UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Universidad de El Salvador
Hacia la libertad por la cultura

AN INSIGHT ON THE MOST COMMON COMMUNICATIVE APPROACH PRINCIPLES APPLIED BY TEACHERS TO ENHANCE THE STUDENTS SPEAKING SKILL OF THE ADVANCED INTENSIVE ENGLISH I OF THE BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING AT THE FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR, YEAR 2015.

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INTRODUCTION

The topic studied in the present research project is made up of six chapters that will guide through an insight on this interesting and helpful area. The first chapter presents the initial steps of this research, which will help to create an outline of the project. First of all, the statement of the problem shows the problematic that inspired this investigation since its roots until the current difficulties that student from advanced intensive English I face in their oral proficiency. Then, the research questions will be presented as a tool to guide the main ideas of the elaboration of the instruments. After, as important as the research questions, the objectives help to reach the information needed during and after this study. At the end of this introduction chapter, it is found the justification which states what for and why of this project.

The second chapter will present an overview of the Communicative Approach principles through a summary to have a clear idea about their definitions, characteristics and their application. Additionally, the Constructivism theory by Jean Piaget will back up this research applied by teachers when teaching English as a second language. Finally, the terms associated with this approach will be defined as well as the meaning of oral proficiency and students´ speaking skill therefore, it will help to have a better understanding of the topic and will make it more understandable and readable. At the end of this chapter there will be a clearer comprehension of the Communicative Approach, its principles, and the theories that back it up.

Then, on the third chapter the methodology that is applied to collect the data and to analyze it is described. In this chapter there is a description of the kind of study, the sample used. The fourth chapter is one of the most significant chapters in this research Project. In this chapter, the research team presents an analysis of the findings. Researchers go beyond the facts and make an interpretation of the data. A concise analysis is presented for each of the principles studied in this research. The analysis is based on the findings from the instruments administered to the teachers and students who are taking the Advanced Intensive English I courses. A comparison between the results obtained from the questionnaire filled by the students, the interviewed that teachers answered and the results obtained from the observation made by the researchers is presented.

The fifth presents an overview of the findings through a summary of a questionnaire that the students answered; they are represented by pie charts in which are showed the percentages of every question. Moreover, it will be found the check list that the researcher's team observed in the classrooms with the purpose of checking out the most common principles applied by teachers during the class. Finally, it will be presented an interview that was carried out with one of the teachers that is in charge of the students of the advanced Intensive English I. It will be showed a detailed explanation about every instrument on the top of each one.

Finally, the last chapter meets the conclusions reached from the project and some recommendations to the teachers and students are presented to make this research project significant for students and teachers that are working on the speaking skill at this level.

CHAPTER I

1.1 STATEMENT OF THE PROBLEM

Within the Bachelor of Arts in English: Emphasis in English major´s curriculum, there is a variety of subjects that students are required to take. There is a group of courses referred as The Developmental Skills. These modules focus on developing the four macro-skills of communication: listening, speaking, reading and writing. Every semester these classes are developed systematically and progressively.

The expectation after completing this sequence is that students should be able to write essays, express spoken ideas, and understand English written and spoken content. To attain this goal, it is important that students develop the four macro skills of English during these courses. However, according to a study conducted by Seminary I students in 2014,in order to achieve this level of comprehensive understanding, some teachers of the English faculty implement the Communicative Approach to English instruction and not all faculty implement this communicative technique. In fact, the same study showed that there are many teachers who continue to focus completely on grammar throughout their courses.

The teaching focused on Grammar methods such as grammar translation method is missing communicative practice, which is an immediate need for ESL students (Nasaji, H. & Fortos, S. Teaching Grammar in Second Language Classroom: Integrating Form-Focused Instruction in Communicative Context .New York: Routledge. 2011. p. 1). According to Richards and Rodgers, Communicative

language teaching (CLT) is generally regarded as an approach to language teaching, it is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence, in other words; its goal is to make use of real-life situations that necessitate communication.

According to the students in different English advanced courses, there are a lot of gaps at the time to express ideas orally because teachers are focusing in Grammar rather than oral communication. Then, as future teachers, and with the purpose of offering a successful teaching process, the researchers want to find out what is the incidence of the most common Communicative Approach principles applied by teachers to enhance the students speaking skill of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015.

1.2 RESEARCH QUESTIONS

Main Research Question:

• What is the incidence of the most common Communicative Approach principles applied by teachers to enhance the students speaking skill of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015?

Subsidiary Questions:

• What are the most common Communicative Approach Principles applied by Advanced Intensive English teachers?

• What are the students' needs regarding the oral discourse in advanced English I courses taking into account the Communicative Approach principles applied by teachers?

• How often the Communicative Approach principles are applied by teachers to improve the students' oral discourse?

1.3OBJECTIVES

General objective:

➢ To describe the incidence of the most common Communicative Approach principles applied by teachers to enhance the students speaking skill of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015.

Specific objectives:

➢ To list the most common Communicative Approach Principles applied by Advanced Intensive English teachers.

➢ To describe the students' needs regarding the oral discourse in advanced English I courses taking into account the Communicative Approach principles applied by teachers.

➢ To identify how often the Communicative Approach principles are applied by teachers to improve the students' oral discourse.

1.4 JUSTIFICATION

Teaching English is an art and a science and there are different methods and approaches that English teachers can apply to make the Teaching-Learning process a successful experience. Learning English involves developing skills such as listening, reading and writing. However, Jack C Richards states that "The mastery of speaking skill in English is a priority for many second or foreign language learners because they consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency" (Richards 1990).One of the approaches used to enhance this skill is the Communicative Approach which is composed by different principles and was stated by Noah Chomsky.

The researchers want to focus on the relation of those principles with the Advanced English I students' oral proficiency. One of the goals is to find out how those principles are enhancing the students oral performance. Based on the Chomsky´s theory that rule system underpins all languages is innate and that, given exposure to a specific language, children will naturally create the specific rules of that language for themselves. Learning is thus seen as a process of discovery determined by internal processes rather than external influences (Syntactic Structures, 1957).

As teachers know the influence of the principles on the students oral proficiency, as they will be able to apply them to make their teaching work more

effective regarding the development of the speaking skill which is the primary goal of the Communicative Approach. This work is going to be beneficial for English teachers who can apply the principles to develop students' speaking skills as well to the students who can take advantage of the way teachers work to be efficient when communicating.

1.5 LIMITATIONS

1. Due to the chosen level and the nature of the topic researched, it was not possible to take into account more teachers from the English courses staff; because of that the sample of them are only four teachers who were in charge of the four English Advanced Intensive I courses.

2. Most of the literature was taken from online books and sources, since there were not enough books related to the topic at the department and main library.

3. When the students being studied filled the questionnaire, they got some doubts about the terms used; even though the research team had simplified them.

CHAPTER II

LITERATURE REVIEW CHAPTER

This chapter provides, on its first stance, the Jean Piaget and Vygotsky's Constructivism theory to back up the bases of this project. Then, there is a description about the Communicative Approach and its principles by Diane Larsen, Douglas Brown, among others. Finally, definition of the key terms will help to better understand not only the content of this chapter but the study in general.

2.2 CONSTRUCTIVISM THEORY BY PIAGET AND VYGOTSKY

This chapter starts with a brief description of the Constructivism Theory. According to Jean Piaget and Lev Vygotsky, two well-known figures in the development of constructivist theories, classrooms must be constructivist environments; however, there are differences in terms of their theories and variations as to how constructivism should be carried out in classrooms. Constructivism is an approach in education that claims humans are better able to understand the information they have constructed themselves.

According to constructivist theories, learning is a social advancement that involves language, real world situations, and interaction and collaboration among learners. The learners are considered to be central in the learning process. Learning is affected by our prejudices, experiences, the time in which we live, and both

physical and mental maturity. When motivated, the learner exercises his will, determination, and action to gather selective information, convert it, formulate hypotheses, test these suppositions via applications, interactions or experiences, and to draw verifiable conclusions.

Constructivism transforms today's classrooms into a knowledge-construction site where information is absorbed and knowledge is built by the learner. In constructivist classrooms, unlike the conventional lecturer, the teacher is a facilitator and a guide, who plans, organizes, guides, and provides directions to the learner, who is accountable for his own learning. The teacher supports the learner by means of suggestions that arise out of ordinary activities, by challenges that inspire creativity, and with projects that allow for independent thinking and new ways of learning information. Students work in groups to approach problems and challenges in real world situations, this in turn leads to the creation of practical solutions and a diverse variety of student products.

Constructivist theories have found more popularity with the advent of personal computers in classrooms and homes. PCs provide individual students with tools to experiment and build their own learning at their own pace. With the use of the web, the learner can now conduct research, interact with diverse populations, share ideas, and work on group projects. The assessment tool in a constructivist classroom is not a test or a quiz, rather it is the learner product; most of the time this is in a portfolio format that has been designed by the learner.

Even though the Jean Piaget`s Constructivism theory associates to children, this theory can be applied to students who are learning the English as a second language because when teachers are using the Communicative Approach, they try to use real word situations. So students are learning English in a similar way as children learn: naturally.

