MASTER’S PROGRAMME
PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

SCIENTIFIC ARTICLE:
COMMUNICATIVE LANGUAGE TEACHING STRATEGIES TO DEVELOP SENIOR HIGH SCHOOL STUDENTS’ ENGLISH LANGUAGE SPEAKING SKILL

ARTÍCULO CIENTÍFICO:
ESTRATEGIAS DE ENSEÑANZA COMUNICATIVA DE LENGUAS PARA EL DESARROLLO DE LA DESTREZA DEL HABLA EN ESTUDIANTES DEL BACHILLERATO

PRIOR TO THE MASTER’S DEGREE IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

LINE OF INVESTIGATION
INNOVATIVE PEDAGOGIES FOR ENGLISH LANGUAGE TEACHING

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ABSTRACT

To analyze the use of Communicative Language Teaching (CLT) strategies to develop the English-speaking skill, a qualitative investigation was carried out at Don Bosco High School in Esmeraldas by using the analytical – synthetical, hermeneutic, deductive and inductive methods. This research was applied to 105 students from senior education. The observation and survey were the techniques applied to collect information. The observation process revealed that teachers use strategies to develop speaking; however, everything was translated into Spanish to help the students understand the instructions. On the other hand, the survey results from learners and teachers revealed that teachers apply the CLT methodology as well as some activities to improve communication like role-plays and oral presentations. This study concludes that teachers know about the theory, techniques, strategies, processes, and methods to teach the speaking skill. However, they do not apply them properly. As a result, those students can understand the English language, but they cannot produce it.

Keywords: CLT strategies, speaking skill, English language, teaching-learning process
RESUMEN

Un análisis del uso de estrategias para desarrollar la destreza del habla mediante la metodología Comunicativa, o CLT por sus siglas en inglés, fue realizado en la Unidad Educativa Fiscomisional Don Bosco. Esta investigación cualitativa fue llevada a cabo mediante los métodos analítico-sintético, hermenéutico, deductivo e inductivo. El presente estudio se realizó con una población de 105 estudiantes del bachillerato. El proceso de observación reveló que los docentes aplican varias estrategias para desarrollar la destreza oral; sin embargo, el obstáculo observado fue que todo era traducido al español (idioma nativo de los estudiantes) con el fin de ayudarles a comprender las instrucciones dadas. Por otro lado, los resultados de las encuestas aplicadas a los docentes y estudiantes evidenciaron que los maestros utilizan la metodología CLT, así como también aplican las estrategias de role-play y presentaciones orales para desarrollar la destreza oral. Este estudio concluyó que los docentes tienen conocimientos sobre teorías, técnicas, estrategias, procesos y metodologías sobre cómo enseñar la destreza oral. Sin embargo, ellos no las aplican apropiadamente. Los estudiantes/participantes comprenden el idioma, pero no lo producen.

Palabras clave: Estrategias comunicativas CLT, destreza del habla, idioma inglés, proceso de enseñanza-aprendizaje
INTRODUCTION

Teaching speaking in English as a Foreign Language (EFL) is one of the main challenges that teachers must face in the classrooms. It is one of the last skills to be developed and improved due to the learners’ mother tongue interference. Furthermore, Iqram (2015) mentioned in his investigation that the use of the learners’ native language can be diminished in the classrooms when teachers provide the necessity to use the foreign language. This can be done when applying appropriately the teaching methodology. In Ecuador, based on the English language standards, the methodology to be applied is the Communicative Language Teaching (CLT) and the learners’ exit profile should be B2. Its main objective is to develop communication. Nevertheless, there are some cases in which this methodology does not follow its focus due to several factors like lack of knowledge about the method, low English levels from teachers and students, or lack of English teachers in schools. As a result, the exit profile is not accomplished. This is the reality of some schools along the country, that would be the reason of the low levels of English students get when they graduate.

