ECUADORIAN UNIVERSITY ENGLISH TEACHERS' PERCEPTIONS OF COMMUNICATIVE LANGUAGE TEACHING

A Thesis

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by

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Abstract

This thesis is based on the ethnographic research study of five Ecuadorian university English teachers' perceptions of Communicative Language Teaching (CLT). This study explores their beliefs and perceptions and describes their methodological practices related to *Communicative Language Teaching* in an Ecuadorian university context. It shows the relationship of the teachers' theories of CLT to the reality of their classroom practices.

At the moment this qualitative research study was being carried out, these five educators volunteered themselves for participating in it. They where working in the same public university campus located in a major Ecuadorian city. The data were collected through observations, field notes, questionnaires, interviews, audio and video recording. The general trend for the teachers was to use more and more communicative activity as the study progressed because they were more focused on it.

However, the study findings suggested that most teachers were stuck in the grammar paradigm because they used memorized or canned question &answer patterns, substitution and repetition drills instead of spontaneous students' responses. The evidence revealed teacher- centeredness which became a barrier against the use of Communicative Language Teaching practices. Moreover, there was a wide gap between teachers' theoretical knowledge of CLT vs. their pedagogical classroom practices. Consequently, this study attempted to raise EFL teachers' awareness of CLT beliefs and practices which were directly linked to students' speaking skills development and use of English for real communication.

Whoever speaks, as one who speaks oracles of God; whoever serves, as one who serves by the strength that God supplies—in order that in everything God may be glorified through Jesus Christ. To him belong glory and dominion forever and ever. Amen.

Peter 4:11(NIV)

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Table of Contents

Chapter		Page

Chapter

List of Tables

List of Figures

List of Tables

Chapter 1

Introduction

English, which is spoken all over the world, is used as an international means of communication. Knowledge of this foreign language is essential in different fields such as: business, science and technology, engineering, medicine, law, philosophy, psychology, and fine arts, among others. Therefore, Ecuadorian students of all university careers (fields) must develop their communicative language abilities for achieving communicative competence.

It is generally believed that Ecuadorian students, who become more competent in spoken communication, may have better local or international job opportunities, become global business entrepreneurs or may even study at the graduate level abroad. English proficiency gives them plenty of opportunities for improving their personal, family and professional standards of living, while they are serving the society through their knowledge in different fields.

Being able to communicate effectively in a global, technological and modern world is rewarding for Ecuadorian students who want to excel in life. Speaking is an integral part of people's professional and social lives. In order to satisfy their language needs, students must be exposed to interactive and meaningful speaking practice. Ecuadorian students must be encouraged to use the language they have learned in different contexts. However, they often seem nervous, anxious, stressed, worried, afraid or shy when they are asked to speak English. Ecuadorian learners feel there is a lot of pressure because they lack fluency and confidence so they do not want to be regarded as objects of ridicule. Scrivener (2005) states the following:

Very often, when people study a language, they accumulate a lot of 'up-in-the- head knowledge (i.e) they may know the rules of grammar and lists of vocabulary items, but then find that they can't actually use this language to communicate when they want to there seems to be some difficulty in moving language from 'up-there' knowledge to actively usable language (p.147).

For several reasons, like the ones mentioned by Scrivener, speaking is one of the most difficult language skills. In fact, many Ecuadorian university teachers have students who cannot converse in English. Are those teachers really aware of how to direct the process of Communicative Language Teaching? Even though communicative competence may be developed, some Ecuadorian university teachers may have problems trying to encourage students to speak, but do those teachers know how to develop communicative competence? Therefore, I want to study Ecuadorian university teachers' perceptions of Communicative Language Teaching (CLT). I will use the principles of ethnographic research for this study. Ethnographic methods will help me explore the beliefs and perceptions and describe the methodological practices of five Ecuadorian university teachers related to CLT.

Statement of the problem

Ecuadorian university teachers may not be aware of the theoretical underpinnings of communicative language teaching. The purpose of this study is to describe the relationship of the theories of communicative language teaching to the classroom practices of a group of Ecuadorian university English teachers.

Justification of the problem

Ecuadorian university teachers want their students to develop their communication skills in English through meaningful social situations. Nevertheless, some students do not want to speak; others have not developed this skill; and there are even students who don't care about speaking. The problems happen because those students are neither fluent nor confident at the moment of speaking. Learners hesitate, repeat words, make accuracy mistakes, and translate mentally from their L1. They lack practice and do not appear to think directly in English.

What can be done in order to encourage communication competence? Teachers can develop communicative language ability in a systematic way, starting from the basic levels. Having a solid communication basis is necessary for learners who want to interact using spoken English. But, how can Ecuadorian university teachers improve learners' communication abilities? One way may be to find out what teachers know about CLT, the sources of their knowledge, and the reality of their practice, so as to know how they might progress in their teaching of CLT.

Research questions

Through this research study, I wanted to answer the following research questions:

1. How does a group of five Ecuadorian university teachers put the theories of CLT into practice?

2. What are their perceptions and knowledge of the theories of CLT?

3. What are the sources of their knowledge of CLT?

Operational Terms

 In this section, I provide the definitions for the terms I used in this study:

Accuracy. Is the use of the correct vocabulary and grammar structures.(Davies &

Pearse, 2000).

Communication. Communication is a process that people use for purposeful exchange and understanding of information. Harmer (2000).

Communicative activity. For the purpose of this study I used Scrivener's (2005) definition: Communicative language activity is:"[A]n activity that has communication as its main aim. (as opposed to the practice of particular language items." (p. 421).

Competence. Competence is knowledge of language use. Harmer (2000) suggests that it is the knowledge of how language is used appropriately and how it is organized as discourse.

Context: Context refers to the situation that involves the use of language. Harmer (2000).

EFL(English as a Foreign Language): "a term that has been used to describe the language that people study so that they can speak English around the world". (Harmer, 2007)

ESL(English as a Second Language): "The type of language that students learn when they live and work in the target-language community (i.e immigrants)". (Harmer,2007)

Fluency. Scrivener (2005) defines fluency as "Speaking naturally without worrying too much about being 100% correct" (p. 422).

Function. According to Davies & Pearse (2000), "Function is specific communicative use of the language: accusing, denying, confessing, explaining, and apologizing" (p.206).

Functional communication activities. The aim of these activities is to use whatever language learners have at their disposal in order to cope with the communicative demands of the situation (Littlewood, 2002).

TEFL: Teaching English as a Foreign Language

MTEFL: Master in Teaching English as a Foreign Language

Limitations of the Study

   This qualitative research study just focused on five Ecuadorian English university teachers who where working in a public university at the moment of the study. Therefore, it's very unlikely to generalize its findings in the Ecuadorian university TEFL context. Another limitation of this study was the amount of time spent for the three observations made in each classroom during the university semester which could not be carried out on a regular basis.

   Additionally, there was a wide pedagogical gap between teachers' beliefs versus practices. There was evidence of teacher centeredness and controlled-grammar practice in some of their classes. However, the number of CLT activities and its application to classroom practice varied according to each teacher's experience. Therefore, it is difficult to generalize the data to every Ecuadorian university English teacher. Finally, my tight budget limited my expectations to make the number of participants larger in order to improve the generalizability of the data gathered in this study.

Summary

Ecuadorian university in- service English teachers had a wide range of misconceptions of CLT theory according to their own perceptions, beliefs and knowledge of it. Moreover, some of them had serious problems when they tried to put their CLT theoretical knowledge into classroom practice. The data showed that there was evidence of teacher centeredness and controlled- grammar practice. Nevertheless, considering that speaking is a very important and necessary language skill, it is essential that the EFL teacher makes the learning process more meaningful by developing students' ability to communicate efficiently in a foreign language.

Chapter 2

Literature Review

In this section, I will synthesize documented work produced by researchers and experts of communicative language teaching (CLT). First, I will introduce communicative language ability, the principles of CLT and its settings. Second, I will refer to its history. Third, I will mention some of its critics. Fourth, I will review some case studies related to CLT and with possible parallels to CLT in Ecuador. Additionally, I will describe English language teaching (ELT) in Ecuador.

Communicative language ability

EFL university students need to develop their communicative language ability in order to achieve communicative competence. "Communicative language ability pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view" (Littlewood, 2002).

In her introduction to the chapter "*Communicative Language Teaching (CLT) for the Twenty First Century"*, Celce-Murcia (2001) introduces Savignon (1999) who identifies the five components of a communicative curriculum. These components are: (1) language arts, (2) language for a purpose, 3) personal English language use, 4) theatre arts, and 5) beyond the classroom. She focuses on the learner's communicative needs, as the first step in the development of a teaching program.

Communicating well orally in English is important for Ecuadorian university students. They must know how to use the language for particular purposes. Students must be able to use the functions of the language. Doff (1998) states:

To know English must mean knowing how to communicate in English. This involves not only producing language correctly, but using language for particular

purposes; for example, being able to give advice in English, make predictions or describe people. We call these the communicative functions of the language (p.50).

In addition, Doff mentions that learners have communicative competence in the language, when they can express the communicative functions they need. It is not enough to produce and understand structures; learners must use functions too. Some of the functions he mentions are: describing, expressing regret, making a prediction and giving permission. Doff (1998) points out:

> If learners are able not only to produce and understand structures, but also to use them to express the communicative function they need, that is to do things through language, we say that we have 'communicative competence in the language.' (p.51)

Communication is used for expressing our wants or needs. When we speak our attention is focused on the message, whether our grammar was correct or not. Davies & Pearse (2000), assert that teachers should try to create features of natural communication in their classrooms. They say that we communicate when we have a need. They add that our attention is focused on what we are communicating (the message), instead of how we are communicating it.

According to Luoma (2004), oral communication requires meaningful interaction. Interactive communication takes place when people speak about relevant topics, and they share the right to give their opinions. She writes:.

> In typical spoken interaction, two or more people talk to each other about the things that they think are mutually interesting and relevant in their situation.. Their aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once.

The point in their interaction is that they do these things together and share the right to influence the outcomes, which can be both shared and   individual (p.20).

The Principles of CLT

According to Richards and Rodgers (2001), CLT is based on the theory of communicative competence. CLT principles include a variety of concepts such as meaningful communication, classroom learning, connection to real life, and use of authentic material. CLT theories state that learning takes place through genuine communication. Hiep (2005) in his article *"'Imported' Communicative Language Teaching: Implications for local teacher*s, cites Nunan (2003) who also mentions that meaningful tasks, authentic material and real life contexts promote CLT.

Davies & Pearse (2000) point out several aspects of the CLT approach. They assert that language involves the use of functions, acquired through exposure to communication. In addition, these authors claim that though learners may make many mistakes during their situational, contextualized and meaningful interaction, CLT promotes learner autonomy. They comment that the teacher acts as a facilitator who is in charge of motivating learners to speak and use integrated skills to promote language acquisition.

CLT in EFL/ESL settings

Principles and practices of CLT are often discussed in TESOL programs in the West. In ESL environments in Australia, the United States, and England, students have the advantage of the opportunity to interact regularly with native and other competent English speakers. While EFL students who live in non- English speaking countries (i.e. Latin America), are not immersed in an English speaking society. Hiep (2005) cites

Holliday (1994) because he defined the "learning group ideal as the goal of immersing learners into the society and community outside" (p.86). In ESL settings, learners have the need of communication in their lives while in EFL settings they do not.

History of CLT

Communicative language teaching appeared because of developments in Europe and North America. In Europe, there was a growing number of immigrants and workers. Therefore, the Council of Europe decided to adopt a syllabus for learners based on the functional approach. Functions considered both learners' needs and the goals of the program (Savignon, 2001).

In Europe, language was focused on functional concepts of language use and meaning potential. According to Savignon (2001), meaningful communication requires a variety of processes. She presents an analogy comparing communication to a soccer match when she writes:

> The interest of a football game lies of course not in the football, but in the moves and strategies of the players as they punt, pass and fake their way along the field. The interest of communication lies similarly in the moves and the strategies of the participants. The term that best represents the collaborative nature of what goes on are interpretation, expression and negotiation of meaning (p.15).

Savignon is one of the authors, who is often cited in the CLT literature. She contributed to the development of CLT theory.

CLT in theory

CLT is based on the work of many theorists. In his article, "*Imported"
Communicative Language Teaching,* Hiep (2005) cites Hymes (1972) who argued
against Chomsky (1965) when he stated that effective use of a language involved more
than knowing grammar rules, vocabulary and pronunciation. He emphasized that
learners needed to develop communicative competence, which is the ability to use the
language appropriately in any social context. Many theorists have studied CLT as
competence for social interaction. Austin (1962) proposed the speech act theory;
Holliday (1994) wrote about the functional perspective; Hymes (1972) developed the
theory of communicative competence.

Much of the work in CLT took place in the 1980's. Canale and Swain (1980)
stated that communicative competence included grammatical, sociolinguistic, discourse
and strategic competence. For them, grammatical competence referred to linguistic
competence. Sociolinguistic competence refers to the social rules involved in language
use. Discourse competence was an ability to understand the message in discourse.
Strategic competence involved all the strategies used in successful communication.

Breen and Candlin (1980) also proposed the essentials of a communicative
curriculum, which included: 1) content focused on significant language knowledge; 2)
cyclical sequencing; 3) interactive activities and tasks; 4) continuity which resides
within and between class activities; and choosing directions which involve
negotiation.(Savignon, 2001)

In her article *Communicative Language Teaching for the Twenty-First Century,*
Savignon (2002) states: "CLT puts the focus on the learner. Learner communicative
needs provide a framework for elaborating program goals in terms of functional

competence" (p. 18). Savignon, in the same article, also focused on the learner's needs in order to elaborate the instructional goals.

Savignon (2003)wrote that CLT involved concepts of negotiation, interpretation and expression. They considered the use of the language creative, unpredictable and purposeful. Therefore, activities such as games, role plays and drama techniques were supposed to promote both grammatical accuracy and communicative fluency.

Kumaravadivelu (2006) in his article,*TESOL Methods: Changing Tracks, Challenging Trends*, mentions that some theorists such as Savignon (2007); Breen and Candlin (1980), Canale and Swain (1980) supported the concepts of negotiation, interpretation and expression. They added that language was creative, unpredictable and purposeful. Additionally, they mentioned that information gap activities, games, role plays and drama techniques helped learners get ready for real communication outside of the classroom. These activities were supposed to promote grammatical accuracy as well as communicative fluency.

During the 80s, CLT was directed by the functional pedagogy. Many books related to communicative language ability appeared in the market. There were books in language areas such as: competence, grammar, syllabus, teaching, methodology, tasks, reading, and testing, which were also related to communication. During the 1980s, most textbooks had a label featuring the communicative approach on their cover.

CLT opponents

Since CLT appeared, so have its opponents. Bax (2003), Sato & Kleinsasser (1999), Thompson (1996), among other researchers, have stated that teachers neither understand nor develop appropriate CLT practices. There are other theorists who do not believe in CLT because they question its goal, which seems to be native speaker communicative competence. Byram (1997) and Berns (1990), point out that

communicative competence is influenced by the cultural context in which language is used. They thought that CLT instruction made learners ignore their own culture in intercultural interaction.

Theorists like Holliday(1994) and Pennycook (1994) criticized the influence of language teaching from developed countries on the developing ones. They assured that ELT methodology was grounded in an Anglo- Saxon view of education.

In Hiep's (2005) article, *Imported Communicative language teaching Implications for local teachers.* This expert mentions:

> CLT should leave room for it to be adapted to the social and cultural sensitivities of the region. If CLT is to represent *real communication,* by which is meant communication meaningful to participants from different cultures. It must not be prescribed in ways that represent only a western communicative style which is characterized by a certain mode of exchange of information and negotiation of meaning. Rather, real communication must be based on a multifaceted view of communication and language use. (p. 8)

Even though there are many CLT activities such as pair work, group work, and information gap, teachers must create any additional classroom activities that are suitable for the social context of the students. Teachers must consider cultural settings, participants, and even purpose of communication in order to apply CLT theories. For instance, in reading research from the Asian countries, I have noticed similarities in the reports in the teaching contexts in China, Japan, and Vietnam from the language teaching context use in Ecuador.   In the next section, I present some case studies in order to point out some similarities and differences in both contexts.

Case studies related to CLT and possible parallels to CLT in Ecuador

Gorsuch (2000) describes a study of EFL educational policies and educational cultures with respect to how teachers approve communicative activities. She states:"The results of a survey of 876 Japanese high school English teachers shed light on the effects of educational culture on teacher's acceptation of innovation". (pp. 675-676)

The main data collection instrument in her study was a questionnaire in Japanese, developed through interviews, a literature review, a pilot questionnaire, a construct validation questionnaire, and back translation techniques. The teachers were asked about CLT in language learning. One of her findings seems to directly relate to CLT in the EFL teaching context here in Ecuador where research in the English Language Teaching (ELT) field is so limited. Therefore, case studies related to CLT, presented throughout this study belong to Asian countries.

EFL education has always been a topic for debate in the Japanese society. In 1984, the National Council on Education Reform (NCER) was established in Japan. The NCER published national policy statements mandating that Japanese had to become "cosmopolitan Japanese" who should be able to communicate in one or more foreign languages (Lincicome,1993, p.127 cited in Gorsuch, 2000). Gorsuch went on to explain that the Japanese Ministry of Education, Science and Culture responded to NCER educational vision in 1992, by issuing policies for secondary schools which had as its goal, the development of communication skills. Their proposed curriculum emphasized that the four skills (listening, speaking, reading and writing) be treated equally in the language teaching curriculum. However, university entrance exams required extensive translation skills. Gorsuch (2000) pointed to the mismatch in national policy and the reality of university entrance exams.

One of the problems in Japan was that classes were large, with 40 or more students. Teachers wanted to keep students busy so they gave them lots of translation exercises, quizzes and asked them individual questions.

Ecuador has similarities with the Japanese EFL teaching context (described in Gorsuch's article). Even though the Ministry of Education and Culture (Ministerio de Educación y Cultura) is constantly working on English language teaching reforms, students have poor language proficiency after finishing high school. Some of them are not able to speak English. Salguero (1991) states:

> Luego de estudiar el idioma extranjero observamos que al cabo de seis años en la mayoria de los casos los alumnos egresan de los colegios no aprendiendo a hablar el idioma. La causa fundamental radical en que en el extremo pueden fonar, escribir (código linguístico) pero no saben lo que significa (código del pensamiento) y esto obedece a que los contenidos corresponden a otra realidad social, es decir el idioma extranjero está relacionado con otra esfera social. (p. 87) [*After studying a foreign language for six years, we observe that most of the high school students leave school without learning spoken language. The main cause is that they can pronounce phonemes, and write (linguistic code), but they do not know what it means (thinking code) and it happens because contents correspond to another social reality, foreign language is related to another social sphere.*]

In my fifteen years of experience in the English language teaching field, I have observed that Ecuadorian students are not able to communicate well in English because they lack speaking practice. I include my own observations here because little research has been published in Ecuador about the ELT / EFL field. English is considered a

foreign language in Ecuador. Ecuadorian students do not have many opportunities to practice English outside of the classroom, and that is one of their main limitations for learning to speak the language. In Ecuador, the Law of Tertiary Education (Ley Orgánica de Educación Superior) defines the responsibility of the universities as follows:

Es responsabilidad de las instituciones que conforman el Sistema Nacional de Educación Superior ecuatoriano proporcionar los medios adecuados para que quienes egresen de cualesquiera de las carreras conozcan cuáles son los deberes y derechos ciudadanos e integren en su formación valores de la paz y de los derecho humanos. Asimismo, acrediten suficiencia de conocimientos de un herramientas informáticas y realidad socioeconómica, cultural y ecológica del país. (p. 14) [*It is the responsibility of the institutions of the nationwide system of Ecuadorian tertiary education to provide the appropriate means for those undergraduate students in any career (field) to know which are the duties and the rights of citizens so they can integrate values of peace and human rights. Likewise, they must demonstrate sufficiency in a foreign language, management, oral and written expression, computing skills, and knowledge of the cultural, ecological and socioeconomic reality of the country*.]

In the Course of Study in Japan, Gorsuch (2000), mentions: "Educational policy makers must understand that for teachers instruction to change, teachers beliefs must be transformed" (p. 14). The Ministry of Education applied the center-periphery model, in which teachers "merely implement the decisions that are handed down to them (p. 14)". So, the teachers do not have a voice in the policy making process. The same situation happens in Ecuador, because most of the time we, as English teachers, must follow institutional policies, instead of being active participants in policy making. Teachers are

just facilitators in charge of implementing decisions following a top- down educational model.

The findings of the Japanese model provide evidence that the existing exams did not test communicative aspects of language learning. Gorsuch (2000) mentions:

> Some observers feel that universities are under pressure to change their exams as the number of college age students declines. In order to appear more international some universities have even competed against each other offering exams that include interview tests, writing tests, or tests of listening comprehension based on meaning. (p. 701).

Nunan (2003) in his study on the impact of English as a global language comments on educational policies and practices in countries of the Asian Pacific region, such as: China, Hong Kong, Japan, Korea, Malaysia, Taiwan and Vietnam. From his findings, Nunan (2003) reported:

All of the countries surveyed subscribed to the principles of CLT, and in a number of them, task- based language teaching (TBLT) is the central pillar of the rhetoric. However, in all the countries surveyed, it would seem that rhetoric rather than reality is the order of the day. Poor English skills on the part of the teachers as well as inadequate teacher preparation make it very difficult, if not impossible, for many teachers to use CLT.

Compared to all these Asian countries, Ecuador has similar educational problems, because there seem to be a wide gap between the rhetoric of educational goals of foreign language education and the reality of students' communicative ability. In this review of the literature no research on the topic has been discovered relating to Ecuador. The Ecuadorian Ministry of Education and Culture (MEC) is constantly

making high quality educational policies; however they do not seem to have been
implemented either in high schools or universities.

Hu (2005), reports on contextual influences on instructional practices, a study
carried out in China in which he proposes an ecological approach to ELT. "As a major
component of the ELT reform drive, an imported methodology, CLT has been
vigorously promoted because the traditional teaching methodologies are thought to form
the crux of the problems with ELT in China" (p. 635). After the data was analyzed, the
results showed that the CLT approach was only adopted in socioeconomic developed
regions (urban educational centers). On the other hand, the CLT approach was absent in
the inland, rural regions. Hu cites Yang (2001) who states:

Schools in the disadvantaged areas tend to be inadequately equipped. Many of them
do not have financial resources to repair their dangerously dilapidated buildings, let
alone obtaining up-to-date facilities. Because resources are scarce, as many as 60
students are sometimes crowded into one classroom. It is difficult if not impossible, for
teachers to give individualized, interactive instruction to classes of this size. The
general lack of adequate facilities compels many teachers to take a book- dependent,
teacher- centered, and transmission oriented approach in their classroom
instruction.(p.651)

Additionally, urban educational centers are located in urban areas that offer better
living standards and a lot of facilities. These factors motivate qualified teachers and
university graduates, who prefer working in cities instead of in the rural areas. This idea
is supported by Hu (2001) who wrote, "The economic prosperity and better living
standards in the coastal and urban areas have helped their schools to attract a
disproportioned number of university graduates and lure many qualified teachers from
inland rural regions" (p. 651)

Similarly in Ecuador, one of the main constraints in the area of foreign language teaching is that qualified teachers generally work in the cities. On the other hand, it is common knowledge, though undocumented through research that rural schools have teachers who lack English proficiency and have poor skills. \

ELT in Ecuador

In Ecuador, English proficiency opens a door to professional success. According to Carter & de Crespo (2005) in *Guia del Estudiante* :

> El dominio del Inglés para un profesional que pretende trabajar en una empresa con una mínima vocación exportadora o que forma parte de un grupo más amplio, no solo es un "must" para entrar en las selecciones de personal, sino que será una competencia indispensable. (pp. 36-37) [*Mastery of English for a professional who intends to work in a company, with some export work, or other companies that belong to a larger groups, is not only a only a 'must' for those competing for employment, but it is also an indispensable fundamental requirement for communication and business.*]

As Carter and de Crespo (2005) assert the Ecuadorian market needs professionals who are fully bilingual. For this reason, many high schools, academies and universities prepare their students for working in English in a competitive environment.

