

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



**“THE IMPACT OF THE COMMUNICATIVE APPROACH ON THE TEACHING-
LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO
STUDENTS FROM SECOND YEAR OF GENERAL HIGH SCHOOL AT
INSTITUTO NACIONAL ALBERT CAMUS, IN SAN SALVADOR, FROM
JANUARY TO JUNE 2016.”**

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IN ENGLISH WITH EMPHASIS IN TEACHING

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I. STATEMENT OF THE PROBLEM

A. Historical framework

- **Brief description of English teaching methods and approaches.**

The following describes briefly the approaches, principles, and methods as they have been developed through history. Approach is defined as a set of assumptions or philosophy concerning a language, it provides a point of view of the nature of language teaching and learning. Principle is a basic truth or theory: an idea that forms the basis of something. Method is the “how” the teaching is to be conducted; it is the realization of an approach. Grammar translation method is a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities, its main goal is to be able to read literature in target language to learn grammar structures and vocabulary. This method is derived from traditional approaches to the teaching of Latin and Greek in the early 1500s. Some activities include translating literary passages from one language to another, memorizing grammar rules and learn by heart language equivalents to target language vocabulary. Some characteristics include: the meticulous analysis of target language and grammar, students are taught list of separated word and not into context and the class is mostly teacher-centered. Another method: The Direct had its origins in Germany and France around 1900 and contrasts with the grammar–translation method. The main goal is to communicate in the target language by thinking in the target language. The Direct Method was born as a reaction against the Grammar Translation Method GTM. It allows students to comprehend meaning directly from the target language context since translation is not necessary. Grammar is not taught, it is acquired unconsciously through practical use. A third method, the Audio –Lingual Method (Aura-Oral Approach) was based

on the belief of learning through acquisition of patterns. Its main goal is to use the target language communicatively, over learn it to then produce it automatically as a habit, without over thinking until it becomes native language habits. It was highly developed by B.F. Skinner (Diane Larsen, Freeman, 2000). As the learner repeats patterns until he or she is able to produce them spontaneously: the student can replace some of the words to make new sentences. The teacher always controls this behavior, provides models and reinforces correct responses. A fourth method, The Total Physical Response or TPR was developed by James Asher, cited in Richards & Rodgers 2001, p. 76. Students are able to get in contact with a relaxed, motivated, enjoyable learning experience that minimizes stress that might affect while learning a foreign language.

The teacher gives a command and students are asked to follow the instruction given by responding physically, thus language is matched with a physical action. The teacher does not force learners to speak before they are ready and comprehend the target language. This method is most used with basic levels through simple commands. Finally, the Communicative Approach or Communicative Language Teaching was a reaction against Grammar Translation Method GTM and Audio- Lingual Method and its main goal is to become learners communicatively competent, cited in Richards, Jack C.; Rodgers, Theodore S. (2001). Also, allow students' ability to use language appropriately within a real life context. The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. Gattegno's name is well known for his revival of interest in the use of colored wooden sticks. The Silent Way represents Gattegno's venture into the field of foreign language teaching. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts

and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs. (Cuisenaire rods were first developed by Georges Cuisenaire, a European educator who used them for the teaching of math. Gattegno had observed Cuisenaire and this gave him the idea for their use in~ language teaching.) (Richards, J.C. & T.S. Rodgers, (1987). *The Silent Way*.

- **Development**

The origins of the Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. The approach has emerged both in linguistics and in language teaching as a “reaction against the view of language as a set of structures” (Brumfit and Johnson 3). Formerly, linguistics was concerned mainly with the structure of a language, and as language teaching is closely connected to contemporary linguistic view, language teachers were mainly interested in grammatical correctness. In other words, “the form” rather than “the meaning” has dominated the teaching“(Brumfit and Johnson 2 year). Eventually, it was found that the knowledge of grammar rules itself does not enable students to use the language for communicative purposes sufficiently. Communication does not imply just composing correct sentences but using them “to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, give orders” (Widdowson in Brumfit and Johnson 118). As a result of this discovery, a “reaction towards a view of language as communication, a view in which meaning and the uses to which language is put play a central part” (Brumfit and Johnson 3) has developed.

The communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching

methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

B. Description of the problem

English classes are basically based on grammar and translation methods rather than emphasis on spoken English, most of the students on public schools are able to read and understand written English. However, they have problem communicating their ideas.

The present research attempts to help students from second year of General High School at Instituto General Albert Camus (INAC) with the implementing of the Communicative Approach in their English classes.

This research is important because students from Second year of General High school will develop communicative skills and therefore they will improve their spoken English. It is well-known that students from INAC have deficient or null communicative skills, since they may not receive the appropriate method, technique or learning strategies to develop their speaking abilities.

It is also known that teachers due to different reasons such as: large classes, not enough time to develop their classes, misbehaving students, their own convenience etc., may prefer to use approaches and methods where they are the center of the class and limiting students to produce written English instead of developing the Communicative Approach.

As a conclusion, the researchers attempt to demonstrate the usefulness of the Communicative Approach in the teaching-learning process of English as a Foreign Language implemented to students from second year of General School at Instituto Nacional Albert Camus.

C. Objectives

GENERAL OBJECTIVE:

To assess the implementation of the Communicative Approach to English classes of second year General high school students at Instituto Nacional Albert Camus.

SPECIFIC OBJECTIVES:

- To measure the impact of the Communicative Approach in students from second year of General High School at Instituto Nacional Albert Camus.

- To Apply the Communicative Approach to students from second year of General High School at Instituto Nacional Albert Camus.

- To observe the English classes environment prior the treatment phase in order to gather information about the methodology on the teaching learning process used by teachers from second year of high school at Instituto Nacional Albert Camus

D. Research questions

- Is the implementation of the Communicative Approach useful in the teaching-learning process of English as a Foreign Language to students from second year of General High School at Instituto Nacional Alberto Camus?

- Will the students' proficiency level in the English language be influenced after the implementation of the Communicative Approach?

- Are students more motivated with English classes with the implementation of the Communicative Approach than a traditional teaching method?

E. Rationale

The purpose of this research project is to measure the impact on the students from second year of General High School of the implementation of the Communicative Approach. The research team expects to demonstrate that Communicative Approach will be helpful on the students' proficiency level. The research team wants to provide opportunities in the classroom for their students to engage in real-life communication in the target language. The real-life simulations will change from day to day. Since students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics by developing students communicative skills. Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning. "Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning" (Larsen-Freeman, 1986). In the classroom, the teacher is the source of information. And this communication is under control rather than free. In this case, the purpose of a teacher is to transform the communication with students to a pleasant, attractive and emotional lesson. In this way, learners will improve their linguistics abilities such as; listening comprehension and speaking with the current 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. Based on that idea, the implementation of Communicative Approach will avoid the old fashioned approaches based

basically on letting students translate complex newspaper editorials instead of taking advantage of different communicative methods. Besides that, teachers will build up and encourage students to have an active participation in the teaching-learning process.

F. Delimitation of the problem

- Social delimitation: The communicative approach will be implemented with young learners, students between 15 and 17 years old, from second year of High School.
- Space delimitation: the research will take place at “Instituto Nacional Albert Camus” located at Calle san Antonio Abad #1467, San Salvador.
- Time delimitation: the research will be developed Saturdays from 8:00 am to 12:00 pm until complete 60 hours, starting in February and finishing in May, 2016.
- Focus: to measure the impact of the implementation of the Communicative Approach to students from second year of high school at INAC

II. THEORETICAL FRAMEWORK

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 main goal of the Communicative Approach is to have learners to communicate in the target language. It is important for students to be able to know rules about the language but most important to use the language. While using the Communicative Approach, students must be able to negotiate with meaning, because it is insufficient for them to simply know about form, meaning and functions.

The language areas and skills emphasized in the Communicative Approach are the functions over the form and meaning. Lessons are more learner-centered, and there may be use of authentic materials instead of focusing on linguistic theory, it will characterize the abstract abilities speakers possess and enable them to produce grammatically correct sentences in a language. Teachers will engage the learner in meaningful and authentic language use rather than merely mechanical practice of language patterns. The communication process includes also the negotiation of meaning or the process speakers go through to reach a clear understanding of each other. That is the basis of the Communicative Approach.

Characteristics of the Communicative Approach

The most obvious characteristic of the Communicative Approach is that almost everything is done with a communicative intent. In communication, the learner must have the option to decide what to say and how to say. If the exercise does not allow the learner to speak freely

and controls the responses, real communication does not occur. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. It is Important to give learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons. Communicative Approach it places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions

The Communicative Approach emphasizes more on active modes of learning such as pair work and group-work. Small groups of interaction maximize the time given to each student for learning to negotiate meaning, or emphasis on oral and listening skills in the classroom, not just hearing teacher, but having personal contact themselves with language, practicing sounds themselves, per mutating sentence patterns and getting chance to make mistakes and learn from doing so, and making language more fluid and pupils' manipulation of language more fluent. It makes use of typical items with which pupils are already familiar in their own language. Also, it motivates pupils arouse their interest and leads to more active participation. Besides, the teacher should avoid age-old texts, materials must relate to pupils' own lives, be fresh and real, and even slang. It is important to change towards authentic materials.

