



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

DIRECCIÓN DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS

THEME:

COMMUNICATIVE LANGUAGE TEACHING AND ITS INFLUENCE ON
STUDENTS' PERCEPTIONS IN ENGLISH LEARNING AT JUNIOR HIGH
SCHOOL LEVEL

Research project prior to obtaining the Master's Degree in Pedagogy of National
and Foreign Languages with a major in English Language Teaching.

Autor

Ing. Sebastián Napoleón Gallegos López

Tutora

Mg. Mayra Alejandra Moreno Genoves

AMBATO – ECUADOR

2025-2026

**AUTORIZACIÓN POR PARTE DEL AUTOR PARA LA CONSULTA,
REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA
DEL TRABAJO DE TÍTULACIÓN**

Yo, Sebastián Napoleón Gallegos López, declaro ser autor del Trabajo de Investigación con el nombre “COMMUNICATIVE LANGUAGE TEACHING AND ITS INFLUENCE ON STUDENTS’ PERCEPTIONS IN ENGLISH LEARNING AT JUNIOR HIGH SCHOOL LEVEL”, como requisito para optar al grado de Magister y autorizo al Sistema de Bibliotecas de la Universidad Tecnológica Indoamérica, para que con fines netamente académicos divulgue esta obra a través del Repositorio Digital Institucional (RDI-UTI).

Los usuarios del RDI-UTI podrán consultar el contenido de este trabajo en las redes de información del país y del exterior, con las cuales la Universidad tenga convenios. La Universidad Tecnológica Indoamérica no se hace responsable por el plagio o copia del contenido parcial o total de este trabajo.

Del mismo modo, acepto que los Derechos de Autor, Morales y Patrimoniales, sobre esta obra, serán compartidos entre mi persona y la Universidad Tecnológica Indoamérica, y que no tramitaré la publicación de esta obra en ningún otro medio, sin autorización expresa de la misma. En caso de que exista el potencial de generación de beneficios económicos o patentes, producto de este trabajo, acepto que se deberán firmar convenios específicos adicionales, donde se acuerden los términos de adjudicación de dichos beneficios.

Para constancia de esta autorización, en la ciudad de Latacunga, a los 24 días del mes de abril de 2026, firmo conforme:

Autor: Sebastián Napoleón Gallegos López

Firma:  Sebastian Napoleon Gallegos Lopez
Time Stamping Security Data

Número de Cédula: 0502996242

Dirección: Cotopaxi, Latacunga, Eloy Alfaro, Maldonado Toledo

Correo Electrónico: sebastian.leon.gallegoslopez@gmail.com

Teléfono: 0998090910

TUTOR APPROVAL

In my capacity as Supervisor of the Thesis “COMMUNICATIVE LANGUAGE TEACHING AND ITS INFLUENCE ON STUDENTS’ PERCEPTIONS IN ENGLISH LEARNING AT JUNIOR HIGH SCHOOL LEVEL” presented by Luis Galo Chicaiza Chicaiza, to obtain the Master's Degree in Pedagogy of National and Foreign Languages with a specialization in English teaching,

I CERTIFY

That this research project has been reviewed in its entirety and I consider that it meets the requirements and merits sufficient to be submitted for public presentation and evaluation by the designated Examination Board.

Ambato, April 24th, 2026.

Mg. Mayra Alejandra Moreno Genoves

STATEMENT OF AUTHENTICITY

I, the undersigned, declare that the contents and results obtained in this research project, as a prerequisite for obtaining a Master's Degree in National and Foreign Language Pedagogy with a specialization in English teaching, are entirely original, authentic, and personal, and are the sole legal and academic responsibility of the author.

Ambato, April 24th, 2026.



Sebastián Napoleón Gallegos López

0502996242

APPROVAL BY THE COMMITTEE

The thesis has been reviewed, approved, and authorized for printing and binding on the topic: “COMMUNICATIVE LANGUAGE TEACHING AND ITS INFLUENCE ON STUDENTS’ PERCEPTIONS IN ENGLISH LEARNING AT JUNIOR HIGH SCHOOL LEVEL” prior to obtaining the Master's Degree in Pedagogy of National and Foreign Languages with a specialization in English teaching, meets the substantive and formal requirements for the student to present the thesis defense.

Ambato, April 24th, 2026.

.....

Mg. Angulo Alvarez Mishell Romina

TRIBUNAL’S PRESIDENT

.....

Mg. Granja Peñaherrera Diego Isaias

EXAMINATOR

.....

Mg. Moreno Genoves Mayra

TUTOR

DEDICATION

*I dedicate this thesis to God; to my mother, Emmy,
the unique person in this world who believes in
me; and to my whole family.*

ACKNOWLEDGEMENTS

*I am grateful to Indoamérica University
for its education and guidance throughout
this academic process; to all the professors
who have contributed to my knowledge;
and to my tutor for her unconditional
support and patience with me.*

TABLE OF CONTENTS

INTRODUCTION	8
Importance and relevance	8
a. Concepts addressed in the research	8
b. Research line and subline	9
c. Laws, regulations, and curriculum norms.....	9
d. Relevant studies and authors	10
Problem Tree.....	10
Causes.....	10
Effects	11
Problem statement	13
Hypothesis	14
Beneficiaries	14
Research question	14
Objectives	14
General objective.....	14
Specific objectives.....	15
CHAPTER I. THEORETICAL FRAMEWORK	16
1.1. Research background.....	16
1.2. Theoretical framework	17
CHAPTER II. METHODOLOGY	32
2.1 Research approach and design.....	32
2.2 Description of the sample and context	33
2.2.1 Sample	33
2.2.2 Context	33
2.3 Data collection instruments	34
2.4 Data analysis.....	37
2.5 Ethical considerations.....	38
2.6 Conclusion.....	38
CHAPTER III. PRODUCT	40
3.1 Innovative proposal to the problem.....	40
3.2 Informative data.....	40

3.3 Background to develop the proposal	41
3.4 Proposal Name.....	42
3.5 Type of Product	42
3.6 Justification.....	43
3.7 Objective of the proposal.....	43
3.8 Specific objectives of the proposal	43
3.9 Structure Proposal	43
3.10 Innovative proposal evaluation.....	54
3.11 Validation of the Proposal	55
CHAPTER IV. RESULTS	58
4.1 Pre-and post-test results.....	58
4.2.1 Descriptive statistics	58
4.2.2. Inferential statistics.....	60
4.2. Student surveys.....	62
4.3. Classroom observation	63
4.4. Teacher interviews.....	65
4.5 Triangulation of data	66
4.5.1 Convergence of findings.....	66
4.5.2 Complementarity of findings.....	67
4.5.3 Divergence and nuance.....	67
4.5.4 Integrated interpretation	67
CONCLUSIONS	69
RECOMMENDATIONS	70
REFERENCES	71
APPENDIX	77

LIST OF FIGURES

Figure 1. Problem tree	12
Figure 2. Language proficiency levels.....	27
Figure 3. Canva name card	45
Figure 4. Printable shopping cards	46
Figure 5. Shopping role-play grid.....	46
Figure 6. Primopt sheet. Functional language	47
Figure 7. Vocabulary matching sheet	47
Figure 8. Store map	47
Figure 9. Adjective bank.....	48
Figure 10. Worksheet for description	49
Figure 11. Digital story cube images.....	49
Figure 12. Interactive map.....	50
Figure 13. Group rubric, 1-5 scale.....	51
Figure 14. Mistery cards	52
Figure 15. Clue sheets	52
Figure 16. Opinion prompts.....	53

LIST OF TABLES

Table 1. Innovative proposal evaluations	55
Table 2. Validation of the proposal	56
Table 3. Pre-test results.....	58
Table 4. Post-test results	59
Table 5. Normality tests.....	60
Table 6. Students suveys' results.....	62
Table 7. Classroom observation's results	63
Table 8. Teacher interviews' results.....	65

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

DIRECCIÓN DE POSGRADO MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS CON MENCIÓN EN ENSEÑANZA DE INGLÉS.

TEMA: ENSEÑANZA COMUNICATIVA DE LA LENGUA Y SU INFLUENCIA EN LAS PERCEPCIONES DE LOS ESTUDIANTES SOBRE EL APRENDIZAJE DEL INGLÉS EN EL NIVEL DE SECUNDARIA BÁSICA

AUTOR: Gallegos López Sebastián Napoleón

TUTOR: Mg. Moreno Genovés Mayra Alejandra

RESUMEN EJECUTIVO

Este estudio investiga la influencia de la Enseñanza Comunicativa de la Lengua (Communicative Language Teaching, CLT) en las percepciones de los estudiantes de secundaria sobre su experiencia de aprendizaje del inglés. Realizado en el Colegio Jean Piaget de Latacunga, Ecuador, la investigación empleó un enfoque mixto con una muestra de 20 estudiantes de noveno grado seleccionados mediante muestreo aleatorio estratificado, garantizando una representación equilibrada de género, rendimiento académico y contexto socioeconómico. Además, se entrevistó a dos docentes de inglés para aportar perspectivas complementarias sobre la implementación del CLT en el aula. La recolección de datos combinó instrumentos cuantitativos y cualitativos, incluyendo encuestas a estudiantes, observaciones de clases, entrevistas a docentes y pruebas de pretest–posttest. Los hallazgos revelaron que el CLT mejoró significativamente la fluidez, la pronunciación, la interacción, la confianza y el uso del idioma en situaciones comunicativas auténticas. Los estudiantes manifestaron percepciones positivas hacia las actividades comunicativas, destacando el aumento de la motivación, la participación activa y la colaboración entre pares. Las observaciones confirmaron un mayor compromiso e interacción significativa, aunque algunos estudiantes requirieron apoyo adicional para superar la reticencia inicial en las tareas orales. En conclusión, el estudio valida al CLT como una metodología eficaz para la enseñanza del inglés en secundaria, ya que fortalece tanto la competencia lingüística como las percepciones estudiantiles mediante un entorno de aprendizaje más motivador, colaborativo y centrado en el estudiante.

PALABRAS CLAVE: aprendizaje del inglés, enseñanza comunicativa, percepciones estudiantiles, secundaria

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

AUTHOR: GALLEGOS LOPEZ SEBASTIAN NAPOLEON

TUTOR: MG. MORENO GENOVES MAYRA ALEJANDRA

THEME

COMMUNICATIVE LANGUAGE TEACHING AND ITS INFLUENCE ON STUDENTS'
PERCEPTIONS OF ENGLISH LEARNING IN LOWER SECONDARY SCHOOL

ABSTRACT

This research investigates the influence of Communicative Language Teaching (CLT) on secondary school students' perceptions of their English learning experience. Conducted at the Jean Piaget School in Latacunga, Ecuador, the research employed a mixed-methods approach with a sample of 20 ninth-grade students selected via stratified random sampling to ensure a balanced representation of gender, academic performance, and socioeconomic background. Additionally, two English teachers were interviewed to offer complementary insights on the implementation of Communicative Language Teaching (CLT) in the classroom. Data collection utilized both quantitative and qualitative methods, including student surveys, classroom observations, teacher interviews, and pre- and post-tests. The findings revealed that CLT significantly improved fluency, pronunciation, interaction, confidence, and language use in authentic communicative situations. The students expressed positive views of the communicative activities, highlighting increased motivation, active participation, and peer collaboration. Observations confirmed greater engagement and meaningful interaction, although some students required additional support to overcome initial reluctance in oral tasks. In conclusion, the research validates CLT as an effective methodology for teaching English in secondary school, as it strengthens both linguistic competence and student perceptions through a more motivating, collaborative, and student-centered learning environment.

KEYWORDS: Communicative teaching, English language learning, secondary school, student's perceptions



INTRODUCTION

Importance and relevance

The importance of the Communicative Language Teaching (CLT) approach has long been recognized as a key methodology in second language acquisition. It emphasizes real-life communication, interaction, and the development of both speaking and listening skills (Richards, 2010). Unlike traditional grammar-based methods, CLT places learners in authentic situations that require them to use English meaningfully (Brown, 2007). In today's globalized world, the ability to speak English fluently is increasingly essential.

In Ecuador, English is taught as a compulsory subject across educational levels. However, many students still struggle to achieve communicative competence. Traditional methodologies often prioritize grammar and vocabulary memorization over interaction, which may hinder students' ability to use the language effectively in real-life contexts (Ellis R. , 2003). CLT, by contrast, views interaction not only as a means but also as the ultimate goal of language learning.

Despite its international recognition, limited research has explored the implementation of CLT in Ecuadorian classrooms. This study investigates the perceptions of students at high school in Latacunga regarding the use of CLT in English classes. Understanding their views will help evaluate the effectiveness of CLT in promoting communicative skills and inform future pedagogical strategies.

This research is relevant not only for students and educators at the High School Level but also for broader educational contexts. It offers insights into how CLT can be applied locally and how it may enhance students' communicative abilities. Moreover, the findings could contribute to the redesign of teaching strategies and the improvement of educational standards in Ecuadorian schools. By examining students' perceptions, this study adds to the ongoing dialogue on effective language teaching methods in Latin America, where cultural and linguistic factors significantly influence pedagogical outcomes (Richards, 2010).

a. Concepts addressed in the research

This study is grounded in the principles of Communicative Language Teaching (CLT), which prioritizes meaningful interaction and learner autonomy. According to Richards and Rodgers (2001), CLT is based on the idea that language is best learned through communication

rather than through isolated grammar drills. Brown (2007) further emphasizes that CLT fosters fluency by engaging students in real-life tasks that require negotiation of meaning.

The research also explores students' perceptions—an essential component in evaluating the effectiveness of pedagogical approaches. Perception studies help uncover how learners experience and respond to instructional methods, offering valuable feedback for curriculum development (Borg, 2006). In this case, the focus is on how high school students interpret and engage with CLT strategies in their English classes.

b. Research line and subline

This study aligns with the research line of Innovative Pedagogical Strategies in Language Education, specifically within the subline of Active Methodologies and Student-Centered Learning. The CLT approach embodies innovation by shifting the focus from teacher-centered instruction to learner-centered interaction. It encourages students to take an active role in their learning process, fostering autonomy, collaboration, and critical thinking. By analyzing students' perceptions, this research contributes to the understanding of how active methodologies can be adapted and optimized within the Ecuadorian educational context.

c. Laws, regulations, and curriculum norms

In Ecuador, English language instruction is regulated by the Ministry of Education through the National Curriculum Guidelines for English as a Foreign Language. These guidelines are aligned with the Common European Framework of Reference for Languages (CEFR), which establishes communicative competencies as core learning outcomes. For students in General Education, the curriculum aims to develop skills that correspond to levels A1 and A2, while high school students are expected to reach level B1 proficiency.

The curriculum explicitly promotes the Communicative Approach, stating that language learning should be contextualized, functional, and focused on real-world communication. Activities must integrate listening, speaking, reading, and writing in meaningful ways, preparing students to interact effectively in diverse situations. Therefore, the CLT approach is not only pedagogically sound but also institutionally endorsed within Ecuador's educational framework.

d. Relevant studies and authors

Several studies have examined the impact of CLT in Ecuadorian classrooms. For instance, Torres & Conza (2023) conducted research on the use of CLT activities to enhance vocabulary acquisition among eighth-grade students in Loja. Their findings revealed that CLT strategies, such as opinion-sharing and information-gap tasks, led to improved vocabulary retention and greater student engagement.

Internationally, Machado (2013) explored Ecuadorian university teachers' perceptions of CLT and found a significant gap between theoretical understanding and classroom practice. Although educators recognized the value of CLT, many continued to rely on grammar-based instruction due to institutional constraints and lack of training. These studies highlight both the potential and the challenges of implementing CLT in Ecuador, reinforcing the need for context-sensitive research like the present study.

Problem Tree

This problem tree visually represents the central issue, its underlying causes, and its observable effects within the educational context of the high school. The purpose is to identify the root factors contributing to the insufficient development of English communication skills among students and to understand the broader implications of this issue.