In 1992, the Ecuadorian Ministry of Education and Culture (MEC), which is responsible for supervising high school education, signed an international agreement with England. It was called the CRADLE project. It aimed to: a) renovate the English syllabi; b) create texts for the students and didactic guides for the teachers; c) coordinate with universities for teaching training programs; d) evaluate materials; e) evaluate the

whole project. All these guidelines have been developed in the Curriculum Department through the National Division of Foreign languages.

According to Ministerio de Educacion y Cultura,. Boletin Anual (2005) which published the article, *International British Ecuadorian Agreeement.,* the project has been developed through three phases. The first phase was from January, 1992 to October 1997; the second from November, 1998 to December 2003. The first and second phases have resulted in the following, which has been summarized from the original document in Spanish:

1. a new plan for study programs of five hours for 7th to 10th grades and for 10th to 12th in high school. It was implemented for 95% of the public schools and 60% of the privates ones. (It is important to note that the kindergarten year is counted as grade

2. publication of the six book series *Our World Through English*. It includes guides and supplementary listening material for exams and quizzes.

3. Key leaders in each Ecuadorian province were trained to use the material.

4. There were seven training modules for 5,000 teachers. Those were the following: Curriculum Orientation, Professional Reading, English Improvement, English Use, Pronunciation, English for Primary.

   An extra component of these modules was a a workshop on the Application of English. Additionally, English teachers had to be well-prepared because they had to take a National Exam too.

5. The National Division of Foreign language was created. It was in charge of all curriculum reform.

In their article, Formación por competencias universitarias, Larraín & Gonzalez (2005) mention that university competencies have been designed in the United States &

Europe. Then, they were developed in Latin America through the Tuning project. In the project, competencies have an integral approach that combines individual skills, theoretical and practical knowledge and values in a social context. According to this project the competencies of undergraduate Ecuadorian students include the knowledge of a second language. Ecuadorian students' professional competency such as English proficiency is necessary for the socio-economic development of the country.

I would like to highlight that there is an excellent Master's in Teaching English as a Foreign Language (MTEFL) program in a prestigious Ecuadorian university which includes a wide range of academic subjects such as: Computer Assisted Language (CALL), Quantitative and Qualitative Research, Ecuadorian Educational Law, Finance, Leadership, Program Evaluation, Curriculum Design, among others. It is more than likely that this MTEFL program will contribute to university English teachers' professional development in Ecuador. Having better prepared professional in the TEFL field will definitely benefit university students who need to speak English and develop their communication skills.

Summary

Even though speaking is one of the most important language skills. Ecuadorian university English teachers still need to make changes to their teaching practices related to CLT. The literature review presented experts' knowledge of Communicative Language Teaching. It is evident that teaching methodology directly influences students' communicative ability. Students need more exposure to the foreign language through more authentic opportunities to use it. EFL teachers are responsible for encouraging learners to interact among their peers in a foreign language. It is important that students speak out of their minds and keep conversations going on fluently. Nevertheless, teachers need to link their perceptions and beliefs of CLT to their classroom practices in order to promote students' oral skills. Unluckily, in Ecuador there is little research of CLT application to EFL classes.

Chapter 3

Research Methodology

I will use ethnographic methodology for this descriptive study. I have chosen it because I want to describe how Ecuadorian teachers put their perceptions of CLT into practice. My ethnographic study will help me to describe and understand Ecuadorian teachers' perceptions of CLT. Richards (2003) asserts: "Ethnography fits comfortably into the description of qualitative research. It seeks to describe and understand the behaviour of a particular social or cultural group" (p.14)

Additionally, this ethnographic study will consider personal epistemology which may shed light on the perceptions and beliefs of a social group. Hoffer (2001) & Nunan (2005) state that epistemology involves the study of perceptions, beliefs and ideas of the research participants in order to understand human behaviour.

An ethnographic study requires the researcher to avoid a one-sided view. It is important to understand the behaviour of a social group looking at it from different perspectives. Richards (2003) points out:

 Ethnographers try to establish different perspectives on the situation they are studying and will use different methods and techniques in order to avoid a one sided view. The idea of getting a fix on things in this way is often described as triangulation. (p.15)

My position in this ethnographic study was first as an observer and then as a researcher. As an observer I was constantly taking field notes. Then, as a researcher I had to describe and explore how teachers put their theoretical knowledge of CLT into practice. In a sense, I am a participant in the role of the teachers I   was studying, because I also teach English at the university level in Ecuador. Nunan (2005) remarks:

"Attending to researcher status, position requires researchers to be explicit about the social position they hold within the group being investigated" (p.59)

Participants

Five Ecuadorian teachers of English as a foreign language at the university volunteered to be participants in this research study. Three of the teachers, who were volunteers for this study, were students of a Master's program in TEFL. They were doing their own thesis research, which made them amenable to spending the time collaborating with the research of colleagues and fellow classmates, because in the future they may call on my cooperation and collaboration for their projects. The fourth teacher-participant had passed one of the MTEFL subjects. The fifth volunteer, who had teaching experience in different institutions, was eager to participate, even though he was not a participant in the Master's program. These volunteers had taught English at different universities, high schools and academies in Ecuador.

Permission for observing the Ecuadorian university teachers' classes at the university was granted by the English department general coordinator. The five volunteer teachers signed participant consent forms too. (See Appendix A. Participant Consent Form). Their students were also informed about my research because they had to be observed too.

All the consent forms used in this study were approved by the Master's Program Coordinator. The anonymity of participants was maintained in the document. No real names have been mentioned.

Data collection

I did my research through observation, field notes, questionnaires, interviews, and audio and video recordings. I used all these instruments for researching teachers' perceptions of CLT.

There were three observations carried out for each teacher. The first one was unannounced, the second announced and the third was a video recording session. During my observations I took field notes on teachers' and students' activities, specifically focusing on evidence of CLT methodology, to determine students' level of communication.

Additionally, teachers were interviewed twice. The first interview was carried out after they answered a questionnaire for teachers, which included CLT principles. I gave the five volunteer teachers a questionnaire format (adapted from Gorsuch, 2000). The second meeting was for the video discussion. In that session, we discussed the video -taped observation when I interviewed the participants for the second time.

Ecuadorian teachers received some benefits from this research study. They received a copy of the video tape cassette and a copy of the thesis document. Moreover, they might become more reflective about teaching with the CLT approach. This research might raise their teaching self- awareness.

Steps of the research process

This research study involved the following steps:

1. The five teacher-participants of this study signed a Participant Consent Form.(Please See Appendix A.)

2. I interviewed the five volunteer teachers. (Please See Appendix B)

3. Teachers filled out a questionnaire about their CLT knowledge and beliefs. (Please

See

 Appendix C).

 4. I took field notes related to CLT practices during the unannounced observation.

 (Please see Appendix D).

 5. I asked the teacher to prepare a lesson that incorporate CLT activities during an

 announced observation. (Please See Appendix E).

 6. I video- taped the last observation (considering high quality video techniques).

 7. I carried out a second interview for discussing the video-taped session(Please see

 Appendix F.)

Data analysis

This ethnographic research study was analyzed quantitatively. The data collected

from the observations, the questionnaires and the interviews helped me to explore and

describe teachers' CLT beliefs vs. their practices. Furthermore, this study shows the

pedagogical gap between what teachers said they did and what they really did during

their classes. Field notes from the interviews ,classroom unannounced and announced

observations as well as the video-taped session were used in order to triangulate the data

(avoid one-sided view) in this ethnographic study.   The aim of this study was to explore

the five EFL university teachers' knowledge and practices related to CLT in order to

come up with patterns among them.

Summary

This chapter presented the methodology as well as the steps followed in the research process of this qualitative study. EFL university teachers had to describe their teaching experiences, beliefs and challenges related to CLT practice. The data were collected through field notes taken from class observations, questionnaires, teachers' interviews and even a video-taped session. All the stages of the research process which started from adapting questionnaires to collecting and analyzing the data were described. After studying CLT teachers' perceptions versus class practices, I was able to present the findings of this study, and to contribute new knowledge to the English teaching field in Ecuador. The results of the data collection and its analysis will be shown in the next chapter.

Chapter 4

Findings

This chapter reports on the findings from the data collection process. It focuses on the EFL university English teachers' perceptions vs. their practices of CLT. The chapter is divided into three sections. The first section of this research study deals with the interviews and questionnaires of the five Ecuadorian university English teachers. In the interviews and questionnaires they were asked about their CLT knowledge, training, perceptions, beliefs and practices. The second section describes all the CLT and non-CLT activities used by the teachers during the two observations (the first one unannounced and the second announced) and finally the video-taped session. The third section shows the Patterns of Teacher Activity Sequence. The intent of this chapter is to give the reader a snapshot of the participants' profiles and educational backgrounds, teaching experience, understandings and beliefs of CLT and explore which CLT and non- CLT activities were used in the Ecuadorian university English classes.

Part One: Teachers'interviews and questionnaires

Teachers' profiles and educational backgrounds

The five English teachers were working in the English language program at the same public Ecuadorian university. They were three women: Kelly, Ivy, and Korinna and two men: Dante and Charles. Three of them, Kelly, Ivy, and Dante, are participants in a Master's program in teaching English as a foreign language of the public university where they are working. Kelly, Ivy and Dante are in their early forties. They are married and have school-aged children. Korinna is a single woman in her early thirties. Charles is a single male in his late twenties. All of them reported a love for teaching in the university language program. Most of them also commented that they loved the English

language itself, and teaching it because they continued learning new things. Charles made a comment which is representative of this pattern in the data. Charles reported: 'I love teaching because through it I have the opportunity of learning more and I have improved my level of English.'

Four out of five of these teachers received their undergraduate degrees in different professional fields. Kelly is an economist; Dante is a biologist; Charles is an engineer in Management who also got a Certificate in Marketing; Korinna is a social worker who also got her English language teaching B.A. degree at a private Ecuadorian university. Ivy was the only teacher who had studied and earned her degree in teaching English as a foreign language (TEFL) at a private Ecuadorian university. Something that caught my attention was that four out of five teachers came from different professional fields.

Three of the teacher-participants started learning English when they were at school. One of them learned English at a language academy and the other at the university. Kelly's quote that shows this pattern of long time exposure to and practice of English. Kelly commented:

> Well, I've studied English for many years since I was at school. I've been studying English for about….I'm 41 now and I started at 5. That means I've been studying English around 36 years, practicing and studying because I've been trying to improve it every year.

Teaching experience

The five teacher -participants explained how they came to the English teaching field. Kelly and Ivy commented that one of the main advantages of working as EFL teachers was their flexible teaching schedules, which allowed them to manage their

professional activities with their family responsibilities. Korinna loved teaching so she decided to become an English teacher after getting her professional degree in social work. Dante travelled abroad and studied English. After that, he became an English teacher in Ecuador. Charles learned English in high school and through hypnopedia, a learning method, which was effective for him. He became an English teacher in a private academy and then got a job at an Ecuadorian university.

Kelly reported:

> I attended seminars in the Economics field until 1992 when my second daughter was born. From then on I stopped working because I had to work long hours. It was very nice and rewarding professionally and also economically, until it was affecting my family, especially my children. So my husband and I discussed that I'd better change to another activity. Besides, as a parallel activity I've always like teaching English. I've been a teacher since I was in high school. You know-privately, teaching friends who asked me for English classes.

> Kelly even taught subjects in English at the university level which were related to her professional field. These subjects were: Finance, Operations, Marketing, Economics and Entrepreneurship.

Ivy remarked:

> I learned English at the university and got a degree in English teaching. Teaching is a suitable job for me. I can be a part-time teacher and be at home at the same time in order to take care of my children and husband the rest of the time.

> Dante who was also taking an online course for learning how to be a Cambridge international examiner started teaching in a U.S American school when he was in his early twenties. When he came back to Ecuador he taught different subjects such as:

Environmental Management, Physical Science, Applied Biology, Environmental

Studies, History and Geography.

Dante was working at a private bilingual school and at a public university.

Something that distinguished Dante from the other participants of this study was that he

was required to speak English almost all the day. There were external expectations for

speaking in the private bilingual school where Dante worked. He commented that he

had to speak English and that he liked it too. He said:

> I have to teach English and it's forbidden in the high school to speak Spanish to
>
> the students. Just quite important things can be said in Spanish. I also have to
>
> talk to my co-workers over there in English. We are forced to speak in English,
>
> not forced in the sense of being forced against our will, but forced because it's
>
> necessary to speak English in order to understand what they are talking about,
>
> and all the sets of rules and procedures we have to follow. I speak English
>
> because I like it. If you don't like it you are not going to be fluent.

Korinna also commented how she came to the teaching field. She said:

> I started learning English in Ecuador, in a private academy. Well, my
>
> professional degree is in social work. Then, I studied for being an elementary
>
> school teacher, and after that, for being an English teacher because I love
>
> teaching. I started studying English in an Ecuadorian language academy. Then, I
>
> completed my studies at the university.

Charles said:

> Well, I learned English here in Ecuador. I studied it during school and high
>
> school, but specifically with a course that taught English through hypnopaedia. It
>
> is a technique for learning English while you are sleeping.

And after that, I went to college. I improved my English and studied at the university. I started teaching English in a private language academy. Then I got the job at the public university where I'm working now.

All the Ecuadorian university English teachers had taught at the k-12 level or in private schools. Kelly started teaching teenagers and adults at a language academy. Then, she taught at the university level. She worked in the English language program of a public Ecuadorian university. She had been a teacher for more than twenty years.

At the time of the study, Korinna had three jobs. She worked at a language academy, at a private elementary school, and at the language program of a public university. Korinna had been a teacher for ten years.

Ivy used to work in elementary and high school. Then, she became a university English teacher. She had been teaching English for ten years too.

Dante started teaching in the elementary school, then in high school and after that, at a public university. He had been teaching English for twenty years.

Charles, who was the youngest participant of this study, had been teaching English for five years. He started teaching in a private language school. He had also worked at the high school level and at the English language program of the same public university where the other participants of this study worked. Table 1 shows the five EFL teachers.

Table 1. Comparison of the Participants' Degrees, their Years of Teaching Experience, Experience Abroad and Status of Higher Education is illustrated in the following table.

*This participant just attended one subject of the MTEFL program

The types of teaching experience of the five participants of this study are shown in the

Name	Years of Experience	In-country training and studies	Study or Teaching Abroad	Master´s Study
Kelly	20+	Economics (BA) TEFL (MA)	No	Yes
Ivy	10	Education (BA)	No	MTEFL- In-progress
Dante	20+	Biology (BS)	Yes (teaching)	MTEFL In-progress
Korinna	10	Social work (BA) Education (BA)	No	No*
Charles	5	Business (BS) Certificate in Marketing	No	No

following table.

Table 2
Types of teaching experience

Name	Private English Academy	Private Bilingual School	Private School	University
Kelly	+			+
Ivy		+		+
Dante	+	+		+
Korinna	+		+	+
Charles	+	+		+

Teachers'travelling experiences

Kelly and Dante have both lived abroad too. Kelly travelled to the United States

in 1983 when she graduated from high school. She lived in New Jersey for one year

with her aunt and uncle. She mentioned:

The experience was very exciting. I didn't have too much opportunity to practice the English language because my family is Ecuadorian. But what I could learn was the new culture, how they believed, how they are and for me it was very interesting. …U.S American culture made me decide to come back to Ecuador. I don't like the U.S American culture. I prefer the Ecuadorian culture. When I returned from the U.S I met my husband, and then we got married. The experience of travelling was a very exciting one. I liked the people very much, but not the way they lived. Whenever my children say that they would like to live in the U.S I tell them they don't know how it is. It's so different, but it's not their fault, they are part of a different culture. It's something that we are like attached- like the hen with her chickens.

Dante participated in cultural exchange programs. He lived abroad for two years and then came back to Ecuador where he started teaching. When I asked him about his trips to English speaking countries, he mentioned his trips to the U.S and Europe. He said:

Well, as I said before I lived in the U.S for two years and it was great I didn't have any problems in communication. Maybe in the accent because every state in the U.S has its particular jargon that you must pick up immediately in order to be understood and understand them, so that's communication. I think that's part of the communicative skills we have to develop. I've also travelled to Europe in which the most important language is not English, but it's the common language that all nations share. I visited some European countries such as: the Netherlands, Luxemburg, Belgium, Spain and a little part of Germany. I stayed in each county for seventeen days.

Charles also visited the U.S but he did not live there. When I asked him about his

trips to the U.S, he said: Well, the length of time that I spent in the U.S has been for no

more than three months at a time. I would say that adding up all the months that I've

gone there I've been in the States for about two years, but that's-again, I insist putting

all the months that I've gone there together, since I was five years old.'

On the other hand, Ivy and Korinna had never gone abroad. Ivy said: "I have

never gone abroad. I would like to go because I think it's so important. It is one of my

wishes to travel abroad and be in touch with native speakers and the real environment of

English."

Three out of the five participants of this study had visited an English-speaking

country which helped them to practice their English and get a better academic

preparation.

Teachers' educational background

When I asked the participants about the English language teaching (ELT)

seminars that they had attended, all of them answered that they had participated in in-

house, general service workshops and also in those sponsored by international

publishers such as: Oxford and Cambridge. All of them took a Teaching Knowledge

Test (TKT) course, which was a requirement for working at the public university where

they taught. Talking about their approach to professional development through

seminars, three of them also mentioned their in country Master's program in TEFL.

Dante said:

 Well, the seminar that I considered worth attending was my Master's degree program.

The teaching seminar mean it's just when I attend the seminars I try to find out who's

going to be the presenter, what's going to be the topic, how good is going to be the

presenter and if I'm interested or not in the topic. I've attended some programs as TKT

which is not a seminar but a course.

Teachers' understandings of CLT

Teachers' understandings of what CLT means were very vague. There seemed to

be an understanding among the teachers that CLT was important, that students needed

to learn as Korinna said, "…to express their ideas, understand others and be

understood," or in other words, communication.

` Dante included the idea of audience in his personal definition, and he touched on

this definition of "communication" itself. He said: "Communicative means not

precisely perfect in writing, but perfect in understanding, or if not perfect in what I want

to say, but in what people need to understand."

A pattern emerged from the data of implicit understanding that CLT meant

structuring the language classroom to include according to Kelly, "situations,

interaction, and creativity" in a special if vague type of classroom environment. Kelly

said:

I think it means like interaction between students, could be also be between the students

and the teacher, but mostly focusing on the student to help them interact in the language

they are learning, through situations, through questionnaires. Especially, I like the

situations, because I believe that they offer them the opportunity to be creative.

Korinna added:

> I think that CLT is the one that encourages the teacher to motivate the students
>
> to communicate, and not to be structured learned. It teaches them to use the new

language to communicate and express their ideas, understand others, and be understood too.

Ivy mentioned that teachers should create a "real communicative environment." However, she did not say how it could be applied in her classes. Ivy repeated three times the word "approach" when she was trying to explain what CLT was. She said:

Okay, I think that is more than an approach, we should create a real communicative environment in class. It is very difficult with the students that are in the lower levels. It is an approach that is very important an interesting, because it's a whole approach. It's something that all teachers have to use now in the modern world and it's so important.

Charles was doubtful when tried to give me his personal definition of CLT. Even though he repeated the word "communicate", he could not explain what CLT was. He mentioned:

I have absolutely no idea. I think that maybe is the type of form through which the students and the teacher communicate or specifically, how the teacher communicates with the students, and how the students communicate among themselves.

Dante also tried to give me his personal definition of CLT. However, it wasn't particularly clear. He said:

Can you repeat that please? Well, you've already given me an example. You repeated what I didn't understand. CLT is something important for many reasons. Whatever you want to communicate is not necessarily what everyone wants to learn, or wants to hear. So, communicative for me is effectiveness at different levels. For instance, if I have to use a register, I must consider who is going to listen to me.

In short, the teachers' understanding of the definition of CLT was nebulous, though they did mention the following concepts in their attempt to define Communicative Language Teaching. Kelly mentioned it referred to structuring the language to include situations, interaction and creativity. Ivy thought that teachers should create a communicative environment in this "approach". Korinna said that learners could express their ideas, understand others and be understood. According to Charles it was teacher-students or student-student communication. Dante mentioned that communication was what people need to understand and suggested considering a register for communication. There were two teachers who gave me a vague definition of CLT. Kelly mentioned the importance of interaction which is part of the CLT learning process according to Richards (2005). Dante mentioned that a register could be used in communication. Richards (2005) asserts that communicative competence includes knowing how to vary the language according to the setting and the participants and knowing when to use formal or informal spoken speech.

Theories of CLT

I also asked the five Ecuadorian university English teachers to tell me theories of CLT they knew about. Kelly associated the theories of CLT to cultural background and she tried to connect the language to the students' Ecuadorian context . She pointed out that socializing depended on the personality and on the individual cultural background. She commented:

> Well, in the U.S American culture they are used to it[CLT], but maybe not in other cultures. People usually, you know, are not so outgoing in all the cultures. This practice is not a common one in some cultures. Here in Ecuador I think students are opened to this type of practice, but with certain modifications, I

believe. That's why I try to connect the language with the country, with the environment, you know, not just talking about somewhere else.

Four out of five teachers told me they did not know any of the theory underpinning CLT. In fact, Ivy, Korinna, Dante and Charles were the participants who did not pretend to know CLT theory. Dante's quote is representative of this pattern. He said:

> May you say that again, please? I wish I could help you now with some theory, but I don't have them. Probably I know them, but I cannot say this theory is that and so on. I don't have the names of those theories. I apologize sorry.

Then I asked them where their knowledge of CLT came from. Kelly was the one who reported the following:

> Well, from my Master's degree program. You know, I've been dealing with things like reading and checking some case studies. You learn a lot from reading. Also, I have attended seminars in this university. I   remember there was one which emphasized speaking.

Because of their responses to the question about CLT theory, I did not ask that question to Ivy, Korinna and Charles because they had admitted that they didn't know any CLT theory.

Dante could not recall the names of CLT theories, he assured me that his knowledge about them came from the Vygotskian development. He commented: "Oh, Vygoskian. It's called Vygotskian development in which you had to correct errors and give immediate feedback in context. That would help students to develop fluency and accuracy in writing".

The evidence taken from the data collected show that there were too many inconsistencies and misconceptions of CLT theory and practice.

Institutional CLT written policies

The participants of my study talked about the formal CLT written policies of the public university where they were working. Kelly was the only participant who assured me that there were some CLT written policies of the English language program at the public university where she worked. She said:

Written policies? Very interesting question. Ah, I think that's on the university web site. They explain a little bit about the objectives of the English language center, its mission and vision. In that description they mention that they want students to speak.

When I visited the web site of the language center of this public university, I found the following description:

El Centro de Idiomas fue creado para suplir las necesidades de la comunidad estudiantil en cuanto al área de los idiomas, particularmente el Inglés. Todo estudiante tiene que aprobar cuatro o seis materias de Inglés, dependiendo de su carrera, antes de graduarse de la universidad. [The Language Centre was created for fulfilling the needs of the student community in the language field, particularly English. Every student has to pass four to six subjects of the English language, depending on his or her career, before graduating from the university.]

Speaking is not directly mentioned as a main goal of this Language Centre. The data above describes that English is a requirement from graduation in all the professional fields. Ivy and Korinna agreed with each other when they said there were no formal CLT written policies, but that they were informally told by administrators of the English Department to teach using the Conversation Approach. They complained about the lack of information related to Communicative Language Teaching. There was an urgent need of a written documents for supporting CLT practice. Korinna said:

Not written policies, but we have had seminars and workshops. The coordinators

emphasize about the methodology that we have to use in class. They say that we

have to promote communicative and interactive classes.

Dante and Charles did not have any information about written policies that

required CLT. Dante stated:

"I don't have all that information. I have no information about it."

All of the English Language Centre teachers confirmed that the English

language program of the public university where they worked had informal expectations

for using CLT. The coordinators of the English language program always encouraged

them to practice it through in-house-general service meetings, seminars and workshops

they attended to. Kelly's quote is representative of this pattern. She said:

Yeah. The coordinators always tell us to use communicative activities during the

meetings we have with them. I think it's formal and informal. Maybe the

teachers are not aware of the formal part, the written part. I believe it's important

to tell the teachers that there is an expectation. I don't remember exactly, but

when I was working on a project, I think they mentioned about teaching

speaking.

In fact, the data revealed that the participants of this study had limited

information

about the existence of CLT formal written policies in the public university where they

were working at the moment of this study.

