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**The use of communicative language teaching approach and its influence on the
English language teaching- learning process in private high schools**

TRABAJO DE TITULACIÓN

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DEDICATION

This thesis work is dedicated to God and my parents. For their endless love, encouragement and support throughout my life.

Viviana Alexandra Abad Abad

I have to thank God, to my parents who support me every time, who guide my life and teach me that with dedication everything is possible; they told me that accomplishing a goal does not have boundaries. And also, I have to thank all people who had been with me all this time.

Jessica Alexandra Robles Juárez

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ABSTRACT

The theme of this study is the use of Communicative Language Teaching Approach and its influence on the English language teaching- learning process in private high schools. The purpose of this research is to determine if English teachers use the Communicative Language Teaching approach in their lessons, and how it influences on the English language teaching- learning process. A sample of 5 teachers and 95 students from a private high school from the city of Loja participated in the research. The data was collected by using an open-ended questionnaire and an observation sheet. The approaches of this study are quantitative and qualitative methods and the results were described, analyzed and interpreted based on the objectives of the research. The results revealed that teachers definitely use the Communicative Language Teaching approach to teach English lessons; they used activities like group work, pair work, and role play. Such activities had positive influence on students' learning; they were active, motivated and expanded their communicative skills.

Keywords: Communicative Language Teaching approach, teaching- learning process, activities, communicative competence.

RESUMEN

Este estudio se refiere al uso del enfoque Comunicativo y su influencia en el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios privados de Loja. El propósito de esta investigación es determinar si los profesores de idioma Inglés usan el enfoque comunicativo en sus clases y cómo influye en el proceso de enseñanza-aprendizaje del idioma Inglés. Una muestra de 5 profesores y 95 estudiantes de un colegio privado participaron en la investigación. La información fue obtenida a través de un cuestionario con preguntas abiertas y una hoja de observación. Los métodos utilizados en esta investigación son el método cuantitativo y el método cualitativo, y los resultados fueron descritos, analizados e interpretados en base a los objetivos del estudio. Los resultados revelaron que los profesores si aplican el enfoque comunicativo para enseñar el idioma Inglés, ellos utilizaron actividades grupales, en parejas. Estas actividades influenciaron positivamente en el aprendizaje de los estudiantes, ellos se mostraron activos, motivados y también desarrollaron sus habilidades comunicativas.

Palabras claves: enfoque comunicativo, en el proceso de enseñanza-aprendizaje, actividades, competencia comunicativa.

INTRODUCTION

With the English language being the language of international communication, the greatest challenge for teachers is to encourage English language learners to communicate orally. After learning English language for about six years, students are still not able to communicate successfully upon completing secondary education. In Ecuadorian education, this problem arises the necessity to train teachers on new methodologies and approaches to enhance communicative competence among students.

For this reason, it has been decided to investigate the following topic: “The use of Communicative Language Teaching approach and its influence on the English language teaching- learning process”. The purpose of this study is to determine whether or not English teachers use the Communicative Language Teaching approach in their lessons, and its influence on the English language teaching- learning process. The following questions are proposed to investigate this topic: Do English teachers use the Communicative Language Teaching approach in their classrooms?, What types of communicative activities are used in the English classrooms?, How does Communicative Language Teaching approach influence on the English teaching- learning process?

The results of this study will provide insight for policy makers, educational ministers, and teachers to include the Communicative Language Teaching approach on the syllabus. Thus, students will be successfully prepared for the actual academic and professional fields.

One previous investigation related to this research was conducted by Chang, M (2010) to examine factors that promote or hinder EFL teachers’ implementation of

Communicative Language Teaching (CLT) in Taiwanese college English classes. The findings indicated that the factors that impacted implementation of CLT related to teachers, students, the educational system, and suitability of CLT in the local context. Also, certain situational constraints were found to hinder the implementation of CTL.

Another study addressed by Mustapa and Yahaya (2013) focuses on the application of Communicative Language Teaching approach in selected community colleges by looking at teachers' classroom practices. It was found that the successfully implementation of Communicative Language Teaching depends largely on the lectures' understanding and beliefs on Communicative Language Teaching method, which is reflected through their actual teaching practices in the classroom.

An additional study belongs to Wong (2012), who explored the relationship between college-level second language educators' perceptions and their implementations of Communicative Language Teaching. The results showed that the majority of teachers admitted that they did not understand what exactly Communicative Language Teaching meant, but agreed that Communicative Language Teaching is the best way to achieve communicative competence.

The main limitation of this research was time since some teachers expressed that they do not have enough time to keep up the teaching schedule. Also, as the research was conducted within private schools, the results of the study cannot describe the entire picture of the secondary English education in Ecuador.

LITERATURE REVIEW

This section reviews the literature related to language teaching methodology focusing on communicative language teaching, and its application on the English language teaching- learning process.

Language teaching methods and approaches

According to Harmer (2007), in teaching- learning process, an approach describes how language is used, how its constituent parts connect, and how people acquire English language. On the other hand, According to Adamu (cited in Vin-Mbah, 2012, p. 113), “Method can be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the pupils/students”. In this way, method is the procedure by which a goal is reached, a purpose is accomplished, or a result is achieved.

Some methods and approaches have influenced the development of Communicative Language Teaching approach. These approaches and methods are Audio-lingual, Grammar Translation method, Task-Based, and Content-based approach.

According to Finocchiaro and Brumfit (as cited in Richards and Rodgers, 2001), Audio-lingual method is focused more on structure and form of language rather than on meaning. This method aims the development of linguistic competence centering on learning structures, sounds or words through the use of dialogues. Audio-lingual method uses drilling technique where learners acquire the language through repetition, memorizing and repeating dialogues, while the learning of grammatical structures is completely avoided. Following the line of same authors, teachers control the activities, materials, and grammatical structures under which students will learn English language.

Another teaching method that influenced the origin of Communicative Language Teaching Approach is the Grammar Translation Method. Prator and Celce-Murcia (cited in Brown, 2007) mention the major features of Grammar Translation method. They explain that classes are taught in the mother tongue, long explanations are used to teach the grammatical structures, and list of words are used to teach the vocabulary. One more characteristic of this method consists in translating disconnected sentences from the target language into the native language.

However, Task-based and Content-based approaches were developed under Communicative Language Teaching approach. Task-based is focused on the interactional processes in the classroom and the possibility to design instructional tasks for learners. This method is not only centered on language learners, but also on the tasks that students will carry out (Richards, 2006). In addition, Brown (2007) argues that Task-based instruction strengthens the use of all techniques applied in English lessons matching to its importance in the learning process.

Content-based approach is considered another essential element inside Communicative Language Teaching, where teaching is organized around the content to be taught, which must be relevant and interesting for learners (Richards and Rodgers, 2001). Furthermore, Lambert and Tucker (cited in Genesee and Lindholm-leary, 2013) state that Content-Based Instruction grasps that people learn the language by using it; instead of learning language and then use it.

Communicative Language Teaching

The Communicative Language Teaching approach emerged in 1960s in British in response to the Situational Language Teaching, Audio-lingual, and Grammar translation methods through which the language was taught by practicing basic structures, concepts of

grammar and vocabulary. Due to the fact that real communication was not used in the English classroom, European educators and linguists felt discontent with Grammar-Translation and Audio-Lingual methods. Thus, they started to research on an approach that focuses on communicative proficiency rather than on mastering language in isolated form. The linguist Wilkins introduced the notion of communicative competence which serves as the base for developing the Communicative Language Teaching approach. The main goal of this approach is to achieve the communicative competence and to practice the four English skills (listening, speaking, reading, and writing) in authentic contexts, which are necessary to succeed in communication (Richards and Rodgers, 2001).

Richards and Schmit (cited in Kojima and Kojima, 2005) contend that the main goal of Communicative Language Teaching approach is to develop communicative competence by making meaningful communication and language use the focus of all classroom activities. To this respect, Savignon (2002) explains that using Communicative Language Teaching approach implies that teachers select and sequence materials, activities, and lessons according to learners' needs; thus, each activity should create opportunities to practice meaningful language and language forms.

Similarly, Harmer (2003) affirms that applying the Communicative Language Teaching approach in classes consists in providing ample exposure to language in use and a variety of opportunities to use it. Additionally to it, Finocchiaro and Brumfit (cited in Richards and Rodgers, 2001) mention that interaction between students allows the development of effective communication and comprehensible pronunciation. Furthermore, Cummins and Swain (cited in Richard, 2014) state that teachers have to use the target language as much as possible to provide students with a wide range of exposure to the new language. By doing this, learners will gain a greater amount of input. However, Polio and

Duff (cited in Brandl, 2007) report that the use of the mother tongue in English lessons is exclusively used when it is necessary; for instance, to explain grammar, to manage the class, and to help students when they have problems to understand something.

Communicative language teaching principles

Four main principles are involved in Communicative language teaching approach, which provide an insight of how teachers and students might interact where the focus of the activities is the development of students' communicative competence. These four principles refer to communicative competence, learner roles, teacher roles, and activities.

Communicative competence is the first principle of Communicative Language Teaching. According to Hymes (cited in Brandl, 2007), communicative competence requires the entire learners' immersion in realistic communication. Additionally, Canale and Swain (cited in Bagarić and Mihaljević, 2007) consider communicative competence as the integration of knowledge and skills. Knowledge refers to the conscious and unconscious knowledge about the language such as the grammatical knowledge, discourse, and using the language in different contexts; while, skill refers to the capacity of an individual to use the acquired knowledge in real communication.

Saville- Troike (2006) refers to communicative competence as what is essential for speakers to know in order to communicate effectively in a particular setting. Due to mastering a language is more than comprehending its vocabulary, phonology, and grammar, it is also using the language appropriately in any situation. Moreover, Hymes (cited in Brown, 2007, p. 245-246) refers to Communicative Competence as the “competence that enables us to convey, interpret messages and negotiate meaning interpersonally within specific contexts, which is the characterization of the “ideal native speaker”.

Richards and Schmidt (2014) explain that the four English skills (listening, speaking, reading, and writing) fit into the four kinds of communicative competence. These are called grammatical, sociolinguistic, discourse and strategic competence. According to Canale, Swain and Savignon (as cited in Bagarić and Mihaljević, 2007), four different competences are constructed inside communicative competence. The first, grammatical competence is the ability to recognize the linguistic features of language such as vocabulary or spelling to construct words and sentences. The second competence refers to discourse competence, which consists in the ability to interpret several sentences or utterances to form meaningful and coherent texts. The third competence is the sociolinguist competence that emphasizes the appropriate production of language depending on socio-cultural factors such as the status of participants and purposes of interaction. The fourth competence is related to strategic competence in which learners develop verbal and non-verbal communication strategies to improve the effectiveness of communication. Verbal communication refers to strategies like paraphrasing, repetition and modifying messages, but non-verbal communication refers to the development of non- cognitive skills, such as self- confidence or taking risks to communicate.

