UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme:

COMMUNICATIVE LANGUAGE TEACHING AND THE COMMUNICATIVE COMPETENCE

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I, Mg. Sarah Jaqueline Iza Pazmiño, holder of the I.D No. 0501741060, in my capacity as supervisor of the Research dissertation on the topic: "**COMMUNICATIVE LANGUAGE TEACHING AND THE COMMUNICATIVE COMPETENCE**" investigated by Miss Patricia Paola Villacres Rojano with I.D No.185059556-0, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "**COMMUNICATIVE LANGUAGE TEACHING AND THE COMMUNICATIVE COMPETENCE**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

       Elohim for giving me the strength, intelligence and courage to move forward and guide me on the path of good, to my mother because she is my fundamental pillar in my life, since her wise advice helps me to be a better person and achieve all my dreams. I want to thank my tutor and thesis director, Mg. Sarah Iza, for all the support and guidance provided throughout the arduous process of developing the thesis, for the suggestions given, patience and time dedicated to help me to write my thesis in a very coherent and systematic. Finally, I would like that too thank the expert teachers who they gladly helped me with the validation of the surveys for their respective application.

Patty

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I also dedicate this work to my family for their unconditional moral support, because they have been the ones who have motivated me to continue growing academically and make may my dreams come true. I dedicate this work in a very special way to my mother who has always shown concern for my progress and success during this arduous preparation process.
I love you so much mommy!

Patty

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES YEXTRANJEROS

TOPIC: Communicative Language Teaching approach and the Communicative Competence

AUTHOR: Patricia Paola Villacres Rojano

TUTOR: Mg. Sara Iza

ABSTRACT

The communicative approach is focused on the development of communicative competence. CLT is based on the idea that language learning is successfully achieved by having to communicate real meaning. When students engage in real communication, their natural strategies for language acquisition will be used and this will allow them to learn to use language fluently, therefore it is considered a successful approach in the teaching-learning process. The main purpose of this research was to explore the perception of the students about the Communicative Language Teaching in the communicative competence. This research had a qualitative-quantitative research approach and a descriptive research level. Likewise, the population consisted of 80 students of the first and second year of high school of Bilingual Educational Center "La Granja". Additionally, for the data collection process, a survey was carried out which was validated by three experts from the career. The survey was addressed to students and teachers in order to identify the importance and benefits of the Communicative Teaching approach of the Language in Communicative Competence; each survey included 20 multiple-choice questions and the options were built based on the Likert scale. In addition, the Chi-square test was applied to test the hypothesis and the effectiveness of the CLT approach in the development of communicative competence. Finally, the results showed that the Communicative Language Teaching approach has a positive impact on the development of communicative competence, which implies that this approach should be used both in students and teachers during the teaching-learning process.

Keywords: Communicative Language Teaching approach (CLT), Communicative Competence, language fluently, real communication, teaching-learning process.

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RESUMEN

El enfoque comunicativo se centra en el desarrollo de la competencia comunicativa. CLT se basa en la idea de que el aprendizaje de idiomas se logra con éxito al tener que comunicar un significado real. Cuando los estudiantes se involucran en una comunicación real, se utilizarán sus estrategias naturales para la adquisición del idioma y esto les permitirá aprender a usar el idioma con fluidez, por lo que se considera un enfoque exitoso en el proceso de enseñanza-aprendizaje. El propósito principal de esta investigación fue explorar la percepción de los estudiantes sobre la Enseñanza Comunicativa del Lenguaje en la competencia comunicativa. Esta investigación tuvo un enfoque de investigación cualitativo-cuantitativo y un nivel de investigación descriptivo. Asimismo, la población estuvo conformada por 80 estudiantes de primero y segundo año de bachillerato del Centro Educativo Bilingüe "La Granja". Adicionalmente, para el proceso de recolección de datos se realizó una encuesta la cual fue validada por tres expertos de la carrera. La encuesta estuvo dirigida a estudiantes y docentes con el fin de identificar la importancia y los beneficios del enfoque de la Enseñanza Comunicativa de la Lengua en la Competencia Comunicativa; cada encuesta incluyó 20 preguntas de opción múltiple y las opciones se construyeron con base en la escala de Likert. Además, se aplicó la prueba Chi-cuadrado para probar la hipótesis y la efectividad del enfoque CLT en el desarrollo de la competencia comunicativa. Finalmente, los resultados mostraron que el enfoque de Enseñanza Comunicativa del Lenguaje tiene un impacto positivo en el desarrollo de la competencia comunicativa, lo que implica que este enfoque debe ser utilizado tanto en estudiantes como en docentes durante el proceso de enseñanza-aprendizaje.

Palabras clave: Enfoque comunicativo de la enseñanza del lenguaje (CLT), Competencia comunicativa, fluidez en el idioma, comunicación real, proceso de enseñanza-aprendizaje.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

In recent years, the Communicative Language Teaching approach has become quite useful as it provides the development of communicative competence. Therefore, this research derives from some previous investigation continuously collected on data established by Scielo, Google Scholar, Eric and Redalyc, in addition to several articles based on CLT and communicative competence that contributed to an analysis of the relationship between the two variables.

In the article developed by Ya-YuCloudia Ho (2020), the main objective of this study was to investigate the influence of implementing Communicative Language Teaching (CLT) on the development of communicative competence of university students in the tourism sector. This study adopted the qualitative research method in which 70 Taiwanese university students participated. Questionnaires, surveys and focus group interviews were applied, after which the qualitative data was examined by thematic analysis. Finally, the study findings implied that Communicative Language Teaching (CLT) facilitates students' learning of English, increases their confidence, and improves their communicative competence in tourism English.

Pitikornpuangpetch et al. (2021) carried out this research study to investigate the teachers' beliefs and teaching practices on Communicative Language Teaching (CLT). This study aimed to investigate the beliefs of Thai teachers of English as a foreign language based on Communicative Language Teaching (CLT) and its effectiveness in developing communicative competence in students. On the other hand, this research had a qualitative approach since the researchers carried out classroom observations, semi-structured

interviews, and field notes. In this investigation, seventeen teachers participated in the interviews and each of the teaching practices were observed in the classroom of public universities in Rajabhat, in addition, notes were taken during the class on important aspects that contribute to our investigation. Finally, the findings reveal that the teachers had strong beliefs that were mostly consistent with the CLT principles due to the benefits derived in terms of the development of the communicative competence of the students in the universities of Thailand since the teachers applied the CLT approach in their classrooms and it was possible to show a great improvement.

Doeur and Bunhorn (2022) led a study to investigate the implementation of Communicative Language Teaching in Cambodian EFL teachers' attitudes towards CLT. The main objective of this research was to examine the role of teachers' attitudes and beliefs in the implementation of Communicative Language Teaching (CLT) and the progress of communicative competence in students. Using a qualitative methodology, this study explored the attitudes and beliefs of teachers with the implementation of the CLT approach. Besides, this research was carried out using data collection methods such as the survey and the observation of demonstrative classes, with the collection of data from 358 teachers who were working in public and private universities in Cambodia. At the end of this process, the results of the study showed that teachers' attitudes and beliefs are significantly related to the implementation of the CLT approach since teachers' attitudes and beliefs in managing their instructional practices in the classroom always they are based on the CLT implementation.

Rezalou and Yagiz (2021) conducted this research work to analyze the perceptions and attitudes of students of English as a foreign language towards the use of communicative activities in the CLT classroom. The objective of this study was to know the benefits of the use of communicative activities (CLT) in the classroom for the development and progress of students' speaking ability and to reduce their difficulties when communicating in

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different contexts. The study method used was classroom action research (CAR).This study was based on the quantitative research method since the researcher intended to improve the speaking ability of students using the Communicative Language Teaching approach and the implementation of communicative activities. Above all, the students developed the activities effectively, providing a competitive environment and developing a high level of participation in the classroom. Finally, the findings illustrated the effectiveness of developing communicative activities in the classroom, as students were significantly more satisfied with their ability to speak after the interventions.

Phoeun and Sengsri (2021) led a study to investigate the effect of a flipped classroom applying the Communicative Approach. This study aimed to investigate the effect of a flipped classroom adopting the CLT approach on the development of oral skills within an undergraduate English class at the Royal University of Phnom Penh, Cambodia. For this research, a quali-quantitative approach was used in order to analyze different data sources, including pre-, post-tests, and classroom observations. The participants were 21 students, before each class, the students review the topics at their own pace through videos or texts and during the class the students share the information through cooperative work groups in a participatory manner, in addition, based on the observation, notes were taken to determine any improvement in their speech achievements that could be associated with the use of CLT. At the end of this process, the results of the observations and the pre- and post-tests showed that the students not only improved their speaking ability but also changed their attitude towards learning English as they were more enthusiastic when participating in class, these results reveal that flipped instruction with CLT activities are very effective in improving the speaking ability of the participants.

Hsieh (2020) Taiwan's Ministry of Education has implemented the Communicative Language Teaching (CLT) approach in the English course to emphasize speaking and writing skills. Some studies have indicated that the CLT is one of the most effective approach in the field of teaching English for a particular reason, "provides more

opportunities for students to practice English in real-life situations inside and outside of the classroom." Therefore, the purpose of this study was to explore the perspectives of university instructors to investigate whether they practice CLT in their classes. On the other for this study apply the quantitative research method, the participants were 55 university professors. Furthermore, the main finding of this study indicated that the perspective of university professors towards the CLT approach is positive and they carry it into practice in the classroom. Finally, university instructors stated that CLT is an effective teaching approach for students to effectively practice and learn the speaking and writing skill.

Oviedo and Mena (2021) conducted this research work to analyze the use of communicative approach to language teaching in the development of speaking skill. This research aims to apply communicative language teaching activities to determine their effectiveness in the development of speaking ability. A field, descriptive and quasi-experimental research was carried out the population was made up of 94 students of the Salesian Educational Unit "Santo Tomas". On the other hand, it is organized into two groups one control and one experimental, with 47 students in each groups . At the beginning the pre- test was applied and at the end a post-test for both groups, in the control group, the traditional method was applied and in the experimental group, the approach communicative language teaching. Finally, the results showed that in the experimental group the increase in the ability to speak was greater than for the control group and as a conclusion we can say that the interactive activities applied, such as dialogues, role plays and exchange of information, were effective in developing students' oral skills.

In conclusion, several investigations carried out focused on the Communicative Teaching of Language and the development of communicative competence, interacting in a certain social context. In addition, all these investigations and articles were to determine the incidence of the CLT approach in the development of communicative competence,

since it can be said that CLT provides valuable improvements for the progress of students from oral production and, in turn, , develop critical analysis skills to solve real-life problems. Therefore, communicative competence is the skill that students really want to learn, since they acquire knowledge that they can apply in real life situations in different contexts. Educators must adopt the interests of students through the implementation of materials, techniques and methods that must be entertaining and meaningful. The CLT, like all teaching approaches, must comply with a development process to achieve the ultimate goal of learning. During this process, both teachers and students adopt different educational roles, thus transforming traditional classical education, which consisted of a teacher as an authority and a student as a passive receiver of information, to a particular form of teaching in which the teacher is a support didactic and moral for students, guiding and encouraging reflection, in such a way that the student is an active receiver and focuses on developing their own ideas, thoughts, emotions. Finally, it can be said that non-experimental and experimental studies were used, in both we can verify the degree of effectiveness of the CLT approach in the development of communicative competence.