Teaching philosophy

The Ecuadorian university English teachers also reported about their personal

philosophies of language teaching. Communicative Language Teaching is 'studied as an

approach rather than a method' (Richards & Rodgers, 1986). There is a clear difference between methods and approaches. Methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom (Rodgers, 2001).

Therefore, the five participants of this study also commented on their personal teaching philosophy which focused on the interpretation of CLT knowledge related to their daily classroom practices.

Kelly mentioned:

Well, I believe that learning a language is a very complex experience. I believe that students should have all opportunities in order to practice all the skills. I mean listening, speaking, reading and writing. We should expose students to different situations through which they can practice their English. I believe that everybody has his or her own pacing for learning a language. We as teachers must be really patient because every student is able to learn the language. I really believe that the only thing is that he or she need more time and opportunities to practice it.

Ivy commented:

I feel the language has to be learned so they understand to convey any kind of meaning. It is more that words or phrases, like a communication way. You can meet and communicate with a lot of people from different countries using a language. We as teachers have to give all kinds of tools to students so they understand what the language means for them.

Korinna said:

> Well, I think that language teaching for me is the best career because it's
> different from the traditional ones. Of course the new methods evidence teaching
> a new language is challenging. You have to deal with different people, children
> and adults. Even though you are a university student, you don't have to look too
> serious like the traditional physics or chemistry teacher.

Dante commented:

> Oh! That's a huge one. Language teaching definitely is a process that requires or
> demands constant training and development. Ah, my philosophy of teaching is
> that basically students don't care how much they know until they know how
> much you care for them.

Charles mentioned:

> Oh, language teaching? Well, this might sound wrong but I really do pay
> attention to grammar. Ok, you can communicate fairly well and the typical
> mistake that our students make happens when you are teaching the past tense.
> Some of them overgeneralize the rule and add –ed at the end of every verb, or
> they may forget the verb. But the thing is even though you can understand the
> message, sometimes it is not enough. When a student tells me something in the
> wrong way, even though I understand it, I try to persuade him to do it in the
> correct way.

Charles emphasized that grammar was a must, and that it was more important
than communication when he said:

> Communication is fine, but I think of one of the sayings that mentions that you
> teach as you have been taught. I tend to follow it because while I was studying at
> the university I had to really understand the texts, and I had to really know how

to express my ideas because eventually I was going to work in an English environment.

All the participants of this study had different perceptions of language teaching.

For Kelly, learning a language was a complex experience that demanded practing all the skills through different situations. For Ivy, a language had to be learnt by understanding how to convey any kind of meaning. For Korinna, being a language teacher was the best career because it was challenging. For Dante, language teaching was a process that required constant training and development. He commented that conversations had to be meaningful. He said:

> Students are able to express deep, wonderful and sensitive thoughts through meaningful conversations. I always tell them that we are not allowed either to babble or speak nonsense. It's impossible to have a conversation with an eighteen or nineteen year old man or girl talking nonsense. They have to center themselves to speak whatever they want but to be valuable for the whole class.

However, Dante was the only teacher who mentioned creating meaningful conversations which is also a result of CLT practice according to Richards (2005). "Learning activities are selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)" (Richards & Rogers, 1986: 72).

Finally, for Charles language teaching had to be grammar -based. For him the grammar approach was more important than communication itself. Nevertheless, the Communicative Approach "gives priority to the semantic content of the language learning. That is learners learn the grammatical form through meaning not the other way around." (Al-Mutawa & Kailani, 1989).

The role of fluency in CLT

The five teacher- participants of this study agreed that practicing the target language is an excellent strategy for becoming fluent speakers of English. For Dante the best learning strategy for becoming a fluent speaker was to speak freely. His quote is representative of this pattern.

He said:

Let people speak, and speak out of their minds and whatever they want to say. Especially, when you are listening to them, you are not, you cannot be a biased teacher. You don't have to influence on their thinking but you have to hold on your tongue and if they are making mistakes, try to write them on a piece of paper, but let the student go with whatever he or she wants to say think that's the best strategy. After they finish, I point out the mistakes I heard and probably what I heard was not what they were trying to say. Then, we clarify it immediately, so feedback is important. As soon as the student finishes speaking, I point out the mistakes on the board, then we go through the correction process.

All the participants also talked about their English fluency. Kelly, Dante and Charles described themselves as fluent English speakers. Kelly described herself as "pretty fluent"due to her "so many years of practice". Dante also thought he had a good level of English because he had continuously been practicing the language. Dante and Kelly had something in common, which was that they thought that practice had really helped them to become fluent speakers of English as a foreign language. For that reason, their perception was that English teachers must practice speaking on a regular basis in order to become fluent speakers.

One of the goals of CLT is to develop fluency in language use. According to Richards (2005) fluency is natural language use that happens when a speaker engages in

a meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

Charles considered his fluency good. He rated it as an eight on a scale from one to ten. He has the ambition to speak English in the same way he speaks Spanish, being able to speak it for hours and hours. Korinna talked about her good level of English, but she thought she needed to continue learning more. On the other hand, Ivy said she would learn more English in order to be better. She thought her proficiency of English was intermediate.

Charles's comment is representative of his colleagues' opinions on this theme. He remarked:

I think my fluency is good. Well, practice makes the master, right? When you speak English it is not only because you want to communicate at a certain level, as a human being, maybe with your friends or relatives, but you do it because you have to teach biology or literature. You are continuously in this process. Your brain is not just a rusty tool. You have to put it into action every single day. I consider that one of the advantages I have compared to the other teachers is that I have to speak and work in English more than eight hours a day, so that forces me to be a fluent teacher.

The teacher-participants reported on their philosophical beliefs of language teaching. Dante commented that conversations had to be meaningful. He said:

Students are able to express deep, wonderful and sensitive thoughts through meaningful conversations. I always tell them that we are not allowed either to babble or speak nonsense. It's impossible to have a conversation with an eighteen or nineteen year old man or girl talking nonsense. They have to center themselves to speak whatever they want but to be valuable for the whole class.

However, Dante was the only teacher who mentioned creating meaningful conversations which is also a result of CLT practice according to Richards (2005). "Learning activities are selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)" (Richards & Rogers, 1986: 72).

Importance of fluency in the learning process

Three participants of this study, Charles, Ivy and Korinna agreed that fluency was more important than accuracy in the lower levels. Charles's comment is representative of this pattern. He said:

> It depends, for instance, at the beginning of the course, in the lower levels, it's really important that students have confidence to be able to communicate their ideas. As the level increases, I focus more on accuracy. You may allow students of basic levels to make common mistakes, but you must not allow students of intermediate levels to do the same thing.
>
> Even though most of the teacher- participants of this study considered that students'

needed to develop fluency during their English classes, the EFL teachers did not give them plenty of CLT activities which could help them improve their oral skills while they interacted among each other.

Teacher centeredness tendency

The data provides some evidence that four out of five teachers in this study practiced more teacher-centeredness than they believed. Ivy reported that she used memorized or canned questions and answers for controlling the activities of her students. They had to prepare some responses for the questions, so they were not

spontaneous responses. She also reported she needed to control her students when they were chatting. Ivy said:

> I use questions and answers too. They have to copy the questions and and answer them. Students can practice with some partners, the problem with chatting is that it is so difficult to control it.

> Kelly classroom was mostly teacher -centered. When she mentioned that she made her students identify the grammar points in a conversation, she said:

> I sometimes present a little bit the topic. I make them identify the grammar points of this conversation. I give them a selection and they start interacting an trying to follow my instructions.

> Dante said he liked to talk about experiences, invent stories and make students participate in open class discussions. According to his report he liked to be the center of the class too. He said:

> They love to listen to you talking about experiences. In the case of teenagers, they love mystery tales. Sometimes I make them up in my mind and invent some. After, we have an open class discussion and many of them put out reasons to be or not against. And in the university they like to listen to the teacher talking about experiences, they ask questions and express ideas. These conversations are really great.

> Charles also supported teacher centeredness in a class. He said: Personally, I Personally, I don't like that students memorized the information from the book. I like free thought conversations, for example, creating dialogues. I don't like these activities. I prefer to ask them or give them a specific question so they can interact with each other. When they start creating dialogues they usually take too much time and that's not natural.

However, teacher centeredness does not fit the role of CLT teacher. Richards (2005), mentions that CLT teachers have to assume the role of facilitators and monitor students' activities. Teachers are not supposed to be models of correct speech and the only ones responsible for making students produce accurate sentences because students have an active participation in the learning process.

Korinna did not agree with teacher-centeredness. She suggested that it was a good idea to make students work in pairs or small groups so they felt confident enough and not afraid of making mistakes. She remarked:

The main strategies are to make students work in pairs or small groups. Sometimes they are a little shy of working in front of the class. They think they are going to make mistakes and others are going to laugh at them, so it's better to make them work in small pairs or groups. Then, maybe when they pass to higher levels, they may feel confident enough to work in front of the whole group.

The data shows that personalization is another concern for teachers' philosophy of teaching. Ivy thought that teachers should personalize the activities of the students.

She said:

Okay, I think that first of all we should look for the personal experiences of the students. One of the things that is very important in English teaching is that we should try to create a communicative environment in the classroom. I think we have to personalize the activities of the students, so they have a real communicative activity.

Ivy said that according to her teaching philosophy, students had had personal experiences and acquired previous knowledge in their lives and they did not come

empty to the classroom. Therefore, teachers should encourage them to talk about their personal experiences. Charles explained how he personalized classroom activities. He said:

> It depends. For instance, let's say I have to explain the difference between will and going to which is the class I had today. I would ask a person: 'What are you definitely going to do tomorrow?' He or she will say: 'I'm going to do… (whatever)'.Then I'll ask: 'Do you think you will be able to go to the disco tomorrow?' So that's how I make them become aware of the difference, that I'm going is when something is certain and will when it's probable, it can happen or not happen, we don't know. So that's the best way to personalize the class.

> However, Ivy uses sugar-coating of the word 'communicative' as a buzz word

because perhaps she had been told that the communicative aspect was very important in English language teaching. Charles also uses the word 'personalize' as a buzz word because his example of how he personalized classroom activities was vague and unclear.

An Ever Present Grammar Bias

The teacher participants seemed to be stuck in the grammar paradigm, which is not communicative because it just follows structured question- answer practice according to Littlewood (2007). They were grilled and drilled in it using personal information in controlled grammar practice. Their students had to use memorized or canned questions and answers that were prepared responses. Students did not have the opportunity to give spontaneous responses during their speaking practice which opposes CLT principles.

However, one of the English teachers, Ivy, commented that she used both spontaneous and memorized or canned questions and answers. She said:

> Okay, I use a lot of games with students to improve speaking. For example, I use Find someone who….has done something, has gone to the beach or to the Cotopaxi. I ask them to substitute the dialogues with the personal information or experiences. I use other games like matching pairs. They have to read aloud. I also use running dictation. One student has to read the text, and the other has to run to dictate the sentences to the first student. I use questions and answers too. They have to write the questions and then answer them.

Ivy also reported that she focused her lessons on grammar. She said:

> I use a lot of strategies in my classroom, but first of all I want my students to be sure of grammar. Sometimes I use something like a methodology in which I present the structure in context. Then, I try that my students understand the whole meaning, the whole idea of the dialogue, conversation or reading. There are other things I do too. Something like a controlled practice with the new structure they have learned. I think they can use it more freely and fluently. I would like to have more time, so they get more proficiency in English.

Kelly used role- playing through situations and scenarios but focused on grammar lessons. She said:

> I like very much the situations, the scenarios. The students practice a special structure. For instance, I give them the Present Perfect. Although I would say that it could not be really authentic, because it's really focused, like when you give them a specific instruction, but it gives you the opportunity to internalize a little bit about that, before the practice that they were trying to do. I was trying to

explain to them the difference between the Present Perfect and the Simple Past, which confused students a lot. So I really believe in the situations and scenarios.

Dante pointed out that his pe rsonal philosophy was to let his students express themselves freely, but then he had to give them good grammar feedback. He said:

Okay, in order to increase English proficiency I must consider, first my students: what they want, what are their goals, what they really want to achieve with the English course. Besides that, I try to make them understand that learning is more than a key, it is a process. If I am not mistaken what you asked was increasing English proficiency, trying to find their own ways to say things and express their thoughts, but honestly I cannot do that without a grammar feedback.

Charles thought that he could teach as he had been taught. He said that he taught to the test. He reported using other strategies for increasing English proficiency. He mentioned that he liked to make students speak among themselves and that he loved giving them quizzes. He emphasized:

For increasing English proficiency, uh…I like to make them speak among themselves. I also like to prepare quizzes. I think and I consider that was because that was the way I was taught. It's always useful that every now and then you have to keep on studying. For instance, my students know that every time that I finish a unit, which is every two days, they have a quiz, so that they know that during those days they must study for the quiz.

The data provides some evidence that for Charles quiz grades were more important than knowledge. He said:

'Even though they are not able to pass the course, I'm sure that at least an idea of the content. Even though they can't get a passing grade, they increase their knowledge.'

It seemed to be the conception of four teachers in this study that they could increase their students' English proficiency through grammar or structured-based lessons.

Kelly reported that she liked to combine the communicative 'situations and scenarios' activity with .the practice 'special structures' ,and although she knew it was not really an authentic language activity, which gave her students an opportunity to internalize the grammar before practicing the structure. She used the situations or scenarios for explaining grammar tenses.

Ivy, first of all wanted her students to be sure about grammar and she presented a structure in context. Then she gave them some controlled practice exercises but her worst fear was not having enough time for making her students practice the new language structure.

It was particularly surprising that Charles thought that besides making students speak among themselves, they had to take a quiz every two days in order to force them to study. He gave his students many quizzes because that was the way he learnt English, 'by keeping on studying'.

Charles emphasized that grammar was a must, and that it was more important than communication when he said:

Communication is fine, but I think of one of the sayings that mentions that you teach as you have been taught. I tend to follow it because while I was studying at the university I had to really understand the texts, and I had to really know how

to express my ideas because eventually I was going to work in an English environment.

All the participants of this study had different perceptions of language teaching. For Kelly, learning a language was a complex experience that demanded practing all the skills through different situations. For Ivy, a language had to be learnt by understanding how to convey any kind of meaning. For Korinna, being a language teacher was the best career because it was challenging. For Dante, language teaching was a process that required constant training and development. Finally, for Charles language teaching had to be grammar based. For him the grammar approach was more important than communication itself.

All of the teachers also talked about practicing the language which was their learning strategy in their journeys in becoming fluent speakers of English. For Dante the best learning strategy for becoming a fluent speaker was to speak freely. His quote is representative of this pattern.

He said:

> Let people speak, and speak out of their minds and whatever they want to say. Especially, when you are listening to them, you are not, you cannot be a biased teacher. You don't have to influence on their thinking but you have to hold on your tongue and if they are making mistakes, try to write them on a piece of paper, but let the student go with whatever he or she wants to say think that's the best strategy. After they finish, I point out the mistakes I heard and probably what I heard was not what they were trying to say. Then, we clarify it immediately, so feedback is important. As soon as the student finishes speaking, I point out the mistakes on the board, then we go through the correction process.

The five participants of this study also talked about the integration of technology for teaching listening and speaking as part of the learning process.

CLT and the use of technology

Generally, the participants of this study viewed technology as a good idea for language teaching. However, they also noticed there were some limitations for Computer Assisted Language Learning (CALL) as far as communication was concerned.

Kelly, Ivy, Korinna and Charles agreed that integrating technology was good for teaching listening. Korinna said that students could answer comprehension questions after listening to recorded conversations on a tape recorder or on a computer, however this activity is not communicative. Kelly and Ivy commented that integrating technology helped students to practice their pronunciation.

Charles and Ivy emphasized the importance of chatting in the modern world. Ivy said that students could chat with some people around the world, but the only problem was that teachers could not control their students while they were chatting. For Ivy, there was a lack of technological system for practicing speaking. Charles also said that at least students needed a person with a camera at the other side, like when they were chatting. Dante pointed out that it was important to be realistic and focus on 'what was going to be feasible, what was going to be possible and the reality of the students. According to him, starting with technology demanded a sort of study before putting a plan into action.

Generally speaking, for the five- participant English teachers technology was a necessary tool for supporting classroom practice through web- based language practice. Luckily, our modern computerized world offers us plenty of facilities related to web cam use and even video conferencing sessions with relatives and friends who live in English-speaking countries. Practicing English on a regular basis will help students develop their oral skills and interact actively in the real world.

Error correction and CLT

Error correction happens when the teacher wants to correct immediately all the errors learners have made during the English class. However, since fluency is about effective communication, without much hesitation, teachers should not interrupt activities too often. (Davies &Pearse, 2000).For learners it is more useful that their teachers correct significant errors on the board instead of making too much overcorrection.

Savignon (2001) states that CLT focuses on the language use instead of the language knowledge. It gives more emphasis to fluency and appropriateness in the use of the target language than to accuracy and structural correctness. Therefore the practices of CLT minimize error correction.

Something that particularly caught my attention was that Kelly, Dante and Charles shared the same approach to error correction. Dante's quote is representative of this pattern:

> "From one side you have to let students flow and from the other you have to be
>
> sure that oral and written feedback is given immediately. So we correct the
>
> mistakes orally and on the board."

The use of CLT in EFL classes

Teaching speaking is one of the most challenging tasks for EFL teachers. However, it is even more troublesome for students to develop their oral skills in order to communicate in any situation of their lives. Kayi (2013) states that students learn to speak in the second language by "interacting" and that CLT and collaborative learning serve best for this aim. This expert also points out the following statement:

CLT is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real life communication, authentic activities and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or complete a task.

Many linguists and CLT experts agree that CLT activities are fully communicative,

purposeful, meaningful and interactive as it was explained in the literature review (chapter 2) of this qualitative study. Nevertheless, in the findings section I want to examine CLT versus non-CLT activities that university English teachers use in order to report how they put their knowledge into practice. In order to do it, I will look for data that evidences the use of CLT and non- CLT activities. Therefore, I would be able to report if teachers really use *Communicative Language Teaching* in their classes.

Teachers' questionnaire

I made a questionnaire adapted from Gorsuch (2000) for the five Ecuadorian university English teachers. They ranked each statement from one to seven, using a descending scale that showed their level of agreement with it. Numbers seven, six and

five meant that there was a tendency to the fact that they strongly agreed with each statement. Number 4 was neutral. On the other hand, numbers three, two and one evidenced that there was a tendency to the fact that they strongly disagreed with each statement. There were twelve statements that each of the five teacher-participants ranked according to their level of agreement.

Statement one. Use of Information gap as a CLT activity.

First, they ranked their level of agreement with statement number. This statement mentions the use of the information gap as a CLT activity. Kelly, Ivy, Korinna and Charles strongly agreed with this statement. Dante was the only teacher who strongly disagreed with this statement. Their responses are shown in the following figure.

Figure 1. Level of agreement with the use of the information gap as a CLT activity
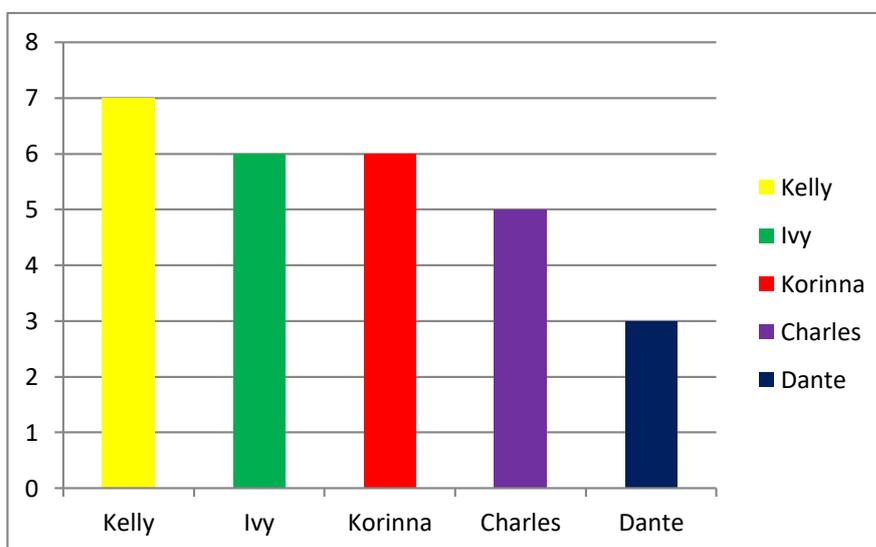
Four participants of this study commented about the benefits provided by the information gaps. They said that information gaps helped students to increase confidence, improve speaking and vocabulary practice, encourage critical thinking, let students make mistakes and promoted students' interaction. Charles quote is representative of this pattern. He stated: "With information gaps students can make

mistakes, increase their vocabulary and confidence when speaking and improve their

willingness to interact with each other."

He thought that he needed to give an example and explain the objective of the activity.

He ranked this statement with a five, which meant that he agreed with it.

Statement two.Games are a good way to improve teaching.

When I asked the participants of this study if they thought games were a good

way to improve teaching, four of them strongly agreed with this statement. Their

responses are shown in the following figure.

Figure 2. Level of Agreement with Games
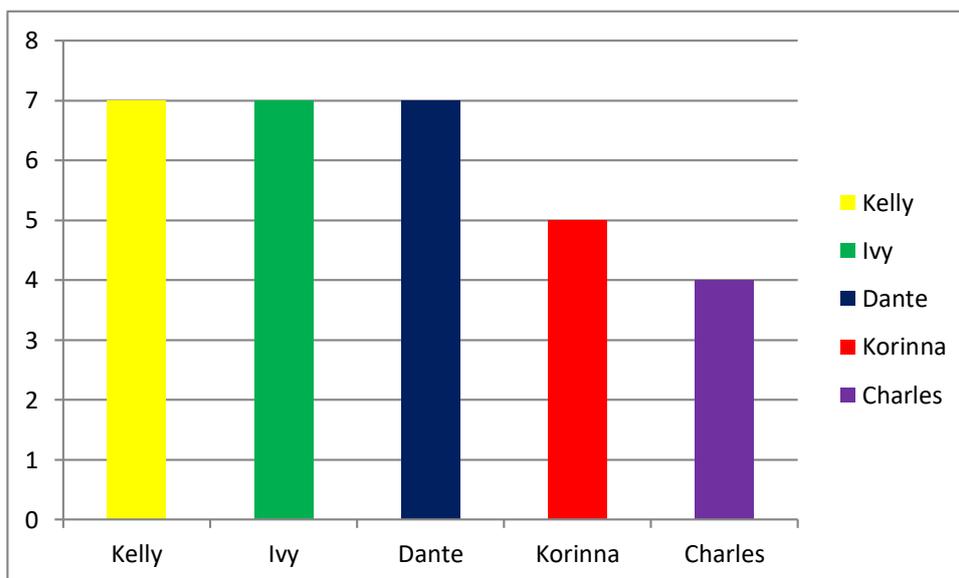
Kelly, Ivy, Dante and Korinna agreed with the use of games. Korinna's quote is

representative of this pattern. Korinna mentioned: "Games increase interest, social

abilities and they're funny."

Charles was neutral with the statement. He ranked it four. He said: "It depends

on the game. There are some games that can be really entertaining and useful, but they

are too difficult to control."

Statement three.I like that my teaching program involves learners as active participants in the interpretation, expression and negotiation of meaning.

All teachers supported active learning in the interpretation, expression and negotiation of meaning. Their responses are shown in the following figure.

