UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"Community Language Teaching to Enhance Speaking Skills For 10th Graders at Unidad Educativa Dr. Luis Célleri Avilés",

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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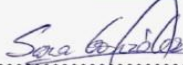
La Libertad – Ecuador

2021

La Libertad, January 31st, 2022

ADVISOR´S APPROVAL

In my role as Advisor of the research paper and title **"Community Language Teaching to enhace speaking skills for 10th graders at Unidad Educativa Dr. Luis Celleri Avilés"** prepared by Bryan Damián Baquerizo Figueroa, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.
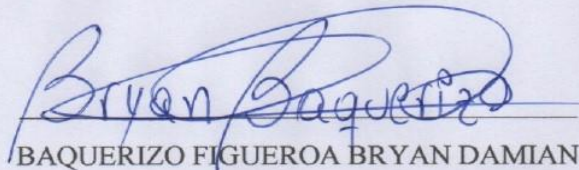
Sincerely,

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Lic. SARA GONZALEZ REYES, MSc.
ADVISOR

La Libertad, January 28th, 2022

STATEMENT OF AUTHORSHIP

I, BAQUERIZO FIGUEROA BRYAN DAMIAN with ID number # 2450117193, undergraduate student from Universidad Estatal Península de Santa Elena, at School of Educational Sciences and Languages, as a prerequisite to obtain a Bachelor´s degree in Pedagogy of National and Foreign Languages, in my role as author of the research paper **"Community Language Teaching to enhance speaking skills for 10th graders at Unidad Educativa Dr. Luis Celleri Avilés"** certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

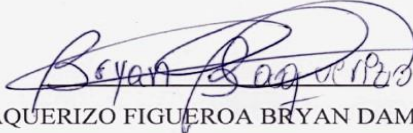BAQUERIZO FIGUEROA BRYAN DAMIAN
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ACKNOWLEDGMENT

The recognition is for all the teachers who have supported me throughout my educational journey; I am grateful for their patience and dedication when teaching their classes; I would also like to recognize MSc. Sara González Reyes, my tutor, who has accompanied and guided me throughout the process of completing this project, and MSc. Elena Niola, who has always been willing to help and, above all, to promote the language acquisition.

BRYAN B

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES DE MI
RESPONSABILIDAD;

LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD
PENÍNSULA DE SANTA ELENA

BAQUERIZO FIGUEROA BRYAN DAMIAN

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY
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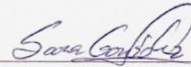THE INTELECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA
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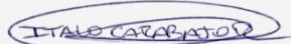
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DEDICATION

First of all, I want to thank God for allowing me to continue with my studies, my mother and family for always believe in me, my friends at PZ for supporting me in the difficult moments of my life, and the people who have given me advice. They have helped me grow in knowledge and have always encouraged me to continue working towards my goals.

Last but not least, I want to express my gratitude to my best friend, who has always given me unconditional support by being by my side at all times and, above all, motivating me.

 With love

BRYAN   B

ABSTRACT

Educators are always in constant search for methodological strategies that help during the process of acquiring a new English language for the development of oral communication skills in English through CLT. The applied methodology was based on quantitative research with a non-experimental design. The research question is: How does the use of the Communicative Language Teaching Method in the English language improve oral communication skills in 10th grade students of the Dr. Luis Célleri Avilés Educational Unit? For the collection of information, a survey was structured with questions addressed to the students and an interview with the teacher in charge of the English area. It is important that the research process continues due to the wide use of the methodological application in different skills such as listening speaking, reading, and writing, the results obtained were a way of detecting the drawbacks that can affect the process of improving the pronunciation of students.

KEY WORDS: Communicative Language Teaching; Enhance pronunciation; Class Activities.

RESUMEN

Los educadores están siempre en constante búsqueda de estrategias metodológicas que ayuden durante el proceso de adquisición de una nueva lengua inglesa para el desarrollo de las habilidades de comunicación oral en inglés a través del CLT. La metodología aplicada se basó en una investigación cuantitativa con un diseño no experimental. La pregunta de investigación es: ¿Cómo el uso del Método de Enseñanza Comunicativa del Lenguaje en el idioma inglés mejora las habilidades de comunicación oral en los estudiantes de 10º grado de la Unidad Educativa Dr. Luis Célleri Avilés? Para la recolección de la información se estructuró una encuesta con preguntas dirigidas a los estudiantes y una entrevista con el docente encargado del área de inglés, es importante que el proceso de investigación continúe debido al amplio uso de la aplicación metodológica en diferentes habilidades como la escucha el habla, la lectura y la escritura, los resultados obtenidos fueron una forma de detectar los inconvenientes que pueden afectar el proceso de mejora de la pronunciación de los estudiantes.

PALABRAS CLAVES: La enseñanza de un idioma comunicativo, mejorar la pronunciación, actividades en clases.

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INTRODUCTION

Learning a new language can be difficult, but it is necessary. In the case of English, it is known as an international language because most of the world's population uses it as a second language, being recognized as an official language in a total of 67 different countries, as well as in 27 non-sovereign ones. In a society, communication, and the way to share ideas for some situation is necessary to communicate and English is one way to do it.

In the Ecuadorian territory belonging to South America due to the use of internet and social networks many people have become interested in the acquisition of the foreign language and especially its culture, in past decades this was not necessary, it was only taught for people with the monetary resources to learn them not everyone had the possibility to learn, the lack of interest was increasing over time. Today since 2016 this is a compulsory subject for all schools and colleges, so now it is generated in the student that there are different factors that do not allow them to learn this language, however, the

percentage of people in the country that have a decent command of the English language is low, and this is due to the lack of attention given to learning and improving the language, either because they do not consider it vital or because they consider it difficult.

According to article about English level mentions Ecuador in 2020 ranked 81st out of 100 countries evaluated, considered to have a "Very Low" level of English, with a score of 46.57, equivalent to level A1 according to the Common European Framework of Reference for Languages (CEFR) (2020a)

The English language is now considered an important language in several schools in the country, however, due to the shortage of teachers in several institutions in the country, learning and handling the language correctly could be difficult, another factor would be the lack of motivation or interest in learning a new language.

The Ministry of Education of Ecuador (MinEduc), since 2014 established the agreement No. 052, in which it established that the teaching of the English language here in Ecuador is mandatory, from the second grade of General Basic Education (EGB) to the third year of high school, in all institutions established by this Ministry (public and private institutions). This incentive encouraged the return of the language to institutions in different provinces within the country, with the province of Santa Elena, La Libertad, being part of the return. At Unidad Educativa Dr. Luis Celleri Aviles, located in the aforementioned province, it was taken as a reference point for the continued knowledge of the subject, especially in order to have more sources of information.

This research project consists of four chapters, which are detailed below:

CHAPTER 1: This chapter establishes the problem statement, which includes the various difficulties that learners confront when learning a new language. When learning a new language, learners must overcome obstacles.

CHAPTER 2: This chapter explains the theoretical backdrop that supports the topic's content by complementing the research variables. The theoretical framework, on the other hand, is based on earlier study on the issue.

CHAPTER 3: The methodological structure that permitted the collection of data through various research instruments that aided the process was established in this chapter. Additionally, the population selection and analysis of the data gathered are discussed.

CHAPTER 4: The idea presented in the following chapter offers a solution to the difficulty identified in relation to the English language learning process. In addition, conclusions and recommendations are offered based on the activities in the proposal as well as on previous theoretical studies.

CHAPTER I
THE PROBLEM

RESEARCH TOPIC

Community Language Teaching to Enhance Speaking Skills For 10th Graders at "Unidad Educativa Dr. Luis Célleri Avilés."

1.1 PROBLEM STATEMENT

In a society, communication is fundamental because it allows people to share ideas and crucial information with each other. In this language, as in others, it is necessary to learn vocabulary, grammar rules and try to understand what people are saying. The learning process can be difficult, but not impossible. The most important factors during the learning process are how to learn and how to apply it correctly.

The English language is currently considered an important language in several schools in the country, however, due to the shortage of teachers in several institutions in the country, learning and handling the language properly could be difficult especially when speaking it with another person and even with a native speaker.

Education has changed in the province of Santa Elena due to the coronavirus, as it is now known around the world, it is a disease that affected people in many ways, due to the pandemic there were generally a higher number of students with problems in the knowledge of English language, resulting in a lack of enthusiasm and problem with improvement of English as a result of the disease.