Jean Piaget, remembered for his extensive research on developmental psychology, explains the learning process by schemes (the organization of information on how things work), assimilation (the placing of new information into schemes), and accommodation (transforming existing schemes or creating new ones). The motivation for learning is the predisposition of the learner to adapt to his environment, hence to institute equilibrium between schemes and the environment. Continuous interactions among existing schemes, assimilation, accommodation, and equilibrium create new learning.

Also, Piaget explores four sequential stages of the psychological development of the young learner and believes teachers should be cognizant of these stages. During the Sensory-motor Stage, (before the age of 2) sensory experiences and motor activities dominate. Intelligence is intuitive in nature and knowledge; it is acquired through mental representation during the Preoperational Stage (from age 2 to age 7). At the Concrete Operational Stage (from age 7 to age

11), intelligence is logical, conserved, and dependent on concrete references. The Formal Operational Stage (after 11 years of age) is the stage when abstract thinking starts and the learner starts thinking about probabilities, associations, and analogies.

Piaget's developmental theory of learning and constructivism are based on discovery. According to his constructivist theory, in order to provide an ideal learning environment, children should be allowed to construct knowledge that is meaningful for them.

The Piagetian Classroom

Piaget believes that a constructivist classroom must provide a variety of activities to challenge students to accept individual differences, increase their readiness to learn, discover new ideas, and construct their own knowledge. Videodisks, CD-ROMs and simulation software enhance learning, while telecommunication tools, like e-mail and the Internet, provide contexts for dialogue and interaction within the classroom, the schools, and the community leading to the social construction of knowledge.

Students have the opportunity to be exposed to other ideas, cultures, and forums on global issues. Students can work on collaborative projects, which may come in the form of a networked writing project, or the building of separate phases of an engineering project that enables them to receive and give instant responses.

In an elementary Piagetian classroom, concrete learning experiences, such as drawing, drama, model building and field trips that involve hands-on opportunities to see, hear, touch, taste, and smell are essential. These early activities and the use of tangible manipulative and visual aids serve as building blocks for more sophisticated tasks, such as reading comprehension.

Being aware of the Constructivism theory by Jean Piaget, the research team will back up one of the Approaches that English teachers apply to enhance the oral proficiency which is the Communicative Approach.

" Learning is cognitive development through social interaciotn "

Lev Vygotsky

Vygotsky (1896 - 1934) shared many of Piaget's views about child development, but he was more interested in the social aspects of learning. Vygotsky differs from discovery learning, which is also based on Piaget's ideas, in that the teacher and older children play important roles in learning. The teacher is typically active and involved. The classroom should provide variety of learning materials (including electronic) and experiences and the classroom culture provides the child with cognitive tools such as language, cultural history, and social context.

The Zone of Proximal Development is a concept for which Vygotsky is well known. It refers to the observation that children, when learning a particular task or body of information, start out by not being able to do the task. Then they can do it

with the assistance of an adult or older child mentor, and finally they can do it without assistance. The ZPD is the stage where they can do it assisted, but not alone. Thus the teacher often serves to guide a child or group of children as they encounter different learning challenges.

Vygotsky's observations led him to propose a complex relationship between language and thought. He observed egocentric speech and child monologues such as Piaget wrote about, as well as internal speech. He proposed that speech (external language) and thought have different origins within the human individual. He described thought as non-verbal, and speech as having a pre-intellectual stage, in which words are not symbols for the objects they denote, but are properties of the objects. Up to about age two, they are independent. After that thought and speech become connected. At this point, speech and thought become interdependent, and thought becomes verbal. Thus, children's monologues become internalized as internal dialog.

Vygotsky differed from Piaget in that he considered development after age 2 as, at least partially determined by language. He believed that egocentric speech serves the function of self-guidance, and eventually becomes internalized. It is only spoken aloud because the child has not yet learned how to internalize it. He found that egocentric speech decreased when the child's feeling of being understood diminished, as when there was no listener or the listener was occupied with other

matters. These ideas, while intriguing, have never been adequately researched, so it is difficult to evaluate their significance.

Vygotskian classroom

While there can be wide variation of activities and content in a Vygotskian classroom, four principles always apply:

1. Learning and development is a social, collaborative activity

2. The Zone of Proximal Development can serve as a guide for curricular and lesson planning

3. Classroom activity should be reality-based and applicable to the real world

4. Learning extends to the home and other out-of-school environments and activities and all learning situations should be related.

2.3 THE COMMUNICATIVE APPROACH

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The purpose of language (and thus the goal of the language teaching) is communication. This Approach stresses the need of teacher communicative competence as opposed to

linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning.

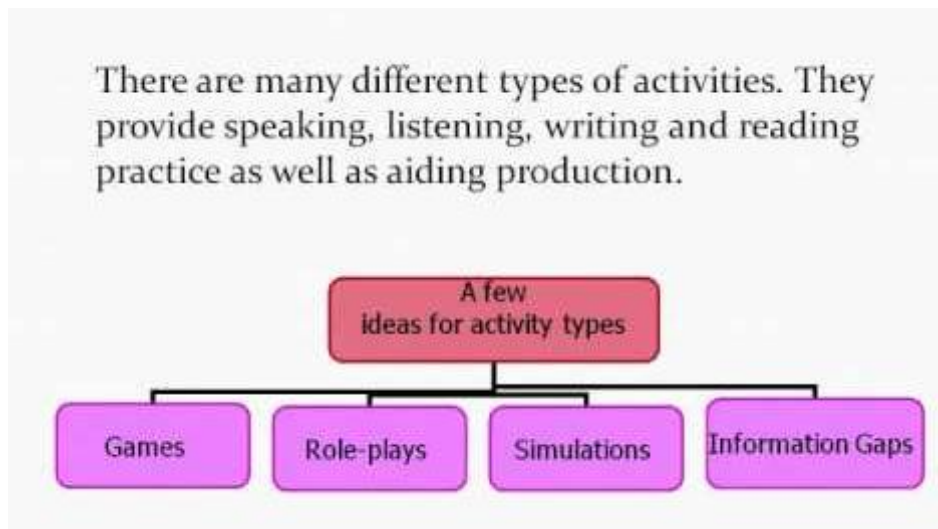**2.3.1 Some of the characteristics of the CA are listed below.**

1. Focuses on language as a medium of communication. Recognizes that all communication has a social purpose - learner has something to say or find out.

2. Communication embraces a whole spectrum of functions (e.g. seeking information/ apologizing/ expressing likes and dislikes, etc.) and notions (e.g. apologizing for being late / asking where the nearest post office is).

3. New syllabuses based on communicative method offered some communicative ability from early stage.

4. Graded Objectives in Modern Languages - movement which flourished in 1970's and 80's - raised pupils' motivation through short-term objectives and through teaching language appropriate to a range of relevant topics and situations (e.g. shopping/ hobbies/ exchanges).

5. Classroom activities maximize opportunities for learners to use target language in a communicative way for meaningful activities. Emphasis on meaning (messages

they are creating or task they are completing) rather than form (correctness of language and language structure) - as in first language acquisition.

6. Use of target language as normal medium for classroom management and instruction - reflects naturalistic language acquisition.

7. Communicative Approach is much more pupil-orientated, because dictated by pupils' needs and interests.

8. Classroom should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays/ simulations/ surveys/ projects/ play lets - all produce spontaneity and improvisation - not just repetition and drills.

There are many different types of activities. They provide speaking, listening, writing and reading practice as well as aiding production.

A few ideas for activity types

Games | Role-plays | Simulations | Information Gaps

9. More emphasis on active modes of learning, including pair work and group-work often not exploited enough by teachers fearful of noisy class.

10. Primacy of oral work emphasizes on oral and listening skill in the classroom.

11. Errors are a natural part of learning language. Learners trying their best to use the language creatively and spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive. Correction should be discreet / noted by teacher - let them talk and express themselves - form of language becomes secondary.

12. Communicative Approach is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas.

13. Grammar can still be taught, but less systematically, in traditional ways alongside more innovative approaches recognized that communication depends on grammar. Disregard of grammatical form will virtually guarantee breakdown in communication.

14. Language analysis and grammar explanation may help some learners, but extensive experience of target language helps everyone. Pupils need to hear plenty said about the topic in the foreign language at regular and recurrent intervals,

15. Communicative Approach seeks to personalize and localize language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.

16. Makes use of topical items with which pupils are already familiar in their own language - motivates pupils arouses their interest and leads to more active participation.

17. Avoid age-old texts - materials must relate to pupils' own lives / must be fresh and real (cf. Whitmarsh texts developing language but not communicative language!) Changing texts and materials regularly keeps teacher on toes and pupils interested.

18. Spontaneous and improvised practice helps to make minds more flexible and inspire confidence in coping with unforeseen, unanticipated situations. Need to 'go off at tangents' / use different registers / develop alternative ways of saying things.

19. Communicative Approach seeks to use authentic resources, more interesting and motivating. In Foreign language classroom authentic texts serve as partial substitute for community of native speaker. Newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news bulletins, discussion programs - all can be exploited in variety of ways.