Theoretical foundation

Independent variable: Communicative Languge Teaching

Language teaching process

The process of teaching involves interaction between the teacher and the students. According to Dewey (1934), teaching is the ability to help learners organize, direct, and maximize the flow of growing life experiences. As Dewey emphasized, education is based on the instructional relevance of social arrangements as a means of educating the young. This author expressed this concept of teaching by an equation. **"Teaching is learning as selling is to buying".** For this reason, teachers must design interventions; these typically include questioning, listening, providing information, elaborating on a phenomenon, exhibiting a skill or process, assessing students' understanding and ability, and facilitating

learning activities like taking notes, having discussions, writing assignments, and practice sessions. The educational process flows from a fundamental orientation of respect for the truth, others, oneself, and the world. To be educators, teachers must consider people's needs and desires now and in the future, consider what might be good for them and the world in which we live, and plan their interventions accordingly.

On the other hand, Smith (1963), teaching is a system of actions involving an agent, an end goal, and a situation containing two sets of factors over which the agent has no control (class size, classroom size, physical characteristics of students, etc.) and those over which he has control (methods of asking questions about instruction and methods of structuring information or ideas gleaned). Meanwhile, Brubacher (1939) teaching is the creation and manipulation of a scenario in which there are gaps or impediments that an individual seeks to overcome and from which he learns in the process. Based on the definitions above, we can conclude that teaching is the process of assisting students in gaining or acquiring knowledge through a learning activity guided by a teacher.

Phases of teaching

According to Jackson (1986), the operation of teaching could be classified into 3 different phases as:

(1) Pre active phase of teaching

(2) Inter active phase of teaching

(3) Post active phase of teaching

All these phases involve specific operations to be performed by

1) **Pre active phase (planning stage):** Before entering the classroom, this phase accounts for a pre-estimated idea. It comprises a "excellent lesson plan" and a very good anticipated pre-plan of understanding the class. Preparing a lesson plan entails the following steps:

- Developing objectives with specific content

- Content analysis

- The development of strategies of teaching.

2) **Inter active phase (presentations phase):** Is concerned with all activities and behavior displayed by the teacher before and after entering the classroom during the process of presenting the subject. This step includes the following operations:

- Stimulation, both verbal and nonverbal

- Presentation (along with an idea of Action Research)

- The development and application of teaching methodologies.

3) **Post-active phase (evaluation phase):** This phase of teaching accounts for the notion achieved following the teacher's classroom circumstances, which resulted in the attainment of the previously estimated objectives. This level can also be completed through simple observation. It included:

- Testing behavioral change of students
- Selection of appropriate testing device.
- Feedback for evaluation

Language teaching is defined as an instructional principle used in practice by language teachers and linguists in the educational system (Oxford, 2019) .The use of methodologies, approaches, strategies, and techniques within this process assists students in developing their skills when learning a new language. It is critical to recognize in the teaching process that English is a second language in both the school curriculum and higher education. Children begin learning a new language at the age of six; though in some cases they begin as young as three.

Approaches for teaching

According to Hoque (2016), teaching approach it is a set of principles, beliefs, or ideas about the nature of learning that are implemented in the classroom. An approach is a perspective on teaching and learning. Any language teaching approach is founded on a theoretical understanding of what language is and how it can be learned. An approach

generates methods, or ways of teaching something that use classroom activities or techniques to assist learners in learning.

Hofler (1983) cited in his research that an approach refers to the basic philosophy or belief in relation to the subject being considered. It is the set of assumptions or views held by individuals interested in their field.

Finally, Richards and Rodgers (1986) described CLT as an approach rather than a method, since it represents a philosophy of teaching that is based on communicative language use.

Content-based instruction

According to Richards and Rodgers (2001), content-based instruction (CBI) is "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than linguistic syllabus". In other words, content-based instruction is a method of teaching in which students study language through meaningful content. It encourages students to learn because the subject matter is interesting, and it allows them to apply their newly acquired language skills in a different context rather than simply memorizing vocabulary. The subject matter content is used to teach languages. Because learners are motivated when they perceive the relevance of the target language in use, teaching should build on students' prior experience. Students can easily understand the vocabulary with contextual cues and learn the language effectively when it is used to deliver interesting information.

Task-based instruction

Another methodology that emerged from a focus on classroom processes is task-based instruction, or TBI (also known as task-based teaching). In the instance of TBI, the idea is that fostering the correct sorts of interactional processes in the classroom will result in language learning, and that the best method to foster these is through the use of specifically designed instructional projects. Rather than using a traditional syllabus,

particularly one based on grammar, proponents of TBI argue that grammar and other aspects of communicative competence can be developed as a result of engaging learners in interactive tasks. Of course, most teachers use a variety of tasks as part of their regular teaching. Task-based instruction, on the other hand, makes strong claims for the use of tasks and sees them as the primary unit to be used in both planning and teaching (Richards J. C., 2006).

Oral approach or situational language teaching

From the 1930s to the 1960s, British applied linguistics fellows such as Harold Palmer and A.S. Hornsby pioneered the oral approach. It was created as a way to improve learning by having a strong command of vocabulary and grammatical patterns. It contains theoretical principles for selecting, grading, and presenting content and material. Children have the advantage of being able to use whatever they hear in their surroundings. To understand and use language, input was taken from the context.

The goal is to teach the individual how to communicate and function independently. This method aids in the development of reading and writing abilities. Finally, it is critical to note that all linguistic facts were to be presented in "situations." Teachers continue to support its emphasis on oral practice, grammar, and sentence patterns (Richards and Rodgers, 2001).

The communicative language teaching

According to Hymes (1972), CLT is an approach of language teaching in which interaction is emphasized as both a means and an end goal in language learning. This means that the foreign language learning is evaluated based on what is learned, transmitting a competence, which is defined as the ability that the student must use to communicate with the knowledge of it. The term "communicative competence" implies a connection to linguistic competence, or the rules for describing and combining sounds in morphemes in sentences. These rules can be applied correctly in a linguistic context. Furthermore, the principles and knowledge of communicative competence support the new approach's theory. Communicative Language Teaching in Second Language Teaching, as well as new strategies and didactic materials compatible with communication.

As suggested by Richards and Rodgers (1982), Communicative Language Teaching is an approach that views language as communication. The authors confirm that CLT aims to improve communicative competence. Furthermore, the goal of CLT is no longer native-like language use, but rather the development of this fruitful construct. As a result, the Communicative Language Teaching approach does not place as much emphasis on increasing grammatical knowledge in order to grasp the meaning of the target language.

CLT emphasizes the quality of communicative competence developed both in the classroom while interacting with classmates and outside the classroom, as they will be able to communicate better with others in a real-life context.

Characteristics of CLT

Brown (2007) proposes four interrelated CLT characteristics:

1. Classroom objectives include all aspects of CC (communicative competence), rather than just grammatical or linguistic ability.

2. Language approaches are intended to engage students in pragmatic, authentic situations. Language is used functionally for meaningful objectives. Organizational language forms are not the main focus, but rather features of language that help the student achieve those goals.

3. Communication approaches are based on complementary ideas of fluency and accuracy. Fluency may have to take precedence over accuracy at times in order to keep learners genuinely engaged in language use.

4. In the communicative classroom, students must eventually use the language in unrehearsed circumstances, both productively and receptively.

The roles of teachers and learners in the classroom

CLT-proposed classroom activities implied new roles in the classroom for both teachers and students. According to Richards (2006) learners were now required to

participate in cooperative learning activities rather than individualistic learning activities in the classroom. Students needed to get used to listening to their peers in group or pair work tasks rather than relying on the teacher as a model. They were expected to take on more responsibility for their own education, therefore they are active learners. On the other hand, teachers were now required to act as facilitators and monitors. Rather than being a model for correct speech and writing, and with the primary responsibility of ensuring that students produce a large number of error-free sentences, the teacher needed to develop a new perspective on learners' errors and her/his own role in facilitating language learning.

CLT activities

According to the author cited above, these are the most important activities of the CLT approach.

Task-completion activities: puzzles, games, map reading, and other types of classroom exercises that require students to use their language resources to complete a task.

Information-gathering activities: Student-led surveys, interviews, role-play and searches in which students are required to acquire information using their linguistic resources.

Opinion-sharing activities: Activities in which students compare values, ideas, or beliefs, such as a rating activity in which students name six attributes in descending order of significance that they might consider when selecting a date or spouse.

Information-transfer activities: These require students to take information supplied in one format and portray it in another. For example, students may read directions from A to B and then draw a map depicting the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These include obtaining some new knowledge from provided information using inference, practical reasoning, and so on. Working out a teacher's schedule based on specified class schedules, for example.

Procedure

The CLT procedure evolved from the existing procedures in place for Situational Language Teaching and other earlier methods, and some CLT proponents continued to use

the Presentation-Practice-Production (or PPP) format. Although, Savignon (1987) discusses techniques and classroom management procedures associated with a variety of CLT classroom procedures (e.g., group activities, language games, and role-plays), neither these activities nor the ways in which they are used are unique to CLT classrooms. Besides, Liao (2000) said that contends that communicative language teaching should match local demands and that FL teaching approach should vary greatly depending on the locations in which teachers operate. Based on the teaching goal of "linguistic competency plus the ability to use the language responsibly," communicative teaching society teachers construct an effective and acceptable CLT strategy to teaching English. The following qualities characterize the teaching procedure.

1) **Warm-up:** This provides learners with intriguing language activities to help them relax and utilize English creatively. The necessity of creating a non-threatening workplace is highlighted here.

2) **Introduction of new grammatical items:** This is typically accomplished through exchange between the teacher and students over objects or incidents familiar to them. After obtaining suitable replies from students, the teacher briefly explains the meaning of the items.

3) **Practice:** This is typically accomplished by either arousing students' intellectual interest or appealing to their emotional value judgments. Self-expression and activities, though sometimes relatively limited in scope, are embraced from the start.

4) **Reading the text:** This includes listening to a tape of a "gist" explanation of the subject as well as quietly and aloud reading the text.

5) **Communicative practice:** This necessitates not only mastery of the target item, but also imaginative application of the linguistic skills gained thus far. It can be entirely oral, although it usually includes some writing.

Dependent variable: Communicative competence

Linguistic competence

Linguistic competency is a word coined by anthropologists and speech professionals to describe how language is defined within a community of speakers. This word refers to learning the combination of sounds, syntax, and semantics known as a language's grammar. People with this level of proficiency have learnt to use the grammar of their spoken language to construct an infinite number of sentences. This idea differs from the concept of communicative competence, which determines what socially acceptable communication is Chomsky (1965), described linguistic competence as an idealized comprehension of a language's norms and construction. This encompasses the unique sounds employed in the language, their combination, the formation of phrases, and sentence interpretation. Once a speaker has mastered this set of norms, he or she can use it to create new phrases that all speakers of the same language will understand.

