

THE ROLE OF BOTH TEACHERS AND STUDENTS WITHIN A COMMUNICATIVE LANGUAGE APPROACH

A PARTICULAR CASE IN A POLISH
PRIMARY SCHOOL

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ABSTRACT

This study has as its main objectives to analyse the role of the teachers/students within a communicative language approach and to examine the methodologies used by the teacher during the process of learning a second language in Primary Education. The research has been carried out firstly through observations of the English lessons at TAK School, a primary school located in Opole, Poland. Moreover, three questionnaires have been conducted to clarify aspects that were left unclear from the observation. The three questionnaires have been carried out with three different English teachers, to see different perspectives, dynamics, strategies and methodologies used by each of them. However, students' participation have also been very important in this study since they have been also indisputably protagonists of this research project.

Key words: learning, second language, CLA (Communicative Language Approach), methodologies.

Aquest estudi té com a objectius principals analitzar el rol dels mestres i dels alumnes en un enfocament comunicatiu de la llengua i examinar les metodologies utilitzades pel docent al llarg del procés d'aprenentatge d'una segona llengua en l'Educació Primària. La recerca s'ha dut a terme en primer lloc, a través d'observacions de les classes d'anglès a "TAK School", una escola de primària situada a Opole, Polònia. D'altra banda, tres qüestionaris s'han dut a terme per aclarir aspectes que no hagin quedat clars a partir de l'observació. Els tres qüestionaris s'han dut a terme amb tres docents d'anglès diferents, per veure les diferents perspectives, dinàmiques, estratègies i metodologies utilitzades per cadascuna d'elles. No obstant, la participació dels estudiants també ha estat molt important en aquest estudi, ja que han estat també protagonistes indiscutibles d'aquest projecte d'investigació.

Paraules clau: aprenentatge, segona llengua, CLA, metodologies.

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1. INTRODUCTION

My research project has taken place within the Polish Education System since I decided to go on mobility abroad in my final year at university. In particular, I have tried to observe, analyse and assess the different strategies, methodologies and classroom management techniques that are currently implemented at the school TAK, located in Opole, Poland.

Learning your future profession in another country and obviously in another culture and its ways of teaching, it is a very good opportunity to enrich yourself and broaden your personal and professional horizons.

The title of my project, that is, the role of both teacher and students in a communicative context of language stems from my prior knowledge about the teaching approach that is currently being implemented at my placement school.

I plan to analyse not only students' performance or material use, but also classroom dynamics because I believe that they are key elements to implement a communicative language approach effectively.

2. THEORETICAL FRAMEWORK

2.1 The Polish education system

2.1.1 An outline on the Polish Education System

First of all, it is important to know in general terms how the Polish Education System is structured. According to “The system of Education in Poland” (2014), the main legal basis for education in Poland is provided by the Constitution of the Republic of Poland. According to its provisions:

- Every person has the right to education
- Education is compulsory up to the age of 16 (full-part education) or up to the age of 18 (part-time education)
- Education in public schools is free of charge
- Parents are free to choose schools other than public schools for their children
- Public authorities provide citizens with general and equal access to education.

Focusing on Primary Education, this system is based on some important identifying features. Primary education is compulsory to everyone. Children between the ages of 6/7 and 13 attend primary schools for a period of six years and public primary education is free of charge for all pupils. General education in the primary school is divided into two stages:

- Stage I: including grades 1 to 3 of the primary school and covering early school Education.
- Stage II: including grades 4 to 6 of the primary school.

Regarding funding and fees, the school education component of the general subvention from the state budget is the main source of funding for the school education sector in Poland. Public schools and nursery schools are free of charge, but some financial contribution from pupils and their families is usually required at each stage of education. Non-public schools charge fees. Many schools offer various types of exemption of taxes exceptionally to gifted students and those from disadvantaged families.

However, TAK School (Opole, Poland), the school where I have conducted my internship, works a little differently. It is not free since the parents are asked to pay for the education of their children.

2.1.2 Main differences between the Polish and Catalan education system

It is true that there are differences regarding the two educational systems, Polish and Catalan. However, it would be far-fetched to state that all the differences discussed below take place in all Polish schools so we will narrow our scope to TAK School.

Focusing on the main differences, it is observed that TAK School teaches four hours a week of English as a foreign language. This facilitates the acquisition of a decent level of English by the learners once they have finished primary school. In addition, when it comes to teaching a foreign language in TAK School, in this case English, Polish students of the same class are divided into two groups. Therefore, English classes are conducted in small groups of students and this contributes to the teaching and learning of the language. Students may be more concentrated and it is easier for the teacher to conduct the lesson, allowing him/her to address the pupils individually and more easily meet their needs and difficulties. In contrast, in Catalonia, when it comes to teaching English, it is taught with the whole class group. This means that teachers are faced to twenty-five or thirty students per classroom. It is true that there are schools that divide students into smaller groups, but in general, English is taught to the whole class group.

Another difference that is quite remarkable is related to the methodology when teaching English as a foreign language. Although both countries use the resource of textbooks as a guide for the contents which belong to each course, TAK School is based on a more meaningful learning of the language. More participatory activities are carried out and diverse didactic material is used unconnected with the textbooks.

2.2 Communicative Language Teaching/Approach

2.2.1 Background

Over the last four decades, Communicative Language Teaching (CLT) has been recognized as an ideal approach to help learners acquire a foreign language.

This approach stemmed from the changes of the British language teaching tradition dating from the late 1960s. A lot of British linguists contributed to the need for creating the Communicative Language Approach which seeks to make communicative competence (Hymes, 1972) the goal of language teaching. This approach aims to put into practice procedures for the four language skills (listening, speaking, reading and writing) that recognize the interrelation of language and communication.

Richards and Rodgers (1986) described Communicative Language Teaching as an approach rather than a method. For this theorist the CLT is a philosophy of teaching based on the communicative use of the language. In addition, the CLT approach has been advocated by many linguists as it promotes functional concepts and especially communicative competence, term which creates an interdependence when talking about a communicative language approach, rather than grammatical structures, as central to teaching.

2.2.2 What is Communicative Language Teaching?

First of all, it is necessary to know the meaning of the CLT. Different researchers have presented their understandings in relation to communicative language teaching.

For example, Larsen-Freeman (2000) argues that CLT refers to a theoretical view of a communicative approach by promoting communication. The author also states that communicative competence is the main objective of teaching any language, by recognizing the interdependence of communication and language.

In this sense, Savignon (1971) had already defined communicative language teaching as purposes and procedures in classroom learning, which is built on the

theoretical concept: “communicative competence, basically means expression, interpretation and negotiation of meaning.” (Savignon, 1971: 9)

The Communicative Language Teaching started from a theory of language as communication proposed by Hymes (1972) who stated that the objective of language teaching was to develop as he referred to communicative competence. This theorist, who was the initiator of the concept of communicative competence, defined the theory of communicative competence as: “the language knowledge a speaker needs to have in order to be communicatively competent in a speech community”. (Hymes, 1972: 282). In a few words, a person who acquires communicative competence acquires both knowledge and ability for language use.