The Communicative Approach seeks to use authentic resources or materials. It gives students the opportunity to develop strategies for understanding language as it is actually used by native speakers. This will become more interesting and motivating for learners. 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, all can be exploited in variety of ways. The Communicative Approach is much more learner-orientated, because it is adapted by students' needs and interests.

Communicative Language Teaching

Communicative Language Teaching is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not on the language structure. In this approach, students are given tasks to accomplish using language instead of studying the language. The syllabus is based primarily on:

- Authentic materials: the teacher uses newspaper columns, job advertisements, weather reports, menus, catalogues, etc.
- One function can have many different forms. Students can communicate for a specific purpose in many ways.
- Students need to learn cohesion and coherence. Teachers use 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 when teacher uses role-plays.

Learning to use language forms appropriately is important. Teachers remind 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.

- Speakers have choices in communication of what to say and how to say it. Students and teacher suggest alternative forms that could be used.
- 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.

Basic Principles for Teachers

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning. Also, the teacher's main role is a facilitator and monitor rather than a leader in the class, "the guide by the side" and not "the sage on the stage". The teacher acts as advisor/facilitator. The teacher moves from group to group, offering advice and answering questions; the teacher collaborates with students to select goals, content and processes; sometimes the teacher is a co-communicator who establishes situations that prompt communication among students. Lessons are usually topic or theme based, with the target grammar "hidden" in the context e.g. a job interview. And lessons are built round situations/functions practical and authentic in the real world e.g. asking for information, complaining, apologizing, job interviews, telephoning. The activities set by the teacher have relevance and purpose to real life situations - students can see the direct benefit of learning. The teacher emphasizes on engaging learners in more useful and authentic language rather than repetitive phrases or grammar patterns and emphasizes on communication and meaning rather than accuracy. Being understood takes precedence over correct grammar.

Furthermore, the use of songs and games is encouraged, and this provides a natural environment to promote language and enhance correct pronunciation. And the feedback and correction are usually given by the teacher after tasks have been completed, rather than at the point of error, thus interrupting the flow. Errors on form are tolerated and are seen as natural outcome of the development of communicative skills. Students can have limited linguistic knowledge and still be successful communicators. The teacher evaluates accuracy and fluency, a learner who uses vocabulary and grammar structures not always is the best communicator. The teacher may evaluate student's performance by using a communicative test. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.

Basic Principles for Learners

Communicative teaching is becoming increasingly a clear feature that is changing the way the language is taught. The teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship: Learners are encouraged to speak and communicate from day one, they are motivated to practice the target language a number of times, slowly building on accuracy. Students interact with each other in pairs or groups, to encourage a flow of language and maximize the percentage of talking time, rather than just teacher to student. Also, learners are corrected at the end of an activity so as not to interrupt their thought process.

Communicative Approach Techniques

Language learning is a hard task that can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are

invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivated since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation

Scrambled sentences

Every language is assumed to have a basic word order which is fundamental to its sentence structure, so languages which exhibit a wide variety of different orders are said to have "scrambled" them from their "normal" word order. The students are given a text in which the sentences are in a scrambled order. The students need to put in the correct order. This type of exercises teaches students about the cohesion and coherence properties of language.

Language games

Activities need to be designed to focus on completing tasks and negotiating and sharing of information:

1. showing out of focus slides which students attempt to identify
2. providing incomplete plans and diagrams which students have to complete by asking for information
3. places a screen between students and gets one to place objects in a certain pattern, this pattern is then communicated to students behind the screen
4. Develop jigsaw listening where students listen to different taped material then communicate their content to others in the class

Most of these activities involve providing information to some and withholding it from others

Pictures strip stories

By providing situations and opportunities for real communication in realistic ways through spontaneity and improvisations. For example: a sequence of drawings telling a story in a newspaper or comic book.

Role-plays

Giving students an opportunity to practice communication in different social contexts and in different social roles. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to" as cited in "Foreign Language Study"

Role-plays are helpful to motivate students to speak English; the creative aspect of the exercise will make it seem more like play than like work. Also, the pressure to solve a problem or to resolve a conflict for their character can motivate a student far more than the sort of pressure that they usually face preparing for an exam, and it is far more typical of the pressure that will be on them in real life. It can also be said that, role-playing exercises are particularly useful in courses for non-majors to emphasize the intersection between science and daily life.

Role-playing takes students to real-world environment and it develops their speaking skills. Students need to understand the needs and perspectives of the people around them to get through life, and to understand themselves. Role-playing exercises can be used to develop skills important inside and outside of science: the kind of skills needed to make learned

information useful in the real world. Many of these are very difficult to teach using more traditional methods of instruction: self-awareness, problem solving, communication, initiative, teamwork.

Task completion activities

These types of activities help students to learn English as foreign language efficiently since they are encouraged to use the target language in order to accomplish simple activities of completion. According to Jane Willis (1996) task is an activity “where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome”.

Task completion activities have certain features such as the following described:

- Task is a work plan; it involves a primary focus on meaning. With great emphasis on speaking.
- Task engages cognitive processes like: selecting, classifying, ordering, evaluating, information in order to carry out the task.
- Task assessment is in terms of outcomes.

A task based activity design has three phases; those phases together can provide excellent benefits for students and teachers as well. For students, since they become autonomous and teachers become facilitators.

Those phases are also divided into sub-phases that are described as follows:

Pre-task phase: the main purpose of this phase is to prepare the students perform the activity so they can get language acquisition during the pre-task activity, the teacher shows the activity to be done, and provide useful vocabulary that will help the learner to recall information given by the teacher. Teacher will help them to practice as many times as possible. Depending on the type of activities, the facilitator can divide the class into

groups, trios or pairs.

According to Skehan (1996) the pre-task phase has two emphasis: Emphasis on the cognitive demands of the task and Emphasis on the linguistic areas.

Both emphases can be transformed into procedures by applying the following actions:

- Teacher can support the learners to perform a similar task that will be taken as a model to follow, so the students will observe how to do it during the task.
- Engage students into non-task that will help them to perform the task in the “during task” phase.

The during task phase: this phase the teacher prepares the students to work in the task completion activity, introduction the activity allows the learners to communicate in English with others. Teacher goes around each group, pair or trio to help them out to accomplish the task, providing explanations as required. When time is up, students must listen carefully to others classmates this will help them to develop listening and comprehension, that later on will be essential for speaking purposes.

This strategy has two emphases on the process. The first emphasis is on time frame to perform the task: Working under time pressure, if the goal is to develop the accuracy. With this option, teacher sets a time limit. With this action the learners are forced produce English, obtaining accuracy in the task by doing it. On the other hand, learners working without time limit if the goal of the activity is to focus on the natural English production. This option allows learners to take their time to accomplish the time. This is very beneficial since students have more opportunity to practice the words in the target language in order to reach the task purpose.

The second emphasis is the surprise factor into the task. An example of this is to provide an

extra activity that is very similar to the one already done in the during- task phase. This has a pedagogic value since it allows students to deal with surprises or not estimated activities they have to accomplish, increasing their intention to talk.

The after task phase: This final phase has two main objectives:

- It allows repeating the performance done in the task; the power of repetition is great. As a matter of fact, when learners repeat a task they have done before, it becomes easy to do it again. Equally complexity increases; students can express themselves to gain fluency.
- Students can check the student's level of learning by giving the students the opportunity to reinforce their knowledge. For example, after a main task the teacher can request students to draw a picture about the task done previously. This will help students to realize what they are capable to do.

Students are able to carry out the second performance publicly, teachers can encourage them to use their own style and own resources. The after task phase encourage to develop a reflex ion on “how” of a task performance. By asking the learner to give a report on how they did the activity assigned, what they learned, what they discovered, what part they found the most difficult to do, etc. This permits teachers to realize how their students began to learn. Also, teachers can invite their students to improve themselves by using their own learning strategies.

To conclude this, the after task phase is very important since teachers can decide whether to use or not to use a certain activity or the same activity twice.

Information gap activities

The Information Gap is a kind of structured output activity. These are like completing a

task by obtaining missing information, conveying telephone message, and expressing an opinion. It sets up practicing on specific items of language. It is more like drills than real communication, as Penny Ur (1996) suggest, the activities and tasks based on the information-gap principle make students participate actively in the process of learning. This will result in increasing students' motivation to learn English much more enthusiastically. Students have to interact in order to share their information, in other words to 'bridge the gap' between them. Good speaking exercises have either an information gap or opinion gap

- **Information gap:** the students cannot complete the exercise until they get the information which a partner has.
- **Opinion gap:** one of the students does not know what the other thinks, so he or she has to ask and listen to find out the missing information.

The Information Gap activities are those that fulfill the characteristics below:

- Relevant to students' interests, stimulate them to want to talk and are at the right language level.
- Contain an element of choice as to how students can do them and what they say, to allow them to express their own personalities at least a little.
- Localized and often made or adapted by the teacher who knows his/her students. It is always a good idea to personalize and customize course book exercises where a possible, using picture, local names, faces and places to replace those in the book.
- Force students to listen to each other.
- Clear objective, e.g. a problem needing to be solved, so they know when they've finished and achieved what you asked.

Information gap from real materials

Look for a suitable text from a newspaper, magazine, brochure, etc. containing 'real' facts, e.g. cinema information, advertisements, articles, biographies.