Linguistic communication is defined as the ability to communicate effectively through many modes of communication. Linguistic competency is referenced 51 times in all elements of language. Linguistic competence is the ability to talk, which is extremely valuable when it comes to expressing oneself and participating in the communicative act. This ability is gained through mastering the rules of the language to which it is tied (Byram, 2015). "Linguistic competence is defined as the ability to identify information from a symbol system in order to comprehend the syntactic, phonological, or semantic validity of meaning within a language act." (Obeso, 2015).

Fluency

Fluency is a language feature that shows the learner's performance and confidence as a speaker. According to Yang (2017) fluency is the ability to react coherently within the turn of the conversation, to link the words and phrases of the questions, to pronounce the sounds clearly with proper stress, and intonation and to this entire fast in 'real-time.' On the other hand, Sabir (2021) states that fluency "concerns the learner's capacity to create

language in real time without unnecessary halting or hesitation". Meanwhile, Tamulis (2018) defines fluency as "having ready access to the knowledge you already possess,"

which means "You may be fluent in the small amount of language you already know on the first day of learning a language." from the very first day of learning a language. These examples show how Yang's definition of fluency encompasses all four language skills, including the receptive skills of reading and hearing, as well as the productive skills of speaking and writing, whereas Tamulis' definition only includes features referring to language production.

Pronunciation

Pronunciation is an important part of developing speaking skills in a foreign language. According to Dalton and Seidlhofer's (1994) pronunciation is the action of making speech sounds in order to express a message. This idea explains why strong pronunciation of the target language is essential for efficient oral communication. Speakers of a language would be unable to communicate fluently with other speakers of the other language if their pronunciation was not understandable. As a result, poor pronunciation impedes communication. Santos and Tlazalo (2014) also say that pupils may pick up.

Pronunciation practices from diverse places and persons. Nonetheless, the authors point out that it is in the classroom that most learners receive their initial input in the L2 and "adopt, adapt, or imitate taking their foreign language teachers and classmates as sources of examples of what to do or not do." (Santos and Tlazalo, 2014, p.153)

Vocabulary

Certainly, learning a foreign language entails memorizing words and emphasizing their meanings. Hatch and Brown (1965) define that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use. Furthermore, Laufer (1997) states that vocabulary learning is central to language learning and use. In fact, it is what gives a language its essence. Speakers cannot convey meaning and communicate with each other in a specific language unless they have a vocabulary.

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Grammar

When the long history of second-language training was disclosed, grammar looked to be nothing more than a set of patterns. It was necessary to memorize verb forms and variants. First, according to Gerot and Wignel (1994) defined grammar as the theory of language which shows the process of language happened. Besides that, Scott (1999) states that grammar is an analysis of the form of the sentences which has meaning. These competencies enable us to use language as an instrument of oral and written communication, where we can understand reality, as an instrument of knowledge construction and communication, and as an instrument of thought, emotion, and behavior organization and self-regulation. Its main goal is to be competent with the language in oral and written contexts.

Language skills

The study of English includes the acquisition of four abilities that are required to communicate and comprehend this language. As indicated by Cesteros (2004), mastery of four abilities: hearing, speaking, reading, and writing, will improve knowledge of this language. The most important aspect of language acquisition is the development of four English dialect talents.

Listening skill

According to Russel (2006) states that listening skill is defined as listening with comprehension, attention, and appreciation. The listening activity then requires the integration of language skills such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening ability can be defined as the ability to pay attention or hear something. However, listening is not the same as hearing. Hearing is essentially a passive, automatic activity. It is possible to hear sounds without actively participating in the process. While listening, the brain does not automatically translate the words into the message. Listening is essentially determining the meaning and message of the sounds or words. It is a 13 active process that entails much more than labeling sounds or words.

Reading skill

Reading skills, according to Nunan (2003) defines literacy as the ability to read, comprehend, interpret, and decode written language and texts. Reading skills that are exceptional can assist you in understanding and responding to written communications such as emails, messages, letters, and other written messages. Reading, in other words, is the process of understanding the meaning of written symbols and letters. It is one of the four primary language skills, along with hearing, speaking, and writing. Reading is typically the third language ability learned after listening and speaking.

Writing skill

Brown (2001) exposes that, writing is a thinking process. Thinking is a process in which someone not only considers an intriguing idea, but also develops it. States the number of writing revisions that can be planned and written they are also given with not be unlimited before its release. Essentially, writing requires a well-structured way of presenting thoughts in an organized and planned manner. The writing process usually involves several steps. A typical sequence is comprised of three steps: prewriting, drafting, and, revising.

Speaking skill

Speaking is a critical skill. We need to socialize with one another as humans. Communicating is one way to socialize. There are various methods of communication. Speaking is one of the most common forms of communication utilized in everyday life. We can immediately transmit our sentiments, ideas, or simply information to another by speaking.As a result, without the ability to communicate adequately, we cannot convey to others our thoughts, information, or even our feelings about anything (Harmer, 2002).

Communicative competence

In response to Chomsky's concept of linguistic competence, American sociolinguist and anthropologist Dell Hymes invented the phrase "communicative competence" in 1967. He defines communicative competence as "a member of society's ability to know when to keep silent, when speak, what code to use, where, when, and to whom," Hymes (1967)

.Since then, the term has evolved over time, and various models of communicative competence have been proposed by various scholars.

Two key models of Communicative Competence have been presented to explain and operationalize such a concept for educational purposes. According to Brown (2007), Canale and Swain's (1980) model of Communicative Competence contains four components: Grammatical competence is defined as "understanding of lexical elements as well as morphological, syntactic, sentence grammar semantics, and phonological rules." (Canale & Swain, 1980, p. 40); discourse competence, which accounts for the ability to connect sentences to build a coherent discourse into a meaningful whole (Brown, 2007); sociolinguistic competence, which relates to Hymes' social rules of language use. That is, every utterance is constructed within a socio-cultural framework that defines it. Finally, strategiccompetence, according to Canale and Swain (1983) refers to "the verbal and nonverbal communication tactics that may be used to compensate for communication disruptions" (p. 40-41). Speakers use this strategy to compensate for their lack of rule understanding. (Savignon, 1997)

Bachman and Palmer model of communicative competence

Later hypothetical and experimental research on Communicative Competence is generally based on three models: the Canale and Swain model, the Bachman and Palmer model, and the description of components of Communicative Competence in the Common European Framework (CEF).

Bachman and Palmer's model will be applied in this inquiry as follows: In the late 1980s, Bachman developed another model of Communicative Competence, or more precisely, the model of Communicative Language Ability, in response to the aftereffects of previous hypothetical and exact research. Bachman and Palmer modified that model in the mid-1990s.

As indicated by Bachman and Palmer (1996), several features of language users, such as certain broad qualities, their topical learning, full of feeling schemata, and dialect capability, influence communicative language ability. Their urgent trade mark is their linguistic skill, which encompasses several domains, including language knowledge and

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strategic competency.

Language knowledge

Language knowledge is divided into two categories: organizational knowledge and pragmatic knowledge, which complement each other in achieving successful language use. Figure depicts the subcomponents of these two domains of knowledge.

Organizational knowledge

Organizational knowledge, according to Bachman and Palmer's model, is composed of capacities occupied with command of formal language structures, i.e. grammatical and textual knowledge.

Grammatical knowledge

Grammatical knowledge encompasses a few somewhat autonomous areas of learning, such as vocabulary, morphology, syntax, phonology, and graphology. They enable the recognition and production of grammatically correct sentences, as well as the comprehension of their propositional content.

Textual knowledge

Textual knowledge improves cognition and the creation of (spoken or written) texts. It covers the knowledge of traditions for joining sentences or expressions into writings, i.e. knowledge of cohesion (methods for stamping semantic connections among at least two sentences in a composed content or expressions in a discussion) as well as knowledge of rhetorical organization (method for creating story writings, portrayals, correlations, classifications, and so on.) or conversational organization (conventions for starting, keeping up and shutting discussions).

Pragmatic knowledge

Pragmatic knowledge refers to the ability to create and interpret conversation. It includes two types of knowledge: functional knowledge for communicating effectively and

decoding the illocutionary intensity of articulations or conversation, and sociolinguistic knowledge for creating and interpreting language utterances that are appropriate for a particular context of language usage.

Research questions:

- ➢ What is the importance of Communicative Language Teaching in the communicative competence?
- ➢ Which activities of Communicative Language Teaching permit the communicative competence development?
- ➢ Which are the benefits of Communicative Language Teaching in the communicative competence?

Objectives

1.3.1 General Objective

- ➢ To explore the perception of the students about the Communicative Language Teaching in the communicative competence.

Specific Objectives

- ➢ To analyze the importance of the Communicative Language Teaching in the communicative competence.

- ➢ To identify the Communicative Language Teaching activities in the communicative competence.

- ➢ To determine the benefits of using Communicative Language Teaching in the communicative competence.

Fulfillment of objectives

In the first place, to complete the first specific objective, a theoretical review was carried out based on authors who present similar research; this was a key factor since it allowed us to analyze the importance of Communicative Language Teaching in communicative competence. CLT is one of the most successful approaches due to its goals to increase students' communication competence rather than just have some knowledge about the language that was common in the past.

In addition, to complete the second specific objective, it was useful to carry out bibliographical research, to identify the activities of Communicative Language Teaching in communicative competence. This information was obtained from different sources, such as academic articles, books, blogs and magazines. This information was also used to develop the instrument and obtain the necessary information for statistical analysis.

Finally, to achieve the third specific objective, with the information obtained of the different authors, it was possible to include it in the survey, and with the data obtained, it was possible to determine the benefits of using Communicative Language Teaching in the development of communicative competence.

CHAPTER II

METHODOLOGY

2.1 Materials

To carry out this research, different resources were used, such as: human resources were 80 students of the first and second year of high school of Bilingual Educational Center "La Granja". Besides, material resources were required such as laptop, printers, sheets, pens and books etc.

Methods Research approach

This study endeavor employs both a qualitative and quantitative methodology for the following reasons. First, qualitative since it is more typical of human sciences, and the name itself implies a preference for qualitative procedures. This approach aims to understand social processes by analytical observation, allowing for the assumption of a dynamic reality. According to McLeod (2019), qualitative research is the process of gathering, analyzing, and interpreting non-numerical data, such as language, is known as qualitative research. Qualitative research can help us understand how people experience and interpret their social world.

Aside from using the qualitative approach, it was state that this research project was also quantitative because the data collected was systematically determined through the use of numerical, mathematical, and statistical processes, which will then be statistically tabulated after the corresponding instrument has been evaluated. Based on McLeod (2019), quantitative research is the act of gathering and evaluating numerical data objectively in order to describe, predict, or regulate variables of interest. Quantitative research aims to explore causal links between variables, make predictions, and extend findings to larger populations. As a result, the investigator will be able to address various issues arising from the current topic inquiry using this approach. Finally, the qualitative technique was very beneficial in the construction of

analysis, description, tabulated, and interpreted information in order to establish the relationship between Communicative Language Teaching and Communicative competence.