20. Important not to be restricted to textbook, never feel that text-book must be used from cover to cover. Only a tool / starting-point.

2.3.2PRINCIPLES OF THE COMMUNICATIVE APPROACH TO ESL

Now the principles of the Communicative Approach will be described based on the

Principles of Language Learning, Second Edition, H, Douglas Brown, Chapter

10.Dr. H. Douglas Brown.

Principle	Application
Authentic materials are used	Teacher uses newspaper columns, job advertisements, weather reports, menus, catalogues…
One function can have many different forms	Students can communicate for a specific purpose in many ways
Students need to learn cohesion and coherence	Teacher uses activities such as scrambled sentences
Students should be given the opportunity to express their opinions	Games are useful as are activities where students must communicate and receive feedback (did the listener/reader understand?)
Errors are tolerated to a certain extent	Other students and teacher ignore errors
Encourage cooperative relationships among students; opportunity to negotiate meaning	Teacher uses strip stories; students work together to predict next picture
The social context of the communicative is essential	Teacher uses role-plays
Learning to use language forms appropriately is important	Teacher reminds student of the role they are playing or the particular situation they are in and how that impacts on the communication; teacher encourages students to develop independent learning skills
Teacher acts as advisor/facilitator	Teacher moves from group to group, offering advice and answering questions; teacher collaborates with students to select goals, content and processes
Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers	For homework, students are asked to listen to a debate on the radio or watch one on television

2.4 DEFINITION OF KEY TERMS

Approach: is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching.

Authentic materials: are print, video, and audio materials students encounter in their daily lives, such as change- of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

Communicative Approach: A set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, use not usage. In this approach, students are given tasks to accomplish using language, instead of studying the language.

Communicative competence: is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Constructivism: Teaching philosophy based on the concept that learning (cognition) is the result of 'mental construction' students constructs their own understanding by reflecting on their personal experiences, and by relating the new knowledge with what they already know.

Educational assessment: the process of documenting knowledge, skills, attitudes, and beliefs.

Feedback: is an essential part of education and training programs. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Language acquisition: is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

Linguistic competence: is the system of linguistic knowledge possessed by native speakers of a language. It is in contrast to the concept of linguistic performance, the way the language system is used in communication.

Negotiation of meaning: is a process that speakers go through to reach a clear understanding of each other; in the classroom information gap activities such as jigsaw readings or listening, group story building, spot the difference and communicative crosswords are examples of activities that give learners the opportunity to develop their communicative competence through negotiation of meaning.

Pupil: a person, usually young, who is learning under the close supervision of a teacher at school, a private tutor, or the like; student.

Role playing: is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome.

Target language: A language that a nonnative speaker is in the process of learning.

CHAPTER III

METHODOLOGY CHAPTER

3.1 RESEARCH APPROACH

Qualitative Approach

This study will be carried out by applying the Qualitative Approach. According to Jack R. Frankel from the San Francisco State University a qualitative research is a study that investigates the quality of relationships, activities, situations or materials. Then, on this study a relationship between the communicative approach principles and the students' oral proficiency is described. Also, the natural setting is the direct source of data, and the researchers are the key instruments.

Characteristics that make this study qualitative

Researchers will go to the classroom of interest to observe and collect the data and will expend a considerable amount of time observing and interviewing teachers and students as they go about their daily classes.

The data will be collected in the form of words (interviews, check list, questionnaire).

Researchers are concerned with the process as well as the product because they are interested in how things occur.

These are some main characteristic of the qualitative approach, according to Jack R. Fraenkel applied through this investigation.

3.2 TYPE OF STUDY

The Office of Human Research Protections (OHRP) defines a descriptive study as "Any study that is not truly experimental." In human research, a descriptive study can provide information about the naturally occurring health status, behavior, attitudes or other characteristics of a particular group. Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around people.

The present study is descriptive because the research team will list all the principles of the Communicative Approach that teachers are applying and the influence that those might have on the students' proficiency. Then, it will portray the relationship between the principles of the Communicative Approach that the Advanced Intensive English I teachers apply to enhance students speaking skills and the oral proficiency that students show.

Another important characteristic that this study fulfills is that this information is collected without changing the environment (i.e., nothing is manipulated).

3.3 RESEARCH DESIGN

Non-experimental.

Non-experimental research involves no administration or control of a treatment as is found in experimental research. This non-experimental research is not directed toward hypothesis testing. The aim is to describe "what exists" with respect to the variables or conditions in the situation. The variables will not be exposed to any experiment. This study will limit itself to describe the possible relation between them.

3.4 POPULATION

The population refers to all the members of this particular group (all teachers and students of the Advanced Intensive English I courses). This is the group of interest to the researchers, the group to whom the research would like to generalize the result of the study.

3.5 THE SAMPLING FRAME

The sample is any part of this population of the teachers and students on whom the information is obtained. The kind of sample used in this study is the **non-randomly sample**.

The non-random sample selected is the *Purposive Sample* since the students and researchers have some special qualifications. Some of these qualifications are:

- Taking Advanced Intensive English I courses.

- Speaking Skill is being emphasized.

- The syllabus they are studying is the same for all of them.

- They are assessed by the same way (tasks, exams, rubrics, etc.)

It will be a census since the research team will apply the instrument to all the teachers of the Advanced Intensive English I. On the students' side the total population is 113 students. To administer the questionnaire a sample of students was taken from each of the groups

From Group 1   14 students

From Group 2   16 students

From Group 3   14 students

From Group 416 students

3.6 DATA COLLECTION STAGE

3.6.1TECHNIQUES

Technique applied during the Gathering Process Collecting data implies to elaborate a detail plan of procedures that lead the researchers to gather the data with a specific purpose. Four techniques will be applied during this process: Locating and Reviewing the Literature, Content Analysis, Observation and Interviewing.

Locating and Reviewing the Literature. This literature review will help researchers to learn what others have written about the topic being studied. It also will let researchers find the result other related studies.

Content Analysis is a technique that enables researchers to study human behaviors in a direct way by analyzing communications. The reason the researchers apply this technique is to obtain descriptive information about the relation between the Communicative Approach Principles and the Students´ Oral Proficiency, to analyze observational and interview data, and to check other findings.

Observation is also used in this investigation by observing the teachers and their students as they go about their daily class. The kind of observation is applied in this research is the *Non-participant observation*. The researchers do not participate in

the activity being observed but rather sit on the side lines and watch; they are not directly involved in the situation they are observing.

In-depth interviewing: another major technique commonly used by qualitative researchers. Fetterman, in fact, describes interviewing as the most important data collection technique a qualitative research possesses. The purpose is to find out how the students and teachers feel about the principles teachers apply to enhance their speaking skill.

The type of interview applied is the *Informal Interview*. It is much less formal than structured and semi structured interviews. They are the most common type of interview in qualitative researches. They to resemble casual conversation, pursuing the interests of both the researcher and the respondent

3.8.2 RESEARCH INSTRUMENTS

1. **Open or unrestricted questionnaire form** - calls for free response from the respondent; allows for greater depth of response. This instrument will be used for developing the *informal interview* in order to know the students' needs and how those principles help to meet or overcome these necessities regarding their oral proficiency at Advance Intensive English I. This interview will be directed to the teachers.

2. **Closed or restricted questionnaire form** - calls for a "yes" or "no" answer, short response, or item checking. This other one will be administered to the students to know what the Communicative approach principles are applied by their teachers during the daily classes.

3. **Checklist** will be used to encourage or verify that a number of specific lines of inquiry, steps, or actions are being taken, or have been taken, by a researcher. This surface in a variety of forms throughout data collection and analysis and thereafter as part of either writing or review. For example, checklists might be used by researchers during data collection as a precautionary backup so that they consistently and purposefully take note of a particular phenomenon.

3.7 DATA ANALYSIS STAGE

3.7.1 TECHNIQUES

SUMMARY TABLE

At the time to analyze the data by the teachers' interview, a summary table presents the concepts and categories. On its first column there are the most common principles, then, experts´ judgment shows the teachers' opinions; and the column named "interpretation" is the researchers' analysis.

LIKERT SCALE

Various kinds of rating scales have been developed to measure attitudes directly (i.e. the person knows their attitude is being studied). The most widely used is the Likert Scale. And that is the reason why it was used to join the collected data from the check list observation.

A Likert-type scale assumes that the strength/intensity of experience is linear, i.e. the check list, presents a frequency scale with the following characters: "never, rarely, sometimes, usually and always" that shows the regularity that the researchers observed the teachers apply the most communicative approach principles and the influence of them on their oral proficiency.

PIE GRAPHS

Circle graphs/pie charts show the component parts of the whole information about the students `questionnaires, followed by its each own analysis.

CHAPTER IV

FINDINGS AND DATA ANALYSIS

• What is the incidence of the most common Communicative Approach principles applied by teachers to enhance the students speaking skill of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015?

Summary Table

To analyze the data by the teachers' interview, a summary table presents the concepts and categories where it is presented the most common communicative approach principles. The experts' judgment shows the teachers `opinions and the interpretation column are the analysis of the researchers.