At "Unidad Educativa Dr. Luis Célleri Avilés" created on June 3, 1957, located in the province of Santa Elena, canton La Libertad, La Carolina sector, 10th street, 5th, and 7th avenues, with a total of approximately 1982 students and 86 teachers, this institution offers morning and afternoon classes, at EGB and bachelor's degree levels, in the institution, there is a deficiency in the area of English due to students are having

difficulty learning the language for many factors.

The lack of teachers in the area and the incorrect methodology applied means that students have a deficit in the language resulting in a problem in the development of skills, both in speaking, it generates an insecurity when speaking due to lack of practice, the teacher should be a guide during the process so that the student is a main entity for a correct acquisition and development in the language.

The methodological aspect of the educational environment can be crucial in the acquisition of a new language, people must be encouraged to continue the learning process. In the last decade, it has become evident that the Ecuadorian territory has become interested in the subject of English and English culture, in past decades this was not necessary, and it was only taught to people with the necessary resources to learn them; Today since 2016 this is a compulsory subject for all schools and colleges, so now it generates an analysis in the student that different factors are presented by which does not allow them to learn this language in a correct way, however, the percentage of people in the country that have a decent command of the English language is low, and this is due to the lack of attention put into learning and improving the language, either because they do not consider it vital or because they consider it difficult.

1.2 PROBLEM TREE

CAUSES

Fear of making a grammatical error

To Express and understand can be complicated.

Mispronunciation

Factors of deficit in speaking skills in English Language

The learner would find it difficult to convey ideas

Poor organization of ideas that gaps in sentences

Not vocalizing correctly.

EFFECTS

1.3 PROBLEM FORMULATION

How does the use of the COMMUNITY LANGUAGE TEACHING method in English language enhance speaking skills among students for 10th Graders at Unidad Educativa Dr. Luis Célleri Avilés.?

1.4 QUESTIONS AND SPECIFIC QUESTIONS

- To what extent does the communication-based strategy aid to enhance pronunciation?
- How could video guidance be used to enhance the pronunciation in a communicative language for 10th Graders at Unidad Educativa Dr. Luis Célleri Avilés?
- What effect do practices aimed at increasing speaking abilities have on the English language learning process?

1.5 OBJECTVES

1.5.1 GENERAL OBJECTIVES

- To enhance speaking skills using Communicative Language method in 10th grader students of "Unidad Educativa Dr. Luis Célleri Avilés"

1.5.2 SPECIFIC OBJECTIVES

1. To determine effectiveness of Communicative language method based on research from different authors.
2. To find out difficulties from learners while pronouncing English language.
3. To determine the activities based on Community Language Method that will enhance speaking skills.

1.6 JUSTIFICATION

The purpose of this study is to learn more about the application of the correct methodology for the development and improvement of speaking skills in the 10th Graders at Unidad Educativa Dr. Luis Célleri Avilés through adequate language learning, to innovate the acquisition process and carry out a transcendental analysis in the teaching-learning of this educational unit.

Every teacher's goal is to help students learn, so it needs well-trained educators who not only teach their classes, but also contribute to the development of new methodologies and strategies to help students gain knowledge and skills that will benefit them in their academic process. Many English language teachers are seeking for ways to improve their methodologies, but many of the techniques are more theoretical than practical, and methodologies found on the internet can be a bit routine when it comes to putting them into a class.

The methodology that will be applied within this investigation is quite an essential factor for the improvement or incentive of motivation, Students will not perceive language as simply another topic, but as something necessary and not so tough to master, thanks to an approach that is both useful and fascinating to the students.
Modelling conversations and sketches of everyday situations through the implementation of dialogues to improve listening and speaking skills are one of the ways that provide the methodology that will be implemented within the investigation.

The lack of knowledge when applying the method could affect the acquisition of a language, this is a fairly common factor; however, it is hoped that with the implementation of this method, more interactive classes will be created in which students have a higher level of participation and can learn while having fun through the use of resources that allow them to practice their comprehension and oral expression skills when they want to apply themselves.

1.7 SCOPE

The research on the improvement of speaking by means of a method where it can be applied in an efficient way in the Unidad Educativa Dr. Luis Célleri Avilés has as its scope the knowledge of the use of Communicative Language teaching within the process of learning the English language,

due to the confrontation that many times the student faces for fear of making mistakes or not finding the correct use of vocabulary, especially fear of expressing himself in a new language.

1.8 DELIMITATION

Study unit: Unidad Educativa "Dr. Luis Célleri Avilés"

Object of study: Use of the community language teaching method in English language learning.

Target populations: Students of 10th grade.

Research Focus: Quantitative research

1.9 LIMITATION

This study will be carried out in the province of Santa Elena, canton La Libertad, specifically focused on the students of a published institution called: Unidad Educativa Dr. Luis Célleri Avilés.

The sample for this project is the students with problems with speaking skills difficulties because it is focused on a method for an improvement of the speech ability and to obtain a better result at the moment of implementing it.

CHAPTER II

This chapter collects the theoretical foundations associated with the relevancy method within the acquisition of foreign languages, likewise because the components and definitions of the theories of foreign acquisition and instruction, likewise as explaining the utilization of communicative pedagogy and its influence on the communicative language method.

When asked what approach they use in their lecture rooms, maybe several language lecturers nowadays say "communicative." Once probed for an additional thorough rationalization of what they mean by "communicative," however, responses vary greatly. It is communicative pedagogy, or CLT, similar with teaching speech, excluding synchronic linguistics from a course, or action open-ended discussion activities because of the course's key features? What specifically will it mean to mention communicative language teaching?

The correct implementation of the Communicative pedagogy technique achieves the goal of implementing the psychological feature aspects that has to be gifted within the schoolroom whereas conjointly enhancing the desired speaking skills in relevancy activities that pique the students' interest, students within the instructional Unit "Dr. Luis Célleri Avilés" for tenth year.

Furthermore, it's supported theoretical foundations to support a much better understanding of the topic, it's vital to recollect that the utilization of the methodology for the development of speech skills may be a manner of applying the proper use of speech skills through activities.

2.1 COMMUNICATIVE LANGUAGE TEACHING

Throughout the twentieth century, communicative language education has been one of the most effective and widely used methods of learning a second language. Day by day, and in some situations, rapidly, global communication expands .

The basic goal of CLT is to communicate meaning, and language is considered as a tool for learners to achieve this goal. As a result, courses that use a Communicative Approach to teaching prioritize lesson goals that assist students to practice and enhance their language competence over their grammatical ability. (whatiselt, 2018)

In this modern age, people can easily move from one country to another, and even from one culture to another. The third industrial revolution made life easier and faster, and now live in a globalized era, from which the use of a general language which in this case is English allows this kind of people to live in a country without any communication problem.

The communicative approach, often known as communicative language teaching, is one technique to approach teaching Ells. It will note immediately away that the name has a lot of similarities to the term 'communication.' This is not by chance: the communicative method emphasizes language learning through communication. (Communicative Language Teaching: Definition, Overview & Example, 2021)

Language instruction that is communicative Throughout the twentieth century, communicative language education has been one of the most effective and widely used methods of learning a second language.

Language, particularly English, plays an important role in worldwide communication. That is why educators and scholars have been looking for the most effective techniques to teach a second or foreign language. (Burj Dubai, 2021)

In the early 1970s, the notion of communicative language education was developed in the United Kingdom. The importance of communicative language education, rather than grammatical, lexical, and phonological norms, was examined by British linguists in the late 1960s.

The teacher's major duty in some ways to teaching English is to pass on knowledge to pupils through explanations. Although delivering explicit explanations of language points is still a significant aspect of Communicative Language Teaching, the teacher's job is somewhat different. First and foremost, the teacher serves as a role model for effective communication.

In English as a Second Language (ESL) classrooms, teachers that employ the CLT approach encourage pupils to use English. ESL teachers can use activities that encourage students to communicate while performing meaningful tasks to increase meaningful language use. ESL education focuses on interaction as both a method and a goal. (University of Louisiana Monroe Online, 2021)

To different professors, the word "communicative language teaching" (CLT) signifies different things. For other professors, it simply means putting a larger focus on the use of the target language in the classroom, especially orality. Communication, according to other professors, comprises the exchange of unknown knowledge between interlocutors. Finally, some teachers view

communication in the broadest, anthropological terms possible, that is, as a mechanism for creating meaning based on cultural bonds. Regardless of their differing conceptions of CLT, all the module instructors appear to support a communicative approach.