According to Richards (2006) the approach appeared during the 1970s and its main principles at that time were the following ones:

- *Make real communication the focus of language learning.*
- *Provide opportunities for learners to experiment and try out what they know.*
- *Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.*
- *Provide opportunities for learners to develop both accuracy and fluency.*
- *Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.*
- *Let students induce or discover grammar rules.*

(Richards, 2006: 13)

In the application of these principles in the classroom, Richards (2006) asserts that there were needed new techniques and classroom activities, as well as new roles for teachers and students in the classroom. Instead of using activities, which required memorizing the exact phrases and repetition, there were required activities in which students could negotiate meaning and interact significantly.

In relation to this, Larsen-Freeman (1986) stated that in a communicative language class students are actively asked to participative in negotiating meaning and in trying to make themselves understood even when their knowledge of the

target language is not as complete as their own language. In doing so, students are more motivated to learn a language since they can see the immediate relevance of the language in a given social context. If they can see how classroom learning is achieving the main goal, their interest to learn is more likely to increase.

Moreover, this approach mainly focuses on the development of communicative competence as its main objective through the foreign language as a means of communication in the class sessions.

In this sense, Canale and Swain (1980) explained the communicative competence based on four dimensions which assembled importance in the Communicative Language Teaching approach. These dimensions were defined as follows:

- *Grammatical competence*: it refers to the ability to make good use of grammar rules established in order to produce and understand a message.
- *Sociolinguistic competence*: it consists in the ability to use language in any social context.
- *Discourse competence*: it refers to the ability to connect a set of ideas correctly to understand, interpret and exchange messages.
- *Strategic competence*: it consists of being able to use abilities and communication strategies as a result of a lack of language (vocabulary, grammar complex, etc.)

The main goal to be achieved when using these skills is to be able to understand and being understood at the time.

Having said that, it should be clear that communicative competence needs to be the core issue when it comes to teaching a language. That is, not only grammar should be considered when teaching a language, but it is also important to pay attention to the language used and their respective function.

Moreover, nowadays the CLT has become an important approach sufficiently recognized when teaching a language. This is because when referring to foreign

language learners, they cannot really learn the target language well without paying close attention to this competence.

2.2.3 CLT goals

The main goals of CLT are related to communicative competence. As mentioned before, the grammatical competence refers to the specific knowledge of the language, such as rules, grammatical structures, etc. Although learners need this knowledge to formulate sentences properly, it is important not to leave these without a communicative context. It is for this reason that the core of language teaching according to CLT is focused on communication skills, a term which takes into consideration the following aspects:

- *Knowing how to use language for a range of different purposes and functions.*
- *Knowing how to vary our use of language according to the setting and the participants.*
- *Knowing how to produce and understand different types of texts.*
- *Knowing how to maintain communication despite having limitations in one's language knowledge.*

(Richards, 2006: 3)

2.3. The role of the teachers

2.3.1 Introduction

It is clear that the mission of educating our children and young learners falls directly on two essential pillars: family and school. Although in the field of the family the essential figure that will carry out the educational and social work are the parents; in the case of the school, the key subject of training is the teaching staff.

Nowadays the role of the teacher has changed from a transmitter of knowledge to a facilitator and a socializing agent who has an impact on the learning lives of children.

All this leads us to consider the utmost importance that have the role of teachers in a school setting, and the maximum responsibility to establish the principal relationships that occur in the student-teacher interaction in the classroom.

2.3.2 What is the role of the teachers within a Communicative Language Approach?

According to Prieto (2008), at the time of undertaking the teaching practice, teachers should give themselves to this practice with the attitude of being an element of the class rather than the main one. The teacher should conceive of the teaching-learning process as a community matter, in which all members of the group should participate. In this way, Prieto claims that: “communication between the students and the teacher will be enhanced, resulting in greater interaction and, certainly, a greater quality in the formative process of the group as a whole.” (Prieto, 2008: 334)

We often fall into the error of thinking that anyone can teach a group of children, but all who dedicate to teaching know that is not quite like this. The education we must transmit to our children should not be only about a transfer of knowledge and content; it goes further. Prieto (2008) also states that all that surrounds the transmission of content must be accompanied by a training in revitalizing techniques, which can lead to a more direct and lasting communication, which at the same time, allows the intercommunication between teacher and student and, therefore, create a much more effective training.

Focusing on CLT, according to Savignon (1971), CLT theory is based on a proper educational environment, which requires an appropriate organization of several variables. To begin with, we need the experience and knowledge of teachers, students' needs as well as their attitudes are another variable to consider. In addition, we must not leave out the scene where the lessons are carried out, in this case, the classroom. In other words, a classroom, which promotes a communicative approach to language, is considered to be a social context where teachers and students are the key players, and the role they play is crucial for the performance of communicative teaching.

A class of CLT focuses mainly on creating an environment focused on the learner rather than an environment focused on the teacher. This fact requires that the role of teachers must be changed. Instead of being a class-dominator, as they were supposed to be in the past, they are shift to become a class-supporter. Saying it in another way, Savignon (1971) also supports this idea of changes in roles, stating that:

“Autonomous learning influences teaching methodology and dramatically changes the roles of the language teacher and the language learner. To cope with these changes, future teachers have to be prepared both practically and academically.” (Savignon, 1971: 27)

This theory is also supported by Lopez (1984), who argues that all students have their own needs, interests and different cognitive rhythms. Therefore, the teacher in a class of CLT is asked to be more flexible and creative when using methods and teaching techniques to achieve a more effective teaching performance.

In addition, other authors like Richards and Lackhart (1994) claimed that when it comes to carrying out a class of CLT, the role of teachers may vary accordingly. The flexibility of the teacher varies from manager, scheduler, driver, organizer, facilitator, etc. to support the learning of their students. In addition, to meet the need for language that learners have, it is necessary that the teacher implement tasks based on text, or other methods that require the teacher to play a role of adviser, analyst and process manager as well as a participant.

In relation to this, different roles are given to teachers in a communicative approach to language. Breen and Candlin (1980) summarize in their own words the roles that have been already mentioned:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. (Breen and Candlin, 1980: 99)

Applying CLT is also necessary that the teacher performs appropriate questions, encouraging the learners to answer actively and thus facilitating students' participation in classroom activities.

Having said that, we can conclude that the role of the teacher in a communicative approach to language is mainly based on three important factors. The teacher should be a facilitator, who facilitates classroom communication and establishes situations and contexts likely to promote communication. The teacher is also a co-communicator, participating in activities with their students. Finally, the teacher should be an advisor when presenting activities, answering questions from students and monitoring their performance.

2.4 The role of the learners

When it comes to the role of students in a communicative approach to language, it is important to bear in mind that, as teachers we can no longer be considered only as teachers, just the same happens with students, since both teachers and students are responsible for learning.

As we described previously, the traditional image of teachers as a dominant figure in the classroom has become dissolved over the years. This fact creates the need to facilitate the communication process in the classroom in which students feel safe and without threats.

According to Ozsevik (2010), in the CLT classroom, the whole environment is student-centred, and it does not depend on the teachers all the time, waiting for instructions, correction, permits, words of approval, evaluation and praise. Instead, the students take a fairly positive role. They do not ignore each other but communicate with one another. They appreciate the contributions from each other; they all also cooperate and learn from each other in the best way possible. The main objective is that students help each other through communication. If any difficulties or any questions come up during the lesson, the students instead of asking the teacher for help or advice, they try to solve the problem themselves. Only after they have tried to get the answer by themselves even in pairs or groups, they can seek the help of the teacher.

