TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

PUJILÍ CAMPUS

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

MODALITY: RESEARCH REPORT

COMMUNICATIVE LANGUAGE TEACHING METHOD, TO IMPROVE THE ORAL-SKILLS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Research report before obtaining the bachelor degree in National and Foreign Language Pedagogy, English Major

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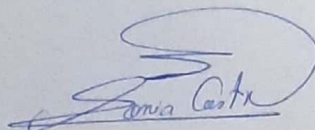
PUJILÍ - ECUADOR

August 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "**Communicative Language Teaching method, to improve the oral-skills in learning English as a foreign language**", and researched by **Guanoquiza Gallardo Cinthia Jomaira,** ID number **055026297-6** and **Jiménez Guamán Sheila Anai,** ID number **180534356-1** for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major.

CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.
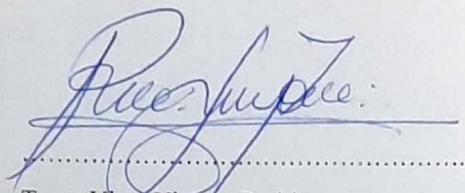
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COMMITTEE APPROVAL

The research report entitled "**Communicative Language Teaching method, to improve the oral-skills in learning English as a foreign language**", has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.
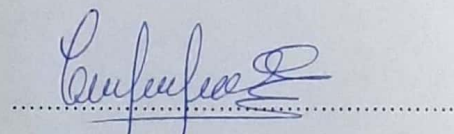
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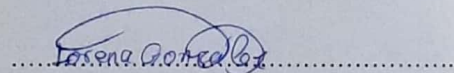
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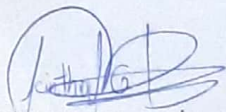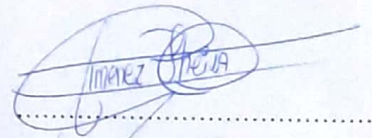
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GRATEFULNESS

First of all, we want to thank God for our health and life, for blessing us every day, for being our unconditional support and for not letting us fall in difficult moments, and for guiding us to make the right decisions that have helped us reach our goals.

To our family, who have always believed in us, giving us an example of humility, sacrifice, and self-improvement, and giving us thousands of encouraging advices to not give up, we thank our families who with effort, love and affection helped us to complete our university career.

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Likewise, we want to thank each other for the friendship, time, effort, and dedication, for the afternoons, and nights of work, because together we have been persevering and for the perseverance that has allowed us to complete this work.

Finally, we would like to express our gratitude to all our professors for sharing their knowledge with us day by day, to train us to be excellent professionals.

Sheila & Cinthia

DEDICATION

We dedicate this work mainly to God because He has known how to listen to us at every moment, He has taken us by the hand to encourage us every day and to pursue our purpose with strength. To our parents, for being our most important pillar, our reason for effort, for their love, hugs, and advice, for listening to us unconditionally and not letting us fall, for having been in each of our failures and helping us to believe in ourselves. We dedicate this work to ourselves because we know how much it has cost us to reach our goal, every time we thought we could not do it anymore and there was one advising the other or vice versa, for every day we stopped believing in ourselves, for every word that helped us to motivate us to make our work successful.

Sheila & Cinthia

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

THEME: COMMUNICATIVE LANGUAGE TEACHING METHOD, TO IMPROVE THE ORAL-SKILLS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE.

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ABSTRACT

Oral skills are always seen as the main ability to develop when someone is learning a new language. This project analyzed the strategies of Communicative Language Teaching method (CLT) to develop the oral skills of English as a foreign language in the teaching-learning process. A group of 29 students in the Eighth grade at Naciones Unidas School participated in the project. Mixed method was applied. Qualitative research was used initially with a pretest to comprehend the problematic. Then, Quantitative phase was applied with an online survey using a Likert scale to obtain quantifiable data on the (CLT) strategies in the teaching-learning process of the English language oral skills. The pretest results showed that students of elementary School had problems in the production of the speech and its sub skills such as fluency, accuracy, and pronunciation. Then, the survey results showed that various strategies of the CLT were advantageous to improve the students' oral skills such as dialogue, group work, role play, opinion sharing and dramatization. Furthermore, students feel highly inspired when participating in communicative strategies. These strategies permitted to enhance some fluency, accuracy and pronunciation, and students were able to use English in a realistic and communicative task.

Keywords: Communicative Language Teaching, Oral skills, Strategy.

TECHNICAL UNIVERSITY OF COTOPAXI

PROGRAMA DE PREGRADO

DEPARTAMENTO DE PEDAGOGÍA DE LENGUAS NACIONALES Y EXTRANJERAS

INGLÉS

TÍTULO: MÉTODO DE ENSEÑANZA DEL LENGUAJE COMUNICATIVO(CLT), PARA MEJORAR LAS HABILIDADES ORALES EN EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA.

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RESUMEN

Las habilidades orales siempre se consideran la principal habilidad a desarrollar cuando alguien está aprendiendo un nuevo idioma. Este proyecto analizó las estrategias del método de Enseñanza de Lenguaje Comunicativo (CLT) para desarrollar las habilidades orales del inglés como lengua extranjera en el proceso de enseñanza-aprendizaje. En el proyecto participó un grupo de 29 alumnos de Octavo grado del Colegio Naciones Unidas. Se aplicó el método mixto. Se utilizó inicialmente la investigación cualitativa con un pretest para comprender la problemática. Luego, se aplicó la fase Cuantitativa con una encuesta en línea utilizando una escala de Likert para obtener datos cuantificables sobre las estrategias (CLT) en el proceso de enseñanza-aprendizaje de las habilidades orales del idioma inglés. Los resultados del pretest mostraron que los estudiantes de primaria tenían problemas en la producción del habla y sus sub habilidades como fluidez, precisión y pronunciación. Luego, los resultados de la encuesta mostraron que varias estrategias del CLT fueron ventajosas para mejorar las habilidades orales de los estudiantes, como el diálogo, el trabajo en grupo, el juego de roles, el intercambio de opiniones y la dramatización. Además, los estudiantes se sienten muy inspirados al participar en estrategias comunicativas. Estas estrategias permitieron mejorar cierta fluidez, precisión y pronunciación, y los estudiantes pudieron utilizar el inglés en una tarea realista y comunicativa.

Palabras clave: Enseñanza Comunicativa del Lenguaje, Habilidad oral, Estrategia.

INDEX

UNDERGRADUATE DEGREE WORK STRUCTURE

1. General Information

Theme: Communicative Language Teaching Method, to improve the Oral-Skills in Learning English as a Foreign Language.

Starting Date:

April 2022

Ending Date:

August 2022

Place of Research:

Pujilí – Cotopaxi – Universidad Técnica de Cotopaxi

Sponsoring Faculty:

EXTENSION PUJILI

Sponsoring career:

National and Foreign Language Pedagogy English

Macro project of the career:

Training processes of English as a foreign language in teaching and learning in educational institutions in the province of Cotopaxi.

Research Group: Cinthia Guanoquiza, Sheila Jiménez.

Work Team: M.Sc. Sonia Castro, Cinthia Guanoquiza, Sheila Jiménez.

Knowledge area:

Education

Research line:

Education and Communication for Human and Social Development

UTC (2015) The objective of this line is to promote research related to education and communication at all levels, aspects and epistemologies aimed at solving the problems faced by the educational and social community in general (teachers, students and citizens). And, those that have an impact on the transformation and innovation of spaces and institutions to improve the quality of life of the population.

In that way, this project was carried out with the aim of promoting the importance of the CLT method and how to apply it in classes. It also shows the strategies, strategies, roles of teachers and students during the application of this teaching and learning process focused on the ability to speak.

Research line of the career:

Sub line 2: Innovation in the Teaching and Learning of English as a Foreign Language

UTC (2015) Educating people and English teachers' professional development. Therefore, the investigation process supports the researcher to develop various qualities such as proactivity, empathy, commitment, tolerance, and so on.

These social skills help enrich professional development and allow the empowerment of the pedagogical profession. Besides, the researchers will be able to explore his/her capacities through the study method, and thus they can obtain the knowledge that distinguishes a researcher teacher.

2. Problem statement

The educational situation has been changing during these years, affecting the development of oral English skills, and causing doubts about which method and its respective strategy could enhance that skill. Thereby, students and teachers in elementary education must consider inquiring about the Communicative Language teaching (CLT) method that would satisfy the English needs. One of the many reasons is that teachers probably do not perform the method and strategies to reinforce English language skills within face-to-face education due to the unawareness of the educative content generating an academic underachievement in students' language oral skills. Eisenring & Margana (2019) stated that the (CLT) method adopts a student-centered approach in which maintaining exceptional interaction with learners becomes the task for the English teacher to make students capable of achieving communicative competences. Consequently, the Communicative language teaching method might be applied in an educational context that incorporates active language teaching and innovative academic resources. Furthermore, it highlighted that the (CLT) method provides practical strategies that support learners' academic achievement in the long term.

Nevertheless, students are having problems in the proper development of oral skills such as lack of fluency, accuracy, usage of vocabulary and, pronunciation causing a non-compliance of the fundamental knowledge of the English language, affecting their language proficiency and academic performance. Students are facing many challenges to comprehend the language and master itself, that is why, teachers have the responsibility to solve the educational problems in the English classroom. Therefore, English teachers must research the pedagogical methods of English as a foreign language to ensure that students can communicate effectively in the target language. Teachers might implement updated strategies that guarantee students be active participants in the educational process. Besides, this investigation attempts to answer the following research question:

What are the strategies of the communicative language teaching (CLT) method for developing oral skills in on-site education?