Perhaps the best speaking activity of all, that works at any level. Spot the difference is a type of puzzle where players must find a set number of differences between two otherwise similar images, whether they are illustrations or photographs that have been altered with photo manipulation. Spot the difference games are also known as photo hunt games, and are commonly found in activity books for children or in newspapers. The solution to the puzzle is often listed nearby or in an accompanying answer page of a puzzle book.

Accuracy vs. Fluency activities

One main problem in teaching English today is the dilemma in choosing either to put the focus of teaching on the fluency or accuracy aspects of the English language to students.

Fluency according to Oxford dictionary is defined as the quality or condition of being fluent, in particular the ability to express oneself easily and articulately. To put in simple words, fluency is the ability to speak, write and read smoothly and effortlessly. Teachers who put more emphasis on fluency aim to produce students who are competent in expressing themselves and giving responses in communication. They focus more in meaning and context rather than grammatical structure. The usual classroom activities to promote fluency are public speaking, debate, role play, group works and games

Accuracy is defined by Oxford Dictionary as the quality or state of being correct or precise.

In other words, accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuation and other errors. Teachers who believe accuracy is the key help their students to produce written and spoken English with zero mistake and perfect

correctness. Typically classroom activities for accuracy-based learning are grammar drilling, fill in the gaps exercises, error analysis and grammar presentation. Now the question arises which of these two approaches is the best and most ideal in teaching of English?

The answer will be: according to teachers' preferences and students' needs or to find a balance between the two. Typically in school where tests, examinations and grades matter most, teacher tend to pay greater attention to getting their students to score the best grades. In this case accuracy based learning is usually used. However, with the communicative approach in language learning, it gives more justice to the real purpose of a language: to communicate.

In conclusion, Communicative Language Teaching is an innovation of foreign language teaching, aiming at improving students' communicative competence. It also helps to carry out quality education in foreign language teaching. Traditionally, learners have been expected to follow the direction implicit in some prescribed content. A communicative methodology would not exploit content as some pre-determined route with specific entry and exit points. In this case, content ceases to become some external control over learning-teaching procedures. Choosing directions becomes a part of the curriculum itself, and involves negotiation between learners and teachers, and learners and text. A communicative methodology will exploit the classroom as a resource with its own communicative potential. The classroom is only one resource in language teaching, but it is also the meeting-place of all other resources – learners, teachers, and texts. Each of these has sufficiently heterogeneous characteristics to make classroom-based negotiation a necessary undertaking. The authenticity of the classroom lies in its dual role of observatory and laboratory during a communicative learning-teaching process.

IV. TYPE OF STUDY

This research will be based on the correlational study which consists of the study of the relation, association or correlation between two or more variables. The whole purpose of using correlations in research is to figure out which variables are connected, as well as the degree of the relation among them, that can be positive or negative correlation. Positive correlation suggests a direct relation between variables; and negative correlation is when the two variables do the opposite thing from each other.

In this following research, Variable A: The development of Communicative Approach in English classes will positively or negatively influence on Variable B: Students' ability to produce spoken English. The research team will analyze the cause and effect between the two variables, and the relationship between them. Since the researchers cannot assign certain variables when using this type of study the quasi-experimental study will be used in which participants are not randomly assigned.

two advantages of the B correlational research are: a) Information can be collected from many subjects at one time . b)This study provides a wide range of variables and their interrelations.

V. HYPOTHESIS

A. Hypothesis

- ✓ The implementation of Communicative Approach will influence the learning process of

English as a Foreign Language of students from second year of General High school at Instituto Nacional Albert Camus.

- ✓ After the implementation of the Communicative Approach into English classes, students will be influenced with an improvement of the speaking skill.
- ✓ At the end of the implementation of the Communicative Approach, 65% of the students from second year of General High School at Instituto Nacional Albert Camus will improve their speaking skill.

Null hypothesis:

- ✓ The implementation of Communicative Approach will not influence the learning process of

English as a Foreign Language of students from second year of General High school at Instituto Nacional Albert Camus

- ✓ After the implementation of the Communicative Approach into English classes, students will not be influenced with an improvement of the speaking skill

B. Conceptual definition of the variables

Students speaking skill improvement is a result of the implementation of the Communicative Approach.

C. Operational definition of the variables

The independent variable of this research is the development of the Communicative Approach in English classes. The dependent variable, influenced by application of the Communicative Approach, is the students' ability to produce spoken English. Students' proficiency level will be measured using an oral exam own adaptation from ACTFL (American Council on the Teaching of Foreign Language) after the teachers implement the Communicative Approach

VI. RESEARCH DESIGN

Mixed Methods:

Quantitative research will be developed in the investigation of observable phenomena via statistical data. The advantage of this method is that by collecting data the researchers' hypotheses can be proved or disproved since it used the analysis of numerical results.

Qualitative research also will be used because the researcher team will observe, after the intervention the Communicative Approach is being applying into English classes.

Type of study

Correlational study: this type of study is simply defined as a relationship between two variables. In this study Variable A: The uses of Communicative Approach in English classes will positive or negative influence on Variable B: Students' ability to produce spoken English. Research team will analyze the cause and effect between the two variables

Research design

Quasi Experimental

The design method to be used is the "One Group Pretest-Posttest design". This is explained as follows: the dependent variable will be analyzed previously by administrating a diagnostic test to the whole class before the application of the teaching approach. The pretest will be administered before the independent variable is manipulated by the investigators. Afterwards, an achievement test is going to be administered to the same group of students. The difference between the two measurements will be described as the manipulation.

VII. POPULATION AND SAMPLE

A) Population

The group of interest the researchers will generalize the results of the study are the 43 students from second year of General High School at Instituto Nacional Albert Camus (INAC), class 2-11.

Those students are being described as follows:

Population	Number of students
Class 2-11	43

B) Sample

The individuals whose information will be gathered are the 20 students from second year of General High school at Instituto Nacional Albert Camus INAC, English class 2-11. This sample was selected by convenience.

The sampling method applied to the research is non-probabilistic or by convenience sampling since the sample has been selected because of the following aspects taken into consideration:

Availability: the class 2-11. It is conveniently available to participate in this study.

Simplicity: the sampling is easy to reach.

Data gathering: data collection can be facilitated in a short duration of time.

Cost effectiveness since INAC is located close to Universidad de El Salvador, for that reason the economic factor will positively influence the research project.

Sample: Convenience

Class number	Number of students
Class 2- 11	20

VII. DATA GATHERING PROCESS

A. RESEARCH INSTRUMENTS

In this research study, two types of instruments will be used to get the data. The first one, will be a checklist to determine which is the current teaching method used in English classes. Students will be asked to select one of the options. The checklist itself will be divided in 4 parts and will be 4 categories. The second instrument will be an oral test based on ACTFL (American Council on the Teaching of Foreign Languages). The ACTFL is a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines will identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sub levels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. In this case, the research team will be focused on the students' proficiency level on spoken English. This test will be used at the beginning of the process to determine the level of proficiency. In that way the dependent variable will be analyzed. And the pretest will be administrated before the independent variable is manipulated. The whole class will be evaluated. Then, the same test (ACTFL) will be administrated to the same group of students. After the intervention, the difference between the two measurements will be described as the manipulation.

B. DATA GATHERING PLAN

First, the research team will pass the observation checklist to the students from second year of General High School to determine the current method used in the English classes.

Second, the oral test based on ACTFL will be passed also to the whole class to get students' proficiency level of spoken English before the intervention.

Then, the second checklist will be used by the research team after the intervention to verify how the student's proficiency level has been influenced by the implementation of Communicative Approach.

Finally, after the intervention the research team will pass the same oral test, based on ACTFL, to get the students' proficiency level and make the comparison.