The attention given to the communicative language approach in communication processes, instead of being focused on the language forms and grammatical terms, leads to different learner roles. Breen and Candlin (1980) who previously described the roles of the teacher, also describe the roles of learners.

“The role of learner as negotiator – between the self, the learning process, and the project of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way”.
(Breen and Candlin, 1980: 100)

Similarly, Ozsevik (2010), in his descriptions of the role of students in a CLT classroom, declares that students participate actively in the interpretation, expression and negotiation of meaning while the teacher assumes a role of facilitator and participant. Breen and Candlin (1980), insist on the need that students should achieve interdependence by acknowledging responsibility for their own learning and sharing that responsibility with other students as well as with the teacher. Another objective that the student must possess is the commitment to undertaking communicative tasks with other participants within the same group: *“ This commitment can be initiated and supported by a milieu in which the learner's own contributions, interpretations, expressions and efforts to negotiate are recognised as valid as valuable”.*(Breen and Candlin, 1980: 101).

In line with these authors, learners also have an important monitoring role, not only in lesson management but also they can apply it to their learning process. The student can be a provider of feedback to others. As for the expression and negotiation, the student adopts a dual function of being, first, a teacher for other potential students and, secondly, to inform a teacher in reference to its own process learning. In the latter role, the student can offer the teacher and other students, a new source that can help the process of teaching-learning group as a whole.

Breen and Candlin (1980) summarize this idea by arguing that: *“a communicative methodology would allow both the teacher and the learner to be interdependent participants in a communicative process of learning and teaching.”* (Breen and Candlin, 1980: 101)

2.5 Approach implementation through interactive teaching and learning

Applying a communicative approach to language in a classroom includes activities such as role playing games, storytelling, the information gap and other simulation games that require changing roles of students, so that the role adopted by the teachers must also change accordingly.

According to Savignon (1971):

“...learners of all ages can also enjoy numerous language games or activities for the variety and group interaction they provide. So long as they are not overused and are not promoted as the solution to all manner of language learning problems, games and other activities that focus on language in a wide range of formats are a welcome addition to a teacher’s repertoire.” (Savignon, 1971: 12)

On the other hand, in reference to Littlewood (as cited in Hinkel, 2011), for many teachers, a major obstacle when carrying out communication activities in the classroom, especially in language classes, is that when students are not supervised closely, many of them revert to the native language and do not challenge themselves linguistically. That is why the author also encouraged to seek other more effective ways to promote interaction and teamwork, as this is based on an interactive and meaningful teaching and learning.

In line with Littlewood (as cited in Hinkel, 2011: 548):

“...the experience of natural, untutored second language acquisition shows that through participating in interaction, learners not only consolidate their capacity to communicate with their existing knowledge of the language but actually extend this knowledge”.

Therefore, the theorist promotes the design of tasks, which give better guidance and support to the independent student interaction, even promoting the absence of direct teacher intervention. As a result of these proposals, the author also advocates that cooperative learning techniques are a promising way for exploration.

All in all, we can conclude that the implementation of a communicative approach to language through an interactive teaching and learning does not seem to be an

easy task. In Wesche and Skehan's words (2002, cited in Hinkel, 2011: 549), there should be developed more *activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems*, without forgetting the most important thing which is to achieve classroom interaction with a communicative purpose.

3. STUDY

3.1 Study context: TAK School

TAK School is a Polish educational institution situated in Opole, which is located in the south-west of Poland. It is a Community school, so this means that there is neither a public school nor a private school, but as it was mentioned in the first section of this project, it is not free of charge since the parents are asked to pay for the education of their children. It is a charter school that has distinctive features, which seem to be alluring an increasing number of parents. Indeed, securing a place at TAK seems to be a challenging task.

Moreover, the number of children is low, so the average per class does not exceed 20 pupils and this means that a subgroup class is limited to 10 students.

After presenting in general terms some important aspects of the school to take into account for the project, it should be mentioned that TAK School is characterized by the need to build an environment leading to the harmonious development of children and youth. In addition to that, in the next section the project of teaching English as a foreign language will be presented briefly.

3.2 English as a Foreign Language (EFL) at TAK School

English as a foreign language is one of the most important projects of the school. This is what makes the difference in this school compared to other schools in Opole. The teaching staff has in mind how English should be implemented at school, as well as the number of hours per week that belong to each course and how it is taught. That is why parents know in advance the special attention given to the English project. This area is composed of English teachers specialized in English Philosophy, therefore, they all have a good level of English as well as the resources needed to teach this subject.

Regarding this project, it is important to highlight some aspects such as the freedom that teachers have when deciding which textbooks they would like to use each year. Teachers can choose the textbooks for each course and how they want to use them. In addition, as we mentioned previously, the fact that on

English lessons, the pupils of a class are divided into two groups has a very big impact on the students' outcomes. These two groups are based on the level of the students, a subgroup can work faster and, instead, the other may work at its own pace. However, both groups work on the same textbooks and this means that a subgroup may never exceed 10 students and, therefore, it is much easier to teach in an innovative way.

As has been explained previously four weekly hours of English for each grade are carried out and each lesson lasts for around forty-five minutes. There are a lot of hours of English, added to the fact that there are small groups, all this benefit clearly the teaching of English.

Bearing in mind all these favourable elements, it is obvious that the children foreign language competence tends to be very high and children usually get excellent results in standardized tests as well.

3.3 Research objectives

For this research, a case study approach has been used in order to gain deep information. Like any case study, first of all there has to be raised a number of objectives, taking into account the main goals exposed at the beginning of this final project.

The scope of this research project was focused on the views and attitudes of the teachers of TAK School (Opole, Poland) when implementing the CLT in their lessons and it has also been focused on methodologies used by teachers and the roles that both teachers and learners take place.

As for the precise objectives of this case study, they are the following ones:

- To assess the perception of teachers towards the principles of Communicative Language Teaching.
- To evaluate the benefits it can have on the learning process using this approach.
- To examine how often teachers and learners practice the CLT principles in their classes.

- To assess which roles should be undertaken by both teacher and students in a communicative approach to language.

3.4 Methodology

3.4.1 Research design

A qualitative research design was applied in order to explore the ideas and attitudes of teachers from TAK School in adopting CLT in their classroom practices. In addition, this research has also focused on understanding the factors that help and hinder teachers' implementation of learning communicatively.

This study was based, as we mentioned before, on a qualitative research in which it was intended to conduct a series of open-ended questionnaires with teachers of TAK School.

Three questionnaires were administered to three different teachers of the school. The aim was to provide a number of different opinions regarding the main topic. Once prepared the sample of the questionnaire, it was delivered to the school teachers so that they could respond it, In addition, a detailed observation was also carried out after attending school for a certain time.

By adopting an interpretive and qualitative approach in this research, the views of the English teachers on CLT will be described and detailed.

3.4.2 Participants

As it has been mentioned before, this practical study was carried out in a school in Poland (TAK School). A semi-private school, that offers studies from kindergarten to secondary stage. I chose this school because it was part of my training abroad and, most important of all, this school deals with my research project's topic.

