

**The Communicative Approach And Its Effectiveness To Get B2 Level In English**

**Conversation Skill In Adult Learners**

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## **DEDICATION**

This research project is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time and my brothers and sister who have always expressed proud of having their oldest brother completing his University Studies.

Finally, it is dedicated to my students and teachers who have motivated me throughout these years to train as a professional and to impart, with ethics and responsibility, the knowledge acquired during undergraduate studies.

## SPECIALIZED ANALYTICAL SUMMARY

Title	The communicative approach and its effectiveness to get B2 level in English conversation skill in adult learners.
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Keywords	Communicative Approach, adult learner, learning needs, English skills, level B2, First English, Common European Framework of Reference for Languages (CEF or CEFR).
Description	This research project intends to give light on the possibilities given by the communicative approach to help adults achieve level B2 in the English speaking skill according to the Common European Framework of Reference for Languages.
Sources	<p>The sources used for this research project include a survey asked to adult English learners, a sample test, literature research and careful observation.</p> <p>The literature research focused on authors like Jack C. Richards and Theodore Rodgers with their book <i>Approaches and Methods in Language Teaching – Communicative Language Teaching</i>. Elsie Szecsy who wrote for the <i>Encyclopedia of Bilingual Education</i>. Kirsten Schaezel and Sarah Young with their work <i>Content standards for teaching adult English language learners (Vol. 22)</i>.</p>

	<p>It was necessary to get to know the students' experiences and the way they feel and approach their learning process, so besides talking with them about it, they were asked a survey that provided real facts and useful information.</p>
<p>Contents</p>	<p>This study begins by conceptualizing, exploring, and identifying a series of theoretical material concerning the Communicative Approach, the adult learner, the B2 level of conversation, and the material and teaching approach utilized at English First Institute in Timbio, Colombia.</p> <p>Afterwards, it presents a series of data concerning the strategies and activities teachers and students use to develop the speaking skill at the same institute. Data is collected by using an electronic survey and the application of a sample of a B2 conversation test to verify the effectiveness and usage of Communicative approach.</p> <p>Finally, this study assesses the data collected at the institute by contrasting it with the theoretical foundations, strategies and activities on the Conversation approach and adult learner's theories in order to generate the discussion, conclusions and recommendations.</p>
<p>Research Line</p>	<p>This study can be found within the research line of Argumentation, Pedagogy and Learning, of the school of education – ECEDU of the Open and Distance National University – UNAD.</p>

<p>Conclusions</p>	<p>The Communicative Approach seems to have an optimum impact for adult English learning because it seeks that the adult student goes beyond the structure of language to focus mostly on producing the speaking and communicative competence.</p> <p>This approach encourages the active use of English in the classroom, which in turn stimulates students to speak in English outside the classroom as well. It is pertinent for teaching adults because it relies on adults' interests, previous experiences, first-language influence, background, personal interests and needs, and reasons for learning.</p> <p>Strategies, materials, activities regarding the communicative approach are being followed poorly in the English First Institute as a consequence the effectiveness on development of English skills as well as results in standardized test suggested by the CEFR is below expectation.</p> <p>It is suggested that the Communicative approach be regarded as a great framework to enhance English Conversational skills in adult learners in any institute. In addition, it is recommended that teachers study, learn and apply the theoretical background, the techniques, strategies, activities, student's role that the CA offers so that students can be impacted efficiently and effectively.</p>
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## ABSTRACT

David Mauricio Carvajal., *The communicative approach and its effectiveness to get B2 level in English conversation skill in adult learners*. Licenciatura en inglés como Lengua Extranjera, abril, 2020, Universidad Nacional Abierta y a Distancia.

The main purpose of this research project is to explore the effectiveness that the Communicative Approach can present to help adult students achieve level B2 in English speaking skill according to the Common European Framework of Reference for Languages (CEFR). It was carried out in the English First Institute (EFI) of Timbio, Cauca since the institute proclaims itself of applying the communicative approach for teaching English to adult learners.

The research was carried out using the Mixed Method which allowed to utilize the quantitative and qualitative approach. It permitted to integrate the information gotten through a theoretical research on the CA, AL, the CEFR and the EFI with the results gotten on an e-survey and a conversation mocking test.

The theoretical research showed that the CA can have an effective impact for teaching adult learners to improve their conversation skills, since this approach considers students' needs, uses one on one or small groups practices, emphasizes the use of authentic material, and etc. The previous characteristics are the same kind of things adult learners look for when learning English. According to the e-survey the CA concepts, strategies, materials, activities are rarely being used in the Institute and as consequence, students' are not reaching a B2 level according to the CEFR.

It can be concluding that could be theoretically the CA is effective for teaching English conversation to adults because it shares same interests, design, procedures. The

EFI was not applying the concepts, procedures and activities to help students to reach a B2 level in conversation. It might be suggested that the CA should be discussed, analyzed and followed as a main method to teach English Conversation to adult learners.

**KEY WORDS:** *Communicative Approach, Adult Learner, English skills, First English, Common European Framework of Reference for Languages.*



## **ACKNOWLEDGEMENTS**

Foremost, I thank God for giving me the opportunity to train myself personally and professionally, through experiences that have consolidated my formation to know how to be and know how to do throughout these years. To my parents, I thank them for the effort, love and support that they have given me to achieve this academic process.

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## **CHAPTER I**

### **Introduction**

This research project has as a main purpose to explore the existing possibilities that the communicative approach can present to help adult students achieve level B2 in English speaking skill according to the Common European Framework of Reference for Languages (CEFR). It intends to benefit English teachers and instructors of adults as well as educational institutions as it shows a wide range of possibilities that the Communicative Approach offers in teaching English to adults. It also intends to benefit those adult learners by providing them tools that might benefit and enhance their learning process.

This study begins by conceptualizing, exploring, and identifying a series of theoretical material concerning the Communicative Approach, the adult learner, the B2 level of conversation, and the material and teaching approach utilized at English First Institute in Timbio, Colombia.

Afterwards, it presents a series of data concerning the strategies and activities teachers and students use to develop speaking skill at the same institute. Data is collected by using an electronic survey and the application of a sample of a B2 conversation test to verify the effectiveness and usage of the Communicative approach.

Finally, this study assesses the data collected at the institute by contrasting it with the theoretical foundations, strategies and activities on the Conversation approach and adult learner's theories in order to generate the discussion, conclusions and recommendations.

## **Significance of the Study**

With the globalization, the need for speaking English and not only reading or writing it has increased greatly for adult learners. They need to be able to speak it fluently and understand what others say. Being able to communicate in English not only enhance learners' possibilities to access different levels of education, but also help them to be more open minded about cultural differences. Therefore, this study focuses researching on an approach that presents diverse strategies, activities and materials to help learners to develop their communicative competences.

Working for an English Institute, in Popayan and Timbio, Colombia, from 2016 to 2019, giving classes to group of executive adults and teenagers with different backgrounds as well as reflecting on material, strategies and the real level of conversation students reach after completing some month of study, are the reasons this research need to be carry out.

This study is appealing since it analyses the possibilities that the communicative approach can have in adult learns who want to develop a level B2 in conversation, in the English First Institute but its findings can be projected to any other institutes where English is taught.

The data collected and analyzed throughout the research could be utilized as support to refute or accept educational proposals that promote the acquisition of Conversation Level based on the communicative approach and a particular student book.



The results of the assessment of materials, strategies and English level reached will help to reinforce, modify or cut with some practices which are or are not having a positive impact in the development of the Speaking level in adult's learners.

In brief, by exploring the Communicative Approach and the way it is applied at the English First Institute, this study intends to find out the effectiveness and best strategies for working in adults in order to get a B2 speaking level. This research project seeks to benefit language educators who need to know the most appropriate circumstances under which adult students learn, and what are the mental processes and conditions that facilitate their learning process and make it interesting, effective and successful since the learning needs of adult students are different from those of little children.

### **Statement of the Problem**

Learning a language is always a challenge, but in most cases, it seems to be much more difficult for adults than it is for children and teens. The Communicative Approach offers a wide range of opportunities and possibilities that can help adult learners improve their communicative competences.

Therefore, it is necessary to know the characteristics of this approach that make it appropriate for teaching English to adults. It is also essential to understand what makes the difference in the learning process of those different age groups, and what the way in which adults learn a language is.

Additionally, it would be meaningful to verify if an institute like the English First Institute, which advertises the usage of the communicative approach as base of its

teaching, can get their students to perform a B2 speaking skill after certain months of studying with them.

Bearing in mind the last statement, this project research is developed around the following question:

How effective could be the communicative approach in developing the speaking competence in English to adults in order to achieve B2 at English First Institute?

### **Hypothesis**

The Communicative Approach offers effectiveness to help develop the communicative competences in English to adults so that they can attain level B2 of the Common European Framework of Reference for Languages.

### **Objectives**

#### **General Objective**

To recognize the effectiveness of the Communicative Approach for developing speaking skills in adult learners.

#### **Specific Objectives**

- To determine the main theoretical foundation related to the communicative approach as well as the main concepts related to adult learners and the way this approach can be suitable to help adults develop their communicative competence in English.

- To identify the main strategies and activities used at the English first Institute to help students to reach a B2 in Conversation skill by applying an e-survey and an B2 conversation assessment.
- To assess the impact of the communicative approach used at the English First Institute by contrasting the theoretical foundation on the communicative approach and the way adult learners learn to the data collected.

## CHAPTER II

### Literature Review

#### The Communicative Approach

Developing the speaking skill has always been a challenge in foreign language teaching and the need for communicating effectively, appropriately and fluently in English, has always been a plus for speakers of other languages.

In seeking for developing the conversation skill in a second or a foreign language, a great number of approaches have been created. The audiovisual, audio-lingual, audiovisual, direct, total physical response, community, suggestopedia, and communicative approach are samples of some methods or approaches utilized during certain times and specific needs of people.

During different times, the focus of language teaching and learning has changed from being teacher-centered to one that was concerned with students' initiative and development. Some approaches used prescriptive methods where language teaching and learning was seen as a matter of habit formation based on grammar structures; but knowing a language necessitates creativity and, as Littlewood (1981) said, it requires "functional communication activities" as well as using the language in "social interaction activities".

Richards (2006) proposed two methodologies to achieve the goal of communicative language teaching; these process-based methodologies are Content-based instruction (CBI) and Task-based instruction (TBI). CBI is a methodology that favors the acquisition of language through the use of the content; in addition, it allows to link and develop different language skills. While in TBI, pedagogical and real-world tasks are

used in order to provide learners with opportunities to be involved in meaningful tasks. The former are tasks in which interaction among learners is necessary but the task itself will not be found in the real world while the latter are tasks designed from authentic materials such as newspapers, store brochures, pamphlets, maps, magazines, fiction and no-fictions books, novels, TV advertisements among others. These materials can enhance real communicative activities as follows: commenting news, solving problems, expressing a point of view, sharing personal experiences, comparing, among other real-life situations.

As Richards and Rodgers (2014) report, there is more information about Communicative language teaching than learning theory. For this reason, they believe that it is necessary to discuss the three elements of the learning theory that can be distinguished in some communicative language teaching practices. The first element is the communication principle that relates to the activities focused on the use of real communication. The second is the task principle which focuses on the use of language to carry out meaningful tasks. Finally, the third one is the meaningfulness principle in which the language used must be meaningful to the learner.

There is a great number of activities aimed at developing learners' communicative competence using communicative processes, such as information sharing, negotiation of meaning, and interaction. Similarly, the use of games, role plays, simulations, and task-based activities are necessary to support classes in which the Communicative language teaching approach is used (Richards and Rodgers, 2014).

The Communicative Approach is conducted in the direction of enhancing classroom interaction and learners' participation in communication during the

instructional process (Menking, 2002; Qinghong, 2009). The Communicative Approach goal is to improve student's communicative competence, which consists mainly of sociolinguistic competence, discourse competence and strategic competence (Kachru, 1989; Koike and Tanaka, 1995). Cited by Demirezen Mehmet (2011)

Individual learners have different interests, styles, needs, and goals, which should be met in the design of instructional methods. Therefore, learning materials and techniques must be developed "based on the particular needs manifested by the class" (Applebee 1974: 150). Cited by Richards and Rodgers (2014)

The Communicative Approach (CA) is a classroom methodology that demands pairing and grouping of learners to enhance negotiation of meaning, development of confidence by engaging in tasks and activities that are fluency-based. The role of a CA teacher is more of a facilitator of learners' task performance because learners do more talking than in a traditional classroom. With CA, activities, and tasks set up by the teacher involve real-life situations which include games, role-playing, simulations and problem-solving (Finocchiaro and Brumfit, 1983: 91)

Hymes (1972) held that the goal of language teaching is to develop communicative competence, and that linguistic theory must include communication and culture. According to Hymes (1972), a person with communicative competence has knowledge and ability for language use. Howatt (1984) talks about a "strong" and a "weak" version of Communicative Language Teaching, where the weak version has referred to learning to use English, while the strong one means "using English to learn it." (1984: 279).

The Communicative Approach has gone by way of some phases. The first phase changed the syllabus from one based on the structure to one based on communicating meaning (Wilkins 1976). The second phase is composed of analyzing learner needs as an essential component of the approach (Munby 1978). In the third phase, the focus was on developing group-oriented learning activities (Prabhu 1987).

The communicative approach looks for developing some communicative competences in speaking which include: Leading students to acquire a reasonably logical progression within and between ideas; they ought to be able to transmit purpose as they adapt their ideas to the vocabulary and structures they know as English speakers. As they progress in the speaking skill, they need to cultivate an appropriate tone of voice, pronunciation, grammar, and intonation. It is also important for them to be able to use physical expressions to support their message and show confidence and enthusiasm in speaking.

Some fundamental characteristics of Communicative Language Teaching, as described by Finocchiaro and Brumfit (1983) are: Its goal is communicative competence, not linguistic competence. Meaning and contextualization are fundamental. Dialogues have communicative functions and are not memorized. Learning a language is learning to communicate. Any device that enhances learning is accepted. Attempts to communicate must be encouraged throughout all the learning process. The translation may be used only when students need or benefit from it. Teachers help learners in any way that motivates them to use the language. Language is created by the student, often through trial and error. Accuracy is judged within the context. Motivation will spring from the interest in what is being communicated.

Communicative Language Teaching supports a wide variety of classroom procedures where students learn English by using it to communicate. CLT integrates all the language skills in communication and its goal is to promote authentic and meaningful communication and it also promotes fluency.

The Communicative Approach is a humanistic approach to teaching and gives priority to the interactive processes of communication. Johnson and Johnson (1999) identify five characteristics of the Communicative Approach:

1. Appropriateness: Language reflects situations and must be appropriate to those situations so that learners have the opportunity to use formal and casual speaking terminology.
2. Learners need to be able to create and understand messages with real meaning.
3. CLT activities engage learners in the use of cognitive processes necessary for second language acquisition.
4. Students can learn from their errors.
5. CLT encourages the integration of skills, rather than practicing individual skills one at a time.