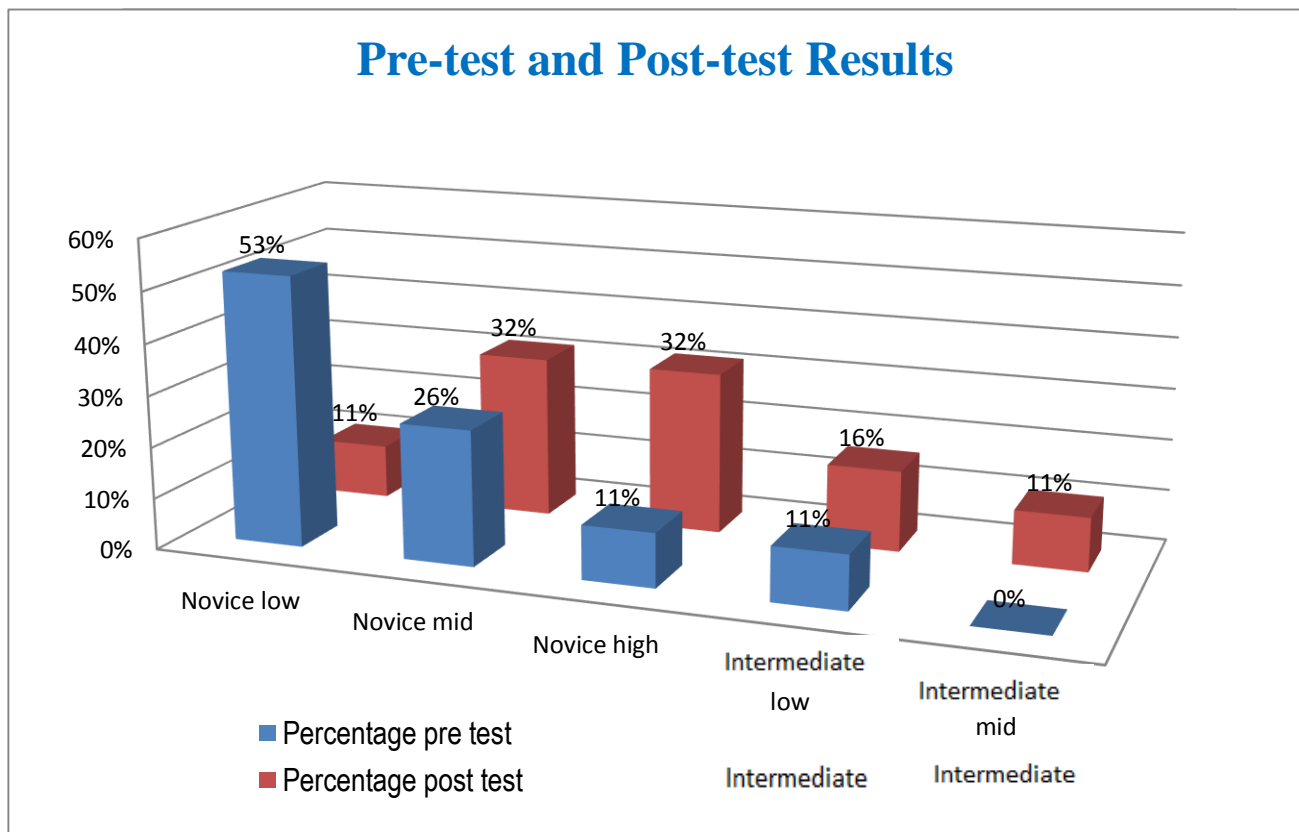
VIII. DATA ANALYSIS

Table 1.

A. Data Base

Level	Percentage Pre-test	Pre-test (Frequency)	Percentage Post-test	Post-test (Frequency)
Novice low	53%	10	11%	2
Novice mid	26%	5	32%	6
Novice high	11%	2	32%	6
Intermediate low	11%	2	16%	3
Intermediate mid	0%	0	11%	2
Total	100%	19	100%	19

Graphic 1.



➤ **Pre-test and Post-test Results**

In the above graph, the pre-test and post-test results show how most of the students improved their spoken English level after the implementation of the Communicative Approach. The oral test was composed of 40 questions, 10 for each level (Novice low, novice mid, novice high, intermediate low and intermediate mid) to determine the students' level before the implementation. In the pretest results, it was found out that 53% of the students were in the novice low level. After, the intervention just 11% was still in the lowest level. Also, it is important to mention that the 11% of the students that were in the novice high moved up to intermediate low and intermediate mid-level and one student that was in the intermediate low moved up to intermediate mid. Moreover, the Novice mid-level on the pre-test results showed 26% and post-test showed an improvement of 36%. The Novice high statistics reflect a lower percentage on the pre-test (11%) however; an increase of 32% on the post-test, the data confirms the helpfulness of the Communicative Approach on the student's spoken proficiency level. Furthermore, the results obtained on Intermediate low level reflect the improvement from 11% (Pre-test) to 16% (Post-test), all the data gotten support the research hypothesis. All the last data collected proved the improvement on students' spoken proficiency level but the most important evidence is the level reached of 2 students moved up to Intermediate mid-level, when on the pre-test any student reached that level.

Even though, the sample was small, the statistics proved that the Communicative Approach made an impact on the students' spoken proficiency level. The improvement of the communication skills and other such linguistic considerations are the obvious things to expect at after a language course. However, the results also showed the willingness to learn that students showed during classes.

Table 2.

B. Statistic Procedures

Student	Pre test level	Post test level	Move up
Student A	2	3	1 level
Student B	2	3	1 level
Student C	1	3	2 levels
Student D	1	4	3 levels
Student E	4	5	1 level
Student F	3	5	2 levels
Student G	4	4	Same
Student H	1	1	Same
Student I	1	1	Same
Student J	1	3	2 levels
Student K	2	2	Same
Student L	1	3	2 levels
Student M	2	2	Same
Student N	1	2	1 level
Student O	1	3	2 levels
Student P	2	2	Same
Student Q	1	2	1 level
Student R	1	3	2 levels
Student S	3	4	1 level

Graphic 2.

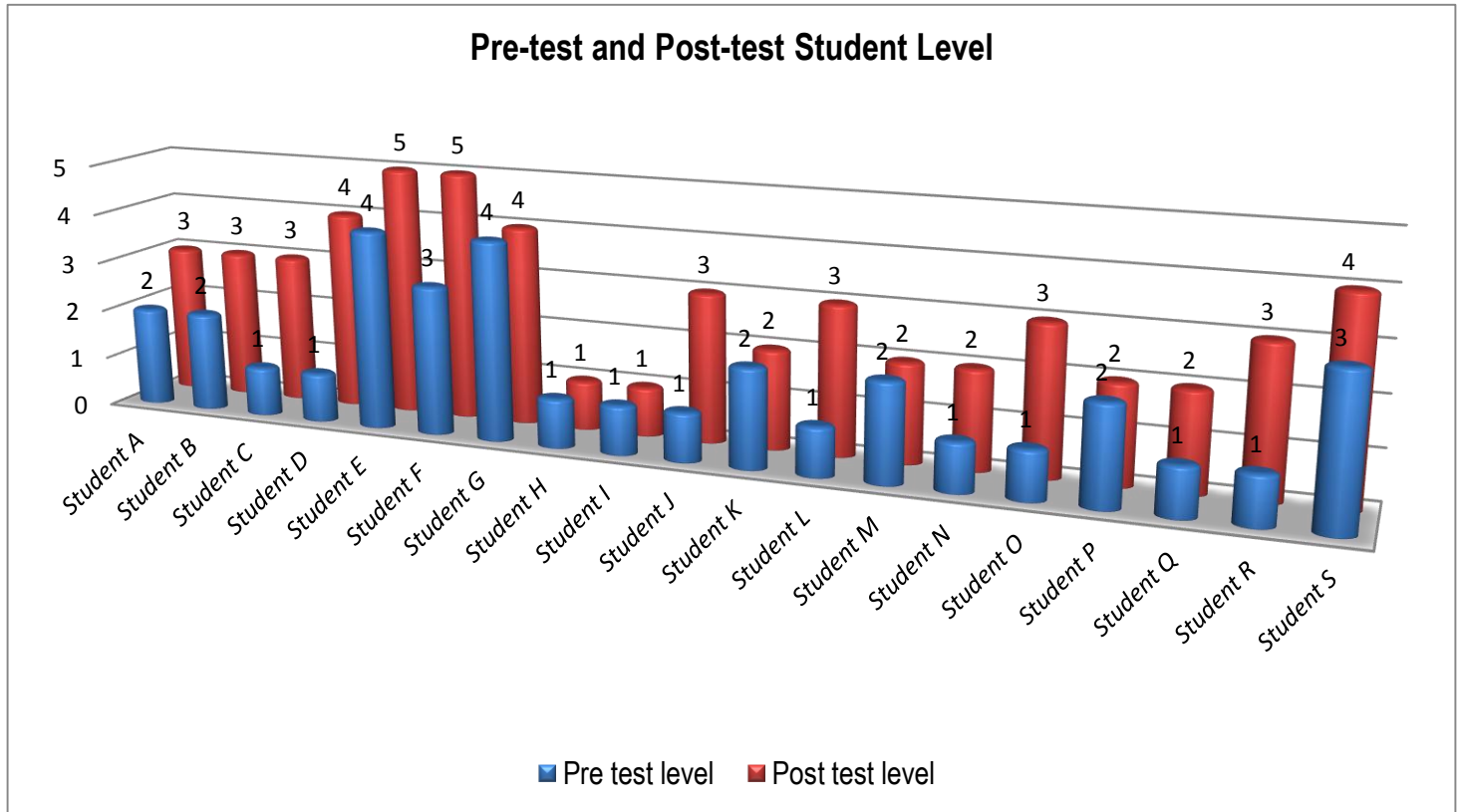


Table 3.

Level	Number
Novice low	1
Novice mid	2
Novice high	3
Intermediate low	4
Intermediate mid	5

➤ **Pre-test and Post-test analysis**

This graph shows students' results individually in order to compare in a better way how each participant was placed in a given level and how some students moved up to another sub level. However, researchers noticed that 31.6% of the students kept the same level. 11% kept the novice low level, 16% of the sample kept the novice mid-level and 5% kept the intermediate low level. It can be argued that students who did not attend all the classes could not move up to the next sub level because it affected the final result because their learning did not improve. And the student that was in the intermediate low level did not reach the next level because most of the students were in a lower level and the researchers adapted the class with activities that were not challenging for this student.

