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EXTRANJEROS**

TEMA:

THE USE OF STRATEGIES BASED ON COMMUNICATIVE LANGUAGE
TEACHING METHODS TO ENHANCE ENGLISH SPEAKING SKILLS IN EFL
STUDENTS.

Trabajo de Titulación previo a la obtención del título de Magister en Educación

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DEDICATORIA

A Dios porque es él quien me ha brindado fuerza, sabiduría y fortaleza en cada paso de este proceso académico, incluso cuando parecía imposible su palabra me ha sido mi refugio, mi roca, porque su promesa en Fil.4:13 menciona “Todo lo puedo en Cristo que me Fortalece” Sé que soy la evidencia de su respaldo de principio a fin.

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**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA DIRECCIÓN
DE POSGRADO MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS
MENCIÓN: INGLÉS**

**TEMA: EL USO DE ESTRATEGIAS BASADAS EN MÉTODOS DE
ENSEÑANZA COMUNICATIVA DE LENGUAS, PARA MEJORAR LAS
HABILIDADES DE CONVERSACIÓN EN INGLÉS, DE LOS
ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA**

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RESUMEN EJECUTIVO

Este estudio se centra en el problema de las limitaciones de producción oral del idioma inglés de estudiantes de nivel intermedio, quienes tienen dificultades para expresarse con fluidez y confianza. Ante esta situación, se planteó la hipótesis de que la implementación del método de Enseñanza Comunicativa de la Lengua (CLT) mejoraría significativamente las habilidades orales de los estudiantes al centrarse en la interacción significativa y el uso práctico del lenguaje. Los principales resultados mostraron una mejora notable en la fluidez, la pronunciación y la confianza al hablar de los estudiantes, así como una mayor participación en actividades comunicativas, en comparación con los métodos tradicionales centrados en la gramática. Esta investigación utilizó una metodología cuantitativa e incluye la aplicación de un pre - test y un pos - test para medir el alcance y la precisión del uso de la metodología CLT, así como el diseño de una guía didáctica para orientar eficazmente a los docentes en la tarea de ayudar a los estudiantes de inglés como lengua extranjera a mejorar la producción oral. En conclusión, el enfoque comunicativo demostró ser una estrategia eficaz para el desarrollo de la expresión oral en inglés.

PALABRAS CLAVE: CLT, conversación, estrategias, método

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

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MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

“THE USE OF STRATEGIES BASED ON COMMUNICATIVE LANGUAGE TEACHING METHODS TO ENHANCE ENGLISH SPEAKING SKILLS IN EFL STUDENTS”

This study focuses on the problem of limitations in oral English production among intermediate-level students, who struggle to express themselves fluently and confidently. Given this situation, it was hypothesized that implementing the Communicative Language Teaching (CLT) method would significantly improve students' oral skills by focusing on meaningful interaction and practical language use. The main results showed a notable improvement in students' fluency, pronunciation, and speaking confidence, as well as greater participation in communicative activities, compared to traditional grammar-centered methods. This research employed a quantitative methodology and included a pre-test and post-test to measure the scope and accuracy of the CLT methodology, as well as the design of a teaching guide to effectively support teachers in helping students of English as a foreign language improve their oral production. In conclusion, the communicative approach proved to be an effective strategy for developing oral expression in English.

KEY WORDS: CLT, Communicative, EFL, Strategies.

INTRODUCTION

Relevance and Current Significance

In today's increasingly globalized world, the use of English has become crucial across all areas of life, including education, business, technology, and international communication. As the most widely spoken second language, English serves as a key tool for connecting people from diverse linguistic and cultural backgrounds. Its dominance in global media, academic research, and digital platforms underscores the importance of developing strong English communication skills for individuals to access information, engage in international conversations, and expand their professional opportunities. Therefore, improving English speaking skills is essential for success in an interconnected world.

Among the various approaches to language teaching, Communicative Language Teaching (CLT) has emerged as one of the most influential, as it emphasizes meaningful communication and the use of language in real-life contexts. Its relevance lies in the understanding that developing linguistic competence is essential for enhancing overall communicative competence.

The Communicative Language Teaching (CLT) method has gained significant importance as a learner-centered approach that prioritizes real-life communication, interaction, and meaningful language use. This research examines the relevance and implementation of the CLT method within the framework of current normative documents, educational regulations, national laws, and international agreements.

The relevance of this study is supported by a range of legal and policy instruments. At the international level, documents such as the UNESCO Education (2030) Agenda and the Common European Framework of Reference for Languages

(CEFR) emphasize the development of communicative competence as a core educational goal. Similarly, national education laws and curriculum guidelines often mandate the integration of communicative approaches to language teaching to meet global standards and enhance student outcomes.

This method, which emphasizes interaction, learner-centered instruction, and the development of communicative competence, has evolved significantly as it adapts to different regional realities. This represents a review of the most relevant and updated works on CLT in global, Latin American, and Ecuadorian contexts. The discussion also highlights the unique contributions of each region and outlines the main limitations of this research.

Global Context

At the global level, extensive academic literature supports CLT as an effective pedagogical approach. Also, the most recent international studies, such as those by Richards (2006) and Savignon (2018), provide updated frameworks for applying CLT in multicultural and technologically enhanced classrooms. These studies emphasize the increasing role of digital tools, intercultural competence, and authentic communication tasks. Furthermore, the Common European Framework of Reference for Languages (CEFR) has played a significant role in standardizing language proficiency levels based on communicative competence, influencing curricula in Europe, Asia, and Africa.

However, even in global studies, a major limitation is the lack of uniformity in the implementation of CLT. Cultural differences, varying levels of teacher preparedness, and differing degrees of institutional support across countries make global comparisons difficult. Additionally, there is also growing criticism of the dominance of English and the Western-centric orientation of CLT research.

In the Latin American region, recent research has increasingly embraced CLT, although implementation remains uneven. Notable studies such as those by Ramos & Melo (2021), in Colombia and Morales (2020), in Chile explore the shift from traditional grammar-based instruction to more communicative practices. These

studies highlighted the unique challenge of balancing standardized curricula with localized cultural and linguistic realities.

For instance, language policy reforms in countries like Mexico and Argentina advocate for communicative practices in national curricula, yet classroom realities often lag due to limited teacher training and resources. Latin American research is also notable for integrating critical pedagogy and interculturality into CLT. Scholars such as Torres (2022), argue for a “Latin Americanized” version of CLT that accounts for social justice, indigenous languages, and the multilingual realities of the region. Nonetheless, a key limitation remains the scarcity of longitudinal and empirical studies that track the effectiveness of CLT over time.

Ecuadorian Context

In Ecuador, the adoption of Communicative Language Teaching (CLT) has been strongly influenced by national curriculum reforms, particularly since the implementation of the National English Curriculum Guidelines (2016), which align with CEFR standards. These reforms position communicative competence as a core objective in English language teaching. Studies by Velez (2019), and Álvarez (2022), highlight both progress and obstacles in implementing CLT in public and private schools. Their research illustrates how Ecuadorian teachers often face insufficient professional development, large class sizes, and a lack of authentic teaching materials, which hinder the full realization of CLT principles.

Another distinctive feature of the Ecuadorian context is the emphasis on inclusive education and plurilingualism, especially in regions with a high presence of indigenous populations. This has led to the emergence of hybrid models of CLT that incorporate local languages and cultural practices. As mentioned by Hernandez (2023), despite this innovation, studies still note that systemic limitations, such as unequal access to resources and inconsistent policy enforcement, continue to challenge widespread CLT adoption.

Limitations of the Study

While this review synthesizes the most relevant and up-to-date works, several limitations must be acknowledged. First, the broad geographical scope makes it impossible to capture all national or local specificities fully. Second, many of the cited studies rely primarily on qualitative data, which limits the generalizability of their findings across diverse contexts. Third, the rapidly changing educational landscape, particularly with the accelerated integration of digital tools in the post-COVID-19 era, means that some conclusions may become outdated quickly. Finally, language barriers and the limited availability of Latin American and Ecuadorian research in English-language journals may reduce its accessibility to a broader academic audience (Hernandez, 2020)

This research was conducted at “Indoamérica” University, which is located in Quito, Ecuador, where English is taught as a foreign language. Despite the use of a CEFR-aligned curriculum, the lack of access to technological resources revealed an important issue through classroom observations and teacher interviews: students showed limited ability to use English in real-life communicative situations, relying mainly on rote memorization and grammar drills. This gap between curricular objectives and actual language performance underscored the weak implementation of the Communicative Language Teaching (CLT) method. To further justify and examine this problem, a mixed-methods approach was applied. Data were collected through pre- and post-tests as well as classroom observations, focusing on both teaching practices and student achievement (Ángeles, 2019).