Research modality

Field research

Field research is the process of acquiring new knowledge about a topic related to social reality through the scientific method. It is carried out in the location of the object of study. According to Voxco (2021), this style of research enables the person conducting it to manage data with greater precision and to rely on many types of design, such as exploratory, descriptive, and experimental. As a result, the researcher constructs a situation by introducing certain study factors that she manipulates, with the goal of controlling the growth or decrease of these variables and the probable impacts on the behaviors to be observed. This type of study gives the individual conducting it more accurate information, higher reliability, and, as a result, a lower margin of error.

The investigation to be employed was a Field Investigation, because the problem was studied in the location where the events occurred, providing a better view of reality. It was carried out at the Bilingual Educational Center "La Granja" high school teachers, where they contacted persons involved in the situation, officials, teachers, and students who offered the information to know the most accurate aspects of the problem (two variables with the logical connector). The use of research instruments such as surveys with students and interviews with teachers, who are all involved in the situation, was used to acquire the most trustworthy information possible to carry out the research activity.

Level of type of research

Analytical research

According to Staff (2020), is a type of study that necessitates the application of critical thinking skills as well as the evaluation of specific data and information pertinent to the research topic. Identify the relationships between two or more variables, in this case Communicative Language teaching and Communicative competency. The goal of the analytical investigation is to uncover the reasons and methods that will be employed to remedy the problem. Finally, the researcher discovers vital details from the analytical inquiry to add new ideas to the material being created in order to achieve superior results.

Descriptive research

The goal of descriptive research is to correctly and thoroughly describe a population, situation, or phenomena. It can answer the questions what, where, when, and how, but not why, (McCombes, 2019). The current study is descriptive because it will attempt to prove the validity of the established hypothesis. To do this, a survey with 20 questions will be administered to students based on both variables of the thesis topic, and the findings will be tabulated and evaluated to draw conclusions and recommendations that will allow to fix the previously recognized problem.

Bibliographic research

According to Nishkala (2021), bibliographic research is used to gather and organize all accessible facts and information about the issue under study. This type of research is regarded a crucial stage before beginning any study since it provides us with the necessary foundation to organize and build the investigation with accurate and true facts. This sort of investigation consists of a series of steps that span inquiry, observation, contemplation, interpretation, and analysis in order to gather the necessary foundations for any study's development.

Exploratory research

Due to its flexible and open nature, exploratory research is a methodological approach that analyzes research problems that have not before been addressed in depth (George, 2021). Furthermore, exploratory research is frequently qualitative in nature. However, an exploratory study with a big population might also be quantitative because the data will be organized, tabulated, and analyzed. Finally, the present study was exploratory in nature because it describes the importance and benefit of applying the CLT approach in the development of communicative competence.

Techniques and instruments

Survey

In order to develop this research, it was necessary to start from a survey design based on the two variables with the objective of determining the benefits and analyzing the importance of using Communicative Language Teaching in communicative competence. This research instrument is a structured questionnaire divided into 2 parts. The first variable is Communicative Language Teaching with 10 questions based on 3 categories, which are communication, the role of the teacher and students, and teaching techniques. On the other hand, the second variable that is the communicative competence with 10 questions using 4 categories such as grammatical knowledge, textual knowledge, functional knowledge and sociolinguistic knowledge that allowed me to obtain information about the research problem. Finally, based on the same parameters, the survey aimed at students was adapted with the preparation of a survey directed at teachers.

A particularity of this research instrument is that a pilot test was carried out, that is, the two surveys was planned, organized and submitted to review and validation by three highly trained experts from the PINE career. Once the observations, suggestions and necessary corrections were made, the survey was validated. Finally, the survey

was applied randomly to a specific part of the total population, in this case, 20 students correspond to 25% of the population, in order to analyze the authenticity of the survey using Cronbach's alpha.

Data collection procedure

To collect the information, first, it was necessary to speak with the rector in order to allow us to carry out the investigation in this institution. Then, I talk to the teacher in charge of the first and second year of high school to explain the type of research to be used, the topic, objectives and the research process to finally obtain their permission to apply the survey to the students. After this, the teacher and the researcher agreed to select the day and time to apply the survey. On the other hand, the survey was applied on Thursday January 5 , 80 student surveys were printed. After that, the researcher socialized with the students the theme and objective of the survey, in addition to solving some doubts that the students had. Continuing with that, the researcher read each question aloud and translating each question for better understanding. After that, the students responded according to their criteria. Finally, it was necessary to transfer the results to the SPSS platform to carry out the data analysis and create tables to illustrate the information on the results obtained.

On the other hand, the survey applied to the teachers was applied on Friday, January 5 at 10 in the morning during the English area meeting in which they gave me an opening and the ease of applying it at that time. There were 4 teachers surveyed, 3 women and one man, with an age range between 34-42 years.

Population

In the present investigation it was carried out in the Bilingual Educational Center "La Granja" CEBLAG, it is a private education school located in the province of Tungurahua, Ambato canton in the parish of La Matriz, address: Seville 3-127 and Antonio Clavijo. The participants have a socio-economic level that goes from medium

high-high, in addition it was possible to show that in the aspect of their cognitive development the students have basic knowledge of the language according to their

level since they can communicate in English with some fluency achieving that the message can be understood effectively. In addition, the institution has an English area made up of 4 teachers highly trained in teaching the language, it also has resources and rooms equipped for teaching and learning. Finally, the respondents were from the first and second year of high school. The students were 46 men and 34 women, 80 students in total; the average age of the students is between 12 and 13 years.

Table 1

Population

Population	Number of students	Percentage
Male	46	57,5%
Female	34	42,5%
Total	80	100%

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

2.2 Hypothesis

H1: Null hypothesis

Communicative Language Teaching influence the communicative competence in students of the first and second year of high school of Bilingual Educational Center "La Granja".

H0: Alternative hypothesis

Communicative Language Teaching does not influence the communicative competence in students of the first and second year of high school of Bilingual Educational Center "La Granja".

2.3 Variable identification

Communicative Language Teaching (Independent variable)
Communicative competence (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1.1 Analysis and discussion of the results

This chapter contains the information collected from the survey on Communicative Language Teaching and the Communicative Competence, which was applied to 80 students from the Bilingual Educational Center "La Granja", specifically in the first and second year of secondary school. The purpose of the survey was to collect information about the importance and benefits of the Communicative Language Teaching approach on the communicative competence of students. In addition, the survey included 20 multiple-choice questions with 5 frequency options such as never, rarely, sometimes, often, and always, based on the Likert scale. Finally, a survey was applied to 4 English teachers from this educational center with the same theme, that is, 20 multiple-choice questions with 5 frequency options.

Crobach's Alpha

The reliability test was applied in this educational institution with a small population sample that specifically included 15 students who were part of the pilot survey.

Table 2

Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,896	,899	20

Note. This table shows the reliability value of the survey.

Analysis and interpretation

    The survey was valued according to Cronbach's Alpha test, the instrument presentsa reliability value of 0.896. The results show that it has a reliability value higher than the accepted average value, which is 0.7, which means that the applied instrument is reliable.

Table 3

Item Statistics

	Mean	Std. Deviation	N
1. Do you think that class participation is important to develop communication?	3,75	,967	20
2. Does your teacher use several interactive activities during the class?	4,10	,788	20
3. Does your teacher act as a facilitator during communicative activities?	4,40	,881	20
4. Are you an active learner during the English class?	4,05	,859	20
5. Does your teacher implement oral presentations to develop the speaking skill?	4,15	,813	20
6. Do you enjoy doing teamwork activities?	4,25	,816	20
7. Does your teacher use role-plays to promote the communication in the class?	4,05	,759	20
8. Do you use appropriate vocabulary and expressions when you communicate in English?	4,25	,716	20
9. When you are communicate in English, do you use different grammar structure for differents topics?	4,30	,657	20
10. Do you consider that the meaning of words and their relationship with others is important to development the communicative competence?	4,10	,918	20
11. Does your teacher emphasize the meaning of the words in the communicative competence?	4,45	,886	20
12. Do you think it is important to have a correct pronunciation to understand the message in a better way?	4,30	,757	20
13. Do you think that people interaction promote communicative competence more effectively?	4,20	,768	20
14. Can I understand and communicate in English orally without much difficulty?	4,30	,733	20
15. Does the teacher motivate me to speak and communicate in English inside and outside the classroom?	4,25	,839	20

17. Does the teacher provide feedback after each oral presentation and tell us what aspects we should improve?	4,50	,861	20
18. Do you think that oral communication in English is more effective when you talk about real life situations?	4,40	,881	20
19. Are the activities carried out in class aimed at developingmy speaking skill?	4,00	,858	20
20. Do you think that interactive communication can take place if you acquire specific vocabulary for each situation?	6,55	9,064	20

Note. The present table includes the Cronbach's Alpha values for each question from the survey.

Analysis and interpretation

The item statistics table shows that the standard deviation value of the vast majority of items is greater than 0.7, with 0.707 being the lowest value and 9.064 the highest. However, item 9 has a standard deviation value of 0.657. According to the values obtained, they show that the question of item 9 is not correctly formulated. However, most of the survey items have a value above the allowed average, which implies that they are capable of collecting reliable data to obtain the desired results.

3.1.2 Students' survey results and analysis

Question 1: Do you think that class participation is important to develop communication?

Table 4
Importance of class participation to develop communication.

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	25	31,25
Always	55	68,75
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

According to the gathered data, table 1 shows that 25 students, who represent 31.25% often think that class participation is important to develop communication, Finally, 55 students that represent 68,75% think always that class participation is important to develop communication.

As shown by the results, the majority of students always consider that class participation is important to develop communication, because it is the opportunity to give ideas, opinions and points of view on a certain topic, it also allows them to be included as protagonists in the teaching-learning process since they share decision-making with teachers when carrying out activities of interest that promote communication in the classroom.

Question 2: Does your teacher use several interactive activities during the class?

Table 5

Use of interactive activities in class.

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	20	25
Often	35	43,75
Always	25	31,25
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Based on the results from the survey, the majority of the population represented

by 43,75% corresponds to 35 learners manifest that the teachers often use interactive activities during the class. In addition, a 31,25% represents 25 learners who consider that always the teachers use interactive activities during the class. Finally, a 25% corresponds to 20 learners think that always the teachers use interactive activities during the class.

The data shows that, less than half of the students indicate that the teacher always uses interactive activities, which suggests that there is a need to apply the CLT approach and its activities since the absence of dynamic activities generates boredom and disinterest in students. students when learning English.

Question 3: Does your teacher act as a facilitator during communicative activities?

Table 6

Teacher act as a facilitador in communicative activities

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	6	7,5
Often	35	43,75
Always	39	48,75
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The results obtained show that 39 students representing 48,75% think that always your teacher act as a facilitator during communicative activities. Similarly, 35 learners corresponding to 43,75% believe that often your teacher act as a facilitator during communicative activities. Finally, 6 learners which represent 7,5% manifest that rarely your teacher act as a facilitator during communicative activities.