Causes

Understanding the causes of the main problem is essential for identifying effective pedagogical interventions. The following factors contribute to the limited development of communicative skills:

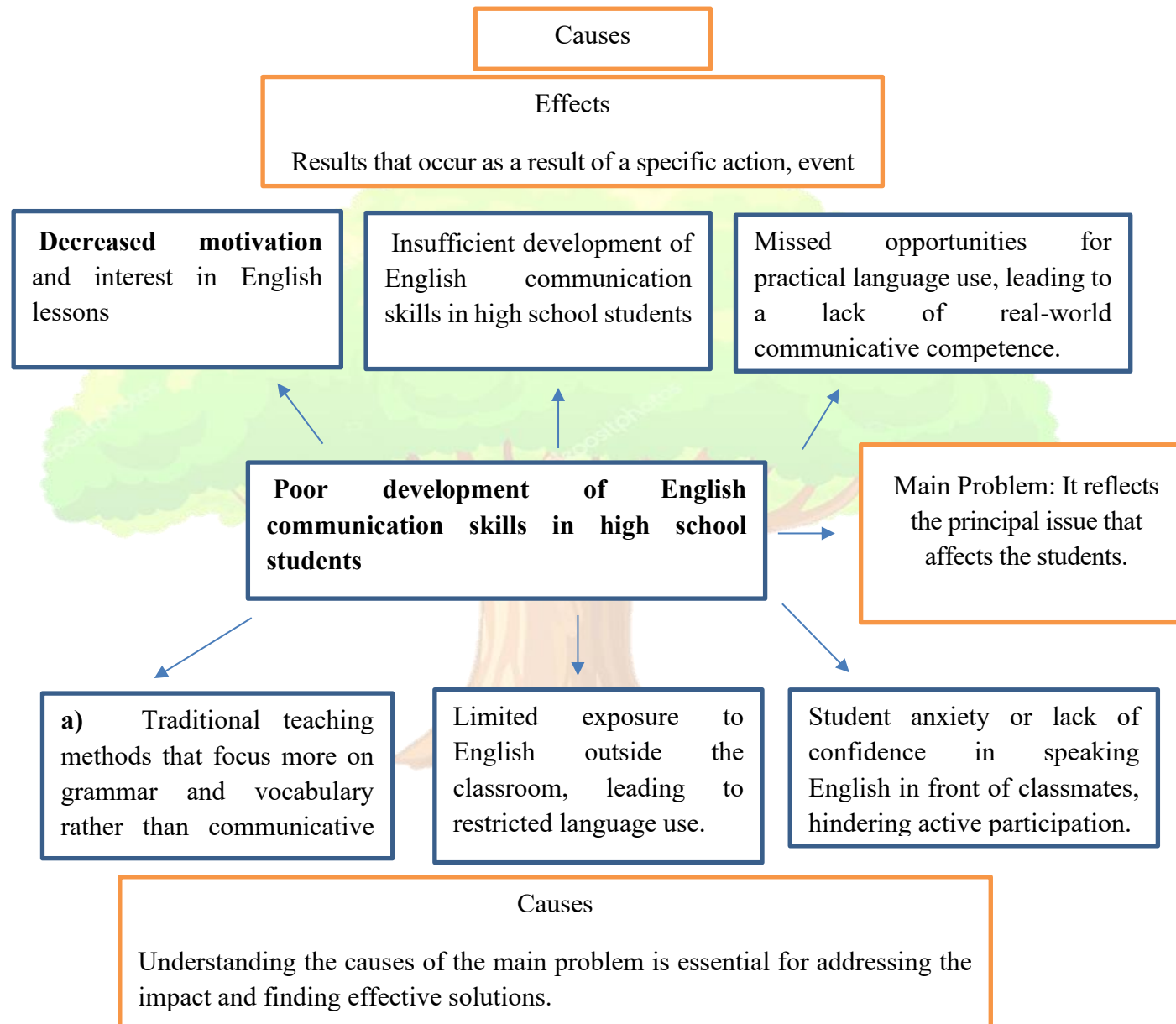
- a) Predominance of traditional teaching methods that emphasize grammar rules and vocabulary memorization over communicative interaction and real-life language use.
- b) Limited exposure to English beyond the classroom environment, which restricts opportunities for authentic language practice and immersion.
- c) Student anxiety or lack of self-confidence when speaking English in front of peers, which inhibits active participation and oral expression during class activities.

Effects

The effects refer to the consequences that arise from the persistence of the central problem. These outcomes impact students' motivation, performance, and long-term language acquisition:

- a) Decreased motivation and interest in English classes due to a lack of engaging, communicative activities.
- b) Continued underdevelopment of communicative skills, particularly in speaking and listening, which limits students' ability to interact effectively in English.
- c) Missed opportunities for practical language use, resulting in poor preparation for real-world communication and future academic or professional contexts

Figure 1. Problem tree



Problem statement

Despite years of formal instruction, many high school students in Latacunga experience persistent difficulties in using English for real-life communication. This issue reflects a broader disconnect between the goals of the Ecuadorian Ministry of Education—which mandates the development of communicative competencies in English (Ministerio de Educacion, 2016) and the actual outcomes observed in classrooms. One of the primary causes of this gap is the continued reliance on traditional teaching methods that emphasize grammar drills and vocabulary memorization over meaningful interaction. As Brown (2007) notes, such approaches often neglect the functional use of language, resulting in limited opportunities for students to develop fluency and confidence in speaking.

Additional factors compound the problem. Many students have minimal exposure to English outside the classroom, which restricts their ability to practice and internalize the language in authentic contexts (Ellis, 2003). Furthermore, student anxiety and fear of making mistakes when speaking in front of peers can hinder participation and oral expression, especially in environments that lack psychological safety (Horwitz, 2001). The limited implementation of Communicative Language Teaching (CLT) in Ecuadorian high schools is also influenced by structural challenges, including insufficient teacher training, lack of access to appropriate materials, and inadequate classroom resources (Machado M. , 2013). These barriers prevent the full realization of CLT's potential to foster a dynamic and student-centered learning environment.

As a consequence, students often show low motivation and engagement in English classes, which further inhibits the development of communicative skills. The absence of real-world language use leads to a superficial understanding of English, disconnected from practical application. This study seeks to explore how students perceive the use of CLT in their English classes and whether this approach can bridge the gap between theoretical knowledge and communicative competence. International research suggests that CLT can enhance learner engagement and improve language proficiency by promoting interaction, autonomy, and contextualized learning (Savignon, 2002). Understanding students' perspectives is essential for adapting CLT to the Ecuadorian context and improving the effectiveness of English language education.

Hypothesis

The implementation of Communicative Language Teaching (CLT) in English classes positively influences 9th-grade students' perceptions of their learning experience.

Beneficiaries

The direct participants in this study are junior high school students in Latacunga, currently enrolled in English as a compulsory subject. These learners are approximately 13 years old and generally demonstrate an A1 to A2 level of English proficiency, according to the Ecuadorian National Curriculum, which aligns with the Common European Framework of Reference for Languages (CEFR). Their exposure to English is primarily limited to classroom-based instruction, and they frequently encounter difficulties when attempting to use the language in authentic communicative situations. This context underscores the relevance of exploring their perceptions of Communicative Language Teaching (CLT) as a strategy to enhance meaningful language use.

Indirect beneficiaries include English teachers at the school, who may use the findings to adjust their instructional methodologies in order to better support students' communicative competence. School administrators could also benefit by applying the results to design targeted professional development programs focused on CLT strategies, thereby aligning teaching practices with national educational reforms. Furthermore, the broader Ecuadorian educational system stands to gain from the study's contributions to enhancing foreign language teaching standards, particularly within secondary education.

Research question

How does the implementation of Communicative Language Teaching (CLT) influence junior high school students' perceptions of their English learning experience, particularly in relation to communicative competence?

Objectives

General objective

To determine the influence of Communicative Language Teaching (CLT) on junior high school students' perceptions of their English language learning experience.

Specific objectives

- To identify the English language skills that students perceive as most developed through CLT-based instruction.
- To evaluate students' perceptions of CLT in relation to their communicative competence in speaking and listening.
- To propose pedagogical strategies that respond to students' perceived challenges and preferences regarding CLT methodologies.

CHAPTER I. THEORETICAL FRAMEWORK

1.1. Research background

International

Dos Santos (2020) conducted a comprehensive literature review to explore the relevance and adaptability of CLT in diverse classroom settings. The objective was to assess how CLT responds to the evolving social and cultural demands of language learners worldwide. Using a qualitative methodology, the study synthesized findings from historical and contemporary sources, focusing on teacher development and instructional strategies. Instruments included document analysis and thematic categorization of pedagogical trends. The review revealed that CLT remains a flexible and effective approach, especially when adapted to learners' sociocultural contexts. The study concluded that CLT empowers educators to design learner-centered environments that prioritize interaction, meaning-making, and cultural sensitivity, key elements for fostering communicative competence in global classrooms.

National

In Ecuador, Zapata et al. (2025) carried out an experimental study to evaluate the impact of a CLT-based methodological guide on the communicative competence of first-year baccalaureate students in a public high school. The study aimed to address the disconnect between national curriculum goals and actual student proficiency. Sixty-eight students were divided into control and experimental groups, and pre- and post-tests were administered using the Cambridge Key English Test aligned with CEFR standards. The researchers also employed classroom observations and statistical analysis (T-test) to measure progress. Results showed that students in the experimental group significantly improved their speaking and listening skills, demonstrating greater fluency and confidence. The study concluded that structured CLT interventions can effectively enhance communicative competence, especially when supported by contextualized materials and teacher training.

Torres and Conza (2023) conducted a mixed-method action research study in a public secondary school in Loja, Ecuador, focusing on the development of English vocabulary through CLT activities. The objective was to determine how specific communicative tasks such as opinion-sharing, information-gap, and transfer activities could enhance vocabulary acquisition among eighth-grade students. The study involved 21 participants selected through

convenience sampling. Instruments included pre- and post-tests, student questionnaires (with open and closed-ended items), and field notes. Quantitative data showed a modest improvement in vocabulary scores, while qualitative feedback revealed that students felt more engaged and confident using English in communicative contexts. The researchers concluded that CLT activities foster not only vocabulary growth but also positive learner perceptions, making them a valuable tool in under-resourced educational settings.

1.2. Theoretical framework

Independent variable

Communicative approach in English Language Teaching

CLT emerged as a response to the limitations of traditional grammar-based methods, which often prioritized linguistic accuracy over meaningful interaction. At its core, CLT is a learner-centered approach that emphasizes the use of language as a tool for authentic communication. Rather than focusing solely on the structural aspects of language, CLT encourages learners to engage in real-life tasks that mirror the communicative demands of everyday situations (Brown, 2007).

The foundation of CLT lies in the belief that language learning is most effective when learners are actively involved in constructing meaning through interaction. As Salam and Luksfinanto (2024) explain, CLT promotes the development of communicative competence by integrating linguistic knowledge with pragmatic and sociolinguistic awareness. This approach aligns with contemporary views of language as a dynamic, context-sensitive system that evolves through use.

In junior high school settings, where students are developing both cognitive and social skills, CLT offers a powerful framework for fostering engagement, motivation, and self-expression. It transforms the classroom into a space of dialogue, negotiation, and exploration where students are not passive recipients of knowledge but active participants in their own learning journey.

The origins of CLT can be traced back to the 1970s, when linguists and educators began to question the efficacy of audio-lingual and grammar-translation methods. Influenced by Dell Hymes' concept of communicative competence (1972), CLT shifted the focus from knowing about language to knowing how to use it appropriately in diverse contexts. This paradigm shift was further developed by Canale and Swain (1980), who proposed a multidimensional model

of communicative competence, encompassing grammatical, sociolinguistic, discourse, and strategic components (Brown, 2007).

Over the decades, CLT has evolved to accommodate diverse educational contexts, learner needs, and technological advancements. Zou (2025) notes that modern iterations of CLT incorporate task-based learning, digital media, and intercultural communication strategies to enhance relevance and accessibility. These adaptations reflect the growing recognition that language learning is not a one-size-fits-all process but a complex, situated experience shaped by social, emotional, and cognitive factors.

In Ecuador and other Latin American countries, CLT has gained traction as part of broader educational reforms aimed at improving English proficiency. However, its implementation often faces challenges related to teacher training, resource availability, and institutional constraints. Dos Santos (2020) highlights that while CLT is widely endorsed in policy documents, its classroom application remains uneven due to systemic barriers and cultural resistance.

CLT is guided by several key principles that distinguish it from traditional approaches:

- Interaction as the core of learning: language is learned through use. CLT prioritizes pair work, group discussions, role-plays, and collaborative tasks that simulate authentic communication. These activities foster peer learning, reduce anxiety, and promote spontaneous speech.
- Focus on meaning over form: while grammatical accuracy is important, CLT emphasizes the conveyance of meaning. Learners are encouraged to express ideas even if their language is imperfect, as long as the message is clear. This principle aligns with Krashen's Input Hypothesis, which advocates for comprehensible input in low-stress environments.
- Contextualized language use: CLT situates language within meaningful contexts. Lessons are designed around real-world scenarios, ordering food, giving directions, expressing opinions, so that learners can see the relevance of what they are learning.
- Fluency before accuracy: CLT prioritizes fluency as a precursor to accuracy. Learners are given opportunities to speak freely before receiving corrective feedback. This approach builds confidence and encourages risk-taking, which are essential for language development.

Recent studies affirm the effectiveness of these principles. Liu and Zhang (2020) found that high school students exposed to CLT-based instruction showed significant gains in

speaking fluency and listening comprehension compared to those taught with traditional methods. The study also reported increased learner motivation and classroom engagement, suggesting that CLT fosters a more dynamic and inclusive learning environment.

The concept of communicative competence is central to CLT. Introduced by Hymes (1972), communicative competence refers to the ability to use language appropriately in social contexts, not just grammatically, but pragmatically and culturally. Canale and Swain (1980) expanded this notion into four components (Brown, 2007):

- Sociolinguistic competence: understanding of social norms and cultural conventions.
- Discourse competence: ability to organize language coherently across extended texts.
- Strategic competence: use of communication strategies to overcome breakdowns or gaps.

CLT operationalizes these components by designing tasks that require learners to negotiate meaning, adapt to different interlocutors, and manage real-time interaction. Salam and Luksfinanto (2024) argue that CLT is uniquely positioned to develop communicative competence because it integrates linguistic form with social function.

In junior high school contexts, where students are beginning to explore identity, relationships, and self-expression, communicative competence becomes especially relevant. CLT provides a framework for helping students navigate these developmental challenges through language. It equips them not only with the ability to speak English but with the confidence to use it in diverse, meaningful ways (Dos Santos, 2020).

Moreover, communicative competence is closely linked to students' perceptions of their learning experience. When learners feel that they can use English to express themselves, connect with others, and participate in real-world conversations, their motivation and self-efficacy increase. This perception, in turn, reinforces their engagement and accelerates their progress.

Understanding CLT in this study allows for a nuanced exploration of how pedagogical approaches shape student perceptions. It invites educators to reflect on the gap between curriculum design and classroom reality, and to consider how interaction, meaning, and context can be foregrounded in teaching practices.

Pedagogical principles of CLT in secondary education

CLT is not just a methodology, it's a pedagogical philosophy that reimagines the classroom as a space for interaction, exploration, and personal growth. In secondary education, where students are navigating complex cognitive, emotional, and social transitions, CLT offers a framework that aligns with their developmental needs and encourages authentic engagement with language. Its core principles, teacher as facilitator, student-centered learning, and the cultivation of autonomy and motivation, are especially powerful in shaping learners' perceptions and experiences (Liu & Zhang, 2020).

In CLT, the teacher is no longer the sole authority or transmitter of knowledge. Instead, they become a facilitator, a guide who creates conditions for meaningful communication and supports students in constructing their own understanding. This shift reflects a broader move from teacher-centered to learner-centered education, where the emphasis is on process rather than product (Ellis, 2003).

The facilitator role involves designing inquiry-based activities, encouraging critical thinking, and fostering collaborative learning. Teachers use strategies like guided discussions, project-based learning, and Socratic questioning to help students engage deeply with content. This approach is rooted in constructivist theories (e.g., Vygotsky, Piaget), which view learning as an active, social process (Library & Information Management., 2025).