3. Objectives

General Objective:

To analyze strategies of the Communicative Language Teaching method (CLT) in the development of the oral English skills in the teaching-learning process.

Specific Objectives:

- To inquire theoretical information about the strategies of the CLT method.

- To identify the pedagogical implementation strategies of CLT method to develop oral English skills.

- To determine the effect of CLT strategies to enhance the students' English oral skills.

4. Strategies and task system in relation to the objectives proposed

Specific Objectives	Strategies	Means of Verification
To inquire theoretical information about the strategies of the CLT method.	Review scientific articles about the function of communicative language teaching in the learning process.	Theoretical Framework.
To identify the pedagogical implementation strategies of CLT method to develop oral English skills.	Create the questionnaire based on other researches. Select the suitable questions to later apply the survey online.	Survey file. Analysis and discussion.
To determine the effect of CLT strategies to enhance the students' English oral skills.	Analyze the CLT strategies regarding students' view.	Conclusions and recommendations.

5. Justification

This project was centered on analyzing communicative language teaching (CLT) strategies on oral skills within the educational process. In addition, various strategies were proposed to be applied by teachers and students as pedagogical resources to ensure the improvement of the teaching-learning process focused on the speech needs of learners in a face-to-face environment.

Moreover, the information collected provided academic content for teachers and students, allowing them to interpret and discuss which (CLT) strategy is more appropriate to apply in English classes, as well as to consider the effectiveness of this method. Thus, the factors that interfere with developing oral skills and seeking autonomous learning in the English language teaching-learning process are highlighted.

In addition, the information obtained could contribute to new research in the area of education with favored oral skills, develop analytical thinking among researchers, and encourage efforts to contribute to further research on the efficacy of communicative language teaching (CLT). It also provided a deep understanding of the CLT method allowing teachers compare and analyze with their methods which are more suitable to apply in classes regarding students' level, age, and resources.

Therefore, the impact was at the educational level as we tried to explain these CLT strategies, pointing out the benefits and drawbacks of their implementation, so, students and teachers could enhance the teaching-learning process focused on oral English skills. These resources ensured the project's success, and the findings could contribute to further studies on English language oral proficiency in education.

6. Scientific and Technical foundation

6.1 Background

Several researches support how useful the application of the CLT method can be. Fattah and Saidalvi (2019), Wei (2010), and Asmari (2015) provide theoretical data to prove CLT efficiency. Firstly, Fattah & Saidalvi (2019) investigated how to support teachers to overcome the current challenges in language teaching by implementing the CLT method. The results showed that Iraqi English language teachers were focus on grammar and vocabulary rather than communication, thus, concluded that applying CLT supports students to reach the expected level of communicative competence in the English language. Otherwise, Wei (2010) explored effective ways to develop Chinese English learners' communicative competence. To sum up, it is mentioned that Chinese teachers should adjust their teaching methods as CLT to meet the needs of students and the exigencies of the teaching situation. Asmari (2015) investigated the challenges of implementation of the Communicative Language Teaching (CLT) in EFL university context. The findings reveal that there is lack of motivation among students and lack of adequate CLT Training. For that reason, teachers have to tackle many obstacles with regard to the students, CLT and the education system.

On the other hand, at global level some studies about strategies of CLT were considered such as Tran (2022), Bargo & Go (2021) giving significant information about strategies of CLT to support the research. Firstly, Tran (2022) conducted a study to find out strategies as well as factors to developing he English speaking ability of Hau Giang community college students through the CLT approach. The result was that the CLT is being widely used at Hau Giang community college, and teachers always exploit the advantages of this method to help students acquire knowledge and create new ones in real contexts. The finding confirms that the strategies and factors of CLT are very much in line with students' expectations and can develop their English-speaking ability. Bargo & Go (2021) in their study attempted to identify the CLT strategies, and determine their alignment to standards in the curriculum guide. Results revealed that the strategies used as classified through content analysis, and according to type and frequency included task-completion, opinion-sharing, communicative activity, information-gathering, and others. So, teacher participants were becoming skillful in thinking and adopting strategies that let the students use the language.

Otherwise, at regional level some studies were taking into account such as Romero & Rosa (2016), De León (2018) giving significant information to support the research. Initially, Romero & Rosa (2016) determinate the relation between the communicative method and the Academic achievement in the area of English of secondary school students. The results showed that there is a significant relationship between the communicative method and academic performance in the students in the four main skills listening, writing, speaking and reading. On the other hand, De

León (2018) verified the impact of the communicative approach strategy on the phonetic skills of the English language. The result indicated that the students do not fully master the language grammatically and its grammatical dimensions in their totality, mainly because teachers do not plan various strategies that expose the students to the English language.

Hence, at national level other studies about CLT were performed by García (2019), Guevara (2019) provided useful information that serve as a guide. Firstly, García (2019) analyzed the CLT as a method to develop English-oral skills. As a result, the application of CLT was highly motivational for students and helps them to develop their speaking skill by expressing themselves. Guevara (2019) was focused on providing teachers with didactic strategies based on the communicative approach to strengthen oral communication in their students. As a result, teachers lack didactic guides to work on the development of communicative competence, so it is necessary to create strategies reviewing the bases of communicative competence and at the same time to the elements that make a good communicator and guides that correspond to the current curriculum.

7. Theoretical framework

7. 1 Teaching process

The teaching process is a set of stages applied in order to transmit information, acquire knowledge or enhance skills. García-Rangel et al. (2014) mentions that "the main factors that hinder the teacher-student relationship are: the personal characteristics of the subjects who participate in the process, the interest, the disposition and commitment that both students and teachers must have towards the education act" (p. 279). Inside the classroom the participants work together to carry out the educational process, considering the learners' level, subject, preferences among others. Naranjo & Naranjo (2017) stated "the use of methodological strategies in the classroom is a sequence of systematically planned and organized strategies that allow teachers to identify criteria in order to guide the teaching-learning process" (p.165). Consequently, teaching is directly related to learning because every person has a particular way of learning. Teachers must apply strategies that contribute to the educational performance of each learner during the educational process.

7. 2 Learning process

It is the process of acquiring new or modifying existing knowledge, behaviors, skills, values and preferences (Tripathi & Kumar, 2018). Thus, there are steps that are followed by apprentices to comprehend the information in a learning space that allow them share thoughts, experiences, behaviors. Learners will get the chance to self-learning and improvement and the teacher will supervise and facilitate the process of learning (Wei, Lin, & Litton, 2018). Therefore, each student is considered an active agent, as all students are responsible for learning and engage with the

teacher's methods. Otherwise, teachers will be seen as a facilitator of the knowledge in which they provide the suitable environment, resources, methods to grant the students success.

7. 3 English Teaching and Learning Process

Learning a foreign language is a process of mastering the skills through an arduous practice to achieve the language proficiency. There are four skills in language development. First, Speaking and listening are connected to language expressed through the auditory medium. Secondly, reading and writing are related to language expressed through the visual medium (Wahyudi, 2015). Those four main skills guide the learning process in which both productive and receptive language skills have to trained in the same way to grant the enhancement in the target language.

Moreover, Wahyudi (2015) mentions "in high schools this skill is limited to the ability to conduct a simple conversation on some subject. Among the four skills, speaking skill is a difficult one to assess with precision" (p. 32). Oral skill is one of the most challenging abilities to master due to the exigence in which students have to be practicing in a constant way. Otherwise, teachers must provide opportunities in which students can perform those skills such as role play, dialogue, dramatization, opinion sharing among others.

7. 4 Oral skill

It is considered as a productive skill because learners produce, receive and process information sequentially generating a sense of confidence and progress. Additionally, Wahyudi (2015) mentions "pronunciation is a fundamental part within speaking because it allows listeners to understand the message. Also, vocabulary helps the speaker transmit the message using the utterance correctly". It is produced interactively in which meaning is constructed in a specific context in which speech is produced by the participants through their experiences and thoughts. Furthermore, Richards & Rodgers (2014) states that in the communicative language teaching (CLT) approach, fluency is the initial goal; accuracy is the second goals or most important aspects graded of oral skills. Thus, the teacher must guide the way of learning the English oral skills through strategies that allow students to develop those skills consecutively within the classroom.

7. 5 Elements of oral skill

There are some elements of oral skill that it is essential to consider. Fonseca et al. (2011), took into account the following elements relevant for an effective oral performance:
Visual elements
There are some elements that people may underestimate at the moment of communicating but are relevant. These elements correspond to the way the speaker moves when he or she is communicating. It includes gestures, posture, distance, and even accessories of the speaker. The

elements discussed stimulate a positive or negative impression or impact on the listener. If the speaker does not gesture and express in an appropriate manner, the results expected will be undermined. It may not seem important, but listeners do pay attention to the presentation of the speaker.

Vocal elements

In order to develop the oral skill in an efficient way, the speaker should take into consideration that knowing how to handle the voice will help them produce well orally. There are certain features that are included in vocal elements such as, tone, volume, speed, emphasis, and stress. In addition, the author said that without vocal ability individuals simply would not be able to communicate orally. People ought to master their vocal abilities to set out the delivery of the message.

