter three consists of the conclusions and recommendations that the research collected could collect during this titling work

Chapter I

Topic: The Use of Communicative Language Teaching Technique to Enhance Fluency in Oral Production.

Presentation

As educators all of us are conscious that speaking ability is one of the most relevant skill for people interaction. Nevertheless, students consider it complex to develop oral competencies during their educational processes. Furthermore, it would be advisable that professors look for the appropriate way to apply communicative language teaching strategies to enhance fluency in learners' oral production inside and outside classrooms, using the knowledge acquired in a natural context.

Most of the English classes are not focused on activities related to developing fluency, accuracy, or pronunciation. The lack of oral production activities during lessons is not helping for having a correct enhancement of pupils speaking skills. In that sense, another aspect is being affected; students do not feel confident with their outcomes in oral interactions.

Over the years, different educational methodologies have appeared to allow a better proficiency in teaching languages, engage learners in dynamic environments, and accomplish the desired goals related to oral production activities. (Toro et al., 2018) Concluded that as human beings, we are always asked to communicate and express our feelings, ideas, and thoughts, and communication is a vital ability to learn in life from an early age.

As a consequence, communicative language teaching and all its principles, strategies, techniques have been accepted as an efficient and effective way of teaching the English language.

Being the principal objective to reinforce communicative competencies (Shorouq Ali & Anas Hamed, 2019).

The communicative language approach includes effectiveness when applying educational procedures and proficiency in the desired aims. These competencies are in the communicative use of language: contextual and the appropriate linguistic (Chiew Hong, 2020).

Fluency is defined as achieving communicative intent without too much hesitation and without too many pauses to create communication barriers. The word "fluent" comes from the Latin word fluent, which means "to flow." According to one online educator, fluency involves converse comparable to native speakers.

This research will refer to the term "fluency" when referring specifically to the fluency of spoken or spoken language, which measures both production and reception of speech for a person's fluency. Must also understand and respond to the other person in conversation (Pardo Soto & Cisterna Zenteno, 2019).

Objectives

- Describe how communicative language teaching techniques enhance fluency in oral production.
- Detect how confident students feel when they have to communicate in English.

Justification

Through the years, fluency has been considered one of the most significant branches of "Speaking," skill which is regarded as one of the most difficult to develop during classes, students who are learning English as a second language cannot communicate due to they do not grow in

authentic linguistic contexts in which they can increase their communication and socialize related to topics of interest to them.

Many approaches, methods, and techniques have been created for teaching-learning purposes in English. This evolution has contributed to the teaching process, but it is necessary to continue improving.

The teaching-learning process in English language acquisition requires communication skills to develop oral production activities and different types of interactive learning to provide opportunities. In addition, it is relevant when implementing a methodology that promotes verbal interaction between the teacher and the student.

Furthermore, the researcher needs to share experiences been an English teacher given opportunities in the process of teaching of acquisition a second language, with an interactive pedagogical approach and different strategies where students will benefit from learning-teaching concerning speaking skills.

The student can get some communicative skills such as talking to someone face to face, by phone, a learner answering a question in class, someone giving a speech, taking part in a meeting, an exchange between a customer and an assistant in a shop, chatting to friends. Therefore, they can obtain accuracy in advance and fluency when learning English.

For that reason, the teacher who plays a researcher role in the classroom needs to get learners to practice both production and interaction to have a more decisive influence on fluency in speaking competencies.

This type of research is considered essential. It will contribute to the oral production enhancement of third baccalaureate students, providing a significant contribution to their

knowledge in the English language that will have a relevant scope for when they arrive at university. They can develop more complex speaking skills and fluency in their oral production.

The beneficiaries of applying the communicative language teaching method will be the students who can demonstrate improvement in their fluency; simultaneously, professors will have the opportunity to change their classes' goals by promoting an excellent interactional environment.

Methodology

Descriptive research has as its main objective to be able to specify in a precise and systematic way a population, phenomenon or situation. Descriptive Research can answer questions such as: where, when, about what, how, why.

A descriptive research design can use many investigative methods to investigate one or more possible variables. On the other hand, the researcher does not need to manipulate or control any of the variables; he only focuses on observing and measuring (McCombes, 2020).

Content

The main objective for people who want to learn English is to communicate worldwide. The ways of communicating are written and spoken; for this reason, the four skills that are listening, writing, reading, and speaking, must be domain in schools, high schools, and universities.

The speaking ability is considered a productive skill used actively in English to transmit their thoughts and ideas. The teacher must motivate students to communicate in their class and outside in their natural context. Speaking contains essential aspects: fluency, pronunciation, body

precision, and body language. Fluency is linked to the ability to speak at an average speed without any problem, without repeating words, or having fillers, which shows the speaker's insecurity.