The criteria for selecting participants have been three English teachers, who currently teach English as a foreign language during primary education stage. Teachers who participated in the questionnaire fulfill some requirements

important to be considered. They had a lot of experience in terms of language teaching, in this case, English. Besides having experience, with regard to education, the teachers who were chosen are creative as they promote innovative methods and strategies to achieve better learning.

Furthermore, all participants are from Poland, so their native language is Polish rather than English. However, the three of them coincide in their studies of English Philology.

The grid below shows a summary of the participants. Based on the age, the country they come from, their completed studies, and the amount of time devoted to the study of English as a foreign language, the years of experience teaching English as well as other relevant courses that they took.

Summary of participants:

Teachers	Age	Country	University studies	Years of foreign language study	Years teaching English experience	Other English courses
Teacher 1	32	Poland	English Philology	English Studies 5 (University) +6 (previous courses)	10	PI-Eng./ Eng.-PI Translations Studies (1year), other courses
Teacher 2	49	Poland	English Philology	Many	26	-
Teacher 3	39	Poland	English Philology	5	15	-

As for the amount of English lessons that are taught during the week, the second table details the courses delivered by each teacher and their total weekly lessons.

Teacher	Taught courses (Grades)	Amount of lessons per week
Teacher 1	1, 2 and 3 (subgroup A and B)	16 lessons
Teacher 2	1, 2, 4 (subgroup A and B), 5 and 6	24 lessons
Teacher 3	1 (subgroup A and B), 2 (subgroup B and C) and 3	20 lessons

As it has been mentioned before, the grid shows different amounts of English lessons per week. The teacher who teaches more groups is the one that has more years of experience as it is shown in the first grid.

Moreover, the participation of these teachers in this study, was both direct and indirect. On the one hand, they contributed directly by answering the questionnaire about CLT and, on the other hand, they were involved indirectly by being observed while carrying out the lessons.

Last but not least, it should be mentioned that students were indirectly part of this study. Without this indirect participation, it would not have been possible to carry out this practical research.

3.4.3 Research instruments

In this research, in-depth questionnaires will be implemented as the main data collection method in order to survey the English teachers' attitudes towards adopting CLT in TAK School. Therefore, two qualitative instruments were designed for this study: a questionnaire and classroom observation grid.

- *Questionnaire*

As for the design of the questionnaire, it was semi-structured and was composed by open-ended questions, since this type of questionnaire allows the researcher to have greater flexibility to organize questions so that participants can define their own experiences. Moreover, this kind of questionnaire also provides both components of the questionnaire to deviate in order to reach a more complex idea or response.

The reason why I chose to conduct questionnaires was because the teachers could take away the questionnaire and answer them openly and without haste. I found it a good way of gathering data that allows participants to freely answer questions. It is a method that provides a guide about the specific aims that are going to be investigated, as it is scheduled by questions. Moreover, it offers the possibility of freely opinions as it is composed by open-ended questions.

The questionnaire was organized in seven major sets of information (see Appendix A). The first part of the questionnaire was focused on collecting information about the participants. The rest of the questionnaire was composed by seven open-ended questions. To better understand the organization of this research instrument, the blocks which composed the questionnaire are described as follows:

The first question of the questionnaire is based on the notion that participants have about CLT. The question asked to explain in their own words what this type of approach means.

The second question asks how long the participants have been teaching English using this approach. This item allows us to take into account the experience of each participant with respect to the topic of work.

The third and fourth questions are based on the advantages that this teaching method may have for the learning process, as well as how the participants may feel when implementing it in their lessons.

The next question was focused on the role that the teacher should have in the language classroom. This question explores the views of teachers in relation to the role they believe should have in the classroom, The sixth question raises the

relationship between teaching English using CLT and teaching English using a grammar-based approach. It is important to analyse these two approaches and see what the views of the teachers are in this sense.

The last question asks participants to explain some techniques and activities that they used in CLT class over this past academic year. Knowing the methods and strategies used may shed some light on how this type of approach in the classroom should be implemented.

- *Classroom observation*

On the other hand, another data collection method that was also carried out was a detailed class observation. Observation allows you to watch peoples' behaviours and interactions directly. In addition, seeing the place or environment where something takes place can help increase the understanding of the situation you are assessing or investigating. In this case, the classroom and its training, as well as the methodologies used by the teachers, together with the implementation of the Communicative Language Teaching were observed.

Like in every data collection method, there are several types of observations when collecting data. My case is based on recording sheets and checklists, which are the most standardized ways of collecting observation data and include both preset questions and responses. Over the months I was in TAK School, I could mark in advance a number of interesting items to observe and analyse.

First of all, it must be said that my observation is based on a teacher's classroom, the teacher who tutored my internship during my stay there. The teacher taught lessons from first to third grade in the primary stage. This means that each group was observed over 3 months. In terms of data analysis, I have taken into account 10 observations so they enabled me to contrast the data of each group many times.

In addition, the English teacher was asked previously if she could be observed when carrying out the lessons and she was also notified that the purpose of this data collection was for a research study. Notwithstanding, the teacher did not

know the content of these observations in order not to influence their lessons as she could develop activities that were not in her previous planning.

The main purpose of the classroom observation was to see how the teacher developed the lessons and to collect data to analyse the information of the classroom observation and compare it with the one obtained through the questionnaires. Furthermore, this observation would also help to ensure if the teaching process conducted in TAK School is supported by a communicative language approach.

As for the items that were taken in the design of the observation sheet (see Appendix B), were divided into three blocks.

The first block was focused on items about the role of the teacher. That is, how she distributed the class in terms of individual work, pair work or group work. There were some items related to the role of the teacher.

The second part was centred on the role of the learner. In this section, all items were focused on the role that students perform: whether they work individually or in teams, if they follow the class if they take notes and if they participate actively as well as if they ask questions to the teacher.

The last block of was focused on implementing the Communicative Language Teaching in the classroom. The chosen items dealt with whether the learner was the centre of this approach and how the student was organized, if they worked individually or in pair or groups. In addition, a number of items were focused on the English language. Those items relied on how the CLT was put it into practice: if it was based more on listening and speaking skills, if this approach involved no grammar-teaching, if CLT emphasized communication in a foreign language and if it required higher knowledge of the target language.