However, the improvement of spoken English skill was confirmed by 6 students that moved 1 sub level, 6 participants moved up 2 sub levels and 1 students moved up from Novice low to Intermediate low level. As a result, the most significant development was reported in the speaking skill; in getting more open to participate in classes since students improved their self-confidence and it helped them to have an active role in the teaching learning process and becoming less afraid of using English in communication. The participants also learned new vocabulary and phrases and used English in practical situations.

Also, the positive atmosphere, the close contact between students, the sense of community built during the course, new activities and alternative ways of teaching and learning were the things that the researchers implemented through the Communicative Approach that showed visible improvements of students English proficiency level.

A. PRE-TEST AND POST-TEST TRANSCRIPTS.

STUDENT B

Pre-Test	Post-Test
T: HELLO DANIELA how are you today?	T: Hello Daniela, How are you today?
S: I'm fine thanks.	S: I'm fine thanks, and you?
T: how do you spell your name?	T: I am really fine, thank you for asking. And Daniela, how do you spell your first name?
S: what?	S: D-A-N-I-E-L-A.
T: **	T: very good thank you, where are you from?
S: next please	S: I am from to El Salvador.
T: where are you from?	T: And who do you live with?
S: I'm from in El Salvador	S: I live in Cuscatancingo.
T: ok. Who do you live with?	T: and tell me, what do you do every day?
S: what?	S: Sleep and do my homework and sleep.
T: who do you live with?	T: What do you do in your free time?
S: next. no	S: I am watching TV; I watch youtubers, el Rubius.
T: ok, what do you do every day Daniela?	T: What's El Rubius?
S: sleep.	S: it's a youtubers from Noruega and he make videos
T: at what time do you get up?	T: tell me, how often do you practice English?
S: nada. no	T: No, how often? Every day? Only weekends?
T: ok, what do you do in your free time Dany?	S: Something, sometimes!
S: watching videos of rubius	T: Do you like football?
T: ok, thank you. And tell me, do you like football?	S: No.
S: no	T: What sport do you prefer?
T. ok we are going to stop here. Thank you for your help.	S: Karate.
	T: Oh, do you practice Karate?
	S: yes.
	T: who is your favorite singer, actor, actress, rock band?
	S: My favorite singer is Denis Shaforostov. He is band "Asking Alexandria"
	T: is it funk, punk or rock?
	S: Band, rock band.
	T: ok, thank you. And what are you going to do this Weekend?
	S: Study PRE-PAES
	T: Tell me something you did recently.
	S: what?
	T: what country would you like to visit and why?
	S: I like Japan because it's a beautiful country and it has anime. Asians
	T: how do you imagine yourself in 5 years?
	S: fist year graduate Albert Camus. Second first years university. Third and second of the Universidad.
	T: What's your favorite restaurant and why?
	S: I don't have a restaurant.
	T: Imagine you are the manager at a hotel, and I am your customer. Tell me 3 advantages of your hotel.
	S: In my hotel we have wifi free, beverage free, free beverages. And snacks free.
	T: tell me a short story that happened to you recently.
	S: I am going to the comic on y no se
	T: tell me about your best friend. Who is your best friend?
	S: my best friend is Mayra, she is short and she have long hair and her color hair is red.
	T: Imagine you forgot to do your homework Daniela, and I am the teacher. tell me a good excuse why you did not bring the homework.
	S: I didn't do my homework I watch video of el Rubius.
	T: can you describe your house?
	S: it's small and she has 2 bedrooms and 1 living room and 1 cooking, kitchen.

STUDENT B

PRETEST: NOVICE LOW

While having the pre test oral exam, student were observed with minimal communication skill. She used individual words such as: “*what*” or “*next*” for asking or requesting explanation when she did not have any idea the question was about. Also this student was able to use short phrases like “next please” when she denied to answer the question. The student also used words to express a whole idea. An example if this is the word “*sleep*” to provide a whole idea of daily routine, demonstrating student was able to understand the teacher’s question but unable to produce a sequence of events.

It was clear she knew the meaning of this words and phrases; however she was unable to use more vocabulary than that. Therefore the student used more learned phrases. As a conclusion this student had no real functional speaking ability, since she did not perform functions or handled basic topics such as giving personal information, give identity information, etc.

POST TEST: NOVICE HIGH

During the post test, student B was able to manage successfully a number of uncomplicated communicative tasks. For example she was able to understand the teacher’s question and respond them briefly and accurately. An example of this can be when students were asked to spell her name. She did it without hesitation; pronunciation was not too accurate but could identify the correct letter according her name spelling. Other examples of this point were: responding about the free time activities, what was her favorite country and giving an explanation on why.

Also, it was observed that student had grammatical errors but the whole idea student gave was not affected. Besides this, students usually provided short answers several times but always keeping the same concept.

While the questions were having a progress on the sublevels, the student's answers became short and straight to the point. This is observed on the student's responses about the three advantages of her hotel and house description.

As a conclusion, vocabulary consisted primarily of short or incomplete sentences in the present tense, and student might hesitate or provide inaccurate information. However, the student could surprise listener by speaking fluently and say accurate short phrases.

STUDENT C

Pre-Test	Post-Test
<p>T: hello, how are you today? S: I'm fine T: very good, and Richard tell me how do you spell your first name? S: sorry, cual es el first what? T: first name is, for example I am Ana Gabriela, my first name is Ana. So, how do you spell your first name S: J-O-S-E T: very good thanks. where are you from? S: I'm El Salvador T: what do you do every day? S: no T: what do you do in you free time? S: I'm making my homework T: ok, thanks. And how often do you practice English? S: no. T: not a problem it's okay. Do you like football? S: no T: ok, and what sport do you prefer? S: basketball T: ok ,thank you. Who is your favorite singer, actor or actress? S: my favorite singer is Ed Sheridan. T: ok thank you, and tell what are you going to do this weekend? S: listen to music. T: tell me about something you did recently with your friends. S: no, lo siento T: it's okay no problem what country would you like to visit and why? S:United States T: how do you imagine yourself in 5 years? S: study T: what is your favorite restaurant and why? S: no T: we are going to stop here and thank you for your time bye bye. have an excellent day</p>	<p>T: what do you do in your free time? S: I do my homework, I play guitar, I like sing my music cleaning my house only that T: how often do you practice English? S: medium T: do you like football? S: no T: what sport do you prefer or do you like? S: I like basketball T: why? S: is more interactivity and I like it T: you only like it. Very good. Who is your favorite singer, actor or actress or rock band? S: my favorite actress is Erin McCarty, because is beautiful is beautiful girl T: do you have a favorite actor singer or band? S: no I don't have T: let me ask you another question. What are you going to do this weekend? S: I don't know, I was at the beach, I'm watching TV, listen to music and washing my pets only that T: you tell me something about your best friend S: my best friend is Gerald because is fun, just is, just is Gerald, is crazy only that T: tell me something you did with your friend Gerald. So, everything you did recently S: we did with Gerald sing and listen to music doing our homework and practice T: another question, what country would you like to visit and why? S: Germany because he has beautiful place the world, technology is incredible for me and only that is Germany is fabulous T: good answer. You have to tell me how you imagine yourself in 5 years S: imaging myself in 5 years...study every time study only study because I s my lie only that T: very nice. Good answer, tell me what is your favorite restaurant and why? S: my favorite restaurant is La Pampa , because she have a nice eating , nice eat. And only that. Eating fabulous T: very nice, I will tell you a situation. Imagine you are the manager in a big hotel , I will be the customer... you have to tell me 3 adv on why I do I need to go to your hotel S: my hotel, 3 ? the room is modern big is cool, the beach is big place you can go to play soccer volleyball and you can eat some, you can eat a lo que tu quieras T: all you can eat. Tell me a short story about something that happened to you recently. S: a story of my life or in other people? T: your life S: my life, when I 6 years. I can run. Everything I like run and my grandma , she say everything no run because you r can caerse and only that bemuse I don't have stories of my life T: not a problem. This will be funny, if you forgot to do your homework, you have tell me one excuse to explain me why you did not bring the homework S: I don't have excuse because everything my homework T: tell me about tour house. Can you describe it? S: my house is big because I have 17 rooms. Kitchen big kitchen one cochera, garage big garage, one car, two dogs, one cat. It's really big my house T: that good. Tell me about your favorite movie S: my favorite movie is the saga Harry Potter because is great magic big movie I like it I fun T: I like it too, now for example what famous person you would like to meet? S: nothing T: if you house is robbed, and you call the police your have toe explain the events S: ok I have imagine because my house is in fire, I calling the fireman, I have my grandma in the house. I am sad because she can die. Only that T: ok. Thank you how do you believe you are going to be in 20 years? S: working T: how do you think your country will be in 20years? S: Italia T: well, thank you. We will stop here. You have advanced a lot.</p>

STUDENT C

PRETEST: NOVICE LOW

Student C was not able to communicate by using plenty of words. Most of his responses were isolated or memorized phrases. He was able to exchange greetings, give his identity, and name a number of familiar objects from their immediate environment. His short answers were predictable. Grammar was not accurate however the whole idea remains understandable. This student was not able to participate in a basic real life conversation.