Figure 3 .Level of Agreement with Teaching Program Involves Learners as active participants in the interpretation, expression and negotiation of meaning.
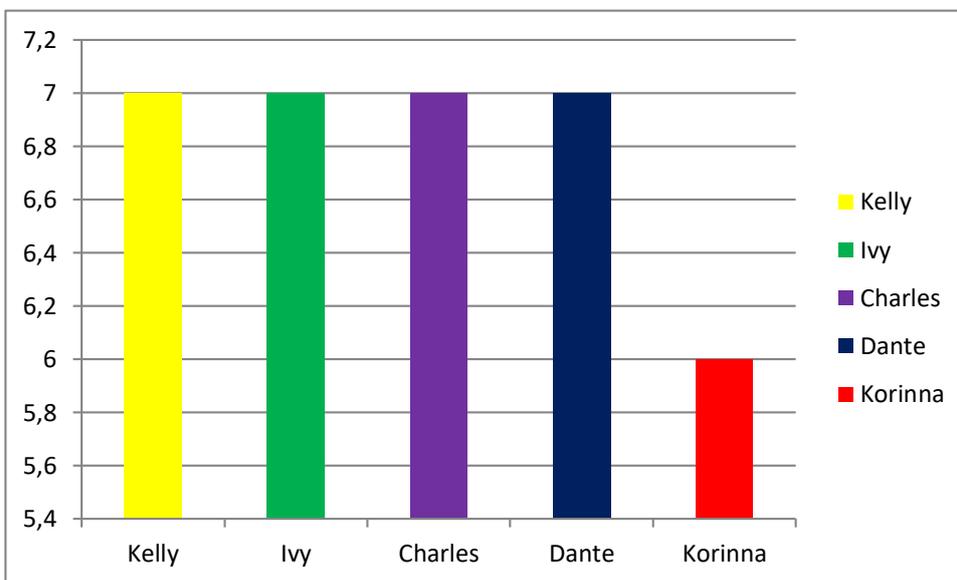
Kelly, Ivy, Charles and Dante strongly agreed with this statement. Charles's quote is representative of this pattern. He said: "The more the students talk, think and work by themselves in English, the better for me. Because I only have to guide them instead of paving the road."

Statement four.Students' talking time versus teacher's talking time

When I asked the participants of this study if students' talking time (STT) was more than teacher's talking time (TTT), they gave me different answers. They rated their level of agreement related to Teacher's Talking Time vs. Student's Talking Time. Their responses are shown in the figure below.

Figure 4. Level of Agreement with Students' Talking Time is more than Teacher's

Talking Time
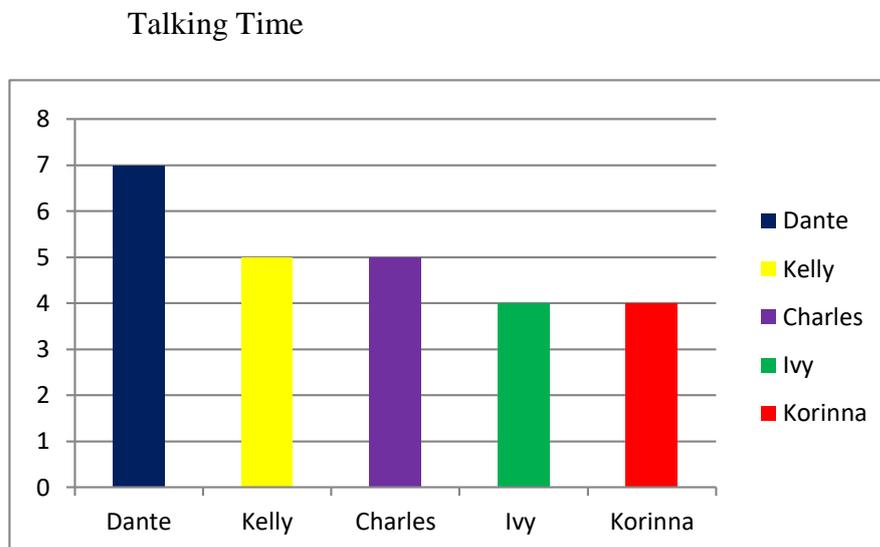
Dante and Kelly had to try really hard in order to keep their TTT lower. Kelly said: "I try really hard but I guess that I talk a lot too."

Charles thought he had to speak more in order to promote students' interaction. Charles said: "I do not always speak more. It depends on the class. When I have silent people, I have to speak more in order to make them interact more."

Ivy and Korinna were neutral, however Korinna admitted she was the one who spoke more than her students. Korinna mentioned: "I like the idea that students speak more than the teacher, but it doesn't happen in my class." Ivy said: "It depends on the level. If they are beginners, I have to speak more until they feel confident enough to speak in a class."

Statement five. Classroom language practice should aim for real and purposeful communication.

I asked the five university English teachers if they supported that classroom practice should aim for real and purposeful communication. All of them strongly agreed with this statement. Their responses are shown in the following figure.

Figure 5.Level of Agreement with Classroom Practice should aim for Real and

Purposeful
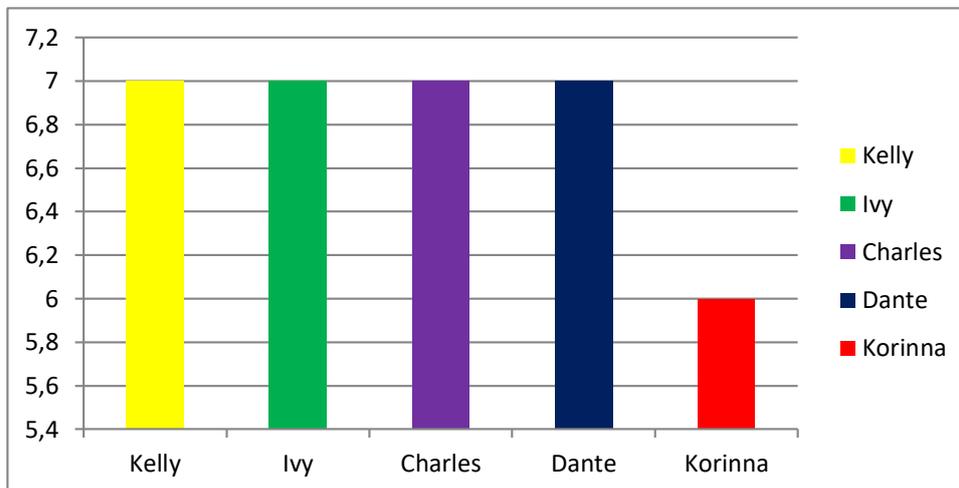
Communication

Kelly, Korinna, Charles and Dante supported the use of situations associated to
real life experiences. Charles even gave me an example of how to use the language for
real and purposeful communication. His quote is representative of this pattern. Charles
stated:

> I try to involve my students in real life situations, things like: Imagine you met
> the girl of your life. What kind of questions would you ask her to know more
> about what she does and how she was as a child.

> *Statement six. Mime, gestures and role playing facilitate language learning*

All the participants of this study strongly agreed that mime, gestures and role
playing facilitate language learning. Their responses are shown in the following figure.

Figure 6. Level of Agreement with Mime, Gestures and Role Playing Facilitate Learning
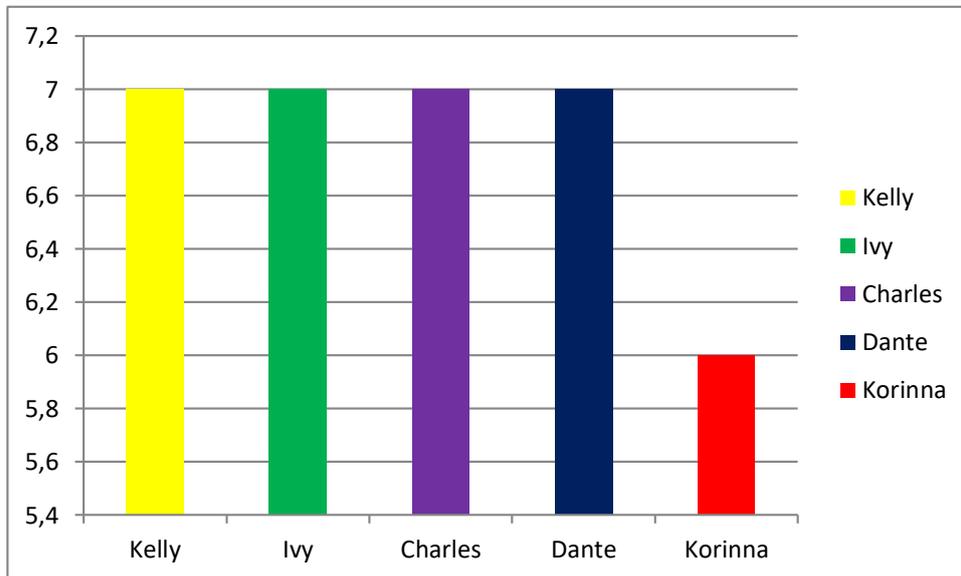
Kelly said that mime, gestures and role playing help a lot for learning English. Ivy commented her students could understand easily when they did these activities. According to Korinna mime, gestures and role playing are a physical response to the real world. Charles said that these activities were a must in his classes because students could see the actions, instead of just imagining them. Dante commented that he was a great actor teaching and that his students were awesome at guessing meanings.

Statement seven.Students must use functional language outside of the classroom

When I asked the Ecuadorian university English teachers about the importance of using functional language outside of the classroom, four of them strongly agreed with this statement. Their responses are shown in the following figure.

Figure 7. Level of Agreement with the Use of Functional Language Outside of the Classroom
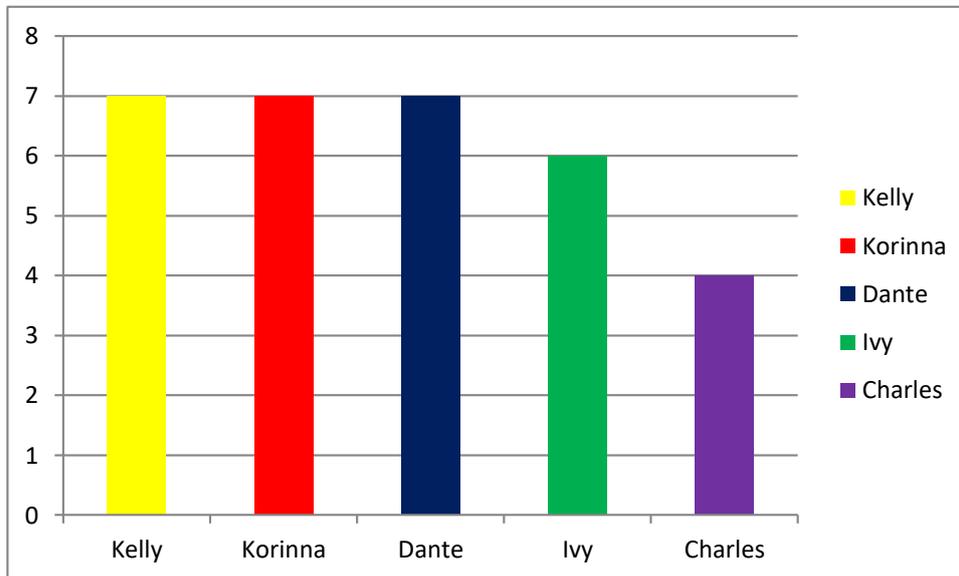

Kelly, Korinna, Dante and Ivy agreed with the use of functional language outside the classroom. Kelly's quote is representative of this pattern. She said: "It's important for them to know how to request favors, make recommendations pass messages, in order to use the language for social purposes." Charles was neutral about this statement when he said: "In an ideal world, it would be like that. I always talk with my students in English when we are outside of the classroom. Unfortunately, they don't live in an   English speaking country."

Statement eight.Meaningful tasks are suitable for a conversation class

The five Ecuadorian university English teachers also commented about meaningful tasks. Their responses are shown in the following

Figure 8.Level of Agreement with Meaningful Tasks
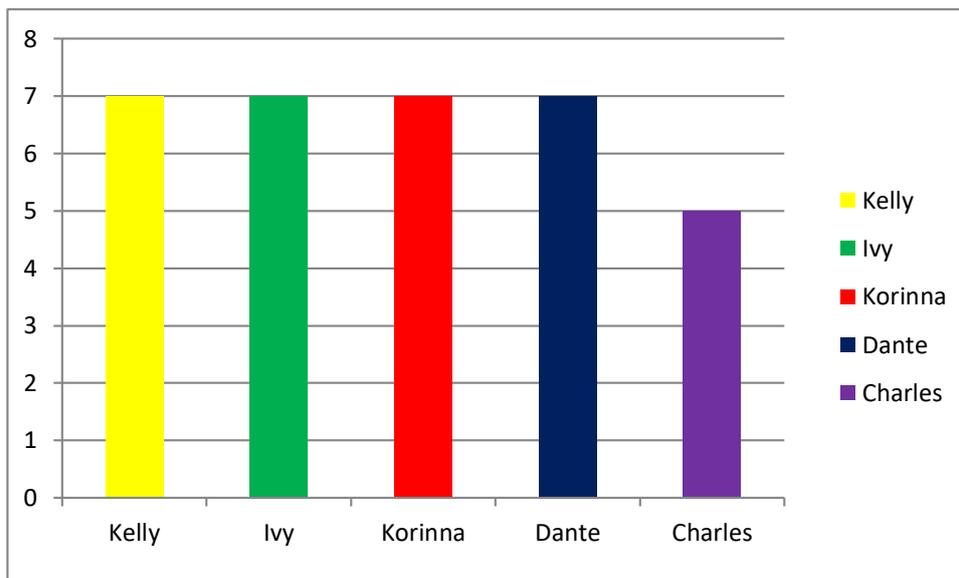
The teacher-participants agreed with the statement that meaningful tasks are suitable for a conversation class Kelly and Charles both supported that talking about future plans was a good example of meaningful tasks. Kelly said:

> For example, explaining about plans for the future. This means that students identify themselves with the topic because they all have plans. Another one activity is presenting opinions about the problems of the city. They have enough material to talk about.

Statement nine. Use of authentic material in conversation classes

Four teachers supported the use of authentic material in their conversation classes. Their responses are shown in the following figure.

Figure 9. Level of Agreement with the Use of Authentic Material
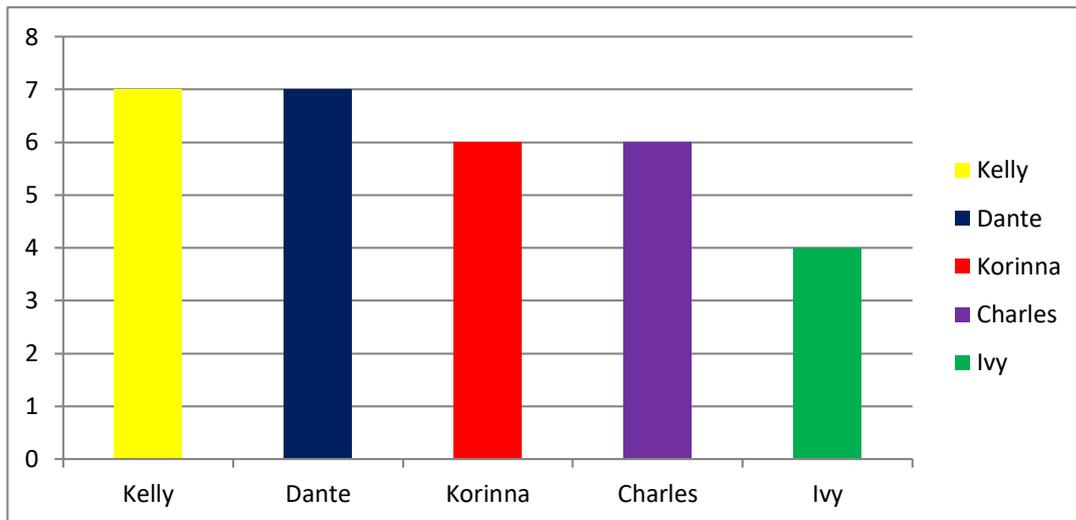
Ivy was the only teacher who was neutral with the statement. She said: "Not always. It depends on the level. If they are intermediate or advanced, I do use authentic material." Dante's quote is representative of this pattern of agreement: "I try to use authentic material, which is related to students' personal experiences."

Statement ten .Interactive activities in pairs or groups improve student fluency.

When teachers talked about interactive pair work or group work activities, four of them supported that these activities helped students to become more fluent. Their responses are shown in the following figure:

Figure 10. Level of Agreement with Interactive Activities in Pairs or Groups to Improve Fluency
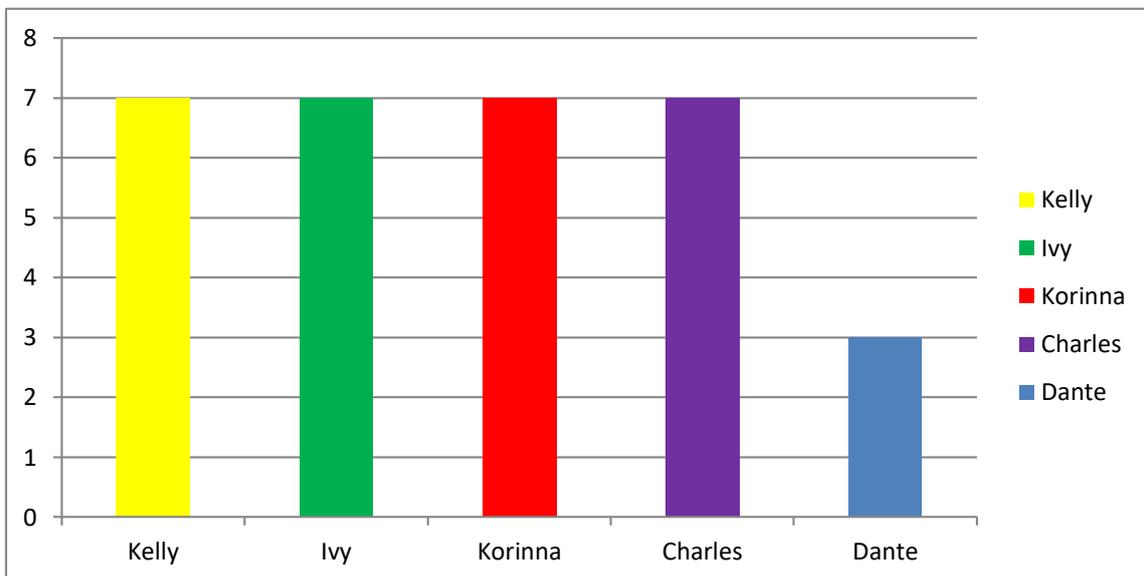
Kelly, Ivy Korinna and Charles supported this statement because it increased students' confidence. Charles's quote is representative of this pattern. He stated:

In small groups this kind of activity is the best because they feel more confident with their peers. For example, discuss why is it important to get married before you are forty. Give me at least three important and meaningful reasons.

Dante was the only teacher who strongly disagreed with this statement. He said: "When they act alone they struggle for speaking out and they work better."

Statement eleven. Fluency is more important than accuracy

Three teachers agreed with this statement. Their responses are shown in the following figure.

Figure 11.Level of Agreement with Fluency is More Important than Accuracy
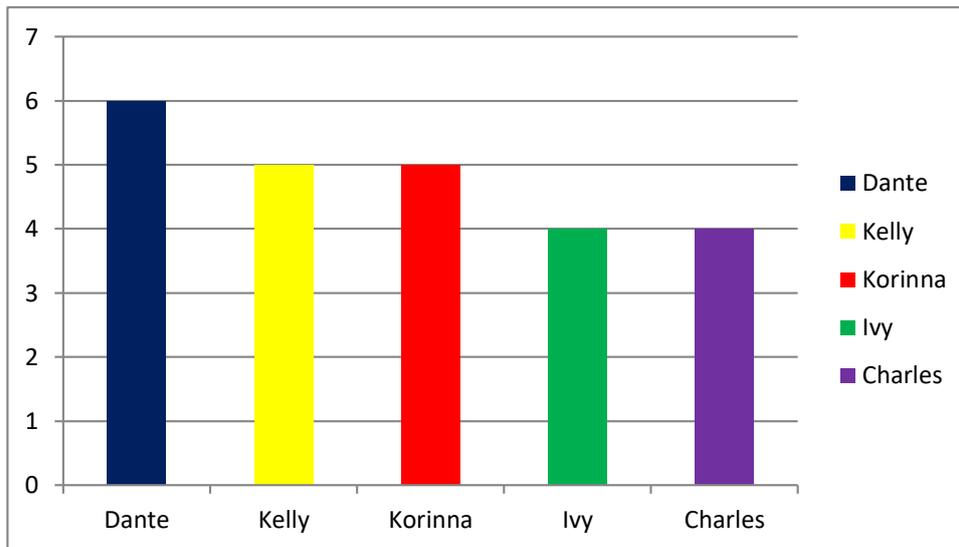
Dante, Kelly and Korinna agreed on this statement. Korinna's quote is representative of this pattern. Korinna said: "For beginners fluency is more important than accuracy"

Ivy and Charles were neutral with this statement. Ivy stated: "Fluency is not always more important than accuracy, but if the message is clear and the students are trying to be understood, it's okay.". Charles added, "Fluency is as important as accuracy. I really prefer my students to take their time instead of just talking without making any sense."

Statement twelve. Genuine communication can be created in the classroom.

Four teachers supported that the idea that it was possible to create genuine communication in the classsroom. Their responses are shown in the following figure:

Figure 12. Level of agreement with genuine communication can be created in the classroom
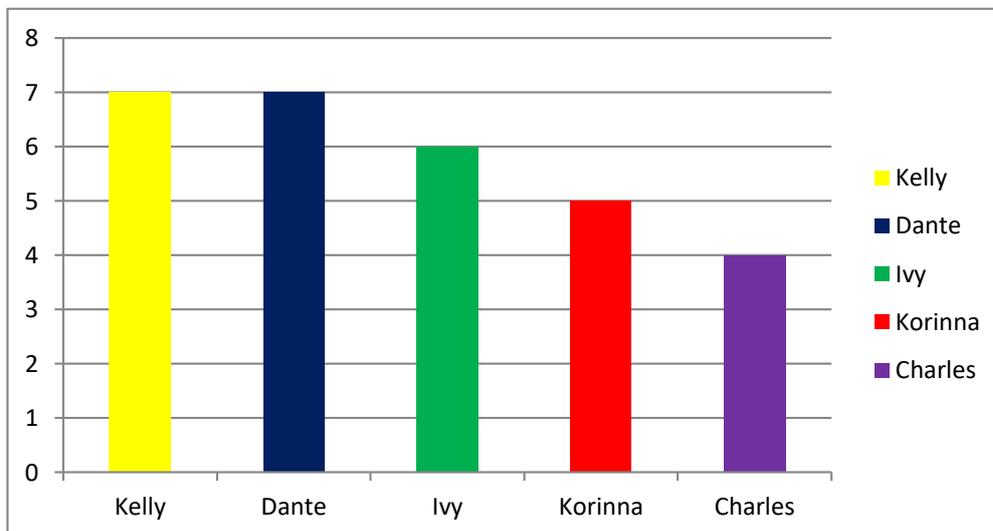
Kelly, Dante, Ivy and Korinna agreed with this statement. Kelly's quote is representative of this pattern. Kelly said: "To create genuine communication in the classroom demands time and planning, but it's possible." Even though Korinna agreed with this statement, she commented:, "It's so difficult to create genuine communication in the classroom. I'd like to know how we can create it." Charles opinion was neutral regarding genuine communication, He said, "It's difficult to create genuine communication in the classroom, but not really impossible. It all depends on the level of your students and the activities you have planned for the class.

The data provided through the questionnaires reveals that nearly all participants (four to five teachers) agreed with most of the statements of the questionnaire. They considered CLT was focused on developing fluency and genuine conversation practice, involved functional language, meaningful tasks, interactive pair-work or group work activities, use of authentic material, real and purposeful aims, students' active participation, using information gaps, games, mime, gestures and role-playing. However, three teachers were neutral to statement four which was about students'

versus teacher's talking time and statement eleven which was about the importance of fluency vs. accuracy.

<div align="center">Part two: Teacher's observations</div>

Teachers' unannounced and announced observations

In this section I will report on the teachers' unannounced and announced observations. The EFL teachers had signed the Participant Consent Form (see appendix A) at the beginning of the study. During the unannounced observation the participants of this study only knew that I was researching about their perceptions and practices related to CLT. However, they were not aware that they had to use CLT activities. The second time I observed them was for the announced observation. I asked these five teachers to prepare a class which included CLT activities. Both observations lasted forty-five more minutes for each teacher. Activities that teachers used are in bold in this section in order to check if they are CLT activities or not.

Unannounced observation protocols

As an observer I had to take field notes during the unannounced observations for each of the participants of this study. I had to answer eight questions adapted from Scrivener, J. (2005) (see Appendix D for a sample of the unannounced observation protocol). I had to describe the seating arrangement of the classroom, the activities the teacher used, the students' participation and class involvement, students' talking time, students' interaction, the teacher's role, the communicative activities the teacher used and teacher's talking time. I followed the unannounced observation protocol format for the five-teacher participants of this study.