4. DATA ANALYSIS

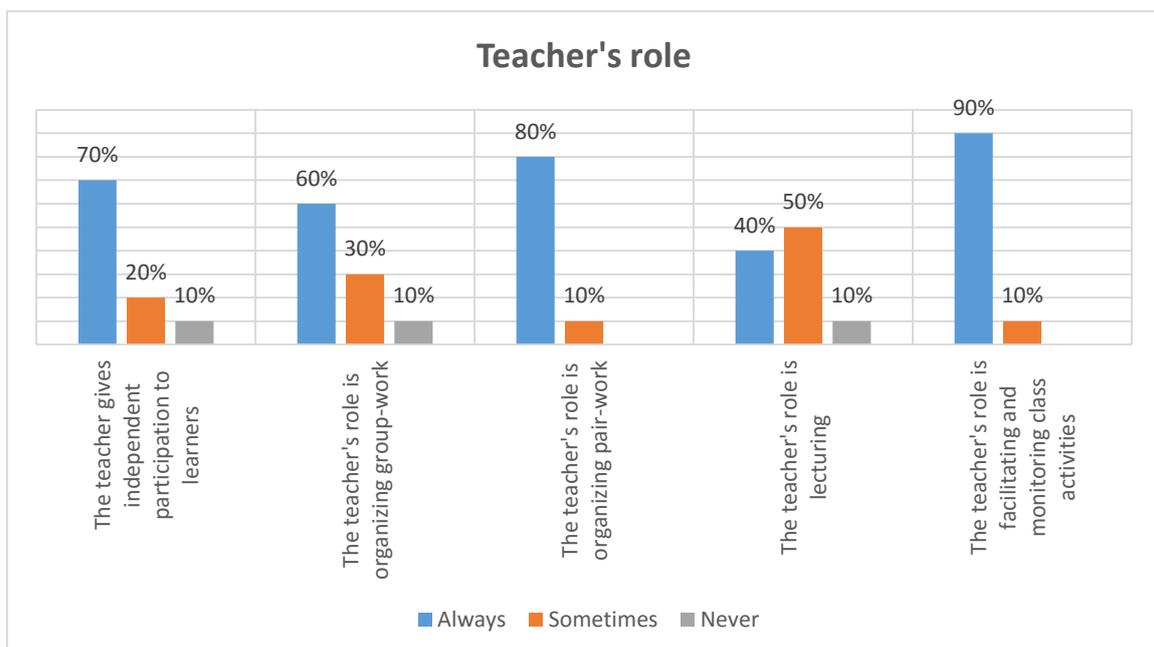
The following section provides a description and analysis of the data collected in this research project, taking into account that the main purpose of this study, as it has been mentioned before, is to investigate and understand how teachers from TAK School see the application of the CLT at the school as well as the factors that help or affect the execution of this teaching communication. This section also presents the results of the analysis of qualitative data obtained from field research, with three in-depth questionnaires guided by open-ended questions, as well as the classroom observation results.

In this regard, a series of graphs were designed to show and to better understand the data collection. Thus, the data analysis allows to compare information from both questionnaire and classroom observations.

4.1 Observation results

In this section the results of classroom observations are shown by using graphs. It is shown the sample of the classroom observations at the end of the project (see Appendix B). As it was mentioned in the instruments section, the results of the observations are divided into three parts and, therefore, into three graphs.

- Teacher's role



The following graph shows the results referring to the first block of observation, in this case, the teacher's role based on five items related to the frequency in which she carried out them: always, sometimes or never.

As the data graph shows in the first item, it is perceived how the teacher gave independent participation nearly always, while in some cases only sometimes or never. The latter two are due to the fact that in some lessons the teacher did not encourage participation at all.

In the next item, the frequency with which the teacher distributes the class in work groups is recognized. It is shown how in most cases students work in groups, while in other lessons, they sometimes or never do it. The reason why students are prone to work in groups almost always is because of the fact that the programmed activities encourage asking questions to other classmates, playing games, etc.

As for the third point, the frequency in which the teacher organizes the class to work in pairs is perceived. In this case, it is seen how nearly always at some point in the class pair-work is carried out, while a low percentage shows you just sometimes. Within this item it is important to note that there is no percentage of "never" since pair-work is generally implemented.

As for the role of the teacher when lecturing it is shown in the graph that not always is given that case. But rather "sometimes" has a high percentage, while "never" is the smallest. This is because the teacher should give lectures to keep pace with the class, although in most of the observations, only sometimes her role was lecturing. The reason is that it is because in many cases the students work in groups or pairs.

The last item was about if the teacher's role was facilitating and monitoring class activities. In the latter case, it can clearly be seen how the teacher adopted that role, since in almost all the observations the teacher showed to be facilitator of the information, as well as supervisor of the activities carried out in the classroom. Only a few times the teacher had to direct and redirect the class whenever necessary. In this case, it is demonstrated how she organized the classes, often favouring the participation of the students as it has been seen in the previous items, but even so, the teacher assumed the role of facilitating and supervising in

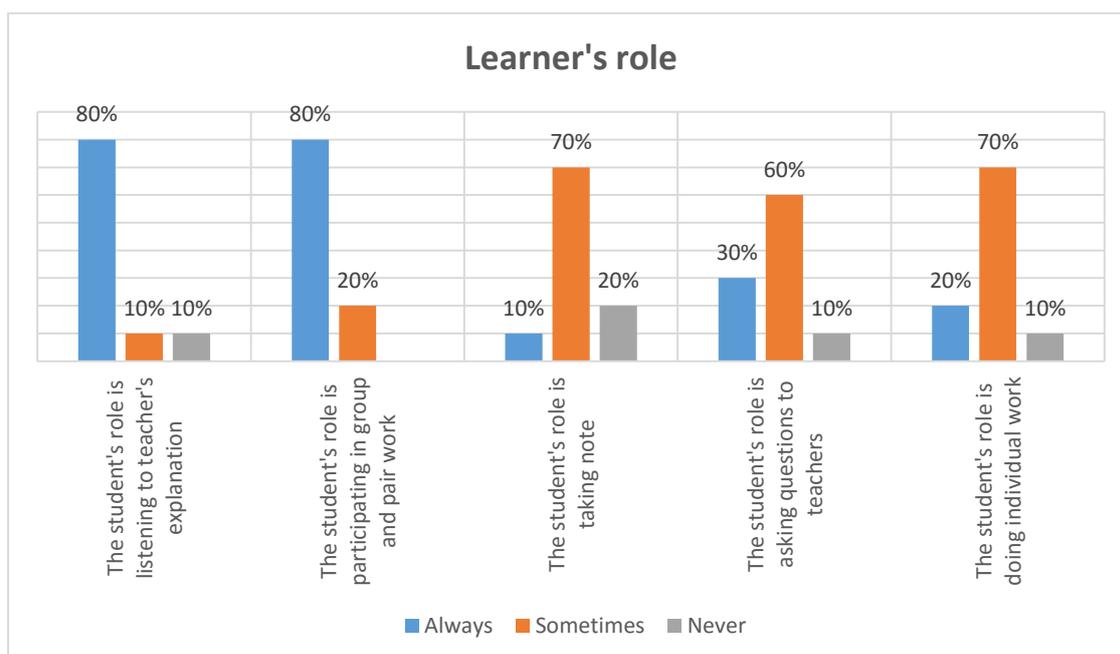
practically all the observations. That is why there is no percentage in the "never" section.

To conclude, according to Breen and Candlin (1980), the teacher assumes with high percentages two of the roles that are described by these authors. On the one hand, the teacher is shown as a facilitator of information among all participants in the class, as can be seen in the last item. On the other hand, the teacher also manifests as an independent participant, thus giving that independence to the students when it comes to carrying out the lesson..

In the same line, looking at the graph as a whole, it can be observed that the role of the teacher is based on being and “adviser, an analyst and a process manager” as attributed by the authors Richards and Lackhart (1994).

Although it does not appear in the items, it is important to pay attention to the language that the teacher uses in class. Although it is an English class, it cannot be forgotten that we are in front of primary school children, therefore, they do not always understand what they are told in English. This is why the teacher sometimes uses the L1, which is Polish, as the language of communication to carry out the lesson. It happens more or less frequently according to the age of the children.