These techniques aimed to identify barriers to CLT implementation and assess its current level of integration. Preliminary findings demonstrated that while teachers are familiar with CLT principles, many lack the training or confidence to apply them consistently, which significantly affects students' communicative competence. This summary supports the need for a specific pedagogical intervention and is expanded upon in the methodological design chapter.

Problem Statement

At “Indoamérica” University, A2-level students often struggle to use English effectively in real-life communication despite being taught through the Communicative Language Teaching (CLT) method. This situation raises key questions that require a scientific response: What challenges do teachers and students face in applying the CLT approach at the A2 level? Which CLT strategies are most effective in developing students’ communicative competence? And how can CLT be adapted or improved to better suit the specific needs of A2 learners in this school context?

To answer the following questions, it was necessary to use scientific research methods such as classroom observations, teacher and student interviews, analysis of instructional materials, and assessment of student language performance. These methods will help identify implementation gaps, highlight effective practices, and guide improvements in the communicative approach used at the school.

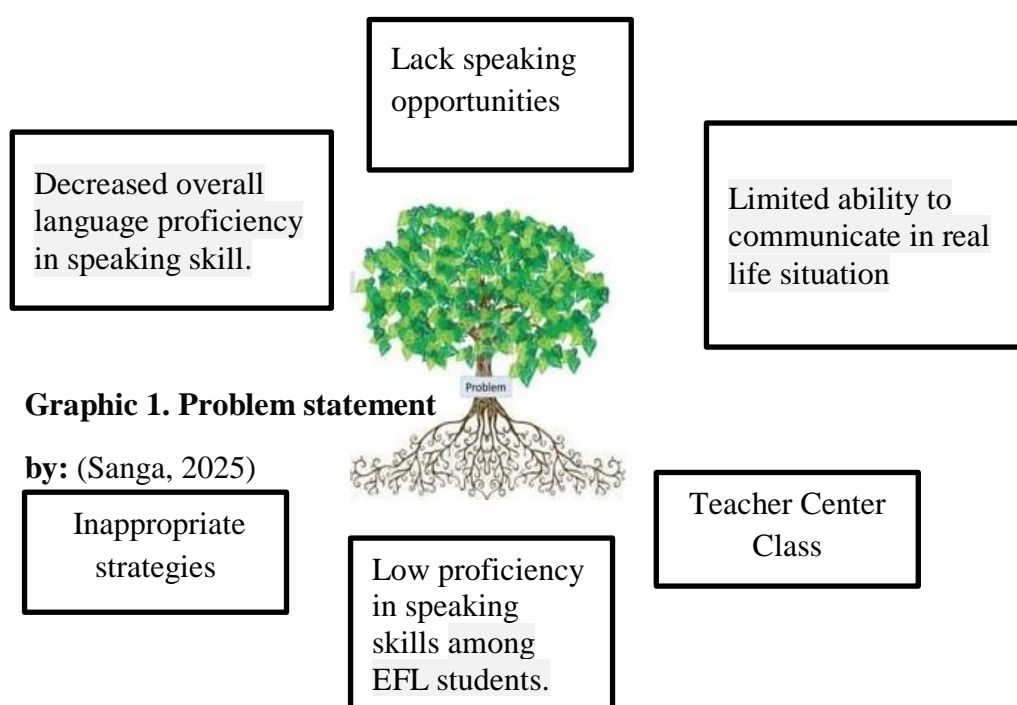
According to Narvaes (2023), it is pertinent to consider whether mastering a second language entails acquiring new skills and knowledge that not only support the adoption of innovative methodologies but also foster the adaptation and communicative abilities required to respond effectively to the demands of globalization. The use of innovative strategies has long influenced education, and their appropriate application can enhance students’ communicative competence while allowing instruction to be tailored to their specific needs.

Furthermore, it is important to emphasize that communicative strategies and methods aimed at improving speaking skills in real-life situations are closely linked to educational practice. In recent years, this connection has driven the need for continual innovation in language learning, fostering creative environments that guide and support students in developing their English proficiency.

Rakhmonova (2023), mentions that speaking involves building relationships, exchanging communication, sharing thoughts and feelings, and finding common ground to reach agreements, minimizing differences, making decisions, and acting

accordingly. Without opportunities to practice dialogues or conversations in structured scenarios, students are likely to struggle when attempting to communicate in real-life situations.

Over the past few decades, Communicative Language Teaching (CLT) has become a widely accepted methodology for teaching English as a Second Language (ESL). However, its practical implementation continues to face significant challenges in many classroom contexts (Lopez, 2018)



Graphic 1. Problem statement

by: (Sanga, 2025)

Research Idea

This research is based, following the Research Policy of “Indoamérica” University, on Research Line 1: "Educational Quality and Innovation Educative," corresponding to the Center for Research in Human Sciences and Education (CICHE) and the research sub-line on "Teacher Training about Educational Innovation and the Use of Communicative Language Teaching method to teach English as a second language." This line of research focuses on analyzing and improving the quality of education through innovation and the implementation of appropriate educational policy. It also studies teaching methods and training techniques to improve learning and academic success, considering the relevance of educational policies and their dependence on the use of Communicative Language

Teaching (CLT) methods and strategies in the classroom, and how they impact the quality of instruction (Gonzales, 2019).

Additionally, this line of research aims to support the quality of education and prepare students for the challenges of the modern world through innovative teaching and learning technologies and methods.

On the other hand, EFL students cannot develop their communicative language skills. There is a lack of appropriate teaching methods and strategies for developing English language proficiency in the classroom. Furthermore, strategies used by teachers in the classroom are based on traditional teacher-centered methods. English classes are often conducted primarily in Spanish rather than English, limiting students to the use of the target language (Paredes 2019). However, it is important to provide students with more opportunities for meaningful communication to increase the frequency of using strategies such as modeling, repetition, and group work to promote more active student participation and oral production.

According to Freeman (2019), communicative language skills are primarily focused on fostering new language production. This approach examines strategies rooted in the Communicative Language Teaching (CLT) method to enhance English oral skills, offering innovative solutions according to students' needs. Additionally, teachers must adapt their lesson plans to accommodate the diverse learning styles of students.

According to Espinoza (2019), in recent years, public education has reduced English instruction to only three hours per week, leading many students to lose interest in learning the language. The limited classroom time available for oral practice is further constrained by the predominance of a Teacher-Centered Approach, where instruction is delivered primarily through lectures rather than active student participation. This lack of meaningful language practice hampers students' ability to develop speaking skills, underscoring the urgency of addressing this gap. Learners who are not fluent often find it difficult to communicate clearly and confidently in spoken English.

According to Torres (2023), Communicative language ability depends on linguistic and nonlinguistic factors; the interaction of linguistic and nonlinguistic variables leads to language achievement, and the main objective in this research is to enhance learners' speaking skills during the language teaching-learning process, focused on fluency, accuracy, and pronunciation, which are essential for effective communication in English students. With this premise, the following research idea has been considered: **THE USE OF STRATEGIES BASED ON COMMUNICATIVE LANGUAGE TEACHING METHODS TO ENHANCE ENGLISH SPEAKING SKILLS IN EFL STUDENTS**

RESEARCH QUESTION

What is the impact of CLT-based strategies on enhancing the fluency and accuracy of EFL learners' English-speaking skills?

HYPOTHESIS

The use of communicative language teaching (CLT) methods significantly improves the English-speaking skills of EFL students.

Beneficiaries

The direct beneficiaries of this research are approximately 28 First Semester English students at “Indoamérica” University, aged 18 to 20 years old. They will improve their speaking skills and enhance their communicative level at the same time. This approach supports more effective communication, as it fosters the development of key speaking subskills such as fluency, accuracy, and pronunciation more efficiently.

Additionally, the next indirect beneficiaries of this research will be English teachers and the institution itself, as they will be responsible for introducing this application at each level of the English language, which will positively improve this skill. This research can benefit not only the institution but also students, teachers, policymakers, and the broader educational community, all of whom face challenges in developing speaking skills and seek to enhance conversational English—an increasingly important competency in today's context (Hernández, 2020).

Additionally, the primary beneficiaries of this research are EFL students, as they will engage in active and practical learning of their target language through the Communicative Language Teaching (CLT) method. By applying innovative strategies and techniques, students can enhance their speaking abilities, which are essential for effectively using the target language in real-life situations.

By employing this method, students will be able to improve their communication skills and develop the ability to use English effectively in real-life situations. Regular interaction and practice will also help build their confidence, reduce anxiety when using the language, and encourage greater engagement in authentic contexts, allowing learners to express thoughts and emotions more naturally in the second language.