In the communicative approach, the learner is a negotiator between him/herself, the learning process, the object of learning, and other learners. The teacher is a facilitator and independent participant in the group. Besides organizing resources, the teacher is also a resource. Teachers guide classroom procedures and are contributors to students' learning. Instructional materials promote communicative language use, including text-based materials, task-based materials, and real-life materials.



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After analyzing these different authors, it can be seen how the CA outlines the following statements: language is acquired throughout communication principles, grammar is not to be followed step by step going from the easy to the difficult but be presented according to conversation situations, the conversation must go beyond grammatically correct sentences or phrases and focus in situation and moment so that a series of statements can complement each other give sense to an interaction in the target language, language must be contextualized around learners' need and purpose of the interaction, practice in pairs and role-playing are paramount when trying to get meaningful intents of communication, the material is to be presented in the target language, use of native language must be restricted, teacher role must be focused on facilitating learning by researching about how to get students immersed in learning, observing of students' needs, generating moments of full interaction with and among students and looking for authentic material and being a continuous motivator of learners.

### **Adult learners**

Over the past 50 years, adult English-language standards have reflected two important changes, one in education in general and the other in English-language

teaching. Newer standards on student learning focus on what students need to learn and actually do learn (Daggett 2000), rather than on what scholars think that they should learn.

John Firth said that language needs to be studied in the socio-cultural context of its use, including participants, their behavior and beliefs, the objects of linguistic discussion and word choice. Most adult English students like to express their learning necessities, what they need and want to learn; they often ask a question like "how do you say...?" They will be motivated to speak in English if they can talk about their interests and if they feel that they can express their thoughts. (Richards & Rodgers, 2001: 158).

As Mezirow (1981:15) claims andragogy is "an organized and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners". The concept of andragogy "meant art and science of helping adults learn, and was ostensibly the antithesis of the pedagogical model" (Knowles, Holton & Swanson, 2005:59). Importantly, Knowles (1984) assumed adult learning is a complex process in which learners acquire knowledge only under certain conditions.

Knowles (1984) associated andragogy with a range of instructional practices that could be used by instructors to maximize learners' abilities. Assumptions of the andragogical model and their applications in teaching are presented below.

***The need to know:***

Adults need to know why they learn something to be able to undertake to learn; otherwise, they do not make an effort to improve. Also, it is important to trigger students' need to learn. According to Knowles, Holton & Swanson (2012), the level of adults' awareness could be raised by showing learners "the gaps between where they are now

and where they want to be". Moreover, the scholars suggest that adults' learning could be enhanced by "Personnel appraisal systems, job rotation, exposure to role models, and diagnostic performance assessments. In other words, adults are more likely to make intellectual growth if they are properly motivated.

***The learners' self-concept:***

Adults need to feel capable of making their own decisions to develop their "self-direction". Additionally, they feel resistant when some rules are imposed on them. According to Brookfield (1986) "Facilitators should create environments where adults develop their latent self-directing learning skills". Knowles (1975) assumes that the "self-directing concept is a process in which individuals take the initiative, with or without the help of others" In other words, Knowles suggests that adults can learn more efficiently and quickly if they are encouraged to take initiative and choose a learning strategy that they would benefit from the most. Moreover, the scholar assumes that adults who passively wait to be taught by their teachers are less likely to gain educational growth than those students who are actively involved in their learning process. Following Knowles, Holton & Swanson (2012) "As adult educators become aware of this problem, they make efforts to create 21 learning experiences in which adults are helped to make the transition from dependent to self-directing learners".

***The role of the learners' experiences:***

Adults enter an educational activity with a great volume of life experience that can either prompt or hinder their educational growth. Firstly, adults can use these experiences to their advantage since they are often aware of the goals that they want to achieve. Furthermore, grown-ups can be mature in their approach to education and make

responsible decisions. On the other hand, the accumulation of life experience can be problematic in a learning process since adults have already developed habits and they can reject new ideas that are proposed in the learning environment. It is improper to devalue or ignore adults' as quite often adult learners "define themselves in terms of the experiences they have had" (Knowles, Holton & Swanson, 2005). Hence, it is a challenging task for educators to accept adults' identities and needs and to help them overcome learning obstacles. Importantly, teaching adults requires diverse teaching that taps into the experience of the learners, such as group discussions, simulation exercises, problem-solving activities, case methods, and laboratory methods instead of transmittal techniques". Additionally, collaborative work can help students open their minds to new ways of thinking.

***Readiness to learn:***

In learning easier tasks should precede more difficult activities to avoid disappointment and possible pitfalls. This developmental movement is "a developmental task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks" (Knowles, 1980). Specifically, the materials or teaching strategies that are used at an improper time can hinder learners' development and result in educational failure. It is therefore advisable to devise adult-education programs following the assumption that the materials should be well sequenced and timed. As Knowles explains, (1980) "If the teachable moment for particular adults to acquire given learning is to be captured, it is obvious that the sequence of the 22 curriculum must be timed to be in step

with their developmental tasks". Planning lessons to appropriate sequence is therefore important.

***Orientation to learning:***

Adults are practical in their orientation to learning, which means that they usually make an effort to learn, provided that they perceive learning helpful in their daily life experiences. Similarly, by virtue of nature, they do not come into an educational activity, if they realize that they will not benefit from learning in their daily life situations. As Knowles, Holton & Swanson (2005) suggest, "...adults are life-centered (or task-centered or problem-centered) in their orientation to learning" in contrast to children who are "subject-centered". Adults are likely to perform various tasks quicker and more effectively if they are able to apply knowledge in real life. Thus, it is crucial to remember that school textbooks should be as authentic as possible so that adults can find some real-life applications in them.

***Motivation:***

Adults engage in an activity if they are properly motivated. Scholars have various definitions of motivation, however, "Most social scientists see motivation as a concept that explains why people think and behave as they do." (Weiner, 1992 in Włodkowski, 2008:1). Understanding learners' thinking and behavior facilitate students' learning.

It is worth noting that originally Andragogy consisted of 4 assumptions, but it has grown from four to the six described above over time. Specifically, assumption number 1 (the need to know) was added in 1990, whereas assumption number 6 (motivation to learn) in 1984. All in all, the Andragogical Model promotes independence and self-directing (Jarvis, 1985). An educators' role is to encourage and nurture a learning

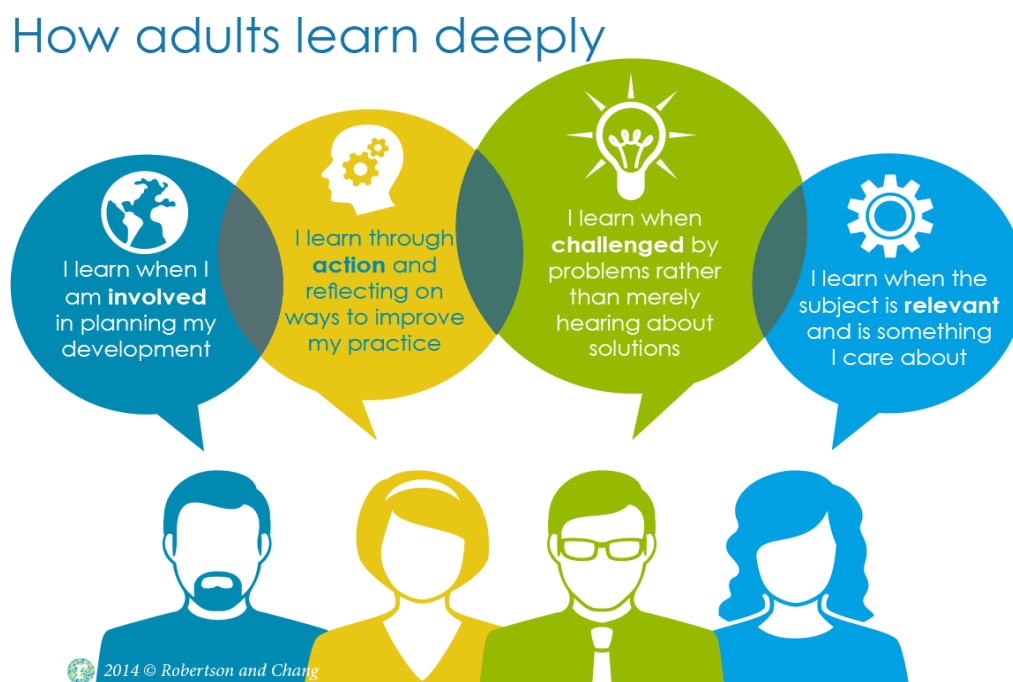
environment. Moreover, learners should participate in a variety of activities that include discussions and problem-solving issues. Since adults learn what they need to learn so that learning programs should be organized around real-life applications. Furthermore, learning experiences should refer to the specific needs and expectations of adult learners to create a meaningful and relevant learning environment.

Adults need to understand the rules; they need more explicit details than children. Additionally, new knowledge should be built based on previous knowledge. Children implicitly acquire a second language, but adults learn through explicit and declarative knowledge (DeKeyser, 2000; Harley & Hart, 1997). (Muñoz, 2003:129).

The following image shows some key points to consider in adult learning:

**Figure 1.**

1 How adults learn deeply



*Note: Source: Robertson and Chang (2014).*

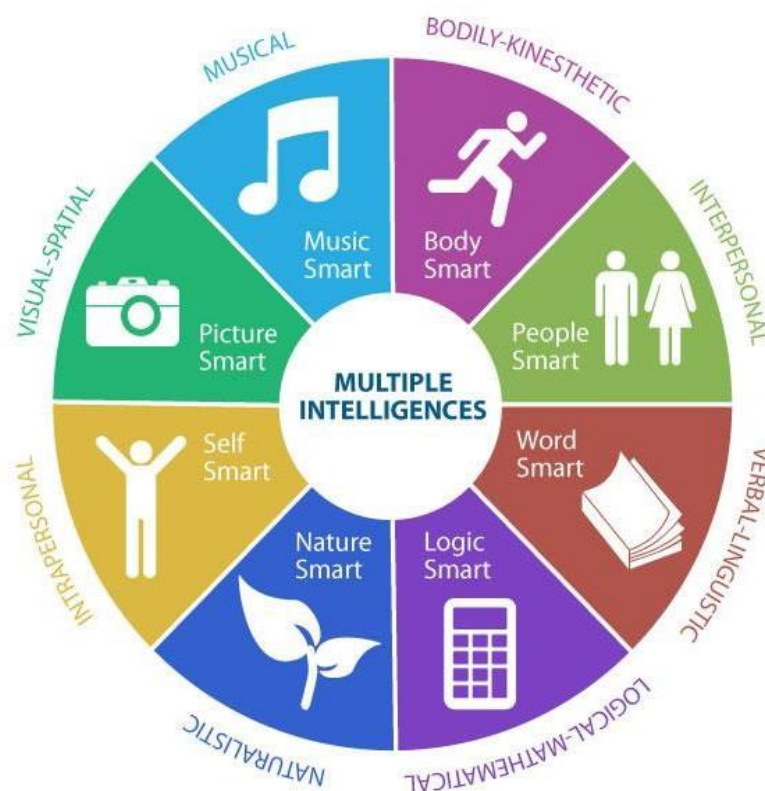
<http://robertsonandchang.com/resources/how-adults-learn-deeply/>

It is very important to consider what Howard Gardner identified as a series of "multiple intelligences" (MIs) so teachers may prepare meaningful lessons and activities that will help different types of students learn easily. Gardner (1993) identified MIs that develop separately within our brains and which can be highly developed. Teachers must allow learners to participate in activities using intelligence at which they do excel (Richlin, 2006: 30-31).

Following is a graphic that shows the nine types of multiple intelligences or learning styles of Gardner:

**Figure 2.**

2 Multiple intelligences of Howard Gardner



*Note: Source: Ostwald/Kowald, Tracy. (2014). Connections Academy.*

[www.connectionsacademy.com](http://www.connectionsacademy.com)

Concerning language learning, there were several studies conducted in the 1970s, which may be summarized in following generalizations (Muñoz, 2003: 2):

- (1) Adults proceed through the early stages of syntactic and morphological development faster than children (where time and exposure are held constant).
- (2) Older children and adults acquire faster than younger children (where time and exposure are held constant).
- (3) Acquirers who begin natural exposure to the second language during childhood generally achieve higher second language proficiency than those beginning as adults. (Krashen et al., 1979/1982, reprint: 161).

While both, children and adult people may acquire a foreign or a second language, eventually, those who begin younger will have better performance (Muñoz, 2003: 129). Here, it is necessary to make the distinction between language acquisition and language learning:

The acquisition is the "natural" way; it parallels language development in children as they acquire their first language. It is an unconscious process that involves the natural development of language proficiency through understanding and using the language for meaningful communication. Acquiring a language is a subconscious process during which there's no awareness of grammatical rules. For acquiring a language, the learner needs to have a source of natural communication.

Learning, on the other hand, it refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for "learning" to



occur, and the correction of errors helps with the development of learned rules. Language learning is not communicative; it is the result of being instructed in the rules of language.

According to an experiment devised by Avi Karni from the University of Haifa, Israel, under controlled conditions, adults can attain even better results than children in acquiring certain language skills. Small children pick up a new language implicitly, without giving it conscious thought, while adults are supposed to rely on explicit memory and learn the rules of a language. Teacher quality is fundamental to helping students make progress to reach their goals. It is challenging to enhance teacher knowledge and skills in adult ESL (Schaetzel, Peyton and Burt 2007; Smith and Gillespie 2007).

Taking into account the previous research, it could be deduced that adult English-language learners have a variety of prior educational and life experiences, English-language proficiency levels and educational goals. They also have different circumstances that provide them with opportunities to use and practice English outside the classroom which in turn affects their learning process. Factors such as language aptitude, age, and motivation play a part in the way they acquire the English language.

Nowadays with technological advances as well, the use of mobile devices and the Internet, children, and teenagers have had more exposure to English spoken by natives, than the majority of adults. Moreover, their level of motivation, as well as the approach used to teach them English might be different.

For that reason, while adults may acquire a second language at a faster rate at the beginning, one of the logical reasons for which younger people may have a higher level of final fulfillment is the exposure to the target language for a longer period throughout their lives.

It is clear then, that adult learners present their own set of specific characteristics when facing a learning process. Involvement in planning, actions, and reflection in ongoing processes, challenges to solve problems, use of authentic situations and real situations and level of relevance, among others, are some of those characteristics that can get them engaged, as well as, they constitute the elements that teachers must bear in mind when trying to be effective adult language professionals.

### **Common European Framework of Reference (CEFR) and B2 Level**

The University of Cambridge in its manual *Using the CEFR: Principles of Good Practice* (2011) provides information that allows to understand what the CEFR is and how it works. ([www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf](http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf))

The CEFR was developed by the Council of Europe with extensive support of the University of Cambridge ESOL Examinations.