Announced observation protocols

During my announced observation I had to fill in an observation format adapted from Davies, P. & Pearse, E. (2000). I had to evaluate the learners, the activities and the teacher for each of five teacher-participants of this study. (see Appendix E for the Announced Observation Format)

Kelly: Participant One

Unannounced observation

Kelly's was teaching the Present Perfect to twenty-two students registered in her basic level English class. First, she asked six volunteers to **model conversations** in front of their classmates for fifteen minutes. They used substitution drills focusing on the Present Perfect as follows:

Student A: Have you ever….(sleep until noon /try Thai food/ fly an airplane?)

Student B: Yes, once I …. / No, never because… (students made their own comments).

Students' tone of voice was very low and they seemed to be shy students. They even used their native language (Spanish) in order to make a few questions. Then, in pairs, they **practiced questions and answers** given by their teacher for the next five minutes.

Kelly was taking notes while her students modeled their conversations. She started asking Present Perfect Tense questions to different students. Then Kelly and her students worked in an **error correction** exercise on the board for ten minutes. She wanted her students to reflect upon the mistakes they had made in their conversations. She said: "I ate ceviche every weekend at Machala city." She wrote the sentence on the board and asked: "What's the mistake?"A girl answered in Spanish: "Okay, yo mismo

me corrijo. [Okay, I correct myself.] Okay, it's I ate ceviche last week. Kelly replied: "Or it could also be: I eat ceviche every weekend when I go to Machala." Finally, Kelly and her class did some **vocabulary review** of cooking methods for five minutes. Finally, they mingled and **discussed in pairs** the way they prepared food for ten minutes. Kelly asked her students to switch partners and move around quickly so they could interact with another person.

Figure 13 shows the timing of Kelly's class activities during her unannounced observation.

Figure 13. Timing of Kelly's Class Activities during the Unannounced observation
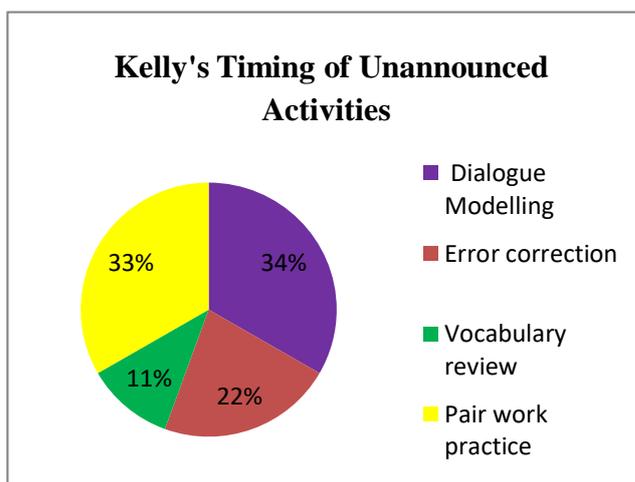
The data reveals that **dialogue modeling and pair work practice** were the longest activities during Kelly's announced observation (34 and 33% of the class time respectively). Then, she did some **error correction** (22% of the class time). Finally, she did **vocabulary review** (11% of the class time).

Unannounced Observation Protocol

It was the first time that I observed Kelly's basic English class. She knew that I was researching about Ecuadorian University English teachers' perceptions of CLT in

Ecuador because she had signed a participant consent form on which she had accepted to participate in this study.

Description of the seating arrangement

At the very beginning of the observation, the seating arrangement immediately caught my attention. There were twelve men and ten women in Kelly's class. There were five tables in that classroom. Surprisingly, twelve students were seating at the three tables facing the board. Only 54.5% (12 students) could face the board and see what was going on in front of the class. They could listen to the conversations better than their eight classmates who sat at the two back tables, behind a pillar that divided the class. Even in one of the front tables in which the students were facing the board, there were three students, but one of them was isolated from the other ones.

Activities the teacher used

I could see four types of activities in Kelly's class. First, the teacher called a pair of students for **modeling conversations**. Their questions and answers were based on the Present Perfect tense structure. Kelly did this activity for approximately fifteen minutes. Then, she asked students to **work in pairs** for five minutes. She started walking around the classroom taking notes of the mistakes students made during their conversations. After that, she made her students reflect upon their mistakes. She directed an **error correction** process on the board. Students had to look for the mistakes and correct them. They took ten minutes for correcting the mistakes on the board.

Then, Kelly continued her class with a five-minute **vocabulary review**. Finally, the teacher asked students to get into pairs and discuss the ways they prepared food. Kelly made them switch their partners during the last ten minutes of the class. Unluckily, students didn't have enough time for practicing speaking.

Students' participation

The teacher asked four different pairs of students to model a conversation in front of their classmates. Then, Kelly called out the names of two other students and asked them two questions. After that, she asked the last three students to answer her questions. Finally, she asked the students to work in pairs and discuss about the class topic.

Some students wanted to participate in the English class, however others seemed to be shy and didn't want to speak aloud at the beginning of the class. For thirty minutes, the teacher directed a teacher- centered class. She made them work in pairs and practice speaking just for ten minutes. It could have been better if the teacher had given students more time for practicing speaking and interacting among themselves. In that way, the class could have been more student-centered.

Students' talking time

Students could just speak to their partners for fifteen minutes during the whole class when their teacher was walking around, monitoring them, and writing down their mistakes. Before the end of the class they just had ten minutes for practicing a conversation. Therefore, time was a limitation against increasing students' talking time.

Students' interaction

The patterns of interaction that I could observe for thirty minutes were mainly teacher-student and then pair work but just for ten minutes of the whole class.

The teacher's role

It could have been more advisable for promoting language learning if the teacher had given more time to her students for practicing speaking. Even though the teacher

tried to do her best, she did not give them enough time for communicating among themselves. Students might have felt there was a lot of pressure when the teacher asked them to model dialogues in front of the class. All students were just looking at a pair of students who were in front of the class and could have felt afraid of making mistakes. Most of the time, the class seemed to be teacher- centered because the teacher was always there leading the class activities. Even though she gave them ten minutes for working in pairs, it was not enough time for students. At the end of the class, she made them switch partners for making their conversation. Unluckily, there were just ten minutes left. Time was not enough for promoting students' language practice.

Communicative activities

The only activity that seemed to clearly fit into CLT parameters was the ten minutes **pair work** activity.

Teacher's talking time

The teacher spoke a lot. She directed the activities for thirty minutes. She directed a conversation modeling activity, error correction and vocabulary revision. It looked like a teacher-centered class. It would have been better if she had given students more time and more opportunities for practicing their English. If the teacher wanted her students to speak English 'more naturally' as she mentioned, she was supposed to give them more time for practicing the language freely.

Announced observation

 I went to Kelly's class for the second time in order to make an announced observation. She knew that she had to use CLT activities in her class because the aim of this study was to describe how she was using CLT in her class.

They were listening to a conversation taken from the textbook. Then, the teacher asked some comprehension questions like: 'What were they talking about?' The students enthusiastically answered in chorus: 'vacation'. The teacher said: 'Okay. Where was their vacation?' Students answered: 'In the Bahamas.' The teacher said: 'Ok, ok.'

Next, she spent fifteen minutes doing a **listening exercise**. Then Kelly asked her students to make **line-ups** standing up in two horizontal lines facing each other. They were asking questions about future plans. They moved every two seconds and it was a lively conversation. There was a lot of interaction during the **pair work** communication activity which lasted ten minutes.

Kelly added, 'Let's look at the grammar focus section.' The teacher started asking them: 'What's the difference between going to and will?', 'When do you use going to and will?' One student said: 'Ok. When you have made a decision and you are positive that this is going to happen.' Kelly asked: 'and will?' The same student answered: 'To express possible action in the future.' The teacher said: 'Ok, good.'

After that, Kelly asked her students to complete a short **grammar exercise** by filling in the blanks using will and going to. The teacher gave them five minutes for completing the grammar exercise. Then they started checking the answers with the teacher. Then a student said: 'Miss, can I say will you going to?'

Another student said in Spanish: 'Ese es super futuro'. [That's a super future], and then he laughed. The teacher answered: 'Will and going to together, that is not possible.'

It was evident that students had a misconception of the grammar pattern will and going to that influenced their learning process. Finally, they did **conversation practice** for ten minutes.

Kelly's activities during the announced observation are shown in figure 14.

Figure 14. Timing of Kelly's Class Activities During the Announced Observation
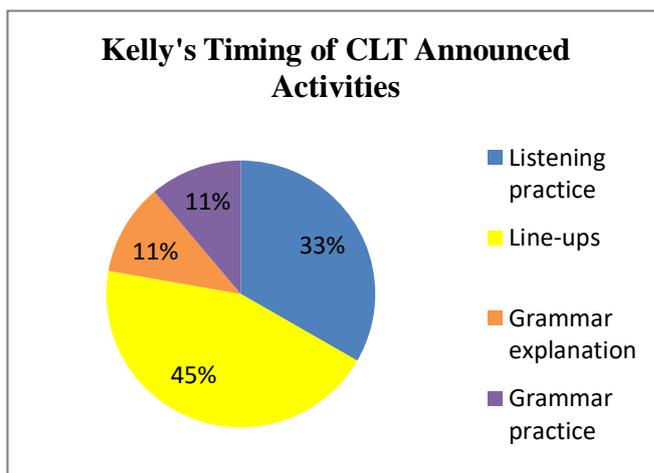
The data evidences that during Kelly's announced observation **listening** was the longest activity she did (33% of the class time). Next, she worked with **line- ups** (45 % of the class time- approximately 25 minutes). Then she **explained grammar** (11% of the class time too). Finally, her students **practiced grammar** and did some exercises for 45% of the class time.

The only communicative activity was **line-ups.** All the students stood in two lines facing each other and then switched and talked to another student.

The data reveals evidence that Kelly tried to improve the use of CLT activities in her class because during the unannounced observation she had just spent 33% of class time doing just one communicative activity which was **pair work practice** whereas during the announced observation she spent 45% of the class time doing a

communicative activity which was **line-ups**. Therefore, Kelly considerably improved the percentage of class time time devoted to CLT activities.

Kelly's announced observation protocol

After I filled in the observation format some relevant data became evident. For instance, it was pretty difficult for the students to keep a conversation going on and speak naturally in English as they did in Spanish when they were telling jokes to each other and making comments in class. Kelly wanted to help them produce the language more easily, however they were not able to speak freely. Students' limited language may have been the result of lack of real -life practice.

A pedagogical aspect that caught my attention was that Kelly used more CLT activities for the announced observation. However, Kelly's learners were just sometimes participating actively, showing enthusiasm, communicating in English, using contextualized and meaningful language. They usually made a lot of mistakes and never talked more time than their teacher.

Kelly's activities were just moderately interactive, moderately communicative and moderately enjoyable to watch. Unluckily, they were not very varied, and not very balanced in fluency and accuracy. The teacher was just sometimes using communicative activities, acting as a facilitator and encouraging students to talk. However, as I had already mentioned she corrected her students' mistakes during the announced observation session too. She usually monitored students' participation but did not give them any feedback.

Ivy: Participant two

Ivy's unannounced observation

Ivy had twenty-three students in her basic English class. They were practicing the grammar structure Is there..?, Are there..? Something that caught my attention was the u-form of the seating arrangement.

First, Ivy started her class using teacher-student **ask and answer practice**. She asked questions to different students. She said: 'Ok. Yesterday we talked about the neighborhood. What's your neighborhood like?'One student answered: 'beautiful.'The teacher asked: 'Ok. Is there a hospital in your neighborhood?' The student answered: 'Yes, there is one.'

Suddenly Ivy started playing a **guessing game** called 'What do I have in my bag?' She divided the class into two teams and explained that her students had to ask them questions using Is there…? or Are there…? for guessing what she had in her bag. Students participated actively laughing at the same time. They seemed to be very enthusiastic and eager to win the prizes of the guessing game. A student asked: 'Is there an eraser?'
Ivy answered: 'Yes, there is.'At that moment the teacher scored one mark for team one.

Then more students were trying to guess the names of the other objects that were in the bag. Some students asked in chorus: 'Is there a dollar?', 'Is there any money?' Then they played the same game until one team won it.

After that Ivy started checking a **grammar lesson** with her students. She said: 'Yesterday we talked about when to use some and any. Remember what I had in my bag. Are there any pencils in my bag?' Some or just one? There isn't any marker. There are two pencils.'

Ivy was the leader of a teacher- centered class because she was the only one speaking. First, she asked a question and then she immediately gave the answer. Her students were just listening to her. Then, Ivy continued with her explanation by reminding them some grammar rules. Teacher talking time increased more during the whole class.

Then Ivy introduced some new vocabulary words, which were thief, trash, scream, and bills. She explained the meaning of each word by showing pictures. Almost at the end of the class, Ivy and her students did a **listening exercise.**

Unannounced observation protocol

Description of the seating arrangement

There were twenty- three students in Ivy's class. There were ten women and thirteen men aged eighteen to twenty two. The seating arrangement had an u shape. All students could see their teacher who was in the middle of the class.

Activities the teacher used

As an observer, I was sitting at the back of the class, taking notes for my observation protocol.

The data reveals that there were four types of activities in Ivy's class. First, Ivy used teacher-student **question asking pattern**. She asked individual questions to different students for ten minutes (22% of the class time). Second, she motivated her students to play a **guessing game** called 'What's in the bag? There was a contest between two teams in her class. This contest lasted ten more minutes (22% of the class time). Third, she did some **grammar review** of the use of some and any, which lasted fifteen minutes (34% of the class time). Ivy continued asking individual questions to her students. Finally, Ivy and her students did **vocabulary review** during ten minutes (22%

of the class time). Ivy's Timing of the Unannounced Observation Activities is shown in

figure 15.

Figure 15. Ivy's Timing of Unannounced Activities

Ivy's Timing of Unnanounced Activities
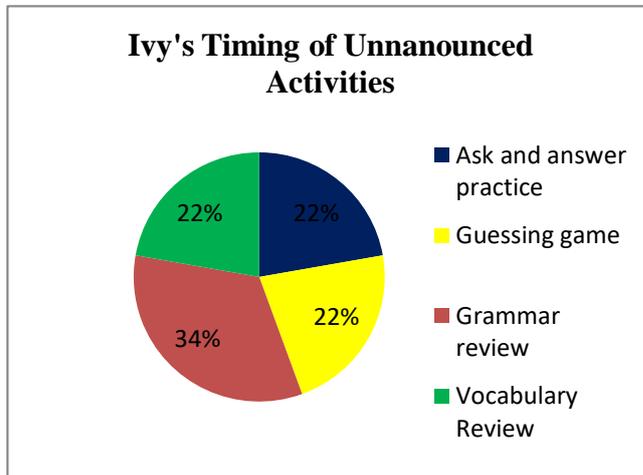
Students' participation

Some of Ivy's students participated answering her questions individually. When

there was the contest between the two teams some students participated actively.

Most of the class period (thirty five minutes), the teacher directed a teacher-

centered class. It could have been better if the teacher had given students more time to

practice speaking in class and to interact among themselves. In that way, the class could

have been more student-centered.

Students' talking time

Students could not speak to their partners during the whole class. They just gave

Ivy their individual answers for almost thirty-five minutes. Students had approximately

fifteen minutes for discussing grammar with their teacher. Therefore, time seemed to be

a limitation against increasing students' talking time.

Students' interaction

The patterns of interaction that I could observe for thirty five minutes were mainly teacher-student. Students did **ask and answer practice** for ten minutes, a **grammar review** for fifteen minutes and **vocabulary review for ten minutes.**

The teacher's role

It could have been better for promoting language learning if the teacher had given more time to her students for practicing speaking. Even though the teacher tried to do her best, she did not gave them enough time for communicating among themselves. Most of the time the class seemed to be teacher- centered because the teacher was always there leading the class activities. Time was not enough for promoting students' language practice.

Communicative activities

The only communicative was the **guessing game:** What's in the bag? However, it just lasted ten minutes of the whole class period.

Teacher's talking time

The teacher spoke a lot. She directed the activities during thirty- five minutes. It looked like a teacher-centered class.

Announced observation

I went to Ivy's class for the second time in order to make an announced observation. There were twenty- three students in Ivy's class. The seating arrangement had an

U-shaped form.Ivy and her students started listening to a conversation taken from the textbook. First, they did **listening practice** for ten minutes.

At the beginning of the class, Ivy asked her students to look at a picture and she described what she saw on it. She said:

There's a couple sitting on the sofa. They're talking about a new friend who is a teenager. He is tall and has brown hair.

After Ivy had set the scene of the conversation, she asked her students to work in **pairs taking notes**.for fifteen minutes. Ivy was monitoring the process while her students were taking notes. She made them compare their notes among themselves. Then, they did some **vocabulary review** for five minutes. Then Ivy and her students did a **listening exercise**. Finally, she made them **work in pairs** in order to practice their own dialogues. Ivy asked them to describe someone famous they had met for ten minutes.

Figure 16 illustrates Ivy's Timing of Announced Activities.

Figure 16. Ivy's Timing of Announced Activities
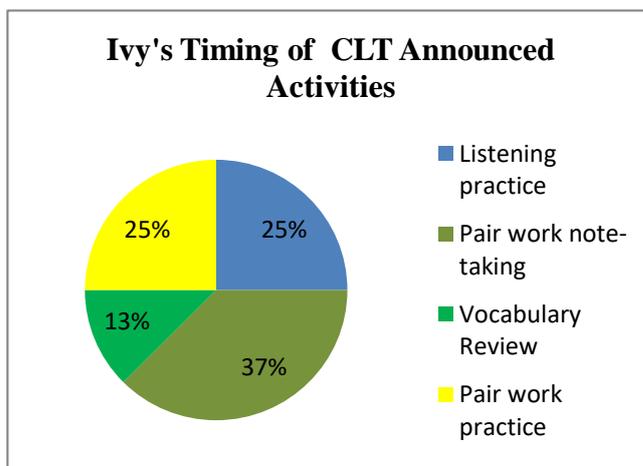
The data reveals that during her announced observation Ivy spent fifteen minutes of her class (37% of the class time) doing **pair work note-taking**. **Listening practice** lasted

ten minutes (25% of the class time). **Vocabulary review** lasted five minutes (13% of the class time). Finally, she did **pair work practice** which lasted ten minutes (25% of the class time). **Pair work practice** was the only communicative activity of her announced observation.

Announced Observation Protocol.

Ivy's learners were just sometimes participating actively, showing enthusiasm, communicating in English, using contextualized and meaningful language. However, they usually made a lot of mistakes and they were never talking more time than their teacher.

Ivy's activities were just moderately interactive, moderately communicative and moderately enjoyable to watch. Unluckily, they were not very varied, and not very balanced in fluency and accuracy.

The teacher just used one communicative activity which was **pair work practice**. Sometimes she acted as a facilitator and sometimes encouraged students to talk. Even though she was always monitoring her students, she never gave them any grammar feedback. Also, I could observe that the teacher usually talked more time than her students.

<div align="center">Korinna: Participant three</div>

Unannounced observation

I went to Korinna's class for making an unannounced observation.. I saw there were seventeen students in her basic English class. They were practicing comparison, including the grammar structure as…as. . Basically, they did the following activities: **ask and answer practice,** a **pronunciation exercise,** a **listening comprehension exercise and** some **speaking practice.**

The seating arrangement had a u-form of the seating arrangement. There were nine women and eight men aged eighteen to twenty- two .

When I entered Korinna's class she was talking about the advantages and disadvantages of living in an apartment versus living in a house. The teacher threw a

marker and asked questions to different students during a couple of minutes. She asked her students if they preferred a house or an apartment. Five of them gave her many reasons for their preferences.

The teacher did **ask and answer practice** for ten minutes. At that moment the teacher introduced the use of the structure as…as for comparing things that belonged to the same level.

Next, Korinna made her students practice a **pronunciation exercise**. After that, they did a **listening exercise** for fifteen minutes. Then, Korinna started **speaking practice** which lasted fifteen minutes. The first five minutes they had a class discussion about how a person could find an apartment. Most of the students gave her their opinions. They thought that in order to find an apartment they could look at newspapers, ask friends or relatives and even make phone calls.

After that, Korinna told her students that they were going to **review grammar** using I wish…for expressing their wishes to the whole class. She asked her students to make two big circles, one external with nine people and the other internal with nine more students inside. They formed two **onion rings** of nine people each. Korinna also participated in this activity. First, she modeled the structure and said: 'I wish I could speak French'.

The teacher ask them to tell a wish their classmates and then move to their right when she clapped her hands and talk to another classmate who was in the **onion ring.** Students practice this exercise for five minutes. The next five minutes they worked in **line-ups** forming two rows of nine people in each one, all students were facing each other they started talking and asked follow-up questions about their wishes.

Unannounced observation protocol

Description of the seating arrangement

There were seventeen students in Korinna's class. There were nine women and eight men aged eighteen to twenty two. The seating arrangement had a u-shape. All students could see their teacher who was in the middle of the class.

Activities the teacher used

I could see four types of activities in Korinna's class. First, Korinna used teacher-student **question asking** pattern for ten minutes (10% of the class time). Second, she did some **pronunciation practice** for five minutes (11% of the class time). Third, they did a **listening exercise** and answered comprehension questions for fifteen minutes(34% of the class time). Finally, they did some speaking practice using open class discussion, the **onion ring and line- ups** but this activity only lasted fifteen minutes (33% of the class time). Korinna's Timing of Unannounced Activities are shown in the figure below.

Figure 17. Korinna's Timing of Unannounced Activities
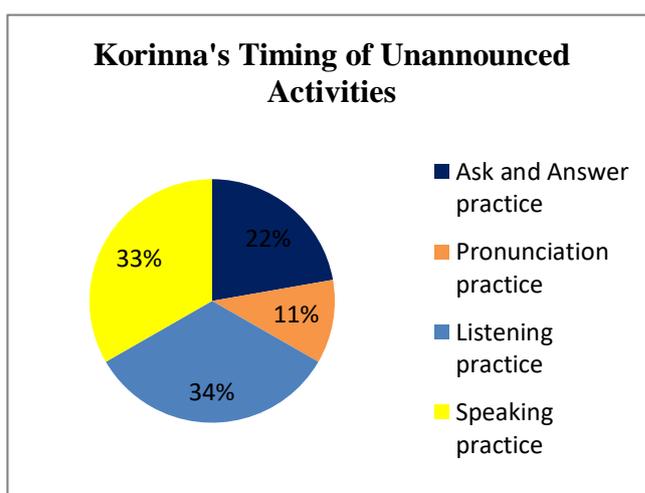
Students' participation

Some students participated answering Korinna a couple of questions. Most of the class period (thirty minutes), the teacher directed a teacher- centered class. Students could speak for just fifteen minutes. They spoke five minutes during the open class discussion. Then they did the **onion ring practice** for five minutes and finally **line-ups speaking practice** for the five last minutes of class. Time was a limitation against promoting student's participation.

Students' interaction

The patterns of interaction that I could observe for thirty minutes were mainly teacher-student. Students could speak among each other during the speaking practice (33% of the time). Unluckily, time was not enough for practicing speaking.

The teacher's role

Even though the teacher tried to do her best, she did not gave students enough time for communicating among themselves. Most of the time the class seemed to be teacher- centered because the teacher was always there leading the class activities.

Communicative activities

The communicative activities were the ones done for the speaking practice. They were: open class discussion, **the onion ring and line-ups**. However, they just lasted fifteen minutes of the whole class period.

Teacher's talking time

The teacher spoke a lot. She directed the activities during thirty minutes. Learners needed more time for practicing speaking.

Announced observation

I went to Korinna's class for the second time in order to make an announced observation. She knew she had to use CLT activities in her class because I was going to describe the activities she was using in her EFL classes.

There were the same seventeen students in Korinna's class. The seating arrangement had a U-shaped form.

Korinna and her students were **listening** to a conversation taken from the textbook.. This listening exercise lasted fifteen minutes.

At the beginning of the class, Korinna asked her students to look at a picture and describe what she saw on it. Then, Korinna had set the scene of the conversation, she asked her students to work in pairs **taking notes** for ten minutes. After that, she did a **grammar review** exercise which lasted five minutes.

Next, Korinna played **hangman** with her students. She wanted them to guess some new vocabulary words. Students spent ten minutes trying to guess the new words. Students looked happy when they were playing this game. They eagerly shouted the letters of the vocabulary words that they were trying to find. Korinna gave them some examples using the new vocabulary words in context.