General Objectives: To develop English speaking skills in EFL students through the implementation of strategies based on the Communicative Language Teaching (CLT) method.

Specific Objectives:

To analyze the main strategies used to develop students' oral skills through the Communicative Language Teaching method.

To describe innovative strategies to teach EFL students and contrast the most effective ones to develop speaking skills.

To design an activity guide for communicative activities to enhance students' speaking skills.

CHAPTER I

Theoretical Framework

Previous Studies

Research Background: International, Regional, and National Studies on Communicative Language Teaching (CLT) in Ecuador

Over the past four decades, Communicative Language Teaching (CLT) has emerged as one of the most influential methodologies in English Language Teaching (ELT) worldwide. It emphasizes the functional use of language through interaction, real-life communication, and learner-centered instruction. Its adoption has been encouraged by global organizations and national education reforms, including in Ecuador.

International Studies on CLT

International research has provided a strong theoretical and empirical foundation for CLT. Studies such as Rodgers (2001) and Sauvignon (2022) have demonstrated that CLT enhances learners' communicative competence, fluency, and confidence. Meta-analyses show that communicative approaches can outperform traditional grammar-focused methods, especially in developing speaking and listening skills.

However, international literature also highlights several key limitations of CLT, particularly in non-native contexts. Challenges include insufficient teacher training, cultural mismatches in settings where traditional, teacher-centered instruction predominates, and constraints such as limited resources and large class sizes, all of

which hinder the effective implementation of pair or group communicative activities.

Regional Studies in Latin America

Latin American research, though more limited, reflects both interest in and challenges with CLT implementation. Studies in countries such as Colombia, Peru, and Chile (Sierra, 2011; Rivas, 2015) indicate that, despite national policies promoting CLT, many teachers lack adequate professional development, and classroom practices often continue to rely on grammar-translation methods.

National Studies in Ecuador

In Ecuador, the Ministry of Education's educational reform initiatives, particularly the National Curriculum Guidelines: EFL Curriculum (2016), explicitly endorse the Communicative Language Teaching (CLT) approach. National-level research has examined the extent to which these policies are effectively implemented in classroom practices.

Several studies provide insight: Ortega (2019) found that while EFL teachers in urban schools are aware of CLT principles, actual classroom implementation is inconsistent, often reverting to traditional methods. Chavez & Martinez (2021) conducted qualitative studies showing that teachers face constraints such as large classes, limited materials, and pressure to prepare students for standardized tests. Vera & Santos (2020) analyzed pre-service teacher training and revealed a theoretical understanding of CLT but insufficient practical experience during practicum phases.

Limitations of national research include a concentration on urban or coastal areas, providing limited insight into rural or indigenous regions; a primary focus on teacher perspectives, with less data collected from students or policymakers; and small sample sizes, often compounded by a lack of longitudinal studies.

While international research strongly supports the effectiveness of CLT, regional and national studies in Ecuador highlight significant implementation challenges. These include gaps in teacher training, limited resources, and mismatches between

policy objectives and classroom realities. Addressing these issues is crucial for enhancing communicative competence among EFL learners in Ecuador and for aligning educational goals with effective instructional practices.

Theoretical Development of the Object and Field

1. Communicative Language Teaching (CLT) Approach

Communicative Language Teaching (CLT) emerged in the 1970s as a response to the limitations of structural and grammar-based approaches. CLT emphasizes interaction and communication as both the means and the ultimate goal of language learning (Richards & Rodgers, 2001). Rather than viewing language merely as a system of rules, CLT treats it as a tool for meaningful and purposeful communication.

The CLT approach prioritizes real-life communication tasks, the functional use of language, and the integration of all four language skills: listening, speaking, reading, and writing. CLT incorporates activities that promote fluency and accuracy, situational context, and student-centered learning. The teacher's role is primarily that of a facilitator or guide, while students are active participants in the learning process.

2. Communicative Competence

The foundation of the CLT approach lies in the concept of communicative competence, introduced by Dell Hymes (1972) as a broader notion than Chomsky's (1965) linguistic competence. Communicative competence encompasses not only grammatical knowledge but also the ability to use language appropriately in different social and cultural contexts. Canale and Swain (1980) later expanded this concept into four key components, beginning with Grammatical Competence, which refers to knowledge of vocabulary, syntax, and phonology.

Sociolinguistic Competence: Understanding of social context and cultural norms.

Discourse Competence: Ability to produce coherent spoken or written texts.

Strategic Competence: Ability to compensate for communication breakdowns through strategies like paraphrasing or asking for clarification. These competences form the backbone of a communicative curriculum, guiding both the assessment and development of learners' language abilities.

3. Learning Theories Supporting CLT

The CLT approach is supported by several key learning theories. Constructivism (Piaget, Vygotsky) posits that learners actively construct knowledge through interaction with their environment. Vygotsky's concept of the Zone of Proximal Development (ZPD) highlighted the importance of social interaction and scaffolding in language learning. Sociocultural Theory further emphasizes that language development is deeply embedded in social and cultural contexts, with interaction and dialogue considered essential components of the learning process.

Interaction Hypothesis: Long, (1983) proposes that language is best acquired through meaningful interaction, where negotiation of meaning plays a vital role. Input Hypothesis (Krashen, 1985): Stresses the importance of comprehensible input language that is slightly above the current proficiency level. Output Hypothesis: Swain, (1985) emphasizes that producing language, speaking, or writing helps learners process and internalize linguistic structures more effectively.

These theories collectively support the view that language learning is a dynamic, social, and cognitive process.

4. Oral Skills in Language Learning

It refers to the ability to produce and comprehend spoken language. In the context of CLT, oral proficiency is not limited to grammatical accuracy, but it includes fluency, pronunciation, interactive communication, and the pragmatic use of language.

Oral skills can be divided into Productive skills: Speaking, and Receptive skills: Listening

As mentioned by Chen (2024), developing oral competence involves building confidence, enhancing vocabulary, practicing turn-taking, using discourse markers,

and understanding non-verbal cues. Assessment of oral skills in CLT contexts often focuses on task completion, interaction quality, and communicative effectiveness rather than solely on grammatical correctness.

5. Communicative Activities

CLT employs a wide range of communicative activities designed to foster real-life language use and interaction. These include:

- Role-plays: Simulate real-world scenarios to practice functional language.
- Information gap activities: Require students to communicate to obtain missing information.
- Task-based learning (TBL): Centers on the completion of meaningful tasks such as planning a trip or solving a problem.
- Interviews and surveys: Encourage interaction and authentic communication.
- Group discussions and debates: Develop fluency and critical thinking.
- Storytelling and presentations: Enhance narrative skills and public speaking.
- Games and simulations: Make learning engaging while encouraging spontaneous language use. All these activities reflect CLT's core belief that language is best learned through use and interaction, not through rote memorization of forms.

According to Nelly (2019), the theoretical foundation of Communicative Language Teaching (CLT) is grounded in a rich interplay of linguistic, cognitive, and sociocultural theories. CLT emphasizes the development of communicative competence through meaningful interaction and learner-centered methodologies. Oral skills, as a central aspect of language use, are nurtured through purposeful and authentic activities that mirror real-world communication. A thorough understanding of these theoretical underpinnings is essential for the effective implementation of communicative practices in language education.

The Communicative Language Teaching (CLT) method has been widely studied as a transformative approach to second and foreign language learning. Internationally, Savignon (2018) reaffirms that CLT is a core principle of

interaction, fluency, and meaning making, but also acknowledges the growing need to adapt these principles to specific contexts. It offers a comprehensive framework of CLT, emphasizing its evolution beyond traditional models.

While their contributions are foundational, these studies often present an idealized version of CLT and underemphasize the complex realities of implementation in under-resourced or non-native English-speaking environments.

In the Latin American context, Melo (2021), conducted a study in Colombia that highlights the barriers teachers encounter when transitioning from traditional grammar-based instruction to a more communicative model. While this research provides valuable insights, it primarily addresses surface-level challenges, such as insufficient training or limited materials, without thoroughly examining the systemic or policy-related factors that perpetuate these obstacles.

Similarly, Morales (2020), in Chile, proposes that teacher development as the key to effective CLT implementation but does not consider how institutional resistance or curriculum rigidity might limit pedagogical flexibility.

Ecuadorian studies have begun to fill this regional research gap, although the literature remains limited and often lacks a critical lens. Velez (2024) explores the application of CLT in urban high schools and identifies promising efforts in curriculum alignment. However, the study largely relies on self-reported data from teachers and avoids triangulating evidence with student outcomes or classroom observation.