- Learner's role



As it is shown in the graph, the first item about whether the role of the student is to listen to the explanations of the teacher, seems to occur nearly always. Since the teacher is the main facilitator of the information and is the one who supervises the course of the lesson it is the student who now adopts the role of listening to everything the teacher says, as a result of previous graph. Only rarely or never is this case given. The student needs to follow the teacher's explanations in order to carry out the lesson.

The next item focuses on the way students work. This item is the same as we have previously discussed in relation to the teacher's role. It is perceived how the students most of the time work in groups or in pairs. It can also be observed that at any point in the lessons, the teacher manages to organize the students to work like this, since there is no percentage in the "never" category. Therefore, it can be concluded that the programming carried out by the teacher always fosters the fact of working in a group or in pairs, a fact that favours the students' learning, learning from each other.

The third item is whether the student's role is based on taking notes. In the graphic it is recognized how in very few occasions students took notes in class. The high percentage belongs to that only "sometimes" they adopt that role. When talking about taking notes, it is referred to the fact that the teacher asks students to copy the necessary vocabulary they have learned, or some other important aspects that has been given in the lesson. That is why very rarely or almost never, students have been asked to take notes.

The next item is based on whether the students ask questions to the teacher. As shown in the graph and from the observations, this fact takes place only "sometimes" in most cases. Rarely do students pass the lesson by asking questions to the teacher as well as rarely do not do it "never". It is a medium term. This fact is usually caused by the complexity of the activities carried out by the teacher, or if they do not understand some.

Finally, in some cases the students spent part of the lessons doing individual work, because they had to complete some activities from the workbook. That is why there is the percentage of "always". However, as it is shown in the graph, this fact only occurred sometimes. In almost all the observations carried out,

students worked in groups or in pairs, only in specific cases they were asked to work individually. Last but not least, it is shown that almost never the students used to work individually, important fact to consider when keeping in mind how the lessons were carried out.

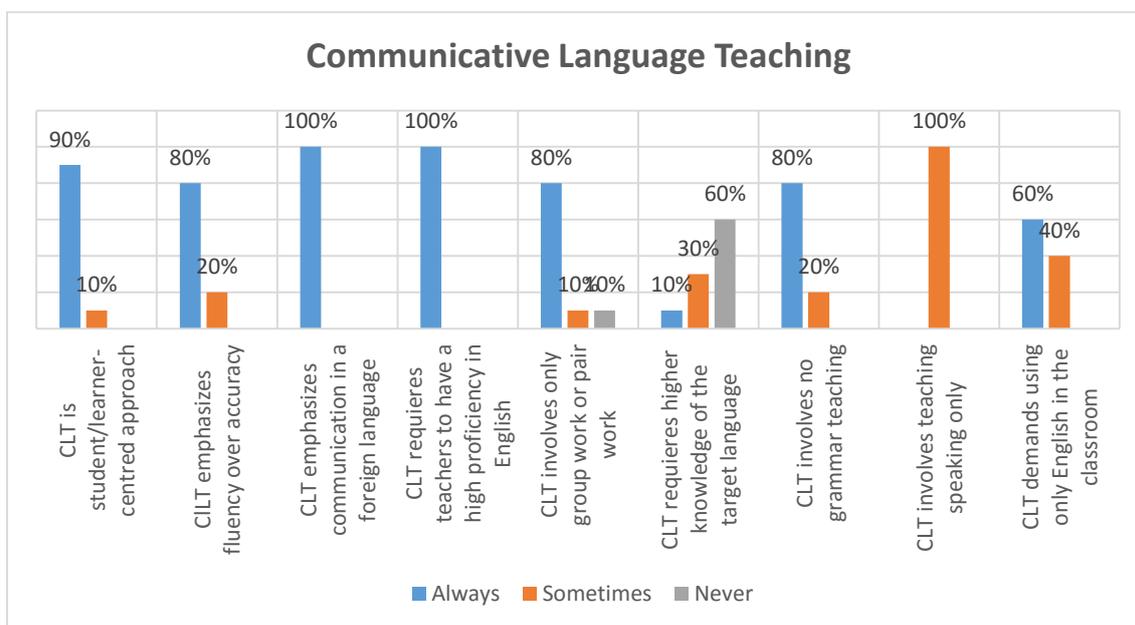
When drawing general conclusions from the graph as a whole, and bearing in mind what the authors encouraged in the theoretical framework, several statements can be made.

On the one hand, Breen and Candlin (1980) accompany the argument that students adopt a rather independent role, since in many cases how it has been seen in the graph, students work in groups or in pairs. Therefore, this implies that students achieve interdependence by acknowledging responsibility for their own learning and sharing that responsibility with other students as well as with the teacher.

On the other hand, it may be concluded that the students are not always asking questions that emerge throughout the lesson to the teacher, but that only happens sometimes. In agreement with Ozsevik (2010), this is due to that first learners try to solve the problem themselves. Only after they have tried to get the answer by themselves even in pairs or groups, they may seek the help of the teacher.

It is shown how the students work in groups or in pairs and take a rather independent role, although they never fail to pay attention to the teacher's explanations. In this way, the learners assume an important monitoring role, not only in lesson management but also "allow them to be interdependent participants in a communicative process of learning and teaching" (Breen and Candlin, 1980: 101)

- Communicative Language Teaching



In the following graph of data, some principles in relation to the Communicative Language Teaching are presented.

As the graphic shows in reference to the first principle, it is perceived that this language approach is practically focused on the learner. No observation has shown the opposite and therefore, there is no percentage that refers to "never". Only a small percentage refers to "sometimes" because some observations were intended solely to listen to the teacher at some punctual moments. Otherwise, the students and their learning process were always kept in mind.

In the second principle it is shown if CLT emphasizes fluency over accuracy. In this case, most of the cases show that it is more important to focus on the fluency that students may have in expressing themselves in English, rather than accuracy. Even so, rarely, did the teacher correct the students when they expressed themselves in English, which is why a low percentage is found referring to "sometimes".

In this third item, it can be observed that in all the observations, CLT always emphasizes communication in a foreign language. It is always the case since it is one of the main principles to follow when carrying out a communicative classroom.

Furthermore, it can be observed that, in order to be given the previous case, it is also important that the teachers have a high level of English.

The following item shows how the teacher distributes the students to work. As we have seen previously, in the vast majority of cases students work in groups or in pairs, while they seldom or never do it individually.

Having a higher knowledge of the target language at this young age, it is common not to have a high level of English, therefore, students are allowed to speak their L1 on specific occasions, although first they strive to speak in English.

It is true that this communicative approach does not require much teaching of grammar. It is for this reason that in most of the observations not much attention was paid to grammar. Sometimes only small structures were taught to help students formulate sentences. The rest was about learning vocabulary and improving other language skills.

In the next item about speaking teaching, it can be observed that this fact was always given in some moments of the lessons. Not always was the lesson focused on the ability to speak, but there were always many occasions when the teacher paid special attention to teaching students to speak when they wanted to say something.