2.2 OBJECTIVES RELATED TO COMMUNICATIVE LANGUAGE TEACHING METHOD

The following are some goals of communicative language instruction: The communicative proficiency of all skills, including reading, writing, listening, and speaking, is improved by CLT. Gradually, it concentrates on communicative competence's grammatical, discourse, functional, and sociolinguistic aspects. (Burj Dubai, 2021)

All four skills - hearing, speaking, reading, and writing - are emphasized in Communicative Language Teaching, although listening and speaking are given specific attention.

CLT is used to improve communication skills and is used to develop communicative proficiency. The following are some goals of communicative language instruction:

- CLT increases all aspects of communicative proficiency, including reading, writing, listening, and speaking.

- Gradually, it concentrates on communicative competence's grammatical, discourse, functional, and sociolinguistic aspects.

- It was used to engage students in pragmatic and functional language use.

- It improves the language's productivity in scientific ways.

- CLT usually encourages students to engage in linguistic engagement with real-world goals.

Rather than precision, fluency takes precedence.

The basic goal of communicative language instruction is for students to be able to communicate effectively in the target language. The emphasis is on the student delivering a genuine message in their own environment and making themselves known, especially in the beginning. Although accuracy is crucial, it does not have to be the primary goal. (What are the characteristics of CLT approach?, 2019)

2.3 CHARACTERISTICS OF COMMUNICATIVE LANGUAGE TEACHING

Human social connection requires the ability to communicate effectively. Furthermore, communication skills are necessary for successful enlightenment, relationships, and community participation. (Theories of Communication and Language Acquisition, 2021)

Communicative language instruction is a learner-centred approach that emphasizes language acquisition through communication. The following are some of the most important characteristics of communicative language instruction:

CLT places a strong emphasis on putting students in real-life settings in the classroom so they may learn how to communicate in the real world.

- It emphasizes the importance of the learners' need and tries to explain it.
- Errors are treated as a natural occurrence in communicative language training.
- Normally, CLT tends to focus on the learners' fluency rather than their grammar accuracy, and learners develop their accuracy gradually and spontaneously
- Communicative Language Teaching also thinks that communication is the most important goal of language, and that learners must master all language abilities (reading, writing, listening, and speaking).
- It allows students to participate in teacher-student and learner-learner interactions in the classroom.
- It focuses on the use of techniques that encourage students to participate in the natural environment, such as group and pair work, among other things.
- CLT shares this viewpoint on individual labour.
- Grammar is the learners' second option in communicative language training, and they discover and acquire the grammatical rules and functions on their own.
- It employs authentic language materials to help students see connections between classroom activities and real-life situations.

2.4 ORAL EXPRESSION AND COMPREHENSION

2.4.1 DEFINITION

2.4.1.1 What Is Oral Expression?

The process of learning a language and being able to understand and use it in both printed and written form is a hierarchical one. Before they may successfully acquire and use language in its written forms, students must first comprehend and produce language in its oral forms. Oral Expression is therefore an important aspect of the White Oak School curriculum. Word retrieval, auditory discrimination, language processing, and the semantic organization required to produce meaningful oral language are all challenges for language learning challenged students. (White Oak School, 2017)

It entails the collaborative development of comprehension and production abilities in both speaking and listening. This process occurs in a variety of communicative circumstances and for a variety of goals relating to the student's family's and social environment's daily existence. It entails learning how to listen and express one's thoughts, emotions, and sentiments in a variety of circumstances with a variety of interlocutors.

Oral expression refers to all communication that takes place through the spoken word. Oral expression is a natural ability in humans that allows them to methodically articulate sounds and communicate. Oral expression, whether in the history of humanity or in the history of each individual, is one of the first complex forms of human expression. Orality is a manner of expressing oneself before the written word, and it is from this that writing emerges. (Javed, 2021)

This method talks about oral expression and comprehension in everyday life; in the family, it specifies that when speaking there must be a good intonation and pronunciation so that the interlocutor can understand the message, especially the way of accent is not so important if there is a good pronunciation, therefore it is important to have knowledge and a correct use for a correct way to improve in the skill.

2.5 THE IMPACT OF COMMUNICATIVE LANGUAGE TEACHING ON THE ACQUISITION OF THE SPEAKING SKILLS.

Language instruction employs a variety of methodologies and principles, such as the Grammar-Translation Method, the Direct Method, and the Audio-Lingual Method. Every language teaching style has its own purpose and impact on students' proficiency in the target language. This essay will quickly explore the impact of Communicative Language Teaching in the classroom, what the Communicative Language Teaching concept is, and how the Communicative Language Teaching principal influences students' development in mastering the target language. When creating an education component, the four skills of reading, speaking, listening, and writing are used to construct a set of objectives and criteria. It is impossible to learn a language without having the opportunity to practice these skills in real-life circumstances and reactions. These abilities will then be linked to the kind of activities that the students will be expected to do. The questions are: What will the students read, write, listen to, and discuss? What is the language content, in other words? In what situations will students apply these abilities? What method (approach, technique, strategy) will be used to achieve real-world practice that is interesting to learners and meets their needs?

Communication in the classroom is critical for kids to learn well, and it should begin at the beginning of their education. There are three types of classroom communication: vocal, non-verbal, and written. (Sword, 2021)

The use of communicative tools in the classroom allows for improved engagement between teachers and students, with the goal of acquiring and improving communication skills through various types of communication found in the classroom, with a focus on a broad and adaptable method of communication.

To the best of knowledge and based on my experience as a teacher and teacher trainer, the English language is taught to be conveyed and acquired naturally through communication. The communicative approach is founded on the belief that the most effective way to learn a language is to have to express genuine meaning. People do not communicate by expressing isolated thoughts or completing isolated functions any more than they do by uttering isolated sentence patterns, according to Widdowson, the pioneer of communicative language training.

Sending and receiving a message through sounds and languages is referred to as verbal communication. Teachers might use vocal communication to address a single student or the entire classroom. A teacher, for example, may instruct a pupil to stand up, which is an example of verbal communication. (Sword, 2021)

As a result, it is critical to develop productive abilities such as speaking and writing in order to build communication. They determine the communication process's flow and continuity. Both spoken and written communication are examples of people's daily interactions in real life. They are the means through which ideas, thoughts, and feelings can be understood and exchanged. As a result, selecting authentic verbal and written teaching material in a communicative setting is the most direct and practical strategy to assist students acquire language responsibly and effectively while teaching English. That is all there is to it. It is impossible to improve learners' communicative competence without exposing them to real-life situations. Role plays, interviewing, learning by doing, language interaction, sending emails, and filling out applications are all examples of activities that can be used to teach English.

One of the barriers to implementing communicative language instruction, ironically, is the linguistic gap between the teacher and the student. It occurs when the teacher is an English native speaker, and the learner is not. As a result of the learners' first language interference, the teacher may find it difficult to grasp, determine, and analyse some learners' key spoken and written faults.

2.6 THE EFFECT OF USING COMMUNICATIVE LANGUAGE TEACHING ON SPEAKING SKILLS

Grammar is now taught in more engaging ways thanks to the Communicative Language Teaching approach, or CLT. Much recent research has demonstrated that teaching and studying grammar in communicative contexts helps students improve their language skills, particularly their ability to speak more fluently and accurately. (Issuu, 2020)

The purpose of speaking components in language classes should be to promote communication both inside and outside of the classroom. Intensive speaking is a step up from imitative speaking and covers any speaking performance that aims to improve phonological or

grammatical skills. Intensive speaking can be self-initiated, or it can be part of a pair work exercise in which learners are reviewing specific language forms.

Based on the explanation above, through well-prepared communicative output activities such as discussion or group work, the teacher can encourage the students to experiment and innovate with the language and create a establish a welcoming environment in which they can make errors without fear of shame This will increase their self-assurance as speakers and their desire to learn more.

2.7 THE APPROPRIATE APPLICATION OF THE COMMUNICATIVE LANGUAGE TEACHING METHOD DURING THE LEARNING PROCESS.

2.7.1 DEFINITION

Through learner interaction, communicative language teaching (CLT) strives to achieve communicative rather than linguistic competence. This language-learning technique, which dates to the 1980s, is founded on the idea that in order to acquire a language, one must practice using it to express meaning to others. (2021)

The notion behind communicative language learning is that successful language acquisition is attained by having to communicate genuine meaning. The Communicative Approach's main goal is to present a topic in as natural a context as possible, where it allows this institution's students to obtain favourable results by wanting to improve their skills as well as Listening and Speaking, these two skills being closely related, they could be practiced at the same time through strategies that capture students' attention.