The CEFR is a framework, which was published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels. Table 1 shows the six levels.

**Table 1.**

1 Reference levels of the CEFR

<b>C2</b>	Mastery	<b><i>Proficient user</i></b>
<b>C1</b>	Effective Operational Proficiency	
<b>B2</b>	Vantage	<b><i>Independent user</i></b>
<b>B1</b>	Threshold	
<b>A2</b>	Waystage	<b><i>Basic user</i></b>
<b>A1</b>	Breakthrough	

*Note: Source: Using the CEFR: Principles of Good Practice. (2011). University of Cambridge, ESOL Examinations. [www.cambridgeenglish.org/](http://www.cambridgeenglish.org/)*

The CEFR emerged to serve as a common international framework for language learning and testing. However, the CEFR is not a seal of approval and it does not cover every possible context of language use. It is a common international framework for language learning that may facilitate co-operation among educational institutions in different countries. It was also expected that it could provide a basis for recognition of language qualifications. (University of Cambridge. *Using the CEFR: Principles of Good Practice*, 2011:5)

The CEFR is helpful to teachers, learners, examining bodies, educational administrators and it is also used by governments and employers. People from different countries use the CEFR to explain what level of English they are at and what level of English they need. The CEFR has been published in more than 35 languages.

Following is a basic description of the CEFR levels.

**Table 2.**

2 CEFR Common Reference Levels: Global Scale (Council of Europe 2001:24)

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

<b>Basic User</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Note: *Source*: Little, D. Cambridge Journals. Cambridge University Press, 2006: 168

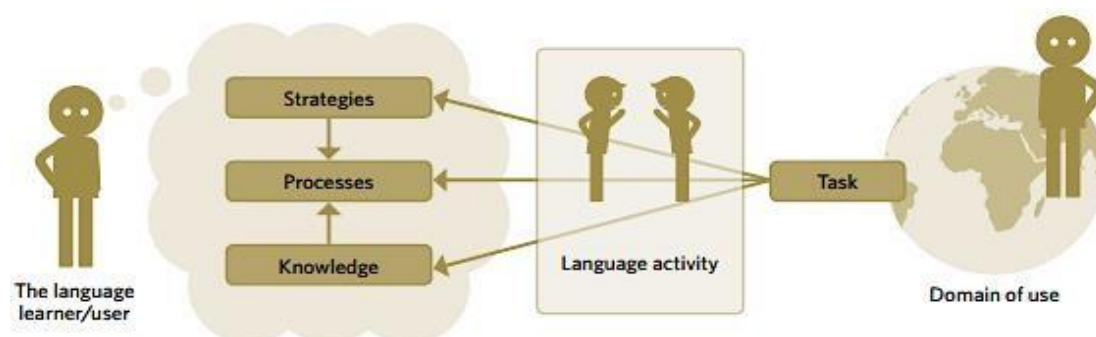
<http://faculty.ksu.edu.sa/yousif/ELT%20Resources/Primary%20ELT/the%20common%20European%20framework.pdf>

The CEFR has nine chapters, plus an introductory section ('Notes for the User'). Chapters 2 to 5 are the key chapters for most readers. Chapter 2 explains the approach of the CEFR and lays out a descriptive scheme which is more detailed in Chapters 4 and 5. Chapter 3 introduces the common reference levels. Chapters 6 to 9 are based on aspects of learning, teaching and assessment. (University of Cambridge. *Using the CEFR: Principles of Good Practice*, 2011:7)

Chapter 2 of the CEFR describes a model of language use called the 'action-oriented approach'. The model is illustrated in the following figure.

**Figure 3.**

3 A representation of the CEFR's model of language use and learning



Note: Source: *Using the CEFR: Principles of Good Practice*. (2011). University of Cambridge, ESOL Examinations. [www.cambridgeenglish.org/](http://www.cambridgeenglish.org/)

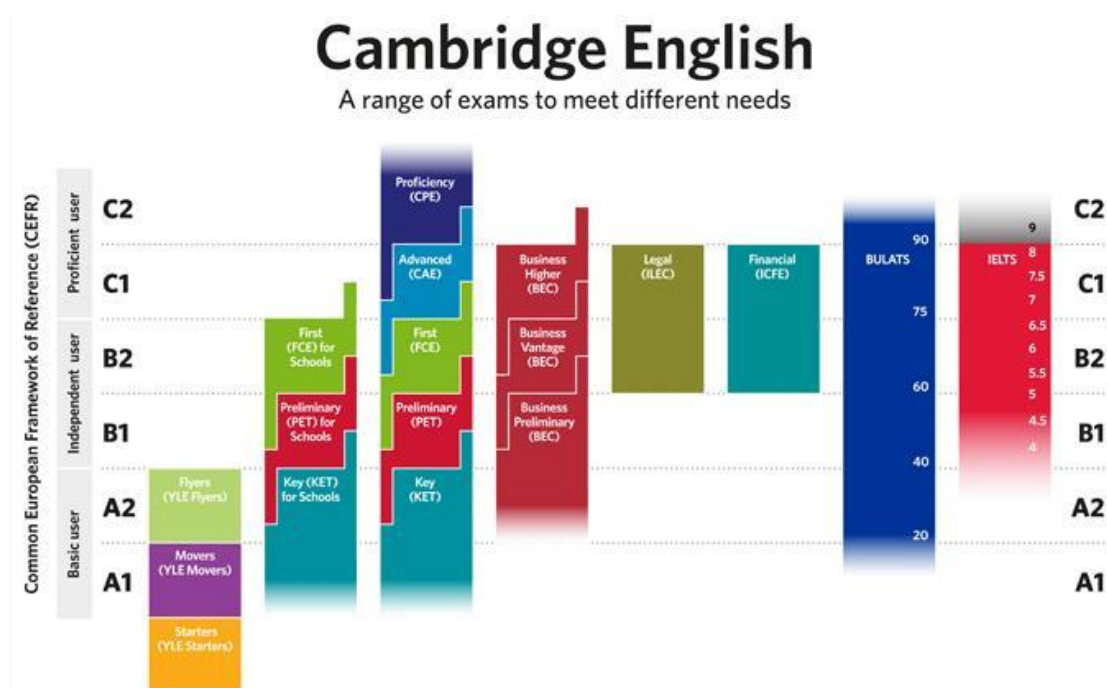
The figure shows a language user, whose developing competence reflects various cognitive processes, strategies and knowledge. Depending on the contexts in which the learner needs to use the language, he/she is faced with tasks to perform. The person uses language activities to complete the tasks. All of which is conducive to learning. The language activity in the model is the performance on a speaking, writing, reading or listening task (real-life task). The teacher observes the activity and gives feedback, which leads to learning. (University of Cambridge. *Using the CEFR: Principles of Good Practice*, 2011:8)

The Cambridge University based on the CEFR has a variety of exams which allow teachers, learners, employers, etc. to see the level of different qualifications in the command of the English language of an individual. Additionally, the exams allow employers and educational institutions to compare easily the qualifications of Cambridge exams to other exams in their country.

The following diagram shows all the Cambridge University English exams.

**Figure 4.**

## 4 Cambridge English exams on the CEFR



Note: Source: Cambridge English Language Assessment (2016)

<http://www.cambridgeenglish.org/exams/cefr/>

The CEFR is a flexible tool that may help in the preparation of lesson plans emphasizing in the communicative needs of the students, including varied situations including dealing with the business, exchanging ideas and information, getting wider intercultural understanding, etc. This is to be achieved by ‘basing language teaching and learning on the needs, motivations, characteristics and resources of learners.’ (2001a:3). (University of Cambridge. *Using the CEFR: Principles of Good Practice*, 2011:13).

As discussed previously, tasks and interaction are the key notions on the model proposed by the CEFR and in such way, language may be used with a purpose which involves communication in order to achieve goals. An example may be to give students an article of a magazine or newspaper in order to read, discuss, explain or compare

magazines' stories, then selecting, adapting or writing material for a classroom newspaper. This kind of task allows working individually or in collaborative groups. (University of Cambridge. *Using the CEFR: Principles of Good Practice*, 2011:14).

The Erasmus University Rotterdam, Netherlands (2016) has made the following classification of the CEFR levels, which is quite clear and will provide an easy to understand context to move on to the specifics of the B2 level.

(<http://www.eur.nl/english/ltc/alumni/cefr/a2/>):

**Table 3**

*3 Classification of the CEFR levels.*

A1 – Beginners A2 – Pre-Intermediate	Basic user
B1 – Intermediate B2 – Upper-Intermediate	Independent user
C1 – Advanced C2 – Proficiency	Proficient user

Keeping in mind that the B2 user corresponds to a more advanced with an upper-intermediate level, succeeding is a table which shows the specific competences that a student needs to achieve in each of the four main skills in order to be considered an English B2 level user. The table was designed based on the CEFR Common Reference Levels: self-assessment grid (Council of Europe 2001: 26f.)



Table 4. CEFR LEVEL B2 (Upper-Intermediate): Vantage – can understand the main ideas of complex text and can produce clear detailed text. Can spontaneously enter into a conversation.

**Table 4.**

4 CEFR LEVEL B2

<b>Listening</b>	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.
<b>Reading</b>	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
<b>Spoken interaction</b>	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining your views.
<b>Spoken production</b>	I can present clear, detailed descriptions on a wide range of subjects related to your field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
<b>Writing</b>	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

*Note:* (Upper-Intermediate): Vantage. *Source:* Erasmus University Rotterdam, Netherlands (2016). <http://www.eur.nl/english/ltc/alumni/cefr/a2/>

From all the previous research, it may be deduced that the CEFR is a model, a framework that fits very well with the communicative approach and it is very adequate to teach adults since it involves communication in the target language in real-world situations, which makes the learning process meaningful and relevant.

Reaching the B2 level represents that learners are able to use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Learners can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Learners can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

Having a conversation B2 learners can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences. Can keep up with an animated discussion between native speakers. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments convincingly.

### **English first book**

English first book is a powerful tool that provides new and simple ways to present and practice grammar, skills work, pronunciation, vocabulary and videos from Elementary through to Upper-Intermediate. It makes classroom management easier and

encourages more varied and effective. The first English book is divided into fifteen modules, each consisting of approximately eight hours of classroom material each module contains some or all of the following:

- Reading and/or listening and/or vocabulary – and introduction to the topic of the module. And in incorporates speaking.
- Grammar- input/revision in two Languages focus sections with practice activities and integrated pronunciation work.
- Vocabulary- includes a Work-spot section which focuses on common words (have, get, take, etc.)
- Task preparation- a stimulus or model for the task which are often listening or reading and Useful Language for the task.
- Task- extended speaking, often with an optional writing component.
- Real life section- language needed in more complex real-life situations, usually including listening and speaking.
- Writing skills
- A Study...Practice...Remember! section- to develop study skills, with practice activities and a self-assessment section for students to monitor their progress.

Learners are encouraged to take an active, systematic approach to developing their knowledge of grammar, and the opportunity to use new language is provided in a

natural, communicative way. There are two language focus sections in each module, in which grammar is presented using reading or listening texts. Each language focus has a grammar box focusing on the main language points.

English first book aims to integrate elements of a task-based approach into its overall methodology. There are structured speaking tasks in each module which include interviews, mini-talks, problem-solving and storytelling. The primary focus is on achieving a particular outcome or product. Rather than on practicing specific language. Learners are encouraged to find the language they need in order to express their own ideas.

Teachers have the need to use a discovery approach in the teaching of grammar which allowed students to work out further rules for themselves. This often takes the form of “test-teach” introductory material, and analysis boxes consisting of questions to guide students towards forming hypotheses about the language and working out the rules themselves.

Finally, responding to learners’ individual language needs throughout Students’ Book, during the task and speaking activities, students are instructed to ask their teacher about any words or phrases they need. The ability to respond to students’ individual language needs is central to a task- approach.

### **First English Institute**

The First English Institute is a private educational establishment that is based on an educational, intercultural, experimental and recreational pedagogy which is

determined for the good result of communication in other languages. English First institute was created in 1998 from the initiative and dream of one of its founders to form a peaceful, cultured, disciplined and multilingual Colombia. Since then, they have vigorously worked on the idea and development of an institution that contributes to an education focused on preparing the most competent students in a globalized world. Nowadays English First Institute has 16 students.

First English institute has become in a well-known institute because of its methodology which over the time has made more emphasis on a Communicative Approach which has given them outstanding results in using different activities, materials, and strategies suggested by such a book. The method emerges as an instrument to analyze the learning process of the students to collect the works related to both the knowledge acquired and their own skills; adequately necessary for reflection on their own learning process throughout the course from their own work. As a technique, it allows reflection on its own learning process throughout the course from its own work.

First English Institute focuses its process on English first Book which allows them to work on the different skills firstly using student's book which contains listening, videos, vocabulary, grammar explanations, games and exercises. Secondly workbook which allows to practice the entire grammar explanations which were given previously on the student's book, furthermore it contains listening. And thirdly teacher's book addresses each exercise about student's book giving the require explanations to resolve them in a productive way

On the other hand, English First Institute stresses to have a personalized learning taking into account when the students are given personal direction, attention, and content

catered to their specific needs, they learn more and faster. Essentially, English First Institute can achieve better outcomes with its training courses by making them more personal. Its basis method for a personalized learning is based on four benefits such as increased engagement, increased motivation, less time wasted and better results. That is why its classrooms only have from eight to fifteen students.

English First Institute offers a course which is split up in 5 modules, each module is worked with a different book. Level A1 works with English First Elementary book, A2 level works with English First Pre-Elementary book, B1 level works with First English Intermediate book, B2 level works with English First Upper-intermediate book and finally C1 level uses English First Advance book. Each module contains 4 levels which can be developed during four months and are given by four different teachers. This is due to English First Institute wants its students learn by adapting the different methodologies, pedagogy that each teacher has.

Every month the students are assess according to the level they are in.

-Elementary and Pre-intermediate levels must present two exams, firstly an interview which is taken with a different teacher, Interviewer is able to do questions according to the grammar, vocabulary and topics they have seen during the level. Finally, Students take writing exam which is based on grammar rules, vocabulary, reading comprehension and listening.

-Intermediate, Upper-Intermediate and advance levels must present three exams. Firstly, Students present a speech about a topic which has been assigned to the students previously by the teacher or sometimes it is a free topic. The speeches have to be focused on the grammar, topics and vocabulary they have seen during the level. Secondly an

interview which is taken with a different teacher. Interviewer is able to do questions according to the grammar, vocabulary and topics they have seen during the level and finally Students do a writing exam which includes specific grammar rules, a lot of vocabulary, reading comprehension and listening. Apart from that teachers assess their students during their classes doing workshops, quizzes, among others.

## **CHAPTER III**

### **Methodology**

#### **Research Line**

As defined in the Article 24 of the Statute of Research UNAD, this study can be found within the research line of Argumentation, Pedagogy and Learning, of the School of Education—ECEDU of the Open and Distance National University—UNAD.