POST TEST: NOVICE HIGH

During the post test student C could show a very good progress. His spoken language was often compounded with long phrases, and multiple responses. Sometimes he could surprise with his fluent and accurate vocabulary. For example, providing personal information, expressing likes and dislikes. However, he also went straight to the point while providing short and meaningful responses. Student C was capable to create real life conversation limited to a few of the topics necessary for survival in the target language, he always kept it simple and his pronunciation remained inaccurate due hesitations, however most of the responses were short and sometimes student said incomplete sentences in the present tense.

STUDENT D

Pre-Test	Post-Test
<p>T: hello Adriana how are you today? S: I'm fine. T: Ok and how do you spell your first name Adriana? S: A-R-O-A-N-A T: thank you too much. And where are you from? S: I am Cuscatancingo. T: who do you live with? S: no se T: what do you do everyday? S: play soccer. I listen music T: what do you do in your free time? S: I read a book T: how often do you practice English? S: no T: do you like football? S: no T: and other sport do you prefer? S: basketball T: who favorite singer, actor or actress? S: is Taylor Swift. T: what are you going to do this weekend Adriana? S: no se T: tell me about something you did recently with friends S: we go at the park. T: what country would you like to visit and why? S: no se. T: how do you imagine yourself in 5 years? S: in a house, working with my family T: what is your favor restaurant? S: Pollo Campero T: imagine you are the manager at a hotel, and you have to tell me 3 advantages of your hotel. S: no se T: ok, no problem. We are going to stop here Adriana. Thanks you for your time. Have a nice day S: thank you. T: you're welcome. Bye-bye</p>	<p>T: how are you today? S: I am fine thanks. T: that's good. And Adriana how do you spell your fist name? S: Spell....A-G-R-I-A-N-A T: where are you from? S: I am from San Salvador. T: tell me what do you do every day? S: I am study, watching TV, listening to music. T: what do you do in your free time? S: I go to the church. T: how often do you practice English? S: excuse me? T: how often do you practice English? Every day? All weekends? S: weekends T: do you like football? S: yes I like T: do you like another sport? S: I like basketball and golf. T: who is you favorite actor actress or singer? S: my favorite singer is Jesus Adrian Romero T: tell me something you did with your friends recently. S: repeat me please, excuse me? T: tell me something you did with your friends recently. S: something about school? Talking about school, talking about my home and family, anymore T: how do you imagine yourself in 5 years? S: I am a I have my house, my car, my work; I am study, in the book with my family. T: what is your favorite restaurant and why? S: my favorite restaurant is Little Caesars because it's economic and can go with my friends. T: Adriana, Imagine you are the manager at a hotel. And I am your customer. Tell me 3 advantages of your hotel. S: one, our food is the best in the countries. Our rooms are big, are very big, it's economic. T: tell me a short story about something that happened to you recently. S: I am sorry teacher; I don't do it my ¿Algo que he hecho? I go to Juayúa, I go with my friends, I get there by bus. I eats pitas, soda and sandwich, and my travel was very happy. T: imagine you forgot your homework, and I am your teacher. So I ask you for your homework. Give me a good excuse because e you did not bring it. homework because I forget. T: you're honest! S: yes! T: let's talk about your house; can you describe your house? S: my house has 7 rooms, the living room, kitchen, dining room, bedroom,, bathroom, garage, garden, anymore. T: tell me about your best friend. Who is your best friend and why? How is she or he? S: y best friend is Gerardo, because Gerardo is very polite, he is friendly, he is smart, he is friendly. T: tell me about your favorite movie. S: my favorite movie is Transformers 4. T: why? S: because of the cars and the actors T: now, imagine a famous person. Who would you like to meet, who is that person? S: I don't have a favorite. T: imagine your house was robbed. Somebody entered without permission, you have to call the police.(I am the police officer)you have to tell what happened. S: I don't know. T: tell me how do you think El Salvador will be in 20 years? S: I don't know.</p>

STUDENT D

PRETEST: NOVICE LOW

Student D was observed with a minimal communication skill. Short positive and negative answers were very frequent. Such as *"I'm fine"* while asking how she was doing. Or simply *"no"* when she did not have the immediate answer for questions such as like and dislikes or with that she shares her home.

Also it was observed short phrases going straight to the point. An example of this can be the student's answer on the question related to free time activities favorites or recent activities done with friends. Student D was unable to use more vocabulary than short answers. As a conclusion this student had no real functional speaking ability, since she did not perform functions or did not handle basic topics such as giving personal information, give identity information, etc.

POST TEST: INTRMEDIATE LOW

Student D surprisingly was able to produce spoken English in a level above she did while having her pre-test, reaching the level intermediate low. This student was able to produce well structured sentences, for example *"I am from San Salvador"*, *"I go to the church"* among others. Sometimes, the conversation can be said was predictable and limited; student's responses were concrete and usually provided only necessary information to survive in the target culture. An example of it was the student's answer when teacher asked how often English was practiced by her.

On the other had it was observed the student used to provide short and long answers depending on the question's degree of difficulty. Short answers such as *"I have my car, my*

house, etc” when the teacher asked how she saw herself in the next five years. Additionally, long answers such as: “*my favorite restaurant is Little Caesars because it’s economic and can go with my friends*”. Clearly her speech had many pauses, reformulations, and self-corrections. Sometimes she went straight to the point, with some grammar faults but remained understandable.

STUDENT F

Pre-Test	Post-Test
<p>T: Gerard, how are you today. S: good afternoon too T: thank you. and Gerard tell me how do you spell your first name? S: what is spell? T: ok, spell in Spanish is "deletrear". how do you spell your first name in English? S: my fist name is ANGAL T: ok, thank you too much. And where are you from? S: I'm from El Salvador. I live in San Ramon T: ok, thank you. And who do you live with? S: no. T: ok, no problem. And what do you do in your free time? S: dancing, sing and drawing T: thank you. How often do you practice English S: no, no. no practice English. T: ok. Do you like football? S: so so T: ok, and what sport do you prefer? S: basketball T: ok, thank you. who is your favorite singer actor or actress? S: actress Jenifer Lawrence. Actor Brad Pitt T: ok thank you. What are you going to do this weekend? S: no se. no T: it ok no problem. What country would you like to visit and why? S: I visit France because is the city of love T: ok, thank you. Ok tell me how do you imagine yourself in 5 years? S: no se T: ok, don't worry. And, what is your favorite restaurant and why? S: La Pampa Argentina. T: ok and why? S: no se T: we are going to stop here and thank you too much Gerald for your time. Have an excellent day. S: bye bye</p>	<p>T: how are you today? S: I'm fine. It's tired. T: Why? S: he estado aquí todo la mañana. S: I understand, you've been here all day. T: I'm so sorry, this will be easy, it's a simple quest...how do you spell your first name S: my first name? Is Angel T: can you spell it? S: A-N-G-A-L T: where are you from? S: I'm from El Salvador, I live in Mejicanos, San Ramon. T: who do you live with? S: Repeat T: who do you live with? S: con quien vivo? With my parents and sisters. T: don't be nervous relax. This is not an exam and this is not a grade, just relax. Imagine you are speaking with a friend. I am your friend. S: yes you are my teacher. T: yes I am your teacher. So you live with your family.. Now what do you do in your free time? S: I like drawing. T: you like drawing. S: and painting and dancing T: and how often do you practice English? (2x) S: so-so T: very good, I will ask you another question. Do you like football? S: no T: And what sport do you prefer? S: basketball and something T: why? S: I don't know. I like it T: who is your favorite singer, actor, actress, rock band? S: singer Ed Sheridan and Ariana Grande. Actress Jennifer Lawrence T: Jennifer Lawrence is from.... S: The Hunger Games T: yes, Katniss what are you going to do this weekend? S: studying, only study. T: sorry, tell me about something you did with your friends recently... (Question repeated) activities you did with your friends. S: play basketball, and something about muchas cosas T: what country would you like to visit and why. S: France the city of love. T: thank you, how do you imagine yourself in 5 years. S: (HESITATION) T: how are you going to be in 5 years. S: in 5 years I see myself in a big empresa and Hollywood, host of TV and only that. T: cool. Tell me what is your favorite restaurant and why? S: La Pampa. Food is very delicious is excellent. T: really? S: yes T: imagine you are the manager at a hotel, you are the big boss, and I am the customer. You have to tell me 3 advantages of your hotel. S: is very big, is elegant, the food is delicious, is excellent, I have a chef and I have a pools and the beach. I see all the beach. T: I like it, I will go. Tell me who is your best friend and why. S: my best friend girl is Adriana T: why? S: is a beautiful person. She tell me about his secret, I told my secrets, is a wonderful person. T: tell me a short story about something happened to you recently. S: (HESITATION) repeat. Did? T: "DID" is the past for "DO"; tell me a short story of what you did recently S: no T: don't worry. Imagine you forgot to do your homework and I am your teacher you have to give me a good excuse on why you did not bring it. S: puede repetirlo? T: yes, you are the student and you have to do your homework, but you didn't do it or you forgot it,</p>

and I am asking your homework. "Give me your homework". But you don't have it. Now give me a good excuse why you didn't bring it.

S: the energy in my house (explosion sound). My dog eat my homework

T: that's credible. Let's talk about your house. Can you describe your house? (2x)

S: the room is big, the bed is white, house have a 3 sofas, television, plants, a plants between sofa , the table and the chairs, pictures, only that

T: thanks. Tell me about your favorite movie.

S: my favorite is Hunger Games

T: why?