The role of the learner is the second principle of Communicative Language Teaching. Banks and Tudor (cited in Nonkukhetkhong, Baldauf and Moni. 2006) mention that in learner-centered classrooms, students take more responsibility to manage their own learning. Thus, Nunan declares that learners become negotiators and interactive learners because they expand their ability to communicate (Brown, 2007).

Similarly, Richard and Rodgers (2014) argue that learners have to extend their participation in classroom activities that are based on cooperative rather than individualistic approach; hence, learners are engaged to interact most of the time with their partners rather

than with their teacher. Also, Brown (2007) mentions that in classrooms where collaborative and cooperative learning is promoted, teachers develop techniques like group work, pair work, and games. All those activities allow students to expand their creativity and innovation, as well to increase their motivation, self- confidence, and their capacity to work with others in order to accomplish a goal.

The third principle of Communicative Language Teaching refers to the roles of teachers. According to Richards (as cited in Wong, 2012), the role of teachers in Communicative Language Teaching is completely different from others methods and approaches. In Communicative Language Teaching approach, teachers act like one more participant in the class rather than an authority. Teachers make a learner-centered classroom in order to create opportunities for students to use the language. Moreover, Larsen-Freeman, Richards and Rodgers (cited in Wong, 2012) emphasize that the role of teachers in the Communicative Language Teaching Approach serves as facilitators of communication to guide students' learning process. Furthermore, Breen and Candlin (cited in Richards and Rodgers, 2001) mention that the role of teachers is facilitators of communication since they organize the resources and engage learners in communication.

The last principle refers to activities; communicative activities must require that students are actively involved in real communication or in realistic situations. As the main goal is to develop students' communicative competence, most of the class time, classroom activities must expose students to language in use. In order for these activities to be certainly communicative, teachers have to encourage students to communicate something from the very beginning (Harmer, 2007). Likewise, Brown (2007) explains that those activities are included in the techniques that teachers use in classes. Those techniques

consist of a wide variety of classroom activities such as role play, silent way, exercises and tasks for realizing lesson objectives.

According to Nunan (cited in Brown, 2007) the activities used in Communicative language teaching must engage learners in communication involving processes such as negotiation of meaning and interaction. These activities involve real communication by carrying out meaningful tasks that promote interaction between learners. Clarke and Silberstein (cited in Richards, 2006) argued that classroom activities should parallel the “real world” as closely as possible. Similarly, Moss (2005) claims that the activities for learners to complete in the classroom must be resembled to what they will perform in their daily lives. Therefore, the use of communicative activities implies that students talk in ways that are similar to the way they will use the language outside the classroom. Following the line of the same author, an activity can be considered communicative if it provides meaningful communication, information gap, choice and feedback. Meaningful communication means that the activities must have a real purpose for learners to communicate using the target language. Information gap requires that activities should enable students to share information in order to enhance their knowledge. Choice means that activities must allow learners to have different alternatives to communicate. And feedback means that students have to receive some response from the teacher whether or not they are communicating in an understandable way.

Brown (2007) mentions that mastering English language includes the connection of the four English language skills (listening, speaking, reading and writing), so teachers should design activities that integrate all those skills. For example, oral skills (listening and speaking) and written skills (reading and writing). As Richards and Rodgers (2014) mention, the role of Communicative Language Teaching activities is to achieve the

proficiency of all language skills by practicing together in authentic contexts; for this reason, communicative activities should promote interaction and communication all the time.

Richards (2006) states two kinds of activities; fluency and accuracy activities. As the use of Communicative Language Teaching approach enhances fluency, classroom activities should challenge students to negotiate meaning, to use communication strategies, to maintain comprehensible and ongoing communication to convey clear messages. Such activities are debates, role-plays, group work and games. On the other hand, accuracy refers to use grammar, pronunciation, vocabulary, and punctuation without error. Some activities to practice accuracy are filling in the gaps exercises, grammar drilling, and completion sentences.

By inferring the differences between accuracy and fluency activities mentioned above, students feel freer to use the target language in fluency activities because these kinds of activities give them the opportunity to learn by communicating and by correcting themselves during interaction. Meanwhile, accuracy activities get students under the control of the teacher since the strategies to complete a task are more rigorous than in fluency activities. In Communicative Language Teaching approach, neither fluency nor accuracy is less or more important than the other; they should be managed in the same way in classroom. In this way, accuracy activities are used to support fluency activities.

Richards (2006) argue that communicative activities are useful and enjoyable due to they involve a lot of games and activities as well. Therefore, all those activities must show a real purpose for learners to communicate, and both students and teachers must be willing for new challenges. The most common activities used in communicative classes are task-completion activities, information gathered activities, opinion sharing activities,

information- transfer activities, role plays, reasoning-gap activities, jigsaw activities, mechanic practice, meaningful practice, and communicative practice activities.

The first type is task-completion activities, which aim to use one's language resources to complete a task and are characterized by providing fun and enjoyable time for students. Thus, such activities can be puzzles, different kind of games, among others (Richards, 2006).

Another kind of communicative activity is related to information gathering activities, which expect students to share information in order to complete a task. Activities like interviews, searches, and surveys must be conducted in class in order to enhance students' communicative competence (Richards, 2006).

Besides, Richards (2006) claims that opinion sharing activities are another kind of communicative activities that promote interaction between students since they have to compare opinions, values, beliefs, or list tasks of rankings.

Furthermore, information- transfer activities can be adapted ongoing the teaching and learning process to foster meaningful communication. Through these activities, students are expected to modify the information presented in one form into another. For example, they can visually illustrate a text using graphic organizers (Richards, 2006).

Richards (2006) declares that another activity for fostering students' communicative competence is role –play, which consists in assigning roles to improvise a scene based on given information or clues. Roles' characters like a shop assistant or a client are authentic situations to get students communicating.

Reasoning-gap activities are useful for enhancing communication in classrooms. These activities require inferring the content by extracting new information from given facts (Richards, 2006).

Similarly, information-gap activities require students to exchange new information to complete an activity; information-gap occurs when one person exchanges something with another person who does not have it (Larsen- Freeman and Anderson, 2011).

Likewise, Jigsaw activities are performed in several groups, where they join the information from each group to complete a whole task assignment. Through Jigsaw activities, students grow values such as responsibilities, knowledge, and collaboration among groups (Richards, 2006).

All the activities mentioned above often are performed in pairs and group work. These activities offer some benefits for students like increasing their motivation and interest on the tasks. Also, those activities give students the opportunity to improve fluency, to learn from others, and to produce a wide range of language as well (Richards, 2006). Similarly, Brown (2007) states that learners' motivation should be arisen from the interest in what is being communicated by the language. During group activities, Littlewood, Finocchiaro and Brumfit (cited in Richards and Rodgers, 2014) explain that teachers assist groups with support and allow students to correct themselves.

Additionally, Finocchiaro and Brumfit (cited in Richards and Rodgers, 2001) state that as Communicative Language Teaching approach promote communication rather than master language forms, pairs and group work must be completed through cooperation among students either by negotiating information or by sharing opinions and ideas with others. To this respect, they consider that "students are expected to interact with other people, either in the flesh, through pair and group work" Finocchiaro and Brumfit (cited in Richards and Rodgers, 2001, p. 157).

However, it is important to clarify that the concern of Communicative language teaching is not exclusively with face-to-face oral communication. The principles of this

method apply equally to reading and writing activities by involving readers and writers in the interpretation, expression, and negotiation of meaning. Working in groups or in pairs should not, however, be considered an essential feature and may well be inappropriate in some contexts. (Savignon, 2002, p. 22)

The role of materials

In order to expose students to real language within a variety of situations, Communicative Language Teaching promotes the use of authentic materials as a way of building up interaction and cooperative learning among students (Richards, 2006). To this respect, Richards and Rodgers (2014) mention that the materials used for Communicative Language Teaching method are a way of influencing the quality of classroom interaction and language use. Hence, communicative context must be organized around authentic and from real-life materials. These resources may include realia- based materials (magazines, advertisements, and newspaper) and technology- supported materials (scripts and recordings), which encourage authentic interactions and create situations for learners to expand their communicative skills. Therefore, “communicative tasks are closely related with students’ needs and create a connection between the classroom and students in the real world” (Brandl, 2007, p. 13).

There is a relevant number of studies related to the use and the influence of Communicative Language Teaching approach in English lessons. The first study conducted by Chang, M (2010) examines factors that promote or hinder EFL teachers’ implementation of Communicative Language Teaching (CLT) in Taiwanese college English classes. For the purpose of this study, the researchers conducted face-to-face, semi-structured interviews to investigate the participants’ perceptions and experiences regarding the research questions. The researchers employed thematic analyses to identify themes in the data. The findings

indicated that the factors that impacted implementation of CLT related to teachers, students, the educational system, and suitability of CLT in the local context. Also, certain situational constraints were found to hinder the implementation of CTL.

A second study addressed by Mustapa and Yahaya (2013) focuses on the application of Communicative Language Teaching approach in selected community colleges by looking at teachers' classroom practices. The methodology consisted on four observations to community college English language lectures in the classrooms and interviews to get information about their knowledge in Communicative Language Teaching and their classroom practices. The data was analyzed based on the pre-determined themes and emerging themes. It was found that the successfully implementation of Communicative Language Teaching depends largely on the lectures' understanding and beliefs on Communicative Language Teaching method, which is reflected through their actual teaching practices in the classroom. The main limitation of this study was the lack of empirical data on the application of CLT in community colleges, such as the methods and techniques used in the classroom

A third research belongs to Wong (2012), who explored the relationship between college-level second language educators' perceptions and their implementations of Communicative Language Teaching. The participants involved in this study were six instructors (three males and three females). To minimize research bias, the data were triangulated by conducting non-participant observations, interviews, and collecting a variety of documents and records. The results showed that the majority of teachers admitted that they did not understand what exactly Communicative Language Teaching meant, but

agreed that Communicative Language Teaching is the best way to achieve communicative competence.

A fourth study carried out by Sun, G and Cheng, L (2002) discusses the implementation of communicative language teaching methodology in the EFL context in one institution in China. The context and curriculum development of the English teaching program at Private Pui Ching Commercial College is used here as a case study. The results suggested that the adaptation of CLT to various EFL contexts is first and foremost about curriculum development, that is, integrating the context into a communicative language teaching curriculum.

The last study developed by Coskun, A (2011) aims to reveal whether teachers' classroom practices overlap with their attitudes towards certain features of Communicative Language Teaching (CLT) such as pair and group-work activities, fluency and accuracy, error correction and the role of the teacher. To carried out this research, it was applied an open-ended questionnaire to two teachers of English teaching a group of intermediate students, and observations to those lessons. The findings have indicated that there is a discrepancy between teachers' classroom practices and the attitudes they expressed. The major challenges in the implementation of CLT from both teachers' perspective are found to be large class size, traditional grammar-based examinations and the little time available to prepare communicative materials. As studies of this kind may reveal different findings in different contexts; therefore, the sample of two teachers involved in the research was considered as the main limitation.