Verbal elements

The first aspect that a listener perceives is the presentation of the speaker; subsequently the listener perceives the voice, and finally the listener perceives the ideas. Verbal elements include ideas, language, content, sequence, and topics discussed in the conversation. This stage encompasses the manner in which the ideas are shared, the vocabulary implemented, and the meaning of the words. Through these elements, the message will be either accepted or denied, understood or misunderstood; therefore, the speaker should be inclined to apply them to enhance their oral skill.

7. 6 Sub-skills

Lackman (2010) claimed that English teachers should teach learners diverse oral skills, known as micro-skills because conversations outside the class are considered helpful to gain experience and master the language. The following are the sub-skills of speaking:

Table: Speaking subskills.

Sub-skills	Application
Fluency Student's practice speaking with a logical flow without planning or rehearsing.	Strategies which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).
Accuracy with Words & Pronunciation Student's practice using words, structures and pronunciation accurately.	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice strategies are the most common way of working on spoken accuracy.

Using Functions Students use specific phrases for purposes like giving advice, apologizing, etc.	Strategies which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.
Appropriacy Student's practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.	Strategies which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, "What's the damage?" is inappropriate in a four-star restaurant.
Turn-taking Skills Students practice ways of interjecting, eliciting an interjection or preventing one.	Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.
Relevant Length Student's practice speaking at a length appropriate to a situation.	Strategies which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Strategies which require students to elaborate or be concise are useful.
Responding and Initiating Student's practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.	Strategies which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, "What do you think about…", "Speaking of…", "Really?", etc. Gestures and other paralinguistic tools are also used in conversation management.

Repair and Repetition	The spontaneous nature of conversation
Student's practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.	requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected, a participant will 'repair' parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood or as listeners they can repeat to seek clarification or correction from the speaker.
Range of Words and Grammar	Students need to know a range of words and
Student's practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.	grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
Discourse Markers	When speakers are required to take a
Student's practice using words/phrases which organize a talk (e.g., firstly, secondly, on the other hand, to summarize).	particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Strategies can be used which teach discourse makers and then require students to use them appropriately.

Source: Lackman K. (2010).

7. 7 Communicative Language Teaching (CLT)

According to Karunakaran & Babu (2013) stated that CLT is based on the idea that a language is learned successfully when the learner asks for some real meaning to communicate. Therefore, learning is an essential stage in which meaningful scenarios are required in order to students master the language. The result is a classroom where the teacher facilitates the acquisition of language through strategies and problem-solving tasks that ensure student participation and interaction (Kumar, 2016). Furthermore, Tikkakoski (2015) states "some methods force students to use the target language, but CLT encourages the application of authentic strategies" (p. 11). Besides, Artful

strategies are undeniable necessary to grant the usage of the language granting that learners feel motivated to be part of the strategies. Denkci Akkas and Coker mentioned (2016) "The communicative approach aims to give students more control and autonomy of their learning through student-centered group work strategies and the opportunity to control the content of instruction in Classroom" (p. 82). Students become active participant in their learning being conscious about their participation in each activity and they are capable to develop their language skills successfully.

7. 8 Principles of Communicative language teaching

Communicative language teaching method has a set of principles that consists of eight key principles. First, languages are better acquired while those are being used rather than through their conscious study; second, grammar is not highly important; third, using the language for communication is the best way to learn it; fourth, making errors is not important in speaking; fifth, CLT is focused mainly in speaking skill; sixth, classroom strategies must be linked with real communication; seventh, dialogs model are not applied in CLT method; and eight, accuracy and fluency are mainly part from CLT. Even so, every principle is within the first one mentioned before (Ankitaben, 2015). Thus, the CLT method relies on that the most essential part is about the communicative function as a substitute for linguistic structures. CLT allows students to use communicative language features correctly, and also it keeps systematic importance of the grammatical items and communication to reach a full overview. However, the method takes into consideration that patterns to make sentences are limited and just give students partial access to the language usage. For that reason, sentences must be taught beyond their grammatical composition and pay special attention to the communicative functions (Ankitaben, 2015).

In the same way, the main principle of Communicative Language Teaching has two subdivisions. The first part is about how the development of communicative competence is the goal of each activity. And secondly, the methodology procedures aim to develop the four language skills required for communication. Evidently, this method sets a different scope in relation to others in language teaching (Richards, 2017). The CLT principles refer to the primary functions of language to produce communication. This is linked to how languages are better learned through communication and real use. In short, the fundamental principle of this method is to develop the students' communicative competence to use it in real-life communication (Brandl, 2021).

7. 9 Strategies of CLT

English teachers have to apply some strategies in communicative language teaching (CLT) to keep students motivated such as dialogue, dramatization, group work, opinion sharing and jigsaw inside the classroom.

7.9.1 Dialogue

Dialogue is seen a space in which two or more speakers are motivated to share their knowledge through their own perspectives. Swain & Watanabe (2012) mentioned that dialogue is the use of language to convey any type of utterance or message that might be argued or questioned. For that reason, dialogue in education is the way of construct meaning through a deeper comprehension of any problem or conversation. Dialogue is seen a resource of language learning and problem-solving development.

7.9.2 Dramatization

Dramatization is a helpful strategy that allows mastering the English as a foreign language. Dramatic is a mesmerizing motivator for students because it gives the opportunity to transform any type of book in a play or film to enhance the linguistic skills of the students. Kuimova & Polyushko (2015) mentioned that dramatization prepares to communicate in a real foreign language environment, develops creative skills, teamwork skills. Learners become emotionally richer, more relaxed, more confident in their knowledge of a foreign language. Dramatics characteristics such as simulation and mimics provides artful way for learners to develop their oral skills.

7.9.3 Group Work

Group work is a unique activity because learners are more active, responsible, enjoyable, and eager in learning English, especially in the speaking skill. Tweedie & Johnson (2018) claimed that the CLT approach can share and exchange peer examinations and share contributions between each other. For instance, to increase the opportunities for language speaking and sharing thoughts. Group work combines individual strategies with teamwork strategies inside the classroom to enhance the English proficiency allowing students to practice the language in an active way.

7.9.4 Opinion Sharing

The exchange of opinions is an activity focused on basic competence or aimed at rehearsing students' oral expression. Alrashidi (2015) claims that teachers are supposed to organize and coordinate the process of acquisition and requirement to act as a facilitator. In opinion sharing strategies, the role of the teacher such as a coordinator preparing the students to be capable to speak English properly. The role of the learners is to participate as much as they can produce an understandable message under the teachers' guidance.

7.9.5 Role-Play

Role-play is one of the methods used in the CLT due to its facility to carry out the communication process in a range of social contexts. In role-play, the conditions and rules are established, but there is no predetermined script, therefore, what is represented in the role-play comes out spontaneously and is based on the situations experienced by students and teachers in the development of the different strategies inside and outside the classroom (Rodríguez & Chillón, 2014). Otherwise, to provide the opportunities for students to work in pairs or groups granting the enhancement of the communicative skills.

7.10 Advantages and disadvantages of CLT

The application of CLT has some benefits according to various authors. So, one of the most considerable advantages of implementing the CLT method is that it promotes and improves students' speaking ability (Thamarana, 2015, p. 96). It other words, communicative language teaching has a great impact on learners' communication skills due to the innovate strategies in which students participated actively. Likewise, as stated by Belchamber (2007) "CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully" (p. 2). Therefore, it not only focuses on improving communication, but it also increases students' vocabulary, improves knowledge of grammar and this allows learners to work in groups within the class. Another author who supports this statement is Thamarana (2015) "Accuracy and correcting grammatical errors are also taken into consideration in CLT" (p.97). Accuracy is considering significantly due to students are more conscious on the production of the message trying to avoid mistakes or misunderstanding. However, teachers have the responsibility to check the progress of each student to grant that the message being conveyed satisfactory.

Furthermore, CLT is able to stimulate students' motivation and enthusiasm for learning the target language thereby allowing them to feel confident interacting with other people and also enjoy speaking (Nurmamatova, 2020). Finally, CLT strategies are closely related to learners' needs and hence provide a link between the classroom and students' needs in the real world. The use of authentic materials also supports a more creative approach to teaching. In other words, these tools allow teachers to develop the full potential of students, designing strategies and tasks that are better adapted to their teaching styles (Brandl, 2021).

On the other hand, Communicative Language Teaching has some disadvantages. The main inconvenience of this method is that it gives priority to meanings and rules of use rather than to grammar and rules of structure. In other words, it is considered that insufficient emphasis is placed on correcting errors in pronunciation and grammar. Some linguists believe that with CLT there is

a danger of focusing too much on oral skills and less emphasis on reading and writing skills (Tamamarana, 2015). It is necessary to be focus on the four abilities at the same way, applying strategies such as role play or dramatization where students have to use the four main skills to complete the task. Hence, Umaña (2010) mentioned "One possible disadvantage in the CLT is the communication according to ability, because as we know the CLT method tries to improve the communicative skills of students" (p. 1). Teacher might consider the communicative abilities of students in order to develop a strategy that complement and reinforce that skill. Then, teacher could focus on the fluency and accuracy attaining the academic goals of each student.