S: it's a very exciting

T: what do you prefer, 1, 2 or 3? (Hunger Games saga)

S: one

T: now, you have to think about a famous person you would like to meet, and why

S: Paris Hilton, Angelina Jolie

T: imagine your house has been robbed. And you call the police, and you explain what happened.

S: un ladrón entro a mi casa? No se

STUDENT F

PRETEST: NOVICE LOW

Student F started the pre-test exam with spontaneous responses, not oriented to learned phrases from previous experiences, an example of it were: “*good afternoon too*” as a response to the teacher’s question “*god afternoon, how are you today?*”. In other words, the responses given by student were very predictable.

Additionally, student F provided short answers even they were well structured. It was noticed he was able to exchange greetings, give personal information, he could use immediate vocabulary to provide the idea he wanted to provide in his speech.

Student usually went straight to the point by responding shortly and keeping it simple. Sometimes, when he did not have any idea of what he was being asked he simply responded with a negative answer by simply saying “No”.

POST TEST: NOVICE MID

Despite being very enthusiastic, student F communicated minimally by using a number of isolated words that could be sometimes non comprehensible and may lack coherence. For example “*I’m fine. It’s tired*” when he was asked how was he doing that day.

As well he was able to answer with memorized phrases limited by the particular context of the question asked such as “*France the city of Love*” when he was asked what country would he like to visit and why. It was also noticed the Spanish responses given by the student that helped himself to understand the question.

On the other hand, it was observed the difference between the pre-test exam and post- test exam responses. This second chance student was able to give reasons and explanation, could describe and provide multiple responses and reasons for like and dislikes.

STUDENT H

Pre-Test	Post-Test
<p>T: Hi Monique, how are you today? S: I am fine thanks, and you? T: I'm really fine, thanks for asking. And tell me how do you spell your first name? S: I spell my name M-O-N-I-C-A. T: thank you. And where do you live? I am sorry, where are you from? S: I am from El Salvador T: and where do you live? S: I live in Mariona. T: What do you do in your free time? S: I study, reading and listening to music. T: thank you. And how often do you practice English? S: So-so T: do you like football? S: no T: what sports do you prefer? S: no</p>	<p>T: good afternoon Monica. How are you today? S: fine T: Monica how d you spell your name? S: M-O-N-I-C-A. T: where are you from? S: El Salvador T: who do you live with? S: no. T: what do you do every day? S: no T: it's okay .no problem. What do you do in your free time? S: reading listening to music T: how often do you practice English? (2x) S: yes T: do you like football? S yes T: and what other sport do you prefer or like? S: basketball. T: who is your favorite singer actor or actress? S: my favorite band is one direction T: thx what are you going to do this weekend? S: the weekend...study T: ok, tell me about something you did recently with your friends (2x) S: no T: what country would you like to visit and why? S: Europa T: why? S: ahi esta.. ¿como diría ahí esta mi banda favorita? *interuption* T: what is your question I am sorry? S: como diría ahí esta mi banda favorita T: my favorite band is from Europe S: my favorite band is from Europe T: ok, perfect. And how do you imagine yourself in 5 years? S: study and working T: what is your favorite restaurant and why? S: no tengo T: ok. We are going to stop here. Thank you too much Monique.</p>

STUDENT H

PRETEST: NOVICE LOW

It was observed student “H” was not capable to produce well-structured sentences. She kept the conversation in a simple way; students usually said plenty of sentences learned by heart. Examples of that were: *“I’m fine thank you, and you?”* or *“I am from El Salvador”*. Also it was observed student was able to give a list of activities she usually does in her free time. This represented how she understood the question asked. On the other hand, student responded shortly with a *“no”* when she was not sure about the question or did not know what to say.

POST TEST: NOVICE LOW

In this opportunity it could be observed student “H” used to say phrases or sentences that provided a correct answer for the question asked by teacher. However, she always kept it simple with short answers of one word that were straight to the point. Examples of that were answer for questions two, three and ten. Those answers were *“M-O-N-I-C-A”*, *“El Salvador”*, *“basketball”*. It was observed as well, student felt free to speak about her likes. For example, the answer for question eleven, when student spoke about her favorite band. Of course her answer was not too short but it was accurate. Also it was noticed student had the necessity to ask for translation into English on some phrases she wanted to say. Finally it was noticed student responded in Spanish when she did not know the answer.

IX. FINDINGS

The implementation of the Communicative Approach was positive because when the research team administrated the pretest, most of students hesitated before they could provide an answer. However, after the intervention it was observed an improvement in students' capability to produce spoken English.

Almost all students reached an upper sub level from the one they had at the beginning of the project.

This can be seen on *table 2. Statistic Procedures*. As observed on the table, 6 students moved up one sublevel, 6 students moved up two sublevels and finally only one moved up three sublevels. This represents the 68.42% of the students. This percentage successfully exceeds the expected result exposed on the hypothesis, in which by the end of the implementation of the Communicative Approach, 65% of the students from second year of General High School at Instituto Nacional Albert Camus will improve their speaking skill.

At the beginning of the implementation of Communicative Approach, students were not able to have a functional speaking ability. Pronunciation, vocabulary and syntax were strongly influenced by their native language. Besides, their pronunciation was poor or unintelligible. However, through time and constant involvement in their learning process, students were able to communicate, minimally, by using memorized phrases limited to a particular topic learned. They paused constantly as they tried to use vocabulary learned or they tried to recycle the teacher's phrases and vocabulary.

Moved Up level	Frequency	Percentage
1 sublevel	6	31.57%
2 sublevels	6	31.57%
3 sublevels	1	5.26%
total	13	68.42%

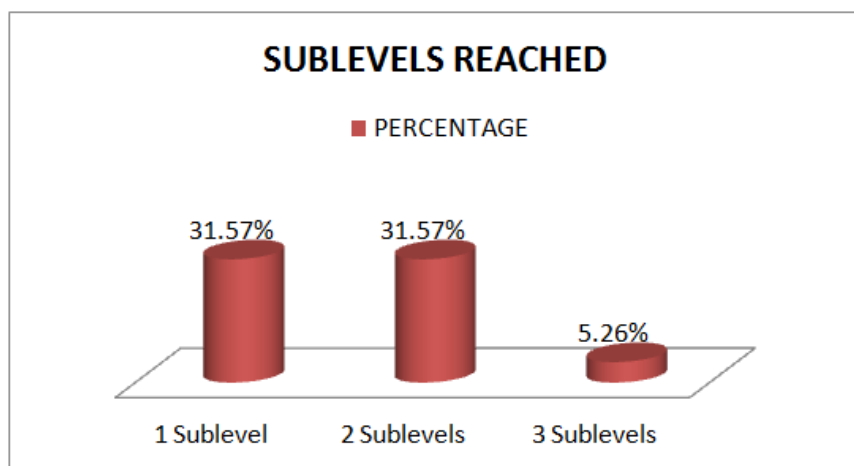


Table 2. A. Statistic Procedures

The Communicative Approach, as language teaching method, was implemented with young learners, a specific group of 20 students, ages 15 and 17 years old, from second year of General High School at Instituto Nacional Albert Camus INAC. The process took place from February to June 2016, on Saturdays from 8:00 am to 12:00 m. The total amounts of hours were 76 of communicative classes. The main goal of this project was to measure proficiency level of spoken English and the impact after the implementation of the Communicative Approach.

The enthusiastic teachers' intervention on this project was very useful since students from second year of General High School at INAC felt motivated to take an active role on their learning. Students could communicate short messages on topics they apply every day on real life situations, which were somehow predictable in content. Students were able to exchange greetings, ask and give personal data, understand numbers, etc.

After the implementation of the Communicative Approach in English classes, students improved their speaking skills. Students were willing to participate in English classes because the methodology used was based on real context. Students were able to successfully manage a series of social situations such as giving and asking for personal information, manage predictable topics for survival in the target language culture.

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Since most of the assumptions were proved valid, researches can say that the course was not only successful in fulfilling its aims and the theoretical principles but also it was a unique experience for all who were present.

Answers to the research questions

After the implementation of the Communicative Approach the research team could answer the research question by analyzing the results. The research questions of this project were:

- **Is the implementation of the Communicative Approach useful in the teaching-learning process of English as a Foreign Language to students from second year of General High School at Instituto Nacional Albert Camus?**

After the implementation of the Communicative Approach a substantial improvement on the students' spoken proficiency English level was noticed, the results of the pre-test and post-test showed that the intervention on English classes with the Communicative Approach had a positive effect on the teaching learning process. It was observed an increment of 68.42% of students who could reach one or more sublevels after the implementation of Communicative Approach.

- **Will the students' proficiency level in the English language be influenced after the implementation of the Communicative Approach?**

The students' spoken proficiency level was positively influenced. Students were exposed to real situations activities and that encouraged them to be more autonomous on their learning process; as a result it could be observed that most of the students moved up one or two sub levels on the ACTL rubric.

- **Are students more motivated in English classes with the implementation of the Communicative Approach than a traditional teaching method?**

Students were more motivated during the development of the treatment because they were encouraged to participate more during the classes since students have a role more active

because they are the main source for their classmates and the teacher is just a facilitator during the teaching-learning process. Also, the classroom activities guided by the Communicative Approach use authentic materials that helped students get more motivated in the English classes and engaged in learning than with the traditional method because the students did not have the opportunity to develop activities that are a challenge for them.