METHOD

Setting and participants

This research was conducted in one private high school in the city of Loja. Five teachers with their respective course were selected to apply the instruments. The sample population was ninety five students and five teachers.

Procedure

First, the information for literature review was gathered from different sources such as: abstracts, books, journal articles, and indexed publications on the topic. Within this literature review, we examined topics related to the Communicative Language Teaching approach, the language teaching methods and approaches, communicative competence, learner roles, teacher roles, activities, and the role of materials. After that, we selected the most relevant information in order to write the discussion section. Then, the instruments for collecting data were designed. The questionnaire consisted of close-up and open-ended questions; they were about the activities, materials applied in English language lessons, and students' attitude toward them. While, the observation sheet aimed to prove the students and teachers' answers and to identify the role taken by teachers and students. Afterward, those instruments were applied to students and teachers. Finally, we organized the qualitative and quantitative data for statistical analysis. The quantitative data was displayed in pie charts and tables, while the qualitative data was organized by locating text segments and assigning a code level to them. In order to analyze and interpret those results, a descriptive analysis was conducted.

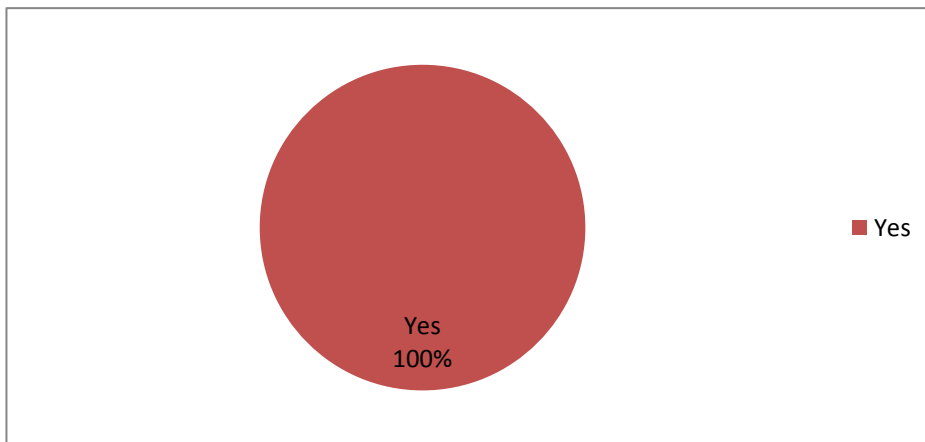
DISCUSSION

Description, Analysis, and Interpretation of Results

This section presents a quantitative and qualitative analysis of the results gathered during the field investigation about “The use of communicative language teaching approach and its influence on the English language teaching- learning process”. The data obtained in the teachers and students’ questionnaires were used to conduct quantitative analysis, while qualitative responses and observation of lessons were used to support qualitative analysis.

TEACHERS’ QUESTIONNAIRE

Do you think that Communicative Language Teaching is an important method to teach English?

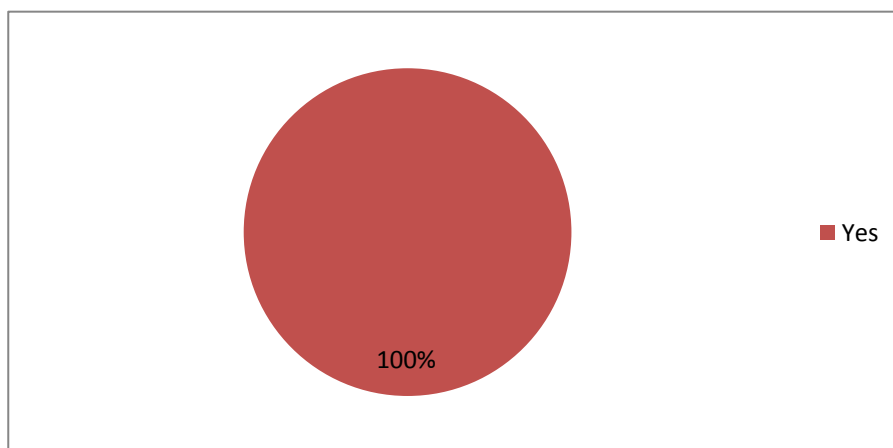


Graph 1: The importance of Communicative Language Teaching method
Authors: Viviana Abad and Jessica Robles.
Source: Teacher’s questionnaire.

Graph one shows that a hundred percent of teachers consider that Communicative Language Teaching is an important method to teach English. They state that this method is essential due to students are engaged to be communicatively competent. This assumption is supported by Richards and Rodgers (2001), who mention that Communicative Language Teaching method emphasizes the development of communicative competence through the

expansion of the four English skills. Teachers also argue that through the use of this method, students are involved in real life situations and become more creative and participative. This argument is aligned to Clarke and Silberstein (cited in Richards, 2006), who declare that classroom activities should parallel the “real world” as closely as possible. As it was verified in the observations, the task developed in one lesson required students to perform a dialogue about ordering food in a restaurant. This activity fits into Communicative Language teaching method because the dialogue was parallel to a real situation. As Savignon (2002) claims that the importance of using Communicative Language teaching calls teachers to select and sequence materials and lessons to meet the communicative needs of the learners; thus, every activity should focus on opportunities for meaningful language use and as well as on language form.

Do you use Communicative Language Teaching when teaching English in your lessons?

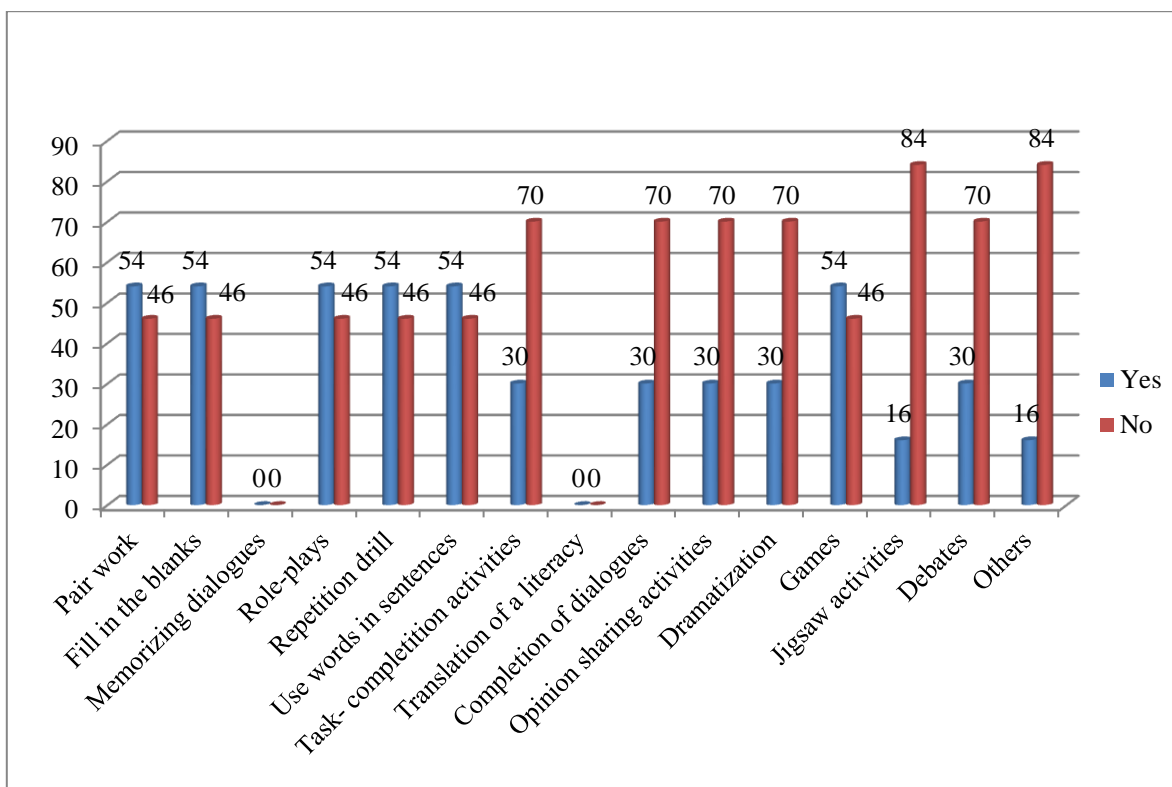


Graph 2: The use of Communicative Language Teaching.
Authors: Viviana Abad and Jessica Robles.
Source: Teacher's questionnaire.

The results in graph two show that a hundred percent of teachers use Communicative Language Teaching method for several reasons. First, teachers say that Communicative Language Teaching method is suggested by many researchers. As a second

reason, they state that most of the activities help students to develop communicative skills to produce language according to specific situations. To this respect, Richards and Schmit (cited in Kojima and Kojima, 2005) state that the main goal of Communicative Language Teaching method is to develop communicative competence, which seeks to make meaningful communication and language use as the focus of all classroom activities. During the observations conducted, it was clearly seen that almost all the teachers use the Communicative Language Teaching method since they pay equal attention to the four language skills, motivate learners to interaction, and use English language while conducting the lessons. We could also see that some teachers engage students to work with texts instead of placing classroom work in groups or pairs. For example, students discovered or interpreted the meaning of the text while the teacher only assisted them with support when it is necessary. These results agree with Savignon (2002, p. 22), who claims that “the concern of Communicative language teaching is not exclusively with face-to-face oral communication. The principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression, and negotiation of meaning.”

Select the activities that you use in your lessons?



Graph 3: Activities

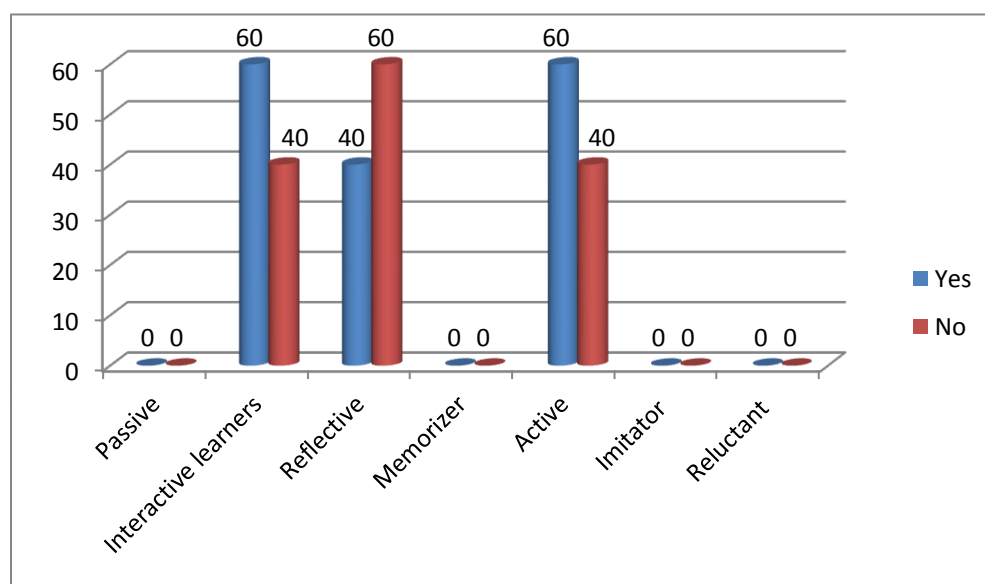
Authors: Viviana Abad and Jessica Robles.