In secondary classrooms, this role is particularly impactful. Adolescents benefit from environments where their voices are heard, their ideas are valued, and their learning paths are personalized. The facilitator model empowers students to take risks, ask questions, and develop communicative confidence, key ingredients for language acquisition (Ellis, 2003).

CLT places students at the heart of the learning experience. Rather than following a fixed syllabus or textbook sequence, instruction is shaped around learners' interests, needs, and communicative goals. This principle recognizes that language is not learned in isolation but through meaningful use in social contexts.

Student-centered learning encourages active participation, peer interaction, and self-reflection. Learners engage in tasks that mirror real-life communication, debates, interviews, storytelling, and problem-solving scenarios. These activities promote not only linguistic competence but also interpersonal skills, cultural awareness, and emotional intelligence (Horwitz, 2001).

Research shows that student-centered classrooms enhance motivation and retention. When students are given agency over their learning, they become more invested and perform

better academically. In CLT, this means allowing students to choose topics, co-create dialogues, and reflect on their progress through formative feedback (Library & Information Management., 2025).

In secondary education, where identity formation and social belonging are central, student-centered learning fosters a sense of ownership and relevance. It transforms English from a subject to be studied into a tool for self-expression and connection.

One of CLT's most transformative contributions is its emphasis on learner autonomy. Autonomy refers to students' ability to take charge of their learning, setting goals, making choices, and evaluating their own progress. In CLT, autonomy is cultivated through open-ended tasks, flexible grouping, and reflective practices (Ellis, 2003).

Motivation is closely tied to autonomy. When students feel that their learning is meaningful and aligned with their interests, they are more likely to engage deeply and persist through challenges. CLT supports intrinsic motivation by prioritizing communication over correction, fluency over perfection, and relevance over rote memorization.

Meaningful learning occurs when students connect language to their lives. As El Yahyaoui (2025) explains, CLT encourages learners to use language for real purposes, expressing opinions, solving problems, sharing stories. This authenticity makes learning memorable and impactful.

Implementing these principles requires intentional planning and professional development. Teachers must be equipped not only with linguistic knowledge but with pedagogical strategies that support facilitation, personalization, and emotional engagement. Schools must create environments that value interaction, tolerate ambiguity, and celebrate diverse voices (El Yahyaoui, 2025).

In Ecuadorian contexts, where traditional methods still dominate, embracing CLT means rethinking classroom norms. It means shifting from grammar drills to communicative tasks, from teacher-led instruction to collaborative inquiry, and from standardized testing to formative assessment.

CLT-based teaching practices

CLT is not merely a theoretical construct, it is a dynamic pedagogical approach that reshapes classroom practices to prioritize authentic communication, learner engagement, and holistic skill development. In secondary education, CLT-based practices are especially impactful, as they align with adolescents' growing need for self-expression, social interaction, and meaningful learning experiences. Three core pillars define CLT in action: communicative

activities, integration of language skills, and formative assessment with communicative feedback (Dos Santos, 2020).

At the heart of CLT lies the belief that language is learned through use. Communicative activities are designed to simulate real-life interactions, allowing students to practice language in contextually rich, socially relevant scenarios. Among the most effective are:

- **Role Plays:** these activities immerse students in imagined situations, ordering food, resolving conflicts, or attending a job interview, where they must use language creatively and spontaneously. Role plays foster pragmatic awareness and help students internalize social norms and discourse strategies.
- **Interviews:** peer interviews encourage active listening, question formation, and turn-taking. They also promote learner autonomy, as students often generate their own questions and topics. Interviews are particularly effective in building interpersonal skills and confidence.
- **Debates:** structured debates challenge students to articulate opinions, defend positions, and respond to counterarguments. They develop critical thinking, persuasive language, and discourse competence. As Courtney (2020) notes, debates push learners to use language not just accurately, but strategically.

These activities are not isolated drills, they are embedded throughout the lesson cycle (pre-, during-, and post-task), creating a rhythm of interaction that supports both fluency and reflection. Courtney (2020) emphasizes that communicative activities should be present at every stage of instruction to maintain engagement and reinforce learning.

CLT rejects the compartmentalization of language skills. Instead, it promotes an integrated approach where speaking, listening, reading, and writing are taught as interconnected modes of communication. This reflects the reality of language use, where individuals constantly shift between modalities depending on context and purpose.

For example, a CLT-based lesson on environmental issues might include (Dos Santos, 2020):

- Reading an article (reading)
- Discussing its main ideas in pairs (speaking)
- Listening to a podcast on climate change (listening)
- Writing a letter to a local official (writing)

This integration ensures that students develop balanced proficiency and can transfer skills across domains. Salam and Luksfinanto (2024) found that classrooms implementing

integrated CLT strategies showed higher levels of learner engagement and communicative competence. Students were better able to synthesize information, express ideas, and adapt their language to different tasks.

Assessment in CLT is not a final judgment, it is an ongoing dialogue. Formative assessment plays a central role in helping students monitor their progress, reflect on their learning, and receive targeted support. Unlike traditional tests, formative assessment in CLT focuses on performance, interaction, and communicative effectiveness (Ellis, 2003).

Effective formative practices include:

- Observation during tasks: teachers note how students negotiate meaning, use strategies, and respond to peers.
- Peer feedback: students evaluate each other's performance using rubrics or guided prompts, fostering metacognitive awareness.
- Self-assessment: learners reflect on their strengths, challenges, and goals, often through journals or checklists.
- Teacher feedback: comments focus on communicative success, not just grammatical accuracy. For example, "You made your point clearly, but try varying your intonation to show emphasis."

Hossain and Hasan (2020) highlight that formative assessment in CLT should be regular, creative, and aligned with communicative goals. Their study revealed that many classrooms still prioritize written exams, neglecting speaking and listening skills. They advocate for assessments that capture students' natural language use in unrehearsed situations, providing a more authentic measure of proficiency.

Communicative feedback, whether from peers or teachers, should be constructive, specific, and focused on meaning. It helps students understand not just what they said, but how it was received. This kind of feedback builds confidence, encourages risk-taking, and supports the development of strategic competence.

Dependent variable

Communicative competence: Speaking and listening

Communicative competence is not merely the ability to produce grammatically correct sentences; it is the capacity to use language meaningfully, appropriately, and effectively in diverse social contexts. Originally conceptualized by Dell Hymes (1972) and later expanded

by Canale and Swain (1980), communicative competence encompasses four interrelated components that together form the foundation of real-world language use (Brown, 2007):

- Grammatical competence: mastery of linguistic forms, including syntax, vocabulary, and phonology.
- Sociolinguistic competence: sensitivity to cultural norms, register, and social conventions that govern language use.
- Discourse competence: ability to construct coherent and cohesive spoken or written texts across extended interactions.

Strategic competence: use of verbal and non-verbal strategies to overcome communication breakdowns and maintain interaction.

These components are not isolated skills, they interact dynamically in authentic communication. For example, a speaker may need to adjust their tone (sociolinguistic), rephrase a sentence (strategic), or organize their ideas clearly (discourse) while maintaining grammatical accuracy.

CLT operationalizes these dimensions by placing learners in situations that mirror real-life communication. Rather than focusing solely on form, CLT emphasizes meaning-making, negotiation, and interaction. Learners are encouraged to engage in tasks such as role-plays, interviews, debates, and collaborative problem-solving, activities that require them to listen actively, respond appropriately, and adapt to different interlocutors.

According to Liu and Zhang (2020), high school students exposed to CLT-based instruction demonstrated significant improvements in both oral fluency and listening comprehension. These gains were attributed to the frequent use of communicative tasks and the emotionally supportive classroom environment, which allowed students to take risks and learn through interaction.

Speaking is often the most anxiety-inducing skill for EFL learners. The fear of making mistakes, being judged, or not finding the right words can inhibit participation. CLT addresses this by reframing errors as part of the learning process. In CLT classrooms, students are not punished for imperfect grammar, they are encouraged to express themselves, experiment with language, and prioritize communication over correctness.

Fuentesal et al. (2025) found that students in CLT-based immersion programs reported a notable reduction in language anxiety and a boost in communicative self-confidence. Learners felt more comfortable initiating conversations, expressing opinions, and speaking in

front of peers. This emotional shift is not trivial, it is foundational. When students feel safe, they speak more. And when they speak more, they learn more.

Moreover, recent studies highlight the importance of personality traits in speaking development. Nggawu and Thao (2023) explored how CLT impacts introverted and extroverted learners differently. While both groups benefited, extroverted students showed slightly greater gains in fluency, suggesting that CLT's interactive nature may align more naturally with certain learner profiles. However, the study also emphasized that inclusive CLT environments can support diverse learners when tasks are varied and personalized.

Listening in CLT is not passive, it's active, interpretive, and strategic. Learners must decode meaning, infer intent, and respond in real time. This requires not only linguistic knowledge but also cultural awareness and cognitive flexibility.

In immersive CLT contexts, listening tasks often involve authentic materials such as podcasts, interviews, and spontaneous conversations. These materials expose learners to varied accents, speech rates, and pragmatic cues. As Moharana (2021) notes, CLT enhances listening competence by integrating it with speaking tasks, allowing learners to practice interactive listening, the kind that occurs in real conversations.

However, listening can also trigger anxiety, especially when learners feel overwhelmed by fast speech or unfamiliar vocabulary. Machado et al. (2023) found that Cuban university students with lower proficiency levels experienced heightened anxiety during listening tasks. CLT mitigates this by scaffolding input, using visual aids, and encouraging peer support, thereby transforming listening from a source of stress into a gateway for understanding.

Strategic competence is often overlooked, yet it is vital for real-world communication. Learners must know how to ask for clarification, paraphrase, or use gestures when words fail. CLT fosters these skills by simulating breakdowns and encouraging repair strategies. Students learn that communication is not about perfection, it's about persistence, creativity, and empathy.

Emotionally, communicative competence is tied to identity. When learners speak and listen in a second language, they are not just using words, they are expressing themselves, negotiating their place in a new linguistic and cultural space. CLT honors this by creating environments where learners feel seen, heard, and valued.

Communicative competence in speaking and listening is not a static goal, it's a living process. Through CLT, learners move from silence to expression, from anxiety to confidence, and from mechanical repetition to meaningful interaction. The classroom becomes a rehearsal space for life, where language is not just learned but lived. By nurturing the emotional,

strategic, and social dimensions of communication, CLT empowers learners to become not just speakers of English, but users of English, capable, confident, and connected.

English proficiency levels according to the CEFR

The Common European Framework of Reference for Languages (CEFR) provides a standardized scale for assessing language proficiency. In secondary education, students are typically expected to reach levels A1 (basic user) or A2 (elementary user). These levels correspond to the ability to understand and use familiar expressions, introduce oneself, and engage in simple conversations (Consejo de Europa, 2001).

Aligning CLT instruction with CEFR benchmarks ensures consistency and transparency in language education. It allows educators to design tasks that reflect real-world communicative demands and assess progress meaningfully.

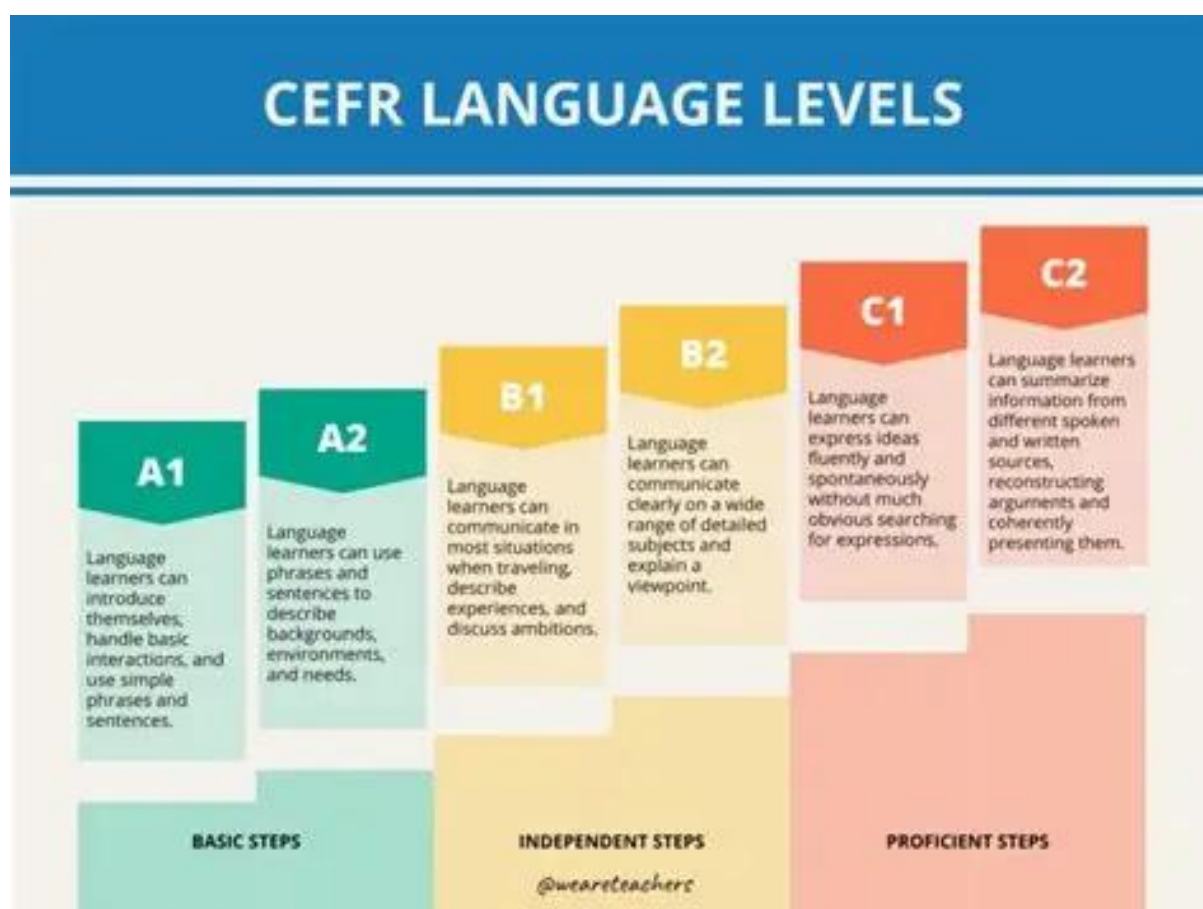
Self-assessment is a valuable tool for understanding student perception. When learners evaluate their own proficiency, they reflect on their strengths, challenges, and goals. In CLT classrooms, self-assessment is often integrated into formative practices through checklists, journals, and peer feedback (Consejo de Europa, 2001).

Studies show that students in CLT environments tend to rate their proficiency more positively, especially in speaking and listening. This reflects not only linguistic growth but also increased confidence and motivation (Courtney, 2020).

There is a strong correlation between perceived competence and actual proficiency. When students feel capable and confident, they are more likely to engage actively, take risks, and persist through challenges. This engagement accelerates learning and leads to measurable gains in proficiency.

Fuentesal et al. (2025) and Salam and Luksfinanto (2024) highlight that CLT fosters this positive cycle where perception fuels performance, and performance reinforces perception¹. In Ecuadorian classrooms, where students often struggle with motivation and exposure, CLT offers a pathway to bridge the gap between aspiration and achievement.

Figure 2. *Language proficiency levels*



Source: (Consejo de Europa, 2001)

Student perception of English Language Learning

Understanding how students perceive their English learning experience is not just a matter of measuring outcomes, it's about listening to their voices, recognizing their emotional journeys, and appreciating the complex interplay between pedagogy and personal growth. In the context of CLT, student perception becomes a vital lens through which teachers can evaluate not only linguistic development but also motivation, engagement, and satisfaction.

In educational research, perception refers to the way learners interpret and emotionally respond to their learning environment. It's shaped by prior experiences, expectations, classroom dynamics, and the learner's evolving identity. As Muñoz et al. (2023) explain, perception is not a passive reflection, it's an active construction of meaning. Students don't just absorb content; they evaluate it, question it, and decide whether it resonates with their goals and values.