Concepts and Categories	Experts` Judgment	Interpretation
Authentic materials are used	Diane Larsen in her book states that this principle helps students to get involved in the target culture. The students are exposed to the use of idioms, jargon and phrases that native speakers use when expressing in real and daily life. That will influence as well the students fluency and pronunciation, which is one of the needs that some students have, according to one of the teachers that was interviewed. She says that one of the major students needs is the fluency. They feel afraid to talk and fear to make mistakes when talking or expressing their ideas.	Authentic material is crucial when teachers decide to use the communicative approach to teach the English class. In this research it was found that most of teachers use newspaper columns, magazines, videos, menus, catalogues, etc. while teaching the class. That means that students learn the language in a more natural way. The use of authentic material is applied by a 76% of the teachers in this course according to the students' questionnaire. Then it was confirmed by the

		researchers observation carried out in each of the groups.
One function can have many different forms	According to a teacher that was interviewed, they provide students with a variety of ways to express an idea. Students can negotiate meaning an express an idea using their own words or the way the teacher taught it. Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers. Speakers have choices in communication of *what* to say and *how* to say it. . The teacher states that she provides different options and different situations, she tries to make students feel free and that language is flexible so students can choose the best way to say something.	According to the students the 86% of the teachers provide them with many forms for the same function. For example, when students want to ask for a favor in formal way, one of the teachers provided two ways to ask for it. May I have your pen, please? Could you please lend me your pen? This example was taken from the observation to one of the class being studied.
Students need to learn cohesion and coherence	When it comes to coherence and cohesion, students answered that only a 60% of the teachers use strip stories to give you the opportunity to work together to predict next picture. These kinds of activities help students to be coherent and accurate when explaining what comes after in a sequence.	According to another teacher interviewed, they try the students to be more authentic in what they say something, even though there is not a specific way to say something.
Students should be given the opportunity to express their opinions.	Opportunities are provided, according to the teachers interviewed, through direct and open questions to be discussed in small groups. According to the observation, teachers do not precipitate when students are trying to express their ideas, sometimes teachers have to give a couple of minutes to formulate the idea. This happens usually when students fear to talk in front of the class. Sometimes, teachers use the topics from the book for students to express their perspectives about the situation presented. Other times, when the topics are not interesting, then teachers go extra mile and present a topic from real life that is associated with the topic being taught.	According to the questionnaire that the students answered, their teacher use games most of the time in class; it means that students can express their opinion practicing through the games in class. As the questionnaire shows, all the teachers provide their students with the chance to say what they think.
Errors are tolerated to certain extend	Some teachers mentioned that structural errors are corrected at the moment because they do interfere with the communication or when the student is consistently misusing a word. If not the feedback is provided later on.	The results show that the 95% of teachers correct students' errors after the students express their opinion. The way they do it is by asking students to repeat the pronunciation of a word or

		asking the whole class to say it correctly. They do it because otherwise students will continue making the same mistake if they are not corrected. One disadvantage of correcting the mistake after is that teachers tend to forget it.
The social context of the communicative is essential	Then all the teachers interviewed mention the importance of this tool in their classes, one of them states: "Role-play is one of the activities that we do in order to rely on providing students suitable opportunities for practicing the language in an environment that close to the target context."	The main way to use this principle of the Communicative approach is when teacher uses Role-plays during the class. The Role-play allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. The students of the advanced intensive English I expressed on the questionnaire that their teachers use this techniques and the check list confirms this statement through the researchers' observation; almost all the groups observed were using Role-plays designed by the teachers previously.
Teacher acts as advisor/facilitator.	When a teacher acts as advisor or facilitator moving from group to group, offering advice and answering questions and helps students out to select goals, content and processes, the students' performance could change in significant ways because of the confidence they could feel with their teachers' behavior" (interview's comment for one of the teacher in charge of the advanced intensive English I).	Analyzing the percentage that students support their teachers that they act as advisors or facilitators is meaningful with an 83% of them; they confirm this through answering the questionnaire. Then, a 50% of the teachers observed were adopting a position of an advisor or facilitator in all the observed classes and the other 50% were doing it with less frequently but anyway, all of them did it.
Encourage cooperative relationships among students; opportunity to negotiate meaning	According to some authors, students do not learn the mistakes from each other. Actually, they correct each other when speaking. In small groups, they feel more confident to speak than in front of the whole class. In cooperative work, teachers are facilitators and help students to reach the speaking goals.	All teachers organize work in small groups where students share knowledge, practice their speaking and negotiate meaning. Students feel more comfortable to ask about any doubts about vocabulary, pronunciation and idioms.

- How often the Communicative Approach principles are applied by teachers to improve the students' oral discourse?

CHECK LIST

This check list was administrated during the observation carry out by the researchers in order to find out how often the teachers apply the Communicative approach principles when teaching the class and how those influence the students' oral proficiency.

Principle	Frequency				
	Never	Rarely	Sometimes	Usually	Always
1. Teacher uses newspaper columns, magazines, videos, menus, catalogues, etc. while teaching the class.	0%	0%	25%	50%	25%
2. Teacher shows different ways to communicate the same idea, example: May I have a pen? Could I have a pen?	0%	25%	25%	50%	0%
3. Teacher uses dynamics as activities where students can communicate and receive feedback	25%	0%	25%	50%	0%
4. Teacher corrects students' oral errors while they are expressing their ideas.	75%	25%	0%	0%	0%
5. Students' errors are tolerated by the teacher to a certain extent	0%	0%	0%	25%	75%
6. Teacher uses role-plays during the class.	0%	25%	0%	75%	0%
7. Teacher acts as advisor/facilitator moving from group to group, offering advice and answering questions and helps students out to select goals, content and processes.	0%	0%	25%	25%	50%
8. Teacher present grammar deductively; by using examples and grammar in context.	25%	0%	25%	50%	0%
9. Teacher asks students to work in small groups to discuss a topic during the class.	0%	0%	25%	75%	0%
10. Speakers have choices in communication of *what* to say and *how* to say it	0%	25%	25%	50%	0%
Influence of the communicative approach principles on the students' oral skill					
11. Students look motivated to participate in all the oral activities organized by the teacher	0%	0%	25%	75%	0%
12. Students show fluency and coherence while participating in oral activities.	0%	25%	0%	75%	0%

QUESTIONNAIRE

Most of the students have similar reaction about the questions. According to the students' answer the majority of teachers provide them authentic material, dynamics, opportunities to express their own ideas, feedback etc.

1. Does your teacher use newspaper columns, magazines, videos, menus, catalogues, etc. while teaching the class?
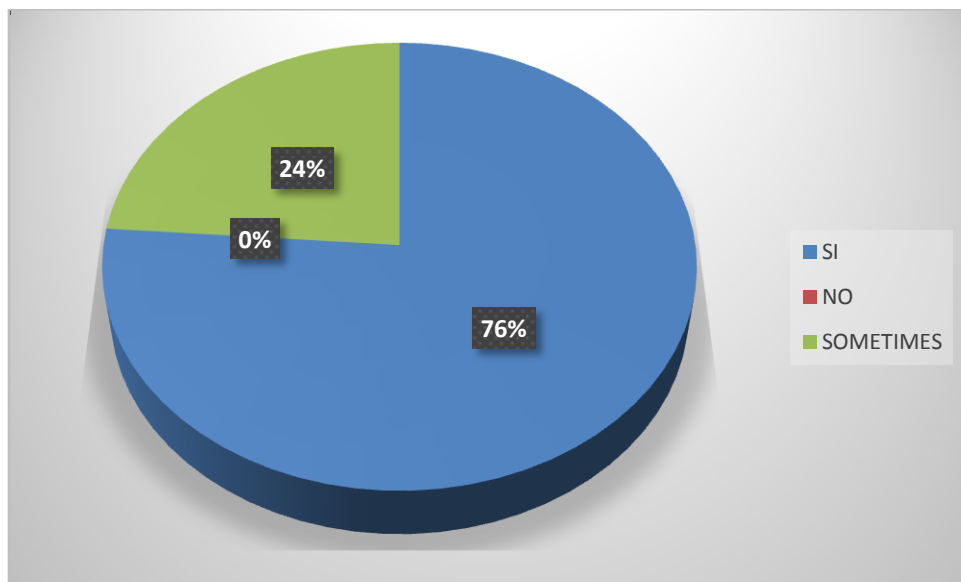
According to the students the 76% of their teachers apply authentic material during the classes. Among the authentic material they apply researchers found videos, tv news, newspaper articles. This is one of the most outstanding principles of the Communicative Approach and it helps students to get involved in a more real environment. The other 24% of students answered their teachers do not apply this principle.