This investigation is essential for the development of productive skills in an EFL context. Around the world, many methods and strategies have been applied to develop communicative competences of foreign languages. In Ecuador, specifically at Don Bosco high school in Esmeraldas, students learn English during 7 hours per week for 6 years at high school, so it is expected that they speak, understand, read, and write in English. Unfortunately, the reality is completely different. It is true that students understand the language also, they control advanced grammatical structures; however, when they must communicate, they are not able to do it. Learners have that difficulty because of the approach of the lessons; these are grammar based instead of communication based.

This problem may be caused by the way of teaching this Foreign Language (FL) at this school. That is why it would be important to design a list of strategies to develop the speaking skill based on the Communicative Language Teaching Methodology. This material may improve the English Teaching – Learning (T-L) process to get better results on these students. For that reason, the problem of this investigation is: What communicative language teaching strategies should be applied at Don Bosco high school to develop the students’ speaking skill?
To give an answer to the main question of this investigation, the main objective was to provide CLT strategies which may contribute to the development of 2nd level senior students’ speaking skill at Don Bosco high school. This conducted to specific objectives which were: to determine what CLT strategies teachers applied to develop the speaking skill at the mentioned high school; to diagnose other strategies used by teachers to develop the speaking skill and to diagnose the difficulties students had when producing the foreign language.

**Communicative Language Teaching (CLT)**

The CLT methodology emerged in 1970 as an innovation from the Audio-Lingual method, from the need to go beyond grammatical structures. Individuals must interact in the foreign language (FL) considering that it is based on meaningful interaction, collaborative work, and negotiation of meaning. That is why, pair work, group work and projects are suitable for pupils to produce and interact in the FL instead of dialogue memorization and repetition of drills. Teachers and students take roles in this method. Students become the center of the process by participating actively, whereas the teacher is a guide and facilitator (Richards, 2006).

The CLT principal goal is for learners to develop communicative competence. It emphasizes on meaning rather than grammatical structures (Hymes 1972). The communicative competence is defined as the ability to interpret social behaviors, and it requires the active involvement of the learner in the production of the Target Language (TL). Furthermore, when producing and interact in the target language, some type of competences must be considered. First, the linguistic competence, which is the knowledge of grammar and vocabulary. Second, the sociolinguistic competence; it is the capability to say the appropriate thing in a determined social situation. Third, the discourse competence; it is the ability to start, follow and finish a conversation in a coherent manner. Finally, the strategic competence, which is the ability to communicate effectively and solve problems caused by misunderstandings (Campione & Brown, 1984).

**Teaching strategies**

Language learning strategies is a term referring to the processes and actions that are consciously applied by learners to help them to learn or use a language more effectively. According to Jordan and Herrell (2016) teaching strategies are used in the curriculum at the whole areas of knowledge to benefit the T-L process of the pupils. It is
to find out the way in which students learn the contents better. When teaching a foreign language, it is important to consider its linguistic components.

**Speaking**

Speaking is an active skill. Ur (1991) indicated that “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning” (p.48). As the author mentioned, verbal utterances are essential to interact in the Target Language (TL). However, some others mentioned that non-verbal utterances such as gestures are also relevant when interacting and expressing own opinions (Hymes, 1972).

In the last years, the speaking skill has been taught by means of memorization of dialogues and repetition of drills. However, this skill goes beyond that. It is to practice real-life communication. Teachers should include strategies and activities to develop communicative competences in real situations. For instance, some activities like project work, jigsaw, puzzles, ludic activities, and scripts may motivate pupils to produce the English language (Soltani & Bahrani, 2012).

According to Hughes (2002), there are two main aspects to take into consideration when teaching speaking. These are accuracy and fluency. On the one hand, fluency is an important aspect to maintain the pace of a conversation. The author defined fluency as the process to express ideas spontaneously without worrying on mistakes. Teachers should create an appropriate exposure to the language for students to feel comfortable when producing it. In doing so, the Teacher Talking Time (TTT) must be less than the Student Talking Time (STT). Harmer, (1998; 2007) mentioned that the TTT should be controlled and planned so that students get more chances to talk and produce the target language. Teachers should encourage learners to start talking in English by means of communicative activities.