Another problem that affects fluency is the negative feedback given to the student regarding their performance. Every time the learners make an effort to speak, they long for the teachers to provide comments that increase their confidence and praise the active participation of students. (Silva Valencia, 2018) mentioned that giving statements prudently without generating insecurity or anxiety after student oral presentations would be advisable.

To conclude, teachers must be consistent and prudent when giving feedback, and it also highlights the teacher's assistance. At the same time, the pedagogical accompaniment is carried out.

Chapter II

Literature review

Around the world, the teaching and learning of the English language are considered two essential processes within contemporary school environments. During the years, a large number of theories, education, and learning strategies have been evidenced to the requirements of the learners. Despite this, the Communicative Language Teaching (CLT) approach is considered one of the most relevant and employable teaching and learning theories in the English language teaching process. At the end of the '70s and the '80s, the CLT approach has been determined as an efficient strategy for the teaching and learning process; currently, many teachers incorporate the communicative language teaching method into their educational environment (Dos Santos, 2020).

The CLT approach can be related to different classroom activities and tools, such as conversation, group work, problem-based learning, and role-playing learning. Some researchers mention how teachers can develop and create curriculums and study plans that include the CLT approach to develop students' fluency.

According to (Ansarey , 2012) determined that the most efficient and effective method to achieve communicative competence in students is CLT because it focuses not only on increasing students' grammatical knowledge. CLT is considered an important, verifiable indicator in acquiring the English language. In other words, it can determine how the ability and the use of language can be applied in real-life contexts.

Characteristics of Communicative Language Teaching

Communicative Language Teaching is one of the most innovative methods proposed for acquiring the English language as a second foreign language. The most outstanding characteristics of CLT are:

1. The student needs extensive linguistic knowledge; however, it is essential to highlight the function of communicating. You must be able to apply the language in different contexts and not just focus on the patterns of the language.
2. Accuracy and fluency are considered fundamental principles when using communicative techniques. However, fluency is more important than accuracy since the active participation of students in oral tasks is promoted. Students should speak as much as possible without really worrying about making grammar, vocabulary, and pronunciation mistakes.
3. Creating communicative techniques for teaching the English language aims to motivate students to participate in meaningful, authentic, and pleasant contexts where the language is applied interactively. The teacher must encourage oral communication activities within the class, using real-life exercises, such as dramatizations and games. The objective of these activities is to encourage students to think creatively and to be able to solve problems in their environment that require spontaneity and improvisation, leaving boring repetition exercises aside. At this point, authentic material such as realia should be implemented so that these activities can closely resemble real-life situations.
4. Grammar is considered essential when people are learning a new language; however, it should not be considered the class's focus. Teachers are always encouraged to find innovative ways to teach grammar authentic, fun, and meaningful. As professors, we

can achieve these goals by applying Communicative language teaching techniques; with these, the teacher will be able to address issues related to grammar or any other context making grammatical structures more fun and interactive.

5. This method is limited to oral production. Instead, it encompasses all four skills: reading, listening, writing, and speaking. Communication is essential in the CLT classroom, and it can be achieved in different ways by developing diverse activities that actively engage all students in the school. Professors are not the main source of communication; learners can use language.

Principles of Communicative Language Teaching

According to (Larsen & Anderson, 2000) established some important principles to consider applying Communicative Language Teaching:

- Natural and authentic language should be used whenever possible in the real context.
- Communication within the classroom should be paramount as long as the language being learned is used.
- It should be considered that the focus of Communicative Language Teaching is not to strengthen grammar but rather to emphasize communication.
- Students must bear in mind that coherence and cohesion are a fundamental part of communicating a clear and understandable message.
- In the Communicative Language Teaching method, games play a significant role because the learners are involved in fun tasks that allow the development of communication.
- In Communicative Language Teaching, ideas and opinions have an enormous relevance.

- Students favorably accept errors because they are made naturally. The most relevant errors are corrected when the communication process has concluded.
- The teacher's main responsibility is to facilitate activities that increase communication among students.
- The teacher plays the role of facilitator because he is the one who must create activities so that students learn to work in groups through communicative tasks. It is also in charge of giving the appropriate comments and ensuring that the activities are carried out correctly.
- As the student increases her level, she is given the option of choosing the topic and how she wishes to express it.

Teacher's role

In the Communicative Language Teaching method, the teachers are considered how advisors and facilitators of information, they must be prepared to answer coherently all the doubts that the students may have during the Speaking activity, they must also have the ability to measure their progress and that in a very subtle way correct the mistakes, promoting the security in those students who still cannot reach the goal. (Larsen & Anderson, 2000).