2. Does your teacher show you different ways to communicate the same idea, example: May I have a pen? Could I have a pen?
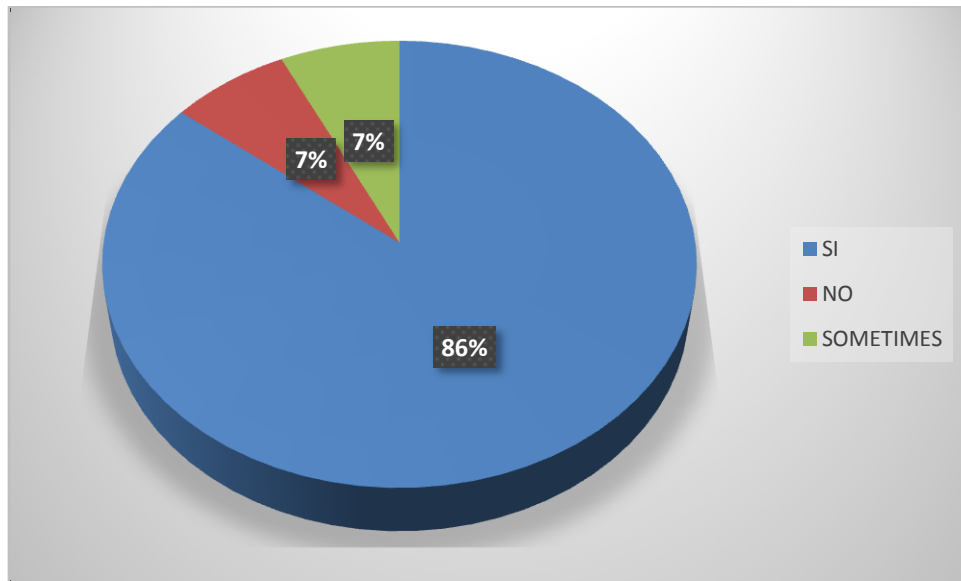

The principle of the Communicative Approach that states that one function can have many forms is applied by most of the teachers. The 86% tells or shows to their students more than one way to express the same idea according to the context. The other 14% of the interviewees state that this principle is not applied or it is applied sometimes but not in all the daily classes.

3. Does your teacher use dynamics as activities where you can communicate and receive feedback?
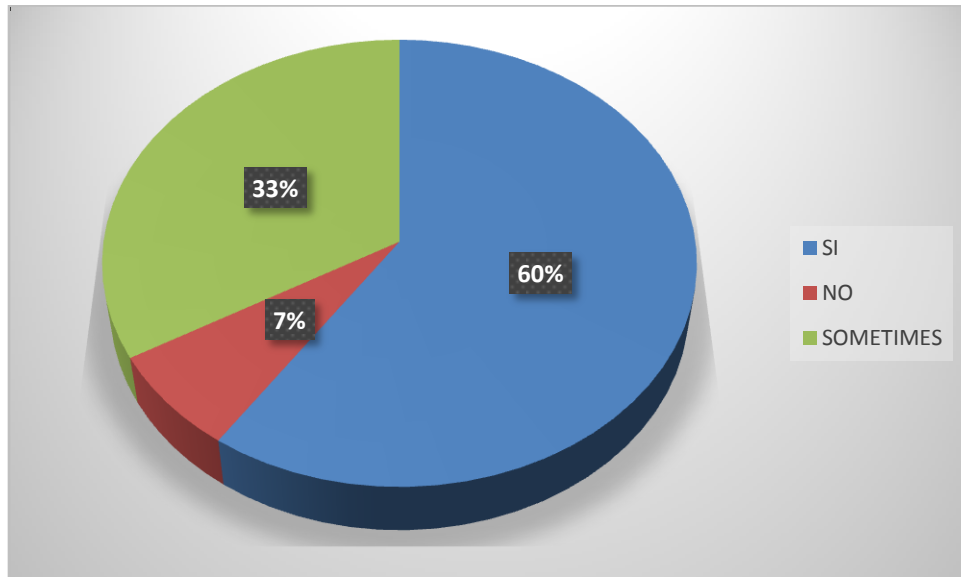

This is one of the principles of the Communicative Approach that students answered that is not applied or it is applied sometimes. The 60% of the teachers do not applied this principle and the 33% of them apply it sometimes. Only the 7% of the students believes or have been involved in games during the class. They consider teachers do not provide any game that allows them to get some feedback after the activity.

4. Does your teacher correct your oral errors after you express your ideas?
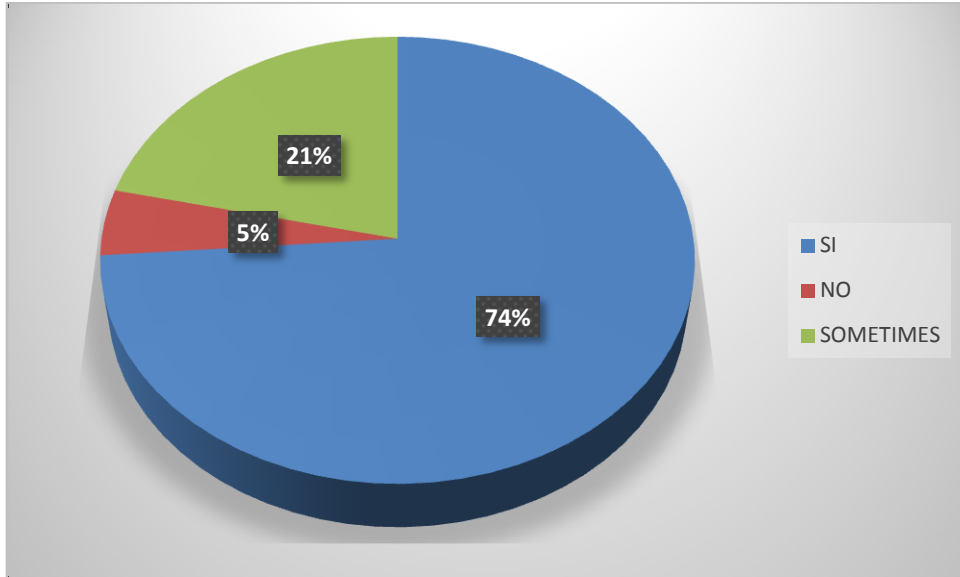
The 74% of the students say that the teacher corrects their errors after they have expressed their ideas. That means that the teachers do not interrupt their students while they are expressing themselves. The other 21% states that sometimes the teachers correct or provide feedback while they are expressing. And a 5% of the students´ errors are corrected when they are speaking or presenting. This principle of the Communicative a states that students have to speak fluently and errors must be correcting without interrupting them.

5. Does your teacher use strip stories to give you the opportunity to work together to predict next picture?
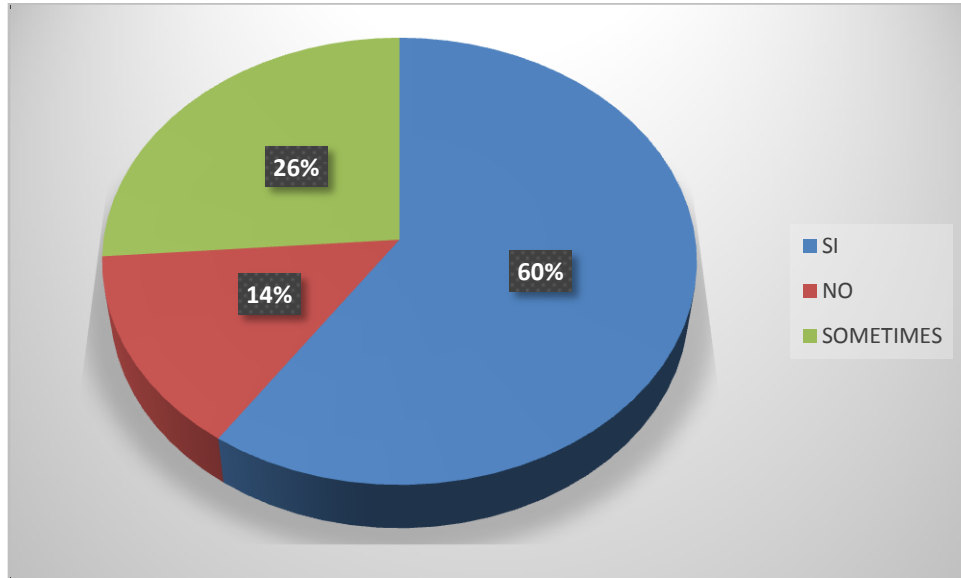
According to the students´ answers, the 60% of the teachers provide their students with trips stories (sequence) that helps students to make predictions and enhance students´ fluency. However, the 14% of the teachers do not provide this kind of activity for the students to speak as much as possible and be able to say in their own words what they think is going to happen. The rest 26% of the teachers and according to the students do it but not all the time just sometimes.