In language learning, perception becomes even more nuanced. It involves how students feel about their ability to communicate, how safe they feel making mistakes, and whether they see the language as a tool for connection or just another academic hurdle.

Several interrelated factors influence how students perceive their English learning experience:

- **Teaching Methodology:** CLT, with its emphasis on interaction and real-world communication, often leads to more positive perceptions. Students feel they are learning to use the language, not just study it (Fuentesal, González, García, & Franco, 2025).
- **Classroom Environment:** a supportive, collaborative atmosphere fosters emotional safety. When students feel respected and encouraged, they're more likely to engage and take risks (Salam & Luksfinanto, 2024).
- **Prior Experiences:** students bring their histories with language learning into the classroom. Those with negative past experiences may be more anxious or skeptical, while others may be eager and confident (Conza & Celi, 2023).
- **Motivation and Self-Esteem:** learners who feel competent and motivated tend to perceive their progress more positively. CLT supports this by making learning purposeful and socially engaging (González, Pérez, & Rodríguez, 2020).

These factors don't operate in isolation, they interact constantly. A student's perception can shift dramatically depending on how these elements align or conflict.

In EFL contexts, perception plays a critical role in shaping how students respond to communicative tasks, assessments, and classroom interactions. Unlike native speakers, EFL learners often face additional layers of cultural and linguistic distance, making their perceptions even more sensitive to instructional design.

- **Communicative Activities:** students exposed to CLT often report a shift in how they experience English learning. Instead of memorizing grammar rules, they engage in debates, storytelling, interviews, and collaborative problem-solving. These tasks feel real, and that authenticity enhances their sense of relevance and progress (Fuentesal, González, García, & Franco, 2025).
- **Attitudes Toward Skills:** perception influences how students approach reading strategies, speaking exercises, and listening tasks. Machado et al. (2023) found that students with lower proficiency levels often experience anxiety during listening activities, which can negatively affect their perception of learning.

- Individual Differences: not all students perceive CLT the same way. Some may thrive in interactive environments, while others feel overwhelmed. Zhao (2025) highlights how digital tools like generative AI are reshaping student perceptions, especially in higher education, by offering personalized feedback and reducing performance pressure.

Students often begin their English learning journey with high hopes, fluency, confidence, and the ability to express themselves naturally. When CLT instruction aligns with these aspirations through meaningful tasks and peer collaboration, students perceive their achievements as authentic and empowering (Ellis, 2003).

But mismatches can occur. If CLT principles are inconsistently applied or constrained by institutional limitations, such as grammar-heavy exams or lack of resources, students may feel disillusioned. It has been noted that when students are taught to communicate but assessed through rigid, non-communicative methods, their perception of progress suffers (Consejo de Europa, 2001).

Student perception is deeply tied to emotional well-being. CLT fosters intrinsic motivation by making language learning purposeful and socially connected. Learners become active participants, not passive recipients. Fuentesal et al. (2025) found that students in CLT immersion programs experienced reduced anxiety and increased communicative self-confidence. The relaxed, leisure-based environment allowed them to experiment, make mistakes, and grow.

Learning satisfaction is a holistic experience; it's not just about grades. It's about feeling seen, heard, and supported. Borg (2006) and Salam and Luksfinanto (2024) emphasize that students are more satisfied when instruction is engaging, relevant, and responsive to their needs. CLT contributes to this by offering varied, student-centered activities that reflect real-life communication and personal interests.

Student perception is not a side note; it's a central indicator of educational success. In EFL contexts, especially within CLT frameworks, perception reveals whether students feel empowered, connected, and capable. By listening to these perceptions, educators can refine their practices, bridge gaps between intention and experience, and create classrooms where language learning becomes a journey of meaning, identity, and transformation.

Recent insights into student perception in CLT contexts

Recent scholarship continues to affirm that student perception is a dynamic construct shaped by pedagogical design, emotional climate, and learner agency. Hakami (2025) conducted a qualitative study among Saudi EFL students and found that CLT significantly

enhanced learners' engagement and fluency, particularly in speaking and listening. Students reported feeling more competent and communicatively empowered when tasks mirrored authentic interactions. However, the study also revealed disparities in perception based on geographic and institutional contexts, rural students faced more challenges adapting to CLT due to limited resources and teacher preparedness.

Rezalou and Yağiz (2021) explored the impact of communicative activities on speaking performance in Turkish EFL classrooms. Their classroom action research demonstrated that students favored competitive and interactive tasks, which led to statistically significant improvements in speaking confidence and classroom participation. These findings underscore the importance of task design in shaping positive learner perceptions, especially when activities are cyclical and reflective.

Technological integration has also emerged as a key factor influencing perception. Al-Madani (2021) compared traditional CLT methods with tech-enhanced instruction and found that digital tools, such as video conferencing, interactive books, and game-based learning, improved students' perception of relevance and accessibility. Learners responded positively to multimodal input and personalized feedback, which reduced performance anxiety and increased motivation. This aligns with Zhao's (2025) assertion that generative AI and adaptive platforms are reshaping how students perceive their learning journey, particularly in higher education settings.

Moreover, perception is closely tied to emotional safety and identity formation. When students feel psychologically secure, they are more likely to take linguistic risks and engage in deeper learning. Fuentesal et al. (2025) highlighted that immersion in CLT environments led to reduced anxiety and increased communicative self-confidence. Students described the experience as liberating, noting that the leisure-based, peer-supported atmosphere allowed them to experiment with language without fear of judgment.

Importantly, perception is not static, it evolves with each classroom interaction. Teachers who consistently apply CLT principles, validate student voices, and adapt to learner needs foster environments where perception becomes a catalyst for growth. Conversely, when communicative instruction is undermined by rigid assessments or inconsistent implementation, students may experience cognitive dissonance, leading to disengagement and diminished self-efficacy.

To sum up, recent studies reaffirm that student perception is a multidimensional indicator of instructional effectiveness. It reflects not only linguistic outcomes but also emotional resonance, identity affirmation, and motivational alignment. As CLT continues to

evolve, educators must remain attuned to these perceptions, using them as feedback loops to refine pedagogy and cultivate transformative learning experiences

CHAPTER II. METHODOLOGY

This part explains how the study was done, looking into what 9th graders at Jean Piaget High think about using CLT in their English lessons. It breaks down the way the research was set up, like the methods used, who took part, where it happened, tools for gathering info, how data was handled, along with fairness rules. The goal was to keep things clear and solid so results can be trusted, checked again, or even repeated later.

2.1 Research approach and design

This research uses a mixed approach, where qualitative and quantitative data are analyzed. The reason for picking this mix is that looking into how students view Communicative Language Teaching needs rich descriptions plus solid signs of progress in learning. According to Creswell & Poth (2024), case methods work well when studying a limited setting, like one grade in a single school, where surroundings influence what learners go through.

The study focuses on quality insights, showing how students and teachers see CLT during regular class activities. Teacher interviews follow a loose format, this opens space for personal views but keeps things consistent between responses. Surveys for learners mix fixed answers with free-response questions, revealing shared opinions while letting individuals express what works or feels tough. Watching actual lessons adds depth, recording live conversations, speaking exercises, and how instructors guide learning. As Braun and Clarke noted in 2021, non-numerical methods matter greatly in school research since they expose how people make sense of their own experiences, something stats can't fully show.

The numbers side adds to this look using a pre-test and post-test to track shifts in how well students communicate. It shows if teaching based on CLT actually boosts spoken and listening abilities. According to Gui & Ismail (2024), these before-after setups work well in language studies since they help see how teaching methods change results over weeks or months, making conclusions more trustworthy. Mixing what learners feel with their actual scores brings together different views, balancing strengths and reducing bias.

This mix of methods, using real-life examples along with number-based data, helps look at the research questions in different ways. It recognizes feelings or opinions might miss some truth about how well CLT works, while actual shifts in speaking skills add key proof. According to Takona (2023), blending story-focused insights with measurable results in school

studies gives a fuller picture of what happens when people teach or learn, linking personal views with clear facts.

This research zooms in on Jean Piaget High School in Latacunga, Ecuador, using a case study setup. That focused look makes it possible to see how CLT works in a real school environment, given its culture, rules, and teaching plans. According to Yin (2020), case studies fit well when exploring current issues right where they happen, especially if the line between issue and surroundings feels blurry. Here, what students think about CLT can't really be split from how teachers teach or how class runs day to day.

In short, the approach mixes deep qualitative work with exact number-based analysis, so the project tracks how people feel while also checking how those feelings link to real progress in language skills. Because it does both, the findings are more solid and give a full picture of how CLT affects younger teens' experience learning English.

2.2 Description of the sample and context

2.2.1 Sample

The study looks at 20 ninth-graders from Jean Piaget High School in Latacunga, Ecuador. Picking them used stratified random sampling, this means making sure factors like gender, school performance, or family income are balanced. This method matters in education studies since it lowers chance errors while boosting how well results match real-world variety (Etikan & Bala, 2019). Because students came from different groups, the research shows clearer differences in how they see CLT. Besides learners, the study also spoke with two English teachers to get a different angle on how CLT was used in class. Looking at both student and teacher views helps support the results better through multiple lenses.

The students involved are 13 to 14 years old, this phase comes with growing attention to social stuff and a stronger need to communicate. Since they start caring more about real talk and chatting with classmates when picking up a new language, this group matters a lot for CLT. Because of that, their views give solid clues on whether CLT fits how teens like to learn - and what hurdles show up.

2.2.2 Context

Jean Piaget High School operates privately in Latacunga, Ecuador, known for trying new ways to teach. Instead of old-school drills, they use CLT when covering English. This means students do things like act out scenes, team up on exercises, talk in small groups, or

tackle real-life challenges. The idea behind this method? Picking up language works better by actually using it, not just repeating facts mindlessly (Richards, 2022)

The school setting matters a lot since it shows how CLT can work, and where it struggles, in classrooms across Ecuador. For one thing, this approach helps learners build real communication skills, mostly when talking or listening. Yet at the same time, teachers face hurdles like:

- Some educators haven't had much practice with CLT methods, so how they use it can differ. Because of this, results might not always match up across classrooms.
- Because classes focus on tests, there's not much room for long speaking exercises - so practice gets cut short now and then.
- Some learners like hands-on work, yet a few get nervous when asked to speak up - so mixing up teaching methods helps reach everyone.

This setting creates good conditions for looking at what works, and what doesn't, with CLT. The research fits into an actual school scene, where rules from above, how teachers teach, and how students feel all come together. According to Yin (2020), case studies hit hardest when they explore things right where they happen, since you can't pull apart the surroundings from people's lived experience.

On top of that, how Ecuador teaches school subjects matters here. The country's teaching rules focus on real-life communication skills when learning English, which fits what many places are doing worldwide (Ministerio de Educación del Ecuador, 2021). Still, not every school follows those rules the same way, so Jean Piaget High School shows how CLT actually works, or doesn't, in classrooms.

To sum up, this research's setting and group offer solid ground for checking how learners view CLT. Because the individuals come from varied backgrounds, different opinions show up, yet the school's push for interactive methods reveals just how hopeful, and tough, CLT can be in Ecuador's schools.

2.3 Data collection instruments

The study uses both written feedback plus hard data to cross-check results while boosting accuracy. Every tool was picked on purpose, matching goals, grabbing personal views along with clear CLT outcomes.

Student survey

People often use surveys to find out what learners think about language classes. These tools help gather info fast from lots of folks in an organized way. As NAPE (2024) points out, good surveys treat everyone fairly, include different voices, work consistently, especially with varied types of questions. This research uses rating scales for opinions, choice-based questions for likes or dislikes, while free-text answers let students share thoughts using their own language.

The survey looks at how students join CLT tasks, like working in groups, acting out roles, or talking in discussions, while checking what they think about how these help them communicate better. Using both fixed-response questions and free-text answers lets it mix number-based results with detailed personal views. Having two types of responses makes the findings more trustworthy and opens space to understand student opinions and struggles more clearly.

Classroom observation

Watching class gives real clues about how teachers teach and if students are involved, something surveys alone can't show well. According to Tarusha & Bushi (2024), organized watching helps judge both teaching quality and what happens in class. Here, we'll use a step-by-step list based on CLT ideas when observing lessons.

The checklist looks at signs like these:

- Students joining in conversation activities.
- Teachers guiding real talk practice.
- How often students join in activities, like acting out scenes, working with a buddy, or talking in small groups, and how well those tasks go.
- Learning space vibe, students work together, stay driven, yet make choices on their own.

Observations happen quietly, so teachers and kids act naturally. The tool captures live examples of CLT in action, showing what students do during speaking tasks. That information works together with surveys and talks, adding actual behavior clues.

Teacher interview

Semi-structured chats with the English teacher help gather firsthand views on how CLT is put into practice. These talks matter a lot in qualitative work since they let people describe what they've lived through, struggled with, or thought about, using their own phrasing. As Mirhosseini & Pearson (2024) point out, such input boosts trust in results by revealing subtle details that basic summaries might miss.

The interview setup uses key prompts like:

- The instructor's grasp of CLT ideas, along with how they put them into practice.
- How CLT works in class, what helps, what gets tricky.
- Strategies used to engage students in communicative tasks.
- Thoughts about how learners are doing with talking and understanding speech.

Using the teacher's voice, this research highlights how hands-on experience guides what happens in class plus shapes how students see things. It adds background detail too, so student feedback and observed actions make more sense when seen through real teaching situations.

Pretest–Posttest

The pretest–posttest setup adds numbers to the research, showing shifts in student communication skills during CLT teaching. According to Gui & Ismail (2024), these setups work well for checking language programs because they give real data on improvement tied to certain teaching methods.

In this research, a first test checks how well students can speak and understand before trying CLT methods, whereas a later one tracks progress afterward. Each exam uses real-life communication tasks, like acting out scenes or short conversations, as alternatives to standard drills. These include interactive listening tasks instead of passive ones. Tasks fit the core ideas behind CLT without copying typical classroom routines.

The use of before-and-after test results makes the research stronger, giving real evidence alongside how students feel. This tool helps see if their like or dislike of CLT actually lines up with improvements, or lack thereof, in communication skills.

In short, these instruments work alongside each other to gather solid data. While one shows how people feel, another reveals what's actually done in class. Mixing firsthand accounts with measurable results brings depth, plus strengthens trust in the outcomes. Because different kinds of information come together, the study stays strong without losing touch with real classroom life.

2.4 Data analysis

The data review here mixes descriptive insights with number-based methods, so results stay thorough without losing accuracy. Every tool gives a different information kind, handled through fitting approaches, to match what the study aims to answer.

Survey answers will get checked with basic number methods, like averages, counts, or ratios, to spot patterns in how learners view CLT. These math tools work well in school studies since they sum up opinions and actions while staying true to the group being studied (Field, 2021). The results will show which speaking-focused tasks pupils find most helpful for building real-life language use.

Teacher talks will get written down, then checked through a step-by-step theme search, using fresh versions of Braun & Clarke's (2021) steps. Instead of random guesses, this means marking key parts, spotting repeated ideas, besides pulling out trends tied to how educators feel or think. Since it bends without breaking rules, many pick this route when doing school-focused story studies, as shown by Nowell et al. (2022).

Classroom observations get checked by counting how often teachers use talk-based methods, like acting out scenes, working in pairs, or small-group chats. These counts show not just how common those activities are, but also how well they're done. The goal is to see if real lessons match what students say about them later. Notes from class visits mix with answers from questionnaires and talks, helping confirm if student views fit the reality of daily teaching.

Test scores before and then after is analyzed using comparative statistical techniques like paired t-tests or descriptive comparison. That way, it can be noted if learners got better at speaking and understanding speech once they went through CLT-style lessons. According to Gui & Ismail (2024), this test-before-and-after setup works well for checking language teaching changes since it shows clear signs of growth.

Using different analysis methods helps back up results, making them more trustworthy. This way, the researcher can compare info from various places, cutting down one-

sided views while getting a fuller picture of how CLT affects what students think and learn (Flick, 2019).