Source: Teacher's questionnaire.

The results in graph three shows that fifty four percent of teachers use activities such as pair work, fill in the blanks, role-plays, repetition drill, words in sentences and games. Those results were evidenced during the observations; for example, one student described a picture and his/her partner guessed the name of it. It was clearly seen that the main goal of the teacher was to encourage students to practice the language by developing interesting and enjoyable activities. To this respect, Richards (2006) argue that communicative activities are useful and enjoyable because they involve a lot of games and activities that grown a lot of values on students as well. In addition, 30% of them indicate that they use task- completion activities, completion of dialogues, opinion sharing, dramatization and debates. Those results are aligned to Richards (2006), who explains that

such activities promote interaction between students since they compare opinions, values, beliefs, or list of rankings according to the importance of students' consideration. Finally, 16% of teachers report that they use other activities such as passing out cards, listen and do activity, Simon says, guessing game, and jigsaw activities. During the observations, "Simon says" game was frequently used, but each teacher adapted it depending on the topic of the lesson. For example, for teaching "classroom commands and directions", teacher said expressions such as "Simon says turn left", "Simon says open your book" and students performed the action.

Which are the main learning characteristics of your students?

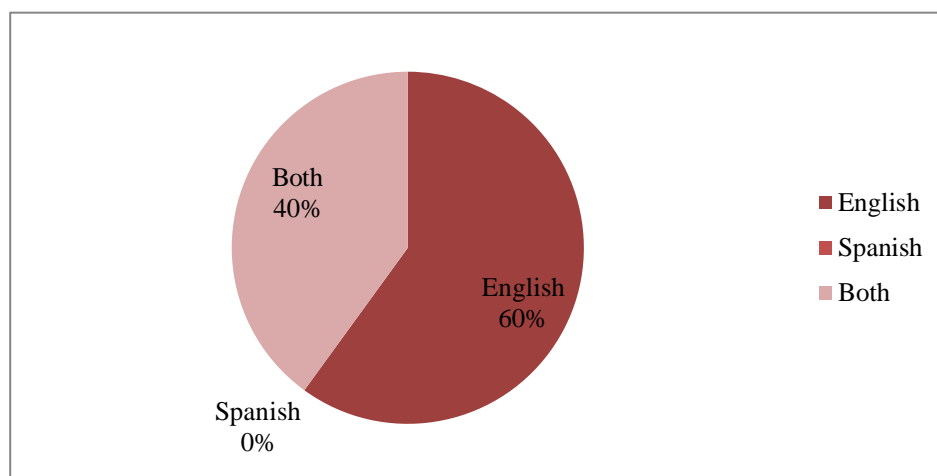


Graph 4: Students' learning characteristics
 Authors: Viviana Abad and Jessica Robles.
 Source: Teacher's questionnaire.

The results in graph four show that sixty percent of teachers consider that students are active and interactive learners, while 40% of teachers think that students are reflective. Teachers consider students as interactive learners due to the interaction between learners when performing activities. And also teachers, who consider students as active learners, report that students actively participate and lessons are more learner-centered. This result

was evident during the observations due to learners prefer to get involved in activities rather than being passive learners. Besides, it was verified that the main characteristics of the majority of learners were active and interactive; however, some students were reflective and memorizer. Regarding the role of learners, Banks and Tudor (cited in Nonkukhetkhong, Baldauf and Moni, 2006) mention that inside of the learner-centered classrooms, students take more responsibility to manage their own learning. Besides, Richard and Rodgers (2014) argue that learners have to participate in classroom activities that are based on a cooperative rather than individualistic approach; thus, learners are engaged to interact most of the time with their partners rather than with their teacher.

When you need to explain something in class what language do you use?

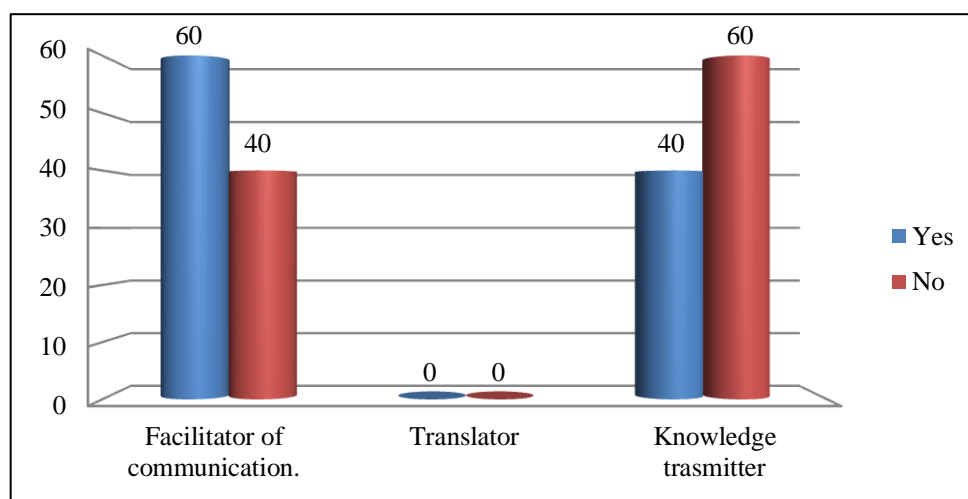


Graph 5: Language used in the class.
 Authors: Viviana Abad and Jessica Robles.
 Source: Teacher's questionnaire.

Concerning the language used in the class, sixty percent of teachers mention that they use English language most of the time since the main goal is to expose learners to English language. In fact, during the observations conducted, teachers always used English language. In order to explain new vocabulary, they used pictures and examples to help

students understand the meaning of new words. Those results are supported by Cummins and Swain (cited in Richard, 2006), who state that teachers should use the target language as much as possible in order to provide students with a wide range of exposure to the new language; by doing this, learners will gain a greater amount of input. On the other hand, 40% of them state that they use both English and Spanish languages in their English lessons because of the difficulty to explain the meaning of abstract words. During observations, it was noticeable that some teachers used both languages because of the complexity to explain the meaning of abstract words. To this respect, Polio and Duff (cited in Brandl, 2007) report that many teachers prefer to use Spanish mainly to explain grammar, to manage the class, to indicate a stance of empathy or solidarity toward students, to translate new vocabulary items, and to help students when they have problems understanding.

How do you consider your role as a teacher?

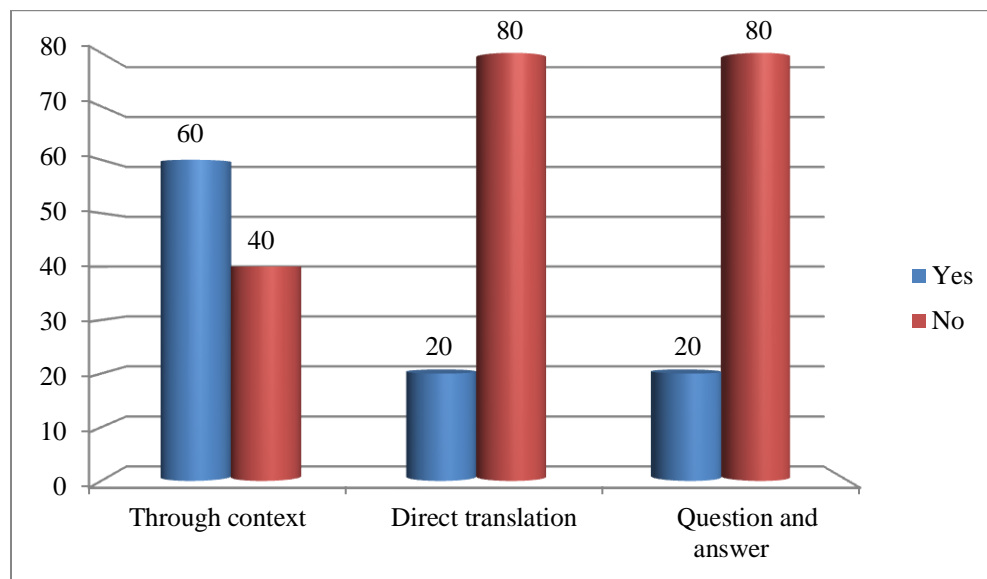


Graph 6: The role of the teacher in class.
 Authors: Viviana Abad and Jessica Robles.
 Source: Teacher's questionnaire.

Graph 6 shows that sixty percent of the teachers consider their role as facilitators of communication; they argued that they act in this way since they create a cooperative environment, design authentic activities, and assist student to help them to practice English

language as much as possible. On the other hand, 40% of the teachers recognize their role as knowledge transmitters; this group of teachers consider themselves as source of knowledge and their duty is to transmit this knowledge to students. This was clearly seen when observing English lessons in the different classrooms, most of the teachers were facilitators of communication since they organized the resources for students to work on, and provided guidance during students' performance. However, in some classes it was evident that teachers just transferred the information to students without plenty of time for using the language. Additionally, we noticed that some teachers translated some words directly into Spanish when students asked for the meaning. Regarding the role of the teachers in Communicative Language Teaching Approach, Larsen-Freeman, Richards and Rodgers (cited in Wong, 2012) argue that the role of the teachers is completely different from others teaching methods and approaches. In a communicative lesson, the teachers are facilitators of communication and guiders rather than just knowledge transmitters considering that the goal is to make a learner-centered classroom.

How do you explain to your students the meaning of the new words in the English lesson?

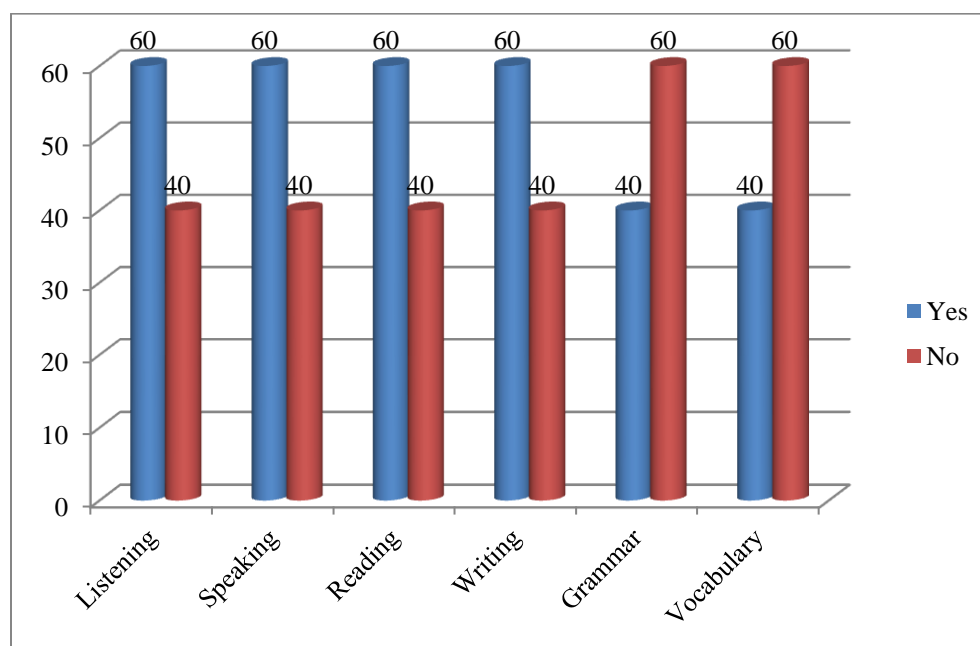


Graph 7: Explaining the meaning of words.
Authors: Viviana Abad and Jessica Robles.
Source: Teacher's questionnaire.