According to Cueva and Álvarez (2022), in contrast, they adopt a more empirical approach by combining interviews and classroom analysis in rural schools, revealing significant discrepancies between teachers' theoretical knowledge of CLT and their classroom practice. This study is valuable but geographically restricted and does not explain the diversity of educational settings in Ecuador. Furthermore, these national studies often fail to explore how sociocultural and multilingual factors in Ecuador.

In contrast to the previously cited studies, Bedoya (2024) highlights that much of the literature tends to underestimate the influence of institutional norms, assessment policies, and teacher autonomy on the implementation of CLT. Moreover, a considerable portion of regional and national research remains largely descriptive rather than critical, offering few actionable solutions or innovative practices. This reveals a clear gap in action-oriented research that not only identifies challenges but also evaluates context-sensitive solutions within real classroom environments.

Need for the Present Study

Therefore, it is necessary to propose a study that critically addresses not only the theoretical foundations of CLT but also its practical viability in Ecuadorian classrooms with varying levels of resources and diverse student populations. Unlike previous research, this proposal incorporates evidence from classroom observations, teacher interviews, and student performance data, ensuring a more comprehensive perspective on the issue. According to Muñoz (2018), it is also essential to bridge the gap between policy and practice by responding directly to national curriculum mandates that emphasize communicative competence but often provide limited guidance for effective implementation.

However, according to Coronel (2020), this approach does not use the sociocultural diversity of Ecuadorian classrooms, including indigenous and bilingual communities, which demands a more inclusive, culturally responsive adaptation of CLT. Therefore, it is necessary to propose a localized, context-aware model of CLT implementation that reflects the realities of Ecuadorian teachers and learners, while contributing new empirical evidence to national and Latin American educational research.

According to Paucar (2018), speaking is a fundamental component of Communicative Language Teaching (CLT), as it facilitates communication across diverse contexts worldwide. To teach a new language effectively, educators must employ appropriate strategies and use resources that can be applied in the English

classroom to enhance students' oral skills and support their overall teaching-learning process.

In recent years, the Ecuadorian government has mandated the implementation of Content and Language Integrated Learning (CLIL) in EFL instruction, as outlined in the national curriculum developed by the Ministry of Education (2016). This initiative was introduced in recognition of the fact that learning a second language significantly enhances the development of students' cognitive abilities and brain function. As a result, it provides long-term academic benefits that support sustained acquisition of the target language

Constructivism for teaching English speaking skills

In this research, students built their knowledge, ideas, and learning situations. Communicative language teaching and the social internationalist approach emphasized interaction among students in the classroom. Zaquir (2019) mentions that for students to acquire the target language, they must interact with their peers and teachers. In fact, without interaction, it would be very difficult to develop speaking skills and communicative competencies, which focus on integrating all the elements of communicative competence in the classroom. Additionally, foreign language teaching methodologies that employ the constructivist approach aim to involve students in the real-world application of language for pragmatic and functional goals.

This theory involves integrating the four language skills- speaking, listening, reading, and writing- to engage students in real-life interpersonal discussions. To become accurate and fluent speakers of a second language, students must master these skills.

Communicative Language Teaching Method

Communicative Language Teaching (CLT) is generally regarded as a method of language instruction. As noted by Jack (2020), it represents a specific model of teaching English as a Foreign Language (EFL), serving as both a research paradigm

and a theory, founded on the premise that the primary function of language use is communication.

Its main objective is to assist learners in developing communicative competence through activities that promote frequent interaction among learners or with other interlocutors to exchange information and solve problems. In other words, as mentioned by Sunga (2022), Communicative Language Teaching can be understood as a set of principles regarding the goals of language teaching, how learners acquire a language, the types of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

On the other hand, Freeman (2020) states that in the CLT approach, meaning is given enormous importance; the focus is to enable learners to understand the intentions and expressions of writers and speakers. This approach holds that communicative functions are more important than linguistic aspect structures.

Furthermore, according to Zambrano (2020), learning a foreign language is more than learning and memorizing grammatical rules. It is necessary to become communicatively competent. It means being someone who can actively interact with others by sharing ideas, discussing, arguing, and questioning. To develop this method, it is important to apply all the techniques to focus on achieving a communicative classroom.

According to Villacrés (2022), Communicative Language Teaching (CLT) is an approach that encourages students to use the target language in real-life contexts and engage in meaningful practice. It aims to help learners express their ideas and emotions more effectively, fostering self-confidence in sharing their opinions. Consequently, learners are better able to avoid common errors in word choice or phrasing, thereby supporting the development of their communicative competence in a new language such as English.

As mentioned by Arteaga (2020), CLT is an approach that encourages learners to use language in real-life situations every day, allowing people to communicate effectively and appropriately in acquiring a new language, rather than merely producing grammatically correct sentences. It promotes teaching with authentic

materials and didactic resources to facilitate relevant activities based on communicative language teaching techniques and strategies.

According to Gina (2018), teaching English requires knowledge of techniques and methodologies that motivate students' learning processes while allowing them to express their ideas and emotions freely to communicate information to others. Therefore, the Communicative method is an innovative approach to teaching English, focusing on developing communicative skills instead of relying on traditional methods typically used to teach grammar and vocabulary.

According to Benavides (2021), this method emphasizes the development of communicative competencies, making it a powerful tool to teach speaking proficiency and motivating learners to acquire a new language. This enables effective communication in various contexts and continues as an essential skill for students to practice.

The Communicative Method is a highly justifiable and effective approach to teaching English in today's educational context. According to Guajardo (2022), unlike traditional methods that often prioritize the memorization of grammar rules and vocabulary in isolation, the communicative approach places the learner at the center of real-life language use. This shift represents not only an innovative pedagogical strategy but also one that aligns with how language is naturally acquired and used in daily life.

According to Agala (2016), English as a foreign language is essential for developing the four language skills and their components. However, a key challenge in public schools is that most teachers emphasize reading instruction over writing production and comprehension, which limits students' language exposure. Language exposure refers to the extent of students' contact with the target language they are learning or attempting to acquire, and insufficient exposure can hinder overall language development.

In an increasingly interconnected and globalized world, according to Linares (2020), the ability to communicate effectively in English is a valuable skill that

opens doors to academic, professional, and social opportunities. English has become the dominant language of international communication, science, business, and travel, making it essential for nonnative speakers to achieve a functional level of fluency.

As English language education evolves, traditional methods that focus heavily on grammar rules and rote memorization that is insufficient in preparing learners for real-world communication. In response to these limitations, Communicative Language Teaching (CLT) has gained prominence as a more effective and practical approach to teaching English as a second language (ESL).

According to Arbaaz (2022), CLT is a learner-centered approach that prioritizes the use of language for meaningful communication. Rather than treating language as a set of rules to be memorized, CLT encourages students to use English in authentic situations that reflect everyday life. Through activities such as role-plays, group discussions, interviews, problem-solving tasks, and simulations, learners develop their ability to understand and produce language in context.

This approach not only improves linguistic competence but also enhances communicative competence, the ability to convey and interpret messages effectively and appropriately in various social and cultural settings.

As mentioned by Zapata (2025), one of the key strengths of CLT is its focus on interaction and collaboration. By engaging in communicative tasks, learners become active participants in their language development. They are encouraged to express ideas, ask questions, and negotiate meaning, all of which are essential skills for real-world communication. This interaction not only increases students' confidence but also reduces anxiety, creating a more supportive and motivating classroom environment. As a result, learners are more likely to take risks and experiment with language learning processes.

According to Freman (2019), in today's globalized world, the ability to communicate effectively in English has become essential for academic, professional, and social success. As a result, English language instruction must go

beyond grammar drills and vocabulary memorization to focus on real-life communication. In the contemporary landscape of language education, the role of English as a global lingua franca has significantly influenced pedagogical approaches to teaching it as a second language.

As learners increasingly require not only grammatical accuracy but also communicative effectiveness, traditional methods often centered on rote memorization and isolated language structures are no longer sufficient to meet the complex demands of real-world language use.

Communicative Language Teaching (CLT) has emerged as a leading methodology that emphasizes the functional and interactive use of language in meaningful contexts. Its importance in English as a Second Language (ESL) instruction lies in its focus on developing learners' communicative competence, promoting learner autonomy, and enhancing classroom engagement through authentic, student-centered activities.

According to Heredia (2021), CLT represents a paradigm shift from teacher-centered instruction to a learner-centered framework, in which students actively participate in knowledge acquisition. By engaging in communicative tasks such as discussions, simulations, and problem-solving activities, learners practice using the language in authentic contexts, thereby fostering the development of fluency, sociolinguistic awareness, and strategic competence.