Finally, Korinna talked about another topic of the textbook which was common complaints of families with teenagers. She asked them what kind of problems they had with their parents. Students answered that their parents were too strict and always told them what to do. This **class discussion** lasted five minutes. Figure 18 shows Korinna's Timing of Announced Activities.

Figure 18 Korinna's Timing of Announced Activities
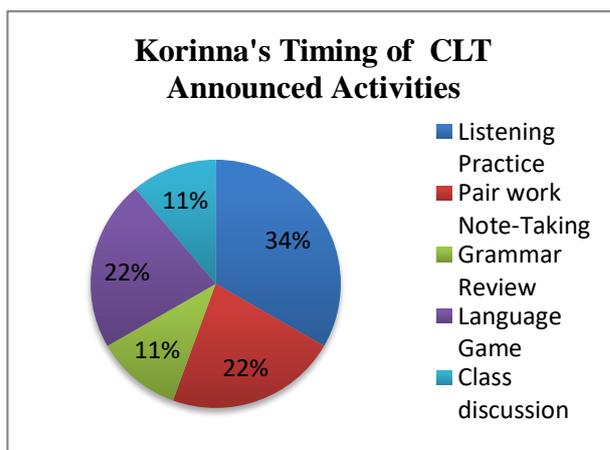
The data reveals that Korinna did five class activities. She did **listening practice** for fifteen minutes (34% of the class time). She made her students work in pairs for the **note-taking exercise** which lasted ten minutes (22% of the class time). Korinna did **grammar review** for five minutes (11% of the class time). She also played a **language game** called hangman for ten minutes (22% of the class time). Finally, she made her students participate in a **class discussion** for the five last minutes of the class. She spent 11% of classs time having a class discusssion.Korinna did two communicative activities which were the **language game and the class discussion.**

Announced Observation Protocol

During the announced observation Korinna's learners were just sometimes participating actively, showing enthusiasm, communicating in English, using contextualized and meaningful language. However, they usually made a lot of mistakes and they were never talking more time than their teacher.

Korinna's activities were moderately interactive, moderately communicative and moderately enjoyable to watch. Unluckily, they were not very varied, and not very balanced in fluency and accuracy.

Sometimes the teacher acted as a facilitator and just sometimes encouraged them to talk. Also, I could observe that Korinna usually talked more time than her students.

Charles: Participant Four

Unannounced observation

I went to Charles's class for making an unannounced observation. I saw there were twenty- six students in his intermediate English class. They were practicing a **grammar lesson** which was the use of modals for expressing necessity and suggestion and then they did a **listening and a speaking exercise**.

When I entered Charles's class he was asking questions to his students. They gave him the answers in chorus. He asked them many questions and started like this: 'What's the cost of a room at the beach?'/ 'Are there any surfing lessons at the beach?'/'Can you rent the surfboard daily?' Students gave him short answers for all these questions. Most of the student answered in chorus. They spent five minutes doing teacher-student **ask and answer practice**. Then Charles continued asking questions to two students about their vacations. For instance, Charles asked: 'Okay,and would you like to go to a resort at the mountains with your girlfriend? The student replied:'Yes, it's a romantic place but it's expensive.'
Charles added: 'But you can enjoy nightlife activities there.' Another student who was laughing commented: 'I love drinking beer.'

Then Charles introduced the modals must, need to and have to for expressing necessity and you 'd better, ought to and should for giving suggestions. He asked his students to use these modals for completing six sentences**.** He made them read all the sentences to see if they expressed necessity or gave suggestions. Charles gave them five

minutes for doing this **grammar exercise**. Charles asked six students to read the correct answers aloud. The students read the following sentences:

Student A: You must make all the reservations in advance.

Student A made a mistake, but other two students immediately shouted out the right answer and said:

No, that's not correct. It's you'd better make all the reservations in advance.

Then Charles continued doing teacher-student **ask and answer practice** during five more minutes. He said: 'Imagine your best friend won the lottery and he or she is travelling to Spain. What advice can you give him or her?'Charles's students immediately answered:
'He must get the necessary vaccinations./'He should change the money from dollars to euros.'

After that, Charles and his students did a **listening exercise.** They spend ten minutes in note-taking for writing down some advice for each statement of the tapescript.

Before the end of the class, Charles gave his students fifteen minutes for practicing in pairs. He asked them to **role play** a situation in which one of the students was a tour guide and the other a tourist. He asked the students who were tour guides to think about three tourist attractions, and gave the tourist suggestions for visiting these places. The tourist had to ask follow- up questions about the tourist attractions too. Students started practicing their English in pairs but there were just fifteen minutes of the class left.

Unannounced observation protocol

    Description of the seating arrangement

At the very beginning of the observation, the seating arrangement immediately caught my attention. There were twenty- six students in Charles's class. There were fifteen women and eleven men aged eighteen to twenty-five. They were working in pairs.

Each two desks were one next to each other.

    Activities the teacher used

As an observer, I was sitting at the back of the class, taking notes The data reveals that there were four types of activities in Charles's class. First, Charles used teacher-student **ask-answer practice** for ten minutes (22% of the class time). Second, Charles and his students did some grammar **review** for five minutes (11% of the class time). Third, they did some **pronunciation practice** for five more minutes (11% of the class time). Fourth, they did a **listening exercise** for five minutes (11% of the class time). Finally, they **took notes** for giving advice for five minutes. Finally, they did **role playing** for 34% of the class time. Figure 19 shows Charles's Timing of Activities in the Unannounced Observation.

Figure 19. Charles's Timing of Activities in the Unannounced Observation
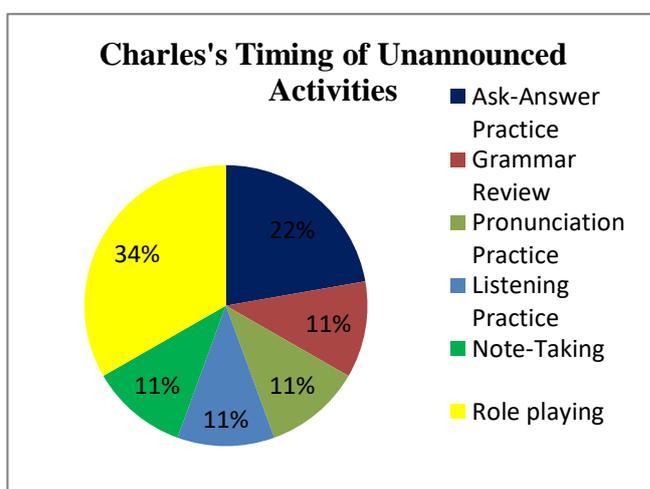
Students' participation

Some of Charles's students participated answering to his questions individually. Most of the class period (thirty minutes), the teacher directed a teacher- centered class.

Students' talking time

Students could speak to their partners for just fifteen minutes during the **pair work role playing**. Therefore, time seemed to be a limitation against increasing students' talking time.

Students' interaction

The patterns of interaction that I could observe for thirty minutes were mainly teacher-student and pair work practice when students did role playing.

The teacher's role

. Most of the time the class seemed to be teacher- centered because the teacher was always there leading the class activities.

Communicative activities

The only activity that seemed to be more communicative was pair work role playing.

Teacher's talking time

The teacher spoke a lot. He directed the activities during thirty minutes.

Announced observation

I went to Charles's class for the second time in order to make an announced observation. Charles knew that I was going to visit his intermediate English afternoon class. I went to the same class at the same time as I did for the unannounced observation.

There were the same twenty-six students in Charles's class. Students were working in pairs. Each two seats were next to each other.

Charles was explaining to his students about the use of phrasal verbs. The teacher gave each pair of students some cards with phrasal verbs and asked them to match the cards. They spent ten minutes doing this **matching exercise** for checking vocabulary. Then Charles started playing a **guessing game** with his students. They did activity for ten minutes. He asked volunteer students to mime some of the phrases. The rest of the group had to guess each phrase, which included a phrasal verb. The phrases they mimed were the following:' Turn the radio/ the lights/ the TV off , Clean up your room, Wash up your clothes.'

After that, Charles asked four different students to give some replies to this requests. He was doing teacher teacher-student **ask and answer practice** .They spent five more minutes in this activity.

Charles started **explaining** the **grammar** focus of this lesson. This activity lasted five minutes. He said: "As I told you before you have to put together the verb and the noun for forming   phrasal verbs. It does not matter where the preposition is located".

Then Charles pointed out some grammar examples on the board and read them aloud. Then they spent fifteen minutes answering some **listening comprehension questions.** The figure that follows illustrates the timing of certain types of exercises.

Figure 20 . Charles's Classroom Teaching Activities-Announced Observation.
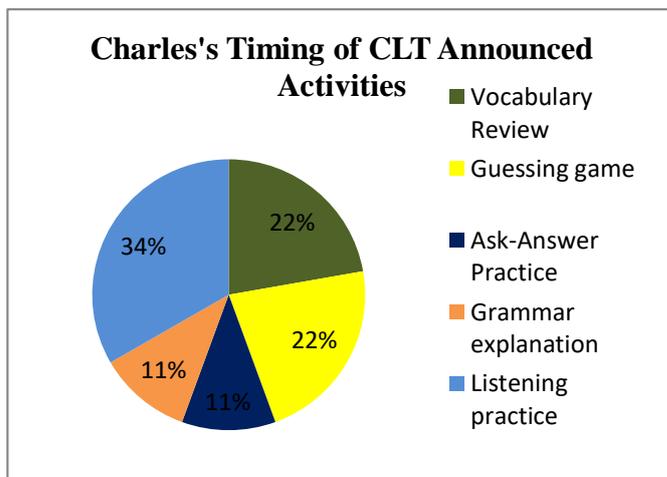
The data shows that Charles did five activities during his announced observation. He did **listening practice** for fifteen minutes (34% of the class time). He **explained grammar** for five minutes (11% of the class time). Teacher- student **ask and answer practice** lasted five minutes (11% of the class time). He did **vocabulary review** for ten minutes (22% of the class time). The only communicative activity that he did was playing a **guesssing game** with his students for 22% of the class time.

Announced observation protocol

Charles and his students did **vocabulary review** for five minutes. Second, they played a **guessing game** which lasted ten minutes. Third, the teacher did **ask and answer practice** for five minutes. Fourth, Charles gave a **grammar explanation** of five minutes. Finally, they did a **listening exercise** which lasted fifteen minutes.

After summarizing my announced observation format, I could draw some conclusions about Charles's announced observation class. Charles's learners were just sometimes participating actively, showing enthusiasm, communicating in English, or using contextualized and meaningful language. However, they also made mistakes and they were never talking more time than their teacher was.

Sometimes the teacher acted as a facilitator and just sometimes encouraged them to talk. Even though he was always monitoring his students, he never gave them any grammar feedback. he never corrected his students' mistakes during the announced observation session. Also, I observed that the teacher usually talked more time than his students.

<div align="center">Dante: Participant Five</div>

Unannounced observation

I went to Dante's class for making an unannounced observation. I saw there were fourteen students in his advanced English class. They were practicing speaking. They were **reporting international news** and talking about local current events.

Something that caught my attention was the seating arrangement, which had an "U" shape. There were four women and ten men aged eighteen to thirty .

When I entered Dante's class they were having a **class discussion** about the news report. While his students were reporting the news Dante was taking notes for writing down all the mistakes they made. Some students gave their opinions about the news during a fifteen-minute class discussion. Then Dante gave a brief **grammar explanation** of some structures, which lasted five minutes. Then, he started the **error correction process** on the board. This activity lasted ten more minutes. Dante corrected grammar mistakes like the ones that a student made when he was reporting the news. One of Dante's students said:

> I read about somebody who killed a child in Colorado. People said he was a schoolteacher. The teacher is denounced by the Minister of Culture. He was a Chinese teacher who broke the rules in that state.

Dante pointed out a grammar mistakes that the student had made. He wrote some sentences on the board. He said: 'It's not .The teacher is denounced by the

Minister of Culture. How can we correct it?Three students said in chorus:'It's Past Tense. It's the teacher was denounced.

Dante replied:'Yes, that's right. It's passive voice in past tense.'

Then, Dante asked more students to continue reporting the news. He was talking notes and grading speaking while his students stood up and reported the news. Then other students made comments and asked questions about the news. This activity lasted ten more minutes.

Finally, Dante asked his students to **work in pairs** and discuss a topic, which was how university education could be improved. Students talked about this topic for fifteen minutes.

Unannounced observation protocol

Description of the seating arrangement

At the very beginning of the observation, the seating arrangement immediately caught my attention. The seating arrangement had an U-shaped form. There were fourteen students in Dante's class. There were four women and ten men aged eighteen to thirty.

Activities the teacher used

As an observer, I was sitting diagonally to the board, taking notes for my observation protocol.

I could see four types of activities in Dante's class. First, Dante asked his students to **report the news** and they had **a class discussion** for fifteen minutes (34% of the class time). Second, he gave them a **grammar explanation** for five minutes (11% of the class time). After that, Dante directed **an error correction** exercise on the board which lasted ten more minutes (22% of class time). Third, he asked his students to

discuss in pairs how university education could be improved. Figure 21 shows Dante's Timing of Unannounced Activities.

Figure 21. Dante's Timing of Unannounced Activities
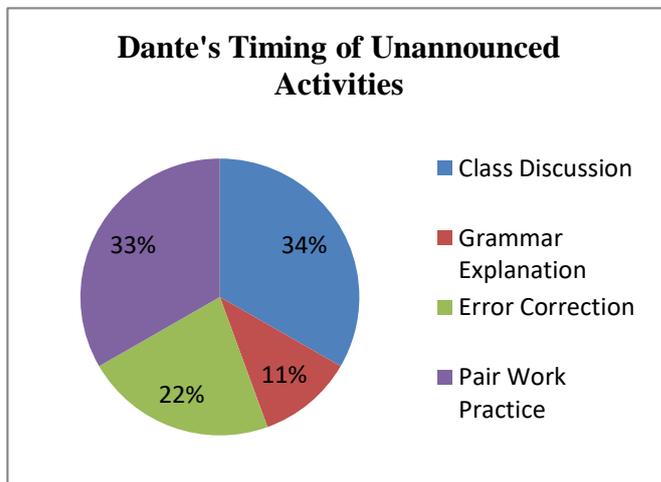
Students' participation

Dante directed a teacher- centered class only for fifteen minutes when he was explaining grammar and correcting mistakes. Students had more opportunities to participate during class discussion and pair work practice.

Students' talking time

Students spoke to their partners for thirty minutes.

Students' interaction

The patterns of interaction that I observed for thirty minutes were mainly student- centered because students were asked to practice their English as a whole class during the open discussion and then during pair work practice.

The teacher's role

As was the pattern in the Dante's class during the unannounced visit, the teacher was a facilitator in the learning process because he gave his students time for practicing the language by themselves.

Communicative activities

The data supports that there were two communicative activities in Dante's unannounced class. They were: **class discussion**, which they did for fifteen minutes (34% of the class time) and **pair work practice** (15% of the classroom time).

Teacher's talking time

The teacher spoke a lot. He directed the activities fifteen minutes during the **grammar explanation** and **error correction**. Then, he let his students talk for thirty minutes.

Announced observation

I went to Dante's class for the second time in order to make an announced observation. Dante knew that I was going to visit his advanced English morning class. I went to the same class at the same time as I did for the unannounced observation. There were the same fourteen students in Dante's class. There were four women and ten men.

Dante was doing a listening exercise with his students. They started watching a video. Dante did three activities with his students. They did a **pre-watching activity, a watching activity and a post-watching activity.** All these activities lasted twenty minutes.

First, Dante play the video .Then, he paused it and asked the following question in order to set the scene: "Do you think this man has the human touch?" Some students gave him an affirmative answer and others a negative one. Then Dante asked his students' to describe the man's business attire and they did it. After that, Dante played

the first version of the video. He stopped it and then asked some listening

comprehension questions.

Dante asked his students to **work in pairs** in order to check their answers.

Students did this exercise in pairs. They checked their answers with him. Then, they had

a ten minute class discussion about the video topic. After that, he asked his students to

work in pairs for ten minutes and give their opinions about how important is business

attire for getting a good job.   Dante also did a five- minute **language review** with his

students in order to give them some grammar feedback. Figure 22 shows Dante's

Timing of Announced Activities

Figure 22. Dante's Timing of Announced activities
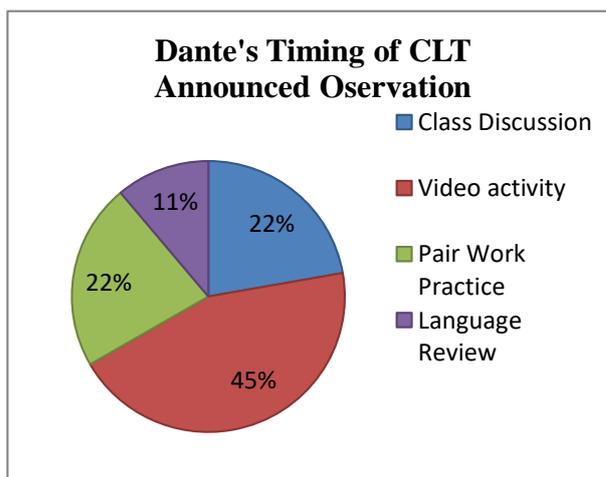
The data shows that Dante did four activities during his announced observation.

He did **language review** for five minutes (11% of the class time). He did the **video**

activity for twenty minutes (45% of the class time). However, he also did two

communicative activities which were **class discussion** for ten minutes (22% of the class

time) and **pair work practice** for ten more minutes (22% of the class time).

Announced observation protocol

Dante's learners were just sometimes participating actively, showing enthusiasm, communicating in English, using contextualized and meaningful language and made mistakes. They sometimes talked more time than their teacher did.

Dante's activities were moderately interactive, and moderately communicative. They were moderately enjoyable to watch. However, they were not very varied, and not very balanced in fluency and accuracy.

Sometimes the teacher acted as a facilitator and encouraged his students to speak. Even though he was usually monitoring his students, and sometimes corrected their mistakes. Dante usually talked more time than his students.

Video-Taped Observations

I this section I will describe the classroom activities that I observed during the last Video-Taped session for each participant of this study. I had to observe which CLT activities the participants of this study were using. After this videotaped- session, the teachers were asked to watch their class video. The purpose of showing their class video to the participants was to help them reflect upon their own class practices. Then, in my role of researcher I had to interview the five teachers again. In the Video-Taped Discussion Protocol, (see Appendix F) the researcher and the teacher discuss about the five teachers' self-examination related to CLT. The purpose of the Video-Taped Discussion protocol was to raise teacher awareness of CLT beliefs and practices.

Kelly's Video- Taped Observation

Kelly was talking about plans for her next vacation. She gave her students prompts related to the vacation topic, e.g. I love vacations at the beach, I like seafood, I love water sports, I'm going to Salinas next vacation. Students did **pair work practice** for ten minutes (22% of the class time). Students were talking at the same time so it

became a noisy class. After that, Kelly did some **dialogue modeling** for ten minutes (22% of the class time). One of the conversations started as follows:

Student A: I love vacations at the beach. I love the sun and taking a sunbath. How

about you? Where are you going for vacation?

Student B: Yeah, I'm going to Salinas. When it's sunny I can take a sunbath.

Student A: Ok, who are you going to the beach with?

Student B: With my friends or family.

Kelly corrected her students' mistakes on the board after they presented the dialogue report. For instance, she said: Is it correct to say, "How much you going to spend?". Kelly and her students spent five minutes doing error correction (11% of the class time).

Finally, Kelly asked her students to **work in small groups** of three or four students in order **to discuss about the Ecuadorian** dish that they were going to present at an organized food fair. Students started talking about the ingredients and preparation of the dishes. They spent twenty minutes (20% of the class time) doing this activity.

To sum up, Kelly did four activities during her Video- Taped classroom observation. First, she did **pair work practice** for ten minutes (22% of the class time). Then, she did some **dialogue modeling** for ten minutes (22% of the class time too. After that, she did some **error correction** for five minutes (11% of the class time). Finally, she did a **group discussion** activity which lasted twenty minutes (45% `of the class time). Figure 23 shows Kelly's Video-´Taped Observation.

Figure 23. Kelly Video-Taped Observation
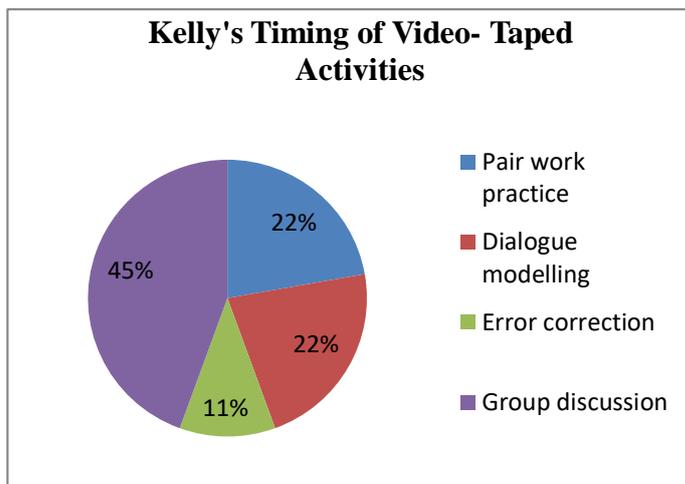
Kelly's Videotaped Observation Discussion Protocol

Kelly commented that she was a little bit nervous at the beginning of her videotaped observation because it was the first time she had been videotaped. Kelly told me that at the beginning of my observations she asked herself: "What am I going to do?"But then she prayed and said: "God, you take care. I would teach as I do every day."

She commented she had used communicative activities such as prompts, pair work and group work interaction. When she watched the video she noticed that even though it was a noisy class, all students were motivated, participative and seemed to be happy. Kelly said, "Generally, I would say that they were a very nice group because they were willing to do different activities that I had planned."

Kelly said that she would like to change the patterns of interaction for another lesson. According to her, she could have pair discussion first and then exchange students making them work in groups of four in order to promote class interaction. The video- taped observation had helped to reflect upon her CLT classroom practices.

The teacher also talked about her personal understanding of the purpose of the study. She understood that the researcher wanted to figure out if teachers really

understood what CLT was, and if they put it into practice with their students.

Ivy's Video-taped Observation

Ivy and her students were practicing the Present Perfect. They started playing a language game called: "Find Someone Who?" Ivy gave a worksheet to each student. There was a list of activities on the worksheet. The goal of this activity was to find someone who had had different experiences. For instance: Find someone who has met a famous person, climbed a mountain, tried sushi, or danced tango.. Students had to mingle around the classroom in order to find the person who had had those experiences. They had to write the person's name and continue asking questions until they completed all the items on the list on the worksheet. Ivy's students spent twenty minutes doing this language game (33% of the class time).

Then they had a class discussion based on students' experiences mentioned in the previous language game. They started their conversation as follows:

Student A: Lorena has drunk goat milk.

Teacher: Oh, when was it?

Student A: Four months ago.

Teacher: Who likes milk? It is delicious, right?

Students reacted to the teachers questions. They said some of them liked milk and others didn't and they explained the reasons why they like it or not.

Then Ivy and her students did a **listening exercise** from the textbook, which lasted ten minutes (22% of the class time). Finally, they did a matching exercise for checking vocabulary. They spent five minutes (11% of the class time doing this exercise). Figure 24 shows Ivy's Video- Taped Observation

Figure 24. Ivy's Video-Taped Observation

Ivy's Timing of Video-Taped Activities

- Language game — 34%
- Class discussion — 33%
- Listening practice — 22%
- Vocabulary Review — 11%
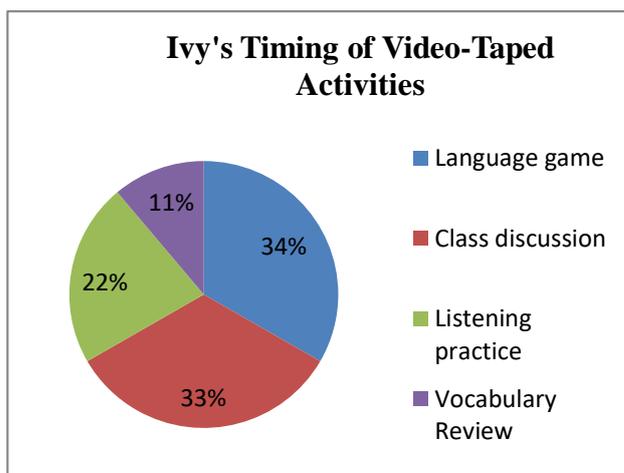
Ivy's Video-Taped Observation Discussion Protocol

For Ivy it was the first time she had been videotaped. She thought the videotaping activity was great because she could see things for criticizing herself. She said that she was nervous and thought about the researcher, "Oh, she's going to analyze me.", but little by little she felt more comfortable with this study because knew it would help her to reflect about her teaching practices.