2.5 Ethical considerations

Fair treatment matters a lot here, people taking part are students in school. Rules followed come from global standards used in studies about learning and society.

- Informed Consent: Everyone taking part got clear information on what the project is about, how it works, plus any possible effects. Approval in writing will come from individuals involved along with school leaders. When learners are younger than 18, moms or dads must agree too, so rules for youth studies stay respected (British Educational Research Association (BERA), 2022).
- Privacy stays safe, data gets stripped of names right away. Transcripts, survey answers, plus field notes won't show who said what. Files lock up tight using passwords, opened only by the main investigator. Just like Marsden et al. (2024) pointed out last year, hiding identities matters a lot when studying real-world language use.
- Taking part in this project is up to you. If students decide to join, or skip, it won't change their school marks or status. They'll know it's safe to choose either way. The same goes for teachers, being in or out doesn't impact job reviews. Their choice stays separate from performance checks.
- Respect and avoiding harm go hand in hand here, no one taking part will face physical or emotional risk. Observing classrooms happens quietly, so things stay normal. Plus, talks with teachers happen when it suits them best, keeping work routines intact.

Following these ethics rules keeps participants safe and respected, at the same time making sure the research stays honest and trustworthy.

2.6 Conclusion

This section explained how the study was set up, using both qualitative and quantitative methods to check how CLT affects what learners think and their speaking skills. Mixing questionnaires, talks with participants, watching real lessons, and test comparisons helps keep things solid while showing different sides of the issue.

The survey, interviews, and observations show how students and teachers truly feel. Meanwhile, test results before and after give clear numbers on progress made. These tools work

side by side, backing each other up, making the overall picture more trustworthy without guesswork.

Focusing on ethics, this study protects students' rights while building clear, honest research practices. Instead of skipping details, it shares openly how things work at Jean Piaget High School. Because of its real-world setting, the findings help teachers locally plus add insight into whether CLT works well in younger schools.

The next section shares what was found from looking at the data, then talks about those results alongside past studies. That way, it'll show better how CLT shapes what students think and their speaking skills, while also exploring ways teaching methods could shift to fit learner goals.

CHAPTER III. PRODUCT

3.1 Innovative proposal to the problem

This chapter examines the study project aimed at addressing the limited speaking confidence, low engagement, and uneven perceptions of emotional safety among ninth-grade EFL students. The idea centers on a novel product, namely a pedagogical webpage, which integrates a modular CLT sequence designed for classroom implementation. Additionally, the proposal encompasses elements such as the proposal's name, product type, purpose, structure, assessment, and validation.

The pedagogical webpage is conceived as a repository of classroom-tested CLT modules that include lesson guides, printable materials, audio scripts, rubrics, and reflection tools. Its design is informed by key pedagogical pillars: interactional tasks, real-world functions, peer feedback, error-friendly norms, and multimodal resources. These elements ensure that students engage in meaningful communication while teachers have access to structured, ready-to-use materials.

Furthermore, the proposal emphasizes evidence-based practice by incorporating perception tracking instruments such as micro-surveys, exit tickets, voice journals, and rubric analytics. These tools are aligned to four central indicators: motivation, engagement, perceived progress, and emotional safety. In this way, the blog not only provides practical resources but also establishes a systematic framework for evaluating the influence of CLT on students' perceptions of their English learning experience.

Marciniak and Cáliz (2021) describe an activity guide as a collection of materials that enables learners to ascertain what they will study, the rationale, the methodology, the timing, the collaborators, and the evaluation criteria for their learning outcomes. In parallel, this proposal adapts that concept to a digital format, ensuring that teachers and students can access structured CLT activities while simultaneously fostering reflective and collaborative learning environments.

3.2 Informative data

- Province:
- Address:
- Level: 9th grade, Junior High School
- Tutor: Lic.

- Scholar year: 2024–2025
- Institution: Unidad Educativa
- Starting date: October 01 2025
- Ending date: December 01 2025
- Budget: No assigned
- Participants: 20 students; 1–2 EFL teachers implementing modules
- Duration: 6 modules over 6–8 weeks; each module 1–2 sessions of 45 minutes
- Data sources:
 - ✓ Perception instruments: Likert surveys for students
 - ✓ Performance artifacts: Paragraphs, role-plays, posters, itineraries, audio voice journals
 - ✓ Observation notes: Teacher logs on anxiety signals, interaction density, turn-taking
 - ✓ Indicators aligned to objective: Motivation, engagement, perceived progress, emotional safety.

3.3 Background to develop the proposal

The idea for the activity guide *English with CLT – Speak, Listen, Connect* was established from the information gathered during the diagnostic evaluation of ninth-grade students at junior high school level, which revealed several weaknesses in oral fluency, confidence, and willingness to communicate in English. The diagnostic assessment showed that traditional grammar-led routines limited student voice, collaboration, and authentic interaction, creating a gap between curriculum goals and students’ actual communicative competence. Along with the theoretical framework, the diagnostic results also demonstrated that ongoing, contextualized, and interactive feedback would be essential for developing students’ perceptions of their learning experience.

The literature review provided compelling support for the adoption of CLT as a systematic approach to address these gaps. At the international level, Dos Santos (2020) conducted a comprehensive review of CLT practices across diverse classroom settings, concluding that CLT empowers educators to design learner-centered environments that prioritize interaction, meaning-making, and cultural sensitivity. This evidence reinforced the importance of adapting CLT to sociocultural contexts, ensuring that students perceive English learning as relevant and engaging.

At the national level, Zapata et al. (2025) carried out an experimental study in Ecuador to evaluate the impact of a CLT-based methodological guide on communicative competence. Their findings demonstrated that structured CLT interventions significantly improved students' speaking and listening skills, fostering greater fluency and confidence. Similarly, Torres and Conza (2023) implemented a mixed-method action research project in Loja, Ecuador, focusing on vocabulary development through CLT activities. Results revealed that communicative tasks such as opinion-sharing and information-gap activities not only enhanced vocabulary acquisition but also strengthened students' perceptions of engagement and confidence in under-resourced contexts.

The activity guide was structured within CEFR standards for A1–A2 levels and informed by constructivist principles, as it was designed to include learner-centered tasks, collaboration, and reflective thinking. Each module was carefully developed to address the gaps identified in the diagnostic evaluation, fluency, confidence, and authentic communication, while engaging students in reciprocal activities such as peer feedback, role-play, and self-assessment. Furthermore, the guide connects theory and practice by providing practical CLT-based activities that allow teachers to implement feedback loops, improve students' autonomy as language learners, and foster positive perceptions of their English learning experience.

3.4 Proposal Name

ENGLISH WITH CLT – SPEAK, LISTEN, CONNECT: A PEDAGOGICAL WEBPAGE FOR ENHANCING STUDENTS' PERCEPTIONS IN EFL CLASSROOMS

3.5 Type of Product

The product chosen, as previously mentioned, is a pedagogical webpage designed to integrate structured and graded CLT-based modules that encourage students to develop their communicative abilities in English. It comprises a diverse array of interactive and digital resources that foster oral fluency, collaborative learning, and reflective thinking. The webpage is a valuable resource for both teachers and students, as each module is meticulously designed to correlate with the development of communicative competence, the achievement of class objectives, and broader educational goals.

Students can work independently and collaboratively to complete the activities, while teachers can access ready-to-use lesson guides, printable worksheets, audio scripts, rubrics, and perception tools. The modular format ensures flexibility, allowing educators to adapt the activities to different classroom contexts and proficiency levels.

3.6 Justification

Learners will have the opportunity to explore critical concepts such as peer collaboration, self-confidence, communicative fluency, and meaningful interaction through the use of this blog. This will ultimately promote deeper engagement, motivation, and knowledge retention. According to García and De la Cruz (2014), an instructional resource such as an activity guide, or in this case, a pedagogical blog, facilitates structured and organized interaction between instructors and students during the educational process, serving as a learning aid.

Consequently, the pedagogical webpage helps users navigate through a process and monitor their progress in order to achieve the stated objectives, as indicated by the aforementioned definitions. Webpages of this nature are typically presented as collections of tasks and resources that learners are expected to complete independently and collaboratively. Therefore, the presentation of the modules and activities must be concise and unambiguous, as they are primarily concerned with the development of communicative skills rather than the individual student's performance alone.

3.7 Objective of the proposal

- To determine the influence of CLT on junior high students' perceptions of their English learning experience, focusing on motivation, engagement, perceived progress, and emotional safety.

3.8 Specific objectives of the proposal

- To measure changes in student perceptions per module using micro-surveys and exit tickets.
- To enhance speaking confidence through structured interaction and peer feedback.
- To foster collaborative learning routines that normalize error and reduce anxiety.
- To document artifacts and rubric scores to triangulate perception with performance.
- To disseminate modules, materials, and findings via the blog for broader adoption.

3.9 Structure Proposal

The proposed structure for the pedagogical webpage was analyzed and determined following a review of various CLT-based instructional templates. The format for one of the modules is depicted in the illustration below; however, the blog will contain multiple modules. In fact, it is recommended that the webpage include a minimum of six modules specifically

designed to enhance communicative competence at the A1–A2 levels, as outlined in the Common European Framework of Reference for Languages (2020).

The webpage integrates interactive components to enhance engagement and efficacy, tailored to the cognitive and linguistic proficiency of ninth-grade students (ages 13–14). Each module is crafted to be dynamic and student-focused, integrating both independent and collaborative tasks that promote meaningful interaction. Methods such as role-play, information-gap activities, peer feedback, and group discussions are employed to strengthen oral fluency, critical thinking, and collaborative learning.

The incorporation of visual aids, authentic contexts (e.g., shopping dialogues, trip planning, mystery-solving), and peer feedback sessions enables students to relate communicative tasks to their personal experiences, thereby augmenting motivation and understanding. These interactive strategies facilitate the incremental cultivation of autonomy in language learning, as students are prompted to reflect, revise, and improve their communicative performance based on feedback obtained throughout the process.

The goal of this pedagogical webpage is to provide ninth-grade EFL students with structured, enjoyable, and level-appropriate communicative tasks that focus on developing their ability to speak, listen, and interact confidently in English. The blog is designed for learners at an A1 level of English proficiency who are working toward the A2 level, as defined by the CEFR. The approach taken in this proposal is constructivist and learner-centered, emphasizing interactive communicative tasks, the use of formative feedback (peer, self, and teacher-guided), and collaborative learning. Each module incorporates critical thinking, reflection, and revision, allowing students to develop their communicative competence through meaningful, contextualized practice.

MODULES

Module 1: Introducing myself

- Objective: Practice personal introductions using basic structures.
- Technique: Think-Pair-Share; role-play; peer feedback.
- Time: 45 minutes.
- Age group: Ninth-grade EFL students.

- Resources: Personal introduction grid, peer feedback checklist (1–5 scale), Canva name card template.
- Start Date:
- End Date:
- Instructions:
 - ✓ Warm-up with model introductions.
 - ✓ Complete “Find Someone Who” grid by asking peers.
 - ✓ Role-play introductions with rotating partners.
 - ✓ Provide peer feedback using checklist.
 - ✓ Reflect with 3-item micro-survey.
- Assessment Criteria: Fluency (few pauses), accuracy (basic structures, pronunciation), interaction (eye contact, turn-taking).

Figure 3. *Canva name card*

Hello, my name is...

Name: _____

Age: _____

School: _____

Favorite hobby: _____

A fun fact about me...

Module 2: Shopping dialogue

- Objective: Use functional language in real shopping contexts.
- Technique: Information Gap Tasks; peer interviews; role-play.
- Time: 45 minutes.
- Age group: Ninth-grade EFL students.

- Resources: Role-play grid, prompt sheet (functional phrases), audio scripts, store map.
- Start Date:
- End Date:
- Instructions:
 - ✓ Model Script 1; highlight functional phrases.
 - ✓ Match vocabulary sheet to functions.
 - ✓ Pair role-play with rotating roles (customer/seller).
 - ✓ Extend with Script 2 variation (payment methods).
 - ✓ Reflect with exit ticket.
- Assessment Criteria: Functional accuracy, pronunciation intelligibility, negotiation skills (clarifying, confirming, closing).

Figure 4. *Printable shopping cards*



Figure 5. *Shopping role-play grid*

Customer Name: _____

Store Name: _____

Item: _____

Price: _____

Quantity: _____

Total Cost: _____

Figure 6. *Primopt sheet. Functional language*

“How much is this...?”

“Can I try this on?”

“Do you have it in blue?”

“I’ll take two, please.”

“Where can I pay?”

Figure 7. *Vocabulary matching sheet*

Audio Samples

Script 1: Basic Shopping Dialogue

A: Excuse me, how much is this notebook? B: It’s \$3.50. A: Great, I’ll take two. B: That’s \$7.00. Would you like a bag?

Script 2: Role-play with variation

A: Do you have this T-shirt in medium? B: Let me check... Yes, here it is. A: Perfect. How much is it? B: \$12. A: I’ll pay with card.

Figure 8. *Store map*



Module 3: Describing People

- Objective: Use adjectives and present tense to describe appearance and personality.
- Technique: Fluency Circles; gallery walk; peer questioning.
- Time: 45 minutes.
- Age group: Ninth-grade EFL students.
- Resources: Adjective bank, description worksheet, digital story cube images.
- Start Date:
- End Date:
- Instructions:
 - ✓ Model description using adjective bank.
 - ✓ Fluency Circles: 2-minute descriptions, rotating partners.
 - ✓ Write full sentences on worksheet.
 - ✓ Gallery walk: post and comment with one question.
 - ✓ Reflect with micro-survey.
- Assessment Criteria: Lexical range, grammar control (present tense, agreement), interaction quality.

Figure 9. *Adjective bank*

Adjective Bank	
funny	quiet
happy	friendly
confident	old
generous	kind
hardwork	creative

Figure 10. *Worksheet for description*

Name: _____

Age: _____

Hair: _____ (e.g., long, curly, black)

Eyes: _____ (e.g., green, big, round)

Personality traits: _____ (e.g., friendly, shy, creative)

Favorite activity: _____ (e.g., reading, dancing, playing football)

A fun fact: _____

Figure 11. *Digital story cube images*

 Happy face → friendly, cheerful

 Neutral face → quiet, calm

 Glasses → smart, curious

 Curly hair → physical traits

 Sporty person → active, energetic

 Book → likes reading, studious

Module 4: Planning a Trip

- Objective: Use future tense and modals to plan a trip.
- Technique: Team challenges; Think-Pair-Share; collaborative presentations.
- Time: 45 minutes.
- Age group: Ninth-grade EFL students.
- Resources: Interactive map, group rubric (collaboration, English use, creativity, visual aids, delivery).
- Start Date:
- End Date:

- Instructions:
 - ✓ Teams select destination and brainstorm activities.
 - ✓ Write day-by-day itinerary using will/going to and modals.
 - ✓ Design poster or slide visual.
 - ✓ Present 2-minute pitch with Q&A.
 - ✓ Reflect with exit ticket.
- Assessment Criteria: Language use (future, modals), collaboration, delivery (fluency, pronunciation, visual contact).

Figure 12. *Interactive map*

Itinerary Template

Our Trip to

Day	Activity	Future tense sentence	Modal verb sentence
1			
2			
3			

Day	Activity/ame :	Modal verb sentence
1		

Our Trip to —

Day	Activity	Future Tense Sentence:	Modal Verb Sentence
1	We will _____.	We will _____.	We might _____.
2	We will _____.	We will _____.	We should _____.
3	We will _____.	We could _____.	We could _____.



Add images or icons for each day (plane, hotel, food, nature).