#### **Research Approach**

This research project was conducted as a “mixed method” The term “mixed methods” refers methodology of research that presents the systematic integration, or “mixing,” of quantitative and qualitative data in a single investigation.

The main principle of this methodology is that the integration permits a more complete utilization of data than do separate quantitative and qualitative data collection or analysis. The evaluation of Communicative Approach being used in the English First Institute provide an ideal opportunity for checking the effectiveness of such approach in adult learners.

Mixed methods research originated in the social sciences and has recently expanded into the education. As expressed by Creswell and Plano Clark, (2011) mixed methods procedures have been developed and refined to suit a wide variety of research questions. Those procedures include advancing rigor, offering alternative mixed methods designs, specifying a shorthand notation system for describing the designs to increase communication across fields, visualizing procedures through diagrams, noting research questions that can particularly benefit from integration, and developing rationales for



conducting various forms of mixed methods studies.

According to Creswell and Plano Clark, (2011) the core characteristics of a well-designed mixed methods study include the following:

- Collecting and analyzing both quantitative (closed-ended) and qualitative (open-ended) data.
- Using rigorous procedures in collecting and analyzing data appropriate to each method's tradition, such as ensuring the appropriate sample size for quantitative and qualitative analysis.
- Integrating the data during data collection, analysis, or discussion.
- Using procedures that implement qualitative and quantitative components either concurrently or sequentially, with the same sample or with different samples.
- Framing the procedures within philosophical/theoretical models of research, such as within a social constructionist model that seeks to understand multiple perspectives on a single issue—for example, the effect of teaching English conversation using the communicative approach.

This modality of study is based on the standardization given by the overall guidelines for elaborating bachelor thesis in the School of Education—ECEDU of the Open and Distance National University—UNAD.

In brief, as it mentions before, this research has a mixed approach and relies on the analysis of literature related to the communicative approach and adult learners,

collection of qualitative information through the use of a survey, experience in teaching adult students, and the analysis of samples of students who took the final exam after having completed 16 months of study English in the English First Institute.

### **Variables**

According to Hernandez, Fernandez and Baptista (2006) a variable is a property that can fluctuate and whose variation is likely to be measured or observed.

Taking into account the type of mixed study that frames this project, the variables were determined by the frequency which certain actions were presented in the classes of students who had studied sixteen months in the English First Institute. To get a clear idea about the facts that were analyzed according to their frequency, they were grouped in four categories as follows: teacher's role, student's role, activities and strategies used in class, and results of a mocking test of conversation.

The description and analysis of these actions allowed defining the effectiveness of using the communicative approach when trying to improve the English level in adult learners.

### **Participants**

In order to obtain information about the variables, an electronic closed survey was applied to students who were finishing sixteen months of English study in the second semester of 2019 at the English First Institute. The study population was made up of 16 students of the mentioned institute, since they were the ones to whom the researcher had access.

The type of sampling used was the simple random probability, which according to Martinez (2004) allows to apply a method of sample selection from a finite population.

The method of selection of participants is that of selecting randomly not restricted, where all individuals of a population have the same opportunity to be included in the sample.

The formula and its variables are described below:

$$n = \frac{Z^2 pq N}{(N - 1)e^2 + Z^2 pq}$$

where:

n = sample size

Z = reliability = 1.96

p = success rate = 50%

q = failure probability = 50%

N = universe = 16

e = relative sampling error = 5%

$$n = \frac{1.96^2 \times 0.5 \times 0.5 \times 16}{(16 - 1) \times 0.05^2 + 1.96^2 \times 0.5 \times 0.5} = 16$$

According to the above formula, the sample size was 16 students.

### **Instruments**

An electronic closed questionnaire, generated from the telematics tool called *Surveys - Forms in Google Docs* was used to collect the information. The reason why an electronic closed questionnaire was used, was determined by the possibility that this questionnaire provides specific answers, either in frequency, intensity, or duration, to carry out a mixed research, which was the type of study implemented. The link for the survey was distributed to the participants of the research via institutional email and phone number.

A mocking test was also applied to the sixteen students via skype. The mocking test was applied on a pair bases.

### **Procedures**

The collection of information was carried out taking into account the following three steps: First, the database of students participating in the survey was obtained. Second, a message through email was sent to the students; this message contained the title and the objective of the survey, as well as an invitation to participate in it. After the invitation, the link of the survey was placed so that students could enter freely to answer the questionnaire.

As soon as students answered the survey, the answers were automatically sent to an Excel file where the information was collected. After obtaining the data, the tabulation and subsequent analysis took place in order to comply with the phases of the research.

For the mocking test, students were scheduled for a 20-25-minute session via skype on a two students at the time bases. Students were assessed following the four kind of questions that a Fist Certificate of English Test has. As soon as the results were gotten they were organized in tables so that the discussion could be done.

### **Data Analysis Method**

Statistical analysis was used to analyze the collected data. The results were presented graphically through pie diagrams. Based on those diagrams, the results were contrasted, analyzed and discussed bearing in mind the different theoretical information on the Communicative Approach, Adult learners, levels of English according to the Common European Framework for Languages in order to obtain conclusions about the research questions (Creswell, 2011).

## **Data Collection**

The procedure used for the study, first of all, consists of literature research of the bibliography found in the virtual library of UNAD, and material found on Academic Google and books. The information for this research included the survey, the mocking test as well as discussion and input from the students, and careful observation obtained through experience teaching adults in English First Institute in Timbio, Colombia.

To finish the process, all the information gathered is analyzed and compared in order to produce the best and most precise results and conclusions possible.

## **Timetable**

The process for completing this study was carried out during a period of time of 4 months. Here, previous experience by the author is not included, but is considered as a means to enhance this document.

- Collecting data took one month, including literature research, survey and observation and applying the English Mocking Test
- Classifying information, one month, observation took throughout this period of time.
- Analyzing data took fifteen days
- Writing results and confronting information took fifteen days.
- Writing the discussion and conclusions took a month.
- Proofreading took fifteen days.
- Delivering final document.

## CHAPTER IV

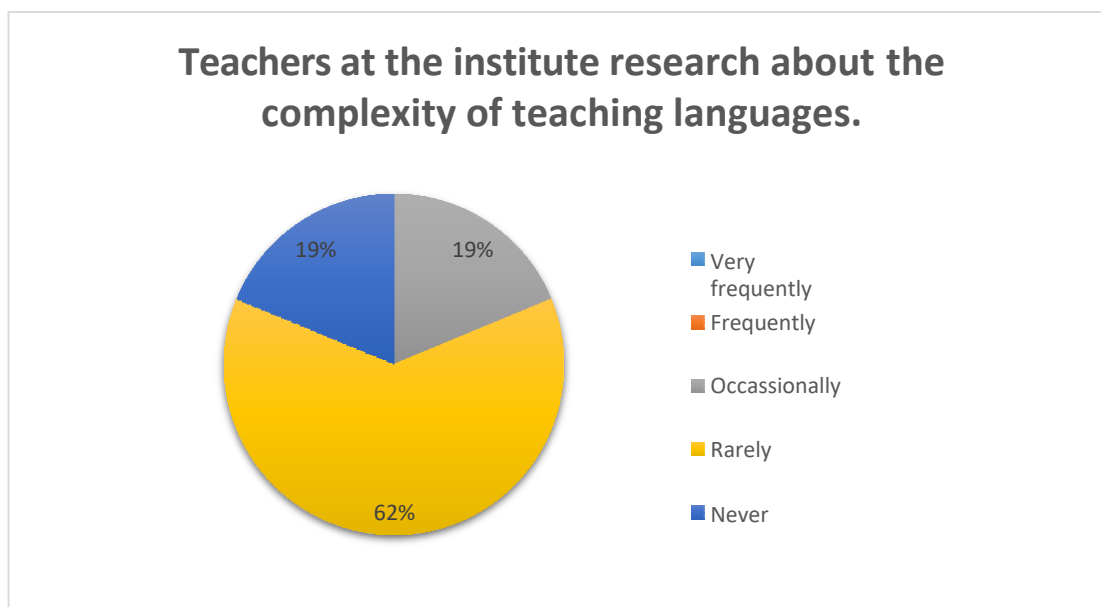
### Results and Discussion

After applying a closed-question survey used as a tool for the data collection in this study, the obtained results are now presented. The electronic survey was applied to a sample of 16 students belonging to the English First Institute who have taken sixteen months of English. The presentation of the survey results as well as the results of the B2 sample test are classified into four categories, delimited by the three to six questions each.

#### *Category 1. What is the main role of the teacher in class?*

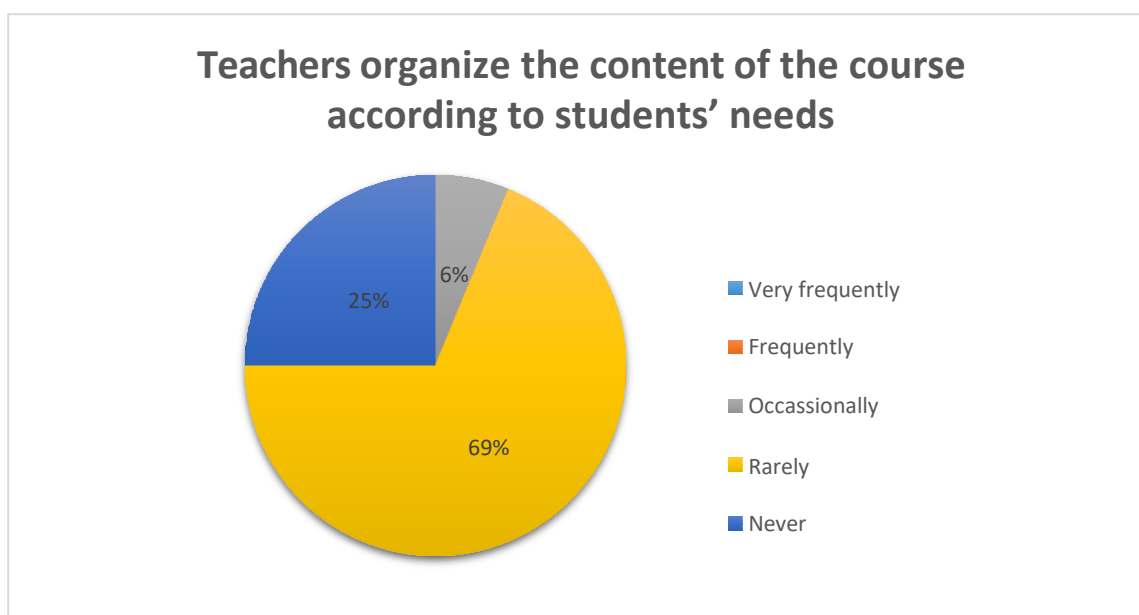
This category was answered by expressing the frequency in which the following statements were presented in the classes:

**Chart 1:** Teachers at the institute research about the complexity of teaching languages.



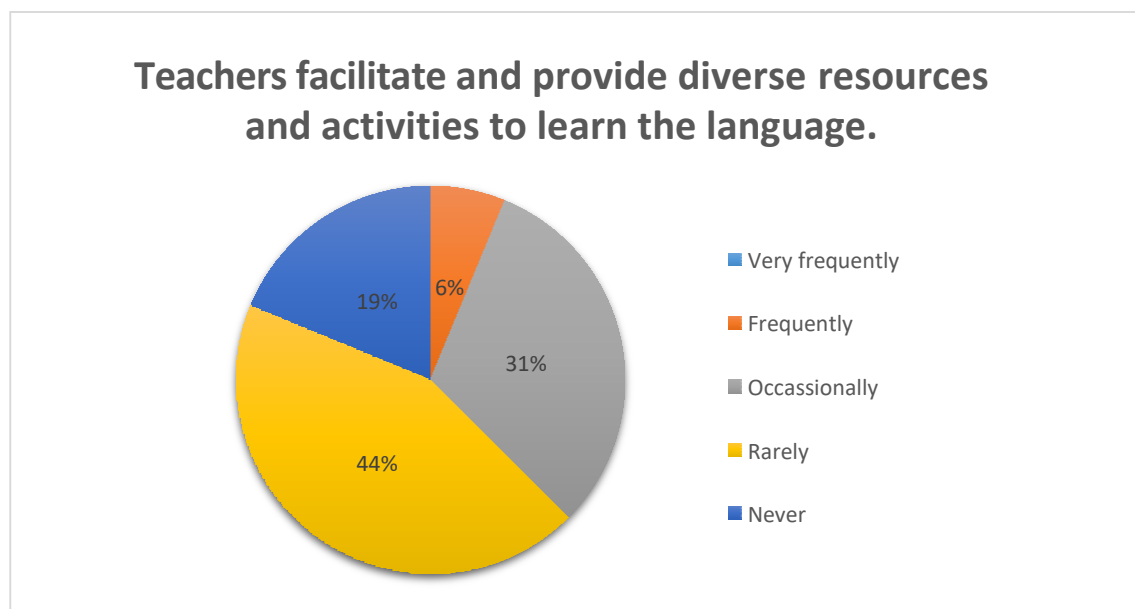
Out of 16 students who responded to the survey, 10 students (62%) said they rarely saw their teachers researching or commenting about the complexity of language teaching; 3 students (19%), occasionally heard that; and 3 students (19%), said they never heard their teachers talking about the complexity of teaching languages.

**Chart 2:** Teachers organize the content of the course according to students' needs.



For this question the following results were obtained, 11 students (69%) said teachers rarely organize the content of the course according to students' needs; 4 students (25%) said they never saw the content organized around their needs; and 1 student (6%), said he occasionally saw the content organized about students' needs.

**Chart 3:** Teachers facilitate and provide diverse resources and activities to learn the language.



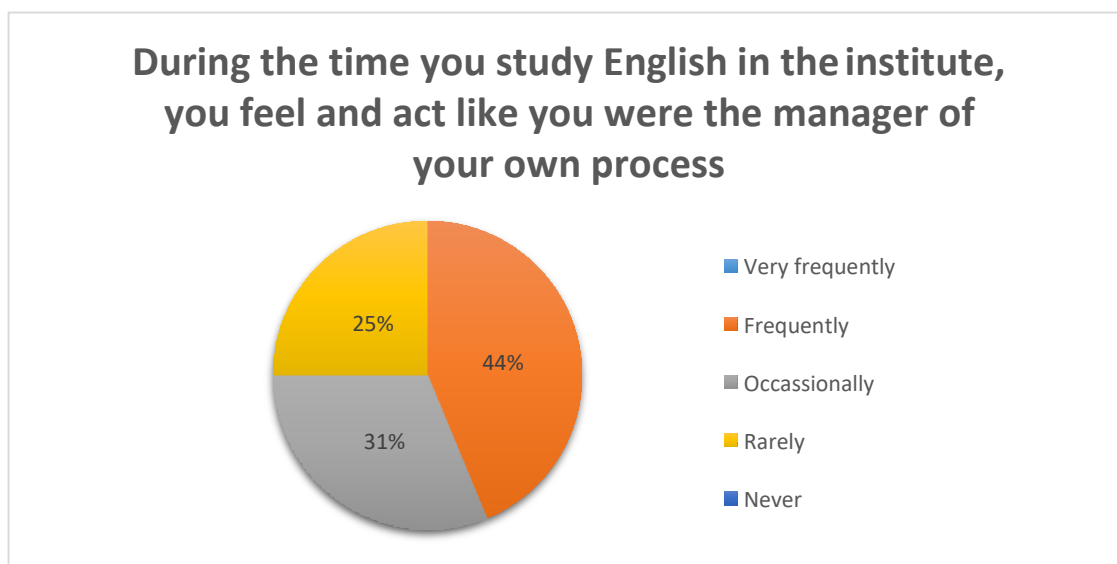
From the sample, 7 students (44%) said teachers rarely facilitated and provided diverse resources; 5 students (31%), occasionally facilitated activities to learn the language; 3 students (19%), said they never facilitated and provide different resources to learn the language; and 1 student (6%) said teachers frequently used diverse activities to learn the language.