7.11 The implementation of the Communicative language teaching (CLT)

CLT is a method focused on teaching foreign or second language, focusing on allow the students to use the language learned for communicative purposes. It works on improving students' communicative abilities rather than teaching the target language. Thus, Communicative Language Teaching CLT is used instead of Situational Language Teaching SLT. In that way, CLT must follow specific parameters to be implemented. First, the strategies must aim to develop students' communicative competence; second, it is a student-centered learning method; third, the syllabus must be centered on the functional use of language; And, the strategies have to reach communicative objectives (Ankitaben, 2015, p. 48-49). There are a set of stages of how to implement the CLT method keeping their attention to the communicative language skills in which every activity and strategy applied have to grant the language proficiency.

7.12 The role of the teacher and student in the CLT

In the English classroom the role of the teacher and students differ significantly, students become active participant and teacher is seen as a facilitator of knowledge. Richards (2006) states that "The type of classroom strategies proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom strategies that were based on a cooperative rather than individualistic approach to learning" (p.5). The role of the teacher is to provide the scenarios in which students can interact freely and without hesitation promoting the communication in the classroom. The teachers fulfill the advisor role since they answer the doubts or questions of the students opportunely, and at the same time monitor the performance. Students should construct their own knowledge, not only receive the knowledge transmitted by the teacher. (Sri, 2014). The role of the student is play a dynamic role in every activity showed such as role play, share opinion, dramatization, among others.

8. Methodology

In this project, the researchers used the mixed methods approach because mixed methods allow studied the main problem from a qualitative and quantitative perspective. On this, Kyne (2021) states that "mixed methods research is defined as a type of user research that combines qualitative and quantitative methods in a single study" (p.1). Mixed methods provide a deeper insight into the phenomena since both methods have different features that will help and allow the understanding and interpretation of the strategies of the communicative language teaching CLT method to develop oral skills of English as a foreign language in the teaching-learning process. The information was gathered from various sources such as pretest and survey.

In order to identify the initial situation of the participants, a pre-test was used. This pre-test consisted of three parts. In first part, the students were asked to introduce themselves using basic grammar structures, and vocabulary related to their personal information, interest, studies, work, and family. In the second part, in pairs, the students were given a picture or photograph to describe all they can see in the photo and explain what they think is happening in it. In the final part, the students must talk about a personal anecdote telling the essential facts of their story. To use this pre-test, a checklist was used. This pre-test was applied to 2 parallels from the eighth year of basic education, and it was observed through the checklist which parallel was the one that presented the most problems in oral ability, in this way the parallel with which we worked during the project could be selected.

On the other hand, survey research is a research instrument connected to the quantitative phase that was applied towards the participants to provide truthful and helpful information that will contribute to verify the fulfillment of the objectives about the research problem. Mathiyazhagan and Nandan (2010) "survey research is defined as a method of descriptive research used for collecting primary data based on verbal or written communication with a representative sample of individuals or respondents from the target population" (p.34). In addition, a questionnaire was designed with nine questions through a Likert scale to obtain the strategies that promote English oral skill in students. The participants were between 11-12 years old, 19 women and 10 men. They parallel C was selected because it was the group of pre-professional practice.

The application of the pretest was carried out at the beginning for pre-teaching practices at Naciones Unidas School to the Eight grade. It was applied in 120 minutes in which the first stage involves requesting students about themselves and how to answer them in 2 minutes. The second stage was given to students a picture in which they have to describe it in three minutes. Next, the final stage was to create a story or anecdote in which students were 5 minutes to came up with ingenious ideas.

The pedagogical implementation was carried using week plans at Naciones Unidas School in which the set of strategies of CLT were applied constantly to enhance the oral skill. The implementation was done during four weeks in two hours at the last month of the pre-teaching practices the survey was applied to the Eight grade to gather the information to analyze the strategies that promotes more English production.

Hence, for the analysis of the pre-test, a checklist was used to handle the data collected in an orderly and systematic manner. On the other hand, for the analysis of the survey, the information was classified and related to the stated objective. Finally, to obtain the results, the google forms tool was used to statistically extract the percentages for the analysis of results and discussion.

9. Analysis and Discussion of Results

9.1 Survey

Question 1: Do you think that your teacher gives the opportunities so that you can experiment and know how much you know?

Table 1: Learning opportunities.

ITEM	F	%
Always	19	65,5
Almost always	7	27,6
Sometimes	15	6,9
Never	0	0
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 1: Learning opportunities.
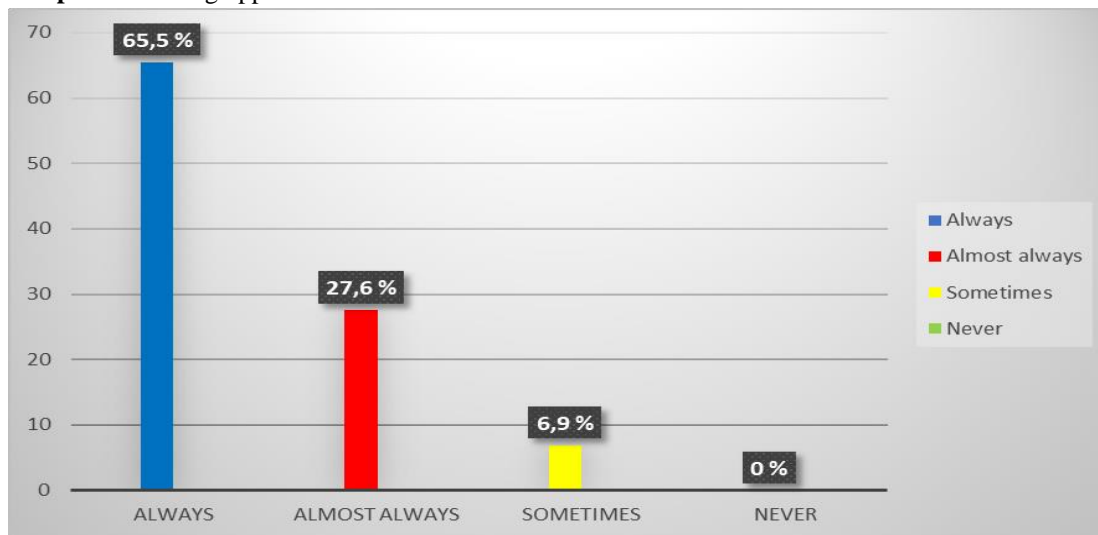
Source: Students' survey. (2022).

The majority of the students of the Naciones Unidas School with 65.5% stated that their teachers always provide them with opportunities so that they can experience how much they know. While 27.6% mentioned that their teachers almost always allow them to experience themselves. On the other hand, 6.9% of the students mentioned that sometimes the teacher allows them to experiment and find out how much they know about a topic. It is aligned in the study of Bargo & Go (2021) that obtained similar results in which teacher were skilled applying strategies that allow the students use the language most of the time. To sum up, teachers act as a facilitator providing spaces in which students take part actively, conveying their ideas, feelings, opinions, points of view freely.
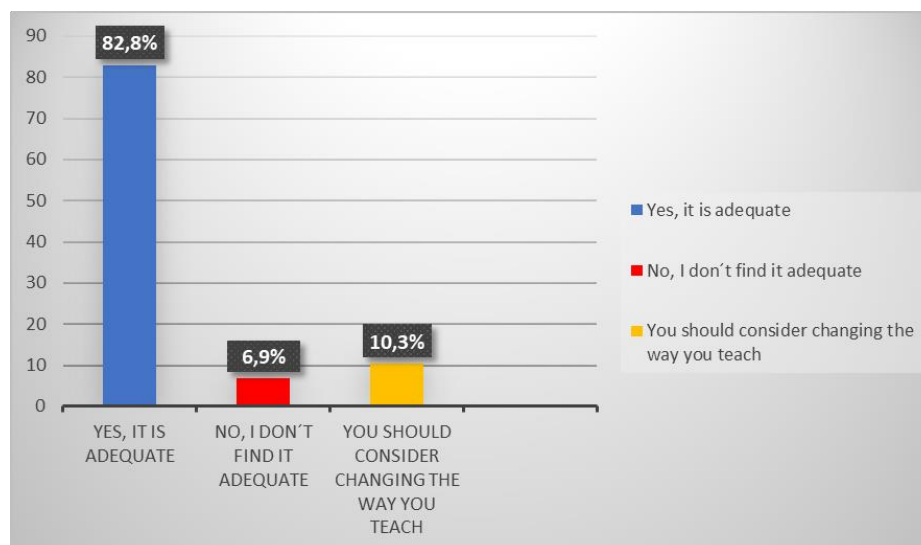
Question 2: Do you consider that the teacher's way of teaching is adequate to provide good learning?

Table 2: The way of teaching

ITEM	F	%
Yes, it is adequate	24	82,8
No, I don´t find it adequate	2	6,9
You should consider changing the way you teach	3	10,3
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 2: The way of teaching

Source: Students' survey. (2022).