Harmer (2007) proposed several strategies and activities to teach speaking. For instance, pair work and information gap activities make teaching this skill feasible because learners are interacting among them by using questions/ answers and mingled/cocktails strategies. Moreover, the author suggested the list of speaking activities that can be applied in the teaching - learning process, these are: Describing and drawing, describing and arrange, find similarities and differences on pictures, role plays, drama, debates, interviews, telling stories, survey, group work, among others. The role of the teacher in these activities is passive. Teachers must monitor students and control them to
use English instead of the mother tongue. While doing that, they should write down mistakes and correct them after students’ intervention (Hughes, 2002).

On the other hand, accuracy is also an essential aspect when teaching speaking. Hughes, (2002) stated that this aspect focuses on 3 sub aspects: grammar, pronunciation, and vocabulary. The main point in the communication process is to understand and be understood. This is why syntax and semantics are important when speaking. Grammatical structures should be studied to prevent misinterpretations of the language and speak coherently and systematically. Furthermore, pronunciation of words may cause problems when speaking. The listener may not understand the message given. Finally, according to (Harmer, 2007) students must know the meaning of words in several contexts as well as idiomatic expressions so that they may produce accurate utterances.

To conclude, the speaking skill should be well-understood to be applied in the teaching-learning process. Several activities can be utilized by teachers to improve this skill. As Hughes, (2002) and Harmer (2007) had mentioned before teachers must be conscious on the two types of speaking lesson they want to achieve: accuracy and fluency. Regarding a lesson with the objective to achieve accuracy on the language pupils produce, some criteria should be considered like the use of complex / simple grammatical structures, pronunciation of words, intonation of the language. On the other hand, if the lesson is focused on fluency, the criteria to be taken into consideration must different. For instance, the teacher should focus on coherence cohesion, silent pauses, pace, number of repetitions and repairs (Jong, 2016).

**Teaching Speaking in EFL contexts**

Speaking is the most interesting skill that should be developed in EFL classrooms. Students must go through stages in order to start using the foreign language (Iqram, 2015). First, they must receive linguistic input to assimilate the new language and understand it. After this assimilation, the second stage occurs, they understand the language in a seventy percent. Students can understand phrases and instructions, but they do not produce the language yet. This process is known as “The Silent Period” in linguistics (Hughes, 2002). This process may be long or short depending on the learners’ motivation and abilities.

Finally, the production process occurs when the individual feels ready to talk. They start producing words, phrases, and commands. Then, complete sentences are said by the learners. In doing so, the learning of a new language becomes on a process in which
every stage is developed based on the learners’ needs, motivation, and abilities (Scrivener, 2011).

**The Sociocultural Theory by Vygotsky**

Lev Vygotsky is considered the main exponent of this theory. He focuses on how the children’s society and culture influence on their development. Based on this theory, a person’s social world is directed by a determined language which is used to interact, among others. Vygotsky (1997) also stated that the child’s cultural development is done in two stages. First the interpsychological stage. It refers to how the child is involved on a broad range of activities. The culture in which the individual is grown up, as well as the language in which he is surrounded by, is acquired to communicate, among others. That is the reason why, people get confused on some expressions or lexicon produced by others who share the same Mother Tongue (MT) due to the culture and language they have acquired in a determined place. For example, the Argentinian Spanish and the Ecuadorian Spanish, due to their differences on culture people use different terminologies to express one thing. Second, the intrapsychological stage, which refers to the internal processes the child has to go through with the information acquired and how they organize it in order to communicate (Vygotsky, 1997).

In addition, the Zone of proximal development is a fundamental characteristic of this theory. It analyses the abilities learners have to work with on a certain task and, predicts what the learner will do independently in further tasks (Scott & Palincsar, 2015). According to Campione & Brown (1984), this process is called dynamic assessment. It is to measure how well a learner reaches a task when the teacher provides help. For instance, problem solving tasks are used in this assessment.