Graph 7 shows that sixty percent of teachers explain the meaning of new vocabulary through context, 20% of them do it by direct translation, and the rest 20% clarify it by questioning and answering. As the majority of teachers explain the meaning of new vocabulary through context, they affirm that they use pictures or synonyms to make the students' learning more meaningful. It was also evidenced during the observations, when teachers had students to create and perform a story using realia. First, the teacher read a fable to students called "The lion and mouse", and then the teacher explained the new vocabulary by synonym, pictures, and examples. After that, the teacher assigned students a character and masks (lion, mouse) to perform the story. Consequently, those results are aligned with Hymes (cited in Brown, 2007, p. 245-246), who refers to Communicative Competence as the "competence that enables us to convey, interpret messages and negotiate meaning within specific contexts, which is the characterization of the "ideal

native speaker”. In the observations, we also could notice that teachers explain the meaning of vocabulary by questions and answers. A case in point, teachers elicited questions for students to guess the meaning. This result agrees with Richards and Rodgers (2007), who explain that activities must allow learners to produce language that may not be predictable in a particular context in which the communication is taking place. However, teachers who explain new vocabulary by direct translation affirm that some words are translated into Spanish because of their abstract meaning. To this respect, Brown (2007, p. 45) argues that “translation may be used only when students benefit from it”.

Which of the following language skills and micro- skills do you emphasize more?

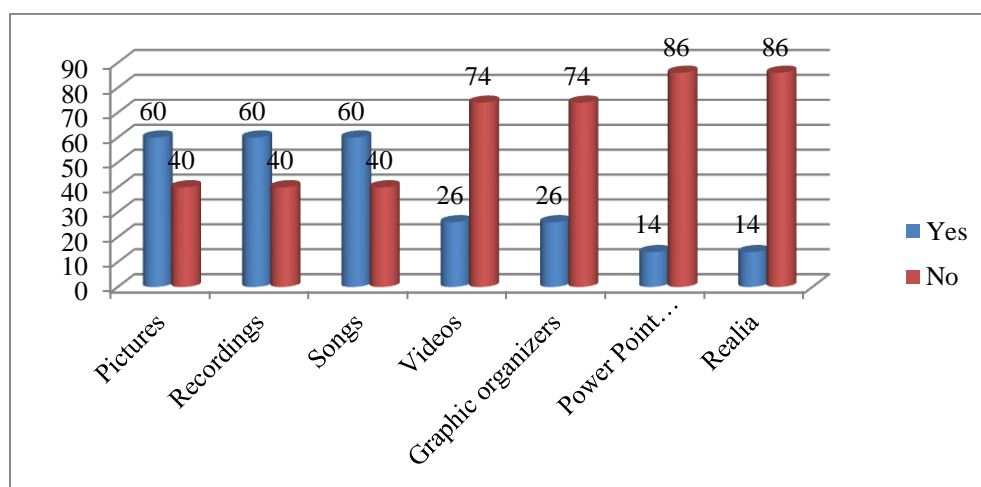


Graph 8: Language skills and micro- skills.
 Authors: Viviana Abad and Jessica Robles.
 Source: Teacher’s questionnaire.

Graph 8 shows that sixty percent of teachers put equal emphasis on the four language skills (listening, speaking, reading, and writing), while 40% of them pay more attention to grammar and vocabulary micro- skills. These results demonstrate that most of

the teachers give highly importance to the four language skills; they argue that all the language skills and micro- skills are essential for mastering English language proficiency. This remarkable importance to all language skills was clearly evident in the English lessons observed; for instance, in a lesson more than one skill was required to complete a task. First, students read a personal information card on the book, and then each one filled another card with their own personal data. Likewise, listening and speaking skills were necessary when students worked in pairs to exchange their own personal information. In great measure, those findings fit into the Communicative Language Teaching principles mentioned by Richards and Rodgers (2014), who claim that Communicative Language Teaching method focuses on the development of four English skills appropriately in authentic context, which are necessary to achieve a successful communicative task. Additionally, Richards and Schmidt (2014) explain that the four English skills (listening, speaking, reading and writing) fit into the four kinds of communicative competence; grammatical, sociolinguistic, discourse, and strategic competence. Therefore, the four English skills must be practiced in order to achieve communicative competence.

Which type of materials do you use in classes?



Graph 9: materials.

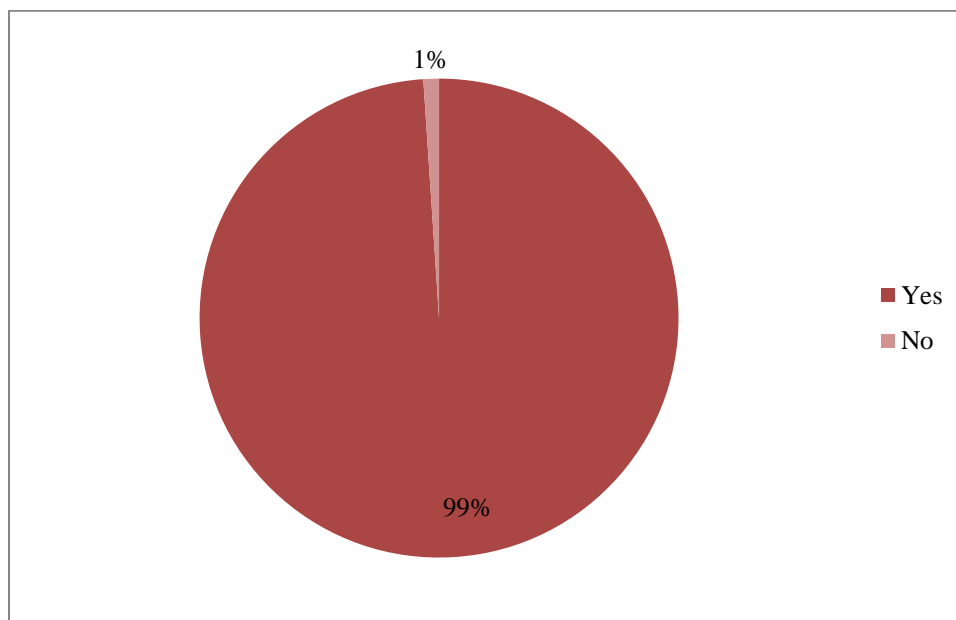
Authors: Viviana Abad and Jessica Robles.

Source: Teacher's questionnaire.

Regarding the materials used during English lessons, graph nine shows that sixty percent of teachers use pictures, recording, and songs to teach lessons, 26% of them employ videos and graphic organizers as supportive materials, and only 14% of them use Power Point Presentations and realia. During the observations conducted, it was clearly seen that pictures, recordings, songs, classroom objects, maps, puzzles were highly demanded by teachers. For example, after students saw a set of pictures, they discussed its sequence to create a story or they just described the picture. Another example consisted in using scripts for practicing listening skill. For this activity, students listen to the audio and answer some questions orally. These results are supported by Richard and Rodgers (2014), who emphasize that the materials used for Communicative Language Teaching consist in realia-based materials (magazines, advertisements, and newspaper) and technology-supported materials (scripts and recordings). Hence, communicative context must be organized around authentic and from real-life materials to encourage authentic interactions and create situations for learners to expand their communication skills.

STUDENTS' QUESTIONNAIRE

Does your teacher use speaking activities?

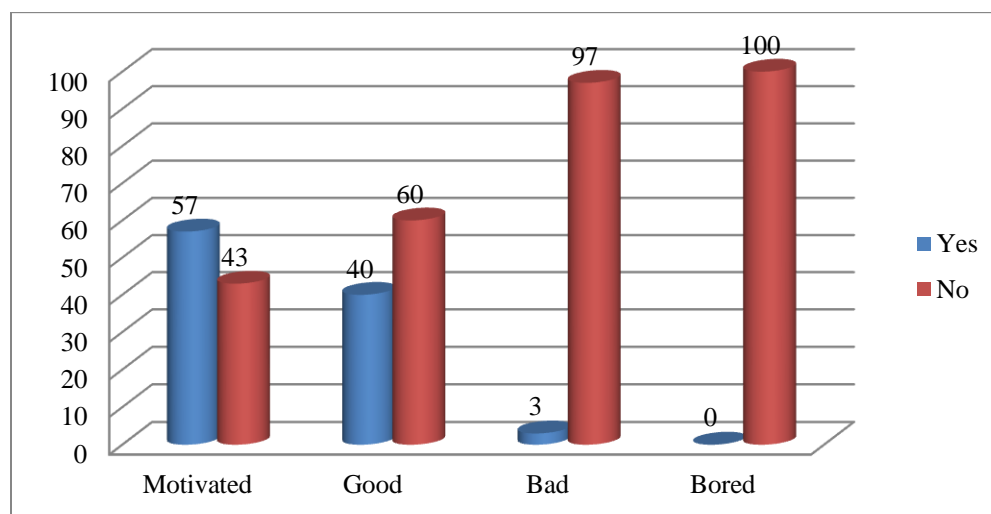


Graph 10: Speaking activities.
Authors: Viviana Abad and Jessica Robles.
Source: Students' questionnaire.

Graph 10 shows that 99% of students indicate that their teachers use speaking activities to teach their lessons, while only 1% of them admit that teachers apply other types of activities. Therefore, a high percentage of teachers address speaking activities, which make lessons communicatively effective since students use the language as much as possible. As we could see in the lessons conducted, most of teachers organized activities that get students involved in real communication strategies. For instance, during the “Listen and do” activity, one student gave directions to his/ her partner to draw a picture, so high level of speaking interaction was carried out by students specially when they asked for clarification to their peers. These results are aligned with Harmer (2007), who assures that in Communicative Language Teaching method the activities' purpose is to maximize opportunities for learners to use target language. In order for these activities to be certainly

communicative, students should be encouraged to communicate something from the very beginning. Furthermore, Richards (2006) explains that fluency must be developed by creating activities that require students to negotiate meaning, to use communication strategies, to maintain comprehensible, and ongoing communication in order to convey clear messages.