The majority of the students of the Naciones Unidas School with 82.8% affirmed that they agreed with the teacher's way of teaching to provide excellent learning. While 6.9% said that the teacher's way of teaching does seem almost adequate to provide learning and finally 10.3% of the students said that teachers might consider changing their way of teaching. The results of the study of Losi and Muslim Nasution (2022) show that students value CLT classroom strategies applied by their teachers. The students found that learning English was acceptable for them, and they agreed CLT strategies enhancing their class content and self-study. The students were encouraged to participate actively in the lesson developing their oral skills. As a result, the classes are guided efficiently by the teachers because they fulfil their role implement pioneering pedagogical resources to attain the academic goals.
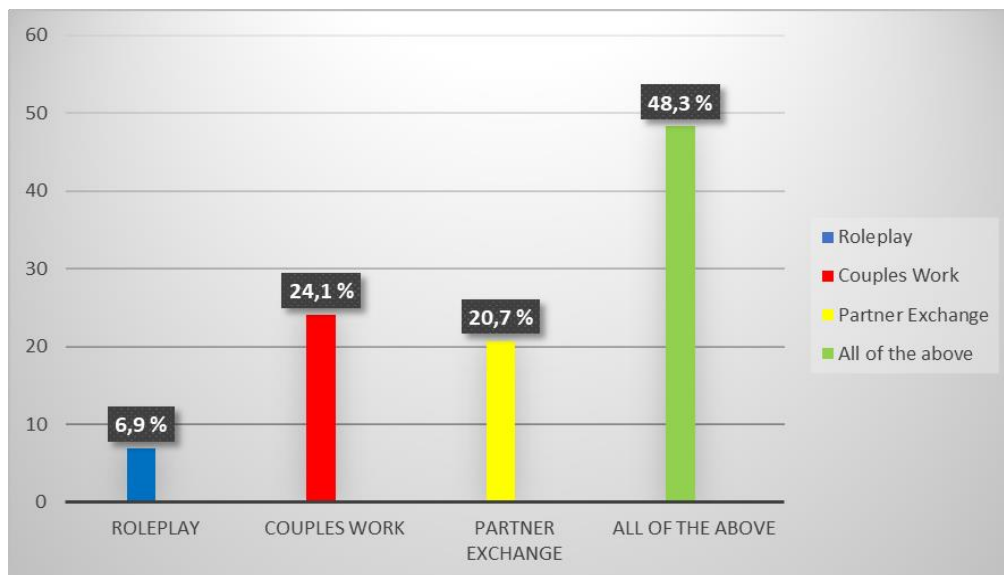
Question 3: What are the types of strategies that your teacher applies in class?

Table 3: Strategies of CLT

ITEM	F	%
Role play	2	6,9
Couples Work	7	24,1
Partner Exchange	6	20, 7
All of the above	14	48,3
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 3: Strategies of CLT

Source: Students' survey. (2022).

The majority of the students of the Naciones Unidas School with 48.3% stated that the types of strategies that the teacher applies in classes are role-play, work in pairs, and exchange of opinions, for which they pointed out that all the options were correct. While 24.1% mentioned that working in pairs is one of the strategies that the teacher applies more in the classes. On the other hand, 20.7% of the students mentioned that the activity that the teacher occupies the most in his classes is the exchange of opinions. Finally, 6.9% of the students' mention that their teacher applies more role-play strategies. Ochoa et al. (2016) obtained comparable results in their study because games, pair work, small-group work, and role plays were ranked highly by both students and teachers as the most motivating communicative strategies in the EFL classroom. They consider that these types of strategies enhance the use of English to perform in a realistic and enjoyable way. In conclusion, the application of CLT strategies was motivational for students and helps them to develop their speaking skill by expressing themselves.
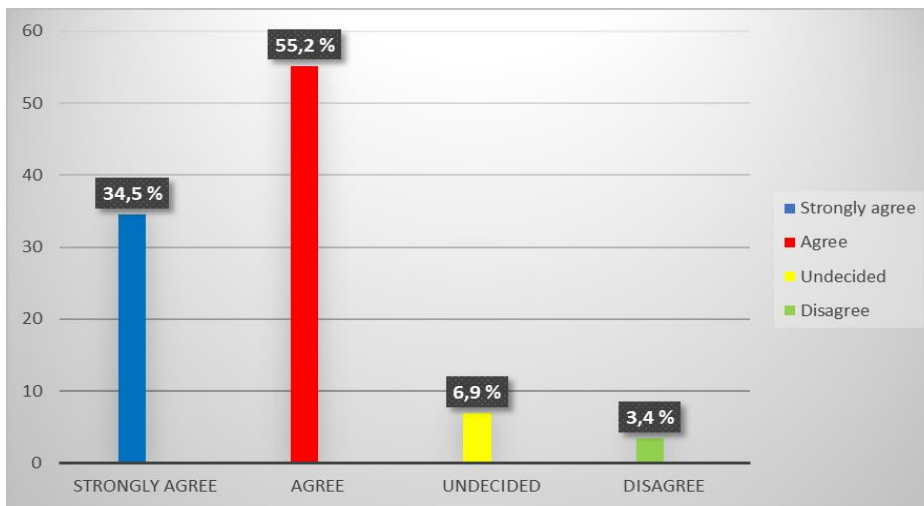
Question 4: Do you consider that the strategies mentioned in the previous question have been effective in learning oral skills?

Table 4: Strategies of CLT

ITEM	f	%
Strongly agree	10	34,5
Agree	16	55,2
Undecided	2	6,9
Disagree	1	3,4
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 4: Strategies of CLT

Source: Students' survey. (2022).

Most of the students of the Naciones Unidas School (55.2%) stated that they agreed with the strategies used by the teacher for learning oral skills. While 34.5% mentioned that they strongly agreed about the effectiveness of the strategies used to develop oral skills. On the other hand, 6.9% of the students were undecided about the strategies used and finally 3.4% stated that they did not agree about the strategies used by the teacher to improve oral skills. Tran (2022) in which teachers apply CLT strategies to enhance students' English communication skills. It is aligned with the study of Efrizal (2012) that obtained similar in results in which also concluded that communicative strategies develop communicative competence and CLT improves motivation and oral skills. Consequently, teachers have to choose strategies so that they can adapt to the needs and characteristics of their students that guarantee the enhancement the oral English skills.
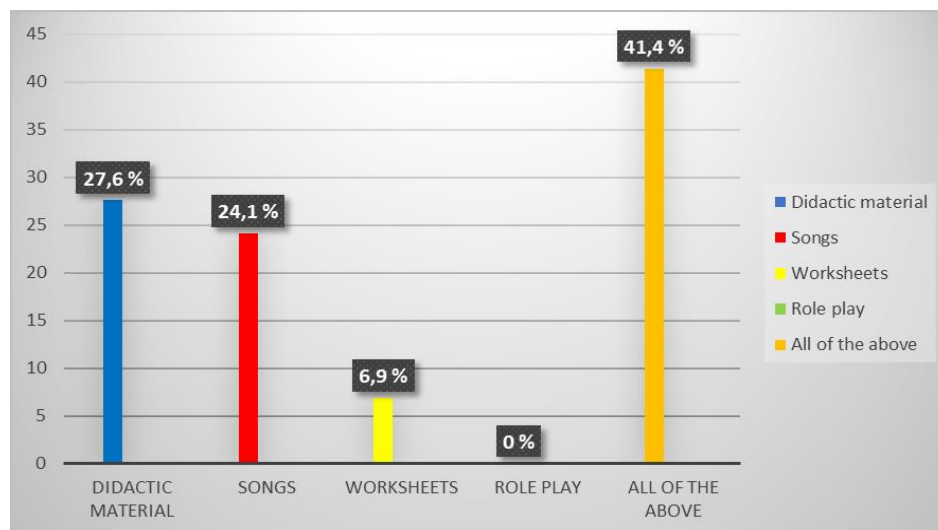
Question 5: How do your teachers motivate you to learn and actively participate in Speaking classes?

Table 5: Speaking motivation

ITEM	F	%
Didactic material	8	27,6
Songs	7	24,1
Worksheets	2	6,9
Role play	0	0
All of the above	12	41,4
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 5: Speaking motivation

Source: Students' survey. (2022).

Most of the students of the Naciones Unidas School (41.4%) stated that Didactic material, Songs, Worksheets, and Role play are how the teacher motivates them to learn and actively participate in the Speaking classes. While 24.1% mentioned that songs are the way the teacher uses to motivate them to learn. And finally, 6.9% of the students mentioned that Worksheets are the way the teacher uses to motivate them in learning. Rahmatillah (2019) in his research found that students who studied through role play showed an improvement in their oral performance. Role play is a suitable strategy to be implemented in the classroom. As a result, teachers must apply it to meet the level of students. Role play activities can be provided in the classroom or outside of the classroom. The tools in role play are considered very effective in building communication.

Question 6: How is your oral ability?