**Antecedents**

Iqram, (2015) provided several strategies to help EFL learners of Bangladesh. He proposed three main purposes why promoting speaking in the classroom; these are: rehearsal, feedback and engagement. It is essential for students to organize their ideas in order to express their message. Teachers should offer them time to practice what they have already written. Moreover, feedback provides relevant information of what students already know and what they need to improve. Finally, motivation is also an important factor when producing a foreign language. Teachers must provide the appropriate exposure to the language to get students engaged and motivated to produce English.
First, using language to talk about language. It is important to mention that in a grammar lesson, teachers tend to translate to facilitate the T-L process and save time. However, this author stated that it is a big mistake. Teachers should explain grammatical structures by giving extra examples of how it works in the pupils’ native language. Besides, teachers should give those phrases and expressions which may differ in meaning because of the use of false friends. Second, fluency before accuracy, teachers must be focused on students’ free production of the language without taking consideration mistakes made by them. Finally, creative writing, the author mentioned that writing must be considered a process not as a product That is why, drafting, revising, and editing are essential strategies to apply.

In addition, the author stated that rubrics are fundamental when assessing both skills. Some examples of activities were provided by the author to work in EFL classrooms, like picture stories, groupings, mingled activities, discussion, problem solving, dictation, essays, letters, instructions, drama / role play, surveys, and questionnaires.

Mendez (2011) proposed 14 strategies to develop the speaking skill of English Language Teaching (ELT) students from a BA course of a public university in Mexico. Some strategies were, first, to use synonyms when the learner does not know that word in the FL. It provides fluency when the learner is producing the language. Second, the use of gestures to communicate. This is essential when teaching and learning English because learners understand better the message by means of gestures of the face, hands, and body. The third strategy is to relate the information heard to predict and understand the full message. Finally, to structure and organize ideas before speaking. It provides confidence to the learner in a speaking activity. The mentioned author considered speaking is the most neglected skill in the teaching-learning process because of several reasons like large classes, social backgrounds and motivation; but it needs to be worked in the EFL classrooms in order to get meaningful results.

Cardenal, (2016) planned a course for B2.1 students from Universidad de Alcala in Spain in order to develop speaking in an EFL context. His course was developed in three ways. First, whole-group sessions, where learners had to work in pairs or individually to carry out activities like debates and oral presentations, as well as writing activities. Second, practical lessons where learners face activities like problem solving, analysis of articles, role plays and workshops. Finally, seminars which consist of attending lectures, using multi-media tools to watch videos and playing interactive games.
Guerra, (2014) intervened in a B1 low intermediate classroom at Ambato for 2 months and proposed communicative activities of 60 minutes each to improve speaking. The referred author based her lessons on the Task – Based Approach. She demonstrated that students were engaged and motivated by the application of this approach due to the analysis of her results. Most of learners improved their level significantly. They gained self-confidence and intrinsic motivation to produce the language orally. Teachers played different roles with this method, which facilitates and make the T-L process flexible.

Finally, Caicedo (2016) proposed a booklet as a didactic material based on drama to develop the speaking skill at a public high school in Esmeraldas. First, he did classroom observations to identify how speaking was being taught and based on those results, he proposed a booklet with several dramas to increase interaction and provide exposure to the language in an attractive manner.

METHOD

The current research was carried out at Don Bosco high school with Spanish-native speaker students. In this high school, English is taught as a Foreign Language from Initial until high school. Students, at first levels, receive four periods of classes per week, each period has 40 minutes. Whereas high school students, 1st, 2nd, and 3rd, receive five periods of classes per week. Additionally, the methodology applied by teachers consists of Communicative Language Teaching (CLT), as the principal method. However, the methods like Grammar-Translation, The Natural Approach and Audio-Lingual are used in the classroom as well. The methodology used depended on the lesson objective.

It is important to say that the number of students per class are 38 – 40 students. That fact makes the teaching of the oral skills difficult because it causes indiscipline in the classroom. On the other hand, this high school does not use the textbooks provided by the government, teachers use books from Oxford University Press with the help of the Books & Bits editorial. The books they use are Play time, Everybody up and Got it 2nd edition. In doing so, the books satisfy the needs of the learners by classifying them into the levels regarding the European Framework of languages. Senior learners use the book ‘Got it!’ which contains 4 units per level. Each unit is divided into 6 lessons: introduction, vocabulary, grammar 1, communication, grammar 2, and skills.