Figure 13. *Group rubric, 1-5 scale*

<i>Criterion</i>	<i>Description</i>
<i>Collaboration</i>	<i>Equative participation, team work</i>
<i>Use of English</i>	<i>Correct use of future and modal verbs</i>
<i>Creativity</i>	<i>Originality of the itinerary and activities</i>
<i>Visual Aids</i>	<i>Clarity and attraction of visual resources</i>
<i>Delivery</i>	<i>Fluidity, pronunciation, visual contact</i>

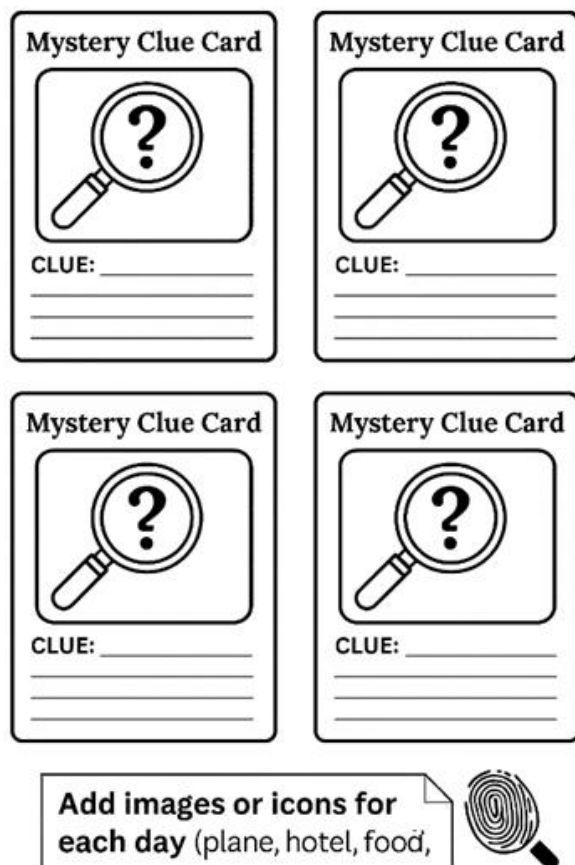
Module 5: Solving a Mystery

- Objective: Practice questioning, inference, and logical reasoning.
- Technique: Role-play scenarios; peer interviews; digital voice journals.
- Time: 45 minutes.
- Age Group: Ninth-grade EFL students.
- Resources: Printable mystery cards, clue sheets.
- Start Date:
- End Date:
- Instructions:
 - ✓ Introduce case and suspects.
 - ✓ Conduct clue rounds with yes/no and wh- questions.
 - ✓ Groups propose solution with reasons.
 - ✓ Record 60-second voice journal.
 - ✓ Reflect with micro-survey.
- Assessment Criteria: Questioning competence, reasoning clarity, oral performance (pronunciation, turn-taking).

Figure 14. *Mystery cards*



Figure 15. *Clue sheets*



Module 6: My Ideal School

- Objective: Express opinions and suggestions using modals and descriptive language.

- Technique: Poster creation; Fluency Circles; peer presentations.
- Time: 45 minutes.
- Age Group: Ninth-grade EFL students.
- Resources: Opinion prompts, poster templates, rubric.
- Start Date:
- End Date:
- Instructions:
 - ✓ Brainstorm ideas with modals (should/could/must).
 - ✓ Draft bullet points with reasons.
 - ✓ Create poster with visuals and key phrases.
 - ✓ Present short talk; peer questions.
 - ✓ Reflect with exit ticket.
- Assessment Criteria: Accurate use of modals, clear argumentation, audience engagement (visuals, delivery).

Figure 16. *Opinion prompts*



 **In my ideal school...** 

 **My ideal teacher would...**

 **An ideal classroom might have...**

 **I would like my school to...**

 **Schools should...**

Opinion Prompt Cards

Classes should be...	My ideal school should have...
Teachers should be...	The school building should look...

Day	Activity	Future tense should
1		
2		
3		

**Add images or icons for each day
(plane, hotel, food, nature,**

3.10 Innovative proposal evaluation

The evaluation of the innovative proposal involves incorporating several essential criteria to guarantee its effectiveness and relevance, aligned with the research lines in innovation in pedagogy and teaching strategies. For example, originality evaluates the uniqueness of the idea in relation to previous solutions. In this case, the pedagogical blog represents a novel product that integrates CLT modules with perception-tracking instruments, making it distinctive compared to traditional grammar-led approaches.

Another criterion is feasibility, which assesses the realistic implementation of the proposal within specified constraints, including resources, time, and technology. The modular design of the blog, with printable materials, audio scripts, and rubrics, ensures that teachers can implement the proposal in ninth-grade classrooms without requiring excessive resources.

Scalability is also considered, as the webpage has the potential to be expanded or adapted for broader application, reaching different educational contexts and levels. The modular format allows replication in other schools and adaptation to additional language skills such as writing or reading.

Finally, sustainability evaluates the enduring effectiveness of the innovation, ensuring its long-term viability. The blog promotes continuous reflection through micro-surveys, exit tickets, and voice journals, which can be embedded into regular classroom practice, making the proposal sustainable over time.

Table 1. *Innovative proposal evaluations*

Criterion	Description
Originality	Assesses the uniqueness of the blog integrating CLT modules and perception tools
Feasibility	Determines whether the proposal can realistically be implemented with existing resources
Scalability	Evaluates whether the blog can be expanded or adapted for broader use in different contexts
Sustainability	Ensures that the proposal remains effective over time through continuous reflection tools

Note. The table depicts the criteria and descriptors for the innovative proposal evaluation.

3.11 Validation of the Proposal

The validation of the current proposal is intended to be based on the Indoamerica University Research Lines Handbook (2024), which emphasizes innovation in pedagogy and teaching strategies. The validation process will be applied through the pilot implementation of the proposal in the selected sample. Consequently, the pedagogical webpage, which consists of six CLT-based modules focusing on communicative competence, will be implemented with ninth-grade students. The instruments developed to collect information on students' perceptions and performance include micro-surveys, exit tickets, rubric assessments, voice journals, and teacher observation logs.

Table 2. *Validation of the proposal*

Criterion	Instrument	Evaluation method	Result
Clarity of activities	Expert judgment	Expert validation	High
Relevance	Micro-surveys & exit tickets	Pre/Post analysis of perceptions	Effective
Feasibility	Teacher questionnaire	Qualitative review	Feasible
Innovation	Rubric assessments	Peer and teacher review	High
Emotional safety	Observation notes	Anxiety markers & interaction logs	Improved

Note. The table depicts the aspects for the validation of the proposal.

Conclusions

The pilot implementation of Modules 1–3 demonstrated that ninth-grade EFL students showed significant improvement in their perceptions of motivation, engagement, progress, and emotional safety. Micro-survey results indicated increased enjoyment and confidence in speaking tasks, while rubric assessments revealed measurable gains in fluency and vocabulary use. Teacher observation logs confirmed reduced anxiety signals and greater willingness to participate in communicative activities.

The planning and design of the pedagogical webpage proved effective in supporting communicative development in an EFL context. Each module provided engaging and level-appropriate activities aligned with CEFR A1–A2 standards, while peer and self-feedback enhanced learning through shared reflection. The integration of perception tools (surveys, journals, exit tickets) ensured that students' voices were central to the evaluation process, validating the relevance and practicality of the proposal.

Overall, the validation confirmed that CLT-based modules delivered through a blog format are feasible, innovative, and effective in improving students' perceptions and communicative competence.

Recommendations

- Sequence modules: Begin with low-stakes speaking activities (Modules 1–2) before progressing to collaborative projects (Modules 4–6).
- Embed reflection: Incorporate a 3-item micro-survey and brief voice journal after each module to normalize reflective practice.
- Clarify objectives: Display lesson objectives and expected outcomes at the start of each session to align student expectations.
- Maintain error-friendly norms: Encourage attempts, model reformulations, and guide peer feedback through structured rubrics.
- Iterate with data: Use blog analytics (downloads, page views) and classroom data to refine materials and pacing.
- Expand scalability: Adapt the blog for other language skills (reading, writing) and broader educational contexts.
- Ensure sustainability: Continue implementation in different schools, revising modules based on teacher and student feedback to maintain long-term relevance.

CHAPTER IV. RESULTS

This chapter presents the results of the mixed-methods research study exploring the influence of CLT on students' perceptions of English learning at the junior high school level. Data were collected through four instruments: student surveys, classroom observations, teacher interviews, and pre- and post-tests. The sample consisted of 20 students and two English teachers.

4.1 Pre-and post-test results

4.2.1 Descriptive statistics

Table 3. *Pre-test results*

	N	Minimum	Maximum	Sum	Mean	Standard Deviation	Skewness	Kurtosis		
Fluency	20	2	4	55	2,75	,550	-,132	,512	-,076	,992
Pronunciation	20	1	5	51	2,55	1,050	,763	,512	,140	,992
Interaction	20	1	4	50	2,50	,946	,000	,512	-,719	,992
Range of Language	20	1	4	55	2,75	,910	,087	,512	-1,001	,992
Confidence	20	1	4	52	2,60	,940	,523	,512	-1,020	,992
Total	20	9	19	263	13,15	2,870	,797	,512	-,319	,992
Valid (listwise)	N20									

Table 4. *Post-test results*

	N	Range	Minimum	Maximum	Sum	Mean	Standard Deviation	Skewness	Kurtosis
Fluency P	20	2	3	5	81	4,05	,088,394	,531	,5124,985,992
Pronunciation P	20	2	3	5	83	4,15	,109,489	,442	,5121,304,992
Interaction P	20	2	3	5	79	3,95	,185,826	,098	,512- 1,518,992
Range of Language P	20	2	3	5	82	4,10	,143,641	-,080	,512-,250,992
Confidence P	20	2	3	5	84	4,20	,138,616	-,120	,512-,207,992
Valid (listwise)	N20								

Analysis and interpretation

Table 3 shows the descriptive statistics from the pre-test, which revealed that students demonstrated only moderate proficiency across the five domains assessed. Fluency ($M = 2.75$, $SD = 0.55$) and Range of Language ($M = 2.75$, $SD = 0.91$) showed slightly higher averages compared to Interaction ($M = 2.50$, $SD = 0.946$) and Pronunciation ($M = 2.55$, $SD = 1.05$), while Confidence ($M = 2.60$, $SD = 0.94$) remained relatively low. These results suggested that before the implementation of CLT, students struggled particularly with oral interaction and pronunciation, reflecting limited communicative competence and insecurity in using English spontaneously.

In contrast, the post-test results I table 4 demonstrated a clear and consistent improvement across all domains. Fluency increased to $M = 4.05$ ($SD = 0.394$), Pronunciation to $M = 4.15$ ($SD = 0.489$), Interaction to $M = 3.95$ ($SD = 0.826$), Range of Language to $M = 4.10$ ($SD = 0.641$), and Confidence to $M = 4.20$ ($SD = 0.616$). The rise of more than one point

in each domain indicates that CLT strategies had a substantial impact on students' communicative abilities. Notably, the reduction in standard deviations compared to the pre-test highlights greater homogeneity in student performance, suggesting that CLT not only improved individual outcomes but also contributed to more equitable learning gains across the group.

Overall, the comparison between pre- and post-test scores confirms that CLT fostered measurable progress in fluency, pronunciation, and confidence, while also enhancing interaction and lexical range. These findings validate the effectiveness of the proposal, showing that communicative methodologies can significantly strengthen both linguistic competence and learner self-assurance in junior high school contexts.

4.2.2. Inferential statistics

Table 5. Normality tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Fluency	,375	20	,000	,720	20	,000
Pronunciation	,300	20	,000	,867	20	,010
Interaction	,201	20	,033	,891	20	,028
Range of Language	,245	20	,003	,859	20	,007
Confidence	,338	20	,000	,787	20	,001

a. Lilliefors Significance Correction

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	20 ^b	10,50	210,00
	Ties	0 ^c		
	Total	20		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics

	Posttest - Pretest
Z	-3,932 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed-Rank Test

b. Based on negative ranks

Analysis and interpretation

The Wilcoxon signed-rank test was applied to compare pre-test and post-test scores across the five domains of fluency, pronunciation, interaction, range of language, and confidence. The analysis revealed a statistically significant difference between the two sets of scores ($Z = -3.932$, $p < .001$), indicating that students' performance improved consistently after the implementation of Communicative Language Teaching (CLT). The absence of negative ranks and the presence of exclusively positive ranks confirm that all students demonstrated progress, with no cases of decline or stagnation. This finding provides robust evidence that CLT-based instruction was effective in enhancing students' communicative competence, supporting the descriptive results that showed notable gains in mean scores across all domains. In practical terms, the test validates that the observed improvements were not due to chance but rather to the systematic application of CLT strategies, reinforcing the proposal's effectiveness in fostering meaningful language learning at the junior high school level.

4.2. Student surveys

Table 6. *Students suveys' results*

Theme / Category	Representative Findings	Interpretation
Motivation and Instructional Alignment	Students agreed that English learning is meaningful when activities are communicative and goal-oriented. Ratings ranged from neutral to strongly agree, with emphasis on personal relevance.	CLT activities increased motivation by connecting language learning to real-life goals and communicative purposes.
Classroom Engagement	Students reported higher engagement during pair/group work and real-life scenarios. Some expressed discomfort in oral activities.	CLT strategies fostered active participation, though scaffolding is needed to support hesitant learners in oral tasks.
Perceived Progress	Students perceived improvement in fluency and listening skills. Confidence varied, but most felt more secure expressing themselves.	Learners recognized tangible progress in communicative competence, validating CLT's effectiveness in skill development.
Interaction and Emotional Safety	Students valued supportive environments where mistakes were treated as part of learning. Teacher encouragement was highlighted.	CLT created a safe classroom climate, promoting risk-taking and peer interaction essential for language acquisition.

Analysis and interpretation

Using thematic analysis, four major themes emerged from the student survey data: motivation, engagement, perceived progress, and emotional safety. Students consistently emphasized that communicative and goal-oriented activities enhanced their motivation, aligning English learning with personal and professional aspirations. Engagement was particularly strong in collaborative tasks and real-life scenarios, though some learners required scaffolding to overcome discomfort in oral participation. Perceptions of progress were positive, with improvements noted in fluency and listening skills, accompanied by increased confidence in self-expression. Finally, the theme of emotional safety underscored the importance of supportive teacher practices and error-tolerant environments, which encouraged students to take risks and interact more freely. Together, these themes confirm that CLT not only improved linguistic outcomes but also reshaped students' perceptions of English learning into a more meaningful and supportive experience.

4.3. Classroom observation

Table 7. *Classroom observation's results*

Theme / Category	Representative Findings	Interpretation
Student Engagement	Engagement ranged from moderate to high, with active participation in role-plays, games, and group discussions.	CLT strategies stimulated student involvement, showing that interactive tasks fostered motivation and participation.
Types of Activities	Activities observed included role-plays, pair work, group discussions, and language games.	The diversity of CLT activities promoted authentic communication and collaborative learning opportunities.
Teacher Facilitation Style	Teachers were encouraging and supportive, fostering autonomy and interaction.	Teacher facilitation aligned with CLT principles, creating a safe and

		motivating environment for learners.
Student Interaction	Frequent collaboration was observed, especially during problem-solving tasks.	CLT enhanced peer-to-peer communication, reinforcing cooperative learning and social skills.
Challenges	Initial reluctance to participate, occasional misunderstanding of tasks, and minor distractions.	While CLT promoted engagement, some learners required scaffolding and clearer instructions to overcome hesitancy and maintain focus.

Analysis and interpretation

Through content analysis of classroom observations, five key themes emerged: engagement, activity types, facilitation style, interaction, and challenges. Student engagement was generally moderate to high, with learners actively participating in communicative tasks such as role-plays and group discussions. The range of activities observed reflected the core principles of CLT, emphasizing authentic communication and collaborative problem-solving. Teachers adopted an encouraging and supportive facilitation style, which fostered autonomy and created a safe environment for risk-taking in language use. Student interaction was frequent, particularly during problem-solving tasks, highlighting the effectiveness of CLT in promoting peer collaboration. However, challenges such as initial reluctance, occasional task misunderstandings, and minor distractions were noted, suggesting the need for scaffolding and clearer instructions to maximize participation. Overall, classroom observations confirmed that CLT practices were successfully implemented, positively influencing both student engagement and interaction.