The last item shows if CLT only requires speaking in English in the class. It should be recognized that in most of the observations the teacher asked their students to speak English. However, there were some exceptions made when students were very young. Therefore, sometimes the students spoke in Polish as well as the teacher to make themselves understood.

After checking the results, it can be affirmed that the main objective of a class in which this type of approach is carried out is promoting communication. As stated by Richards (2006), "make real communication the focus of language learning." (Richards, 2006: 13). In addition, this objective is also supported by Larsen-Freeman (2000) who argues that CLT refers to a theoretical view of a communicative approach by promoting communication.

On the other hand, it is important to repeat the fact that this type of approach is focused on the student. What is more, students are not forced to produce correct

sentences in L2 at all times since, according to Larsen-Freeman (1986), it is more important to try to make themselves understood even when their knowledge of the target language is not as complete as their own language.

4.2 Questionnaire results

In this section the results of the questionnaires answered by three teachers of the school are shown. It can be seen the sample of the questionnaire at the end of the project (see Appendix A) as well as the questionnaires answered by the teachers (see Appendix C).

As for the first question, that is, how each of them defined the concept of Communicative Language Teaching in their own words they coincided in focusing the teaching of English as a foreign language in a communicative way, leaving aside the grammar and focusing on other resources such as songs, films, magazines, etc.

The second question is focused on how long they have been teaching English using a CLT. Two of them agreed on the fact that they started at the same time as they began to teach English. Teacher 2, at the beginning commented that she does not follow the CLT's approach, but rather adapts it to the needs of her students. Even so, in the end, teacher 2 stated that she ended up using many of the dynamics used with the CLT. Therefore, it is seen that at TAK School, 3 English teachers interviewed, use this language focus when teaching English.

The third question, on whether the CLT has advantages in the teaching-learning process, it is observed that the three teachers agreed. Each commented on her perspective according to her lessons. What is important to extract from this question is the fact that, as teacher 2 said, it always depends on the class group. Not all groups are prepared to follow an approach like CLT, and therefore, with some groups other options may be useful. However, in general, using CLT always has many advantages for students, as they themselves are the focus in the classroom and learn in a more real way and with authentic materials.

As for the next question, that is, how they feel when implementing the CLT in class, it is recognized that all teachers shared that is an effective approach

because it allows focusing on language skills and not so much on grammar. Therefore it seems to prove to be a very successful method.

The next question is focused on what the role of the teacher should be. In this case the teachers answered differently. Even so, each teacher responded by using elements based on the role of a teacher in a communicative context of the language. Having said that and considering that it is an important question, it can be concluded that the role of the teacher is basically that of a facilitator as well as a participant in all tasks, as teacher 2 affirms. A teacher should encourage students to learn in a real and communicative way, acting as an analyst of situations and only correcting when deemed necessary.

In the penultimate question about the relationship between teaching English using CLT and teaching English using a grammar-based approach, it is shown that the main goal of teaching is communication, as teacher 3 said. It must not be forgotten to pay attention to the grammar accuracy, although it is not the priority when it comes to a communicative context of the language. Otherwise, it is important to take into account the needs of the students and thus to be able to choose the approach that suits best the learners' learning process.

The last question covers a great variety of answers, since there are mentioned some activities and techniques used by the teachers during this last academic year. Some of them coincided and the vast majority of dynamics they use follow the CLT line. Therefore, we can conclude that in their lessons are presented techniques and activities in which students are clearly the main protagonists and the main objective is to achieve communicative competence.

As a way of conclusion, it could be said that the three teachers are very close in how they see this communicative context of the language as well as in how they carry out their lessons. On the one hand, all the teachers agreed that CLT is practically based on enhancing communicative competence in the classroom, as it is also affirmed by Hymes (1972) who stated that is the main objective of language teaching. In addition, the teacher's role in the CLT according to teachers is summarized in two main roles that are precisely the same as described by Breen and Candlin (1980). Firstly, being a facilitator to the communication process and secondly, acting as an independent participant

within the learning-teaching group. On the other hand, it is important to conclude about the type of activities that are required in a communicative approach of the language. Referring to the teachers' responses as well as to Richards (2006), it is required activities in which students could interact significantly either working in pairs or groups, performing role-plays, etc.

5. CONCLUSIONS

Taking into account the topic which this project was focused on, that is the role of both teachers and students within a communicative language approach, the following concluding statements can be made.

Communicative Language Teaching is an approach that is based on promoting communication and according to Hymes (1972) the main objective is to develop communicative competence. This is the main goal that revolves around this language focus, since there is a general belief that anyone who acquires such communicative competence is able to acquire both knowledge and skills necessary to use the language.

To achieve this communicative context, it is important the role that both teachers and students play in the classroom. According to Breen and Candlin (1980), the teacher has to be a facilitator of the communicative context in the classroom, as well as act as a participant in the learning process of students, tasks which may not be easy to achieve. On the contrary, learners are expected to achieve more independence, gaining responsibility for their own learning and sharing it with their partners as well as with the teacher. In addition to that, Ozsevik (2010) insists on the need that students should participate actively as well as help each other through communication.

The practical research had as general objectives to focus on the views and attitudes of the teachers when implementing the CLT in their lessons. Moreover it was been focused on methodologies used by teachers and the roles that both teachers and learners take place and these items were analysed through questionnaires and classroom observations.

Taking into account what has been extracted from both questionnaires and classroom observations, it must be said that the information coincides. That is, what the teachers have answered in the questionnaires tends to correspond to what has been observed in the classroom. Therefore, we can conclude that teachers use CLT in their lessons and that both students and teachers work satisfactorily within this language approach.

As for a deep reflection on this project I must say that TAK School has offered me to learn about new methodologies and strategies used by teachers. Conducting the class in a more dynamic way helps to encourage student motivation. In addition, I have been able to learn about what the role of a teacher has to be, so that the role of the appropriate student can be ascertained. Not only have I learned it in a theoretical way, but I have been able to see the day-to-day life of these teachers who foster this language focus.

All this leads me to reflect on my future as an English teacher. This project has allowed me to take into account everything that favours language learning in a class and everything that may be an obstacle to it. It enabled me to know what to do on many occasions and what resources should I resort to. The teacher whom I have been accompanying for so many months served as an example for my professional future. In addition, in this last placement I have been able to deliver my first English classes in front of primary school children and, therefore, I have experienced real situations that have made me learn a lot of what I did well, and what I could have done in another way.

As for the weaknesses of my research study I would highlight the following.

On the one hand, this study could have taken into account a larger sample and it would also have been more interesting if there were conducted some interviews with the students to see what they thought about how they learn. In addition, I may have needed to use some interviews and not only questionnaires. Using interviews allows you to see the person face to face and it also provides you to observe more aspects such as gestures, reactions, etc. In addition, interviews offer the information at the same time, while the questionnaires you obtain them when the teachers have had a little time in doing them, but maybe not with the dedication you can always expect. On the other hand, using data from multiple sources would allow triangulation, and thus benefit the overall results of this study.