In English as a Second Language (ESL) classrooms, teachers that employ the CLT approach encourage pupils to use English. ESL teachers can use activities that encourage students to communicate while performing meaningful tasks to increase meaningful language use. ESL education focuses on interaction as both a method and a goal. (University of Louisiana Monroe Online, 2021)

The application that teachers give to the method is the way they apply it, it could be an interactive method where there are opportunities for greater interaction between teacher and

student, as well as serving as an excellent way of developing a skill that is speaking, of which the method deserves to be applied in a more effective way.

2.8. LEARNING METOHDS THAT CAN BE USED IN THE COMMUNICATIVE LANGUAGE TEACHING METHOD

When it comes to foreign language learning, particularly English language acquisition, CLT is perhaps one of the most well-known and widely used teaching methods in the world. Many teachers employ this teaching style nowadays all around the world, so it is especially vital to investigate its effects in the classroom. (Otten, 2021)

1. The importance of meaning cannot be overstated.

2. Dialogues, whenever utilized, occur in the context of communicative functions, and are not typically memorized.

3. Contextualization is a fundamental premise.

4. Language acquisition entails learning to communicate, with the goal of achieving successful communication. (When learners engage in real-world communication, their natural language acquisition methods are activated, allowing them to learn to utilize the language.)

5. It is desired that the pronunciation be understandable.

6. Teachers assist students in any way that encourages them to work with the language.

7. Students are required to engage with others, whether in person, through pair and group work.

In this method, the use of dialogue can be employed through sketches with genuine scenarios and vocabularies that they can acquire, this technique is required because the student will practice their listening and speaking, the activity is carried out in pairs, and it is a group activity of 2 o 4 per each member. In a daily environment, the student will not be forced to do it by just finishing the exercise; rather, the student will be motivated since there are a variety of things that may be of interest.

2.8.1 CLASSROOM ACTIVITIES IN COMMUNICATIVE LANGUAGE TEACHING

The communicative method to language training holds that learning a language requires practicing using it to express meaning to others. Language learners must continue to speak. They must continue to share their tales, humour, and viewpoints with others. (D., 2021)

A correct activity within a class is essential for a better strategy in order to reach the main objective, which is based on the method and the activities implemented with the respective interaction.

- Through pair and group work, students interact with others.
- Students are urged to focus on their communication skills.
- It is possible to begin reading and writing on the first day.
- The interaction between the teacher and the pupils should be practical.
- Teachers encourage students to interact with them by motivating them.
- Learner-centred teaching strategies are required.
- Students should participate in a variety of activities in order to produce fresh ideas.

2.8.1 TEACHER'S ROLE IN CLT

The teacher's goal is to educate pupils, control their behaviour, encourage their learning, and measure their progress. Throughout the school day, the teacher is the classroom leader and is responsible for the kids' learning and safety. (Staff Write, 2020)

Teachers are extremely important in CLT. However, the following are the teacher's responsibilities in CLT:

- Teachers remain in the classroom as facilitators to ensure that all participants communicate well. They also encourage students to participate in a variety of activities.
- A professor responds to students' questions and is concerned about their performance and activities.
- In the learning process, the instructor also serves as a communicator. He or she also works with the group that teaches and learns.

The role of the classroom instructor is to manage the classroom in such a way that each student's particular requirements are met. This includes encouraging and complementing learning, coordinating, and collaborating with support staff, employing a variety of teaching methods, and modifying lessons to incorporate all students. The overall academic program of each student is overseen by the classroom teacher. (Teaching Students with Visual Impairments, 2019)

The role of the teacher in the classroom is very important, as he/she oversees managing a considerable group of students and motivating them in the right way during the learning process.

2.8.2 THE ROLE OF STUDENTS IN CLT

Students play an important and active role in education as learners. They engage and connect with students and teachers, take part in classroom discussions, and are receptive. Apart from what their parents teach them at home, students spend a considerable portion of their lives in schools. (S., 2020)

In CLT, students must also take part in some activities. The following is a list of them:

•The students must establish groups among themselves for the aim of learning while also considering their ability to function in the classroom.

•To perform all of the responsibilities provided by the responsible teacher, the students must work together and help one another in the group.

•The students should engage in dialogue and interaction with the teacher and other students in the classroom.

•To make learning easier and more appealing, students should be more participatory and create an interactive environment in the classroom.

To summarize, communicative language teaching (CLT) is the most important and modern strategy for acquiring the most effective ways to learn a second language quickly .

Learners are provided many opportunities to connect with the teacher and clear up any misconceptions they may have. The most interesting aspect is that communicative language training accepts mistakes as a natural occurrence   .

Students should be aware that they are always members of a learning community. Each person is responsible for taking responsibility for their actions in a way that promotes the creation of safe and positive learning environments. Student accountability promotes learning and aids in the improvement of academic performance and achievement. (Kickboard, 2021)

Students need to be aware that they are participants of a learning community at all times. Their main role is the responsibility they demonstrate in the classroom; they are willing to contribute ideas and collaborate with the activity when it comes to practice, such as pronunciation.

2.9 VARIABLES OF STUDY

2.9.1 DEPENDENT VARIABLE

To Enhance Speaking Skills

2.9.2 IDENPENDENT VARIABLE

Communicative language Teaching method

CHAPTER III
METHODOLOGICAL FRAMEWORK

METHODS

This research is directed towards a quantitative approach.

In Bhandari's (2021) study the process of collecting and interpreting numerical data is known as quantitative research. It can be used to look for patterns and averages, make predictions, test causal linkages, and extrapolate results to larger groups.

The entire research is descriptive and exploratory as outlined below:

3.2 DESCRIPTIVE RESEARCH

This research allowed us to describe the circumstances in the classroom in terms of communicative language teaching for the improvement of pronunciation skills, as well as the characteristics, types of activities that can be used, and the benefits that it provides, in order to highlight all the problem's key features.

A descriptive research approach is one in which the characteristics of a phenomena, situation, or population are described. It employs quantitative and qualitative methods to describe situations with limited data. Descriptive research accurately portrays a study problem without attempting to explain why a specific occurrence occurred. Instead, then concentrating on why a change occurred, the descriptive method answers how patterns change, what caused the change,

and when the change occurred by researching market patterns. (Harappa, 2021)

3.3 EXPLORATIVY RESEARCH

The exploratory research allowed the identification of the problematic situation within the Educational Unit, thus achieving an approximation to the aspects related to the study, in this way new knowledge can be obtained that will facilitate the establishment of the possible causes and consequences that lead to the improvement of the speaking skills of tenth grade students.

Exploratory research is the investigation of an issue that has not previously been studied or completely investigated. Exploratory research is frequently done to gain a better knowledge of the subject at hand, but it rarely yields a clear outcome. (Blog, 2019)

During the research, the following research modalities were also used:

3.3.1 FIELD RESEARCH

The field research allowed for direct contact with the educational institution and the problem to be addressed, as well as interaction and observation of events involving students and teachers, and thus effective information to be gathered in order to identify solutions to the problem.

3.3.2 BIBLIOGRAPHIC RESEARCH

Secondary sources of information, such as theories-concepts, methods, instruments, and outcomes, among others, were used to support the research and clear up any questions concerning the subject under investigation. This style of research aids in the collection of data, which is then organized, analysed, and evaluated based on its usefulness, making all research procedures more understandable and directing the researcher in the direction he wishes to go with his work.

3.3.3 RESEARCH TECHIQUES AND INSTRUMENTS

For the present research work, different strategies were applied to collect relevant information, such as:

3.3.4 INTERVIEW TECHNIQUE

This technique consists of a series of open questions that were posed to an EGB tenth-grade teacher in order to learn about her perspective on the use of the Communicative Language Teaching method, as well as the various activities to improve speaking skills, and her level of knowledge

about the subject, among other things; this will help to validate or discard the research's objectives and questions.

3.3.5 SURVEY

This technique consists of a collection of closed questions that were used with EGB tenth-grade students to assess their knowledge of exercises to enhance pronunciation, specifically if they had used them within or outside of class hours to supplement their teaching-learning process. Because this instrument requires statistical analysis to produce accurate overall results for each issue given, the results are more particular and easier to assess.

3.4 POLULATION AND SAMPLE

The population for this research is made up of teachers and students in the tenth grade of the Unidad Educativa Dr. Luis Célleri Avilés.

TABLE 1.

Research population

Research population

OBSERVATION UNITS	Population	Percentage
TEACHER	1	10%
STUDENTS	19	90%
TOTAL	20	100%

Nota. The table shows the total of students and teachers that answered the survey.

3.5 ANALYSIS OF DATA

TABLE 2.