*Category 2. What is the main role of students in class?*

This category was answered by expressing the frequency in which the following statements were presented in the classes:

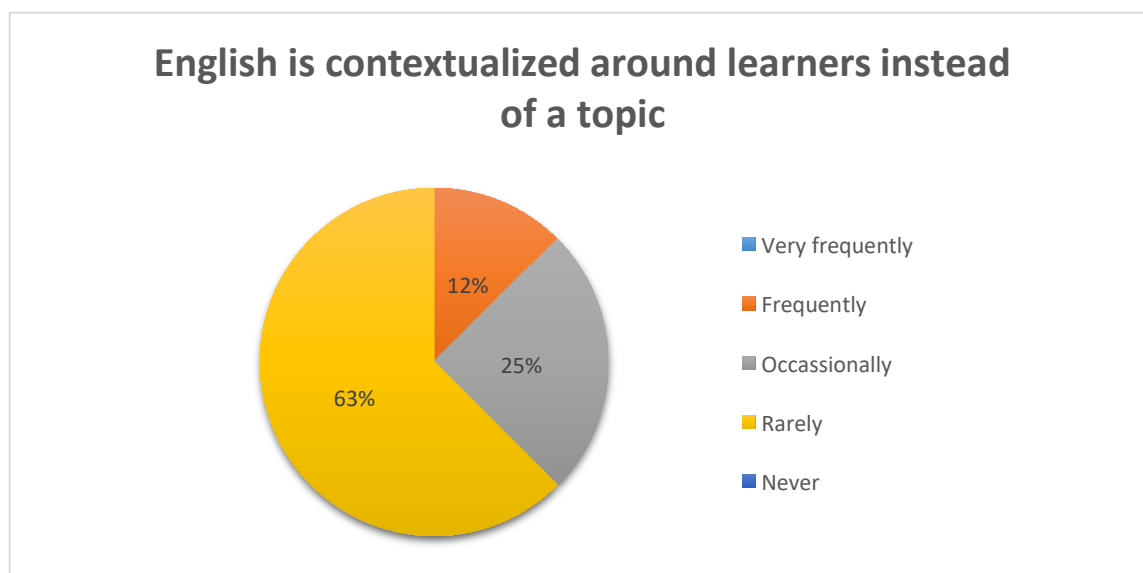


**Chart 4:** During the time you study English in the institute, you feel and act like you were the manager of your own process.



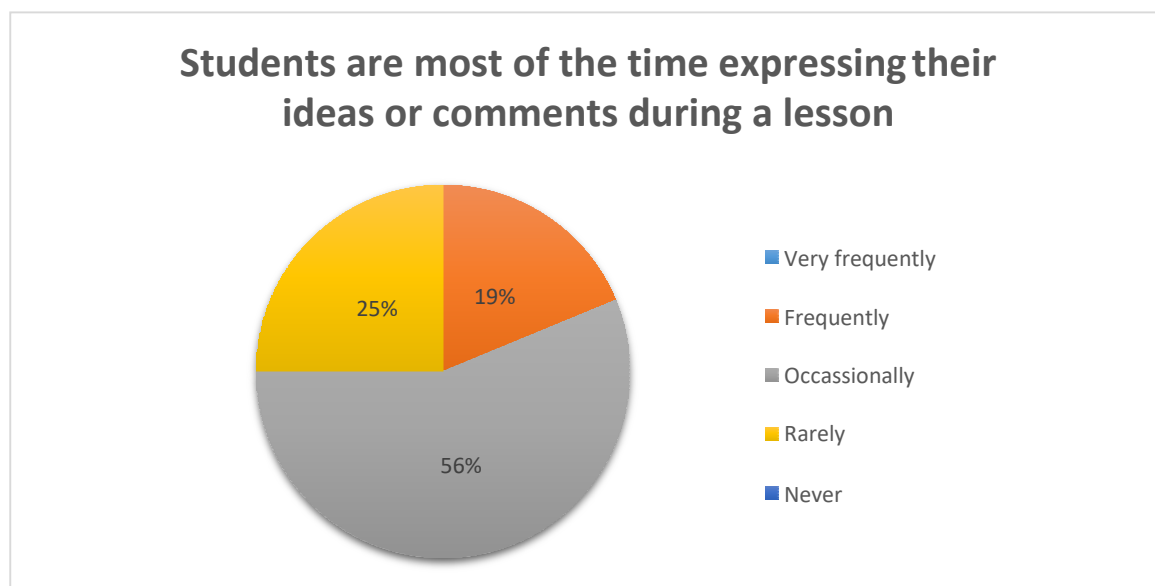
The results to this question were, 7 students (44%) said they frequently felt like they were the manager of their own process; 5 students (31%) mentioned they occasionally felt like they were the managers of their own process of learning; 4 students (25%) said that they rarely acted like they managed their own process.

**Chart 5:** English is contextualized around learners instead of a topic.



Out of 16 students who responded the survey, 10 students (63%) said they rarely perceived that English was contextualized around them; 5 students (25%) said they occasionally felt that english was contextualized around them; 2 students (12%) mentioned they frequently saw that their classes were around learners instead of a topic.

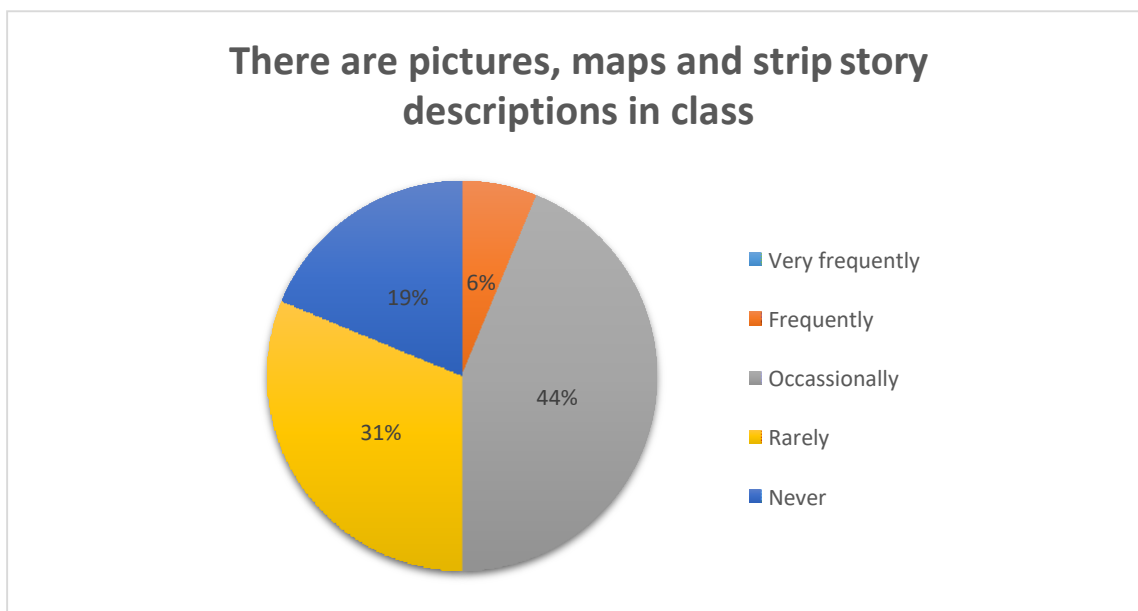
**Chart 6:** Students are most of the time expressing their ideas or comments during a lesson.



The results showed that, 9 students (56%) said they occasionally expressed their ideas during a lesson; 5 students (25%) said they rarely could express ideas or comment; and 3 students (19%) mentioned they frequently communicated their ideas to the teachers.

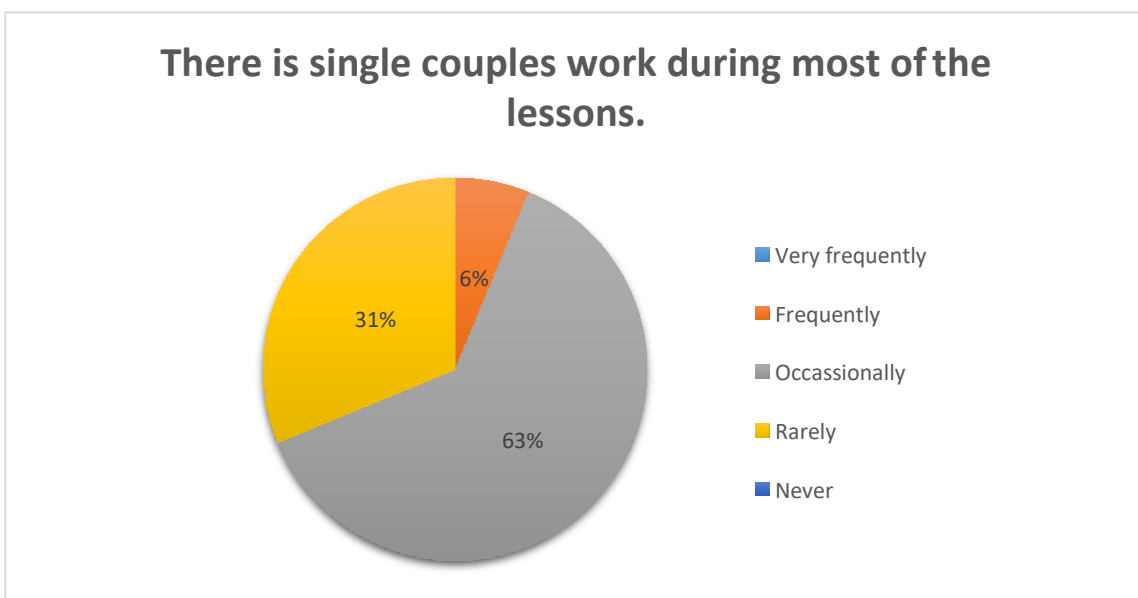
*Category 3. What kind of activities, strategies, and material are used in class?*

**Chart 7:** There are pictures, maps and strip story description activities in class.



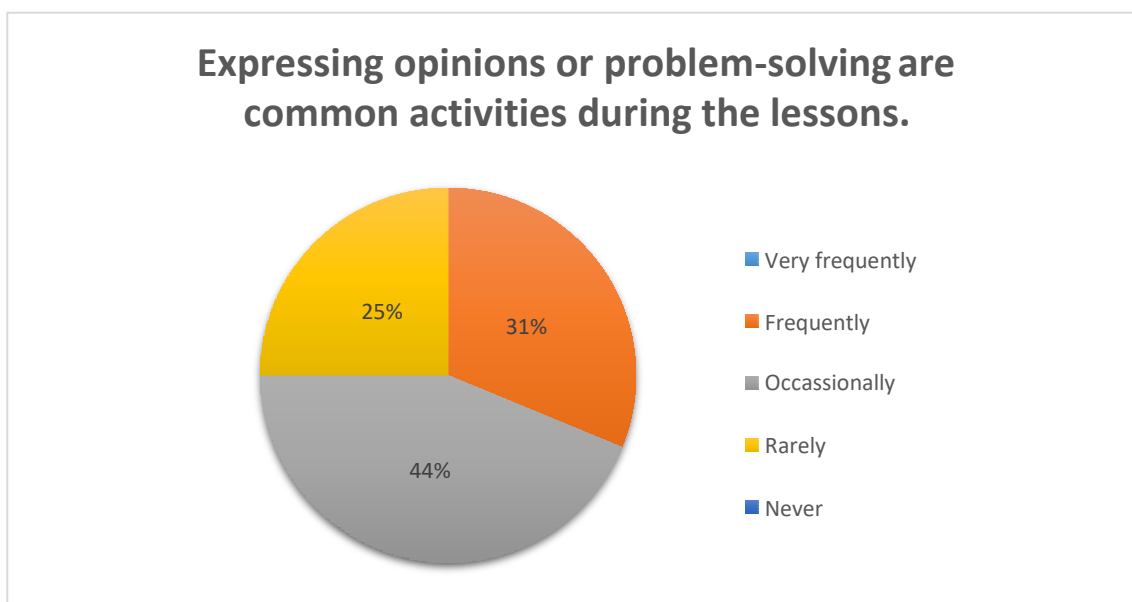
The results to this question were, 7 students (44%) said they occasionally used descriptions activities during their class; 5 students (31%) said they rarely interacted with pictures, maps and strip story descriptions during the class; 3 students (19%) mentioned they never worked with descriptions activities in class; and 1 student (6%) said they frequently used them.

**Chart 8:** There is single couples work during most of the lessons.



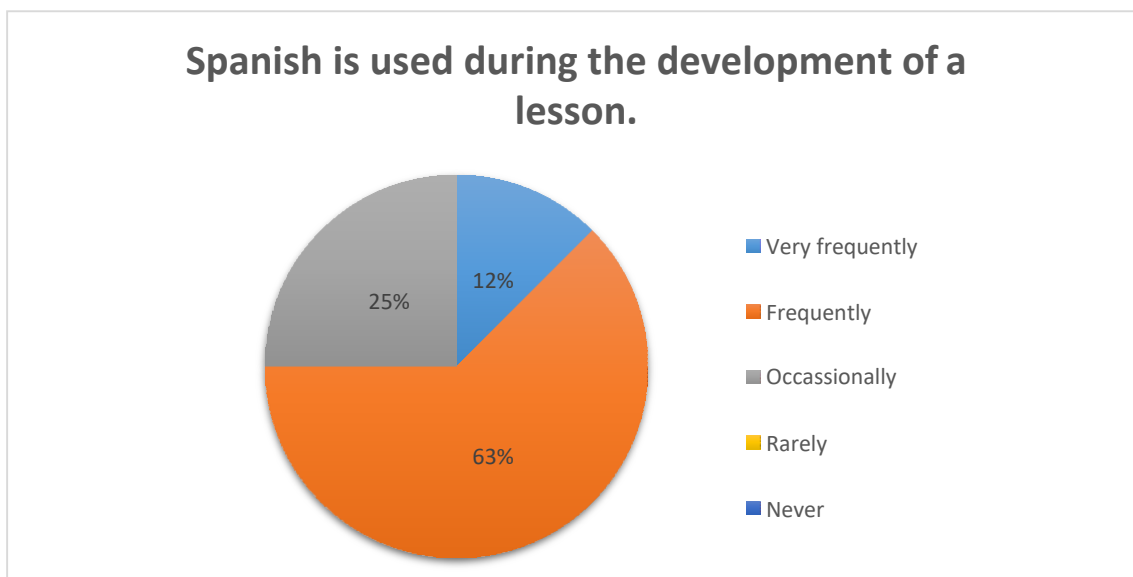
Out of 16 students who responded to the survey, 10 students (63%) said they occasionally worked in single couples; 5 students (31%) said they rarely could interact in teamwork; and 1 student (6%) mentioned that frequently could work with their classmates.