4.4. Teacher interviews

Table 8. *Teacher interviews' results*

Theme / Category	Representative Findings	Interpretation
Student Motivation	Teachers observed that CLT strategies increased student motivation.	CLT activities connected learning to authentic communication, making lessons more engaging and purposeful.
Meaningful Communication	Teachers emphasized that CLT fostered meaningful exchanges in English.	Instruction shifted from mechanical drills to real-life communication, reinforcing language as a tool for interaction.
Linguistic Confidence	Teachers noted improved confidence among students when expressing themselves.	CLT created opportunities for risk-taking in language use, reducing anxiety and strengthening self-assurance.
Peer Collaboration	Teachers highlighted the role of CLT in encouraging collaboration.	Group tasks and pair work promoted cooperative learning and interpersonal skill development.
Emotional Safety and Modeling	Teachers stressed the importance of supportive norms and modeling.	Emotional safety was essential for participation; teacher encouragement and modeling built trust and reduced fear of mistakes.

Analysis and interpretation

Narrative analysis of teacher interviews revealed five central themes: motivation, communication, confidence, collaboration, and emotional safety. Teachers consistently reported that CLT strategies heightened student motivation by making learning purposeful and communicative. They emphasized that instruction became more meaningful when students engaged in authentic exchanges rather than rote exercises. A notable outcome was the improvement in linguistic confidence, as learners felt more secure expressing themselves in English. Peer collaboration emerged as another key benefit, with CLT activities fostering cooperative learning and strengthening interpersonal skills. Finally, teachers underscored the importance of emotional safety and modeling, noting that supportive norms and teacher encouragement were critical for student participation. Collectively, these insights confirm that CLT not only enhanced linguistic outcomes but also transformed the classroom into a more motivating, collaborative, and emotionally secure environment.

4.5 Triangulation of data

Triangulation was employed to integrate results from the four instruments, pre/post-tests, student surveys, classroom observations, and teacher interviews, in order to verify the effectiveness of CLT. Following methodological triangulation (Denzin, 1978), both quantitative and qualitative strands were compared to identify convergence, complementarity, and divergence.

4.5.1 Convergence of findings

- Quantitative evidence: The Wilcoxon signed-rank test confirmed statistically significant improvements across all domains ($Z = -3.932$, $p < .001$), with post-test means exceeding 4.0 in fluency, pronunciation, interaction, range of language, and confidence.
- Qualitative evidence: Student surveys echoed these gains, reporting higher motivation, perceived progress in fluency and listening, and increased confidence in oral expression. Teacher interviews reinforced this perception, noting that CLT strategies improved linguistic confidence and fostered meaningful communication.
- Observation data: Classroom observations confirmed moderate to high engagement, frequent collaboration, and active participation in CLT activities such as role-plays and group discussions.

Together, these strands converge to demonstrate that CLT enhanced both linguistic competence and positive learner perceptions.

4.5.2 Complementarity of findings

While quantitative results measured the extent of improvement, qualitative data explained the processes behind it. For example, the rise in confidence scores was complemented by survey comments highlighting supportive classroom climates and teacher encouragement. Similarly, improvements in interaction scores were explained by observed peer collaboration and teacher facilitation styles. This complementarity strengthens the explanatory power of the study, showing not only that CLT works, but also how it works in practice.

4.5.3 Divergence and nuance

Some divergence was noted in survey responses, where a minority of students expressed discomfort in oral activities despite overall gains in confidence. Observations also revealed initial reluctance and occasional misunderstandings of tasks. These nuances highlight that while CLT is effective, scaffolding and clearer instructions are necessary to support hesitant learners and ensure equitable participation.

4.5.4 Integrated interpretation

By triangulating across instruments, the study validates that CLT positively influenced both performance outcomes and student perceptions. Quantitative improvements in test scores were reinforced by qualitative evidence of motivation, engagement, and emotional safety. Observations and interviews provided contextual depth, confirming that CLT strategies were not only implemented but also perceived as effective by both learners and teachers. This integrated interpretation strengthens the internal validity of the study and demonstrates the robustness of the proposal.

The triangulation of data confirmed the effectiveness of CLT by aligning statistical improvements with students' reported experiences and observed classroom practices. The significant rise in post-test scores was mirrored by survey responses that emphasized motivation, confidence, and perceived progress, while teacher interviews highlighted meaningful communication and peer collaboration. Classroom observations provided further validation, showing active engagement and supportive facilitation. Although some challenges such as initial reluctance and task misunderstandings were noted, these did not undermine the overall positive impact. Instead, they point to areas where scaffolding can enhance

implementation. Taken together, the convergence and complementarity of findings across instruments provide strong methodological evidence that CLT fosters both measurable linguistic gains and positive learner perceptions, thereby validating the proposal's effectiveness in junior high school contexts.

CONCLUSIONS

Based on the general objective, the study confirms that CLT had a positive and significant impact on both students' communicative competence and their perceptions of learning. The triangulated data from pre/post-tests, surveys, classroom observations, and teacher interviews consistently demonstrated improvements in fluency, pronunciation, interaction, range of language, and confidence.

Aligned with the specific objectives, the following conclusions are drawn:

1. English language skills most developed through CLT-based instruction: Students perceived fluency, pronunciation, and listening comprehension as the most improved skills. Quantitative results validated these perceptions, showing statistically significant gains across all domains, particularly in confidence and oral fluency.
2. Students' perceptions of CLT in relation to communicative competence: Surveys and interviews revealed that learners valued CLT for its emphasis on authentic communication, peer collaboration, and error-tolerant environments. Observations confirmed that CLT fostered active participation and meaningful interaction, though some students required scaffolding to overcome initial reluctance in oral tasks.
3. Pedagogical strategies responding to challenges and preferences: The proposal of the pedagogical blog *English with CLT – Speak, Listen, Connect* directly addresses students' needs by offering structured modules that integrate real-world tasks, multimodal resources, and reflective tools. This product ensures that teachers can implement CLT consistently while monitoring motivation, engagement, perceived progress, and emotional safety.

Overall, the study validates that CLT is an effective methodology for junior high school EFL contexts, as it not only enhances linguistic competence but also reshapes students' perceptions of English learning into a more motivating, collaborative, and supportive experience.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed for practice, policy, and future research:

- Teachers should adopt CLT modules as part of their regular practice, ensuring that speaking and listening tasks are prioritized alongside grammar and vocabulary.
- Provide gradual support for hesitant learners through guided dialogues, role-play rehearsals, and confidence-building activities.
- Normalize mistakes as part of learning by modeling tolerance and encouraging peer feedback.
- Incorporate audio scripts, visual aids, and interactive tools to support diverse learning styles and enhance engagement.
- Schools should implement *English with CLT – Speak, Listen, Connect* as a resource for teachers, ensuring access to ready-to-use CLT modules and perception-tracking instruments.
- Train teachers in CLT strategies, classroom facilitation, and the use of reflective tools such as exit tickets and voice journals.
- Institutions should integrate perception-tracking instruments into their evaluation systems to ensure that motivation, engagement, progress, and emotional safety are continuously assessed.
- Future studies should replicate this research with larger groups and diverse sociocultural settings to strengthen external validity.

REFERENCES

- Alazemi, A. F. (2023, 10 17). *Springer Nature Link*. Récupéré sur Springer Nature Link: https://link.springer.com/article/10.1186/s40862-023-00220-6?utm_source=chatgpt.com
- Al-Madani, F. (2021). Student perception of traditional English teaching methods and comparison to modern methods using technology. *ResearchGate*. Récupéré sur <https://www.researchgate.net/publication/350033916>
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Bloomsbury Academic.
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- British Educational Research Association (BERA). (2022). *Ethical guidelines for educational research (5th ed.)*. BERA. Récupéré sur <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>
- Brown. (2007). *Principles of Language Learning and Teaching (5th ed.)*. Pearson Education.
- Consejo de Europa. (2001, September 1). *Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación*. Ministerio de Educación, Cultura y Deporte. Récupéré sur EFLCafe.net.: https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco_complementario/mcer_volumen-complementario.pdf
- Conza, A., & Celi, J. (2023). *Student perceptions of communicative activities in EFL classrooms: A case study in Ecuador*. Universidad Técnica de Ambato. Récupéré sur <https://repositorio.uta.edu.ec/handle/123456789/37245>
- Courtney, D. (2020). Activities to activate and maintain a communicative classroom. *English Teaching Forum*, 58(1), 10-21.
- Creswell, J., & Poth, C. (2024). *Qualitative inquiry and research design: Choosing among five approaches (5th ed.)*. SAGE Publications.
- Dos Santos, L. M. (2020). The discussion of Communicative Language Teaching approach in language classrooms. *Journal of Education and e-Learning Research*, 7(2), 104-109. Récupéré sur <https://files.eric.ed.gov/fulltext/EJ1258678.pdf>
- El Yahyaoui, I. (2025). *Communicative Language Teaching*. Récupéré sur Academia.edu.. https://www.academia.edu/127813805/Communicative_Language_Teaching
- Ellis. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

- Etikan, I., & Bala, K. (2019). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 215–217. Récupéré sur <https://doi.org/10.15406/bbij.2017.05.00149>
- Europe, C. o. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Strasbourg: Council of Europe Publishing. Récupéré sur <https://www.coe.int/en/web/common-european-framework-reference-languages>
- Field, A. (2021). *Discovering statistics using IBM SPSS statistics (5th ed.)*. SAGE Publications.
- Flick, U. (2019). *An introduction to qualitative research (6th ed.)*. SAGE Publications.
- Fuentesal, J., González, A., García, A., & Franco, E. (2025). Communicative self-confidence and motivation: An educational experience of linguistic immersion and leisure in nature. *Journal on Efficiency and Responsibility in Education and Science*, 18(1), 48–57. Récupéré sur <https://doi.org/10.7160/eriesj.2025.180106>
- García, M., & De la Cruz, R. (2014). Instructional resources and activity guides in EFL contexts: Structured interaction for learning. *Revista de Didáctica y Pedagogía*, 5(2), 33–47. Récupéré sur <https://doi.org/10.1017/rdp.2014.5.2.33>
- González, A., Pérez, M., & Rodríguez, A. (2020). Motivación y percepción en el aprendizaje del inglés como lengua extranjera: Un estudio en secundaria. *Revista Electrónica de Investigación Educativa*, 22(2), 1–18. Récupéré sur <https://doi.org/10.24320/redie.2020.22.2.2345>
- Guanoquiza Gallardo Cinthia Jomaira. (2022). *Repositorio UTC*. Récupéré sur Repositorio UTC: <https://repositorio.utc.edu.ec/items/914b2223-5cef-4122-9b0c-428af7b9abfb>
- Gui, Y., & Ismail, S. (2024). Evaluating communicative competence through pretest–posttest designs in EFL classrooms. *Journal of Language Teaching and Research*, 15(2), 45–59. Récupéré sur <https://doi.org/10.17507/jltr.1502.05>
- Gui, Y., & Ismail, S. (2024). Evaluating communicative competence through pretest–posttest designs in EFL classrooms. *Journal of Language Teaching and Research*, 15(2), 45–59. Récupéré sur <https://doi.org/10.17507/jltr.1502.05>
- Hakami, A. (2025). The Impact of the CLT Approach in Developing English The Impact of the CLT Approach in Developing English Perceptions. *ESJ Humanities*, 21 (11), 12. doi:<https://doi.org/10.19044/esj.2025.v21n11p12>
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112–126. Récupéré sur <https://doi.org/10.1017/S0267190501000071>
- Hossain, M. T., & Hasan, N. (2020). Assessment practices in CLT classrooms at a private university in Bangladesh. *Southeast University Journal of Arts and Social Sciences*, 3(1), 1–15.

- Indoamerica University. (2024). *Research lines handbook*. Quito: Indoamerica University Press.
- Library & Information Management. (2025, September 1). *The Changing Role of Teachers as Facilitators*. Récupéré sur The Changing Role of Teachers as Facilitators.
- Liu, Q., & Zhang, L. (2020). The influence of the Communicative Language Teaching approach on the improvement of high school students' English language skills. *Foreign Language Teaching and Research*, 5, 28-33.
- Loan, H. T. (2024). *RESEARCHGATE*. Récupéré sur RESEARCHGATE: https://www.researchgate.net/publication/384582457_Exploring_Self-Determination_Theory_in_ELT_A_Content_Analysis_of_Research_Trends_between_2020_and_2024
- Luis Miguel Dos Santos. (2020). *ECONPAPERS*. Récupéré sur ECONPAPERS: https://econpapers.repec.org/article/aojjeelre/v_3a7_3ay_3a2020_3ai_3a2_3ap_3a104-109_3aid_3a1508.htm?utm_source=chatgpt.com
- Machado, A., Pérez, R., & Torres, L. (2023). Anxiety and perception in EFL listening tasks: A study with Cuban university students. *Revista Cubana de Educación Superior*, 42(3), 112-13-. Récupéré sur <https://rces.uclv.edu.cu/index.php/rces/article/view/987>
- Machado, M. (2013). Ecuadorian university teachers' perceptions of Communicative Language Teaching. *Profile: Issues in Teachers' Professional Development*, 15(1), 45-60. Récupéré sur <https://doi.org/10.15446/profile.v15n1.38650>
- Marciniak, A., & Cáliz, J. (2021). Designing activity guides for learner-centered classrooms: Principles and practices. *Pedagogical Innovations Review*, 7(4), 112–130. Récupéré sur <https://doi.org/10.1016/pir.2021.07.004>
- Marsden, E., Mackey, A., & Plonsky, L. (2024). *Research methods in applied linguistics: Principles and practices*. Routledge.
- Ministerio de Educacion. (2016). *Mnisterio de Educacion*. Récupéré sur Mnisterio de Educacion: <https://chat.deepseek.com/a/chat/s/c0cac4f3-a011-4fc6-83ff-384062b498bb>
- Ministerio de Educación del Ecuador. (2021). *Currículo de los niveles de educación obligatoria*. Quito: Ministerio de Educación.
- Mirhosseini, S., & Pearson, W. (2024). Interviews in language education research: Methodological reflections. *Applied Linguistics Review*, 15(1), 23–41. Récupéré sur <https://doi.org/10.1515/applirev-2023-0012>
- Moharana, M. (2021). Integrating listening and speaking in CLT: A pedagogical model for Indian EFL learners. *International Journal of English Language and Literature Studies*, 10(1), 55-70. Récupéré sur <https://doi.org/10.18488/journal.23.2021.101.55.70>

- Morillo Tapia, Alisson Belén. (2022). *REPOSITORIO UTN*. Récupéré sur REPOSITORIO UTN: <https://repositorio.utn.edu.ec/handle/123456789/12843>
- Muñoz Muñoz, B., Chandía Baeza, M., & Véliz Campos, M. . (2020). *REVISTA UNIVERSIDAD DE CONCEPCION*. Récupéré sur REVISTA UNIVERSIDAD DE CONCEPCION: <https://revistas.udec.cl/index.php/paideia/article/view/1728>
- Muñoz, J., Rojas, M., & Cedeño, P. (2023). Percepción educativa como constructo dinámico: Implicaciones para la enseñanza de lenguas extranjeras. *Revista Iberoamericana de Educación*, 91(1), 89-104. Récupéré sur <https://doi.org/10.35362/rie9115678>
- NAPE. (2024). *Guidelines for inclusive and fair survey design in education research*. National Assessment of Educational Progress. Récupéré sur <https://nces.ed.gov/nationsreportcard>
- Nggawu, L., & Thao, P. (2023). Personality traits and speaking performance in CLT classrooms: A comparative study. *TESOL International Journal*, 18(2), 134-150.
- Nowell, L., Norris, J., White, D., & Moules, N. (2022). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 21, 1–13. Récupéré sur <https://doi.org/10.1177/16094069221099360>
- Nur Imam Fauzi. (2025). *DINASTI PUBLISHER* . Récupéré sur DINASTI PUBLISHER : https://dinastipub.org/DIJEMSS/article/view/3819?utm_source=chatgpt.com
- Nyamayedenga, M. S. (2020 , 09 10). *PER LINGUAM*. Récupéré sur PER LINGUAM: https://perlinguam.journals.ac.za/pub/article/view/888?utm_source=chatgpt.com
- Praparkarn, P., & Li, P. (2020, 12 29). Récupéré sur https://so02.tci-thaijo.org/index.php/clcjin/article/view/242521?utm_source=chatgpt.com
- Rezalou, A., & Yağiz, O. (2021). EFL Students' Perceptions and Attitudes toward Using Communicative Activities in CLT Classroom. *Shanlax International Journal of Education*, vol. 9, no. S2, 112-1124. Récupéré sur <https://files.eric.ed.gov/fulltext/EJ1315578.pdf>
- Richards. (2010). *Approaches and Methods in Language Teaching (3rd ed.)*. Récupéré sur <https://www.cambridge.org/core/books/approaches-and-methods-in-language-teaching/3036F7DA0057D0681000454A580967FF>
- Richards, J. (2022). *Approaches and methods in language teaching (4th ed.)*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching (2nd ed.)*. Cambridge University Press.