Based on the findings, the students state that only 48.75% of the teachers are facilitators during communicative activities, that is, less than half of the teachers guide the students during the teaching process, which is another indicator. of the need to promote the CLT from teachers so that students can also visualize this approach within their learning process, for this reason it is important to develop in teachers one of the main characteristics of this approach which is to be facilitators in the teaching-learning process.

Question 4: Are you an active learner during the English class?

Table 7

Active learner in class

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	30	43,75
Always	50	62,50
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Regarding students' responses, a 43,75% corresponds to 30 learners often participate in class. Finally, a 62,50% corresponds to 50 students that always participate in class.

Based on the information presented, 62.50% that represents the majority of students always consider themselves active learners, which is very beneficial since the learners fit perfectly within this approach, because it is one of the most important powerful educational tools that we have because when a student participates, develops autonomy, improves reasoning, learns values and helps students to have initiative, responsibility, improvement of self-esteem and it becomes clear that this active group of students will facilitate the development of CLT and their communicative competence.

Question 5: Does your teacher implement oral presentations to develop the speaking skill?

Table 8

Oral presentations to develop the speaking skill.

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	20	25
Often	45	56,25
Always	15	18,75
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

In this question, a 56,25% of the population corresponds to 45 learners who think that often your teacher implement oral presentations to develop the speaking skill. On the other hand, a 25% represents 20 learners that think your teacher to develop the speaking skill sometimes implement oral presentations. Finally, the last 18,75% represents 15 learners manifest that always your teacher implement oral presentations in order to develop the speaking skill.

It can be deduced that taking into account the percentages of greater similarity that are always and often show that the majority of teachers corresponding to 75% apply oral presentations to develop the ability to speak. Therefore, it is evident that the use of oral presentations increases students' interest in learning English and allows them to interact and participate more in the classroom, this being one of the main activities in the CLT.

Question 6: Do you enjoy doing team-work activities?

Table 9

Teamwork activities in class.

Alternative	Frequency	Percentage
Never	0	0
Rarely	6	7,5
Sometimes	18	22,5
Often	34	42,5
Always	22	27,5
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Table 6 shows that a 42,5% corresponds to 34 learners often enjoy doing team-work activities. In addition, a 27,5% represents 22 learners who always amusement doing grupal activities. Also, a 22,5% corresponds to 18 learners sometimes like doing activities in group. Finally, a 7,5% represents 6 learners who rarely enjoy it.

Based on the information presented, the values of often and always were taken into account, that is, a total of 70% of the students enjoy developing group activities in class. This means that group work facilitates the achievement of objectives, increases motivation and creativity, and favors the social skills of each one, as well as management skills through the use of roles within groups and evaluation skills necessary to decide on the final answer of their group. Finally, only 7.5% of students state that they do not enjoy doing this type of activity.

Question 7: Does your teacher use role plays to promote the communication in the class?

Table 10

Use of role-plays

Alternative	Frequency	Percentage
Never	0	0
Rarely	12	15
Sometimes	21	26,25
Often	35	43,75
Always	12	15
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The findings show that 12 learners representing 15% think that your teachers rarely use role plays to promote the communication in the class. Moreover, 12 learners who correspond to 15% manifest that the teachers always use role plays. Additionally, 21 learners that represent 26,25% said that sometimes the teacher apply role plays. Finally, 35 learners that correspond to 43,75% believe that the teachers often employ role plays to develop the communication in the English class.

It can be noted that taking into account the values of always and often, 58.75%, which corresponds to the majority of teachers, apply role-playing in class. This activity helps students get a better understanding of any scenario as it allows them to interact with others, see things from a different perspective and use their minds to work through them. It also encourages creativity and imagination, which enriches the language. Finally, improve your communication skills.

Question 8: Do you use appropriate vocabulary and expressions when you communicate in English?

Table 11

Use of vocabulary and expressions

Alternative	Frequency	Percentage
Never	18	22,5
Rarely	20	25
Sometimes	21	26,25
Often	12	15
Always	9	11,25
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The data collection process demonstrates that a 26,25% represents 21 learners who sometimes use appropriate vocabulary and expressions when communicate in English. Furthermore, a 25% corresponds to 20 learners that rarely apply appropriate vocabulary and expressions. Likewise, a 22,5% represents 18 learners who never use appropriate vocabulary to communicate. On the other hand, a 15% corresponds to 12 learners often apply suitable vocabulary. Finally, a 11, 25% corresponds to 9 learners that always use pertinent vocabulary and expressions in English.

With the data obtained, the values of sometimes and rarely are taken into account and it is determined that 51.25% of students, that is to say that most of the apprentices sometimes use an adequate vocabulary which must be taken into account since There is a need for students to reinforce vocabulary learning according to each topic and what better

way to apply the CLT approach. On the other hand, only 11.25% of students always use an adequate vocabulary while carrying out activities. In fact, a solid vocabulary serves as the foundation for effective oral and written communication. When children learn more words, their comprehension improves, allowing them to communicate in detail and express their wishes and ideas more clearly.

Question 9: When you are communicate in English do you use different grammar structure for differents topics?

Table 12

Use of grammar structure

Alternative	Frequency	Percentage
Never	0	0
Rarely	29	36,25
Sometimes	23	28,75
Often	21	26,25
Always	7	8,75
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Regarding students' responses, 23 learners that correspond to 28,75% sometimes use different grammar structure for differents topics. Similarly, 21 learners representing 26,25% often do it. On the other hand, 29 learners correspond to 36,25 rarely employ different grammar structure for differents situations. Finally, 7 learners who represent 8,75% always use it.

According to the results, the values of sometimes and rarely are taken into account and it is determined that 65% of students only sometimes use different grammatical structures for different topics, that is, they do not correctly apply the use of grammatical structures in each new subject learned, which gives us to understand that it is required immediately to apply the CLT approach since it is focused on learning both grammar and speaking ability whose purpose is the development of communicative competence in students.

Question 10: Do you consider that the meaning of words and their relationship with others is important to development the communicative competence?

Table 13

The importance of the meaning of the words

Alternative	Frequency	Percentage
Never	**0**	**0**
Rarely	**0**	**0**
Sometimes	**13**	**16,25**
Often	**27**	**33,75**
Always	**40**	**50**
Total	**80**	**100,0**

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The results from this question indicate that a 50% of the population represents 40 learners who always consider that the meaning of words are important to develop the communicative competence. Moreover, a 33,75% corresponds to 27 learners that often consider the importance of it. Finally, 16,25% represents 13 learners who sometimes consider the importance of the meaning of words.

Regarding the above information, the values of often and always are taken into account and it is determined that 83.75% of the students, that is, the highest value, considers that the meaning of the words and their relationship with others is important. Because it allows the development of communicative competence, since it is necessary to understand and know what they mean to communicate fluently in English.

Question 11: Does your teacher emphasize the meaning of the words in the communicative competence?

Table 14

Teacher emphasize the meaning of the words

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	23	28,75
Often	47	58,75
Always	10	12,5
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

As shown in table 11, there are 10 learners who represent 12,5% always consider that your teacher emphasize the meaning of the words. Moreover, 23 learners representing 28,75% consider that the teacher emphasize the meaning of the words sometimes. Finally, 40 learners that represent 58,75% manifest that the teacher always emphasize the meaning of the words in the communicative competence.

According to the results, the values of often and always are taken into account, which determines that 71.25% of teachers often emphasize the meaning of words to develop communicative competence, since it is vitally important that students know how to differentiate which word to use in a given context.

Question 12: Do you think it is important to have a correct pronunciation to understand the message in a better way?

Table 15

Importance of having a correct pronunciation

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	8	10
Always	72	90
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja".

Analysis and interpretation

Based on the obtained results, a 90% corresponds to 72 learners who consider that always is important to have a good pronunciation to understand the message or the conversation develop in class. Finally, a 10% represents 8 learners who manifest that often is importance the pronunciation to understand the message in a better way.

It is evident that 90% of students who correspond to the highest value always consider that pronunciation is important to develop communication. Pronunciation is essential for effective communication, as incorrect pronunciation often causes the recipient

to misinterpret the message.

Question 13: Do you think that people interaction promote communicative competence more effectively?

Table 16

People's interaction.

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	14	17,5
Often	8	10
Always	58	72,5
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

According to the gathered data, table 13 shows that 8 students, who represent 10% often consider people interaction promote communication. Moreover, 14 students who represent 17,5 % sometimes consider that people interaction encourage communicative competence. Finally, 58 students that represent y 72,5 % always consider that people interaction develop communicative competence.

As the results show, 72.5%, which is the majority of the students, consider that the interaction between people helps to develop communicative competence, since through the interaction ideas and thoughts are exchanged in order to establish an environment communicative in the classroom.

Question 14: Can I understand and communicate in English orally without much difficulty?

Table 17

You understand and communicate in English

Alternative	Frequency	Percentage
Never	0	0
Rarely	32	40
Sometimes	27	33,75
Often	18	22,5
Always	3	3,75

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

In table 14, a 40% corresponding to 32 students, rarely can understand and communicate in English orally without much difficulty. Additionally, a 33,75% corresponds to 27 students sometimes can understand and communicate in English. Furthermore, a 22,5% represents 17 students often do it. Finally, a 3,75% represent 3 students who always can understand and communicate in English orally without difficulty.

According to the data obtained, it can be said that the majority of learners only sometimes they can understand and communicate in English orally without much difficulty since during the activities carried out inside and outside the class they cannot understand the message effectively and cannot respond fluently.

Question 15: Does the teacher motivate me to speak and communicate in English inside and outside the classroom?

Table 18

Teacher's motivation to speak in English

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Often	44	55
Always	28	35
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

As seen in the table above, 44 learners who represent the 55% often consider that your teacher motivate to speak and communicate in English. On the other hand, 28 learners, representing 35% always consider that the teacher motivate your students to speak and communicate during the class. Finally, 8 learners corresponding to 10% manifest that sometimes your teacher motivate your pupils to speak and communicate in English.

Based on this information, Most of the students consider that the teacher motivates them to speak and communicate in English inside and outside the classroom every day, which is very good since the students show interest in speaking English without fear of making mistakes, that is the process Learning.

Question 16: Do the activities developed in class focus more on oral communication than on grammar explanation?

Table 19

The activities are focus on oral communication.

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	12	15
Often	59	73,75
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

As demonstrated in table 16, a 73,75% corresponds to 59 learners often considers that activities developed in class focus more on oral communication. Additionally, a 15% represents 12 learners who consider that activities developed in class sometimes focus more on oral communication than on grammar explanation. Finally, a 11,25% represents 9 learners who think that activities developed in class always focus more on oral communication.

According to the gathered data, it can be highlighted that the majority of learners state that the activities carried out in class focus more on oral communication, thus allowing them to develop their speaking ability and a smaller part focuses on grammatical explanation.

Question 17: Does the teacher provide feedback after each oral presentation and tell us what aspects we should improve?