Have you ever been confused about the pronunciation of a new English word?

QUESTIONS	VARIABLES	FRECUENCY	%
1	Always	2	10%
	Often	7	37%
	Sometimes	6	32%
	Rarely	4	21%
	Never	0	0%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "often" to response the question.

ANALYSIS AND INTERPRETATION

Of the 100% of the surveyed population only 10% always have had problems with the pronunciation of new words, while a considerable number of 37% have problems with the pronunciation of new words often, 32% have had problems with the pronunciation of new words sometimes, and 21% have rarely had problems with the pronunciation of new words.

The result is 0% for the alternative "never". Thus, it can be said that most of the population has had difficulties with the pronunciation of a new word at some time in their lives.

Question 2: Do you consider speaking to be the most difficult part of the English language?

TABLE 3

Do you consider speaking to be the most difficult part of the English language?

QUESTIONS	VARIABLES	FRECUENCY	%
	Always	3	16%
	Often	8	42%

2	Sometimes	7	37%
	Rarely	1	5%
	Never	0	0%
TOTAL		19	100%

Nota: The table shows that majority percent of students chose "Often" refers to the speaking to be consider the most difficult part.

ANALYSIS AND INTERPRETATION

Of the 100% of the population surveyed, only 16% considered speaking to be the most difficult skill, while a considerable number, 42%, often considered speaking to be the most difficult skill, 37% considered speaking to be the most difficult skill sometimes and 16% rarely considered speaking to be the most difficult skill.

The result is 0% for the alternative "never". Therefore, it can be said that most of the population has considered speaking to be one of the most difficult skills at some point in their lives.

Question 3: Do you use exercises to improve your pronunciation?

TABLE 4

Do you use exercises to improve your pronunciation?

QUESTIONS	VARIABLES	FRECUENCY	%
3	Always	2	11%
	Often	5	26%
	Sometimes	8	42%
	Rarely	3	16%
	Never	1	5%

QUESTIONS	VARIABLES	FRECUENCY	%
		19	100%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "Sometimes" to response the question.

ANALYSIS AND INTERPRETATION

Out of 100% of the surveyed population, only 11% mentioned that they always use pronunciation exercises in every class, while a considerable number, 42%, mentioned the use of pronunciation exercises sometimes, 26% mentioned that pronunciation exercises are often, 16% mentioned that they rarely use these types of exercises, resulting in 5% for the alternative mentioning that they "never" use these types of exercises. Therefore, it can be said that most of the population have used exercises to improve pronunciation at some point in their lives.

Question 4: How regularly do you practice pronunciation?

TABLE 5

How regularly do you practice pronunciation?

QUESTIONS	VARIABLES	FRECUENCY	%
4	Always	0	0%
	Often	5	26%
	Sometimes	8	43%
	Rarely	5	26%
	Never	1	5%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "Sometimes" to response that they regularly practice pronunciation.

ANALYSIS AND INTERPRETATION

Of the 100% of the surveyed population, unfortunately 0% did not select the alternative "always", on the contrary 43% mentioned that they sometimes practice pronunciation, 26% were even in the percentages "often" and "rarely", resulting in 5% for the alternative "never" using this type of practice regularly. Therefore, it can be said that most of the population has used exercises to improve pronunciation at some point in their lives.

Question 5: Do you use speaking during class time?

 TABLE 6

Do you use speaking during class time?

QUESTIONS	VARIABLES	FRECUENCY	%
5	Always	3	16%
	Often	4	21%
	Sometimes	6	32%
	Rarely	5	26%
	Never	1	5%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "Sometimes" to mentions that they use the speaking skills in class.

ANALYSIS AND INTERPRETATION

Of the 100% of the surveyed population, 16% selected the alternative "always" to use speaking during class time, 32% mentioned that they sometimes use speaking during class, 26% indicated that they rarely use speaking in class, resulting in 21% indicating that they use this type of practice regularly, and the last 5% select the option "never" Therefore, it can be said that most of the population has used exercises to improve pronunciation at some point in their lives.

Question 6: Pronunciation is fundamental to mastering the English language?

TABLE 7

Pronunciation is fundamental to mastering the English language?

QUESTIONS	VARIABLES	FRECUENCY	%
6	Always	8	43%
	Often	5	26%
	Sometimes	4	21%
	Rarely	1	5%
	Never	1	5%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "Always" to response that they think that pronunciation is fundamental.

ANALYSIS AND INTERPRETATION

Of 100% of the population surveyed, 43% selected the "always" alternative considering that

pronunciation is essential to master the English language, 26% think that pronunciation is often essential to master the language, 21% indicates that sometimes the pronunciation is essential, resulting in the same percentage of 5% to indicate that "never" and "rarely" the pronunciation is essential. Therefore, it can be said that most of the population thinks that pronunciation is essential for mastering the language.

Question 7: Are the methodologies useful during the lessons?

TABLE 8

Are the methodologies useful during the lessons?

QUESTIONS	VARIABLES	FRECUENCY	%
7	Always	7	38%
	Often	6	33%
	Sometimes	5	24%
	Rarely	1	5%
	Never	0	0%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "Always" to response that methodologies are useful during the lessons.

ANALYSIS AND INTERPRETATION

100% of the population surveyed, 38% selected the "always" alternative considering that the methodologies are useful during the lessons, 33% think that often the methodologies are useful, 24% indicates that sometimes the methodologies are useful, resulting in the percentage of 5% to indicate that "rarely" they consider that methodologies are useful during the lessons, and the 0% to indicate never. Therefore, it can be said that most of the population thinks that methodologies are useful during the lessons.

Question 8: Are the methods used by your teacher productive in improving your speech?

TABLE 9

Are the methods used by your teacher productive in improving your speech?

QUESTIONS	VARIABLES	FRECUENCY	%
8	Always	7	37%
	Often	8	42%
	Sometimes	4	21%
	Rarely	0	0%
	Never	0	0%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "Often" to response the methos used by the teacher are productive.

ANALYSIS AND INTERPRETATION

100% of the population surveyed, 37% selected the "always" alternative considering that the methods used by the teacher productive in improving the speech, 42% think that often the methods are productive in improving the speech, 21% indicates that sometimes the methodologies are productive, resulting in the same percentage of 0% to indicate that "rarely" "never". Therefore, it can be said that most of the population thinks that methods are productive in improving the speech.

Question 9: Will practicing your pronunciation improve your academic performance?

TABLE 10

Will practicing your pronunciation improve your academic performance?

QUESTIONS	VARIABLES	FRECUENCY	%
9	Always	12	70%
	Often	3	18%
	Sometimes	2	12%
	Rarely	1	0%
	Never	1	0%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "Always" to response that practice pronunciation can enhance the academic performance.

ANALYSIS AND INTERPRETATION

Of 100% of the population surveyed, 70% selected the "always" alternative considering that practicing the pronunciation improve the academic performance, 18% think that often the methods are productive in improving the speech, 12% indicates that practicing the pronunciation improve the academic performance, resulting in the same percentage of 0% to indicate that "rarely" "never". Therefore, it can be said that most of the population thinks practicing the pronunciation improve the academic performance.

Question 10: Does the teacher use activities to reinforce speaking?

TABLE 11

Does the teacher use activities to reinforce speaking?

QUESTIONS	VARIABLES	FRECUENCY	%
10	Always	9	47%
	Often	6	32%
	Sometimes	4	21%
	Rarely	0	0%
	Never	0	0%
TOTAL		19	100%

Nota. The table shows the majority percentage of students chose the option "always" to response about the activities to reinforce the speaking.

ANALYSIS AND INTERPRETATION

100% of the population surveyed, 47% selected the "always" alternative considering that teacher uses activities to reinforce the speaking, 32% think that often that teacher uses activities to reinforce the speaking 21% indicates that teacher uses activities to reinforce the speaking resulting in the same percentage of 0% to indicate that "rarely" "never". Therefore, it can be said that most of the population thinks that the teacher uses activities to reinforce oral expression because it is an activity that facilitates and encourages the improvement of pronunciation based on that it can be deduced that the activities can improve the process.

3.6 GENERAL CONCLUSION OF THE SURVEY ADDRESED TO STUDENTS

The majority of those polled had received positive feedback from their professors regarding the use of the communicative approach of language teaching; while they may not be familiar with the word, they have a general understanding of what it entails, which was explained to them during the process. The questions were mostly about their level; they knew that speaking ability is one of the four main abilities of language learning, and that it has a relationship with pronunciation.

Because of the various sorts of activities that may be used, using activities to improve pronunciation is a very beneficial approach of teaching and learning for students.