She commented that she had used CLT activities such as personalized dialogues and a language game. However, she admitted that she still needed to improve some things: for instance avoiding the repetition of her students' sentences, and encouraging her students to use the target language.

Ivy told me that her students participated pretty well. However, her problem was that there were too many students (twenty in her class) and she thought that number was too much for promoting interaction in an English class.

She understood that I the purpose of this study was to find out what the communicative level that teachers apply in their classrooms was and how they did it.

Korinna's Videotaped Observation

When I entered Korinna's class she was practicing modals for expressing necessity and for giving suggestions. She started doing teacher-student **ask and answer practice**. for ten minutes (23% of the class time).She said:"I'm travelling to Quito, give me advice please." Then a student said: "Okay, miss. You should take a sweater." Then Korinna said: "I'm going to study Chinese Mandarin, give me advice please". One student answered: "Miss, you should go to China." Korinna continued asking questions to five more students.

Suddenly, Korinna changed the topic and said that they were going to practice mini-conversations in pairs using phrasal verbs. She asked two students to give her a response to the phrase she said. The dialogue started.

Korinna: Put your books away.

Student A: Ok, Miss. I'll put them away.

Korinna: Pick up your bag.

Student B: Ok, Miss. I will pick it up.

After that, Korinna asked her students to continue the conversations. She gave them pieces of papers with phrases written on them. Students did **pair work** for ten minutes (22% of the class time).

Then Korinna pasted some pictures on the wall. There were pictures of a messy kitchen, a lot of garbage, an open faucet, a telephone ringing, a messy bedroom, etc. Korinna asked her students to **role-play conversations.** Some of them had to be the parents and others the children. Students had to look at the pictures and then talk about them. Parents had to give orders to the children. Children had to respond to their parents' demands using phrasal verbs. For instance:

Student B (who was a child): Ok, dad. No problem. I'll pick it up.

They practice these conversations mingling around the classroom. Korinna played some music in English. Every time the music stopped they had to look for another partner. They did **role-playing** for ten minutes (22% of the class time).

Then Korinna and her students did some **listening practice** for ten minutes (22% of the class time).

Finally, they played a motivating **language** game for five minutes (11% of the class time). The game was called throw and catch the ball. Students had to stand in a circle. They had to throw a small ball from one person to another in the circle. The student who threw the ball had to request someone to do any household chore at home. When another student caught it he had five second to give a response. The class decided if the sentences were correct or not. If a student said any incorrect sentence, he was out of the game. The winner was the last student left standing in the circle.

In brief, Korinna did five class activities during her Video- Taped session. First, she did **ask and answer practice** for 23% of the class time. Second, she did some **pair work** practice for 22% of the class time. Third, she did a **role playing** activity for 22% of the class time too. Fourth, she did **listening practice** for 22% of the class time too. Finally, she did a **language game** for 11% of the class time. Figure 25 shows the Korinna's Video-Taped Observation.

Figure 25. Korinna's Video- Taped Observation
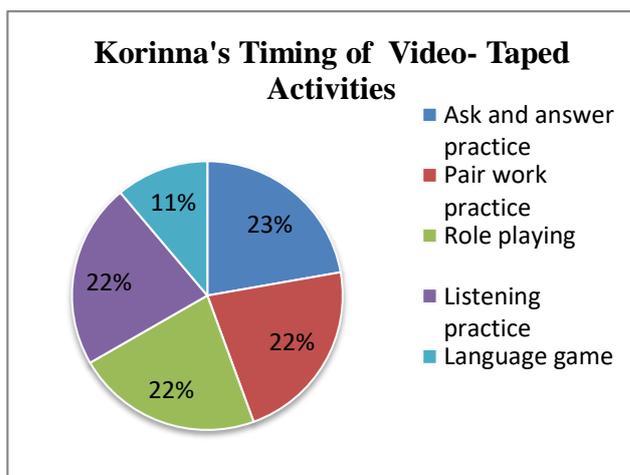
Korinna's Video- Taped Observation Protocol Discussion

Korinna told me that it was the first time that one of her classes had been video-taped. She tried to be "natural" and feel in the same way as she always did when she was teaching.

She said she had used CLT activities like pair work practice with some pictures pasted on the wall. She also added that she promoted interaction by asking students to change partners when the music stopped. Korinna commented that she had used throw and catch the ball game. She thought her students liked those activities because eighty percent of the students were participating actively.

After watching the video she realized that her warm-up exercise had been too long. She thought that she should change the ask and answer teacher student practice warm-up to a guessing game which could also have been motivating for pair work. Also she admitted that her had to control her teacher talking time (TTT) in order to let her students speak more.

Korinna commented that she understood that the purpose of this study was to know if Ecuadorian teachers were using the communicative approach so their students could communicate in English. She thought that this study might change English

teachers' attitude towards teaching the language with a communicative purpose. She stated:

> We (teachers) may think everything is perfect. I'm talking about the way we English at the Ecuadorian university, but I'm sure there are some aspects of teaching that we must improve.

Charles's Videotaped Observation

Charles's students were practicing the Present Perfect. They were playing the same **game** Ivy used which was: **"Find Someone Who"**. Students had to mingle and go around the class for completing a worksheet that Charles had given them. They did this activity for 15 minutes (34% of the class time). Then Charles started asking some students what information they found out when they were playing Find Someone Who. He did a teacher- student **asks and answer practice** for five minutes (11% of the class time). After that, students **did role-playing.** Charles asked them to work in pairs. He gave them some papers, which had situations like the one below:

> Student A: You are a popular hairstylist. One of your clients wanted to change her hairstyle. Unluckily, you were sick so you couldn't work as you normally do. You took the wrong pills and fell asleep when your client was under the hair dryer machine. When you woke up, you realized that the hair dryer machine had ruined her hair.

> Student B: You are the client who complains against the dummy hair stylist who has ruined your nice curly hair.

> Finally, they did writing practice for reporting the complaints they had about

their neighbors. They had to **write a short paragraph** of five sentences. This activity lasted ten minutes (22% of the class time).

To sum up, Charles's did four activities during the Video- Taped Observation. First, he spent fifteen minutes (34% of the class time) in a **mingling activity** Then he spent five minutes (11% of the class time) doing **ask and answer practice**. Third, he did **role-playing** for fifteen minutes (33% of the class time). Finally, he did **writing practice** for ten minutes (22% of the class time)..Figure 26 shows Charles's Video- Taped Observation

Figure 26. Charles's Video- Taped Observation
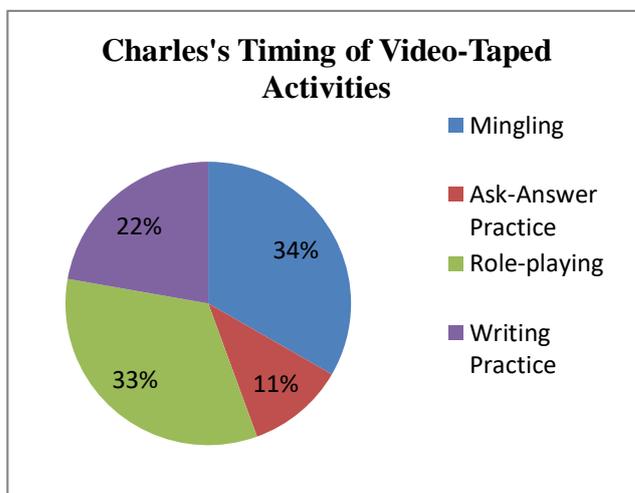
Charles's Video-taped Observation Discussion Protocol

It was the first time that Charles had been video-taped. He commented he was nervous and did not feel as he normally did when he was teaching. He said:

Every time a person sees you do something, you try to make it the best.

He told me that he had to use speaking activities such as pair work and mingling with seven different people.

When he watched the video he noticed that some of his students were speaking in Spanish. He also saw that his students were focused on doing the communicative activities. According to him students' participation increased to 70% because they were interacting among themselves.

He said he would like to improve some things in his class. For instance, he
thought that he should promote more interaction among students, plan more on a regular
basis and make instructions clearer.

Charles understood that the purpose of my study was to encourage Ecuadorian
teachers to make class activities more communicative. He reflected about his CLT
classroom practices. He said:

Sometimes I'm in a rush to finish what I have to do instead of letting students
speak.

Dante's Video-Taped Observation Protocol

Dante did four class activities during his Video-Taped Session. First, he did
class discussion for fifteen minutes (34% of the class time). Second, he did **error
correction** for five minutes (11% of the class time). Third, Dante did **grammar review**
for ten minutes (22% of the class time). Finally, he did **pair work** practice for fifteen
minutes (33% of the class time). Figure 27 shows Dante's Video-Taped Observation
Figure 27. Dante's Video-Taped Observation
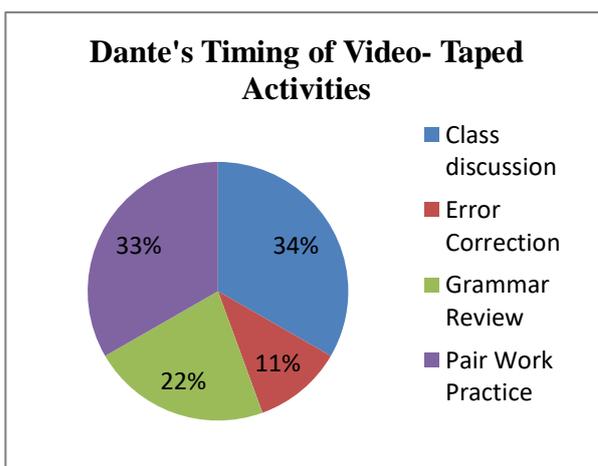
Dante's Video-Taped Observation

Dante was teaching Passive Modals. Dante encouraged his students to
participate in a class discussion about the impact of technology on education. He asked

them: "Should computers be given to public schools?" Students gave their opinions about this topic. They said that it was a good idea because students could learn more using computers and that technology was good. Then Dante asked his students to give suggestions for improving education in Ecuador. His students said:

Student A: Students should give scholarships.

Student B: They should be given more job opportunities.

Student C: I think students should be taken to other countries.

Student D: I disagree because you can to learn English here.

Dante and his students had this **class discussion** for fifteen minutes (34% of the class time). The teacher was writing down the mistakes his students had made during the class discussion. Then Dante did **error correction** on the board. He said, "Students should give scholarships? Is it right or wrong?"

His students answered in chorus that it was wrong and they corrected the sentence. Then Dante asked: "You can to learn English here? Is it correct." Then they corrected this sentence too. They spent five minutes (11% of the class time) doing **error correction**.

After that they did **grammar review**. Dante asked them to work in pairs. They had to complete an exercise from the book using passive modals. They spent ten minutes (22% of the class time) doing this activity. Finally, students did **pair work practice** for fifteen minutes (33% of the class time) talking among themselves. Dante gave them some cues. They had to agree or disagree with some statements about education. For instance: Teachers should be paid a higher salary. This statement made students laughed and they made some comments about it.

Dante's Video-taped Observation Discussion Protocol

Dante told me that it was the first time that he had been videotaped. He commented that he forgot that the camera was there. He said: "I think that the best thing you can do when you are being filmed or recorded on tape is to be your own and go through your teaching process as usual."Dante added that he had used CLT activities such as class discussion and pair work practice.

When he saw the video he noticed that his students were involved during the whole class. He commented he liked the moment when they said:"No, that's not the right answer." and they interrupted each other to say the word that was needed.

Dante thought the Video-Taped observation had made him become more reflective and he stated that he needed to improve some things in his classes. He mentioned that it could be better to listen to a song and fill in the gaps of the lyrics of that song or watch a passage of a part of a movie, which might be related to the education topic. He believed that watching a video would encourage students to give their opinions about it.

Dante knew that the purpose of my study was to observe teachers' CLT practices and reflect about them. For him, feedback was necessary for raising teachers' awareness of their CLT knowledge.

Part three: Patterns of Teacher Class Activity Sequences

Unannounced Observation

The data revealed that there were common patterns or structures among the five teacher-participants class activity sequences. The figures taken from the three class observations: the unannounced, the announced and the video-taped observation showed

all the activities (CLT and non- CLT activities) that the Ecuadorian university English teachers used in their classes.

Figure 28 illustrates the Five Teacher-Participants Timing of Unannounced Activities.

Figure 29 shows the Five Teacher-Participants Timing of Announced Activities.

Figure 30 illustrates the Five Teacher-Participants Timing of Video-Taped Observations.

Figure 28 Five Teacher- Participants Timing of Unannounced Activities

Kelly's Timing of Unannounced Activities

Korinna's Timing of Unannounced Activities

Ivy's Timing of Unannounced Activities

Charles's Timing of Unannounced Activities

Dante's Timing of Unannounced Activities
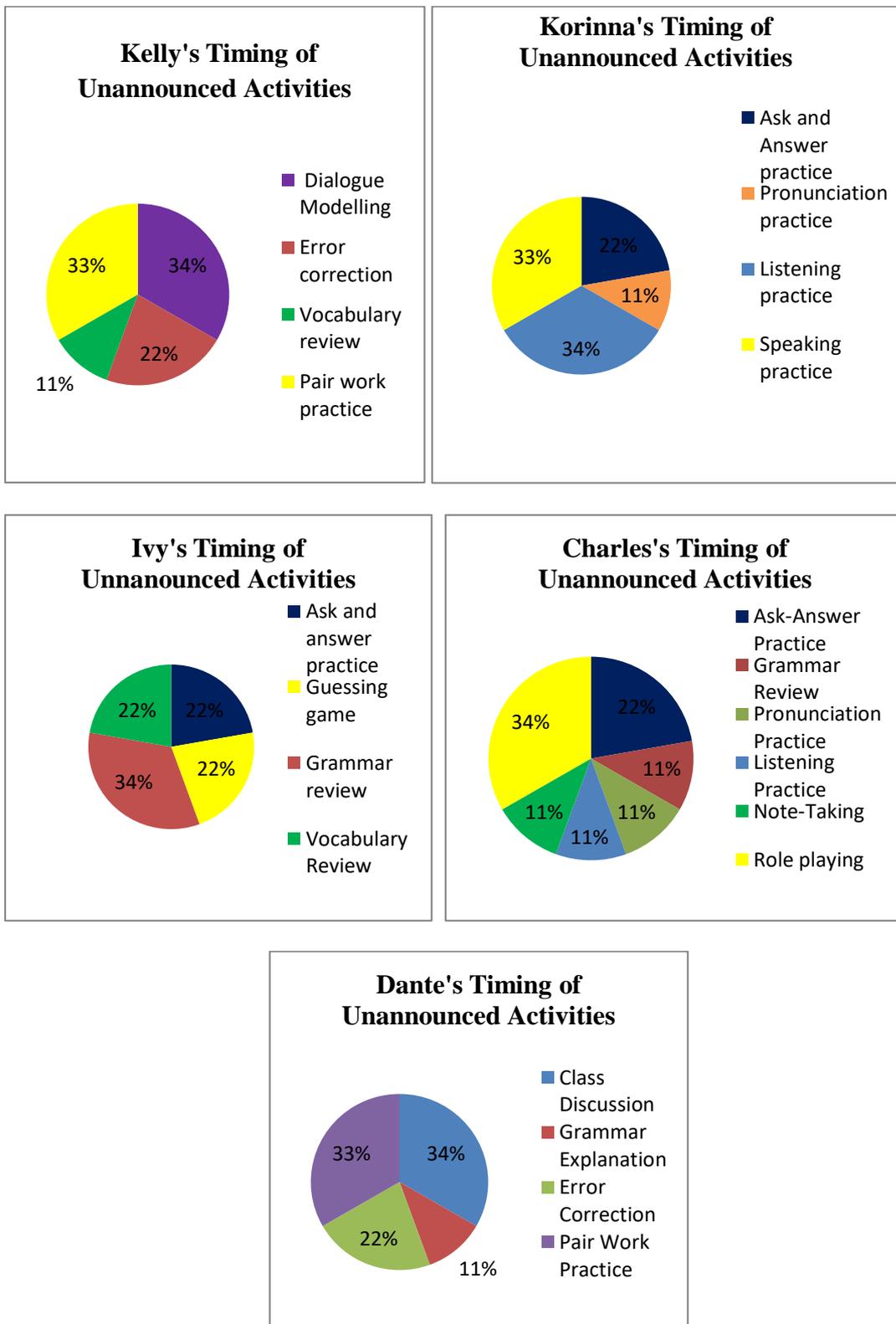
Non- CLT Activities

The five teacher-participants of this study mostly used common class activities during the unannounced observation. Most of them were non- CLT activities.

Kelly did **dialogue modeling** which basically involved repetition drills of questions and answers.Ivy, Korinna and Charles did exactly the same exercise which was **ask and answer practice**. For Kelly and Dante, **error correction** was an important class activity because students needed to improve their grammar and become more accurate than fluent. Ivy and Charles did **grammar review** because for them it was to reinforce students' grammar knowledge. Kelly and Ivy did **vocabulary review**. Korinna and Charles did **pronunciation and listening practice**. Charles did a **note- taking** activity.

CLT activities

On the other hand, the participants of this study used fewer CLT activities during their unannounced observation. Kelly, Korinna and Dante did **pair work practice** for practicing speaking.Charles did a **role-playing activity**. Dante did a **class discussion** activity. Ivy did a **guessing game.**

Announced Observation

During the announced observation all the participants of this study followed a sequence of structure activities during their classes. They shared a common pattern because the overall trend showed they did similar activities. Moreover, due to the fact that the all the teachers knew they had to prepare CLT activites for this announced observation they did as I suggested them. Therefore, the number of CLT activities increased compared to the ones observed during the unannounced observation. (See Figure 29).

Figure 29. Five Teacher- Participants Timing of Announced Activities

Kelly's Timing of CLT Announced Activities

- Listening practice 33%
- Line-ups 45%
- Grammar explanation 11%
- Grammar practice 11%

Ivy's Timing of CLT Announced Activities

- Listening practice 25%
- Pair work note- taking 37%
- Vocabulary Review 13%
- Pair work practice 25%

Korinna's Timing of CLT Announced Activities

- Listening Practice 34%
- Pair work Note-Taking 22%
- Grammar Review 11%
- Language Game 22%, 11%

Charles's Timing of CLT Announced Activities

- Vocabulary Review 22%
- Guessing game 22%
- Ask-Answer Practice 11%
- Grammar explanation 11%
- Listening practice 34%

Dante's Timing of CLT Announced Oservation

- Class Discussion 22%
- Video activity 45%
- Pair Work Practice 22%
- Language Review 11%

Figures 29 provides some evidence that during the Announced Observations the five English teachers did some non- CLT activities and CLT activities. Even though the participants knew they had to use CLT activities for the Announced Observation, some of them had forgotten about the application of CLT activities.

Non- Clt Activities

The findings reveal that following the a structured sequence of class activities was a common pattern across the five teacher-participants of this study. They used some non- CLt activities during the announced observation. Kelly, Korinna, Ivy, Charles and even Dante (during the **video-watching**) exercise did **listening practice.**
It was evident that for Kelly and Charles lessons had to be grammar-based because they did **grammar explanation**. Likewise, Korinna did **grammar review** and Kelly did **grammar practice.** Ivy as well as Korinna did **pair note-taking**. Charles did teacher-student **ask and answer practice.**

CLT activities

On the other hand, the each of the Ecuadorian university English teachers also used CLT activities. Kelly, Ivy and Charles just used one CLT activity. Kelly did **line-ups,** Charles did a **guessing game** and Ivy did some **pair-work practice**. Korinna and Dante were the participants who used two CLT activities instead of just one. Korinna did a **language game** and **class discussion**. Dante did **pair-work practice** and **class discussion** too.

Video-Taped Observation

During the Video-Taped observation all the participants of this study did almost the same activities that they had used during the unannounced and the announced observation. The structure of the sequence of activities was a common pattern among the participants of this study. They used both non-CLT as well as CLT activities during this observation.

Non-CLT activities

The EFL teachers used non-CLT during this observation. Kelly did **dialogue modelling**. Kelly and Dante did some **error correction.** Ivy and Korinna did **listening practice**.Ivy did some **vocabulary review**. Korinna and Charles did teacher-student **ask and answer practice**. Charles did **writing practice** too. Dante had his learners involved in a **grammar explanation** activity.

CLT activities

Each Ecuadorian university English teachers used two CLT activities during the Video-Taped Observation. Kelly, Korinna and Dante used **pair-work practice**. Kelly Ivy and Dante used **group or class discussion**.Ivy and Korinna used **language games.** Korinna and Charles **did role-playing**. Charles did **a mingling** activity too. Figure 30 shows the Five Teacher-Participants Timing of the Video-Taped Observation.

Figure 30 Five Teacher-Participants Timing of the Video- Taped Observation

Kelly's Timing of Video-Taped Activities

- 22% Pair work practice
- 22% Dialogue modelling
- 11% Error correction
- 45% Group discussion

Ivy's Timing of Video-Taped Activities

- 34% Language game
- 33% Class discussion
- 22% Listening practice
- 11% Vocabulary Review

Korinna's Timing of Video-Taped Activities

- 23% Ask and answer practice
- 22% Pair work practice
- 22% Role playing
- 22% Listening practice
- 11% Language game

Charles's Timing of Video-Taped Activities

- 34% Mingling
- 11% Ask-Answer Practice
- 33% Role-playing
- 22% Writing Practice

Dante's Timing of Video- Taped Activities

- 34% Class discussion
- 11% Error Correction
- 22% Grammar Review
- 33% Pair Work Practice

CLT beliefs versus classroom practices

The findings of this qualitative study reveal that there is a wide pedagogical gap between the teachers'beliefs, knowledge and understandings of CLT and its practical use. Even though teachers said they used CLT activities in their EFL classes, the reality of their classroom practice was totally different. Teachers said they did many CLT activities whereas they really did few of them. The following table compares what each of the teachers said vs. what they did. We can see the coincidences between what each of the participants said and what they did in the following figures.

Table 3. Shows what Kelly said ,what she did and what she said and did

What she said	What she said and did	What she did
• telephone messages • situations • scenarios • look up and say technique • information gap • mime • gestures • role playing • language games	• class discussions • personalized conversations • pair/group work • error correction • line-ups • games	• dialogue modeling • listening exercise • vocabulary review • written exercises • grammar practice • grammar explanation

Table 4. Shows what Ivy said, what she did and what she said and did

What she said	What she said and did	What she did
• pair matching • information gap • mime • gestures • role-playing • language games	• personalized conversations • guessing games • pair-work practice • group work practice • making predictions from pictures	• pair work note-taking • listening practice • vocabulary review • grammar explanation • ask-answer practice • class discussion

Table 5. Shows what Korinna said, what she did and what she did and said

What she said	What she said and did	What she did
• information gaps • mime • gestures • group work • games • role-playing	• personalized conversations • pair-work practice • guessing games • line-ups/onion ring • role-playing	• ask and answer practice • pair-work note taking • listening practice • grammar review • class discussion

Table 6. Shows what Charles said, what he did and what he said and did

What he said	What he said and did	What he did
• information gaps • mime • gestures • role-playing • group work • situations	• games • pair work • grammar explanation • role-playing	• ask and answer practice • grammar review • pronunciation practice • listening practice • pair work note-taking • vocabulary review • writing practice • guessing games

Table 7. Shows what Dante said, what he did and what he said and did

What he said	What he said and did	What he did
• language games • role-playing • mimes • gestures • class discussion • situations • group work/ pair work	• error correction • grammar review • pair work/ group work practice	• class discussion • pair work practice • video watching • listening exercise • grammar explanation • error correction

The report of the findings of CLT and non-CLT activites used in the unannounced, annnounced and video-taped observations was presented in Part three: Patterns of Teachers' Class Activity Sequences.