These components are essential for learners to function effectively in academic, professional, and social settings where English is the medium of communication. One of the key academic contributions of CLT is its alignment with theories of second language acquisition that highlight the role of meaningful input and output in language development. According to Krashen (1982) and Swain (1985), exposure to comprehensible input and opportunities for meaningful output are crucial for internalizing language structures.

Furthermore, Zavala (2021) highlights that CLT promotes the development of higher-order thinking skills by requiring learners to analyze, evaluate, and create

language for various communicative purposes. This aligns with Bloom's taxonomy and supports the goals of modern education, which extend beyond linguistic proficiency to include critical thinking and problem-solving. Additionally, by incorporating authentic materials and tasks, CLT prepares learners to engage with real-world language use, bridging the gap between classroom learning and external communication needs.

As mentioned by Figueroa (2020), another significant advantage of CLT is its positive impact on learner motivation and confidence. Research has consistently shown that communicative activities reduce language anxiety and foster a more inclusive and supportive learning environment. This is particularly important in ESL contexts, where learners may face psychological and sociocultural barriers to language acquisition. By creating opportunities for meaningful interaction, CLT not only enhances linguistic skills but also promotes learners' willingness to communicate.

According to Brown (2022), Communicative Language Teaching (CLT) has emerged as a highly effective approach to teaching English as a second language (ESL), emphasizing interaction, authentic language use, and student-centered learning. By prioritizing meaningful communication over rote learning, CLT equips learners with the practical skills needed to use English confidently in diverse situations. This approach not only enhances fluency and comprehension but also fosters motivation and learner autonomy, making it a vital methodology in modern language education.

Communicative Language Teaching in ESL education lies in its holistic, learner-centered approach to language acquisition. As mentioned by Guevara (2019), by integrating theoretical insights from second language acquisition research with practical, interactive methodologies, CLT provides a robust framework for developing communicative competence. Its emphasis on real-world language use, student engagement, and cognitive development positions it as a vital component of effective and contemporary English language.

In other words, teaching plays a crucial role in modern ESL instruction. According to Ravalli (2020), its emphasis on real communication, learner engagement, and contextualized practice prepares students to use English confidently and effectively in a variety of settings. By focusing on meaningful interaction rather than mechanical repetition, CLT equips learners with the skills they need to succeed in an English-speaking world.

According to Ahmad (2019), speaking English in class involves providing students with opportunities for oral communication through the Communicative Language Teaching method. This approach analyzes how it enhances communication by defining communication activities as tasks that engage learners in comprehending, manipulating, producing, or interacting in the target language. At the same time, their attention is primarily focused on meaning rather than simply using English orally. In this process, teachers or lecturers do not have the main role; instead, they provide clues to encourage students to speak.

According to Fernandez (2020), Communicative Language Teaching emphasizes communication activities in classrooms, including tasks that require students to understand, manipulate, produce, or engage with the target language, which focus primarily on meaning. Students can use a variety of words in communicative activities instead of relying on a single grammatical construction. This study aims to encourage students and teachers to speak English verbally with (the CLT) method from the beginning of the class to the end. Mistakes do not matter. The most important thing is the meaning.

As mentioned by Loussine (2023), the communicative approach to language learning, which emphasizes student-centered teaching to develop communication skills in a second language, should not come at the expense of language accuracy. The author argues that a balanced approach, incorporating learner autonomy, critical thinking, and problem-solving skills, is effective not only in enhancing communicative competence across diverse contexts but also in extending cognitive abilities beyond mere language acquisition.

Furthermore, it is widely recognized that developing critical thinking and oral communication skills is essential for twenty-first-century education. The study conducted by Cadena (2022) demonstrated that employing Communicative Language Teaching techniques—such as role-playing, debates, and discussions—can significantly promote critical thinking while simultaneously improving learners' oral competence.

According to Lara (2022), learning a foreign language involves developing language skills. This means that EFL learners should master their communicative competencies to communicate effectively with others. Consequently, various new approaches, methods, techniques, strategies, and activities have been considered to improve language; however, this depends on the context of teaching English.

One method that encourages learning a foreign language is called Communicative Language Teaching, which allows students to practice conversational language. This research promotes the selection of appropriate materials based on students' learning styles.

This means that learners can enhance their productive skills, provided they receive comprehensible information. According to Carranza (2019), even skills that may seem challenging can become easier with the right content or activities. In this context, it is important to propose methods, techniques, strategies, etc. that can enhance the learning process. When learning a foreign language, speaking plays a crucial role as it is part of a learner's language proficiency and enables them to negotiate meaning with those around them.

According to Villacis (2022), the communicative approach enhances oral skills, as speaking English can be difficult for numerous reasons. For example, there was previously a great emphasis on grammar and theory, while practice, interaction, and communication were often neglected. In addition, learners' oral performance was negatively affected due to limited exposure to the language and practice. This study explains why students often feel afraid to express their ideas in real-life contexts.

According to Lopez (2023), the practice of helping students improve their speaking abilities is essential because the fear of making mistakes hinders learners'

capacity to communicate in English. This situation implies that learners struggle to comprehend the language they hear due to the variety of accents. Consequently, students' oral production is often inadequate.

According to Yumka (2020), the lack of methodologies centered around the communicative approach undermines the goal of a class aimed at developing students' oral skills for effective communication and meaning-making. This is supported by several studies that echo the findings of previous research.

Communicative Language Teaching principle

According to Lara (2022), traditional methods focused on developing one or two language skills instead of developing all of them. On the other hand, due to the importance of the four language skills in communication, CLT aims to enhance the training of the four language skills: listening, reading, speaking, and writing. Consequently, the development and integration of all language skills facilitates communication in natural environments.

Speaking skills based on the CLT method.

According to Samir (2021), speaking skills are considered one of the most difficult skills to develop in the classroom when teaching a foreign language. Therefore, teachers must find alternatives to improve students' oral production. In this sense, Communicative Language Teaching plays a fundamental role in language teaching to provide opportunities for students to use the language in real situations.

The primary goal of Communicative Language Teaching (CLT) is to help students enhance their speaking skills through meaningful, context-based activities. Key components of CLT include classroom objectives, the use of engaging language, and the integration of accuracy and fluency as communicative techniques. These elements work together to promote both receptive and productive language use, with a central focus on developing learners' communicative competence.

Pronunciation of Vocalization

According to Mojica (2019), pronunciation is an essential part of speaking development; it is the ability of learners to pronounce words correctly. Pronunciation requires learners to create intelligible messages, focus on a variety of production factors, such as intonation, rhythm, phonemes, and stress. When communicating a message, it is also thought of as producing an English sound. Pronunciation becomes essential to give the information in the correct form. Students must articulate words properly to be understood.

Vocabulary

According to Cameron (2001), vocabulary is another crucial part of language learning. It is essential to have at least a fundamental understanding of words to express something. A high vocabulary knowledge is necessary for a successful language learner; otherwise, it will be difficult to comprehend a foreign language context. When developing language competence, lexical knowledge is an essential component. The development of language skills is also aided by vocabulary mastery. All of them are interconnected.

According to Massural (2020), a person who speaks fluently may have already developed their communication skills. In other words, speakers will be able to use language without any problem when talking, and if speakers are fluent, they will be able to use language patterns appropriately anywhere.

Communicative Language Teaching (CLT) activities

Role-Plays: To allow students to handle the target language without risk in a controlled context.

Methodology: Pairs of students are given a role to play. They engage in dialogue to solve problems or act out a story.

The Talk Show Interview: To practice questioning techniques and improve listening skills

Methodology: Students conduct interviews with each other, focusing on specific topics. This activity can be adapted for different proficiency levels

Objectified: To help students understand and use objects in context

Methodology: Learners describe and discuss objects they encounter in their daily lives, fostering vocabulary acquisition and understanding

School Task Dialogues: To engage students in conversations about school-related topics

Methodology: Dialogue scripts are created around everyday school experiences, encouraging students to talk about their own experiences and thoughts

Speed Befriending: To encourage quick and effective communication in social settings

Methodology: Pairs of students are asked to introduce themselves and find three things they have in common, promoting rapid and friendly interactions

Family Dinner: To simulate a family meal conversation and practice conversational skills.

Methodology: Students take turns playing the roles of family members and discuss various family-related topics, enhancing their conversational abilities.

Hotel Room Disasters: To teach students how to negotiate and resolve conflicts in a hotel setting.

Methodology: Students are divided into groups and given a disaster scenario where they must negotiate with the hotel staff to resolve issues

According to Mayanza (2024), these activities are integral to the CLT approach, which emphasizes interaction and collaboration over traditional grammar-focused methods. They aim to develop learners' communicative competence, which includes the ability to interact effectively in real-world situations.

Speaking Skills are communicative skills that allow people to give information about a specific topic. It is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. It is an essential part of

language learning, and it surely contributes to the learner's success during the language learning process and, without doubt, in future life.