3.7 INTERVIEWS

3.7.1 ANALYSIS OF THE INTERVIEW QUESTIONS

1. During the teaching process in your field of work, what methodology do you use in the classroom?

Answer: Stimulate active and cooperative learning through activities such as information research, individual or group work and presentations.

Analysis: Cooperative learning through teaching and application in the classroom is vital because it allows for activities such as the formation of acquisitive teamwork and support that can occur during classroom activities.

2. What effects might occur during its application?

Answer: We live in a globalized world in which the acquisition of cooperation skills is essential, therefore it is a useful tool to respond to difference and has led to high expectations in terms of educational problem-solving.

Analysis The method used is adjusted to the scenarios that may arise for each student, especially in the academic sector; in particular, by allowing better results to be obtained from the analysis provided, the handling of the tool can have a favourable impact on its use.

3. What are the methods to obtain favourable results in speech improvement?

Answer:

Defining effective teaching.

> Attracting the best applicants.
>
> Strengthen initial teacher training.
>
> Create induction periods.
>
> Improve professional development.
>
> Evaluate to help improve. Standards

Analysis: The methods in the classroom are very important because they allow to generate a better understanding through the application with activities that allow to practice with different exercises in the classroom, in order to obtain better results in the academic environment.

4. Have you ever heard of communicative teaching and its use in a classroom?

Answer: If they are those which in turn form part of the learning ones, since they favour the learning process and are activated in interaction, expression, or comprehension, for example: - resorting to mime, gestures, or drawings to make up for expressive deficiencies.

Analysis: The knowledge of the communicative method employs a broad acquisition and above all application of the communicative aspect because it includes a field related to communication.

5.How can speech skills be improved?

Answer: Listening to conversations either using YouTube or having the opportunity to do so with Americans, watching videos and films.

Analysis: There are different ways to improve pronunciation, each person is different and adapting

these types of resources to a rhythm of study proves to be effective.

CHAPTER IV
THE PROPOSAL

4.1 NAME OF THE PROPOSAL

A YouTube Chanel to practice pronunciation applying Communicative Language Teaching for students of 10th grades at "Unidad Educativa Dr. Luis Célleri Avilés"

4.2 INFORMATIVE DATA

Institution: Unidad Educativa "Dr. Luis Célleri Avilés"
Country: Ecuador Province: Santa Elena City: La Libertad
Beneficiaries: Students (Tenth -year high school students)
Author: Baquerizo Figueroa Bryan Damian
Advisor: MSc. Sara Dolores Gonzalez Reyes

4.3 BACKGROUND

To carry out this study, it was necessary to focus on the methodology of communicative language teaching in speaking for a significant increase in pronunciation, which is one of the problems that students may encounter during their learning process. As a result, videos are addressed that will serve as a focal point to improve the students' English-speaking skills, the deployment of dialogues to conduct a proper orientation, and, therefore, the results can be more favourable. It was important to have the Dr. Luis Célleri Avilés Educational Unit as a school nucleus to develop the study in the 10th grade students in order to carry out the idea and its research.

With this analysis of the proposal, it is demonstrating how the implementation of the videos can become so feasible when applied for an improvement of pronunciation through the proposal can enhance oral competence in these students, and promote an improvement through communication, which is such an essential factor in the ability of speech, this is quite useful for students, because they are based on the model of conversation, plus topics of real conversations, common that become this is quite useful for students.

4.4 JUSTIFICATION

The proposal was developed with teens aged 14 to 15 in mind who require activities to aid them in the process of learning a new language, particularly in the area of speaking, which can be the most challenging.

The main goal of the project proposal is to enhance English pronunciation by implementing tools that allow for convenient and safe viewing when practicing. The use of videos would allow anyone who needs to practice casual conversations that they may want at some point in their lives, especially the way they pronounce it, to do so. During the learning process, many doubts remain, fear of being wrong, fear of being judged.

The implementation of videos using the YouTube platform will help to make finding content to practice more accessible to people who cannot afford a course; the videos will be available to everyone but will be focused more on tenth grade students with conversations according to the level where they can practice through a guide; the video will be played as many times as possible so that they can; another very positive point, aside from being focused on pronunciation.

In addition to practice, casual conversation situations will be a way for the learner to become familiar with conversations they may have in everyday life.

4.5 RESEARCH OBJECTIVES

4.5.1 GENERAL OBJECTIVES

- To enhance speaking skills through videos in which CLT is applied to practice pronunciation.

4.5.2 SPECIFIC OBJECTIVES

- To contribute with accessible materials for correct pronunciation practice.
- To carry out about activities related to oral expression.
- To promote the use of videos as a guide to improve speaking skills.

4.6 PROPOSAL DESCRIPTION
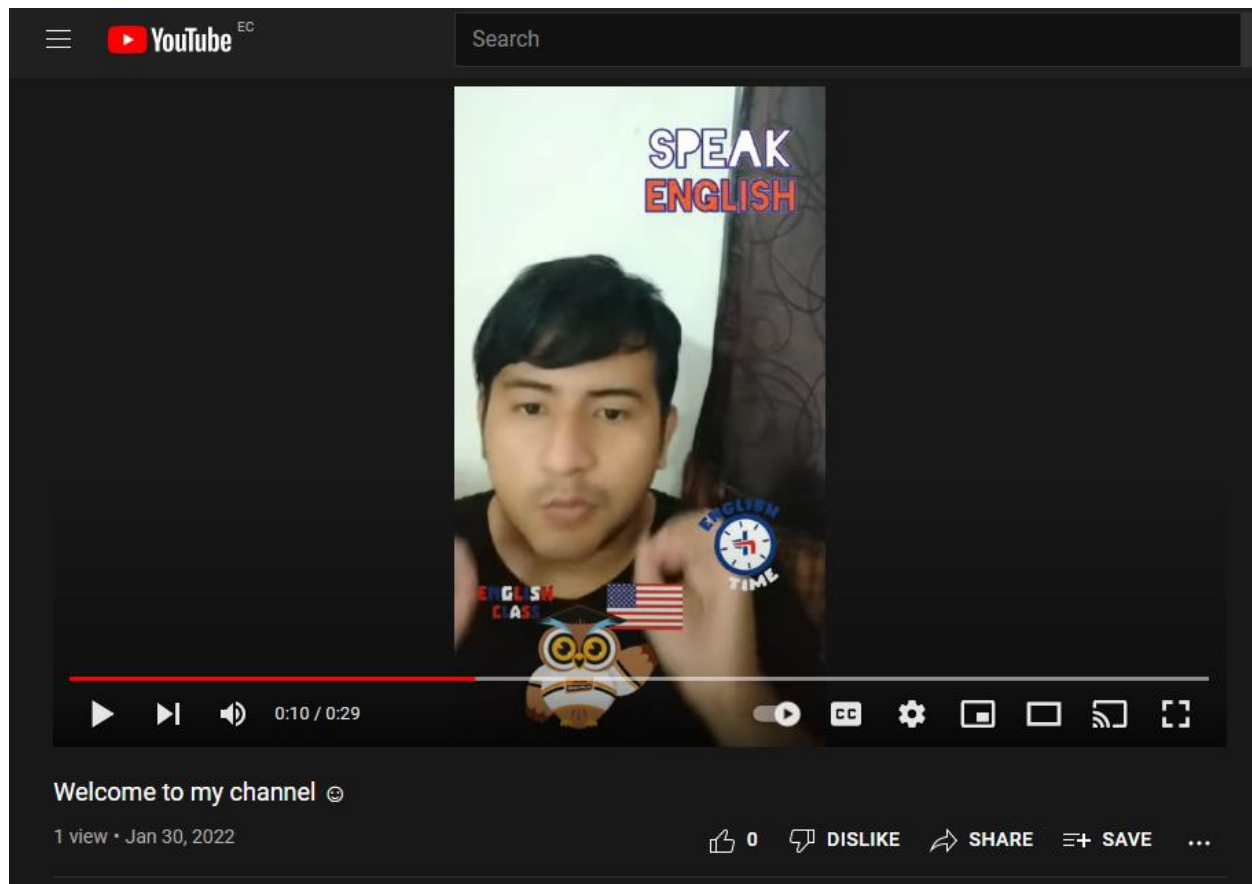
The plan was created in consideration of how Dr. Luis Célleri Avilés school tenth grade students enhanced their conversational abilities in the second language through interactive films, considering the opinions, thoughts, and bibliographical references of some documents produced by diverse writers.