Table 6: Oral skill

ITEM	F	%
Good	3	10,3
Fair	24	82,8
Bad	2	6,9
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 6: Oral skill
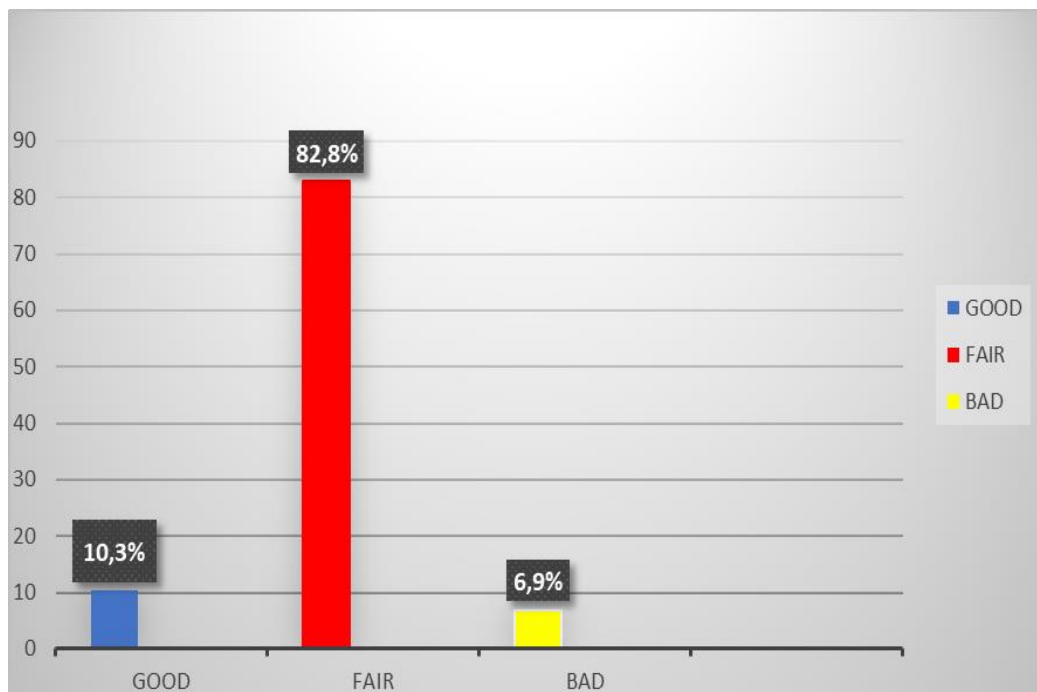
Source: Students' survey. (2022).

The majority of the students of the Naciones Unidas School, with 82.8%, affirmed that their oral ability is regular while 10.3% of the students affirmed that their oral ability is good and finally 6.9% consider that their oral ability is bad. Yakubov (2022) In his research he implemented role play with his students, the students represented the episode of Shakespeare's "Othello," they showed interest and enjoyed acting in this play. They tried to find suitable costumes for their roles to make the activity more interesting and fun. As a result, we can say that the role-playing activity is a powerful and effective teaching method for students and can be adapted to any learning objective.
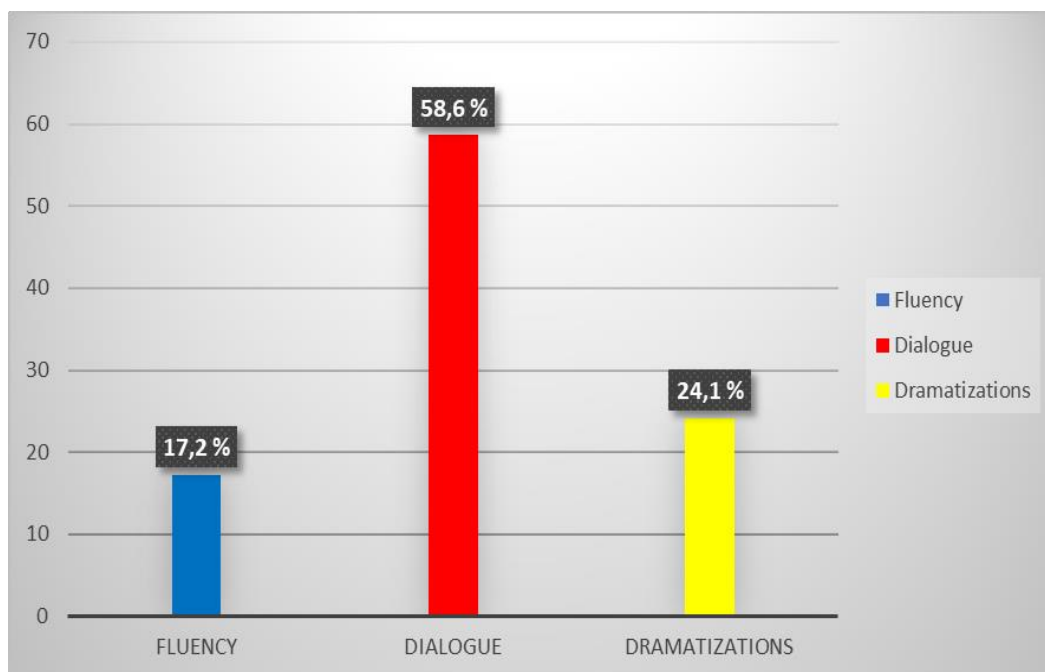
Question 7: Which of the following strategies employed by the teacher do you think is the most appropriate to facilitate the learning of oral skills?

Table 7: Strategies focus on oral skills

ITEM	F	%
Fluency	5	17,2
Dialogue	17	58,6
Dramatizations	7	24,1
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 7: Strategies focus on oral skills

Source: Students' survey. (2022).

The majority of the students of the Naciones Unidas School (58.6%) stated that dialogue seems to them the most appropriate strategy to facilitate the learning of oral skills, while 24.1% mentioned that dramatizations seem to them the most appropriate strategy to facilitate the learning of oral skills and finally 17.2% of the students stated that fluency seems to them the most appropriate strategy to facilitate the learning of oral skills. Sekiziyivu and Mugimu (2017) in their study showed that dialogue as the main strategy supports to create assumed contexts, where the learner through the real use of language manages to solve any type of problem. To sum up, the strategies applied by the teacher are what should be emphasized the most when wanting the student to master verbal and nonverbal skills in the foreign language.
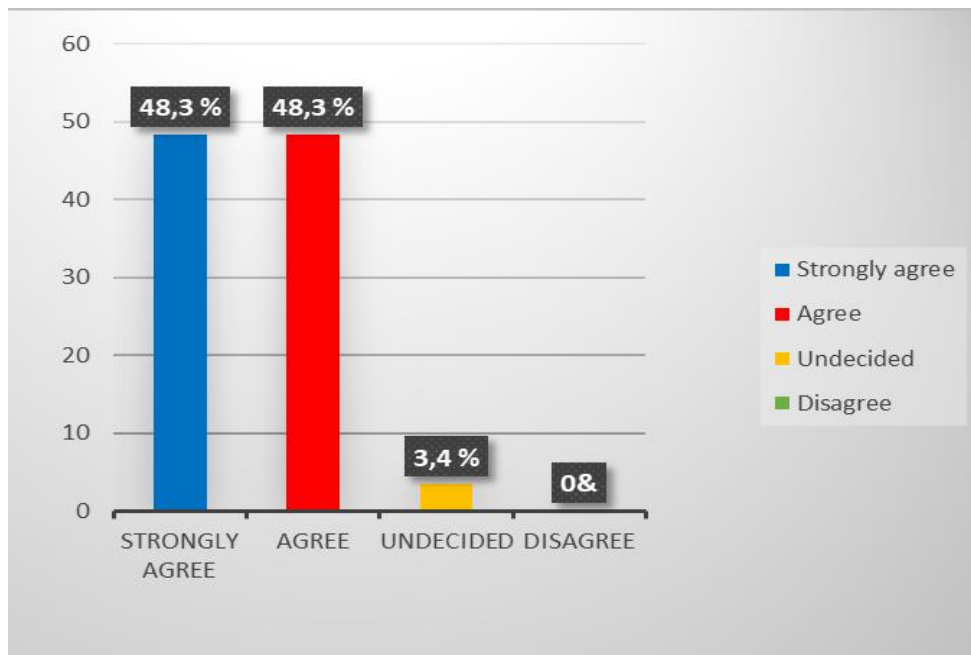
Question 8: Do you consider that the strategies proposed to improve oral skills are adequate for good learning?

Table 8: Strategies to enhance oral skills

ITEM	f	%
Strongly agree	14	48,3
Agree	14	48,3
Undecided	1	3,4
Disagree	0	0
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 8: Strategies to enhance oral skills

Source: Students' survey. (2022).

Most of the students of the Naciones Unidas School (48.3%) stated that they strongly agree with the strategies proposed to improve oral skills (Speaking) for good learning. and finally, that 3.4% mentioned being undecided about the strategies proposed to improve oral skills (Speaking) for good learning. As in the study of Komol and Suwanphathama (2020) in their results students consider the CLT classroom strategies useful as complement in-class instruction. The students realized that it is appropriate to learn English language through CLT, and they also agreed that CLT enhanced their confidence and improved. For that reason, students must be exposed to the language, providing opportunities for express their thoughts to flow naturally and allowing students to communicate verbally efficiently through the strategies of CLT.
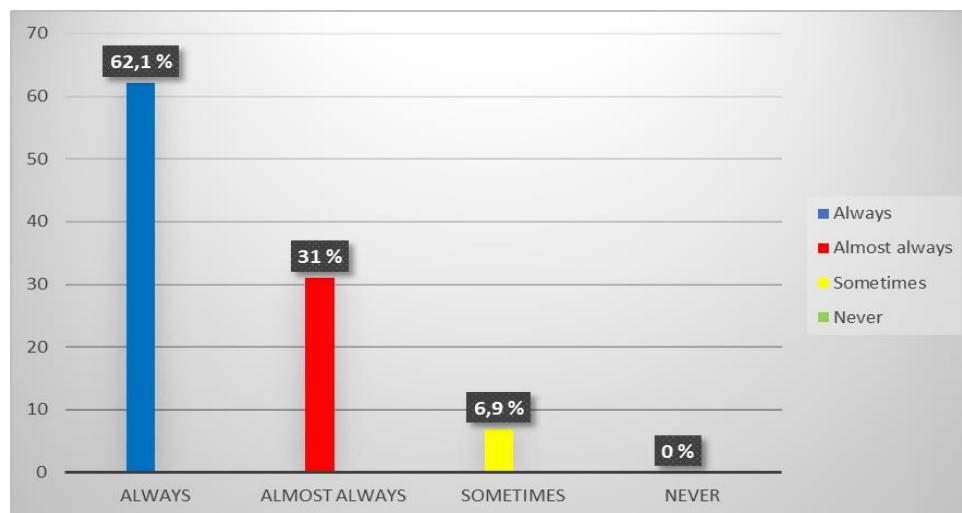
Question 9: Do you believe that your teacher's communicative language instruction for oral skills helps to maintain meaningful and understandable interaction?