**Chart 9:** Expressing opinions or problem-solving are common activities during the lessons.



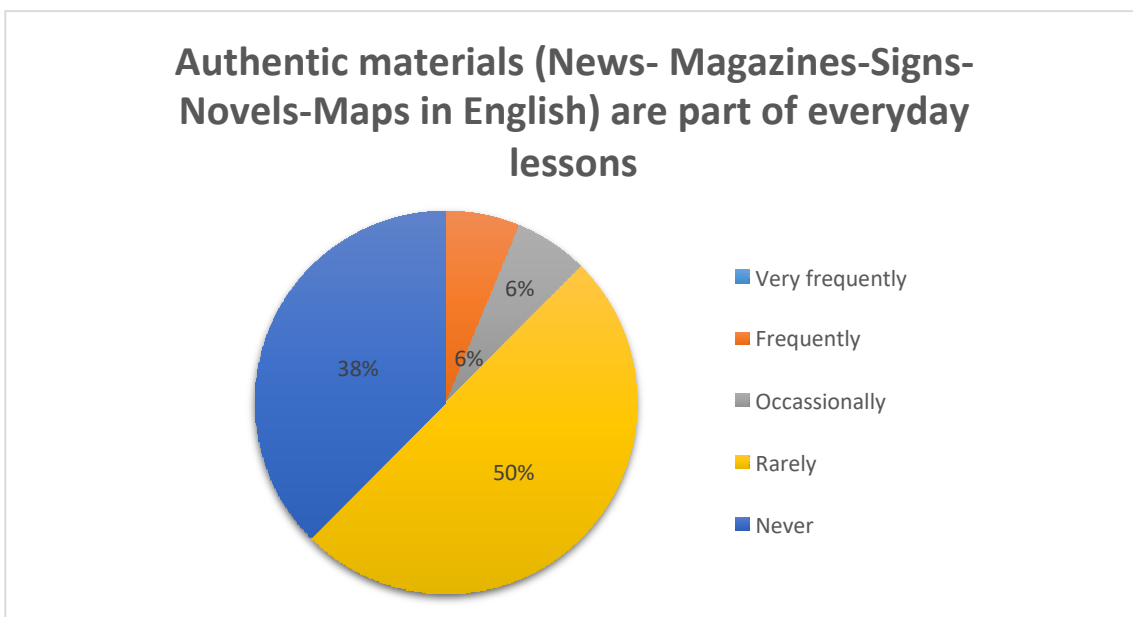
For this question the following results were obtained, 7 students (44%) said they occasionally used communicative skills to express opinions or problem-solving; 5 students (31%) mentioned they frequently could express their opinions in common activities during the lesson; and 4 students (25%) said they rarely worked on activities which facilitate to express their opinions.

**Chart 10:** Spanish is used during the development of a lesson.



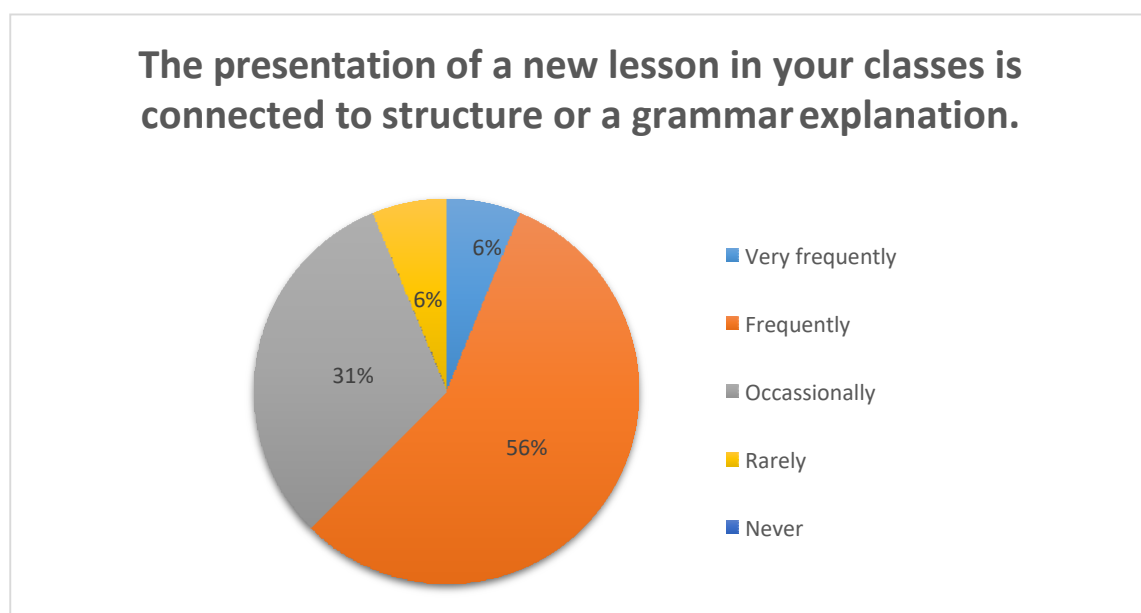
Out of 16 students who responded the survey, 10 students (63%) said Spanish was frequently used during the class.; 4 students (25%) said teachers occasionally used Spanish; and 2 students (12%) mentioned they very frequently used Spanish to interact during the development of a lesson.

**Chart 11:** Authentic materials (News- Magazines-Signs-Novels-Maps in English) are part of everyday lessons.



From the sample, 8 students (50%) said authentic materials were rarely used during the lessons; 6 students (38%) mentioned that materials such as News-Magazines-Signs-Novels-Maps were never part of their everyday classes.; 1 student (6%) said they occasionally worked with authentic material; and 1 student (6%) said they frequently used them.

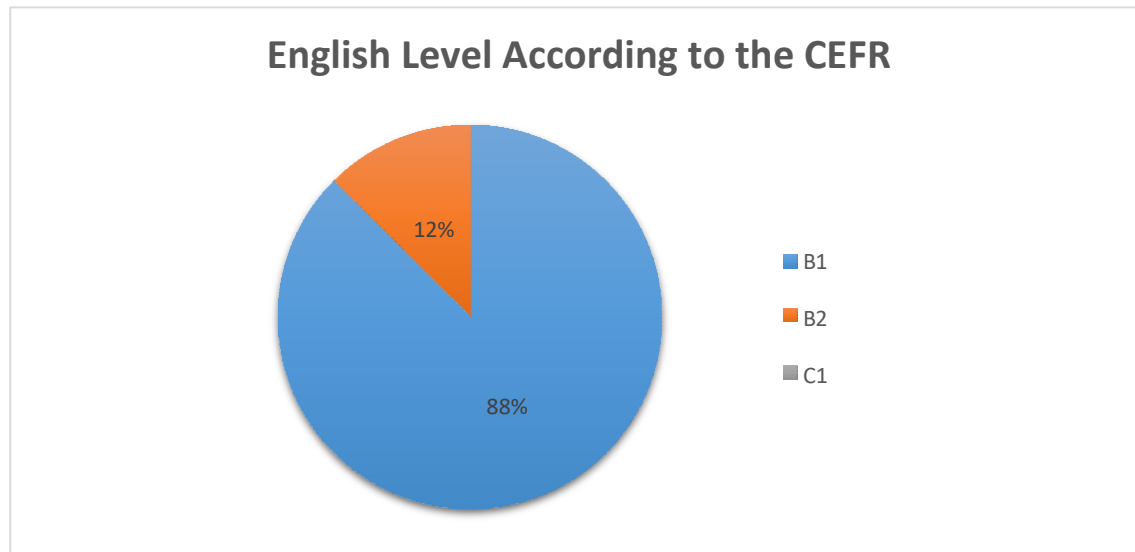
**Chart 12:** The presentation of a new lesson in your classes is connected to structure or a grammar explanation.



The results showed, 9 students (56%) said their lessons were frequently connected to structure or a grammar explanation; 5 students (31%) mentioned that occasionally were connected.; 1 student (6%) said they rarely connected the explanation with the class; and 1 student (6%) said he never saw that happening.

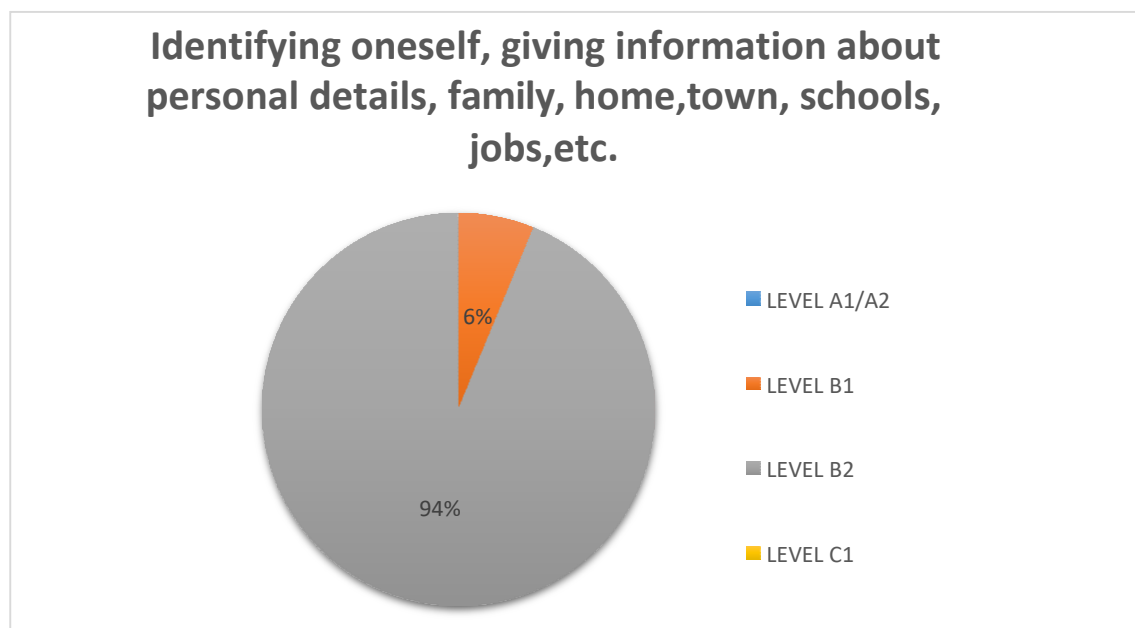
*Category 4: Result of English mocking test according to Common European framework reference for Languages.*

**Chart 13:** Conversation Level According to the CEFR of English First Institute.



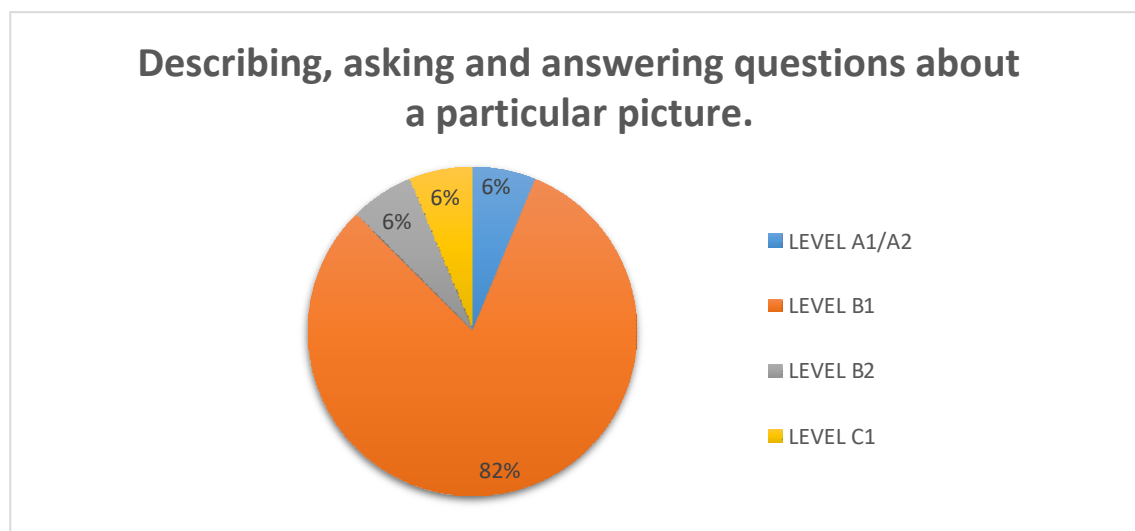
The results showed that according to the Common European Framework just 14 students (88%) were in a B1 level; 2 students (12%) belonged to a B2 level; And level C1 had zero (0%) students.

**Chart 14:** General Conversation (One on one).



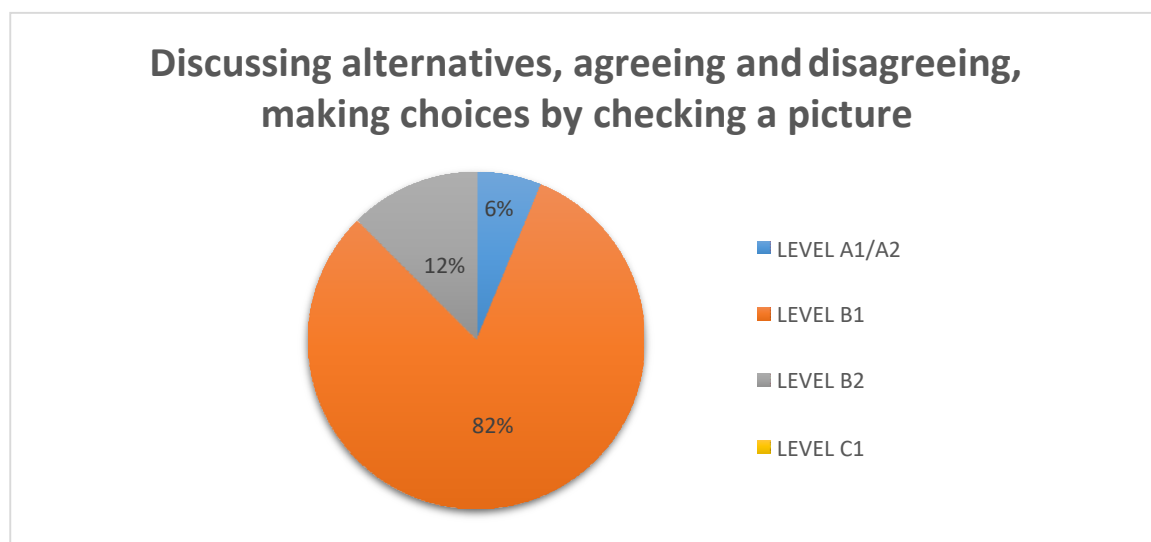
The results of this question were: 15 students (94%) were able to have a general conversation; B1 level, 1 student (6%) could give personal information in B2 level; and none students ranked in A1-A2 and C1 levels.