A. Most outstanding findings

- Because of their active participation during the class, students improved their self-confidence while they were more involved in the process because they felt more motivated. At the beginning of the course students were shy and refuse to participate on the activities. However through the time, they felt more comfortable working most of the time in pairs or group
- Students could improve substantially their English speaking skill after they got involved with the target language that allowed them to have an active role with real .
- Most of the students felt motivated with the activities developed in classes to improve their speaking skill since most of them attended the 85% of the classes that help some of them to reach another sub level.
- Students were able to communicate, face-to-face of common real life situations such as introduce themselves, describing people and objects, booking a hotel, etc.
- By the end of the course, students were able to understand in essence what the teacher said, asked or explained. Therefore, they became able to perform commands with less hesitation.

X. CONCLUSIONS

The Communicative approach was applied in an English course to a small group of 20 students from second year of General High. The research team gathered the information to measure the impact of the implementation of the Communicative Approach in the English teaching learning process, It was also measured students' spoken proficiency English level through the development of the Communicative Approach in the English classes that were developed with the students from second year of General High school at Instituto Nacional Albert Camus and this proved that students were positive influenced to improve their spoken skills.

It can be concluded from the data discussed above that the implementation of the Communicative Approach was helpful for students to improve their spoken English proficiency level. The implementation had a great impact in the learning process because students were encouraged to be more aware of their own learning being more autonomous. This research proved the fact that, if provided with suitable conditions students can increase their communicative skills.

The use of Communicative Approach has shown an increased motivation for learning. The research team observed that students showed more interest when they were asked to perform activities that may be challenging for them, such real situations with spontaneous responses. The students preferred to work in pairs gathering information from their pairs or working in group. They were motivated by learning from their classmates and as well when they were exposed to native sources. Students felt more motivated working by their own than being constantly corrected by the teacher. They felt freer to participate and make

mistakes.

Students were encouraged to work by themselves and they learned more through their own mistakes but also from their classmates' mistakes because their classmates were the primary source in the classroom. Teachers let them worked and just monitored how they were performing the activities and let them had a role more active. This was challenged for them at the beginning but they just had to get used to and the results were positive.

If students are more involved in English classes with communicative activities they will be able to develop their spoken English. They just have to be immersed to the suitable environment and even it seems to be the teacher doses not have an active role in the teaching learning process because most of the time he is the primary source is the one who constantly provide feedback to the students. Teacher has to bring the activities that will help students to be more autonomous.

Finally, the existing MINED's syllabus is not suitable for communicative activities on classes and the current educational system does not support the use of the CLT approach. It is mainly focused on writing skill and other language skills are not evaluated. Teachers should try to include activities that can help students to develop their autonomy instead of just having students listening instructions without letting them have a role more active. By applying the Communicative Approach the students' proficiency level can be increased as was proved with this research.

XI. RECOMMENDATIONS

After the implementation of the Communicative Approach, researchers can suggest the following recommendations:

A- For Ministerio de Educación (MINED)

- To update MINED's syllabus emphasizing the English techniques and methodologies on the application of the Communicative Approach on public schools to help students to improve their speaking skill.
- The application of the Communicative Approach implies: training (or retraining) of English teachers' methodology, appropriate material to develop classes, extend the English classes, increase human resource, and make the English classes group smaller.

B- For the Foreign Language Department

- To support this approach encouraging students who are on their community service to apply communicative techniques in the English classes. As well promote this Approach to be continued by other students who are in the thesis process
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C- For Instituto Nacional Albert Camus INAC

- To keep students' willingness and motivation for participation in classroom activities is necessary to apply a methodology such as the Communicative Approach to ensure learning as well to take advantage of technological resources and social media as well to keep a full English environment into classes.
- There is nothing teachers can do to rush English acquisition, but there are many ways to provide opportunities to practice English in the classroom. That is why to select the correct learning activities is a very important step to help students develop their skills.
- To be a monitor in the class letting student's work by themselves to help them have a more active role and are more aware of their own learning and that will help to keep students motivation with topics or activities for their context with real situations and encourage them to use their own information.
- The closer, personal relationships with the students the better cooperation between teachers and students, improve the learning environment, enhance mutual understanding and show that both the students and the teachers are human beings.

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ANNEXES



proficiency Level	Questions	High	Mid	Low
NOVICE	1. What's your name? How do you spell your first name?			
	2. Where are you from? Where do you live with?			
	3. What do you do every day? What time do you get up/start work?			
	4. What do you do in your free time?			
	5. How often do you practice English?			
	6. Do you like football? What sports do you like?			
	7. What is your favorite singer/ actor/actress?			
	8. What are you going to do at the weekend?			
	9. Tell me about something you did with your friends recently.			
	10. What country would you like to visit and why?			
INTERMEDIATE	1. Tell me how you imagine your life in 5 year.			
	2. What is your favorite restaurant and why?			
	3. Imagine you are the manager at a Hotel, tell your customers 3 advantages of your hotel			
	4. Tell a short story about something that happened to you recently			
	5. Tell me about your best friend. What is he or she like?			
	6. If you forgot to do your homework, tell me a good excuse because you did not do it.			
	7. Let's talk about your house or home. How would you describe it?			
	8. Tell about your favorite Movie.			
	9. What famous person, either present or past would you like to meet and why?			
ADVANCE	1. Have you been to an English-speaking country (before)?			
	2. Your house was robbed. Call the police, explain what happened, describe the scene, and find out what to do.			
	3. Tell me about the main news stories in your country at the moment.			
	4. How do you think your country/town will change in the next 20 years?			
	5. What advice would you give to someone visiting your country/town?			
	6. Why do you think speaking another language is important?			
	7. You have a minor car accident. No one was hurt seriously, call the police, describe how the accident happened, describe the scene, and find out what to do.			
	8. Tell me about a book you've read recently, either in English or in your own language			
SUPERIOR	1. We hear a lot about globalization nowadays. What are your views on globalization?			
	2. How do you think the internet has changed the way people learn English?			
	3. How would you improve the education system in your country?			
	4. Some people think everyone in the world will speak English within 50 years. What do you think?			
	5. Make a brief presentation at the orientation meeting for students and parents to convince the students of the merits of higher education and of your college in particular			
	6. If you were the President, how would you reduce violence?			

Adapted from ACTFL (American Council on the Teaching of Foreign Languages)

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

ACTFL Proficiency

Proficiency Level	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	Discuss topics extensively, Support opinions and hypothesize. Deal with a linguistically unfamiliar situation	Most formal and informal settings. Wide range of general interest topics and some special fields of Interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message	Extended discourse
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated Complication.	Some informal settings and a limited number of Transactional situations. Predictable, familiar topics related to daily activities.	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions	Some informal settings and a limited number of transactional situations. Predictable, familiar topics related to daily activities.	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists, and phrases	Most common informal settings. Most common aspects of daily life.	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases

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FOREIGN LANGUAGE DEPARTMENT**

ACTFL Speaking Proficiency (Novice)

Novice High	Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level.	Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, preferences and immediate needs.	respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.	They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations.	to express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor
Novice Mid	Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized Phrases'	When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer	They pause frequently as they search for simple vocabulary or attempt	hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, understood with great difficulty e	When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.
Novice Low	Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible	Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment.	Unable to perform functions or handle topics retaining to the Intermediate level.		Individual words and phrases

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FOREIGN LANGUAGE DEPARTMENT**

ACTFL Speaking Proficiency (INTERMEDIATE)

Intermediate High	Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level	Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time.	Their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary	Can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.
Intermediate Mid	Handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture.	Tend to function reactively, for example, by responding to direct questions or requests for information.	Have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Their speech may contain pauses, reformulations.	Express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences
Intermediate Low	handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. These topics relate to	speakers are primarily reactive and struggle to answer direct questions or requests for information.	Express personal meaning by combining and recombine ing what they know and what they hear from their interlocutors into short statements and discrete sentences. Frequently misunderstandings that may require repetition or rephrasing	Speech is characterized by frequent pauses, ineffective reformu lations and self-corrections. Their pronuncia tion, vocabu lary, and syntax are strongly influenced by their first language.

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

FOREIGN LANGUAGE DEPARTMENT ACTFL Speaking Proficiency (ADVANCED)

Advanced High	Perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames	They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests.	Speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration.	Use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech.
Advanced Mid	Handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities	Narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect.	handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar.	Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.
Advanced Low	Handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities.	Demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect	Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure.	Typically marked by a certain grammatical roughness but the overall performance of the Advanced-level tasks is sustained, albeit minimally.

FOREIGN LANGUAGE DEPARTMENT ACTFL Speaking Proficiency (SUPERIOR)

<p>Superior High</p>	<p>Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives.</p>	<p>They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy and provide structured arguments to support these opinions</p>
<p>Novice Mid</p>	<p>Extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. It may still be influenced by language patterns other than those of the target language</p>	<p>Employ a variety of interactive and discourse strategies, such as turn-taking and separating Main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.</p>
<p>Novice Low</p>	<p>Speakers demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures</p>	<p>They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.</p>