How do you feel doing those activities?

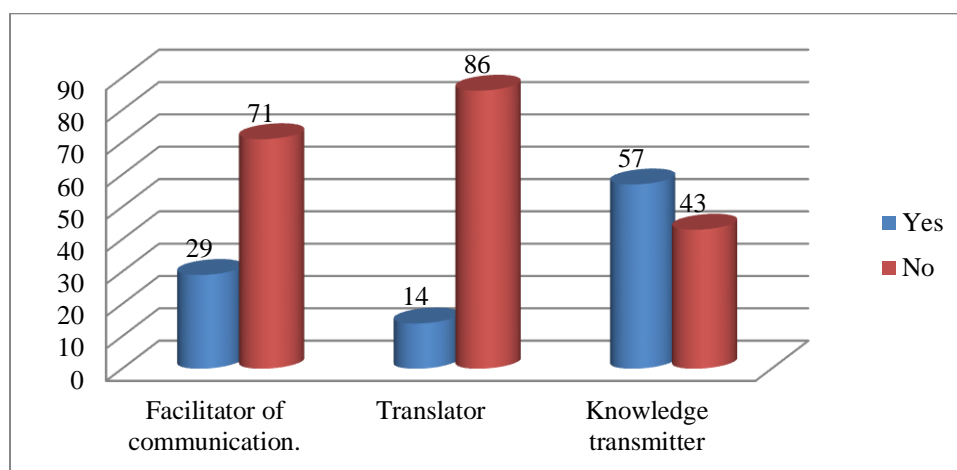


Graph 11: Students' attitude.
 Authors: Viviana Abad and Jessica Robles.
 Source: Students' questionnaire.

Graph 11 shows that 57% of students feel motivated by performing speaking activities, 40% of them feel good doing them, while 3% of them feel bad accomplishing speaking activities speaking for the reasons that English is uninteresting and non-understandable. From those results, it is perceived that most students feel motivated or good doing speaking activities; those students mention that they enjoy learning English language because activities are funny and interesting. Moreover, some students express that English is a helpful tool for traveling to other countries and for professional life as well. It was also evident in the observations that students were highly motivated performing speaking tasks; that motivation was arisen by the variety of activities. For instance, in one

classroom, the teacher implemented the “guessing game” in which teacher described an animal and students guessed the name. In doing so, students spoke at a wide range in an unthreatened way. To this respect, Richards and Rodgers (2014) argue that communicative activities like games or simulations are useful and enjoyable, which empower students to use language as much as possible. Additionally, Brown (2007) states that learners’ motivation should be arisen from the interest in what is being communicated by the language.

How do you consider the role of your teacher?

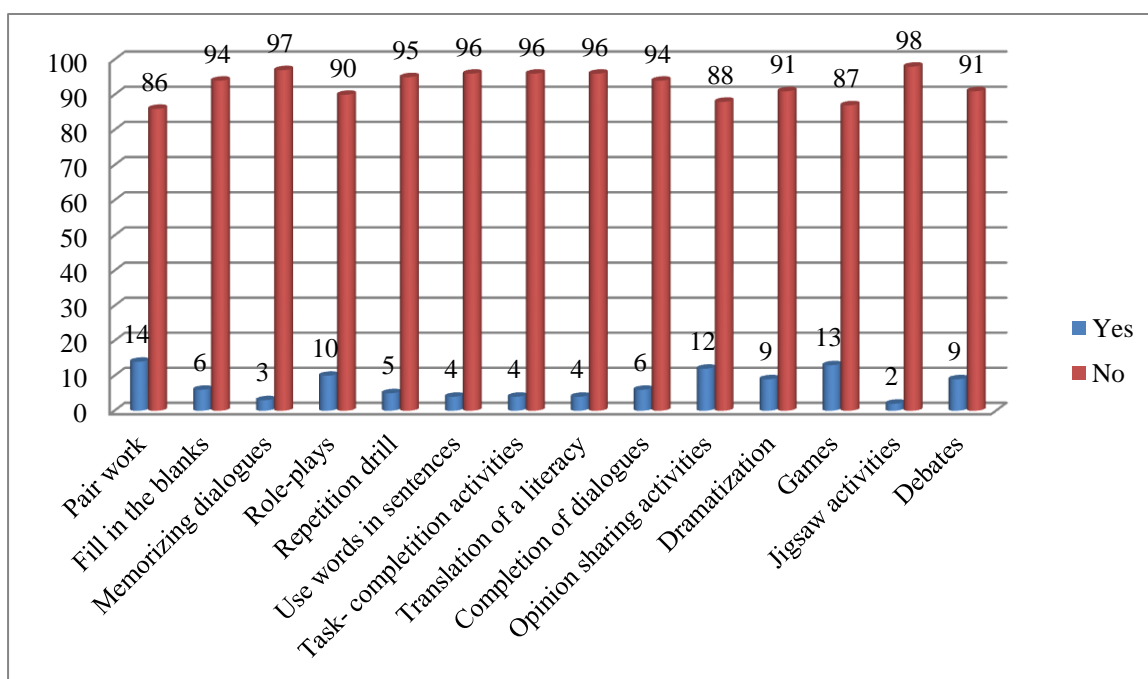


Graph 12: teachers’ role in the class.
 Authors: Viviana Abad and Jessica Robles.
 Source: Students’ questionnaire.

Graph 12 illustrates that 57% of the students consider the role of their teachers as knowledge transmitters; the 29% of them value the role of the teacher as facilitators of communication; and 14% consider that their teacher’s role is being a translator. From those results, the prevailing role of teachers is knowledge transmitters. In fact, most of students argue that teachers transmit them a lot of information, vocabulary, and phrases. Since most of the students consider the role of the teachers as knowledge transmitters, those results differ from the assumptions of Larsen-Freeman, Richards and Rodgers (cited in Wong,

2012), who emphasize that the role of the teachers in the Communicative Language Teaching Method serves as facilitators of communication to guide students' learning process. On the other hand, a small percentage of students believe that the role of teachers is facilitators of communication since teachers facilitate communication either by giving clear explanations or by encouraging them to communicate. During observations, we could recognize that most of the teachers facilitated communication by displaying interesting activities and observing how learners work. On the other hand, the lowest percentage of students said that the role of teachers is translators. As we observed English lessons, teachers applied translation for explaining difficult words to understand and for clarifying some instructions. To this respect, Brown (2007, p. 45) argues that "translation may be used only when students need or benefit from it".

Which activities does your teacher use in the class?



Graph 13: Activities.

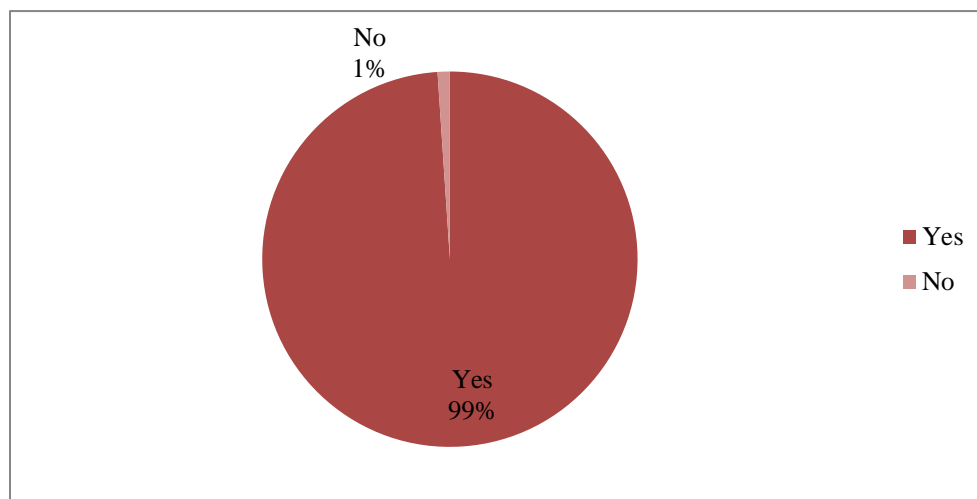
Authors: Viviana Abad and Jessica Robles.

Source: Students' questionnaire.

Graph 13 reveals the students' perception regarding the activities that teachers use during English lessons, the following results were gathered. Students report that 14% of teachers use pair work activities, 13% of them express that their teachers use game matches, 12% of them develop opinion sharing activities, 10% of teachers apply role-plays, 9% of teachers implement debates and dramatization and debates, 6% of teachers assign activities related to filling in the blanks and completion of dialogues, 5% of them implement repetition drill, 4% of them deliver activities concerning words in sentences, task completion activities, translation of a literacy, 3% of them handle memorizing dialogues, 2% of them apply Jigsaw activities. Based on those results, most of the teachers use activities like pair work, games, and role-plays, which make the English lessons communicative since students have the opportunity to interact with others. It could be

verified during the lessons observed that teachers applied interesting and interactive activities like games, role- plays, and debates; as in one English lesson, teacher divided the class in groups and asked them to discuss about possible solutions to solve a problem “global warming”. Also, it could be seen that some teachers emphasizes the use of new vocabulary in contexts; thus, students understood the meaning of new words without direct translation into Spanish. The use of such activities is supported by Moss (2005), who claims that the activities which learners perform in the classroom must be resembled to what they will perform in their daily lives. Therefore, the use of communicative activities implies that students talk in ways that are similar to the way they will have to use the language outside the classroom; thereby, this process is acquired through the interaction between them to communicate using the target language. However, at a lesser extent, it was verified that activities like translation of literacy, and memorizing dialogues were used by teachers in English lessons as well. For instance, teachers had students to memorize a short dialogue to present it the next class as homework. Therefore, using activities like memorizing dialogues are contradictory according to Nunan (cited in Brown, 2007), who states that the activities used in Communicative Language Teaching must engage learners in communication, involving processes such as negotiation of meaning and interaction among students.

Does your teacher develop activities in groups?

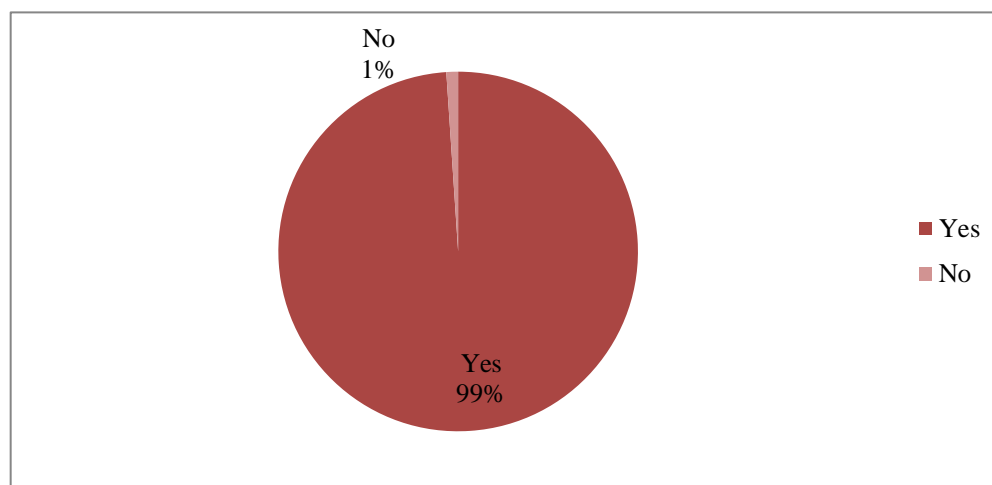


Graph 14: Group activities.
Authors: Viviana Abad and Jessica Robles.
Source: Students` questionnaire.