**Chart 15:** Simulated Situations.



Out of the students who answered the survey: 13 students (82%) could interpret simulated situations ranking into the B1 level; 1 student (6%,) ranked in A1-A2 level, 1 student (6%) ranked in B2 and 1 student ranked in C1 level.

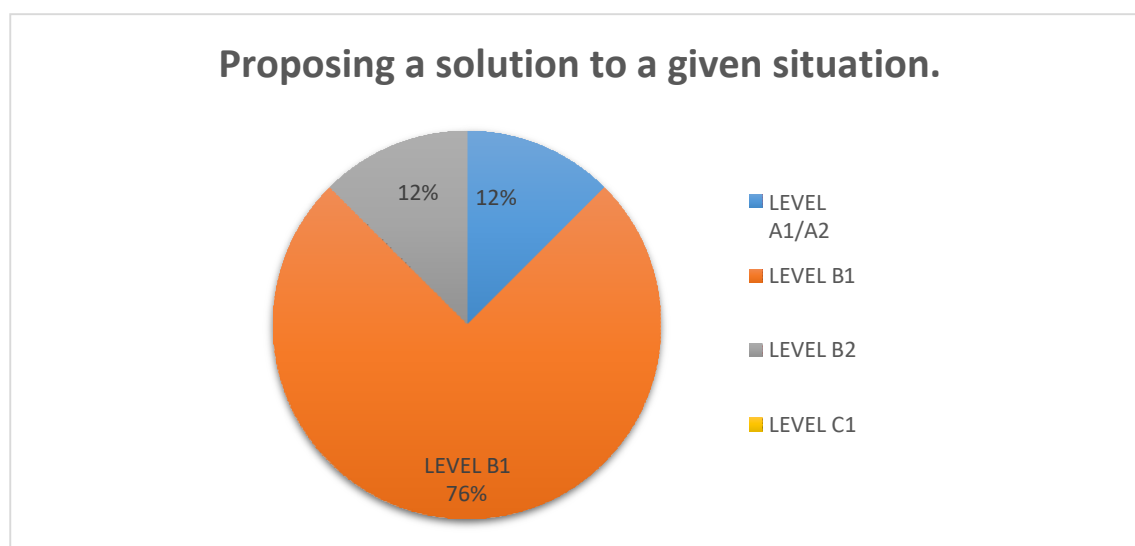
**Chart 16:** Responding to a visual stimulus (Pairs).





For this question the following results were obtained: 1 student (6%) ranked in A1-A2 for being able to discuss different alternatives by checking a picture; 13 students (82%) scored B1 for being able to discuss alternatives, agreeing and disagreeing when responding to a visual stimulus; and 2 students (12%) ranked in B2 level for having the ability to discussing, agreeing or disagreeing about a picture.

**Chart 17:** Proposing Solutions (Pairs).



From the sample, 12 students (76%) ranked in the B1 level by being able to propose a solution to a given situation; 2 students (12%) scored into the A1-A2 level and 2 students (6%) ranked in B2 level when proposing a solution to a given situation.

### **Discussion**

After having presented the findings of this study, it is time now to begin a discussion about it. It should be bear in mind that the purpose of this mixed research was to identify the effectivity that the communicative approach has in adult learners in order to have a B2 level in speaking skill in the English First Institute, as well as to ensure that

the results originate spaces for reflection on the possibility the Communicative approach can offer to generate improvement in English language skills in the English First Institute.

The data discussion is made based on the three categories:

*Category 1. What is the main role of the teacher in class?*

The characterization of the teacher role is analyzed from the perspective of the frequency, organization, and intensity of students perceiving teacher as a facilitator. For the frequency of being a facilitator, the fact that 62% students rarely saw teacher as researchers of the complexity of teaching a language demonstrated that the lack of interest is reflected on all student's perception on their teachers. It could suggest that the absence of looking for, reflecting on and presenting new teaching possibilities for their students could be affecting negatively student development of language skills. The low level of teachers involved in studying about the complexity of teaching is also reflected in 38% of students reporting that teachers occasionally or never seem to be immersed in researching about ways of changing their teaching practices. Teachers who research are, according to the Communicative approach, those who are constantly challenging students to try new thing so that they can do their best.

The most representative data in teacher role was 63% of students who claimed that the content was rarely organized according to students' needs, followed by never (25%) and 6% occasionally. The above reflects a misconception related to the communicative approach and the adult learners' perspective. As it was referred to previously in the theoretical foundation, teachers who followed the CA and teach adults must always keep in mind students' interests or needs to organize teaching contents. In

considering the students' needs to organize lessons, learners are more likely to get more involved and participate more meaningfully in their classes by speaking or writing.

The 44%, 31% and 19% indicating that teachers rarely, occasionally and never facilitated or provided diverse resources to learn a language could represent a lack of creativity and resourcefulness. In addition, the absence of diverse activities or resources could mean the book of the institute is being misused or it doesn't facilitate the utilization of diverse material and as a consequence students don't feel enough challenged with the material provided by the teachers. The 6% indicating that teachers frequently used different activities showed how few teachers were aware of the power of utilizing updated, authentic and practical material for getting adult learners motivated to interact in the target language.

*Category 2. What is the main role of students in class?*

To define this category, the first question was related to how students feel about their learning process. 44% of students replied that they frequently felt and acted like they were the manager of their own process; 31% answered that occasionally were the main managers and 25 % said that they rarely felt responsible for their own learning. The previous percentage suggests students see themselves as being responsible for their own learning process. Without any doubt this feeling could have very positive consequences in learning to communicate in a new language when you are an adult learner. However, this contradicts a previous answer in which students manifested that teachers did not consider their opinions to organize content or activities.

The second question in this category was related to the contextualization of English around learners instead of a topic. With 63% and 25% of students responding

that the English is contextualized rarely and occasionally around learners it seems like the lessons are more related to a topic than anything else. This percentage could represent a disadvantage when considering teaching adult learners through the communicative approach.

The last question of the category sought to characterize the kind of verbal participation students had during the lessons. It was found that 56% occasionally expressed their ideas during a lesson, likewise, 25%, considered they rarely expressed their opinion in class and just and 19% were frequently able to do it. These results lead to say that the students do not feel that comfortable with the amount of time that they are allowed to express their opinions which could be a drawback when preparing adults to get a B2 level.

*Category 3. What kind of activities, strategies and material are used in class?*

The characterization of the activities, strategies, and material was analyzed from the perspective of the type and frequency of them. For the student - material, the fact that 44% of the students occasionally used pictures, maps and strip story description activities in class; suggests that there was an intent of working with authentic materials in the class so that students can describe and talk about those materials. However, the fact that 31% and 19% expressed that they rarely or never were exposed to these kind of materials points out the absence of understanding on the communicative approach which suggests that authentic material such maps, pamphlets, signs are vital to develop the conversational skill in learners.

The kind of activities that involves single couples work during the lesson reflects that 63% of the students occasionally interact with their teacher and classmates on a pair

bases, followed by 31% of the students who declare that they never had this sort of practice during the lesson. This contrasts with the 6% who said that they were frequently exposed to this practice. In checking these results, it can be said that one of the main strategies (pairs or couples work) suggested by the communicative approach is being disregarded, which can have a discouraging effect in improving speaking conversation skills in adult learners.

In regards to the activities for expressing opinions or solving problems during the lessons, 44% of students manifested that they occasionally were part of this activity, 31% expressed that they were frequently immersed in it. In considering these results, it seems like most of the students were being exposed to a practice that according to the CA and the Adult Learners theories is paramount for helping students to develop or expand the conversation skills. What is a little disconcerting is the 25% of students who affirmed that they rarely made part of this activity. It could be called disconcerting since it would show that this activity is not being consistently applied for reinforcing the conversation skills.

In relation to the use of Spanish during the development of the lessons, it can be seen how 63% of students revealed that it is frequently used in class, 12% expressed that it was very frequent and 25% said that it was occasionally used. When contrasting these results with the communicative approach narrative that suggests that native language mustn't be used during lessons, it can be said that there is a risky practice that should be avoided if a high and accurate level in conversation is to be obtained.

Statement number 5 of this category had to do with the use of authentic materials. Results showed that 50% of students were rarely exposed to them and that 38% were never part of using this material. According to the CA and the adult learners' theories, the

use of authentic materials is mandatory so learners can have real contact with the target language in use. Not using authentic materials could have negative consequences in maintaining or advancing in English language acquisition.

The last question for this category was related to the use of grammar to introduce new lessons. Here it was found that 56% of the students frequently connected new lessons to grammar explanation. 31% occasionally saw that connections, 7% saw that very frequently and 6% rarely. These percentages could clearly represent a grammar approach for introducing new lessons instead of a communicative approach. As a consequence, this practice could affect students' way of enhancing English speaking skills.

*Category 4. Result of English mocking test according to Common European framework reference for Languages.*

Even though 88% of the students ranked in an intermediate level (B1) these results are not in accordance with what the institute offers, because of English First Institute offers a B2 level in sixteen months which means that students aren't developing the appropriate speaking skills as they are told. The 12% who are in a B2 level represent a low number of students who are getting the advertised level.

In checking the second question about general conversation, it could be inferred that the English First Institute have worked efficiently this activity since results showed that 94% of students were able to talk fluently about personal information, family, home town, schools and jobs reason why they ranked in a B2 level. The 6% of students belonging to a B1 level represented that some students are missing some training or practice to succeed in this activity.

Examining the third result, it is necessary to keep in mind that according to the Common European Framework a B2 level learner must have the ability to describe, ask and answer questions about a particular picture. However, according to the results just a 6% of the students have achieved B2 level which could mean that English First Institute is not enhancing this type of strategy with its students. The percentage contrasts with the 82% of student who ranked in a B1 level which reinforces the idea that there exists a lack practice regarding picture descriptions. The 6% ranking in C1 shows a very few students can be ranked over the institute expectations.

In regards to the fourth statement, responding to a visual stimulus by discussing alternatives, agreeing and disagreeing; results show that 82% of students are ranked in B1 level, 12% B2 level and A2 level. These percentages show once more that the expected level is not being accomplished and even more that activities or techniques enhancing discussion and presenting points of view could be missing during the lessons in the institute. It could be pointed out that discussing and making choices about visual stimulus is a practice that is common when using the CA and it has not been used in the institute.

When considering the last statement for this category, that is, proposing a solution to a given situation, 76% ranked in a B1 level, 12% in an A2 level and 12% in a B2 level. These numbers indicate over again that students are not been highly exposed to activities in which they can propose solutions to certain situations. Once more it is evident a possible missing clear implementation of CA strategies to help learners to achieve a high English speaking level.

## CHAPTER V

### Conclusions and Recommendations

After having consulted authors and previous research that conceptualize on the communicative approach, adult learners, the CEFR, and the English First Institute as well as having collected and discussed the answers of the different questions of the study; conclusions and recommendations are to be presented.

First, all of the teachers from the English First Institute are not being perceived as highly involved in researching about the complexity of teaching languages given that most of the students stated that they rarely or occasionally saw their teachers doing that kind of activities, likewise, teachers rarely organize the contents of the course according to the students' needs and they rarely or occasionally were provided with diverse resources and activities. In addition, it is clear that the CA, the adult learners' theories and the CEFR are not being the guidelines for teacher performances in the institute. It must be reminded that the CA commands that students need to be immersed in diverse activities when trying to improve English conversation skills. Likewise, adult learners' theories establish clearly that they can learn easier if their needs are kept in mind.

It is suggested the teachers should read more about adult learner theories, and the CEFR. In addition, teachers should be better trained on communicative approach so that they can apply it different concepts, strategies, techniques, etc. In brief, teachers should live as active researchers so that they can present different alternatives, activities strategies in their teaching process.

Secondly, students see themselves as managers of their learning process, however, this way of seeing themselves is confusing since students also express that their



personal interests were occasionally or rarely considered important to organize lessons. Furthermore, students' opinions were occasionally regarded as meaningful input to present lessons. There is no doubt that adult learner's theories, CA and CEFR are not been applying correctly by the teacher. It must be brought to mind that adult learners' theories suggest that adults need to feel capable of making their own decisions to develop their self-direction in order that they can learn more efficiently and quicker. If they are encouraged to take initiative and choose a learning strategy that they would benefit from the most.

Therefore, it is recommended that teachers reflect on the importance of students' input, opinions and role when planning their lessons. Students have a paramount role to play when using the CA to teach adult learners.

Thirdly, the type of activities, strategies and material suggested by the book of the Institute are not enough neither correspond to authentic material. Authentic material was rarely and never integrated in description activities which tried to involve speaking skills. The absence of use of diverse materials such as maps, pamphlets, signs demonstrated a low understanding on the communicative approach. The lack of single couple work is also evident, which goes against the suggested activities by the CA. The fact that Spanish is used frequently during classes affect negatively the development the speaking skills according to the communicative approach. And finally the introduction of new lessons based on grammar or structure explanation decrease or affect negatively the effectiveness of the CA when teaching adult learners.

A recommendation would be that teachers study and apply carefully and consistently the material, strategies supporting the communicative approach. Thus, they

would understand that the use of authentic material is very useful for adult learners; in the same way, working in pairs is a key strategy to spark the English conversation skills; moreover, the student's native language is not to be used in class, and finally that grammar or structure leading lessons are not to be regarded when using the communicative approach.

Finally, the results of the mocking test reveal that students are not getting the B2 level after attending 16 months of classes in the English First Institute. Even though students are very strong in talking about personal or general information, they need more practice when describing visuals, proposing solutions to a given situation and expressing their opinion, agreement or disagreement about a topic. As it can be seen, the lack of following consistently the activities suggested by the communicative approach, the low attention paid to the theories on adult learners as well as the absence of effective practice on the type of questions assessing the speaking skill generates an English level under expectations.

As it was presented in the theoretical foundations of this research; the communicative approach, as well as the theories about adult learners are key elements to follow not only to score high in a conversation test but also to improve the conversational skills on a target language.

In the particular case of the English First Institute, it can be said that even though the institute proclaims itself to follow the communicative approach its lessons, activities, strategies, materials, and teachers are not being used or performing under such an approach. Furthermore, it is clear that the effectiveness of the communicative approach is hard to be determined in the institute because it is not being used there.