Summary

In Part One, data from the interviews and the questionnaires was presented. Educational background, professsional experience, participants' understandings, perceptions and beliefs of CLT as well as CLT practices showed both common patterns and differences among the participants of this study. The intent of the information presented in this section was to show the type of CLT beliefs and practices in the EFL Ecuadorian university context.

In Part Two, the report of the three teacher-participant observations: the unannounced, the announced and the video-taped session was presented. The common denominator in these three observations was that all the teacher-participants used CLT and non-CLT activities in their EFL classes. Nevertheless, the overall trend was to use more non-CLT than CLT activities.

In Part Three, the findings showed the Patterns of Teachers' Class Activity Sequences. The structure of class activity sequences was common among the participants of this study. Moreover, the was a wide pedagogical gap between teachers' understandings of CLT versus classroom practice. Teachers mentioned the CLT class activities they used in their EFL classes, but these activites differed from the ones they really did.

Chapter 5

Discussion and Implications

Discussion

Chapter four presented all the collected data about the teachers' perceptions and practices of CLT in Ecuador all well as the Patterns of Teachers' Class Activity sequences. Chapter five focuses on the exploration of those patterns. First, I will describe the CLT and the non-CLT class activities done by the five EFL teachers. Then, I will interpret the data collected throughout this study in order to come up with relevant patterns related to CLT perceptions and practices. In addition, this chapter also meets the main purpose of this study which was to describe the relationship of the theories of communicative language teaching to the classroom practices of a group of Ecuadorian university English teachers. The identified patterns were interpreted to explore and describe the application of CLT and non- CLT activities in the five EFL classes studied. Then the data were analyzed to find out possible implications for the TEFL field in Ecuador.

Discussion of the research questions

This section intends to briefly discuss the answers to the three research questions for this qualitative study. The first question was: How does a group of five Ecuadorian university teachers put their theories of CLT into practice? The five teacher-participants of this study were interviewed in order to explore perceptions of CLT. Then they were observed during their EFL classes. The Patterns of Teacher Activity Sequences showed that data evidences that they did fewer CLT- activities than the ones they said they did.

Research question one concerned how the teacher participants put the CLT theories into practice.The data reveals that there were some inconsistencies which

evidence a pedagogical gap between the teachers' theoretical understandings, their teaching perceptions (what they said) and their teaching practices (what they did). An extensive amount of data related to what teachers said about CLT was collected through the first teachers' interview, the questionnaire, and the video discussion protocol (the second interview). All classroom activities teachers did were observed during the unannounced observation, the announced observation and the videotaped observation.

The second question was: What are their perceptions and knowledge of the theories of CLT? At the beginning of the study I interviewed the five teacher-participants in order to explore about their understandings, perceptions and knowledge of the theories of CLT. In Part One: Teachers' Interviews and Questionnaires the EFL teachers reported on their understandings of CLT. They admitted their understandings of CLT were very vague even though they recognized the importance of CLT.

For Kelly it meant 'structuring language classroom to include situations, interaction and creativity'. According to her teaching philosophy, 'students should have opportunities to practice the four language skills and teachers should expose them to situations.'

Although Ivy said she didn't know any CLT theories, she refered to CLT as an approach in which teachers should create a 'real communication environment' and give students tools to understand how to convey meaning.

Korinna added that CLT motivated learners to communicate and be structured learners. Her philosophy was that considering that language teaching was a challenging activity, teachers did not have to look too serious like traditional teacher.

Charles told me he had no idea of what CLT was. According to his teaching philosophy he paid more attention to grammar because that was the way he had learnt

English. For Charles, 'practice makes the master' when students want to become fluent speakers.

For Dante, CLT was 'something perfect in understanding, especially in what people needed to understand'. He apologized himself for not having any CLT knowledge

His teaching philosophy supported that language teaching demands constant training and development. He added that students needed 'meaningful conversations' for practicing the target language. For him, teachers were responsible for 'letting students speak and speak out of their minds' in order to express what they want to say.

The third question was: What are the sources of their knowledge of CLT?, I realized that the results of this study point to a number of concerns about current CLT practices that require some immediate attention .The sources of the teacher-participants' knowledge were imprecise or very limited. Kelly reported that she read about CLT principles when she attended her MTEFL program and EFL seminars. Korinna and Ivy commented that the coordinator of university English Language Department had told them to use the CLT approach in their EFL classes. On the other hand, Charles and Dante said that they did not have any information about CLT.

CLT Context

In this section I will describe CLT and non-CLT activities.

CLT activities

Speaking is "the process of building and sharing meaning in a variety of contexts"(Chaney, 1998, p.13). Many linguists and experts have always highlighted the importance of CLT activities. Saricoban & Metin (2000), Prasad (2003) state that **games** serve as purposeful and motivating communicative activities. According to them

the aim of these task-based activities is that students use the target language to 'persuade and negotiate their way to desired results.'Games are 'fun-filled, relaxing and non-.stressful activities'and learners hold positive attitudes toward them. (Uberman, 1998).

When learners play games they pay attention to the message they want to communicate rather than to its grammar correctness. Moreover, they are not concerned about being judged when they make mistakes in the target language in front of other people. (Horwitz & Cope, 1986). Chen (2005) states that in a game- oriented context anxiety is reduced and speed fluency is generated.

Nugen and Nga (2003) conducted action research and discovered that students felt more motivated towards quick learning due to the competitiveness ambiance and the relaxed atmosphere.

Kayi (2006) points out that teaching speaking has been undervalued during the last decades and English teachers consider speaking is just a repetition of drills or memorization of dialogues. This expert suggests that activities such as discussions, role-playing, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating and picture describing and find the difference promote speaking.

First, he assures that **discussions** foster critical thinking and quick decision-making and students learn how to express and justify themselves politely. Second, he reports that the **information-gap** activity is an effective communicative exercise because students work in pairs. One student will have the information that his or her partner needs, so they will immediately talk extensively and share it. Third, he mentions **brainstorming** as a powerful language activator for generating ideas quickly and freely. Fourth, he reports on **story-telling** as an activity which fosters creative thinking.

Students may express their ideas freely and they may create their own stories in order to tell them to their classmates. Fifth, he mentions conducting **interviews** which give students an opportunity to practice their spoken English not only in class but also socializing outside it.

Moreover, he comments that students get involved in **reporting** the news when they are asked to read a newspaper or a magazine in class and then report the most interesting news to their friends. Finally, he explains that in **find the difference** activity students in pairs discuss similarities and differences of the pictures they were givem.

Harmer (1984) states that **role-playing** benefits students'speaking skills by giving them roles in a different social contexts. Additionally, he suggests that **simulations** are fully communicative activities but they are more elaborate than role playing because students can bring real items to class. According to him, simulations increase self-confidence of hesitant students who will have different roles.

Goodmacher (1996) also suggests that **Find Someone Who** communicative activity can be done by giving each student a small card like this:

Student A: Your name is Dali. You are a surrealist. I also attached a small picture of one

of his works.

Student B had a different card. Both students has to exchange information.

Student B: Your name is Ansel Adams. You are a famous black and white landscape

photographer. I included a small picture of his.

All students received this handout:

Find Someone Who... Write the names of the artists below.

is a surrealist _____
is a sculptor _____
is a landscape photographer _____
is a modernist _____

Goodmacher (1996) adds that there is a speaking **game** called "20 questions". Students had to play it in order to practice vocabulary related to animal classification. Students had to ask questions such as: Do you have sharp teeth?/ Are you a carnivore?

Tan (2005) reports on **tasks** as communicative activities with a definite outcome. Students work in pair or groups to complete the task and check its outcomes among their classmates.

Non-CLT activities

On the other hand, non-CLT activities are the ones that are based on accuracy and language analysis instead of fluency and language use. Non-CLT activities are the ones that are form-focused oriented (based on grammar patterns) rather than making meaning instruction(based on genuine and meaningful communication. **Grammar explanations**, **audio-lingual drills** (substitution and repetition drills), **memorization, grammar exercises and error correction a**re non-CLT activities. In other words, non-CLT activities do not maximize students' opportunities to speak in the target language due to its orientation to language correctness rather than language use in a variety of social contexts.

Pedagogical gap between beliefs and practices

There was an evident wide pedagogical gap between perceptions of CLT versus its application. According to Hiep (2005) "Sato and Kleinasser found that teachers' understanding of CLT, was based more on teachers' personal experiences, conceptions and interactions with the numerous challenges in their local contexts than on the theory promoted in academic literature" (p.3).This is exactly what I found after examining all

the data collected. Teachers' understandings, beliefs and perceptions of CLT came from their teaching experiences rather than from academic research.

The five participants of this study reported they did many CLT activities in their EFL classes. However, reality was different because most of their activities were non-communicative.

Kelly said she used telephone messages, situations, scenarios, look up and say technique, information gap, mime, gestures, role-playing and language games as CLT activities. However, she did totally different activities during her classes. She did many non- communicative activities such as: dialogue modeling,, error correction, listening and pronunciation exercises, vocabulary review, ask and answer practice, grammar explanation and grammar practice. The two **communicative activities** she did were **line-ups** and **pair work practice.**

Ivy said she used language games, pair matching, information gaps, mime, gestures role-playing and game as CLT activities. Neverthesless, she did pair-work note-taking, listening practice, vocabulary review, grammar explanation, ask and answer practice, class discussion. In her classes she did many non-communicative activities such as: ask and answer practice, grammar and vocabulary review, listening practice and pair note-taking. The three **communicative activities** that she did were: a **guessing game, pair-work practice,** and **group discussion.**

Korinna said she used information gap, mime, gestures, group work, games and role-playing. Different from what she said she used, she did non- CLT activities which were: ask and answer, grammar and vocabulary review, listening practice and pair note-taking. The four **communicative activities** that she used were: a **guessing game, pair-work practice** (in **line-ups**), **group discussion and role playing**.

Charles said he used information gaps, mime, gestures, role- playing, group worl and situations. Nevertheless, he non-CLT activities such as: vocabulary and grammar review, pronunciation and listening practice, note-taking, grammar explanation, ask-answer practice, writing practice. The three communicative activities he used were: **role-playing**, a **guessing game** and a **mingling a**ctivity.

Dante said he used language games, role playing, mime, gestures, class discussion, situations, group work and pair work as CLT activities. However, he did non-CLT activities such as: error correction, video-watching and grammar explanation. The two **communicative activities** that he used were: **pair-work practice** and **class discussions.**

To sum up, Korinna was the teacher-participant who did more CLT activities compared to the other EFL teachers. Korinna did four CLT activities followed by Charles and Ivy who did three. Kelly and Dante were the teachers who did fewer CLT activities because they just did a couple of them in their EFL classes.

Teacher centeredness approach

Throughout my research study the data collected reveals evidence of teacher centeredness which is opposite to student-centered approach of CLT. Nearly all teacher-participants in this study wanted to 'control','force' or' make' students do any specific activity. For instance, Ivy mentioned that she could not control her students when they were chatting on the internet. Chales mentioned that his students 'had to take a quiz every two days in order to force them to study'. Kelly and Dante 'had to give their students a good grammar feedback' and did error correction too. The teachers' perception was that language learning had to be 'controlled' or 'forced' which

evidences teacher centeredness in the EFL classes. CLT is not based on the teacher centeredness but on the student-centered approach.

CLT as a student-centered approach

CLT aims 'developing communicative competence' (Richards & Rodgers,1986), (Larsen-Freeman, 2000), Savignon (2007). It involves' authentic language use, autonomous **peer-peer negotiation of meaning**, focus on fluency and language production rather than correctness.' (Williams, 1995).

CLT includes the following features: (a) communicative classroom activities, (b) **learner-centered approach**, (c) authentic teaching materials, (d) error toleration, (e) **teachers as facilitators**, and (f) fluency above accuracy. (Wei,2011)

Mourtaga (2006) suggests that creating a non-threatening, lively classroom atmosphere promotes English use and allows learners to make mistakes during the learning process. Learners need knowledge of the language and, more importantly, active use and evident ability to put this knowledge in authentic communicative events (Chung & Huang, 2009). Wei (2011) states that CLT requires' teachers to teach the knowledge of **using language to communicate genuinely, spontaneously, and meaningfully.'**

To sum up, the student-centered approach focuses on the students who use the language for authentic and meaningful communication. The role of their teachers is to act as facilitator and allow learners to make mistakes because fluency is more important than accuracy.

Grammar-based vs. communicative approach

The five teacher-participants stated their preferences for grammar-based lessons. For instance, for Kelly, Dante and Charles it was important to give grammar explanations, correct errors and give a good grammar feedback likewise Ivy and Korinna did grammar review.However, the data shows evidence that participants paid too much attention to grammar explanation and grammar review. This grammar-based approach is totally different from the communicative nature of Communicative Language Teaching.

CLT is characterized by 'its meaning-oriented instruction rather than the mastery of linguistic forms' (Hedge, 2000 & Ellis, 2001). Learners need to 'communicate in a language through ample interaction in that language.' (Nunan,1991) Therefore, English language teachers are responsible for 'providing learners with communication opportunities' (Krashen and Terrel, 1983), for 'tolerating learner's errors and allowing students to discover grammar rules by themselves'(Richards, 2006:13). Mourtaga (2006) suggests that creating a non-threatening, lively classroom atmosphere promotes English use and allows learners to make mistakes during the learning process.

Asassfeh, S.M (2011) cites Chomsky (1965) and Hymes (1972) to explain that they defined 'communicative competence' and the 'socially contextualized use of language' (Savignon, 1991). CLT focuses on fluency rather than on accuracy .According to Savignon (2001) Communicative or meaning-making instruction contrasted' to rote-learning and memorization of dialogues or to perform on tests based on grammatical knowledge.' The features of form-focused instruction are: accuracy, error correction, and explicit instruction of grammar rules (Baleghizadeh, 2010).

Rao (2002) explains that student-student and student-teacher interaction, personal responses to students' exercises, and songs are considered communicative

activities whereas audio-lingual drills, dictionary exercises, teacher's explanations of grammatical rules, error correction, and obedience to teacher's instruction are non-communicative activities. For İnceçay and İnceçay (2009) , whole-class discussion, pair-work, and group-work are communicative activities unlike, error correction and audiolingual drills which are non-communicative activities.

To sum up, the teachers' perceptions of CLT opposed to its communicative approach. English teachers wanted to focus their lessons on grammar practice and correctness of the language instead of promoting language learning through real communicative activities.CLT meant expression of ideas, opinions, desires, hopes through language use instead of language analysis.CLT tries to convey meaning instead of focusing on linguistic forms.

CLT and the use of Technology

At the beginning of this study I asked the its five participants about the importance of technology for promoting CLT. The English teachers felt the integration of technology might help for CLT practice. They considered students' listening and speaking skills could be improved through online chatting, video-conferencing and internet surfing. In general, the EFL teachers thought the use of technology was a good idea for teaching a foreign language. However, their main concern was that there were some limitations for Computer Assisted Language Learning (CALL) due to the availability of the computers and the need of faster internet connection in the university where they worked.

Kelly, Ivy, Korinna and Charles agreed that integrating technology was good for teaching listening and pronunciation. Charles thought that more technological equipment such as web cams was need in the computer lab. However, Dante pointed out

that they had to adapt themselves to the circumstances and be realistic by using the technological resources they had.

Implications

Informing the field

This qualitative research study may contribute to university teachers who are currently working in Ecuador where studying English as a Foreign Language is a graduation requirement for all university students according to Ley Orgánica de Educación Superior [Ecuadorian Law of Higher Education] (Chapter V, article 44c.). Unfortunately, very limited research has been done in the TEFL field in this country. In contrast, it seems that this situation is improving little by little. This study is an example of the initial production of EFL research carried out in Ecuador.

The information provided here might benefit Ecuadorian university English teachers who may be eager to learn from their colleagues' language teaching strategies and share their experiences, concerns and challenges related to the practical use of CLT. Furthermore, this study might prove useful to EFL or ESL undergraduate students willing to research and pave the way for implementation of higher education CLT practices in Ecuador. These researchers might consider the advantages and disadvantages of the class activities done by the five teacher-participants of this study and thus they might raise their own awareness in order to replicate methodologies that favour the development of CLT in Ecuador.

The five teacher-participants of this study were not fully aware neither of what CLT was nor how to put in into practice. Consequently, they used both CLT and non-CLT activities in their EFL classes. Nevertheless, all teachers used a very limited number of CLT activities (from 2 to 4).

Finally, the findings of this study may help the whole community of EFL teachers in Ecuador understand the importance of their role as educators as well as their responsibility towards professional development by attending in-service training programs and sharing their knowledge with colleagues.

The TEFL and MTEFL programs in Ecuador might also benefit from the data collected throughout this study because it will provide EFL teachers deeper insights of the CLT approach so that they can include or even improve it on the national curricula.

For research

Research in the TEFL field is very limited in Ecuador. Consequently, this qualitative study might emerge as a driving force for further research studies on CLT beliefs and practices in Ecuador. For instance, it would be interesting to carry out a research study in more than five English classes. How do those teachers apply their CLT knowledge to their EFL classes? Do all teachers use the same or different CLT activities? Which are students' favorite CLT activities and Why?

Another research topic might be the application of CLT practices in public and private high schools and in language academies. How do their CLT practices compare to those of the Ecuadorian university English teachers?

Additionally, it would be interesting to examine the advantages and disadvantages of CLT compared to other language teaching approaches. Is CLT better than other language teaching approaches? Why or Why not?

Another topic worth researching would be about self-development versus in-service training courses on CLT. Which is the best option for enhancing the knowledge of CLT- self development or in-service training courses? Why? What's the impact of Cooperative language learning (sharing knowledge with colleagues) on CLT?

Sometimes it is also important to explore students' perceptions of CLT within the EFL university context. How do students feel about using CLT activities? Do they feel they are improving their oral skills through the use of CLT? Are there any CLT activities that students dislike?

Finally, another issue that concerns me is that university students have different levels of language knowledge within the same EFL class. Those levels should be considered when designing new curricula focused on CLT implementation. I have noticed that some students have been more exposed to English language due to their jobs, high school bilingual education or even traveling experiences. On contrast, there are students who need lots of language practice due to their poor level of English. Consequently, there are fast and slow learners in the EFL class. It would be useful to do some research on the way EFL teachers use the most suitable CLT activities for fast as well as for slow learners.

CLT offers plenty of advantages to the students who improve their fluency because they may become competent English speakers. Therefore, they will be able to use English for real life purposes and even contribute to the development of our country in different professional fields. When learners communicate in the target language they even improve their country in terms of economy, cross-cultural communication, and international relations (Bani Abdo & Breen, 2010).

The topics mentioned above as well as many others that might come out from this study for future research would be of great value to the TEFL field.

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Appendices

Appendix A

Participant Consent Form

I have read and understand the information on this form and I consent to be a volunteer subject in this study. I understand that my responses are completely confidential and that my identity will be kept on condition of anonymity. I have received an unsigned copy of this Informed Participant Consent Form.

 Name (PLEASE PRINT)_____

Signature_____

Date_____

Phone number or location where you can be reached_____

Best dates and times to reach you_____

I certify that I have explained to the above participant about the nature and the purpose of my research, its pros and cons as a volunteer for this qualitative study**.**

_____   _____

 Date   Researcher's signature

Appendix B

Teacher's Interviews

Questions

1) Tell me about your educational background and teaching experience.

2) Have you ever travelled to any English- speaking country? How long did you stay there?

3) What is CLT for you? Could you please define it.

4) Do you know any theories of CLT? Which ones?

5) Are there any written policies of CLT in the university where you work?

6) Please tell me about your teaching philosophy.

7) How important is fluency in CLT?

8) What is more important in lower levels- to develop fluency or accuracy? Why?

9) Does CLT need to use technology? Why or why not?

10) How do you correct errors in your English class?

Appendix C

Questionnaire for Teachers

Circle the number that best describes your level of agreement. Choose only one response.

1) Statement one : Use of Information gap as a CLT activity.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

strongly agree   strongly disagree

2) Statement two: Games are a good way to improve teaching

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

strongly agree   strongly disagree

3) Statement three: I like that my teaching program involves learners as active participants in the interpretation, expression and negotiation of meaning.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

strongly agree   strongly disagree

4) Statement four: Students' Talking Time is more than Teacher's Talking Time.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

strongly agree   strongly disagree

5) Statement five: Classroom language practice should aim for real and purposeful
Communication.

```
    7        6        5        4        3        2        1
←─────────────────────────────────────────────────────────→

   strongly                                          strongly
   agree                                             disagree
```

6) Statement six: Mime, gestures and role playing facilitate language learning.

```
    7        6        5        4        3        2        1
←─────────────────────────────────────────────────────────→

   strongly                                          strongly
   agree                                             disagree
```

7) Statement seven: Use of functional language outside the classroom.

```
    7        6        5        4        3        2        1
←─────────────────────────────────────────────────────────→

   strongly                                          strongly
   agree                                             disagree
```

8) Statement eight: Meaningful tasks are suitable for a conversation class.

```
    7        6        5        4        3        2        1
←─────────────────────────────────────────────────────────→

   strongly                                          strongly
   agree                                             disagree
```

9) Statement nine: Use of authentic material in conversation classes

```
    7        6        5        4        3        2        1
←─────────────────────────────────────────────────────────→

   strongly                                          strongly
   agree                                             disagree
```

10) Statement ten: Use of interactive activities in pairs or groups to improve fluency.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

strongly   strongly
agree   disagree

11) Statement eleven: Fluency is more important than accuracy

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

strongly   strongly
agree   disagree

12) Statement twelve: Genuine communication can be created in the classroom.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

strongly   strongly
agree   disagree

- Adapted from Gorsuch (2000) EFL educational policies and educational cultures:

  Influences on teacher's approval of communicative activities

Appendix D

Unannounced Observation Protocol

Field notes

Questions 1-8

1) The classroom- Make notes on the seating arrangement.

2) The activities- Make notes on the kind of activities used.

3) Students' participation -Make notes about students' participation and class involvement.

4) Students' talking time- Make notes about students' talking time.

5) Students' interaction- Make notes about the types of interaction that you see.

6) The teacher's role-Does the teacher create a positive learning environment? Why? Make notes about it?

7) What kind of communicative activities does the teacher use?

8) Does the teacher speak a lot? Why or why not?´

- Adapted from Scrivener, J. (2005) Learning Teaching. A guide book for English language teachers.

Appendix E

Announced Observation Protocol

Date:_____

Time:_____

Level:_____   Number of learners:_____

Circle one answer for each of the following statements.

About the learners

    1) Learners participated actively…   always   usually   sometimes   never

    2) Learners showed enthusiasm…   always   usually   sometimes   never

    3) Learners communicated in English... always   usually   sometimes   never

    4) Learners used functions…   always   usually   sometimes   never

    5) Learners made a lot of mistakes…   always   usually   sometimes   never

    6) Learners used contextualized and
       meaningful language…   always   usually   sometimes   never

    7) Learners acquired new language..   always   usually   sometimes   never

    8) Learners talked more time than   always   usually   sometimes   never
       their teacher…

About the activities

    1) Activities were interactive…   very   moderately   not very   not at all

    2) Activities were communicative…   very   moderately   not very   not at all

    3) Activities were varied…   very   moderately   not very   not at all

    4) Activities were based on an
       integrated skills approach?...   very   moderately   not very   not at all

    5) Activities were balanced in
       accuracy and fluency…   very   moderately   not very   not at all

6) Activities were enjoyable to watch… very   moderately   not very   not at all

About the teacher

1) The teacher used communicative activities…	always usually	sometimes	never
2) The teacher acted as a facilitator…	always usually	sometimes	never
3) The teacher monitored students' participation…	always usually	sometimes	never
4) The teacher corrected students' mistakes…	always usually	sometimes	never
5) The teacher talked more time than his or her students…	always usually	sometimes	never
6) The teacher encouraged students to talk…	always usually	sometimes	never

- Adapted from Davies, P & Pearse, E. (2000) *Success in English teaching*.

Appendix F

Video-Taped Discussion Protocol

Participants of this study will answer the following questions:

1.How did you feel during the Video-Taped Observation?

2.What are the benefits of the Video-Taped Observation for EFL teachers?

3.What kind of CLT activities did you use during the Video-Taped Observation?

4.What did you notice about your CLT practices after watching the video of this

  observation?

5.What would you like to change for another EFL lesson?