Once completed the project, it is important to consider some further research beyond what was done in this study. This qualitative research provides a foundation for further research on CLT and other areas related to this teaching approach. It is for this reason that this same study could be transferred to other

schools in Catalonia or in Poland, as it would help to put into practice better strategies and dynamics of. Although most schools in Catalonia do not have the same characteristics as TAK School, and therefore, the same study would not be as effective as it is at TAK School, it would also favour and enhance the teaching of English following a communicative language approach. All in all, my study has helped me understand that CLT really works to enhance language acquisition and that three elements are essential to deliver it: adequate materials, willingness to promote communication in the class and teachers who believe in it and have the adequate linguistic abilities in the foreign language.

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7. APPENDICES

Appendix A – Sample of the questionnaire

NAME	
AGE	
COUNTRY	
STUDIES	
YEARS OF FOREIGN LANGUAGE STUDY	
YEARS ENGLISH TEACHING EXPERIENCE	
OTHER ENGLISH COURSES	

1. What do you think communicative language teaching (CLT) is? How would you define it in your own words?
2. How long have you been teaching English using A CLT?
3. Do you think using a CLT has advantages in the teaching-learning process?
4. How do you feel about implementing a CLT in your lessons?
5. What do you think the role of the teacher should be in the Language Classroom?
6. What is your opinion about the relationship between teaching English using CLT and teaching English using a grammar-based approach?
7. Would you mention some of the techniques and activities that you have used in CLT Class over this past academic year?

Appendix B – Sample of the observation sheet

8. ITEMS ABOUT TEACHER'S ROLE	ALWAYS	SOMETIMES	NEVER
The teacher gives independent participation to learners			
The teacher's role is organizing group-work			
The teacher's role is Organizing pair-work			
The teacher's role is lecturing			
The teacher's role is Facilitating and monitoring class activities			

ITEMS ABOUT LEARNER'S ROLE	ALWAYS	SOMETIMES	NEVER
The student's role is listening to teacher's explanation			
The student's role is participating in			

group and pair work			
The student's role is taking note			
The student's role is asking questions to teachers			
The student's role is doing individual work			

ITEMS ABOUT CLT	ALWAYS	SOMETIMES	NEVER
CLT is student/learner-centred approach			
CLT emphasizes fluency over accuracy			
CLT emphasizes communication in a foreign language			
CLT requires teachers to have a high proficiency in English			
CLT involves only group work or pair work			
CLT requires higher knowledge			

of the target language culture			
CLT involves no grammar teaching			
CLT involves teaching speaking only			
CLT demands using only English in the classroom			

Appendix C – Teachers' questionnaires

NAME	<i>Marcela Pluskwa</i>
AGE	<i>32</i>
COUNTRY	<i>Poland</i>
STUDIES	<i>English Studies 5 (University) +6 (previous courses)</i>
YEARS OF FOREIGN LANGUAGE STUDY	<i>Many</i>
YEARS ENGLISH TEACHING EXPERIENCE	<i>10</i>
OTHER ENGLISH COURSES	<i>PI-Eng./ Eng.-PI Translations Studies (1year), other courses</i>

- 1. What do you think communicative language teaching (CLT) is? How would you define it in your own words?**

Students learn through interaction. Their knowledge doesn't come from the text books only but also from 'real' sources- film, song, book, magazine.

- 2. How long have you been teaching English using A CLT?**

Since I started teaching.

- 3. Do you think using a CLT has advantages in the teaching-learning process?**

Yes, lots. It's more interesting to students, they learn real-life skills.

- 4. How do you feel about implementing a CLT in your lessons?**

Ok, it's not a problem.

- 5. What do you think the role of the teacher should be in the Language Classroom?**

A person who encourages students, shows what interesting aspects of the topic are, observer, somebody who corrects when necessary.

- 6. What is your opinion about the relationship between teaching English using CLT and teaching English using a grammar-based approach?**

No opinion

- 7. Would you mention some of the techniques and activities that you have used in CLT Class over this past academic year?**

-Questionnaire-Ss' asking Qs to one another

-Role-plays-e.g.: buying tickets

-Talking about everyday routine

-Singing songs adapted from British culture

-Watching films in English with Polish subtitles (extra lessons)

NAME	<i>Barbara Jaroszewicz</i>
AGE	<i>49</i>
COUNTRY	<i>Poland</i>
STUDIES	<i>English Philology</i>
YEARS OF FOREIGN LANGUAGE STUDY	<i>Many</i>
YEARS ENGLISH TEACHING EXPERIENCE	<i>26</i>
OTHER ENGLISH COURSES	<i>-</i>

1. What do you think communicative language teaching (CLT) is? How would you define it in your own words?

It is an approach to teaching foreign languages which puts forward communicative language use. In this approach, meaning and communication rather than grammar is central.

2. How long have you been teaching English using A CLT?

In my teaching I don't follow a CLT but try to use a number of approaches as I think I need to adapt my teaching to the needs of my students. But what I try to achieve as a priority goal is for my student to understand and manage to communicate in English from the early start. That is why I try to use English mostly and devote less time to grammar. So I draw a lot from CLT – I use a lot of pair and group work activities, games, role plays and other communicative tasks.

3. Do you think using a CLT has advantages in the teaching-learning process?

Sure, it does. However, you need to have a group of students who are ready to follow CLT learning. It is ideal for student who are ready to guess the meaning

from context, who learn indirectly and who manage without a thorough explanation of grammar. Not all students and not all groups we teach are like that.

4. How do you feel about implementing a CLT in your lessons?

As I mentioned above, I use element of the approach so I think it can be successfully implemented in the classroom.

5. What do you think the role of the teacher should be in the Language Classroom?

The teacher is a facilitator as well as a participant in all tasks.

6. What is your opinion about the relationship between teaching English using CLT and teaching English using a grammar-based approach?

I think the teacher should have a choice of which approach to use in his/her teaching as there are a number of these available. What is best is to use an eclectic one which suits the learner needs best.

7. Would you mention some of the techniques and activities that you have used in CLT Class over this past academic year?

Pair work communicative activities are a good example: Memory or Snap game, board games to practice communication;

Role plays, debates

Jigsaw viewing with a video clip

Communicative activities – chain drills etc.

NAME	<i>Joanna Kornek-Kazubska</i>
AGE	<i>39</i>
COUNTRY	<i>Poland</i>
STUDIES	<i>English Philology</i>
YEARS OF FOREIGN LANGUAGE STUDY	<i>5</i>
YEARS ENGLISH TEACHING EXPERIENCE	<i>15</i>
OTHER ENGLISH COURSES	<i>-</i>

1. What do you think communicative language teaching (CLT) is? How would you define it in your own words?

Teaching students communicative skills.

2. How long have you been teaching English using A CLT?

15 years

3. Do you think using a CLT has advantages in the teaching-learning process?

Yes, it has. Lessons are learner centered, we try to produce meaningful and real communication using authentic materials.

4. How do you feel about implementing a CLT in your lessons?

CLT is very important in teaching. I try to teach and improve all language skills instead of focusing only on grammar.

5. What do you think the role of the teacher should be in the Language Classroom?

Teacher gives students the opportunity to practise real life communication.

6. What is your opinion about the relationship between teaching English using CLT and teaching English using a grammar-based approach?

Nowadays, the main goal of teaching is communication. So, we improve all language skills but also pay attention on grammar correctness.

7. Would you mention some of the techniques and activities that you have used in CLT Class over this past academic year?

E.g. teaching questions using real information.