Student's role

The role of the student is to develop as a communicator and be an active participant or be directly involved in the tasks proposed by the teacher; they must learn to work in pairs or groups to learn from other classmates. (Larsen & Anderson, 2000) suggests that students should not do individual work to achieve optimal interaction within the classroom.

Advantages of Communicative Language Teaching

According to (Thamarana, 2015), he mentioned that Communicative Language teaching is different from other methods because it focuses on the student; the advantages that he said were:

- One of the advantages is that the student can improve the ability to use the English language more fluently when communicating. They are given the necessary tools to communicate and express their ideas in the way they want. On the other hand, Communicative Language Teaching must generate more interaction in the natural context.
- Communicative Language teaching focuses on communicative competence and focuses on helping the student use the knowledge applied in real life.
- In this method, the teacher is a facilitator and guide, which is why he is not considered the most important, but the student who must be given the necessary help to facilitate language learning.
- Besides many methods where linguistic knowledge is given great importance, Communicative Language teaching mainly focuses on improving students' communication skills.

Communicative activities

As professors, there are many activities that we can apply in the communicative language teaching method to improve fluency in students. The main objective of these is to develop them based on the curriculum and to be able to implement them in the classroom to get the student involved in communication using the new language (Sanchez Perez, 2021)

Information gaps

This is an activity that encourages students to use language to exchange information with others. This technique promotes communication and interaction within the classroom based on an authentic context. It is focused on the understanding and transmission of information, so it is focused more on grammar structure.

Role-plays

Role-play activities are the most fun for students because they greatly influence situations of imaginative contexts that allow them to connect with their emotional part, assume roles, create the scenario and help develop fluency based on imaginary situations; they can use this acquired knowledge in their daily life.

Fluency in speaking skill

Fluency is considered the ability to use the language or write in an efficient, coherent, and natural way; in other words, fluency is when the speaker can speak without the need to make unnecessary pauses or use filler words that obstruct the speed or natural intonation (Sanchez Perez, 2021).

Fluency aims to create activities within the classroom that allow you to use communication strategies, correct mistakes, and continue developing speaking to avoid falling into a lack of fluency (Silva Valencia, 2018).

Types of fluency

- Reading fluency

- Oral fluency
- Oral and reading fluency
- Written or compositional fluency

Component of fluency

- Accuracy
- Rate
- Prosody

Table 1.

Common measures of utterance fluency

Fluency Measure	Definition
Mean length of pauses	Average length of pauses in milliseconds
Pauses/Second	Number of pauses per second
# of filled pauses/syll	Filled pauses (fillers) are nonwords such as ‘um’, ‘er’, ‘uh’. This measure usually involves counting how many pauses there are, divided by total number of syllables in the speech sample.
# of unfilled pauses/syll	The number of silent pauses divided by the total number of syllables in the speech sample.
Mean length of run (MLR)	Average # of syllables between infilled pauses.
Speech rate	Syllables per second including pauses
Articulation rate	Syllables per second after removal of pauses.
False starts	Abandoned portions of an utterance that are followed by a new approach
Self-repetitions	An exact repetition of a word or phrase
Pruned syllables/	Remaining syllables after removing nonlexical filled pauses, self-corrections, false starts, self-repetitions and asides, divided by the number of seconds in the speech sample

Source: The Routledge handbook of Instructed Second Language Acquisition

The purpose of this table is to show and explain some of the parameters that teachers can use to measure fluency within the classroom according to the activities proposed by them and if they have an optimal perspective of how the children manage to communicate and perform the measurement of fluency (Shawn & Sato, 2017)

Chapter III

Conclusion

This research project aimed to describe the importance of applying the Communicative Language teaching method to enhance fluency in students' oral presentations. This research was based on a descriptive method to develop communication and fluency in oral presentations. I can conclude that it was very satisfying to help more teachers improve the level of fluency in their learners; motivate them to use techniques and strategies that would allow them to develop coherent and interactive communication. Later, they can apply it in a natural context.

Recommendations

According to the conclusions detailed above, teachers must consider these essential aspects for a good acquisition of the English language. Analyze the importance of improving fluency during class, applying Communicative Language Teaching techniques and methods to increase student confidence and enhance their oral presentations. It is recommended to use techniques that allow the interaction and development of each apprentice.

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Annex 1

CERTIFICADO ANTIPLAGIO





En mi calidad de Tutor de la monografía “**THE USE OF COMMUNICATIVE LANGUAGE TEACHING TECHNIQUE TO ENHANCE FLUENCY IN ORAL PRODUCTION**” elaborado por **DIANA CAROLINA VALDIVIESO HAZ** egresada de la **MESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena previo a la obtención del Título de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **4%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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