Table 20

Teacher's provide feedback

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	5	6,25
Often	27	33,75
Always	48	60
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The findings show that 48 learners corresponding to 60% consider that always your teacher the teacher provide feedback after oral presentations. Moreover, 27 learners representing 33,75% often consider that teacher provide feedback. Finally, 5 learners who correspond to 6,25% sometimes consider that the teacher provide feedback after each oral presentation and tell students what aspect need to improve.

Regarding the previous information, it is indicated that most teachers provide feedback after oral presentations and tell their students what they need to improve. Feedback assists students in understanding what is expected of them and how to improve their performance. Finally, it also allows a teacher to identify how to enhance teaching practice and which teaching and learning tactics are more likely to be effective.

Question 18: Do you think that oral communication in English is more effective when you talk about real life situations?

Table 21

Real life situations effectiveness in the oral communication

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	11	13,75
Often	39	48,75
Always	30	37,5
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "LaGranja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Based on the results from the survey, the majority of the population represented by 48,75% corresponds to 39 learners that often consider think that oral communication in English is more effective when we talk about real life situations. In addition, a 37,5% represents 30 learners who always consider that oral communication is more effective when talk about real life situations. Finally, a 13,75% corresponds to 11 learners who sometimes consider that talk about real life situations is more effective to communicate in English.

Data show that, a major part of learners manifest that oral communication in English is more effective when talking about real life situations since students have concrete ideas about what they should do based on their knowledge and skills learned in the classroom in relation to the students themselves and society.

Question 19: Are the activities carried out in class aimed at developing my speaking skill?

Table 22

Classroom activities objective

Alternative	Frequency	Percentage
Never	0	0
Rarely	3	3,75
Sometimes	17	21,25
Often	42	52,5
Always	18	22,5
Total	80	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The data collection process shows that 42 learners who correspond to 52,5% often consider that the activities that take place in class are aimed at developing the ability to speak. Besides,18 students representing 22,5% always consider that the goal of the activities carried out in class is to increase the ability to speak. Furthermore, 17 learners corresponding to 21,25% sometimes consider it. Finally, 3 students that corresponds to 3,75% rarely state that class activities have this objective.

It is evidenced that most students affirm that the activities carried out in class are aimed at developing the ability to speak, which is very good since this ability is one of the most difficult to develop.

Question 20: Do you think that interactive communication can take place if you acquire specific vocabulary for each situation?

Table 23

Specific vocabulary acquisition

Alternative	Frequency	Percentage
Never	0	0
Rarely	14	17,5
Sometimes	20	25
Often	29	36,25
Always	17	21,25

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Regarding students' responses, a 36,25% represents 29 learners who often think that interactive communication can take place if you acquire specific vocabulary. Likewise, a 25% corresponds to 20 learners that sometimes think that interactive communication can take place with the vocabulary acquisition. However, a 21,25% refers to 17 learners always think that is necessary acquire specific vocabulary to have interactive communication. Finally, a 17,5% corresponds to 14 learners manifest that rarely is necessary acquire specific vocabulary in order to have interactive communication.

Based on the presented information, most learners consider that interactive communication takes place if you acquire specific vocabulary for each situation, since during the development of a conversation you can talk about different interesting topics and for this reason it is necessary to use the appropriate vocabulary to provide a correct answer.

3.1.3 Teachers' survey results and analysis

Question 1: Do you encourage the participation of your students in class?

Table 24

Class participation

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	0	0
Always	4	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

According to the gathered data, table 1 shows that 4 teachers, who represent 100% always encourage the participation of your students in class.

All teachers encourage students participation in the classroom. The fact that students think of participation as an opportunity to give ideas and help allows them to be included as protagonists of the teaching-learning process, sharing the decision with the teachers decisions on matters that are of interest to you.

Question 2: Do you use varied and motivating activities for the teaching learning process?

Table 25

Use of motivating activities

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	0	0
Always	4	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

In table 25, a 100% corresponding to 4 teachers, always use motivating and varied activities during the teaching-learning process.

With the obtained data, it can be said that the teachers always uses varied activities during the teaching-learning process, which is very important to keep students motivated during the class since they can develop their knowledge in a broad way without limitations. Finally, we can say that it is an essential factor that drives and awakens the student interest in learning English**.**

Question 3: To practice oral skills, do you use grouping strategies for your students: pairs or groups?

Table 26

The use of grouping strategies

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	1	25
Always	3	75
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Table 26 shows that 3 teachers corresponding to 75% always apply pairs and groups strategies whit your students. However, 1 teacher corresponding to 25% often use this types of strategies to practice oral skills.

As shown by the presented information, Most of the teachers use grouping strategies for their students: pairs or groups during the practice of oral skills. Its use stimulates cooperative learning between the different participants, group dynamics constitutes an active, cooperative and participatory way in which students learn from each other and goes beyond the sole exchange of information.

Question 4: Do you keep appropriate written record of how often your students interact in the class?

Table 27

Appropriate written records

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	1	25
Always	3	75
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

As table 27 shows it, a 75% corresponds to 3 teachers who always use appropriate written record to make notes about the participation of students. On the other hand, a 25% correspond to 1 teacher often use written records to know how many times students interact in the class.

Regarding the previously mentioned information, most teachers make an appropriate written record of the frequency with which their students interact in class, it is very important to make this record as it helps the teacher to know which student needs extra motivation to participate more in class and thus develop your skills effectively.

Question 5: Do you evaluate your students with Assessment Scales (Rubrics) in English classes?

Table 28

Evaluation through Rubrics

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Often	0	0
Always	4	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

As seen in the table above, 4 teachers who represent the 100% always evaluate your students through Rubrics during English classes.

Based on this information, we can say that all the teachers evaluate their students correctly and accurately since, by using a rubric we can deduce the points in which they are failing, in addition to giving suggestions for their improvement, as well as the student for the next participation take into account what is suggested and improve your performance.

Question 6: How often do you apply oral activities such as conversations, dialogues, debates, etc., with your students?

Table 29

Application of oral activities

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	2	50
Always	2	50
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

As demonstrated in table 29, a 50% corresponds to 2 teachers who always apply oral activities such as conversations, dialogues and debates to develop the speaking skill. Furthermore, a 50% corresponds to 2 teachers who often use oral activities.

According to the gathered data, it can be noted that half of the teachers apply oral activities such as dialogues, debates and conversations, however the other half of the respondents do not apply this type of activities during class. As a conclusion, we can say that these activities are very useful since it allows the teacher to observe their students as they express their opinions and ideas; in addition, they initiate a mutual learning experience becoming active learners all the time.

Question 7: Do you stimulate students to learn English through games and dynamics?

Table 30

Student stimulation through games

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	0	0
Always	4	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The findings show that 4 teachers corresponding to 100% always stimulate students through games and dynamics to learn English.

Regarding the previous information, it is indicated that all teachers encourage their students to learn English through games and dynamics, which is very good since through games, students can learn English in the same way that they learn their mother tongue, without being aware that they are studying and learning it. Even the most shy students can participate in a positive way.

Question 8: Do you permanently evaluate all the activities, mainly the oral ones during the development of the classes?

Table 31

Oral activities evaluation

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	1	25
Always	3	75
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Based on the results from the survey, the majority of the population represented by 75% corresponds to 4 teachers that always evaluate the oral activities during the development of the classes. On the other hand, a 25% represents 1 teacher who often evaluate it.

Data show that, a major part of teachers evaluate all the activities, mainly the oral ones during the development of the classes. The classroom is a space for communicative interaction in which the student shows what they learned and the teacher gives immediate feedback after the presentation of the student.

Question 9: Do you encourage activities such as: conversations, talks, debates, dialogues, etc., for the development of oral skills?

Table 32

Oral activities: conversations and debates

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	2	0
Always	2	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The data collection process shows that, a 50% corresponds to 2 teachers who always encourage activities such as: conversations, talks, debates, dialogues for the development of oral skills in their students. Likewise, a 50% corresponds to 2 teachers who often encourage it.

According to the data collected, it can be seen that half of the teachers encourage their students to carry out oral activities such as dialogues, debates and conversations, however the other half of the respondents do not encourage their students to carry out this type of activity. However, these activities help to express their opinions, thoughts and ideas in an active way between classmates and the teacher.

Question10: Do you act as a facilitator to encourage the speaking skill?

Table 33

Teacher act as a facilitator

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	0	0
Always	4	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Regarding professors' responses, a 100% represents 4 teachers who always act as a facilitator to encourage your students to develop the speaking skill.

Based on the presented information, all the teachers act as a facilitator to foster the ability to speak, which means that the teacher's job is to support students to do their best thinking and practice. The teacher's role as a facilitator is to encourage students to perform their best thinking and practice. As a facilitator, the instructor encourages students' full participation, promotes mutual understanding, and fosters shared responsibility among students.

Question 11: Do you consider that your students can understand and communicate in English orally without much difficulty?

Table 34

Students understanding

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	3	75
Often	1	25
Always	0	0
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja".

Analysis and interpretation

The results obtained show that 3 teachers representing 75% consider that sometimes your students can understand and communicate in English orally without much difficulty. Besides, 1 teacher corresponding to 25% consider that often your students can understand and communicate without difficulty.

Based on the findings, a major part of teachers consider that their students can understand them during class, they can also communicate in English without much difficulty, that is, have small conversations with their classmates to interact.

Question 12: Do you motivate your students to speak and communicate in English inside and outside the classroom?

Table 35

Teachers' motivation

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Often	0	0
Always	4	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

In this question, a 100% of the population corresponds to 4 teachers who always motivate your students to speak and communicate in English inside and outside the classroom.

It is evidenced that all teachers motivate their students to speak and communicate in English inside and outside the classroom. Which means that students always make an effort to communicate in their L2 and try not to use their mother tongue when speaking.

Question 13: Do the activities that you develop in class focus more on oral communication than on grammatical explanation?

Table 36

The activities are focus on oral communication

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	1	25
Often	1	25
Always	2	50
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The table indicate that 2 teachers who correspond 50% always develop activities focus on oral communication. Meanwhile, 1 teacher who correspond 25% often focuses on oral activities. Finally, 1 teacher who correspond 25% sometimes focuses on it.

It can be deduced that most teachers consider that the activities they develop in class focus more on oral communication than on grammatical explanation because they think that speaking skills do not develop in the same way in all people, therefore work that is much more rigorous is necessary.

Question 14: Do you provide feedback after each oral presentation and tell your students what aspects they should improve?

Table 37

Oral presentations' feedback

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	0	0
Always	4	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Table 37 shows that a 100% corresponds to 4 teachers who always provide feedback after each oral presentation and tell your students the aspects that they should improve to obtain a better performance.

Based on the presented information, all teachers provide feedback after each oral presentation and tell their students what aspects they need to improve which means that feedback gives evidence regarding current knowledge and skill growth to the practitioner and learner. Understanding the learner's progress and degree of achievement allows the practitioner to plan the next steps in the learning program.

Question 15: Do you think that oral communication in English is more effective when your students talk about real life situations?

Table 38

Talk about real life situations

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	1	25
Always	3	75
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The findings show that 3 teachers representing 75% always consider that oral communication in English is more effective when your students talk about real life situations.Moreover, 1 teacher representing 25% often consider it.