Graph 14 shows that 99% of the teachers absolutely agree that their teachers develop group activities, while only 1% of them admit the lack of group activities in the English lessons. Based on the results gathered, it is a fact that teachers develop activities that comprise group work. As it was observed in the English lesson conducted by the teachers involved in this investigation, group activities like debates, role- play, opinion sharing, and games were highly applied in the English lessons. Through these group activities, students negotiated meaning using communication strategies like taking turns to talk, maintaining ongoing communication to convey clear messages. Regarding group activities, Richards (2006) argue that communicative activities are useful and enjoyable because they involve a lot of games and activities that grown a lot of values on students; for instance, all those activities must show a real purpose for learners to communicate. In addition, he declares that performing activities in groups and in pairs offers several benefits

for students in the way that their motivation increase; also, they have the opportunity to improve fluency, to learn from others, and to produce a wide range of language as well.

Do you prefer to work with others during the English lesson?

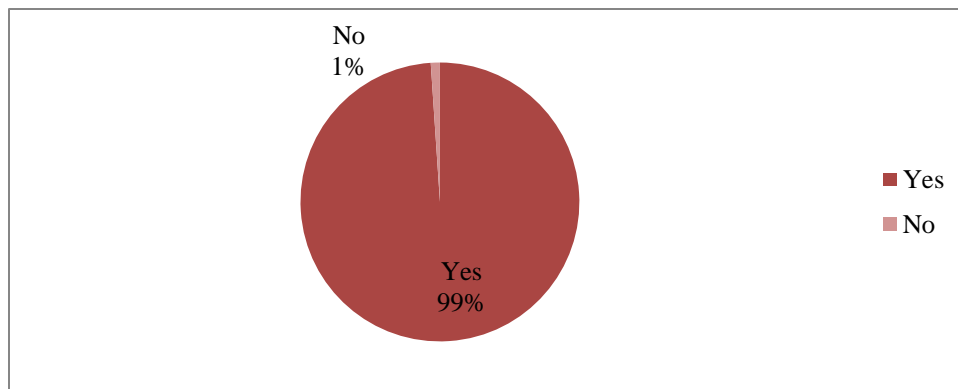


Graph 15: Working with classmates.
Authors: Viviana Abad and Jessica Robles.
Source: Students` questionnaire.

As it is shown in graph 15, ninety nine percent of students report that they prefer to work with others. The majority of students recognize some benefits of working with others such as sharing opinions with their classmates, learning more from others, and interacting between them. In addition, they consider that it is easier to perform tasks in groups rather than working alone. Moreover, they explain that they prefer to work in groups due to they can support between them to accomplish an activity. Those results are supported by Finocchiaro and Brumfit (cited in Richards and Rodgers, 2001), who state that as Communicative Language Teaching approach promote communication rather than master language forms, pairs and group work must be completed through cooperation among students either by negotiating information or by expressing their own opinions and ideas. To this respect, they consider that “students are expected to interact with other people, either in the flesh, through pair and group work” (p. 157). In contrast, the 1% of the

students mention that they like to perform activities alone for the reasons that some partners do not keep on tasks and do not contribute to the work. During the observations, it was evident that when teachers assigned the members of groups, some students were reluctant working with some classmates and asked the teacher to form groups by affinity.

Does your teacher encourage you to interact with others?

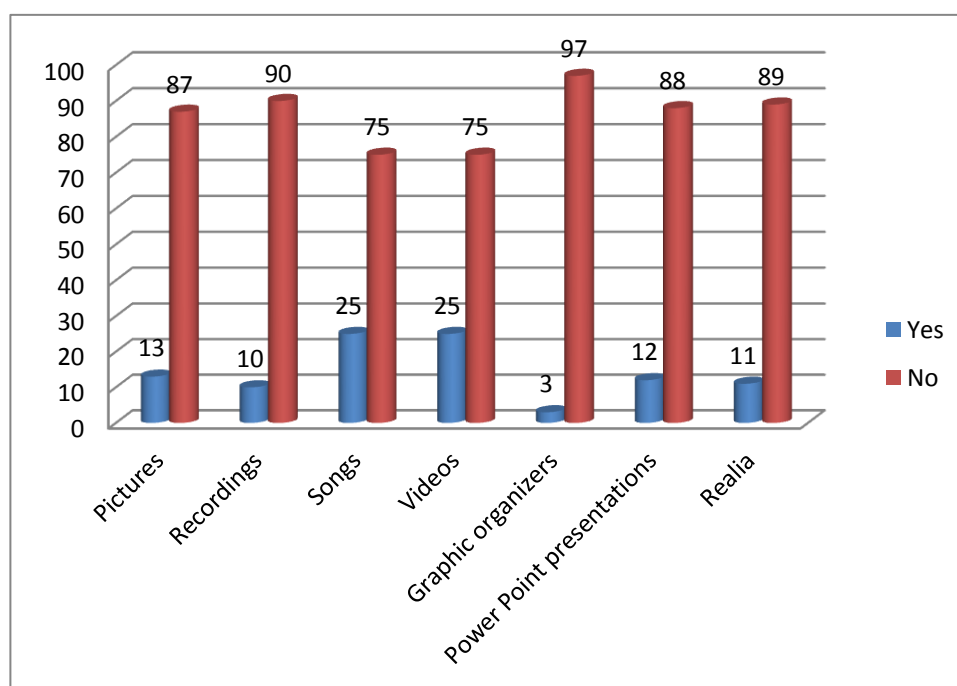


Graph 16: Students' interaction.
Authors: Viviana Abad and Jessica Robles.
Source: Students' questionnaire.

As it is observed in graph 16, ninety nine percent of students report that their teachers encourage them to work with others. Learners state that group work, pair work, dramatizations, games, and puzzles are the most common activities used to work with their classmates. During the observations conducted, it was evident that teachers create opportunities for students to keep in touch between them. Teachers encouraged students to express their ideas and thoughts the use of group work and pair work such as role play and debates. These results are aligned with Brown (2007), who mentions that in a learner-centered classroom where collaborative and cooperative learning is promoted, teachers develop techniques like group work, pair work, and games. All those activities allow students to expand their creativity and innovation, as well to increase their motivation, self-confidence, and their capacity to work with others in order to accomplish a goal. On the

other hand, 1% of the students mention that teachers do not promote students' interaction during lessons. Some students affirm that teachers only ask individual questions and some of them are shy to answer or afraid to make mistakes.

What type of materials does your teacher use?

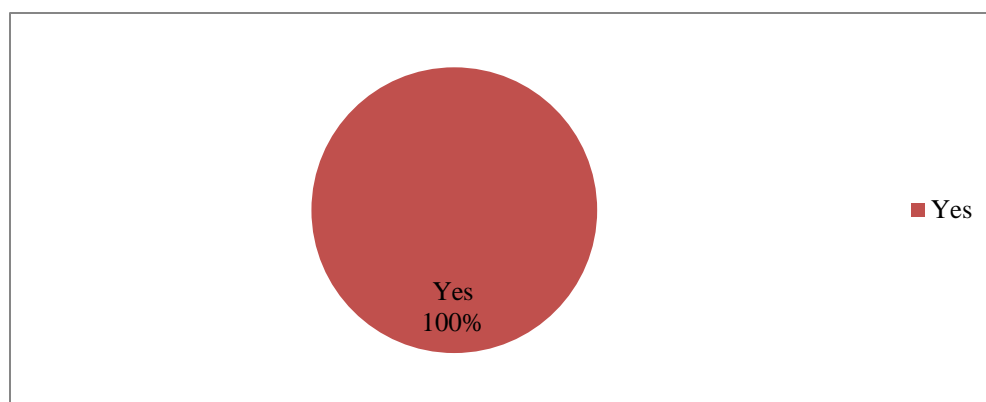


Graph 17: Materials.
 Authors: Viviana Abad and Jessica Robles.
 Source: Students' questionnaire.

Graph 17 shows the students' perception about the materials used by teachers in English lessons. 25% of students select videos, the other 25% of them choose songs, 13% of them elect pictures, 12% of them mark out Power Point presentations, 11% students indicate that realia is used by their teachers, 10% of them choose recordings, and 3% of students select graphic organizers as the material used by teachers during lessons. Therefore, it is appreciated that teachers absolutely use effective materials to teach English lesson, as Richards and Rodgers (2014) mention, communicative context must be organized around authentic and from real-life materials. These resources may include realia- based

materials such as magazines, advertisements, and newspapers. While, technology-supported materials may comprise scripts and recordings that encourage authentic interactions and create situations for learners to expand their communication skills. During the observations, we could verify that although resources like recordings, videos and realia were less applied by teachers, materials like pictures, classroom objects, and songs were the most frequent used to teach English lessons. Also, it was shown that several materials were applied in one lesson. A case in point, while students listened to a song, the teacher displayed pictures so that students understand the meaning of new vocabulary and phrases. Regarding the use of materials, Richards and Rodgers (2014) affirm that the materials used for Communicative Language Teaching are a way of influencing the quality of classroom interaction and language use. Thus, “communicative tasks are closely related with students’ needs and create a connection between the classroom and students in the real world” (Brandl, 2007, p. 13).

Does your teacher help you to develop all language skills? (Listening, speaking, reading and writing)

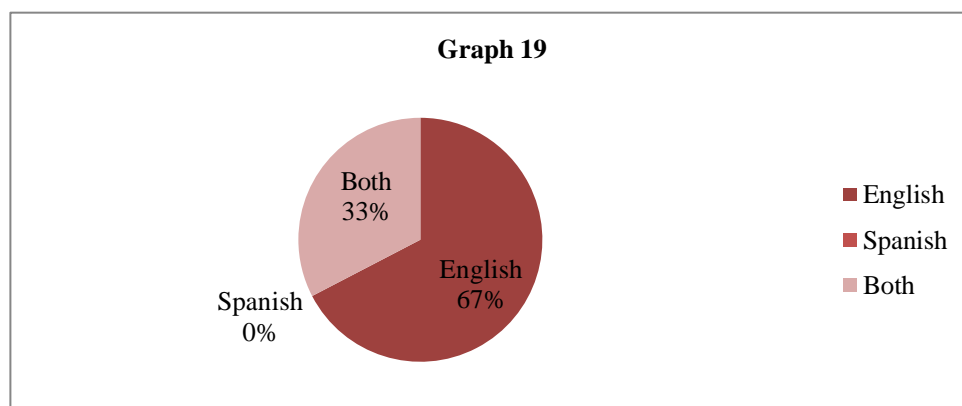


Graph 18: Development of English language skills.
Authors: Viviana Abad and Jessica Robles.
Source: Students` questionnaire.