Importance of CLT Activities in English Language Teaching

Communicative Language Teaching (CLT) is a learner-centered approach that emphasizes interaction and the functional use of language in authentic contexts. CLT activities are essential to this approach because they promote the development of communicative competence, encompassing not just grammatical knowledge but also sociolinguistic, discourse, and strategic competencies.

Incorporating CLT activities into English language teaching aligns with contemporary theories of language acquisition and pedagogy.

Importance of Communicative Language Teaching (CLT)

1.-Promoting Communicative Competence

CLT activities are designed to mirror real-life communication, thus enabling learners to use English meaningfully and appropriately in various social contexts. Through tasks such as role-plays, problem-solving, and information-gap activities, learners engage in purposeful interaction that requires them to negotiate meaning, make choices, and use language functions effectively.

2. Task-Based Learning and Language Acquisition

Drawing on theories of second language acquisition (SLA), particularly those of Krashen (1982), CLT supports the idea that language is best acquired when learners are exposed to comprehensible input and given opportunities for output in meaningful contexts. Activities in CLT provide this input and promote fluency by focusing on meaning over form. This hypothesis emphasizes the importance of interaction in language learning.

3. Learner Autonomy and Motivation

CLT encourages active learner participation, which contributes to greater motivation and autonomy. According to Ryan's (2022) Self-Determination Theory, students are more engaged when they perceive relevance and have a sense of control over their learning. CLT activities, being student-centered and often cooperative, enhance intrinsic motivation by making learning relevant and interactive.

4. Integration of Skills

Unlike traditional methods that isolate skills, CLT activities integrate listening, speaking, reading, and writing in a holistic way. This integration reflects how language is used in real life and helps learners develop balanced proficiency across all language areas.

5. Addressing Diverse Learner Needs

CLT activities can be adapted to different proficiency levels, learning styles, and cultural backgrounds. They support differentiated instruction and inclusivity by offering varied entry points into the language learning process. These activities not only support the development of communicative competence but also create a dynamic, learner-centered classroom environment that promotes real-world language.

Considering the stated objectives, a preliminary review of the background information was conducted, which will serve as a base for this research. Below are some previous studies related to the use of the Communicative Language Teaching method in language teaching, and specifically, the use of CLT activities to teach English.

Communicative Language Teaching (CLT) in Ecuador

Communicative Language Teaching (CLT) has been recognized internationally as an effective approach that prioritizes real-life communication and interactive learning over traditional grammar-based instruction. This shift aligns with global trends in language education, focusing on learners' ability to use the target language in meaningful contexts

In Ecuador, English language teaching has gained increasing importance, especially after the implementation of the National Bilingualism Plan 2015-2025, which explicitly promotes communicative competence as a core objective (Ministerio de Education del Ecuador, 2016). The policy stresses the necessity for students to develop oral and written communicative skills to participate successfully in global academic and professional environments.

However, several national studies highlight challenges in the practical implementation of CLT in Ecuadorian classrooms. For instance, Pazmiño (2019) examined secondary school teachers' perceptions and found that many educators feel inadequately prepared to apply communicative methods effectively. This is often attributed to insufficient CLT-focused teacher training and a traditional educational culture that continues to favor grammar-translation and memorization techniques.

Similarly, Torres and Andrade (2020) conducted classroom-based research in urban and rural schools and found that while teachers recognize the benefits of communicative activities, external factors such as large class sizes, limited resources, and standardized testing pressures constrain full implementation. Their study highlights the disparity between policy goals and classroom realities. Also, Montalvo (2021) explored students' attitudes toward communicative tasks and discovered that learners generally express higher motivation and confidence when engaged in interactive speaking activities compared to traditional drills.

According to Narvaez (2020), despite these valuable findings, a significant gap remains in research on how CLT can be adapted to the diverse social and cultural contexts within Ecuador, particularly in rural or indigenous communities where educational challenges differ markedly. Further localized research is necessary to identify effective strategies that address diverse learners' needs, teacher competencies, and levels of institutional support.

English proficiency in Ecuador can be enhanced by fostering practical communication skills and learner engagement. National policies support this pedagogical shift, but research indicates that teacher preparation, resource availability, and systemic constraints impact its effectiveness. Similarly, according to Hernandez (2021), bridging the gap between policy and practice, more focused research on the national and local implementation of CLT is essential. Such studies will provide valuable insights to adapt communicative methods to Ecuador's unique educational landscape, ultimately enhancing language learning outcomes throughout the country.

CHAPTER II

Methodological Design

Research approach and design

This research adopts a quantitative approach to analyze the use of strategies based on Communicative Language Teaching (CLT) methods aimed at enhancing English speaking skills

According to Hernandez (2022), quantitative research is particularly useful for obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. Additionally, this approach seeks to gather and analyze non-numeric data to capture individuals' thoughts, feelings, behaviors, and experiences. One of the strengths of quantitative research is its ability to provide detailed textual descriptions of how people experience a given research phenomenon. It is particularly useful when the goal is to test hypotheses, measure variables, and establish relationships among them. In this study, the objective is to determine whether the implementation of CLT significantly enhances students' speaking abilities compared to traditional teaching methods.

According to Taherdoost (2022) quantitative research aims to define a particular phenomenon by collecting numerical data to address specific questions such as how many and what percentage in different fields including education, psychology, physics, biology, natural sciences, Therefore, this approach allowed to collect data

such as students score before and after applying the CLT activities and then identify whether there was an improvement or not.

The relationship between the researcher and participants is frequently less formal than in qualitative methods. Participants can provide more detailed and elaborate responses than is typically possible with quantitative methods. By adapting follow-up questions based on the information participants share, researchers can respond in real time and explore relevant issues more deeply

According to Hunter (2019), this quantitative research is useful for summarizing and understanding an area of interest and was appropriately selected for this study to describe and explore the Communicative Language Teaching method used in classrooms.

Narvaes (2023) highlights that a quantitative research design aims to collect either primary or secondary data through unstructured, formal, or informal procedures, allowing for flexible interpretation. Due to its objectives and structure, it typically involves minimal use of scientific methods and rigor. This approach is particularly useful for investigating research questions that have not been extensively studied, characterized by its qualitative, primary, and interpretative nature, to clarify the underlying nature of a problem that is either poorly defined or insufficiently explored.

Furthermore, this study was complemented by a didactic proposal. The application of this method will enable the researcher to examine the perceptions, challenges, and experiences of English teachers when incorporating innovative strategies to enhance speaking skills in the EFL classroom. Based on the insights gathered, a didactic proposal will be developed at the end of the study, reflecting the teachers' experiences and perspectives

In the context of this study, by quantifying and analyzing relevant variables, quantitative research can be used to determine whether Communicative Language Teaching (CLT) activities effectively enhance students' communicative competence in speaking.

Research design: Quasi-Experimental design

The research design of this study is quasi-experimental, specifically a pre-test post-test non-equivalent group design. This design is justified because it enables the researcher to assess the effect of the CLT intervention on students' speaking skills by comparing results before and after the treatment in both an experimental group receiving CLT instruction and a control group taught using traditional methods.

While true experimental designs require random assignment, quasi-experimental designs are more feasible in educational settings where randomization is often not possible due to institutional constraints. Larsen (2019), this design still allows for comparative analysis and the drawing of cause-and-effect inferences based on the observed changes in the dependent variable (speaking skills) after the application of the independent variable (CLT methodology).

Sample selection criteria

According to Creswell (2018), a mixed-methods research design allows researchers to combine the strengths of both quantitative and qualitative approaches, providing a more comprehensive understanding of complex educational phenomena. By integrating numerical data with detailed contextual insights, this methodology enables a deeper analysis of teaching practices, learner outcomes, and the factors that influence effective classroom implementation.

The sample for this research consisted of 28 undergraduate students from the ELT program, all of whom were classified at the A1 level of English proficiency according to the Common European Framework of Reference for Languages (CEFR). Participants were selected through non-probability purposive sampling, based on their enrollment in a basic English course and availability to participate in the study. The 28 students were divided into two groups: The experimental group and a control group, 14 students.

The experimental group consisted of 14 participants who were exposed to the intervention under investigation. The purpose of this group is to evaluate the effectiveness of the applied strategy by comparing its outcomes with those of the

control group. According to Creswell (2018), the experimental group enables researchers to assess the direct impact of the independent variable on participants, thereby providing evidence for causal relationships within the study.

The experimental group received instruction employing key CLT strategies, including pair work, role-plays, interactive dialogues, and task-based speaking activities, all designed to enhance student interaction and oral fluency. In contrast, the control group continued with conventional methods that emphasized grammar instruction, vocabulary memorization, and repetition, providing minimal opportunities for authentic communication.