It can be highlighted that the major percentage of teachers think that oral communication in English is more effective when their students talk about real life situations during class; when talking about real life situations, students expose their ideas in a concrete way since they think and speak fluently.

Question 16: Are the activities that you do in class aimed at developing students' speaking skill?

Table 39

Objective of class activities

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	1	25
Often	2	50
Always	1	25
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The data collection process demonstrates that a 50% represents 2 teachers who they often carry out activities in class which are intended to develop the speaking skill of the students. Furthermore, a 25% corresponds to 1 teacher who sometimes does activities in class to develop the ability to speak. Finally, a 25 % correspond to 1 teacher who always do it.

According to the data obtained, it can be said that most of the teachers usually apply the activities in class with the aim of developing the speaking ability of the students, which is very good that the teacher is very clear about the objectives and results that aspires to have when applying these activities.

Question 17: Do you think that interactive communication can take place if your students acquire specific vocabulary for each situation?

Table 40

Acquisition of specific vocabulary

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	1	25
Always	3	75
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Regarding professors' responses, 3 teachers that correspond to 75% always think that interactive communication can take place if their students acquire specific vocabulary for each situation. However, 1 teacher correspond to 25% often think it.

It is demonstrated that the highest percentage of teachers always think that interactive communication can occur if their students acquire specific vocabulary, that is, it is not necessary for students to memorize sentences or complete dialogues, simply with the knowledge of specific words they can have an interactive communication with another person.

Question 18: Do you think that your students are active learners during the English class?

Table 41

Students are an active learners.

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	1	25
Often	2	50
Always	1	25
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

The results from this question indicate that a 50% of the population represents 2 teachers who often consider that their students are an active learners in class. Meanwhile, a 25% corresponds to 1 teacher who sometimes consider that their students are active learners. Finally, a 25% corresponds to 1 teacher always think it.

It has been shown that the highest percentage of teachers consider that their students are active learners, which leads to fostering interaction between student and teacher, as well as improving student grades, especially those with lower academic performance, since the student acts as the protagonist in the classroom.

Question 19: Do you think that your students enjoy doing teamwork activities?

Table 42

Students in team work activities

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Often	1	25
Always	3	75
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

Based on the obtained results, a 75% corresponds to 3 teachers who always consider that your students enjoy doing team work activities. On the other hand, 25% corresponds to 1 teacher who sometimes considers that their students like to do group activities.

According to the results obtained, we can say that most teachers consder that their students like to do group activities. Group dynamics allow each student to get to know each other in depth control their emotions and understand those of others. The fact that in-group dynamics each person is themselves helps communication to be more fluid and conflicts are avoided.

Question 20: Do you think is important that your students have a correct pronunciation to understand the message in a better way?

Table 43

Correct pronunciation

Alternative	Frequency	Percentage
Never	0	0
Rarely	0	0
Sometimes	0	0
Often	0	0
Always	4	100
Total	4	100,0

Note. Information obtained from the first and second year of high school of Bilingual Educational Center "La Granja" elaborated by Villacres, P. (2022)

Analysis and interpretation

As shown in table 43, there are 4 teachers who represent 100% always consider that is important that their students have a correct pronunciation to understand the message in a better way.

It is evident that teachers always consider that it is important that their students have a correct pronunciation to better understand the message, since a bad pronunciation can lead to a misinterpretation of the message and for this not to happen, a good pronunciation is essential.

3.2 Verification of the hypothesis

Pearson's Chi-square statistical analysis was applied to verify the hypothesis of the research.

Chi-square tests

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
3. Does your teacher act as a facilitator during communicative activities? * *11. Does your teacher emphasize the meaning of the words in the communicative competence?	80	100%	0	0,0%	80	100,0%
13.Do you think that people interaction promote communicative competence more effectively?	80	100%	0	0,0%	80	100,0%

Note. This table includes the observed frequencies from 4 relevant questions from the survey (3, 7, 11,13)

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Analysis and interpretation

This table shows that there are 80 valid cases representing 100% of the population. As demonstrate in the table above, there were 80 valid cases and no missing ones, which means that all the participants completed the analyzed questions.

Chi-Square Tests

a. 8 cells (88,9%) have expected count less than 5. The minimum expected count is, 20.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33,564a	7	,000
Likelihood Ratio	27,934	7	,000
Linear-by-Linear Association	18,502	1	,000
N of Valid Cases	80		

Note. This table includes the Chi-square test values for questions 1 and 20 from the survey

Table 44

Chi-square table: degrees of freedom

Df	Significance level(α)							
	.99	.975	.95	.9	.1	.05	.025	.01
1	-------	0.001	0.004	0.016	2.706	3.841	5.024	6.635
2	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210
3	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345
4	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277
5	0.554	0.831	1.14	1.61	9.236	11.070	12.833	15.086
6	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812
7	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475

8	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090
9	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666
10	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209

Note. This table includes the Chi-square tabular value.

Figure 1

X² graphic representation
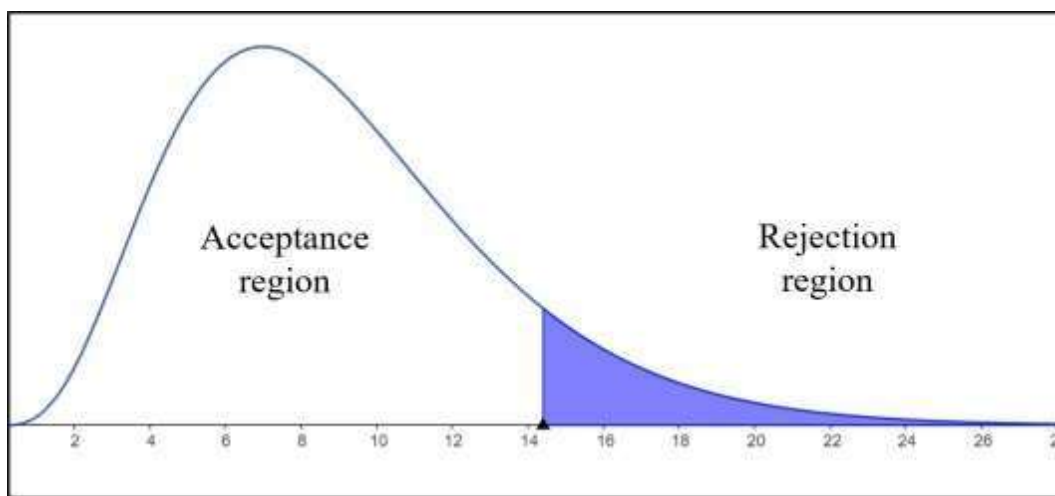
Note This graphic represents the Chi-square distribution

As the Chi-square value is higher than the Chi-square tabulated value, it is demonstrated that both variables are associated, implying that Communicative Language Teaching influence the communicative competence.

3.2 Discussion

This research work presents the information obtained after applying a survey about Communicative Language Teaching and the communicative competence. After that, it has been demonstrated that Communicative Language Teaching have a positive impact on the development of learners' communicative competence as this approach focuses on giving students the skills to clearly and confidently communicate in real-world situations and increases learners' motivation and enhances their speaking abilities

Ya-YuCloudia Ho (2020), published a research which the main objective of this study was to investigate the influence of implementing Communicative Language Teaching (CLT) on the development of communicative competence of university students in the tourism sector. Seventeen Taiwanese university students participated. Questionnaires, surveys and focus group interviews were applied, after which the qualitative data was examined by thematic analysis. Finally, the study findings implied that Communicative Language Teaching (CLT) facilitates students' learning of English, increases their confidence, and improves their communicative competence in tourism English. Additionally, research work that supports the information previously stated is the one carried out by Pitikornpuangpetch et al. (2021). In this research, it was indicated that the teachers had strong beliefs that were mostly consistent with the CLT principles due to the benefits derived in terms of the development of the communicative competence of the students since the teachers applied the CLT approach in their classrooms and it was possible to show a great improvement.

Finally, it can be highlighted that it has been shown that Communicative Language Teaching and its application in the classroom increases the Communicative Competence of students. The CLT approach not only offers students entertaining activities and techniques, but CLT also generally places less emphasis on rotating learning detailed grammar rules in favor of gaining greater fluency in the target language. Students are tested on their level of communicative competence rather than their ability to regurgitate information. This approach also allows students to quickly gain confidence when interacting with other people, which helps them enjoy using their new language skills. Closely related to the development of grammar and speaking ability, they can function as efficient tools for teaching and learning a foreign language by providing students with examples of real languages.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This research project aimed to explore the perception of the students about the Communicative Language Teaching in the communicative competence, and once the data analysis was carried out, it may be concluded that:

➢ When it comes to learning English and developing communicative competence in a language, the use of Communicative Language Teaching approach is significant among students. Furthermore, in the case of speaking skill development, CLT represents one of the most important approaches because it prepares students to be effective and confident communicators in different real-life contexts, through repetitive oral practices and student-student cooperation. However, English teachers, who were investigated, do not commonly use the Communicative Language Teaching approach in the classroom to promote interaction even though it was seen that this approach help to enrich the speaking skill in students. Rather, the activities done in class generally emphasize on grammatical explanation and the reinforcement of other skills and subskills, but not necessarily on develop communicative competence.

➢ The majority of students consider that they learn English better through interactive activities like role-plays, discussions and oral presentations. These activities are highly motivational and help students overcome difficulties such as the fear of expressing themselves. The activities must be done while at the same time developing their oral skills, in which all participants have the same opportunity to talk. However, teachers do not seem to use varied activities to encourage communication in the classroom. Some of them strive to make students talk in class, for this reason; students do not seem to fully enjoy activities proposed by their

teachers. Therefore, there is limited use of this type of activities that promote active student interaction for effective learning.

➢ A great number of students cannot really understand and communicate in English orally; in fact, they find it quite complicated to interact in this language when trying to speak to other people. Therefore, they feel insecure about using English to communicative in real life situations. Consequently, they are reluctant to actively participate in class, as they do not know how to express their ideas in English. CLT provides vitality and motivation within the classroom and is a student-centered approach as it emphasizes interests and student needs. Its purpose is the development of grammar and speaking ability. It is critical to understand how suitable communicative actions can be used to improve because they encourage pupils to participate actively and improve students' speaking fluency.

4.2 Recommendations

Based on the previous conclusions, it is recommended that:

➢ It is highly recommended that teachers use the CLT approach so that students can optimize their speaking skills and communicate effortlessly with others, leaving outdated methodologies that do not generate the desired results. Teachers should focus less on teaching grammar rules and more on oral communication as this is more relevant for rehearsal and emphasis when learning a foreign language. By using this approach, teachers will be able to see the great benefits of CLT, the main one of which will be the development of communicative competence in an effective way.

➢ It is recommended to apply the CLT approach as a basis for promoting communicative learning in classes. It is important to know the appropriate communicative activities can be applied to improve the fluency of the students' speaking fluency, since they encourage students to participate actively. Students need to be motivated with communicative activities focused on real situations. Thissuch as dialogues (asking for books in the library, ordering food in the cafeteria, making a hotel reservation), presentations (personal information, career information they study, family, entertainment) are useful. These are activities in which students use phrases or questions from everyday life, thus communicating without presenting significant difficulty. Finally, it is essential to consider students'English level to apply communicative activities.