Graph 18 shows that 100% of students mention that the teachers help them to develop all language skills (listening, speaking, reading, and writing). During the

observations conducted, it was evident that teachers put emphasis on mastering all the four language skills. For instance, in order to develop a task, it was necessary to use more than one skill. In one activity, students read a personal information card on the book, and then each one filled another card with their own personal data. After that, students worked in pairs to exchange their personal data so that listening and speaking skills were necessary. This result is aligned with Brown (2007), who mentions that mastering a language includes the connection of four skills (listening, speaking, reading and writing), so teachers should design activities that integrate at least two of this skills. For instance, the integration between oral skills (listening and speaking) or written skills (reading and writing). Besides, in another activity, students were divided into groups of four; one student of each group had to read a short paragraph and memorized it. Then, each student moved to another group to share that information to the rest of the groups while the members of those groups had to take notes about it. Then, he/she moved to another group again and did the same activity. Finally, after doing the previous activity, one student on each group had to share what he/ had heard to the rest of the class. In this case, it was evident that all four skills were required to accomplish the whole task. Similarly, dramatization was another activity observed in which learners worked in groups and wrote their own dialogues to perform in front of the class. In this situation, students used more than one skill to perform the task. Those outcomes are supported by Richards and Rodgers (2001), who claim that Communicative Language Teaching Approach aims at the students` development of all the English skills appropriately in authentic contexts, which are necessary to accomplish a communicative task.

When the teacher explains something in class. What language does he/she use?



Graph 19: Language used in the class.
Authors: Viviana Abad and Jessica Robles.
Source: Students` questionnaire.

As it is shown in graph 19, 67% of students mention that their teachers use English language to explain something in class, while 33% of them express that the teachers use both languages. During the observations conducted, we verify that most of the class time teachers speak English rather than Spanish. Thus, teachers clarified the meaning of new words through context or by eliciting questions and answers. Regarding the use of target language in the classroom, Cummins and Swain (cited in Richard, 2006, p. 14) claim that “the teacher needs to maximize the use of target language due to learners need as much exposure as possible because the greater amount of input, the greater the gains in the new language”. However, Polio and Duff (cited in Brandl, 2007) report that the use of the mother tongue in English lessons is exclusively used when it is necessary; for instance, to explain grammar, to manage the class, and to help students when they have problems to understand. As it was observed, some teachers talk Spanish only when students have problem understanding abstract words or instructions for the tasks.

Conclusions

- The teachers that participated in this study use the Communicative Language Teaching approach in their class through the use of interactive activities such as role-plays, games, jigsaw activities, debates, group work and pair work, which promote interaction among students, engage them in communication and increase learners' motivation.
- It was evident that teachers apply the Communicative Language Teaching approach because the materials they used raise students' interaction. Such materials were videos, realia, pictures, songs and recordings.
- It was found that teachers allowed students to communicate freely with others and exposed them to English language all the time.
- All the teachers gave equal importance to all language skills (writing, reading, listening and speaking) and sub skills (vocabulary and grammar). They designed activities that require students to use more than one skill to perform a task.

RECOMMENDATIONS

- Although all teachers use communicative activities and strategies like games, pair work, and group work, it was observed that not all students interact in class. So, teachers should monitor and support each group to ensure the entire students' participation.
- Despite the fact that teachers applied authentic materials, there was not enough materials for students to work. Consequently, teachers must be supplied with a wide variety of materials and aids in order to create plentiful activities for students to communicate.
- Even though the role of teachers was facilitators of communication, some of them translated few words directly into Spanish when students asked for the meaning. Hence, teachers must look for strategies like giving examples and using synonyms or pictures to explain the meaning in order to avoid translation of words into Spanish.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD PRESENCIAL

TITULACIÓN DE INGLÉS

Dear teacher,

The aim of this brief questionnaire is to obtain information about the use of Communicative Language Teaching Approach in the English lessons you teach and the activities you use.

The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible.

Informative data:

Institution:			
Type of institution:	Public () Private ()		
Year of education:			
City:			

1. Do you think that Communicative Language Teaching is an important method to teach English?

Yes ()

No ()

Why?

2. Do you use Communicative Language Teaching when teaching English in your lessons?

Yes ()

No ()

Why?

3. Select the activities that you use in your lessons?

- | | | | |
|-------------------------------|-----|--------------------------------------|-----|
| a) Pair Work | () | b) Fill in the blanks | () |
| c) Dialogue memorization | () | d) Role plays | () |
| e) Repetition drill | () | f) Use words in sentences | () |
| g) Task-completion activities | () | h) Translation of a literary passage | () |
| i) Complete the dialogue | () | j) Opinion sharing activities | () |
| k) Dramatizations. | () | l) Games | () |
| m) Jigsaw activities | () | n) Debates. | () |

Others

4. Which are the main learning characteristics of you students?

- | | |
|----------------|-----|
| a) Passive | () |
| b) Interactive | () |
| c) Reflective | () |
| d) Memorizer | () |
| e) Active | () |
| f) Imitator | () |
| g) Reluctant | () |

Why do you consider students adopt that attitudes in class?

5. When you need to explain something in class. What language do you use?

- a) English ()
- b) Spanish ()
- c) Both ()

Why?

6. How do you consider your role as a teacher?

- a) Facilitator of communication ()
- b) Translator ()
- c) Transmitter of knowledge ()

Explain

7. How do you explain to your students the meaning of the new words in the English class?

- a) Through context ()
- b) Direct translation ()
- c) Question and answer ()

Why?

8. Which of the following aspects of the language do you emphasize more?

Listening	()
Speaking	()
Reading	()
Writing	()
Grammar	
Vocabulary	

Why?

9. Which type of materials do you use in classes?

- a) Pictures ()
- b) Recordings ()
- c) Songs ()
- d) Videos ()
- e) Graphic organizers ()
- f) Power point presentations ()
- g) Realia ()

Thank you for you collaboration ☺



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD PRESENCIAL

TITULACIÓN DE INGLÉS

Estimado estudiante:

*Este cuestionario tiene como objetivo conocer su opinión acerca de las actividades realizadas en las clases de Inglés.
La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.*

Informative data:

Institution:			
Type of institution:	Public () Private ()		
Year of education:			
City:			

1. Does your teacher use speaking activities?

Yes () No ()

2. How do you feel doing those activities?

Motivated ()
Good ()
Bad ()
Bored ()

Why? _____

3. How do you consider the role of your teacher?

a) Facilitator of communication ()
b) Translator ()
c) Transmitter of knowledge ()

Explain _____

4. Which activities does your teacher use in the class?

a) Pair Work () b) Fill in the blanks ()

- | | | | |
|-------------------------------|-----|--------------------------------------|-----|
| c) Dialogue memorization | () | d) Role plays | () |
| e) Repetition drill | () | f) Use words in sentences | () |
| g) Task-completion activities | () | h) Translation of a literary passage | () |
| i) Complete the dialogue | () | j) Opinion sharing activities | () |
| k) Dramatization. | () | l) Games | () |
| m) Jigsaw activities | () | n) Debates. | () |

5. Does your teacher develop activities in groups?

Yes () No ()

6. Do you prefer to work with others during the English lesson?

Yes () No ()

Why? _____

7. Does your teacher encourage you to interact with others?

Yes () No ()

How? _____

8. What type of materials does your teacher use?

- | | |
|------------------------------|-----|
| a) Pictures | () |
| b) Recordings | () |
| c) Songs | () |
| d) Videos | () |
| e) Graphic organizers | () |
| f) Power point presentations | () |
| g) Realia | () |

9. Does your teacher help you to develop all language skills? (listening, speaking, reading and writing?)

Yes () No ()

10. When the teacher explains something in class. What language does he/she use?

- | | |
|------------|-----|
| a) English | () |
| b) Spanish | () |
| c) Both | () |

Thank you for your collaboration ☺



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Estimado estudiante:

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La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos

1. ¿Su profesor realiza actividades para practicar las habilidades de habla?

Si ()

No ()

2. ¿Cómo se siente realizando estas actividades?

Motivado ()

Bien ()

Mal ()

Aburrido ()

¿Porqué? _____

3. ¿Cómo considera el rol de su profesor?

a) Facilitador de la comunicación ()

b) Traductor ()

c) Transmisor de conocimientos ()

Explicación _____

4. ¿Qué actividades desarrolla su profesor en la clase?

a) Tareas en parejas ()

c) Memorizar diálogos ()

e) Ejercicios de repetición ()

g) Actividades de completar tareas ()

i) Completar diálogos ()

k) Dramatización ()

m) Rompecabezas ()

b) Llenar espacios en blanco ()

d) Role-plays ()

f) Usar palabras en oraciones ()

h) Traducir textos ()

j) Compartir opiniones ()

l) Juegos ()

n) Debates ()

5. ¿Su profesor desarrolla actividades en grupo?

Si () No ()

6. ¿Le gusta trabajar con otros compañeros?

Si () No ()

¿Porqué?_____

7. ¿Su profesor le motiva a interactuar con los demás?

Si () No ()

¿Cómo?_____

8. ¿Qué tipo de materiales utiliza su profesor?

- a) Dibujos ()
- b) Grabaciones ()
- c) Canciones ()
- d) Videos ()
- e) Organizadores Gráficos ()
- f) Presentaciones en Power Point ()
- g) Objetos reales. ()

9. ¿Su profesor, le ayuda a mejorar las cuatro habilidades del Inglés? (Escucha, Habla, Lee, Escritura?)

Si () No ()

10. Cuando el profesor da explicaciones . Qué language utiliza?

- a) Inglés ()
- b) Español ()
- c) Los dos anteriores ()

Gracias por tu colaboración ☺



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TITULACIÓN DE INGLÉS

OBSERVATION SHEET

Aspects	Yes	No
1. The teacher applies the Communicative Language Teaching Approach in the class.		
2. The following activities are used by the teacher during the class:		
a) Pair Work		
b) Dialogue memorization		
c) Repetition drill		
d) Task-completion activities		
e) Complete the dialogue		
f) Dramatization		
g) Jigsaw activities		
h) Fill in the blanks		
i) Role plays		
j) Use words in sentences		
k) Translation of a literary passage		
l) Opinion sharing activities		
m) Games		
n) Debates.		
3. The students' attitude in class is:		
a) Passive		
b) Interactive		
c) Reflective		
d) Memorizer		
e) Active		
f) Imitator		
4. The teacher uses the following materials:		
a) Pictures		
b) Recordings		
c) Songs		
d) Videos		
e) Graphic organizers		
f) Power point presentations		
g) Realia		