A control group consists of participants who do not receive experimental intervention, serving as a baseline for comparison. Its purpose is to help researchers determine whether changes observed in the experimental group result from the intervention itself or from external factors. As Creswell (2018) highlights, the control group is essential for ensuring the validity of findings, as it provides a reference point against which experimental outcomes can be accurately measured.

The control group for this research consisted of 14 students, who followed traditional, teacher-centered methods. All students shared similar demographic characteristics, with ages ranging from 18 to 22 years old, and had no prior exposure to communicative methodologies. The sample was also balanced in terms of gender and academic standing, ensuring the comparability of both groups.

Both groups were taught by experienced language instructors. To maintain consistency and fidelity to the CLT methodology, the experimental group's instructor received specific training and a set of communicative lesson plans aligned with CLT principles before the intervention.

Educational Context and School Environment

This study was conducted at “Indoamérica” University, a private institution in Ecuador, known for its emphasis on educational innovation and language learning. The research focused on the English Language Teaching (ELT) program, specifically targeting first-semester students during the semester April-August

2025. Classrooms are well-resourced, with smartboards, audiovisual equipment, and good internet access. Most students come from middle to high-income families, and English exposure outside classrooms is limited, making speaking a particular challenge.

Data collection process.

The purpose of data collection is to provide empirical evidence that can support analysis, interpretation, and conclusions. As Cohen, Manion, and Morrison (2018) highlighted, "data collection is a selective and systematic process of gathering information relevant to the purposes of the study, from which conclusions and interpretations can be made." The quality of data collection directly influences the reliability and validity of research findings, making it a critical phase in any educational or linguistic study.

The data collection process was designed to measure the effect of the Communicative Language Teaching (CLT) methodology on the speaking skills of A1-level students. It followed a structured procedure aligned with the research objectives and the operationalization of the key variable: speaking skill (Morales 2019).

The process began with the identification of the problem: students at the A1 level demonstrated limited oral proficiency in English, mainly due to the continued use of traditional, grammar-focused teaching methods. Based on this, the speaking skill was defined as the dependent variable to be measured before and after implementing CLT in the classroom.

To ensure methodological rigor, the study employed a combination of quantitative techniques and instruments. A quasi-experimental pre-test/post-test design structured the data collection process, enabling systematic comparison of results between the experimental and control groups.

Table 1 Variable Operationalization Table

Variable	Conceptual Definition	Operational Definition	Dimensions	Indicators	Instruments
Speaking skill	The ability to produce spoken language to communicate effectively in real-life situations.	Observable ability of students to speak in English using basic structures appropriate to A1 level.	Fluency	Continuous speech with minimal hesitation	Speaking Pre-test/Post-test
			Accuracy	Correct use of vocabulary and grammar	Observation checklist
			Pronunciation	Intelligible and accurate articulation	Rubric
			Interaction	Ability to respond appropriately in dialogue	Teacher observation notes

By: (Sanga, 2025)

Instruments and Techniques

Instruments refer to the actual tools or devices used to measure variables, such as questionnaires, observation checklists, tests, or rating scales. Techniques, on the other hand, are the procedures or methods employed to use these instruments appropriately, such as interviewing, surveying, or classroom observation. Together, they facilitate the systematic collection of data that is both valid and reliable,

supporting accurate assessment and informed decision-making in teaching and research contexts.

According to Best and Kahn (2006), “instruments are the tools for measuring variables, while techniques are the procedures used to apply those tools effectively in collecting data” (p. 273). In language education, for instance, a speaking rubric can be used alongside teacher observation to assess learners’ oral proficiency. The careful selection and application of such instruments and techniques are essential for ensuring the validity, reliability, and overall usefulness of educational findings.

Based on these criteria, the following methods, techniques, and instruments were employed:

1. Speaking Pre-test and Post-test (Quantitative Instrument)

Purpose: Measure students’ speaking proficiency before and after the intervention.

Structure: Students participated in an oral task that required them to introduce themselves, describe daily routines, and respond to simple questions.

Assessment: A standardized rubric evaluated four key dimensions: fluency, accuracy, pronunciation, and interaction.

Scoring: Each dimension was scored on a 5-point scale. The total score was used for statistical analysis.

2. Observation Checklist (Supplementary Instrument)

Used during speaking activities to gather real-time data on student performance.

Aligned with the same dimensions as the rubric to triangulate results.

3. Teacher Observation Notes

The instructor documented qualitative observations of students’ behavior, participation, and interaction throughout the intervention. Although not formally assessed, these notes offered valuable context for interpreting the test results.

Instrument Validity and Reliability

Validity: The speaking rubric was adapted from internationally recognized frameworks, including the CEFR and Cambridge standards, ensuring both content and construct validity. Additionally, the pre-test and post-test tasks were pilot-tested with a comparable group of A1-level students who were not part of the main study.

Reliability: Inter-rater reliability was established by having two trained raters independently assess a sample of the pre-tests and post-tests. A high level of agreement (Cohen's Kappa > 0.80) confirmed consistency in scoring.

Order of Application

Week 1 – Pre-test: Both the experimental and control groups completed the speaking pre-test. Observational data were collected simultaneously.

Weeks 2 to 7 – Intervention: The experimental group was taught using CLT methods, while the control group followed traditional instruction. Observations and notes were taken throughout.

Week 8 – Post-test: Both groups completed the speaking post-test. The same rubric and conditions were used as in the pre-test to ensure comparability.

This structured process ensured that the data collected was both reliable and valid, enabling a clear analysis of the effects of the CLT methodology on students' speaking performance.

Instruments

The primary instrument for data collection was a researcher-made speaking performance rubric, adapted from the Common European Framework of Reference for Languages (CEFR). The rubric measured four key components: fluency, pronunciation, grammar, and vocabulary. A pre-test and post-test speaking activity was administered to both groups to measure improvement.

The content validity of the instrument was established through expert review by three TESOL-certified instructors. A pilot test with 28 students from a comparable

cohort was then conducted to refine the rubric and enhance the clarity of instructions. Results indicated high inter-rater reliability, demonstrating consistent scoring across evaluators. Furthermore, construct validity was supported by significant correlations between rubric scores, teacher evaluations, and oral exam performance.

Participants

For this study, participants were selected using purposive sampling. The sample comprised EFL students from “Indoamérica” University, a private higher education institution, ranging in age from 18 to 25.

Population and Sample

The population of this study consisted of all students enrolled in the English as a Foreign Language (EFL) program at “Indoamérica” University during the semester April-August 2025. These students share similar curricular requirements and are expected to achieve at least an A1 level of proficiency according to the Common European Framework of Reference for Languages (CEFR).

The sample consisted of 28 students from two intact basic-level classes. Participants were between 18 and 22 years old and were first-semester university students. Purposive sampling was employed, as these groups were both accessible and aligned with the study’s objectives. This sample was deemed appropriate because it represented beginner-level learners, the target population for evaluating the effectiveness of Communicative Language Teaching (CLT) in developing speaking skills.

In addition, two teachers participated in the study. Both teachers had similar educational backgrounds and at least 5 years of teaching experience.

Instruments

The primary instrument used was a researcher-developed Speaking Performance Rubric, based on the Common European Framework of Reference for Languages (CEFR). The rubric assessed four key criteria: fluency, pronunciation, grammatical

accuracy, and vocabulary use, each scored on a 5-point scale. A structured speaking task was designed for both the pre-test and post-test, where students completed a two-minute monologue and a one-on-one role-play activity. The same tasks were used for both testing phases to ensure consistency.

Data collection process

Data collection was divided into two sections. The first section involved document analysis to evaluate the usefulness of the identified strategies and resources. The second section will consist of ten open-ended questions designed to explore the methodologies students currently apply in their classes.

According to Noriega (2020), in research, an interview is a qualitative method employed by researchers to gather detailed information from participants. It typically involves a conversation between two people, where the interviewer asks questions and probes deeper into people's thoughts, feelings, behaviors, or experiences related to the research topic.