Table 9: Teachers' instruction

ITEM	f	%
Always	18	62,1
Almost always	9	31
Sometimes	2	6,9
Never	0	0
TOTAL	**29**	**100**

Source: Students' survey. (2022).

Graph 9: Teachers' instruction

Source: Students' survey. (2022).

The majority of the students of the Naciones Unidas School, 62.1%, stated that the teaching of the communicative language that the teacher uses for oral skills always helps them to maintain a meaningful and understandable interaction. On the other hand, 31% of the students mentioned that almost always the teaching of the communicative language that the teacher occupies for oral ability helps him maintain a meaningful and understandable interaction and finally 6.9% of the students stated that sometimes the teaching of the communicative language that the teacher occupies for the oral ability helps him to maintain a meaningful and understandable interaction. Naz and Akbar (2008) in their study suggest that good instructions help educators to transmit knowledge in an impressive way, giving diversity to classroom teaching and making learning more effective. As a result, good instruction in education has a positive impact on teaching and learning as it helps students adapt to the new environment.

The authors believes that several strategies of the communicative language teaching (CLT) method permit to enhance the oral skills. Pre-test was applied initially to recognize the students' English level obtaining not favorable results with that instrument. During the pre-teaching services various strategies of CLT were applied that keep students motivated such as role-play, dialogue, group work, opinion sharing and dramatization inside the classroom. However, the last month of pre-teaching practices a survey was used in which two indicators were highlighted such as the role of education and the role of teaching – learning process. The use of role-play and group work were highly mentioned by the students as communicative language CLT method was found effective in improving oral skills of students. For that reason, teachers might consider to apply those strategies of CLT in classes taking into consideration the students' age, level, knowledge. To sum up, teachers should consider to apply those strategies of CLT method because it allows to master the English speech needs of learners in on-site education.

10. Research impacts (Education)

The most remarkable pedagogical implication which can be inferred from this project is the strategies of the communicative language teaching method (CLT) to improve oral English skills. It is beneficial for teachers and students in an EFL context. In the field of teaching-learning of a foreign language such as English teachers, tutors, students can determine the validity and usefulness and draw some conclusions of the results. The findings showed that several students benefited in their oral learning because the teachers will able to provide adequate strategies to dynamically facilitate the improvement of oral skills.

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11. Conclusions and Recommendations

11.1 Conclusions

- According to the theoretical framework, communicative language teaching is a method that allows the development of the communicative aspect of the student, based on principles such as: teaching the language through the context using reading, listening where the Spanish language is not used to teach, taking into account that grammar is not very important, as well as classroom strategies should be linked to real communication and finally the accuracy and fluency are mainly part of CLT. On the other hand, the appropriate strategies that are within CLT are the role play that allows students to interact in the classroom in an active way and practice to obtain an improvement in their oral skills, as well as the dramatizations that allow students to relate to their real environment, in this way students use their creativity and imagination to work in a team enjoyably.

- Strategies such as dramatization, role play, pair work, group work, and dialogue helped to improve the communicative aspect of the student's fluency, pronunciation, and accuracy.

- The application of these strategies had a positive effect on the students because it made easier for students to develop skills that allow them to communicate or use the English language. In addition, they felt motivated and actively participated in classes. This positive effect is because the strategies of the CLT method applied in the classroom are innovative and feasible, allowing students to practice and develop their skills efficiently.

11. 2 Recommendations

- The CLT is a methodology that should be deepened much more in the classroom so that pre-service students can have an improvement in their teaching process and contribute to develop oral skills in students from different Educative Units,
- These strategies should be applied in the classroom so that the CLT method can be developed. One way to encourage the use of this method is through a talk to the teachers of the institution so that they can learn about this methodology and thus improve the level of the students.

- It is recommended to use this type of communicative strategy, to see what magnitude of results can be obtained in what is the production of English communication in students from different Educative Units.

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12. Appendices

Pretest

1. **Introduction**

What is your name?

How old are you?

Which is your favorite subject?

What is your favorite food?

What is your favorite music?

2. **Two-way discussion**

Describe the photo.

You should say:

- What you can see in it?
- How many people are there?
- What is happening in the photo?

You have to describe as much as you see it.

3. **Individual long turn**

Tell a story or anecdote.

You have to say every detail in the story.

Checklist

	Excelente	Muy Bueno	Bueno	Regular	Deficiente
Posee conocimiento sobre el tema.					
Usa un vocabulario apropiado.					
Utiliza ejemplos claros y entendibles.					
Emplea un lenguaje corporal adecuado.					

Mantiene un orden coherente en su respuesta.					
Articula claramente					

Survey

¿Con qué género te identificas? *

○ Femenino

○ Masculino

○ Prefiero no contestar

¿En qué grado estás? *

○ Octavo Grado

○ Ninguno

¿Crees que tu maestro te   *
proporciona oportunidades para
que puedas experimentar y
conocer cuanto sabes?

○ Aveces

○ Muy pocas veces

○ Casi nunca

○ Nunca

¿Considera que la manera de
enseñar del docente es adecuada
para brindar un buen aprendizaje?

○ Si, es adecuada

○ No, me parece adecuada

○ Debería considerar cambiar su
   forma de enseñar.

¿Cuáles son los tipos de   *
actividades que su profesor aplica
en clases

○ Roleplay

○ Trabajo en parejas

○ Intercambio de opiniones

○ Todas las anteriores

¿Considera que las actividades mencionadas en la pregunta anterior han sido efectivas en el aprendizaje de las habilidades orales (speaking) ? *

○ Muy de acuerdo

○ De acuerdo

○ Indeciso

○ No estoy de acuerdo

¿De qué manera sus maestros le motivan para aprender y participar activamente en las clases de Speaking ? *

○ Material didáctico

○ Canciones

○ Hojas de trabajo

○ Role play

○ Todas las anteriores

¿Crees que el uso del diccionario facilita el aprendizaje en el idioma inglés? *

○ Muy de acuerdo

○ De acuerdo

○ Indeciso

○ No estoy de acuerdo

Cual de las siguientes estrategias empleadas por el docente te parece la más adecuada para facilitar el aprendizaje de las habilidades orales? *

○ Fluidez

○ Diálogo

○ Dramatizaciones

¿Consideras que las estrategias propuestas para mejorar las habilidades orales(Speaking) son las adecuadas para un buen aprendizaje ? *

○ Muy de acuerdo

○ De acuerdo

○ Indeciso

○ No estoy de acuerdo

¿Crees que la enseñanza del lenguaje comunicativo que ocupa tu docente para la habilidad oral te ayuda a mantener una interacción significativa y comprensible. *

○ Siempre

○ Casi Siempre

○ Pocas Veces

○ Nunca

SURVEY

PERSONAL INFORMATION

- **Name and Surname**

_____

- **How old are you?**

-From 11 to 12 years old

-From 12 to 13 years old

- **What gender do you identify?**

-Feminine

-Male

-I prefer not to answer

- **What grade are you?**

-Eighth grade

-None

Question 1: Do you think that your teacher gives the opportunities so that you can experiment and know how much you know?

-Always

-Almost always

-Sometimes

-Never

Question 2: Do you consider that the teacher's way of teaching is adequate to provide good learning?

-Yes, it is adequate

-No, I find it adequate

-You should consider changing the way you teach

Question 3: What are the types of strategies that your teacher applies in class?

-Role play

-Couples Work

-Partner Exchange

-All of the above

Question 4: Do you consider that the strategies mentioned in the previous question have been effective in learning oral skills?

-Strongly agree

-Agree

-Undecided

-Disagree

Question 5: How do your teachers motivate you to learn and actively participate in Speaking classes?

-Didactic material

-Songs

-Worksheets

-Role play

-All of the above

Question 6: How is your oral ability?

-Good

-Fair

-Bad

Question 7: Which of the following strategies employed by the teacher do you think is the most appropriate to facilitate the learning of oral skills?

-Fluency

-Dialogue

-Dramatizations

Question 8: Do you consider that the strategies proposed to improve oral skills are adequate for good learning?

-Strongly agree   -

Agree

-Undecided

-Disagree

Question 9: Do you believe that your teacher's communicative language instruction for oral skills helps to maintain meaningful and understandable interaction?