As a final recommendation, it must be reiterated that according to the theoretical foundation, and the research, the use of the Communicative Approach can have a high level of effectiveness to improve the conversational skills in adult learners not only to reach a level B2 in a standardize test, but also to acquire mastery in English. Therefore, teachers should get more immersed in studying, analyzing, discussing, searching and applying the different activities, strategies, and materials regarding the CA.

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## APPENDIX

### Annex 1: Data Collection Instrument

#### SURVEY ON COMMUNICATIVE APPROACH

Dear English First Institute Student,

In order to determine the possible changes in the methodology for developing speaking skills, it is necessary to carry out studies about the methodological strategies, activities and accurate level of English of students who have undergone sixteen months in the institute. For this reason, the following questionnaire seeks to describe the reality of the language teaching approach as well as the real level of conversation of students in the institute.

This questionnaire consists of 19 multiple-choice single answer questions. All questions must be responded. We appreciate your participation.

1. Teachers at the institute research the complexity of teaching languages.

- a) Very Frequently
- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

2. Teachers organize the content of the course according to students' needs.

- a) Very Frequently



- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

3. Teachers facilitate and provide diverse resources and activities to learn the language.

- a) Very Frequently
- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

4. During the time you study English in the institute, you feel and act like you were the manager of their own process.

- a) Very Frequently
- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

5. English is contextualized around learners instead of a topic.

- a) Very Frequently

- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

6. Students are most of the time expressing their ideas or comments during a lesson.

- a) Very Frequently
- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

7. There are pictures or maps, strip stories descriptions in activities.

- a) Very Frequently
- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

8. There is single couples work during most of the lessons.

- a) Very Frequently
- b) Frequently

- c) Occasionally
- d) Rarely
- e) Never

9. Expressing opinions or problem-solving are common activities during the lesson.

- a) Very Frequently
- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

10. Spanish is used during the development of a lesson.

- a) Very Frequently
- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

11. Authentic materials (News- Magazines-Signs-Novels-Maps in English) are part of everyday lessons.

- a) Very Frequently
- b) Frequently

- c) Occasionally
- d) Rarely
- e) Never

12. The presentation of a new lesson in your classes is connected to structure or a grammar explanation.

- a) Very Frequently
- b) Frequently
- c) Occasionally
- d) Rarely
- e) Never

13. English level according to the CEFR

- a) A1 – A2
- b) B1
- c) B2
- d) C1

14. General conversation (one on one)

- a) A1 – A2
- b) B1
- c) B2
- d) C1

15. Simulated situations (describing, asking and answering questions about a particular picture)

- a) A1 – A2
- b) B1
- c) B2
- d) C1

16. Responding to a visual stimulus (Pairs)

- a) A1 – A2
- b) B1
- c) B2
- d) C1

17. Proposing solutions (Pairs)

- a) A1 – A2
- b) B1
- c) B2
- d) C1

## Annex 2: Mocking Test

### FCE SPEAKING SAMPLE TEST

#### First Certificate in English Speaking Test

#### Part 1 (3 minutes)

#### Sample Test Materials

The examiner who speaks to you (the interlocutor) uses the following script.

##### *Interlocutor*

Good morning / afternoon / evening. My name is ..... and this is my colleague ..... He / she is just going to listen to us.

And your names are ..... ?

Could I have your mark sheets, please?

Thank you.

*(Hand over the mark sheets to the Assessor.)*

First of all we'd like to know something about you, so I'm going to ask you some questions about yourselves.

*either: (non UK based candidates)*

*(Candidate A), do you live in .....?  
(name of town where examination is being held)*

**And you (Candidate B)?**

*or: (UK based candidates)*

**Where are you from (Candidate A)?**

**And you (Candidate B)?**

- **What do you like about living** *(here / name of candidate's home town)?*
- **And what about you** *(Candidate A/B)?*

*(Select one or more questions from any of the following categories as appropriate.)*

##### **Homelife**

- **Could you tell me something about the area where you grew up? .... What did you like about living there?**
- **How much time do you spend at home nowadays?**
- **What do you most enjoy doing when you're at home?**
- **Could you describe your family home to me?**

##### **Personal Experiences**

- **Who are the most important people in your life?**
- **Do you and your friends share the same ideas?**
- **Tell me about your best friend.**
- **What's the most exciting thing you've ever done?**
- **Is there anything you'd love to be able to do in the future?**
- **What's your favourite day of the week? .... Why?**

**Education and Work**

- Can you remember your first English lessons? ..... What were they like?
- What do you think were the most important things you learned at primary / elementary school?
- Do you plan to study anything in the future?
- Would you prefer to work for a big or a small company? ..... Why?
- What do you think would be the most interesting job to do?

**Leisure and Entertainment**

- Do you like reading books? ..... What sort of books do you enjoy reading most?
- What sports do people play most in your country? ..... And what do people enjoy watching?
- Is it easy to meet new people where you live?
- Do you normally go out with family or friends?
- What do you enjoy doing with your friends?
- Where's the best place to spend a free afternoon around here/in your town?
- How expensive is it to go out in the evening where you live?
- Do you like going to the cinema?
- Tell me about your favourite filmstar.
- What are you going to do this weekend?

**The Media**

- How do you find out what's happening in the world?
- Do you ever listen to the radio? ..... What programmes do you like?
- How important is TV to you?
- Do you like the same TV programmes as your parents?
- What's the difference between reading the news in the newspaper and watching it on TV?
- Do you think computers will replace newspapers and TV in the future?

**Travel**

- How do you prefer to travel, by train or plane? ..... Why's that?
- What's the longest journey you've ever been on?
- What's public transport like in your country?
- Where did you spend your last holiday? ..... What did you do?

**First Certificate in English  
Speaking Test**

**Part 2** (4 minutes)

**Sample Test Materials**

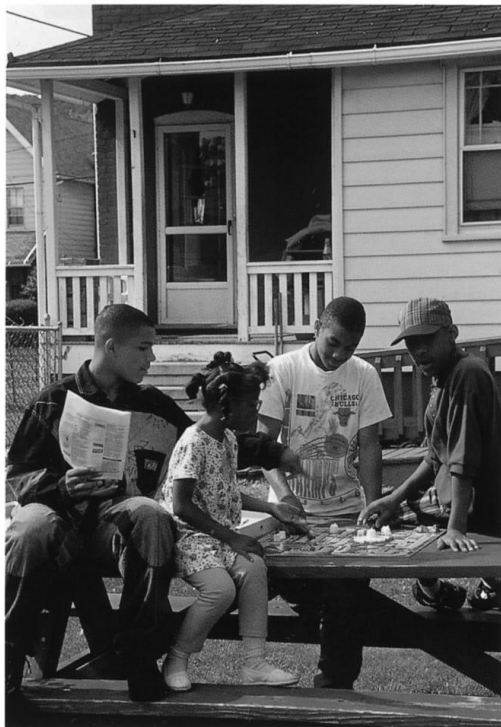
**17 Special moments**  
**18 Leisure activities**

The examiner who speaks to you (the interlocutor) uses the following script.

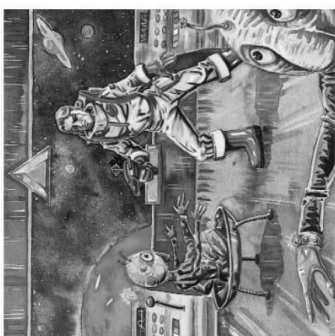
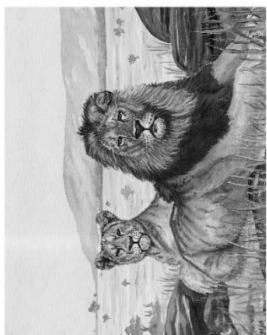
<b>Interlocutor</b>	Now, I'd like each of you to talk on your own for about a minute.
<b>[17]</b>	I'm going to give each of you two different photographs and I'd like you to talk about them. <i>(Candidate A)</i> , here are your two photographs. <b>They show people enjoying special moments in their lives.</b> <i>[Hand over picture sheet 17 to (Candidate A).]</i>  Please let <i>(Candidate B)</i> see them.  <i>(Candidate B)</i> , I'll give you your photographs in a minute.  <i>(Candidate A)</i> , I'd like you to compare and contrast these photographs, and <b>say which of the people you think will remember this moment the longest.</b>  Remember, you have only about a minute for this, so don't worry if I interrupt you. All right?
<b>Candidate A</b> ⌚ 1 minute	.....
<b>Interlocutor</b>	Thank you. <i>[Retrieve photographs]</i>  <i>(Candidate B)</i> , <b>do you like doing dangerous things?</b>
<b>Candidate B</b> ⌚ 20 seconds	.....
<b>Interlocutor</b>	Thank you.
<b>[18]</b>	Now, <i>(Candidate B)</i> , here are your two photographs. <b>They show people doing different activities in their free time.</b> Please let <i>(Candidate A)</i> have a look at them. <i>[Hand over picture sheet 18 to (Candidate B).]</i>  I'd like you to compare and contrast these photographs, and <b>say how much you would enjoy doing activities like these.</b>  Remember, <i>(Candidate B)</i> , you have only about a minute for this, so don't worry if I interrupt you. All right?
<b>Candidate B</b> ⌚ 1 minute	.....
<b>Interlocutor</b>	Thank you. <i>[Retrieve photographs]</i>  <i>(Candidate A)</i> , <b>do you ever do activities like these?</b>
<b>Candidate A</b> ⌚ 20 seconds	.....
<b>Interlocutor</b>	Thank you.



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### Annex 3. Tables of Data Results

#### TABLES

**Category 1. What is the main role of the teacher in class?**

Table 1

<b>1. Teachers at the institute research about the complexity of teaching languages.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>0</b>	<b>0%</b>
Occasionally	<b>3</b>	<b>19%</b>
Rarely	<b>10</b>	<b>19%</b>
Never	<b>3</b>	<b>62%</b>

Table 2

<b>2. Teachers organize the content of the course according to students' needs.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>0</b>	<b>0%</b>
Occasionally	<b>1</b>	<b>6%</b>
Rarely	<b>11</b>	<b>69%</b>
Never	<b>4</b>	<b>25%</b>

Table 3

<b>3. Teachers facilitate and provide diverse resources and activities to learn the language.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>1</b>	<b>6%</b>
Occasionally	<b>5</b>	<b>31%</b>
Rarely	<b>7</b>	<b>44%</b>
Never	<b>3</b>	<b>19%</b>

**Category 2. What is the main role of students in class?**

Table 4

<b>1. During the time you study English in the institute, you feel and act like you were the manager of their own process</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>7</b>	<b>44%</b>
Occasionally	<b>5</b>	<b>31%</b>
Rarely	<b>4</b>	<b>25%</b>
Never	<b>0</b>	<b>0%</b>

Table 5

<b>2. English is contextualized around learners instead of a topic.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>2</b>	<b>12%</b>
Occasionally	<b>4</b>	<b>25%</b>
Rarely	<b>10</b>	<b>63%</b>
Never	<b>0</b>	<b>0%</b>

Table 6

<b>3. Students are most of the time expressing their ideas or comments during a lesson.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>3</b>	<b>19%</b>
Occasionally	<b>9</b>	<b>56%</b>
Rarely	<b>4</b>	<b>25%</b>
Never	<b>0</b>	<b>0%</b>

**Category 3.** What kind of activities, strategies and material are used in class?

Table 7

<b>1. There are pictures, maps and strip story description activities in class.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>1</b>	<b>6%</b>
Occasionally	<b>7</b>	<b>44%</b>
Rarely	<b>5</b>	<b>31%</b>
Never	<b>3</b>	<b>19%</b>

Table 8

<b>2. There is single couple work during most of the lessons.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>1</b>	<b>6%</b>
Occasionally	<b>10</b>	<b>63%</b>
Rarely	<b>5</b>	<b>31%</b>
Never	<b>0</b>	<b>0%</b>

Table 9

<b>3. Expressing opinions or problem-solving are common activities during the lessons.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
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Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>5</b>	<b>31%</b>
Occasionally	<b>7</b>	<b>44%</b>
Rarely	<b>4</b>	<b>25%</b>
Never	<b>0</b>	<b>0%</b>

Table 10

<b>4. Spanish is used during the development of a lesson</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>2</b>	<b>12%</b>
Frequently	<b>10</b>	<b>63%</b>
Occasionally	<b>4</b>	<b>25%</b>
Rarely	<b>0</b>	<b>0%</b>
Never	<b>0</b>	<b>0%</b>

Table 11

<b>5. Authentic materials (News-Magazines-Signs-Novels-Maps in English) are part of everyday lessons.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>0</b>	<b>0%</b>
Frequently	<b>1</b>	<b>6%</b>
Occasionally	<b>1</b>	<b>6%</b>
Rarely	<b>8</b>	<b>50%</b>

Never	<b>6</b>	<b>38%</b>
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Table 12

<b>6. The presentation of a new lesson in your classes is connected to structure or a grammar explanation.</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
Very frequently	<b>1</b>	<b>6%</b>
Frequently	<b>9</b>	<b>56%</b>
Occasionally	<b>5</b>	<b>31%</b>
Rarely	<b>1</b>	<b>6%</b>
Never	<b>0</b>	<b>0%</b>

**Category 4.** Result of English mocking test according to Common European framework reference for Languages.

Table 13

<b>1. English level according to the CEFR</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
A1 – A2	<b>0</b>	<b>0%</b>
B1	<b>14</b>	<b>88%</b>
B2	<b>2</b>	<b>12%</b>
C1	<b>0</b>	<b>0%</b>



Table 14

<b>2. General Conversation. (Identifying oneself, giving information about personal details, family, home, town, schools, jobs, etc.)</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
A1 – A2	<b>0</b>	<b>0%</b>
B1	<b>1</b>	<b>6%</b>
B2	<b>15</b>	<b>94%</b>
C1	<b>0</b>	<b>0%</b>

Table 15

<b>3. Simulated situations in pairs. (Describing, asking and answering questions about a particular picture)</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
A1 – A2	<b>1</b>	<b>6%</b>
B1	<b>13</b>	<b>82%</b>
B2	<b>1</b>	<b>6%</b>
C1	<b>1</b>	<b>6%</b>

Table 16

<b>4. Responding to a visual stimulus in pairs. (Discussing alternatives, agreeing, disagreeing, making choices by checking a picture)</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
A1 – A2	<b>1</b>	<b>6%</b>
B1	<b>13</b>	<b>88%</b>
B2	<b>2</b>	<b>12%</b>
C1	<b>0</b>	<b>0%</b>

Table 17

<b>5. Proposing solutions in pairs. (Proposing a solution to a given situation)</b>	<b>AMOUNT</b>	<b>PERCENTAGE</b>
A1 – A2	<b>2</b>	<b>12%</b>
B1	<b>12</b>	<b>76%</b>
B2	<b>2</b>	<b>12%</b>
C1	<b>0</b>	<b>0%</b>