The population involved in this investigation was formed by Spanish speakers’ students from 2nd year of senior education from Don Bosco High School. As there exist three courses from second level, 2nd A with 34 students; 2nd B with 35 students; and 2nd
C with 35 students. There are 105 learners as an overall. These students from 2nd B had greater weakness when speaking in English. This is a topic to be aware about because they are going to get graduated from high school in one year and their English level is low.

The investigation developed was a qualitative one, of a descriptive type since it labeled the problem of the speaking skill of students from Don Bosco high school. According to Hernandez, Collado, and Lucio, (2003) a qualitative investigation consists of collecting information from the reality or context in which the pupil is, to know the origin of the problematic. For that reason, an observation process was done in order to describe and measure the problem of the population involved in this investigation. On the other hand, this research was also quantitative due to the analysis of the data collected from the students participating in the study.

The research contained two variables. The dependent variable was The English-Speaking Skill and the independent variable was Didactic strategies.

This also leads to the hypothesis: Learners may improve their speaking skill by means of suitable communicative strategies.

The methods applied in this investigation were: Analytical and synthetical because of the result of the reading of theories and analysis of problematics presented in the study. Deductive and inductive due to the analysis of the results obtained through out the logic reasoning. Besides, an observation process was done to obtain general conclusions regarding the problem of this investigation (Hernandez, Collado, and Lucio, 2003).

The techniques used were observation and surveys. First, through the observation period, which lasted 2 months during the English classes. The results of this technique were collected by means of a rubric. On the other hand, there were two surveys applied to teachers and students in order to measure their perspectives of the lesson and collect information about techniques that can be useful to improve the English-speaking skill in those learners. The teachers’ survey had 6 multiple choice questions and 1 open question which, involved topics related to CLT strategies.

The students’ survey had 6 multiple choice questions asking the same but modifying the vocabulary and type of questions.

The data collected on this investigation were processed by the Microsoft Excel program following the statistical percentual method.
RESULTS

Regarding the activities applied by teachers to develop oral skills in those students who cannot produce the English language. It was observed in the T-L process that the 90% of the teachers used songs, games, drama, role plays and oral presentations, as it is evidenced in figure 1. These are the most frequent in the teaching-learning process. However, they also applied some others, but these are not totally presented in the process.

![Figure 1: Strategies applied by teachers](source)

Students were asked about the activities their teacher applied in the class to develop the speaking skill; it is evidenced, in figure 2, that the main activities exercised are songs, games, drama, role-plays and oral presentations. Nevertheless, from 20% to 40% of learners also marked other activities which have been done with less frequency during the teaching-learning process. These results have a close relationship with the question presented to teachers. It was also noticed during the observation process, that learners did the activities presented on figure 1. It is evidenced that learners are conscious of the activities that their teachers applied in order to make them to speak.
Concerning other strategies teachers use in order to improve the speaking skill, they were asked about what strategies they apply to give instructions. As illustrated in figure 3, the results revealed that body language is the main strategy they applied for the process to be completely understood. Additionally, they also used to translate instructions to clarify the message.

When analyzing how instructions were given during the teaching-learning process, as it is appreciated in figure 4, those instructions were given 30% in English and 70% in Spanish. Additionally, the 89% of teachers said that instructions were given 100% in Spanish. A reality observed and evidenced during the observation process revealed that everything was translated into the learners’ mother tongue, Spanish.
Learners had several problems when producing the English language. As it is illustrated in figure 5, the main problems presented is when organizing ideas to express their opinions. This issue leads to the lack of lexicon and verbs. The students do not have enough vocabulary to express their ideas in a clear way. Besides, there were other problematics when students had to speak, first, they were aware of pronunciation, second, they translated every single word before producing an idea, and third, they were aware of the grammar structures they had to use.