- Salam, M. Y. (2024, OCTUBRE). *RESEARCHGATE*. Récupéré sur RESEARCHGATE: https://www.researchgate.net/publication/385134875_A_Comprehensive_Review_of_Communicative_Language_Teaching_CLT_in_Modern_Classrooms
- Salam, Y. M., & Luksfinanto, Y. (2024). A comprehensive review of Communicative Language Teaching (CLT) in modern classrooms. *Lingeduca: Journal of Language and Education Studies*, 3(1), 58-70.
- Sanako. (2024, 11 26). *Sanako*. Récupéré sur Sanako: https://sanako.com/role-of-the-teacher-in-communicative-language-teaching?utm_source=chatgpt.com
- Savignon. (2002). Récupéré sur https://books.google.com.ec/books?hl=es&lr=&id=Y5sQjMGTVgC&oi=fnd&pg=PR7&dq=Savignon+2002+Interpreting+communicative+language+teaching&ots=XP8YDz8WVVi&sig=JX1Cvk_mLrk1Js_QpVjU3XcgoH4&redir_esc=y#v=onepage&q=Savignon%202002%20Interpreting%20communicative%20
- Takona, J. (2023). *Educational research: Principles, methods, and practices*. Kendall Hunt Publishing.
- Tarusha, A., & Bushi, N. (2024). Classroom observation as a tool for evaluating teaching effectiveness in language education. *International Journal of Education and Practice*, 12(3), 112–124. Récupéré sur <https://doi.org/10.18488/edu.v12i3.4567>
- Tiku, S. B. (2020, 02 08). *International Journal of English Literature and Culture*. Récupéré sur International Journal of English Literature and Culture: https://www.academicresearchjournals.org/IJELC/Abstract/2020/March/Seifu.htm?utm_source=chatgpt.com
- Torres, A. D., & Conza, H. I. (2023). The impact of Communicative Language Teaching activities on English vocabulary on secondary students in Ecuador. *Ciencia Latina Revista Científica Multidisciplinar*, 7(5). Récupéré sur <https://dialnet.unirioja.es/descarga/articulo/9163103.pdf>
- Torres, M., & Conza, J. (2023). Enhancing vocabulary acquisition through CLT strategies in Ecuadorian secondary schools. *Revista de Investigación Educativa del Ecuador*, 8(2), 112-130.
- Wendy Teh. (2021, 07 24). Récupéré sur https://www.i-jte.org/index.php/journal/article/view/23?utm_source=chatgpt.com
- Xue Zhang, Yue Huang, and Ying Liu. (2022, 6 1). *Sage Journals Home*. Récupéré sur Sage Journals Home: https://journals.sagepub.com/doi/10.1177/2212585X221097718?utm_source=chatgpt.com
- Yin, R. (2020). *Case study research and applications: Design and methods (6th ed.)*. SAGE Publications.

- Zapata, A., Almeida, E., & Guagchinga, N. (2025). Enhancing communicative competence in young EFL learners through the implementation of a methodological guide based on the CLT approach. Dans G. F. (Eds.), *CIT 2024, LNNS 1348* (pp. 416-426). Springer. Récupéré sur https://doi.org/10.1007/978-3-031-87701-8_30
- Zhao, Y. (2025). Generative AI and student perception in EFL writing: A study in Chinese universities. *nternational Journal of Educational Technology in Higher Education*, 22(1), 1-20. Récupéré sur <https://doi.org/10.1186/s41239-025-00345-9>
- Zou, Q. (2025). The evolution and effectiveness of Communicative Language Teaching: A comprehensive literature review. *Frontiers in Science and Engineering*, 5(3). Récupéré sur <https://fse-journal.org/index.php/ojs/article/view/71>

APPENDIX

Appendix 1. Instruments

A. Student Survey

Objective: To collect quantitative data on students' attitudes, perceptions, and experiences with the CLT approach.

1. Rate your interest in CLT-based activities.

- Not at all interested (1)
- Somewhat interested (2)
- Neutral (3)
- Interested (4)
- Very interested (5)

2. How effective do you find CLT in improving your speaking skills?

- Not effective at all (1)
- Slightly effective (2)
- Moderately effective (3)
- Effective (4)
- Very effective (5)

3. What challenges do you face with CLT methodologies? (Select all that apply)

- Lack of confidence
- Difficulty understanding instructions
- Limited vocabulary
- Group dynamics issues
- Others (please specify): _____

4. Overall, how do you feel about learning English through CLT?

- Very negative (1)
- Negative (2)
- Neutral (3)
- Positive (4)
- Very positive (5)

B. Classroom Observation Guide

Objective: To collect qualitative data regarding the implementation of CLT in the classroom environment.

1. Level of Student Engagement:

- High engagement (students are actively participating)
- Moderate engagement (some students are participating)
- Low engagement (few students are participating)

2. Types of Activities Used:

- Role-plays
- Group discussions
- Pair work
- Games related to language use

3. Teacher's Facilitation Style:

- Encouraging and supportive
- Directive
- Passive

4. Student-to-Student Interaction:

- Frequent collaboration and discussion
- Occasional collaboration
- Rare collaboration

5. Challenges Observed:

- Student reluctance to participate
- Misunderstanding of tasks
- Disruptions or distractions

C. Teacher Interview

Objective

To gather qualitative insights from English language teachers regarding their perceptions of student motivation, engagement, linguistic development, and emotional safety within CLT-oriented classrooms.

Format: Semi-structured interview (approx. 30–40 minutes)

Language: English

Delivery: In-person or virtual

Section 1: Motivation and Instructional Alignment

1. How do you perceive students' motivation to learn English for communicative purposes?

☐ Very high

☐ High

☐ Moderate

☐ Low

☐ Very low

2.How well does English instruction align with your students' personal, academic, or professional aspirations?

☐ Very well aligned

☐ Somewhat aligned

☐ Neutral

☐ Poorly aligned

☐ Not aligned at all

3.In your experience, how do interactive and contextually meaningful activities influence learner motivation?

☐ Strongly increase motivation

☐ Moderately increase motivation

☐ No noticeable effect

☐ Slightly decrease motivation

☐ Significantly decrease motivation

Section 2: Classroom Engagement

4.How would you describe students' participation levels during oral and auditory communicative tasks?

☐ Very active

☐ Active

☐ Occasionally active

☐ Passive

☐ Very passive

5.What role does collaborative problem-solving (e.g., pair/group work) play in fostering engagement during English lessons?

☐ Essential

☐ Important

☐ Neutral

☐ Minimal

☐ Not effective

6.How effective are real-life scenario-based tasks in sustaining student attention and involvement?

☐ Very effective

☐ Effective

☐ Somewhat effective

☐ Ineffective

☐ Very ineffective

Section 3: Perceived Linguistic Development

7.Based on your observations, how has students' oral fluency evolved through CLT practices?

☐ Significantly improved

☐ Moderately improved

☐ Slightly improved

☐ No change

☐ Declined

8.How do you assess students' confidence when expressing themselves in English during communicative activities?

☐ Very confident

☐ Confident

☐ Somewhat confident

☐ Hesitant

☐ Very insecure

Section 4: Interaction and Emotional Safety

9.How do you cultivate a psychologically safe environment for students to speak English in front of peers? (Open-ended)

10.In what ways are learner errors addressed to reinforce a growth-oriented classroom culture? (Open-ended)

11.How do you promote interpersonal communication and peer interaction in English during instructional time? (Open-ended)

D. Pretest & Posttest design

Objective:

To assess students' communicative competence in real-life contexts before and after CLT-based instruction.

Duration: 15 minutes

Language Level: A2 (Junior High School)

Format: Paper-based

SPEAKING

Pretest Topic: Personal Information

Task A: Guided Interview (Work in Pairs)

Students ask and answer questions using full sentences:

1. What do you usually do on weekends?
2. Tell me about your favorite kind of music or movie.
3. What do you like most about your school?
4. Have you ever traveled to another city or country?
5. Describe your weekend routine.

Task B: Image Description (Individual Work)

Choose one image related to the following topics:

- At a travel agency
- At a restaurant
- At a job interview
- Giving directions

Observe the image carefully. Focus on people, objects, actions, and setting.

Describe the scene aloud using expressions such as:

- What is happening?
- Who are the people?
- What are they doing or saying?
- What items or tools are visible?

Images





Posttest Topic: Daily Activities and Routines

Task A: Guided Interview (Work in Pairs)

Students ask and answer questions using full sentences:

1. What time do you usually wake up?
2. What do you do after school?
3. How do you prepare for exams?
4. What chores do you do at home?
5. Describe a typical school day.

Task B: Image Description (Individual Work)

Choose one image related to the following topics:

- At home doing chores
- In class during a lesson
- At a supermarket
- At a bus stop

Observe the image carefully. Focus on people, objects, actions, and setting.

Describe the scene aloud using expressions such as:

- What is happening?
- Who are the people?
- What are they doing or saying?
- What items or tools are visible?

Images





Speaking Rubric (Max 25 points)

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
Fluency	Speaks smoothly with natural pauses	Mostly fluent with occasional hesitation	Can speak with effort; some repetition	Hesitant and slow	Very limited speech
Pronunciation	Clear and intelligible	Mostly clear; few errors	Understandable with effort	Frequent errors	Mostly unintelligible
Interaction	Initiates and sustains conversation	Responds well; some initiative	Responds with support	Needs prompting	Unable to interact
Range of Language	Uses varied vocabulary and structures	Uses familiar vocabulary and simple structures	Limited range; frequent repetition	Very basic vocabulary	Minimal language use
Confidence	Speaks with ease and comfort	Generally confident	Some nervousness	Hesitant and unsure	Avoids speaking

Oral Test Evaluation Sheet

Research Title: Communicative language teaching and its influence on students' perceptions in English learning at junior high school level.

Researcher: Ing. Sebastián Napoleón Gallegos López

Research Objective: To determine the influence of Communicative Language Teaching (CLT) on junior high school students' perceptions of their English language learning experience.

Student's Name:

Test Date: ____ / ____ / ____

Test Instructions

The student must ask and answer questions focused on general information about themselves.

The student must observe an image related to a communicative situation (travel agency, restaurant, job interview, giving directions, daily routine).

They must describe the scene orally using appropriate vocabulary and expressions.

Evaluation will focus on fluency, pronunciation, interaction, language range, and confidence.

Individual Score (Max. 25 Points)

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
Fluency					
Pronunciation					
Interaction					
Range of Language					
Confidence					

Total points earned: ____ / 25

Teacher's Observations

**CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN
EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E
HÍBRIDA**

Latacunga, 12 de noviembre de 2025

1.DATOS INFORMATIVOS:

1.1. Sebastián Napoleón Gallegos
López

1.2. Maestría En Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en
enseñanza de
Inglés

Señora Doctora

Nora Tapia Campaña

RECTORA DE LA UNIDAD EDUCATIVA JEAN PIAGET

Presente.-

Yo, *Sebastián Napoleón Gallegos López*, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la *Unidad Educativa Particular Jean Piaget*, con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, se detalla el estudio educativo:

La investigación por realizarse tiene como tema "Communicative Language Teaching and its influence on students' perceptions in English Learning at Junior High School Level", cuyo objetivo principal es determinar la influencia de la Enseñanza Comunicativa del Lenguaje (CLT) en las percepciones de los estudiantes sobre su experiencia de aprendizaje de inglés en el 9.º año de educación básica. El estudio considera un enfoque mixto (cuantitativo y cualitativo), y consistirá en la aplicación de instrumentos para recopilar datos de los estudiantes de noveno año, cuyas edades están entre los 13-14 años; para lo cual, previamente se entregará el consentimiento informado a los representantes legales.

La investigación se desarrollará bajo los instrumentos de recolección de datos que se aplicarán a través de Google Forms los cuales son:

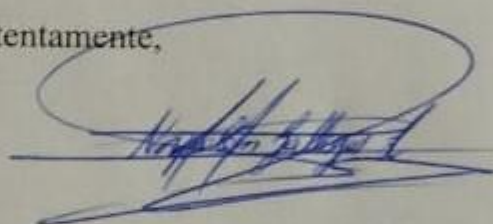
- **Encuestas** (para medir las percepciones de los estudiantes).
- **Pre-test y Post-test** (para evaluar el nivel de habilidades comunicativas antes y después de la intervención basada en CLT).

Todo el proceso se llevará a cabo respetando las políticas de la institución y el cronograma establecido, **sin interferir significativamente** en el desarrollo normal de las clases.

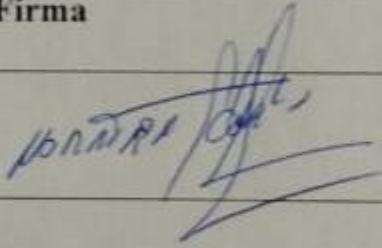
La información recolectada es **estrictamente confidencial y será tratada de forma anónima** y con fines exclusivamente académicos. Los resultados se utilizarán únicamente para el proyecto de titulación antes mencionado.

Por lo expuesto, solicito su amable colaboración y autorización para llevar a cabo este estudio en su distinguida institución.

Atentamente,



Autorizado.

Nombre y apellido de la Rectora	Firma	Sello de la Institución
Dra. Nora Tapia		

**Carta de autorización para publicación de trabajos, videos o fotografías del
estudiante de la Unidad Educativa Particular Jean Piaget**

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que el maestrante de la Universidad Tecnológica

Indoamérica en el Programa de maestría de **Pedagogía de los Idiomas Extranjeros y Nacionales**, que se encuentran en la etapa de aplicación de instrumentos y recolección de datos para su proyecto investigativo en la institución **Unidad Educativa Particular Jean Piaget** tomen fotografías, videos y aplicación de instrumentos de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la universidad podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines ya sea en línea o forma impresa, revistas, periódicos locales y en el Repositorio de la Biblioteca de la Universidad Tecnológica Indoamérica.

A continuación, detallamos el estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su habilidad escrita en inglés. Durante este tiempo, los estudiantes de 9no año EGB deberán colaborar con ciertas actividades como pruebas diagnósticas, entrevistas y actividades en clases con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que los resultados obtenidos en las actividades NO influyen en el rendimiento académico de su representado en ninguna forma. El estudio se realizará durante las horas de inglés, por lo cual ya se ha comunicado con el docente de inglés de costa curso para pedir su debida autorización.

Si está de acuerdo en permitir que se apliquen los instrumentos de recolección de datos, que se tomen fotografías, o videos de su representado/a, sírvase completar el formulario de consentimiento, firmarlo, y devolverlo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la institución de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas con fines educativos en el estudio de investigación. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Así mismo, en caso de requerirlo, se asegurará que pueden retirar su autorización en cualquier momento durante esta investigación.

Nombre del estudiante:

Markus Daniel Grandes Parreño

Nombre completo padre/madre/representante legal:

Karol Daniela Parreño Molina

Cédula de ciudadanía.. 0550047609

Firma del padre/madre/representante legal.

Karol P

Fecha: 13/ Noviembre/ 2025

Application of pre test



Application of teacher's interview



Application of post test



Practicing in the webpage