-Always

-Almost always

-Sometimes

-Never

THANK YOU

Lesson Plans

<div align="center">

DISCIPLINARY PLANNING 1 - ENGLISH

SUBLEVEL/LEVEL: SUPERIOR

</div>

GRADES/COURSES: EIGHTH A-B-C

CYCLE: SIERRA - AMAZONÍA

SCHOOL YEAR: 2021-2022
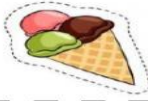
LEARNING OBJECTIVE	O.EFL 2.6 Write short descriptive and informative texts and use them as a means of communication and written expression of thought.
EVALUATION INDICATORS	Learners can understand the main ideas in short simple spoken texts. Ref.: I.EFL.2.6.1. (I.3) Learners can understand short and simple spoken texts well enough to be able to pick out key items of information. Ref. I.EFL.2.7.1. (I.3) I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task. (I.4)
UNIT/THEME	The Cool City
INDICATIONS	➢ Perform daily activities with the help of an adult. (Realizar las actividades diarias con la ayuda de un adulto.) ➢ Save your assignments in your student portfolio to present when requested. (Guarde sus tareas en su carpeta de trabajos para presentarlas cuando se le solicite.) ➢ It is important that you STAY HOME as long as necessary. (Es importante que se QUEDE EN CASA el tiempo que sea necesario.)

ACTIVITIES FOR THE WEEK (From February 7th to February 11, 2022)

Weekly Objective: Students will be able to learn about Fresh Groceries.

Topic: Fresh Groceries.
ACTIVITIES.

1. Make a list of the groceries your family buys for the week. (Haga una lista de los alimentos que su familia compra para la semana.)
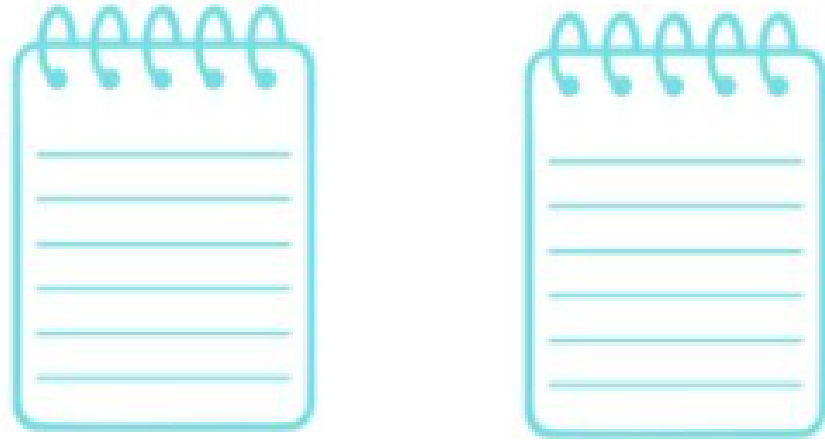
2. Please classify the above items according to the following categories. Write some examples of each in case you have not mentioned it in the list. (Clasifique los elementos anteriores de acuerdo con las siguientes categorías. Escriba algunos ejemplos de cada uno en caso de no haberlo mencionado en la lista.)

Categories	Examples
fruit	
vegetables	
meat	
dairy products	
Carbohydrates	
Others	

3. Classify the following foods into healthy and unhealthy food. (Clasifique los siguientes alimentos en comida saludable y no saludable.)

Healthy Food		Unhealthy Food	

DID YOU KNOW....? Eating slower helps you de-stress and not gulp down food as you learn

REMEMBER!

Vocabulary

grocery. food items from stores

meal. food eaten at breakfast, lunch, dinner

snack. small amount of food between main meals

noodles. pasta in small pieces

heat. to change from cold to hot

dairy products. products that contain milk like yogurt and cheese

VALUE: Drinking lots of water and eating nutritious and fresh food every day in the correct amounts is essential to keep a healthy and energetic lifestyle.

ACTIVITIES FOR THE WEEK 2 (From February 14th to February 18th, 2022)

Weekly Objective: Students will be able to learn about Time Flies

Topic: Time Flies

ACTIVITIES.

1. Answer the following questions . (Responda las siguientes preguntas)

   ✓ When is your birthday? Cuando es tu cumpleaños ¿

   ✓ What do you do to celebrate your birthday?¿ ¿Qué haces para celebrar tu cumpleaños?

   ✓ Do you remember your last birthday? ¿Recuerdas tu último cumpleaños?

   ✓ Where were you that day? ¿Dónde estabas ese día?

2. Do you remember your last birthday? Draw how you remember it was your last birthday.

   (¿Recuerdas tu último cumpleaños? Dibuja como recuerdas que fue tu último cumpleaños)

3. Complete the chart with the prepositions: on, at and in. Give some examples. (Completa el cuadro con las preposiciones: on, at e in. Ponga algunos ejemplos)

Prepositions of Time		
On	at	In
• On Thursday, April 4th	• at 12:00	• in a few minutes
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

DID YOU KNOW....?

The candles in a cake, pie or cake, began to be used by the Greeks.

VALUE:

Celebrating birthdays is very important, because these dates are unrepeatable. It is not always necessary to receive a gift or blow out a candle. The important thing is that on your birthday you

REMEMBER!

Vocabulary

noon. 12 o'clock (the middle of the day)

early. before the usual time

do the Math. calculate

COMMITMENTS
I compromise to:

- ➢ Get my tasks done on time.
- ➢ Practice reading and writing
- ➢ Practice the vocabulary of the daily routine.
- ➢ Take care of the places you visit.

SELF-EVALUATION

	I check the box that most applies to me			
Topics	I do it very well	I do it somewhat well	I can improve	I can't do it without help
I can talk about different types of food and nutrients.				
I can listen and appreciate different foods from around the world.				
I can write about my daily meals				
I can read and learn about exotic foods and their characteristics.				

ELABORATED BY	REVIEWED BY	APPROVED BY
Teacher: Lourdes Tandalla	Vice-principal: Prof. Maribel Chasiluisa	Principal: Lic. Edwin Mena
Signatures:	Signature:	Signature:
Date:February 7th,2022	Date: February 7th,2022	Date: February 7th,2022

DISCIPLINARY PLANNING - ENGLISH

SUBLEVEL/LEVEL: SUPERIOR

GRADES/COURSES: Eighth A-B-C

CYCLE: SIERRA - AMAZONÍA

SCHOOL YEAR: 2021-2022

LEARNING OBJECTIVE	Students will understand that we need to use different strategies to solve different social, economic, environmental, and cultural problems. We need to communicate well and act independently.
EVALUATION INDICATORS	Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions REF (I.EFL.4.5.1.). (J.3, S.1, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)
UNIT/THEME	Free Time Activities.
INDICATIONS	➢ Perform daily activities with the help of an adult. ➢ Save your assignments in your student portfolio to present when requested. ➢ It is important that you **STAY HOME** as long as necessary.
ACTIVITIES FOR THE WEEK 1 (From October 11th to October 15, 2021)	

Weekly Objective: Students will be able to learn about the importance of music.

Topic: The importance of music

ACTIVITIES.

1. **Read the following text.** (Lea el siguiente texto.)

The Importance of Music

Did you know that you can manage stress and cure an illness with music? In some universities in the United Kingdom (UK), professors offer their students the opportunity to lower their stress level by listening to music or learning to play an instrument. It works effectively because people who relax with music before or after any activity feel better and they study happily.
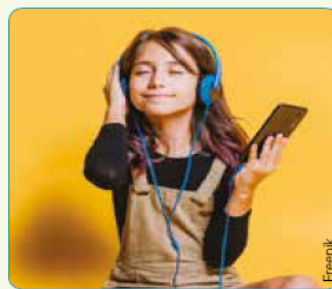
All the courses start in a quiet environment. Participants listen to classical or instrumental music in a quiet room. Then, a lovely voice says: "Breathe, and feel the music in your heart." After this short meditation, students go to their different classes. For example, guitar, piano lessons, or hip-hop. They learn about instruments and music theory. Finally, students have the opportunity to compose songs and play in a band. As Nietzsche said: "Without music, life is a mistake."

2 In pairs discuss the following questions. (En parejas discuta as siguientes preguntas.)

a. According to the reading, what are the two main benefits of music therapy?

b. How do the courses start?

c. Why is it important to relax before a difficult task?

3 Mention 2 advantages about the importance of music

DID YOU KNOW....?

Time Management is the Key to Success and Having Fun.

REMEMBER!

Grammar Tip

Adverbs are words that describe verbs. In English, many of them end in –*ly*:

- Adjective + *ly*:sad = sadly
  They sadly walked home.
- Adjective ending in "y" = change "y" to "i", add "-*ly*"
  Happy = happily
  They happily sang the song.

VALUE: Interculturality.

Music can make people feel better in so many ways. It has the incredible power to connect people and change their mood. All music such as pop, jazz, reggaeton, *salsa*, *bachata*, are unique and valuable.

COMMITMENTS

I compromise to:

➢ **Respect and encourage All Souls Day as part of our culture.**

➢ **Be tolerance and respectful about different traditions around the world.**

➢ **Take care of my integral health with good life habits.**

➢ **Recognize USA and Ecuador culture and traditions as part of learning.**

SELF-EVALUATION

Read, copy and answer. (Lea, copie y conteste.)	I check the box that most applies to me

Topics	I do it very well	I do it somewhat well	I can improve	I can't do it without help
I can talk about Ecuador's All Souls Day.				
I can recognize All Souls Day vocabulary in English.				
I can talk about Christmas in my country.				
I can recognize differences and similarities between the USA and Ecuador about Christmas.				

ELABORATED BY	REVIEWED BY	APPROVED BY
Teacher: Lic. Lourdes Tandalla	**Vice-principal:** Prof. Maribel Chasiluisa	**Principal:** Lic. Edwin Mena
Signature:	Signature:	Signature:
Date: November 12th,2021	**Date:** November 12th,2021	**Date:** November 12th,2021