In regard to the results collected, and the learners’ needs observed during the period of observation; the author analyzed the results which helped her to propose strategies to develop the English-speaking skill on 2nd senior students from Don Bosco
high school. A small booklet was designed in order to evidence the use of the strategies which may improve the Speaking skill.

These strategies were proposed due to the learners’ likes and needs. It was observed that teachers tried to apply them; nevertheless, the procedure was not well handled, and learners did not produce the English language. There were three main inconvenient observed during the 2 months; first, learners tried to translate every single word before expressing an idea; second, they did not know enough lexicon like verbs; and third, they were always aware of the grammar they used. As a result, they were repeating texts instead of producing the language by their own. It is important to mention that the book used by the learners provided topics which can be exploited orally. This gives learners opportunities to talk.

The proposal consists of a group of strategies that follows the Ludic Methodology. These are: Oral presentation, online games: Socrative & Kahoot, games, drama, role-plays, describing pictures, reporting and picture narrations. These strategies have been integrated to the content of the book the students use in classes. The way in which those strategies can be used is explained below.

**General Objective of the Proposal:**

Students will be able to communicate in English, orally, by means of the application of the following strategies: Oral presentation, online games: Socrative & Kahoot, games, drama, role-plays, describing pictures, reporting and picture narrations.

**Methodological Orientation**

The didactic units in the booklet proposed are divided into four sections each. Listening, writing, reading and speaking. The four skills are integrated in order to be focused on the speaking skill. Moreover, the methodology used is Communicative Language Teaching (CLT). The strategies applied for each activity are based on the Ludic methodology where drama, role-plays and games are functional.

**CLT procedures**

1. **Presentation**

   The teacher presents the content by means of games, flash cards, video, or audio material in order to engage the pupils to the content.

2. **Practice**
Learners use / apply the content presented and manipulates the language based on their own opinions. Then, classroom interaction is promoted. The teacher monitors the process and makes corrections if needed.

3. Production

Learners create their new knowledge based on the content studied. Learners report in front of the class by means of role-plays, drama, or oral presentations. The teacher writes down mistakes and provides a feedback to the whole class in order to correct mistakes.

The proposal is a complement for the book Got it 2nd edition ‘A’ used at Don Bosco high school. This material is an adaptation of how the topics should be taught in order to develop the English-speaking skill in 2nd senior students. In doing so, the main objective of this didactic resource is to improve the communicative competences based on the same topics and units applied in the teaching-learning process observed during the investigation. This material is focused on the CLT approach and speaking strategies to improve the English level of the students involved in the investigation. Besides, the ludic methodology is also part of the booklet.

For instance, the strategies presented are evidenced in the following activity from the proposal of this investigation. As it follows the method described before, it has 3 stages: presentation, practice and production.

**Topic**: At the doctor (You should / shouldn’t …)

**Learning Objective**:

Students will be able to give advices and recommendations when going to the doctor by means of speaking activities.

**Strategies**:

- Role-plays
- Drama
- Picture narrations
- Online game
- Game: Miming and Kahoot

**Vocabulary**: Illnesses

**Grammar**: Should / shouldn’t
Stage 1: Presentation

1. Introduce the vocabulary words first, by means of the hangman game, then with flashcards.

<table>
<thead>
<tr>
<th>A sore throat</th>
<th>A cough</th>
<th>A rash</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A fever</th>
<th>A headache</th>
<th>A stomachache</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A toothache</th>
<th>An earache</th>
<th>A backache</th>
</tr>
</thead>
</table>

2. Game: Miming
Tell students to close the books. Divide the class into groups and have one student miming a word from the vocabulary (They choose words from some folded papers). The group must guess as many words as possible in order to win. The group that guesses more words wins.

3. Listen to short conversations. Then practice giving advices using the patterns.

1 A: What’s the matter?
   B: I don’t feel well. I have ____________.
   A: Poor of you. You _____ go to the doctor.

2 A: What’s wrong?
   B: I don’t feel well. I have a bad____.
   A: Oh no. You _____ use some cream.
4. Explanation of Should / Shouldn’t.