The application of the proposal in this research contains videos that have to do with pronunciation and conversations that they usually have on a daily basis with age-appropriate vocabulary. The main objective for which the CLT method was proposed was due to its wide range of activities that allow interaction with the student, in addition to having an accessible guide so that they can practice at any time of the day without any problem, the application approach with activities related to the ability to speak, it will allow greater efficiency within this skill.

Finally, the proposal is presented to be considered by people who want to practice and improve their pronunciation.

LEARNING ENGLISH WITH BRYAN

The first video is an introduction to my new channel.

https://youtu.be/cGCChJxRfsw

Link:

ACTIVITIES RELATED TO THE SPEAKING SECTION: WHEN DO WE USE GOOD NIGHT?

For the first exercise the main objective is to practice through a casual conversation, where the viewer must interact with me in order to practice pronunciation, in the description the script will be available. The activity is repeat and identify the common mistakes during a conversation.

DUET

SCRIPT:

A: Hi Luis what's up?

B: Hey Marcus Good Night

A: Good Night? Which refers with this part?

B: It's a greeting and it's normal when you mention someone or not?

A: No, Luis, I'm going to explain to you

We use good night when you will go to sleep for example.

and the most common things for this part It's good evening or simple Hi or Hello.

B: Oh!! Sorry I forgot it

A: Don't worry about it just remember that see you.

IDENTIFY THE CORRECT PRONUNCIATION

Many English words can be difficult to pronounce, so the main aim of the activity is to focus on recognising these words and remembering them when we hear them.
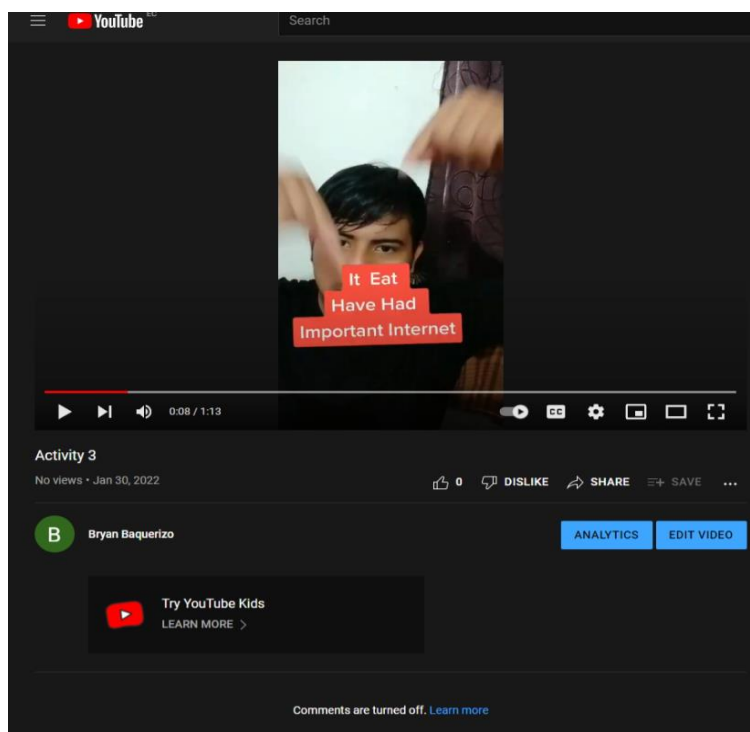
Hi Welcome, again!!

For this opportunity I have a challenge for you

Do you know the correct pronunciation for these words?

Good Luck!

EXAMPLES:

IT   EAT

Have   had

Important internet

CHRISTMAS DAY
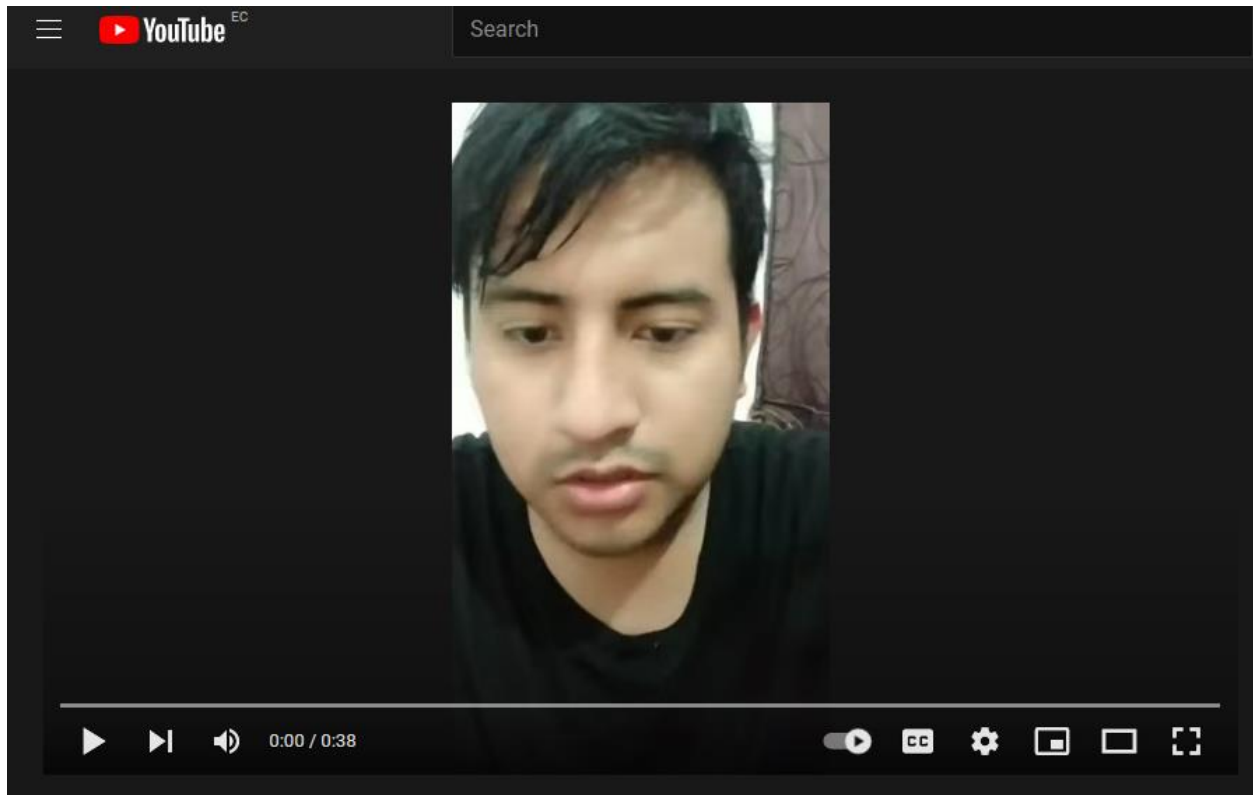
Hi. How are you feeling?

Well, let me know in the comment

Let's Start with the conversation model, read your phrases you are the red, I am the blue.

SCRIPT:

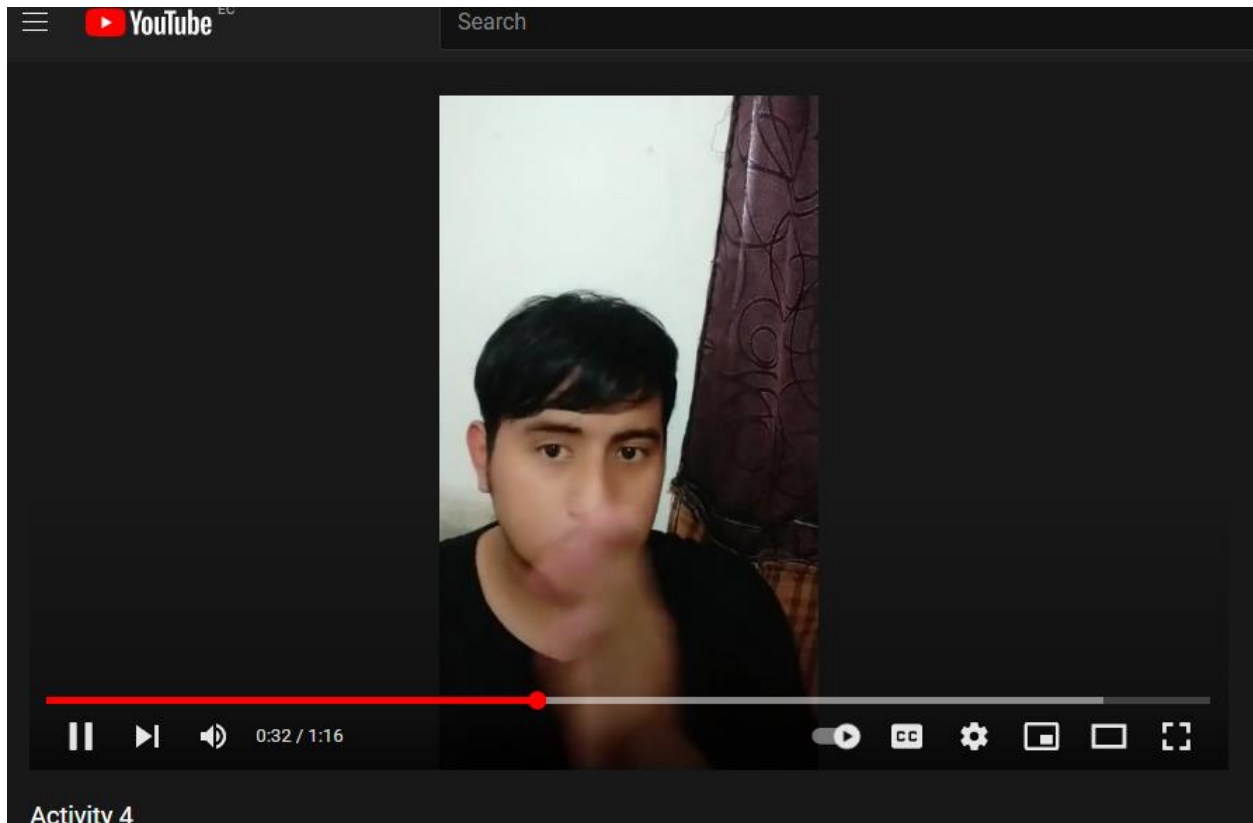So, Friend, what are you planning to do Christmas holidays?

I have no idea do you want us to get together or something

Do you think we can go to spent time with my family?

I think that would be a good idea. That would be fine with me, what place do you have in mind?

Good!! Let's go!!

THE MOST COMMON WORDS THAT CAN BE DIFFICULT TO PRONOUNCE

Hi, Guys!!

I have a question for you:

Do you know how to pronounce these words?

Be careful!!!! And pay attention!!

Let's practise these words together:

1) Pay attention to the word, wait for a one second pause after

2) Say the word with me, listen carefully,

3) Say the sentence with me and that's all.

READY?

Should: You should not pronounce the l when you say the word should.

Would: Would and wood sound the same when you say them out loud.

Could: She could be sick.

Clothes: Put on warm clothes before you head outside today

Crocodile: Captain Simon was petrified of the crocodile in the movie HORROR PARK.

Ambulance: When you hear an ambulance you must pull over to the side of the road**.**

ACTIVITY 1

Long time, no see!!

What's up Guys!!

For this activity we will get a different way to practice speaking.

Complete the dialogue with the correct phrases, let me know your answers and the comment box:

Phrases:

A What's wrong?

B   I prefer fantasy films.

C   Sure, Why not?

D   What's on?

E   Ah, I really like him.

F Who is the protagonist?

Mario: Hi, Kelly. Do you want to go to the cinema with me tonight?

Kelly: That sounds good. _____

Mario: Well, The Amazing Catman starts at 7pm. What do you think?

Kelly: Sorry, but I'm not keen on superhero movies.

Mario: _____

Kelly: Well, how about Hand over hand and Don't stop me now.

Mario: Hmmm. I haven't heard of it.

Kelly: _____

Mario: A man who finds himself in another world.

Kelly: _____

Mario: Renato Emmanuel Del Pezo Zavala plays the leading role.

Kelly: _____

Mario: Me too. So, let's go see that one! It starts at 8:30, so I'll see you outside the movie at ten.

Kelly: Ok, See you there.

ACTIVITY 2

Pronunciation Quiz Time

Identify the stress.

The main objective of the activity is to recognize the accentuation of the word, recognizing the pronunciation of a word just by looking at it is quite necessary.

Recent: [rɪˈpɔːt]

Detail: [ˈdiːteɪl]

Hotel: [həʊˈtɛl]

Recently: [ˈriːsntli]

Event: [ɪˈvɛnt]

Parent: [ˈpɛːr(ə)nt]

Breakfast: [ˈbrɛkfəst]

ACTIVITY 3
DUET ME
DO YOU WANT TO PARTICIPATE IN THIS SPEAKING SECTION?
SCRIPT:

A: I'm taking an English test tomorrow and for some reason I cannot understand what passive voice means?

B: That's easy for example. Who discovered America?

A: Christopher Columbus discovered America.

B: Excellent, Now for Passive Voices it's the oppositive, we just invert the sentence. Repeat

after me, please repeat it.

"America was discovered by Christopher Columbus"

A: "America was discovered by Christopher Columbus"

B: Congratulation, that's the passive voice, you catch the idea, the action is more relevant, and the subject becomes secondary.

A: Thanks!! Could you give more examples to me?

B: Sure!! Who painted the Mona Lisa?

A: Leonardo Da Vinci

B: Good! And now becomes too passive voice.

A: The Mona Lisa was painted by Leonardo Da Vinci.

B: Excellent! See you

A: See you!!

ACTIVITY 4

DIALOGUE COMPLETION

Complete the dialogue with the correct phrases.

A   Luckily, I had insurance.

B   It seems like you had a great time!

C   It was disappointing.

D   How was your holiday?

E   Oh no. How awful.

Rosé: Hi, Jennie. 1_____

Jennie: It was great, thanks! I went sightseeing every day and took lots of photos.

Rosé: _____

Jennie: Yes, unfortunately the weather was terrible, though.

Rosé:_____

Jennie: Yes, it rained the whole time I was there.

Rosé: What a shame!

Jennie: _____

> Still, there was so much to see and do that I had a great time anyway!

ACTIVITY 5

Try to set a conversation, record an audio after that follow with the correct pronunciation.

Playing in the park.

Luis: Hey, Albert!!

Albert: Excuse me. May I sit here?

Luis: Sure

Albert: Is he your son?

Luis: Yes, he is, his name is Hamilton Gonzalez.

Albert: Good! And long-time no see, tell me about your life.

Luis: Well, I got married!! I get a new job!! I take a normal life.

Albert: Oh Gosh! That's so good, well, I got to go.

Luis: Don't worry, it was a pleasure to talk to you, see you.

ACTIVITY 6

Dialogue:

Fill in the gaps.

Katty: Hi, Patrick!!

Patric: Hi, Katty.

Katty: _1_____ was your weekend?

Patric: It was fun. I went to my cousin's graduation.

Katty: Where there a lot of people?

Patric: Yes! All our friends from school were there.

Katty: Did you have a 2 _____ time?

Patric: Yes, I enjoyed it a lot, What about you?

Katty: Oh, I stayed home, I 3 _____ feeling well.

Patric: Are you 4_____ now?

Katty: Yes, much better thanks.

1. A Which   B How   C What

2. A Kind   B friendly   C nice

3. A didn't   B haven't   C wasn't

4. A good   B great   C OK

CONCLUSIONS

- The use of communicative language teaching is the process of improving the ability to speak and obtain activities to develop it, it is a challenge if it is not applied correctly, so a research based on other authors was conducted to indicate the essential points of this methodology.

- It is important to take into consideration that the activities to encourage the improvement of speech skills may be varied, and the outcome may change.

- According to the results based on surveys and questions, in the English subject area another methodology is applied but taking communicative language teaching as a reference when practising or performing exercises related to speaking skills.

- Videos as a guide could be an innovative activity because of their use and accessibility with everyday topics, common pronunciation errors, duets, intonation, short but necessary content.

RECOMMENDATIONS

- It is necessary to apply methodological strategies for the process of improving their skills, adapting the methodology with activities according to the level and the objective of developing their pronunciation.

- Access to technological resources within the educational field are not always so accessible, so it is recommended to use these types of exercises as asynchronous activities for better application.

- Implement new methodological strategies, for better results, with exercises that do not last more than 10 minutes because they are short but very informative videos of situations that happen.

- The model conversations are guides, which will be provided in the description of each video so that the users+ has the information and exercises at hand.

- The use of this research is not only limited to specific members of the institution, but different people can also access the content by using the free platform.

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ANNEXES

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "Community Language Teaching to enhace speaking skills for 10th graders at Unidad Educativa Dr. Luis Celleri Avilés" elaborado por el estudiante Bryan Damian Baquerizo Figueroa, 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 URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Lic. Sara González Reyes, MSc.
TUTORA