➢ It is suggested that during the teaching-learning process, the teacher assumes the role of facilitator and gives students the necessary tools so that they take an active participation in class and can verify the benefits of applying this approach. They must provide them with some useful keys or expressions to facilitate the development of their oral skills. In addition, teachers must give students the opportunity to interact with each other using real life situations. To achieve this, students need to have enough time to prepare, proper guidance, and consistent positive feedback so that they feel motivated and know where they are succeeding and what they need to improve in their speaking performance.

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ANNEXES

Annex 1. Student´s Survey

Objective: To identify the importance and benefits of Communicative Language Teaching approach in the Communicative Competence.

Instructions:

Next, a series of questions related to the importance and benefits of Communicative Language Teachingapproach and the development of Communicative Competence are presented. Please indicate the degreeto which you agree or disagree with each of the statements by placing a cross in the corresponding box. Finally, you have 30 minutes to complete the survey.

QUESTIONNAIRE	1. NEVER	2. RARELY	3. SOMETIMES	4. OFTEN	5. ALWAYS
1) Do you think that class participation is important to developcommunication?					
2) Does your teacher use several interactive activities during the class?					
3) Does your teacher act as a facilitator during communicative activities?					
4) Are you an active learner during the English class?					
5) Does your teacher implement oral presentations to develop the speaking skill?					
6) Do you enjoy doing team-work activities?					
7) Does your teacher use role plays to promote the communication in the class?					
8) Do you use appropriate vocabulary and expressions when you communicate in English?					

9) When you are communicate in English doyou use different grammar structure for differents topics?				
10) Do you consider that the meaning of wordsand their relationship with others is important				
11) Does your teacher emphasize the meaning of the words in the communicative competence?				
12) Do you think it is important to have a correct pronunciation to understand the message in a better way?				
13) Do you think that people interaction promote communicative competence more effectively?				
14) Can I understand and communicate in English orally without much difficulty?				
15) Does the teacher motivate me to speak and communicate in English inside and outside theclassroom?				
16) Do the activities developed in class focus more on oral communication than on grammarexplanation?				
17) Does the teacher provide feedback after each oral presentation and tell us what aspectswe should improve?				
18) Do you think that oral communication inEnglish is more effective when you talk about real life situations?				
19) Are the activities carried out in class aimedat developing my speaking skill?				
20) Do you think that interactive communication can take place if you acquire specific vocabulary for each situation?				

THANKS FOR YOUR COOPERATION

Annex 2. Teacher´s Survey

Survey directed to the teachers of the Bilingual Educational Center "La Granja"

Universidad Técnica de Ambato
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Objective: To identify the importance and benefits of Communicative Language Teachingapproach in the Communicative Competence.

Instructions:

Next, a series of questions related to the importance and benefits of Communicative Language Teaching approach and the development of Communicative Competence are presented. Please indicate the degree to which you agree or disagree with each of the statements by placing a cross in the corresponding box.

QUESTIONNAIRE	1. NEVER	2. RARELY	3. SOMETIMES	4. OFTEN	5. ALWAYS
1) Do you encourage the participation of your students in class?					
2) Do you use varied and motivating activities for the teaching learning process?					
3) To practice oral skills, do you use grouping strategies for your students: pairs or groups?					
4) Do you keep appropriate writtenrecord of how often your students interact in the class?					
5) Do you evaluate your students through the use of Assessment Scales (Rubrics) in English classes?					
6) How often do you apply oral activities such as conversations, dialogues, debates, etc., with your students?					
7) Do you stimulate students to learn English through games and dynamics?					
8) Do you permanently evaluate all the activities, mainly the oral ones during the development of the classes?					

9) Do you encourage activities such as: conversations, talks, debates, dialogues, etc., for the development of oral skills?				
10) Do you act as a facilitator to encourage the speaking skill?				
11) Do you consider that your students can understand and communicate in English orally without much difficulty?				
12) Do you motivate your students to speak and communicate in English inside and outside the classroom?				
13) Do the activities that you develop in class focus more on oral communication than on grammatical explanation?				
14) Do you provide feedback after each oral presentation and tell your students what aspects they should improve?				
15) Do you think that oral communication in English is more effective when your students talk about real life situations?				
16) Are the activities that you do in class aimed at developing students' speaking skill?				
17) Do you think that interactive communication can take place if your students acquire specific vocabulary for each situation?				
18) Do you think that your students are active learners during the English class?				
19) Do you think that your students enjoy doing team-work activities?				
20) Do you think is important that your students have a correct pronunciation to understand the message in a better way?				

Annex 3. Validation of the survey

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	NOT APPLICABLE	
Validated by: Mg. Mayorie Chimbo Cáceres	ID: 1802696458	Date: 19/12/2022
Signature: ELSA MAYORIE CHIMBO CACERES	Email:elsamchimboc@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree: Magister	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación.* 19. 228 - 247

CHECKLIST VALIDATION FOR RUBRIC

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
General Aspects									Yes	No	********

The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	X	NOT APPLICABLE	
Validated by: Mg.Edgar Encalada Trujillo		ID: 0501824171	Date: 20-dic-22
Signature: EDGAR GUADIA ENCALADA TRUJILLO		Email: eg.encalada@uta.edu.ec	
Place of work: UTA-FCHE-PINE		Academic degree: Magister in Applied Linguistics	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*, 19. 228 - 247

CHECKLIST VALIDATION FOR RUBRIC

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		
9	✓		✓		✓		✓		✓		
10	✓		✓		✓		✓		✓		
11	✓		✓		✓		✓		✓		
12	✓		✓		✓		✓		✓		
13	✓		✓		✓		✓		✓		
14	✓		✓		✓		✓		✓		
15	✓		✓		✓		✓		✓		
16	✓		✓		✓		✓		✓		
17	✓		✓		✓		✓		✓		
18	✓		✓		✓		✓		✓		
19	✓		✓		✓		✓		✓		
20	✓		✓		✓		✓		✓		

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FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE INFORMACIÓN
UNIDAD DE INTEGRACIÓN CURRICULAR

• **General Aspects**	Yes	No	********
The instrument has clear and precise instructions to answert the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE			NOT APPLICABLE	
Validated by: WILMA SUÁREZ MOSQUERA			ID: 1802859841	Date:December 21st 2022
Signature: WILMA ELIZABETH SUAREZ MOSQUERA			Email: wilmaesuarezm@uta.edu.ec	
Place of work: PINE - UTA			Academic degree, Máster Universitario en Educación Bilingüe	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

Annex 4. Variable system

OPERATIONALIZATION OF VARIABLES

INDEPENDENT VARIABLE: Communicative Language Teaching

Table Nº 1: Operationalization of the Independent Variable

Conceptualization	Categories	Indicators	Basic Items	Tools and Techniques
CLT is an approach in which **communication** is the main objective. It allows the active teaching of language with key aspects in the **teacher and students' role** in the classroom, since it uses different **activities** and techniques for an effective language teaching English.	➢ Communication ➢ Teacher and students' role ➢ Teaching Techniques	Interaction Participation in class. Teachers' role ✓ Facilitator ✓ Strategist Students' role ✓ Active learner Role-plays Dialogues Pairwork and Team-work Presentations Debates	1) Do you think that class participation is important to develop communication? 2) Does your teacher use several interactive activities during the class? 3) Does your teacher act as a facilitator during communicative activities? 4) Are you an active learner during the English class? 5) Does your teacher implement oral presentations to develop the speaking skill?	Survey Questionnaire applied to students

Source: Bibliographic research

Author: Villacres, P (2022)

OPERATIONALIZATION OF VARIABLES

INDEPENDENT VARIABLE: Communicative competence

Table Nº 2: Operationalization of the Dependent Variable

Conceptualization	Categories	Indicators	Basic Items	Tools and Techniques
The learner's ability to understand and use language effectively to communicate inside and outside the classroom using **grammatical, textual, functional, and sociolinguistic knowledge**.	Grammatical Knowledge Textual Knowledge Functional Knowledge Sociolinguistic Knowledge	Syntax, grammar and vocabulary Semantic connections Correct pronunciation Achieve an interactive communication	1) Do you use appropriate vocabulary and expressions when you communicate in English? 2) When you are communicate in English, do you use different grammar structure for differents topics? 3) Do you consider that the meaning of words and their relationship with others is important to development the communicative competence? 4) Does your teacher emphasize the meaning of the words in the communicative competence? 5) Do you think is important to have a correct pronunciation to understand the message in a better way?	Survey Questionnaire applied to students

Source: Bibliographic research

Author: Villacres, P (2022)

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CHAPTER I THEORETICAL FRAMEWORK 1.1 Research Background In recent years, the Communicative Language Teaching approach has become quite useful as it provides the development of communicative competence. Therefore, this research derives from some previous investigation continuously collected on data established by Scielo, Google Scholar, Eric and Redalyc, in addition to several articles based on CLT and communicative competence that contributed to an analysis of the relationship between the two variables.

In the article developed by Ya-YuClouda Ho (2020), the main

objective of this study was to investigate the influence of implementing Communicative Language Teaching (CLT) on

the development of communicative competence of university students in the tourism sector. This study adopted the qualitative research method in which 70 Taiwanese university students participated. Questionnaires, surveys and focus group interviews were applied, after which the qualitative data was examined by thematic analysis. Finally,

the study findings implied that Communicative Language Teaching (CLT) facilitates students' learning of English, increases their confidence, and improves their communicative competence in tourism English.

Pitikornpuangpetch, Chayanant, Suwanarak and Kasma (2021) developed the research "Teachers' beliefs and teaching practices on Communicative Language Teaching (CLT) in a Thai EFL context". This study aimed to investigate the beliefs of Thai teachers of English as a foreign language based on Communicative Language Teaching (CLT) and its effectiveness in developing communicative competence in students. On the other hand, this research had a qualitative approach since the researchers carried out classroom observations, semi-structured interviews, and field notes. In this investigation, seventeen teachers participated in the interviews and each of the teaching practices were

observed in the classroom of public universities in Rajabhat, in addition, notes were taken during the class on important aspects that contribute to our investigation. Finally, the findings reveal that the teachers had strong beliefs that were mostly consistent with the CLT principles due to the benefits derived in terms of the development of the communicative competence of the students in the universities of Thailand since the teachers applied the CLT approach in their classrooms and it was possible to show a great improvement. Doeur and Bunhom (2022) conducted research entitled "Implementing Communicative Language Teaching: Cambodian EFL Teachers' Attitudes Towards Communicative Language Teaching". The main objective of this research was to examine the role of teachers' attitudes and beliefs in the implementation of Communicative Language Teaching (CLT) and the progress of communicative competence in students. Using a qualitative methodology, this study explored

76%	MATCHING BLOCK 3/3	W

the attitudes and beliefs of teachers with the implementation of the CLT approach.