6. Does your teacher use role-plays during the class?
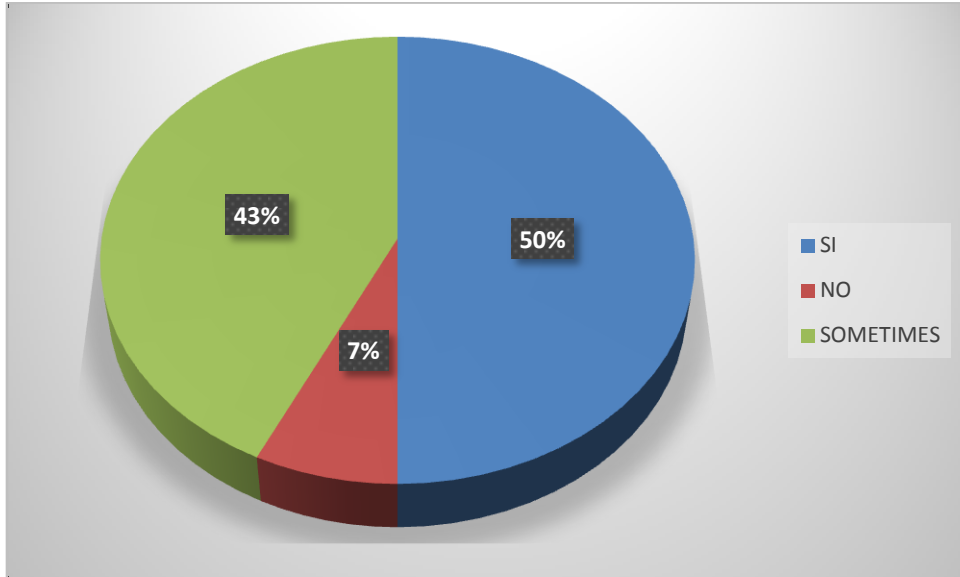
This principle is applied by half of the teachers of the Advance Intensive English Courses. The other 43% of them use this principle but sometimes. And just a 7% of them do not use it. It is important to highlight that this principle was used more frequently a couple of years ago (according to some studies carried out by students of this major.)   Role plays are characteristic of the Communicative Approach Principles.

7. Does your teacher move from group to group, offering advice and answering questions and help you out to select goals, content and processes?
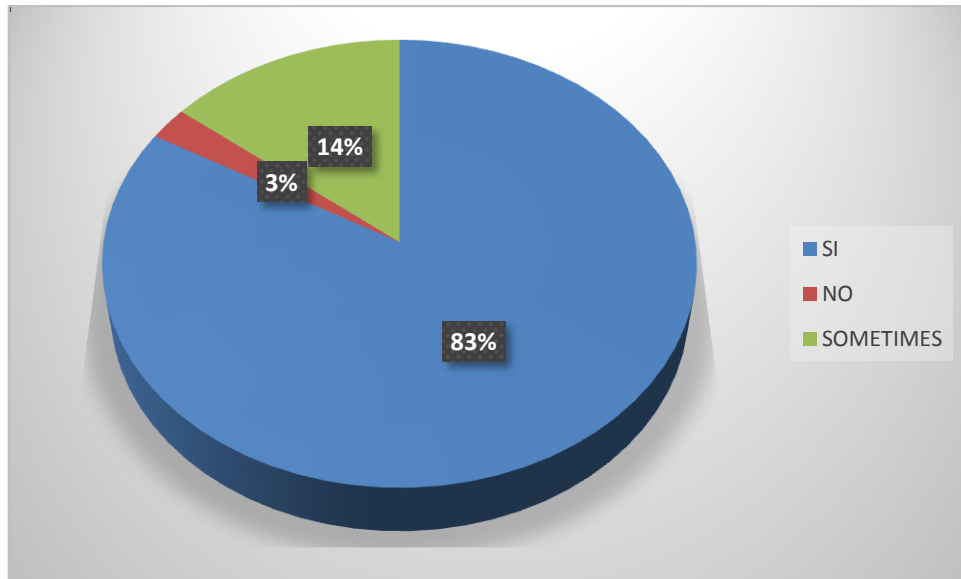
Teachers acting as facilitators is one of the principles that most of the teachers from these courses are applying. The 83% of them go around the group work offering advice and answering questions that provide a better understanding to the students to better set the goals, content and processes of the activities developed during the class. It is only the 3% of them that does not apply this principle at all. Then, the 14% use this principle sometimes.

8. Are you given enough opportunities to express your own ideas while the teacher is developing a topic?
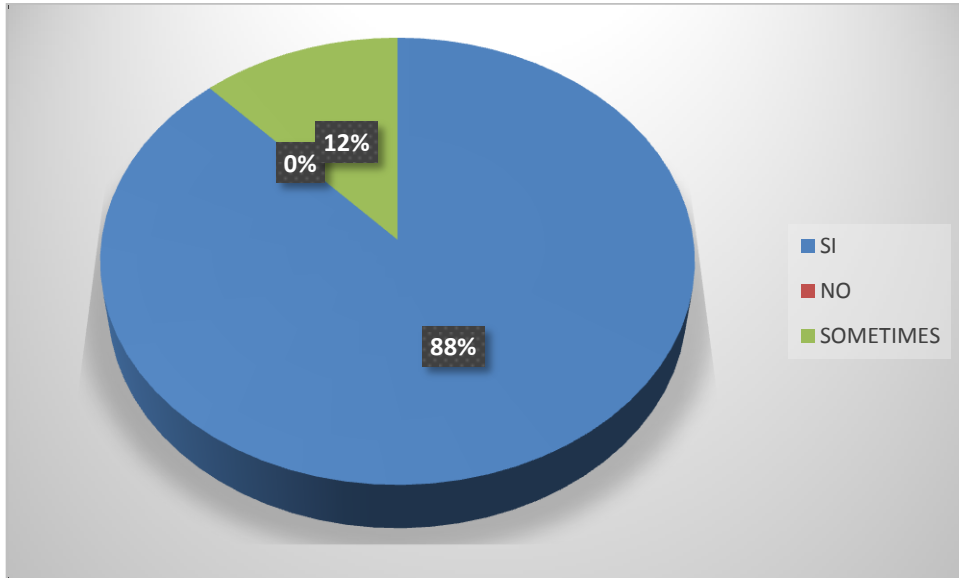
The 88% of the teachers provide the students with opportunities to say what they want and to use their own words. Students have the choice to select the way they want to say something, express their opinions and take a stand on a topic presented by the teacher. All teachers provide this opportunity to their students. Nobody said they are prohibited to say or to express their opinions about certain topics.

9.   Does your teacher present you grammar through using examples?
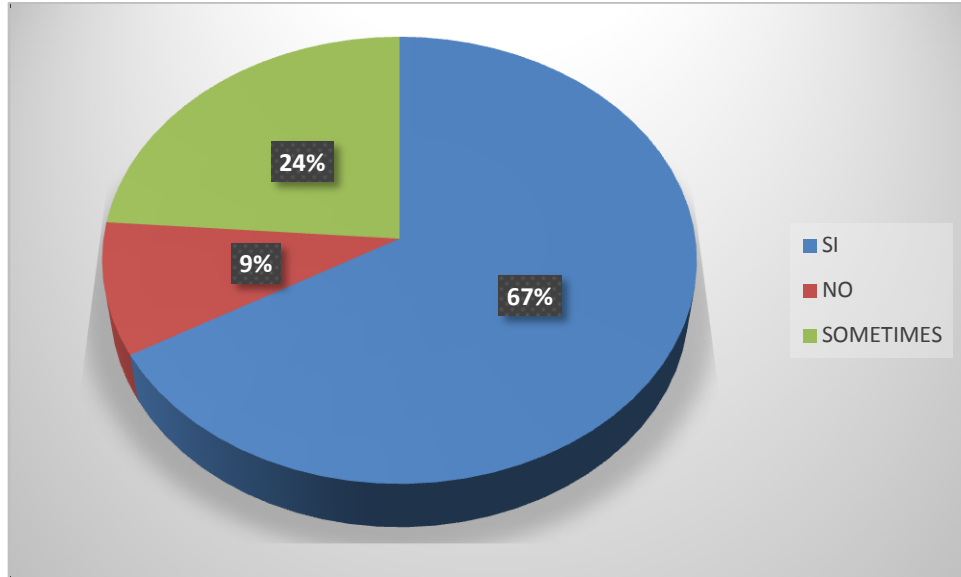
The 67% of the teachers use examples to teach grammar. That means that grammar is learned deductively. The 24% sometimes use examples and other times they teach grammar inductively. The 9% of them never use examples to teach grammar, they teach the grammar inductively all the times.

10.Does your teacher ask you to work in small groups to discuss a topic during the class?
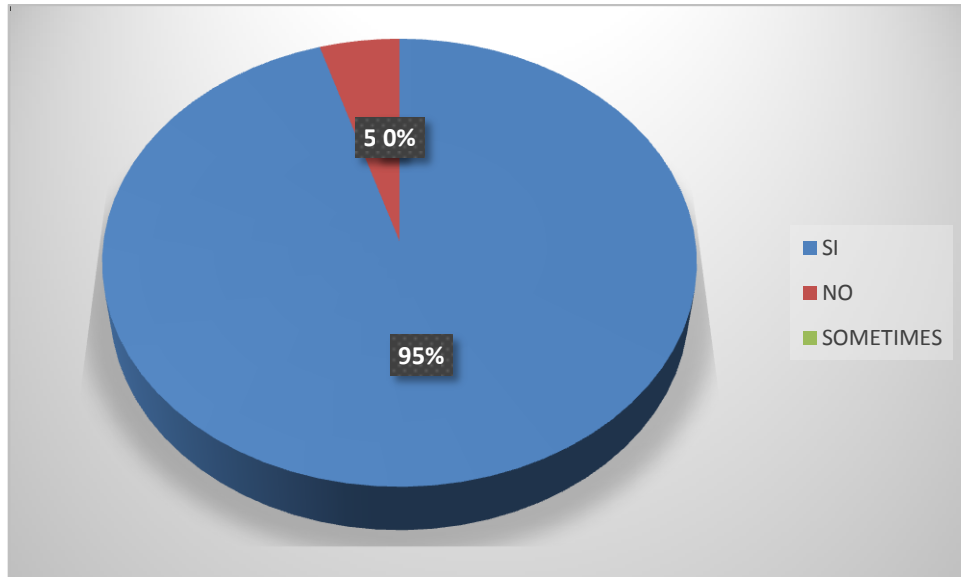
The 95% of the teachers organize work in small groups so students are provided with the opportunity to share ideas about a topic presented by the teacher. Only a 5% of the teachers do not organize small groups.