**Formula:**  
**Personal Pronoun** + **Should / shouldn’t** + **Verb (Base form)** + **Object.**

1. **You should** eat **healthy.**
2. **You shouldn’t** eat **healthy.**
3. **Should** eat **You** eat **healthy?**

**Stage 2: Practice**

5. Practice the grammar explained. Give the people advice. Use should / shouldn’t and a suitable verb.

   A: I have a terrible headache.
   B: You ________ to the dentist.

   1. A: I’m really tired.
      B: You __________ to bed early.
      2.
   A: I have a stomachache.
   B: You __________ so much candy.

   3. A: I have a backache.
      B: You ________ golf today. Relax!

   4. A: I have a sore throat.
      B: You __________ throat lozenges.

**6. Online game: Kahoot**

Learners have to match the correct advice for the illnesses presented on the game as well as they have to check the grammar on the sentences. This is done in pairs or groups of three.
7. Speaking: Picture narrations

Learners are given some pictures / flashcards and they create a short story regarding how people have suffered the illness (es); then, they provide the advice or recommendation that appears in the pictures provided.

8. Listen and complete. Use the questions from the box. Identify useful questions for you to work in the next activity.

```
Are you allergic to any medication?    Can I still play sports?    How can I help you?
How long have you had it?
Where does it hurt?
```

Doctor: Hello, Tom. How can I help you?
Tom: I have a terrible backache.
Doctor: I see. ____________________________
Tom: I’ve had it for about a week. I was working in the garden when it started to hurt.
Doctor: OK, let me have a look. _________________
Tom: right here.
Doctor: OK. _________________________________
Tom: No, I’m not.
Doctor: Good. Here’s a prescription for some painkillers. You should take two pills twice a day for a week.
Tom: OK, thanks. _________________
Doctor: No, you shouldn’t play any sports at the moment. You should rest.

9. Listen to another patient and the doctor. Then complete the doctor’s notes.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Kaylee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem:</td>
<td>a ______________ and a ________________</td>
</tr>
<tr>
<td>How long:</td>
<td>For / since ________________</td>
</tr>
<tr>
<td>Prescription:</td>
<td>Take medicine ________ times a day for _____ days.</td>
</tr>
<tr>
<td>Other advice:</td>
<td>Drink ________________</td>
</tr>
</tbody>
</table>
Stage 3: Production

10. Drama: Pair work

Create your own dialogue, give advices, and dramatize it in front of the class.

The strategies proposed in this didactic material may help learners to develop their English-speaking skill. That is why, the author has decided to use the same content applied in the mentioned high school so that teachers can be able to improve and better this productive skill.

DISCUSSION

Improving the speaking skill is a difficult task but not impossible. It becomes a problem because there are large and multi classes. That is the reason why, methods and strategies are fundamental in the teaching-learning process. In this case, the Communicative Language Teaching (CLT) is the main method applied at Don Bosco high school to develop speaking.

Iqram, (2015), who provided lots of strategies, insisted that teaching speaking in large classes only require to keep in mind these three purposes: Rehearsal, feedback, and engagement. In that way, the teacher can monitor and keep students focused on the task and working. This conclusion has a close relationship with the results of this investigation. Large classes are a reality at Don Bosco high school, when teachers want to create a good environment for learners to talk, it generates indiscipline in the classroom.

It was observed in figure 2, from the results of the survey applied to students, that teachers applied lots of activities to talk and also provided the time for learners to practice by means of ludic activities. For that reason, the strategy proposed by Iqram, (2015) may help teachers to control learners and keep them focused on the speaking activity planned.
Additionally, one of the main strategies that Iqram, (2015) proposed was to use body language so that the process can be understood. Teachers, in this research, were asked on how instructions were given during the class. They answered the same as it was illustrated in figure 3, body language is a good strategy to be understood. Nevertheless, teachers also answered that translation is another strategy that they used in order to provide instructions to the class.

On the other hand, Cardenal, (2016) agreed that oral presentations are needed to let students be in touch with the language. Besides, teachers and learners of the present investigation answered that oral presentations and dialogues are beneficial; nevertheless, some innovations must be done. The results of this study demonstrated that teachers and learners would like dramas, songs, more ICT’s, and handcrafts would cause a positive impact on the learners T-L process as well. Motivation plays an essential role in the process.