11.Do you practice your English in the oral activities proposed by your teacher?
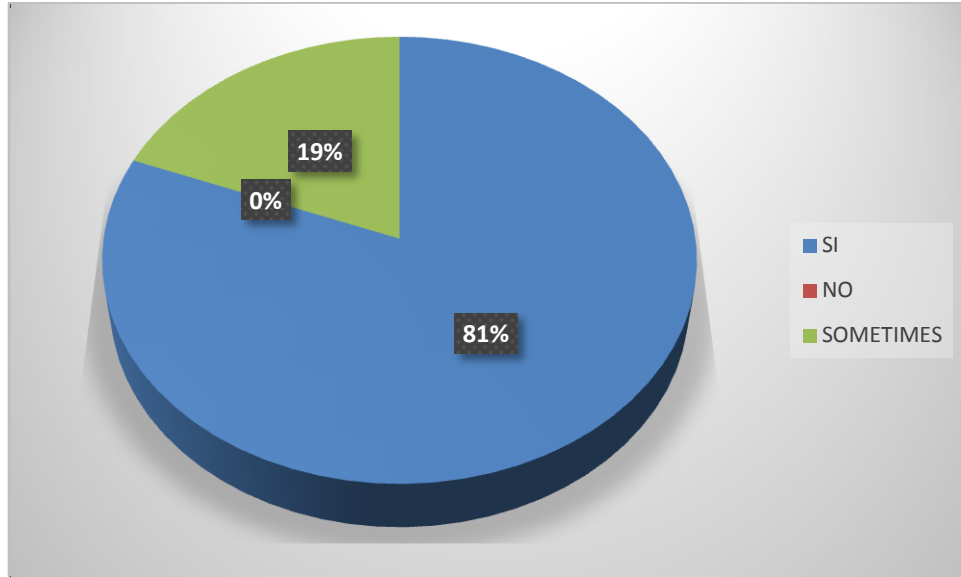
All students practice their English in activities proposed by the teachers. The 19% of the students do it sometimes but nobody answered that do not practice the speaking skill during the activities that the teacher organizes.

- What are the students' needs regarding the oral discourse in advanced English I courses taking into account the Communicative Approach principles applied by teachers?

TEACHER'S INTERVIEW

Most of the interviewed teachers point out similar responses with the questions made during the interview. And the other interviews were used in the Chapter V where the complete collected information is analyzed and also those interviews are used as references in the Chapter VI to write conclusions and recommendations.

1.   According to you, what are the students' needs in the speaking skill this level?

Students are supposed to move to make a transition from the production of words and sentences to the production of discourse. For example at this level we expect that the students when they say something; for example when they like something or dislike, they give reasons for that. I mean they have expressed their ideas at other levels but we are looking here for the students to express their ideas in a very holistic way. I mean, using discourse markers, using these transition of words, etc. That show that their level is not intermediate but advanced, or close to advanced.

2.   What is your goal as teacher when you use the communicative approach principles?

Well, the idea of these principles of the communicative approach relies on providing students suitable opportunities for practicing the language in an environment that close to the target context. So, some of the activities that we do in that order are for example: Role-Plays, conversations, front speeches, information gaps and activities that would recreate environment that they would find in the target culture.

3.   What is the nature of the student-teacher and student-student interaction in your class?

Student-teacher: I tend to be more a facilitator; I do not dictate what is going to be done. My interaction with the students is very bilateral in the sense that they know that they can approach me and they can get suggestions, etc.

    Student-student interaction, we are talking about the same level of communication among peers, so it is a very productive and I would say proactive in the sense that students tend to feel more confident when they are practicing with their peers.

4.   What areas of language are emphasized while you are teaching?

Mostly, speaking and listening, I mean, because in the class I am usually speaking and the students are listening. The largest segment of the class it is part of mine TTT (Teacher Talking Time) and passively listening in this case since to be good for developing skills farther ahead in the process. Writing and reading tend to be developed too but to a lesser extent, because part of this communication approach is

actually to help them to develop their communicative skills and we know this is something permanent that speaking is not that you will neglect writing, but speaking is used more in the context of the language.

5.   How is evaluation accomplished in your course?

We have both, summative and formative assessment types I believe in informal evaluation in the sense that you can develop a quiz with one or two specific exercises from the class and also in more that formal skill oriented evaluation such as written task, presentation, interviews or activities were students have to prepare in advance and following a series of steps to get a grade.

I particularly tend to give more percentage to communicative skills, in this case speaking and writing than the listening skills. Usually the relationship is 60 – 40, 60% of their oral competence and 40% of their writing competence.

6.   Do you prefer inductive or deductive grammar? Why?

I use both, but I prefer deductive grammar I believe that with probably children and teenagers inductive approaches are better but, you know, that does not make sense to explain in the books to people who do not have analytical capacity yet but this people which are adults or closer to adults than to teens, I believe that deductive approach is better.

7.   How do you provide opportunities for your students to express their opinions orally during the class?

Sometimes I give them direct questions, sometimes I give open questions, something that we teachers have to understand is not all the students feel comfortable speaking in front of everyone else, some students are more confident at

speaking when they are in small groups which is something that we have to emphasize I do not precipitate and this is something I have observed from mine and other practices. Sometimes you as a teacher have to wait a couple of seconds more before switching to another student.

8.   How do you respond to your students` errors when they are speaking?

It all depends if errors are structural, and by structural I mean, errors that do interfere with communication or the student is consistently misusing a word I stop the student, direct him and I have him to repeat the word again.

If the error is not interfering with the communication; what I usually do is I give some feedback at the end.

9.   How do you think the Communicative Approach Principles influence the students´ speaking skills?

I consider it influences them positively having this principles allow students to do an active participation in class, it is not a matter of having lectures in class but having student participating, having student being part of the process and having students working not individually but in groups with all the people that are part of the class so that they can interact all the time.

V CHAPTER

CONCLUSIONSAND RECOMMENDATIOS

5.1 CONCLUSIONS

➢ The Communicative Approach Principles, according to Diane Larsen in her book Techniques and Principles in Language Teaching, have an important place in the classroom when the teacher is developing an advance intensive English I class; these principles facilitate in an efficient and effective way the students speaking skill because they allow students to actively take part in class. It is not a matter of having lectures in class but having students participating, being part of the process and working not individually but in groups or in pairs with other students that they can interact each other. Also these principles provide students the opportunity to reflect and analyze in a swiftly and natural way wherewith student enhances his proficiency not only about the language but also about their thinking capacity, they become skilled thinkers and this is something that is crucial in advance intensive English I level by the fluency that they need when they process and show their ideas in the target language.

➢ The teachers of advanced intensive English I applied almost all the principles listed by Dr. H Douglas Brown, mostly teachers acting as facilitators moving from group to group, offering advices and answering questions and helping students out to select goals, content and processes. The second more used is that they never or rarely correct students' oral errors while they are expressing their ideas. The third one, teachers usually ask students to work in small groups to

discuss a topic during the class. And the fourth principle most applied is that teachers use authentic material as newspaper columns, magazines, videos, menus, catalogues, etc. Almost all of them always use this principle and some others sometimes use it. These are the four most used principles because the others they rarely use them.

➢ As this research was based in an Advance English level, students need to practice all the knowledge that they have learned in the previous courses, and during this practice they need very alike authentic, as Jean Peagets states in the Constructivism Theory, situations in order to communicate effectively connecting the target language with their real life; therefore, they also need a variety of activities and materials that can ensure their enhance in their proficiency in English.

➢ To improve the students' oral discourse in the Advance Intensive English I course, the teachers should apply the Communicative Approach principles always because these have the main tools to enhance the students spiking skill since the Communicative approach considers the learner's own personal experiences as important contributing elements to classroom learning. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

5.2 RECOMMENDATIONS

After finishing the undergraduate project, the researchers recommend the following:

5.2.1 TO THE TEACHERS

Based on the finding of this research, it is recommended for teacher to:

- ✓ Teachers should continue updating and applying the Communicative Approach Principles since these enhance and improve the students' speaking skill, according to the findings.

- ✓ Some principles are rarely used, and since these help to meet the students' needs, they should be applied frequently.

- ✓ Teachers need to carry on encourage the students to participate in the speaking activities that they organize during the class.

- ✓ Teachers should take into account the types of students they have because some teachers focus only on rules and writing exercises on the board (deductive approach) and some students are not good at writing but practicing orally

5.2.2 TO THE STUDENTS

The following recommendations are offered to students taking the Advanced Intensive English I:

- ✓ Students should take advantage of the oral activities that the students organize to practice oral language.

- ✓ Students better share with their classmate and work in small groups to feel free to express their ideas and make and correct mistakes.

- ✓ Students should get the feedback from their teachers and get benefit from it. Improve the areas that teachers suggested by applying the corrections and advice.

5.2.3 TO THE FOREIGN LANGUAGE DEPARTMENT

- ✓ The Foreign Language Department should provide teachers with the tools and material needed to apply some of the Communicative Approach Principles: for example, equipment that helps to use authentic material.

- ✓ Foreign language department should train teachers about the principles of the Communicative Approach and how those should apply them to reach a successful development of the speaking skill.

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ANNEXES

This check list will be filled in through the observation of the teachers who are in charge of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015 in order to accomplish one of the specific objectives on the research topic **"An insight on the most common Communicative Approach principles applied by teachers to enhance the students speaking skill of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015".**

Objectives: -To identify how often the Communicative Approach principles are applied by teachers to improve the students' oral discourse.

Advance Intensive English I. Group:_____.

Directions: Check how frequently teachers in charge of the Advanced Intensive English I apply the following Communicative Approach principles when teaching their class and to identify the oral proficiency of the students while teachers are applying these principles.

Principles of Language Learning, Second Edition, H, Douglas Brown, Chapter 10.Dr. H. Douglas Brown.

Principle	Frequency				
	Never	Rarely	Sometimes	Usually	Always
13.Teacher uses newspaper columns, magazines, videos, menus, catalogues, etc. while teaching the class.					
14.Teacher shows different ways to communicate the same idea, example: May I have a pen? Could I have a pen?					
15. Teacher uses dynamics as activities where students can communicate and receive feedback					
16. Teacher corrects students' oral errors while they are expressing their ideas.					
17. Students' errors are tolerated by the teacher to a certain extent					
18. Teacher uses role-plays during the class.					
19. Teacher acts as advisor/facilitator moving					

from group to group, offering advice and answering questions and helps students out to select goals, content and processes					
20. Teacher present grammar deductively; by using examples and grammar in context.					
21. Teacher asks students to work in small groups to discuss a topic during the class.					
22. Speakers have choices in communication of *what* to say and *how* to say it					
Influence of the communicative approach principles on the students' oral skill					
23. Students look motivated to participate in all the oral activities organized by the teacher					
24. Students show fluency and coherence while participating in oral activities.					

Comments by the researcher

_____
_____
_____
_____
_____
_____.

This interview is addressed to teachers who are in charge of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015in order to accomplish one of the specific objectives on the research topic **"An insight on the most common Communicative Approach principles applied by teachers to enhance the students speaking skill of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015"**

Objective:•To describe the students' needs regarding the oral discourse in advanced English I courses taking into account the Communicative Approach principles applied by teachers

1.According to you, what are the students' needs in the speaking skill in this level?

2.What is your goal as teacher when you use the communicative approach principles?

3.What is the nature of the student-teacher and student-student interaction in your class?

4.What areas of language are emphasized while you are teaching?

5.How is evaluation accomplished in your course?

6.Do you prefer inductive or deductive grammar? Why?

7.How do you provide opportunities for your students to express their opinions orally during the class?

8. How do you respond to your students` errors when they are speaking?

9.How do you think the Communicative Approach Principles influence the students´ speaking skills?

This questionnaire is addressed to students of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015 in order to accomplish one of the specific objectives on the research topic **"An insight on the most common Communicative Approach principles applied by teachers to enhance the students speaking skill of the Advanced Intensive English I of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department, University Of El Salvador, year 2015"**

Objective: To list the most common Communicative Approach Principles are applied by Advanced Intensive English teachers.

Instructions: *Respond to each question below by checking* ☑ *"YES" if the answer is "Yes", or "NO" if the answer is "No". Please note that your responses to these questions are strictly anonymous.*

1. Does your teacher use newspaper columns, magazines, videos, menus, catalogues while teaching the class?

☐ YES ☐ NO ☐ SOMETIMES

2. Does your teacher show you different ways to communicate the same idea? Example: May I have a pen? Could I have a pen?

☐ YES ☐ NO ☐ SOMETIMES

3. Does your teacher use dynamics as activities where you can communicate and receive feedback?

☐ YES ☐ NO ☐ SOMETIMES

4. Does your teacher correct your oral errors while you are expressing your ideas?

☐ YES ☐ NO ☐ SOMETIMES

5. Does your teacher use strip stories to give you the opportunity to work together to predict next picture?

☐ YES ☐ NO ☐ SOMETIMES

6. Does your teacher use role-plays during the class?

☐ YES ☐ NO ☐ SOMETIMES

7. Does your teacher move from group to group, offering advice and answering questions and help you out to select goals, content and processes?

☐ YES ☐ NO ☐ SOMETIMES

8. Are you given enough opportunities to express your own ideas while the teacher is developing a topic?

☐ YES ☐ NO ☐ SOMETIMES

9. Does your teacher present you grammar through using examples?

☐ YES ☐ NO ☐ SOMETIMES

10. Does your teacher ask you to work in small groups to discuss a topic during the class?

☐ YES ☐ NO ☐ SOMETIMES

11. Do you practice your English in the oral activities proposed by your teacher?

☐ YES ☐ NO ☐ SOMETIMES

TEACHER'S INTERVIEW

Most of the interviewed teachers point out similar responses with the questions made during the interview. And the other interviews were used in the Chapter V where the complete collected information is analyzed and also those interviews are used as references in the Chapter VI to write conclusions and recommendations.

3.   According to you, what are the students' needs in the speaking skill this level?

Students are supposed to move to make a transition from the production of words and sentences to the production of discourse. For example at this level we expect that the students when they say something; for example when they like something or dislike, they give reasons for that. I mean they have expressed their ideas at other levels but we are looking here for the students to express their ideas in a very holistic way. I mean, using discourse markers, using these transition of words, etc. That show that their level is not intermediate but advanced, or close to advanced.

4.   What is your goal as teacher when you use the communicative approach principles?

Well, the idea of these principles of the communicative approach relies on providing students suitable opportunities for practicing the language in an environment that close to the target context. So, some of the activities that we do in

that order are for example: Role-Plays, conversations, front speeches, information gaps and activities that would recreate environment that they would find in the target culture.

3.   What is the nature of the student-teacher and student-student interaction in your class?

Student-teacher: I tend to be more a facilitator; I do not dictate what is going to be done. My interaction with the students is very bilateral in the sense that they know that they can approach me and they can get suggestions, etc.

Student-student interaction, we are talking about the same level of communication among peers, so it is a very productive and I would say proactive in the sense that students tend to feel more confident when they are practicing with their peers.

4.   What areas of language are emphasized while you are teaching?

Mostly, speaking and listening, I mean, because in the class I am usually speaking and the students are listening. The largest segment of the class it is part of mine TTT (Teacher Talking Time) and passively listening in this case since to be good for developing skills farther ahead in the process. Writing and reading tend to be developed too but to a lesser extent, because part of this communication approach is

actually to help them to develop their communicative skills and we know this is something permanent that speaking is not that you will neglect writing, but speaking is used more in the context of the language.

5.   How is evaluation accomplished in your course?

We have both, summative and formative assessment types I believe in informal evaluation in the sense that you can develop a quiz with one or two specific exercises from the class and also in more that formal skill oriented evaluation such as written task, presentation, interviews or activities were students have to prepare in advance and following a series of steps to get a grade.

I particularly tend to give more percentage to communicative skills, in this case speaking and writing than the listening skills. Usually the relationship is 60 – 40, 60% of their oral competence and 40% of their writing competence.

6.   Do you prefer inductive or deductive grammar? Why?

I use both, but I prefer deductive grammar I believe that with probably children and teenagers inductive approaches are better but, you know, that does not make sense to explain in the books to people who do not have analytical capacity yet but this people which are adults or closer to adults than to teens, I believe that deductive approach is better.

7.   How do you provide opportunities for your students to express their opinions orally during the class?

Sometimes I give them direct questions, sometimes I give open questions, something that we teachers have to understand is not all the students feel comfortable speaking in front of everyone else, some students are more confident at speaking when they are in small groups which is something that we have to emphasize I do not precipitate and this is something I have observed from mine and other practices. Sometimes you as a teacher have to wait a couple of seconds more before switching to another student.

8.   How do you respond to your students` errors when they are speaking?

It all depends if errors are structural, and by structural I mean, errors that do interfere with communication or the student is consistently misusing a word I stop the student, direct him and I have him to repeat the word again.

If the error is not interfering with the communication; what I usually do is I give some feedback at the end.

9.   How do you think the Communicative Approach Principles influence the students´ speaking skills?

I consider it influences them positively having this principles allow students to do an active participation in class, it is not a matter of having lectures in class but having student participating, having student being part of the process and having students working not individually but in groups with all the people that are part of the class so that they can interact all the time.