Guerra, (2014) stated that once you get your students focused and motivated, you can apply any kind of activities. Everything is about catching the students’ interests on the most relevant activities, those which are principal for daily conversations. The results of this investigation demonstrated that teachers motivated learners by means of creating a suitable environment where confidence was present. However, a minimum percentage of learners said that they did not feel that motivation at all.

Furthermore Guerra, (2014) said that teachers should diagnose the learners’ needs and interests. Then, they should use the technique, method and strategy which causes more impact on their learning. The conclusion of the author is real but during the observation process of this research, learners were motivated with the Kahoot game the teacher presented. Nevertheless, when they were asked several questions about the content they were studying, they were not able to answer or produce coherence utterances in the Target Language (TL). During the observation process, several problematics were evidenced when learners had to produce the English language. First, they had difficulties on expressing a coherent message. They did not organize their ideas before expressing them. Second, students did not have enough lexicon. The lack of knowledge of verbs and their forms interfere on the message they want to express. Finally, learners translated every single word from Spanish to English in order to produce / express their ideas. When the teacher asked them to give a possible solution to a problem presented, before answering, they sought each word on their dictionaries in order to tell the teacher the
solution they thought. Those problems demonstrated that even the level of motivation is high, learners needed linguistic input first before asking them to speak.

Moreover, the ludic methodology provides confidence and motivation. According to the results of this investigation, learners would like to be taught based on that methodology because it is attractive and new for them. For that reason, Caicedo, (2016) proposed a didactic material based on drama, in which he explained how to apply it in a public school with the main objective of improving the speaking skill. This is one of the strategies proposed in this research since not all students liked dramatizing the whole time. The strategies proposed for 2nd Senior students from Don Bosco high school are Oral presentation, Online games: Socrative & Kahoot, games, drama, role-plays, describing pictures, reporting and picture narrations. As this is a multi-level class, these strategies fit to their needs and likes. Applying the strategies presented provides a confident environment and appropriate exposure to the language. Learners get enough linguistic input to be produced in further situations without translating word-by-word or overthinking on grammatical rules.

Teachers have to face the challenge of improving the speaking skill in their classes, taking into account the purpose of the lesson, the theories of language acquisition and the appropriate procedures to follow based on the methodology they are applying. It is truth that developing speaking activities in large classes may cause problematic. However, Iqram (2015) proposed strategies that are essential to keep learners focused on the activities without distractions. Additionally, motivation plays a fundamental role as Guerra, (2014) stated in her investigation, motivation will help learners to act better in the Teaching -Learning process. Nevertheless, if learners have not been provided linguistic input, they would not have been able to produce the English language. That is why, the strategies proposed in this research would help teachers to manage the content to be taught as well as to keep learners motivated and active during the T-L process.

CONCLUSIONS

CLT strategies to improve the English-speaking skill are applied by teachers involved in this research. They contribute to the development of the English-speaking skill. However, the lack of processes is missing when applying them. Some strategies such as oral presentations, role-plays are the most frequent ones used in the English Teaching-Learning process.
Additionally, teachers also applied some other strategies like describing pictures and reporting any situation to provide learners opportunities to talk. Nevertheless, the observation results revealed that learners needed more guidance before giving instructions to describe pictures and report the situation given. It means they needed more clarification questions.

Learners involved in this research had lots of problems when producing the TL. It was noticeable that they had lack on vocabulary and verbs to express their ideas clearly. Besides, they translated word-by-word the message they wanted to express. Those processes interfered the production of the language in a fluent manner.

Teachers must be aware of the purpose of the lesson. It must be well defined before planning due to the fact that a fluent speaking lesson can become a grammar-based lesson. That is why, it needs to be read and oriented with anticipation.

A communicative language teaching didactic strategy was designed based on the diagnosis made and the students’ likes and preferences, which included ludic activities such as: online games, drama, role-plays, describing pictures, reporting and picture narrations.

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