Table 2 OPERATIONALIZATION TABLE

Variable Type	Variable Name	Conceptual Definition	Operational Definition	Indicators	Measurement/ Scale
Independent	Communicative Language Teaching (CLT) Method	A language teaching approach that emphasizes interaction and real-life communication as both the means and goal of learning.	Instructional method implemented through interactive activities such as role-plays, dialogues, group discussions, and problem-	<ul style="list-style-type: none"> - Frequency of student-teacher interaction - Use of communicative tasks - Authentic use of language 	Observed through lesson plans, teacher logs, and structured classroom observations (checklist-based)

Variable Type	Variable Name	Conceptual Definition	Operational Definition	Indicators	Measurement/ Scale
			solving tasks.		
Dependent	Speaking Performance	The learner's ability to express themselves verbally in English with fluency, accuracy, and appropriate vocabulary and pronunciation.	Students' speaking ability as demonstrated in two performance tasks monologue and dialogue, assessed using a validated rubric.	<ul style="list-style-type: none"> - Fluency - Pronunciation - Vocabulary use - Grammatical accuracy 	5-point Likert scale for each criterion total score range: 4 20
Control	Traditional Teaching Method	A conventional method of language teaching focused on grammar instruction, repetition, and accuracy, with limited communicative interaction.	Teaching approach used in the control group involving textbook-based grammar drills, teacher-led lectures, and limited speaking practice.	<ul style="list-style-type: none"> - Frequency of grammar exercises - Lecture-based instruction - Limited student speaking time 	Documented through teacher logs and classroom observation reports

Validity and Reliability

The researcher will ensure the accuracy and consistency of the study by maintaining comprehensive documentation supported by references and bibliographic records. This process includes detailed accounts of each stage of the research, enabling evaluation and verification by external reviewers. Participants will contribute by providing accounts of their classroom experiences in a valid and reliable manner. Upon completion, the findings will be presented to the institutional authorities for their review and assessment of the project's outcomes.

Validation Procedures

The validation of research instruments is a crucial step to ensure accuracy and credibility in data collection. Validity establishes whether an instrument measures what it is intended to measure, while reliability ensures consistency across applications. According to Heale and Twycross (2015), rigorous validation processes enhance the trustworthiness of findings by confirming that instruments are both accurate and dependable.

To ensure the validity and reliability of the research instruments, a series of rigorous validation procedures was conducted. Content validity was established through experts' judgment. The speaking performance rubric and the associated task instructions were reviewed by a panel of three subject matter experts, each holding a graduate degree in Applied Linguistics or TESOL and possessing extensive experience in English language assessment.

Their feedback was used to refine the rubric items to ensure alignment with established communicative language teaching principles and speaking performance descriptors from the Common European Framework of Reference for Languages (CEFR).

To establish internal consistency reliability, the final version of the rubric was statistically analyzed using Cronbach's alpha coefficient, computed from the pilot test scores. The resulting value of $\alpha = 0.88$ indicated a high degree of reliability,

meaning that the rubric items consistently measured the underlying construct of speaking proficiency.

In addition, inter-rater reliability was assessed to ensure objectivity and consistency in scoring. Three trained raters independently evaluated all pre-test and post-test speaking performances using the rubric. The degree of agreement between raters was calculated using Cohen's Kappa, which yielded a coefficient of 0.85, reflecting a high level of agreement and reliability in scoring. These validation procedures collectively affirmed the practical and appropriateness of the instruments used in the study, thereby enhancing the credibility of the research findings.

Research Question and Hypothesis

Implementing Communicative Language Teaching activities will boost the English-speaking Communicative Competence of “Indoamérica” students at a public school.

Analysis of the results

The data were collected through a pre-test and post-test. Additionally, a narrative analysis based on the speaking test was conducted, followed by the design of an activity guide featuring communicative tasks aimed at developing speaking skills.

This section analyzes the data collected from both the experimental and control groups through the pre-test and post-test speaking evaluations. The results were analyzed about the specific objectives of the study: to determine the effect of the CLT methodology on the development of speaking skills in EFL students. The results were presented in terms of the four key dimensions assessed: **fluency, accuracy, pronunciation, and interaction**, and a general comparison between Pre-test and Post-test Results.

The following graph illustrates the average scores of both groups before and after the implementation of the CLT methodology.

Table 3 Average Speaking Scores – Pre-test vs Post-test

Group	Pre-test Average	Post-test Average
Experimental	2.4	4.1
Control	2.3	2.8

By: (Sanga, 2025)

Interpretation: The experimental group showed a significant improvement in speaking performance after the intervention, increasing from an average of **2.4 to 4.1** out of 5. In contrast, the control group showed only a slight improvement, from **2.3 to 2.8**, suggesting that the traditional method had a limited impact on speaking development. These results directly support the study's hypothesis that CLT significantly enhances speaking ability.

The data presented in Graph 1 illustrates the comparative progression of speaking proficiency between the experimental and control groups before and after the intervention. Initially, both groups demonstrated nearly equivalent performance levels in the pre-test, with average scores of **2.4** for the experimental group and **2.3** for the control group, indicating a comparable baseline in speaking skills.

These results indicate that the CLT methodology had a significantly greater impact on the development of speaking skills compared to conventional teaching approaches. The experimental group's notable progress reflects the effectiveness of communicative, interaction-based activities in promoting language fluency and confidence among A1-level learners. Overall, this evidence supports the hypothesis that integrating CLT into language instruction at the beginner level can lead to measurable improvements in students' speaking abilities, thereby contributing to enhanced communicative competence.

Table 4: Experimental Group Improvement by Speaking Dimension

Dimension	Pre-test Avg	Post-test Avg
Fluency	2.5	4.2
Accuracy	2.2	4.0
Pronunciation	2.3	4.1
Interaction	2.6	4.2

By: (Sanga, 2025)

Interpretation: All four speaking dimensions showed marked improvement in the experimental group. The highest gains were observed in fluency and interaction, reflecting the communicative nature of the CLT approach. These aspects are often neglected in grammar-focused instruction, which explains the lower improvement in the control group.

Impact on Students and the Institution

The use of the CLT methodology created a more dynamic and participatory classroom environment, as observed by the instructor and confirmed through performance improvements. Students in the experimental group exhibited increased confidence, spontaneity, and a willingness to speak, which are essential for effective real-world communication.

For “Indoamèrica” University, these findings have practical implications: The results support a broader implementation of communicative approaches in the curriculum. They demonstrate the potential for curricular innovation to improve language outcomes in early stages of English learning.

Adoption of CLT could lead to improved student engagement and retention, especially among beginners who often feel discouraged by traditional methods.

In summary, the study's results demonstrate the effectiveness of using Communicative Language Teaching (CLT) activities to enhance speaking

communicative competence. Due to the comparison of pre-test and post-test results from both research groups, it is clear that implementing CLT activities impacts the development of the four communicative skills. While the experimental group showed significant improvements across all four competencies, the control group showed a poor performance in all of them.

These results confirm that CLT activities are sustainable methods for improving students' speaking skills. Additionally, the findings are practically significant for educators looking for innovative ways to boost learning outcomes in the classroom.

Analysis and results

Pre-test

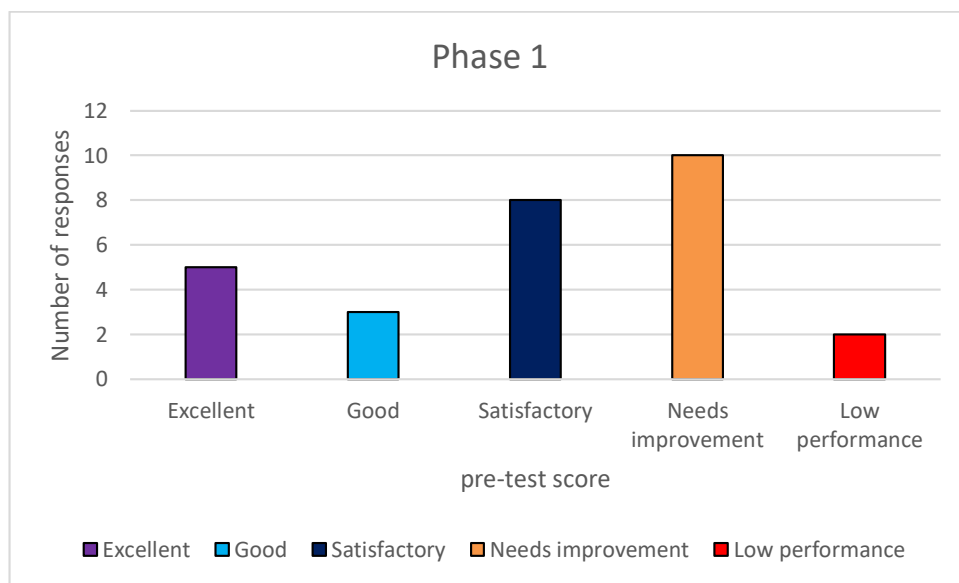


Figure 1. Frequency distribution to improve speaking skills. Phase 1. Introduce yourself: Name, age, where you are from, family, hobbies, and your daily routine.

Created by: Author

Source: Jeaneth Sanga

1. Excellent
2. Good
3. Satisfactory
4. Needs improvement
5. Low performance

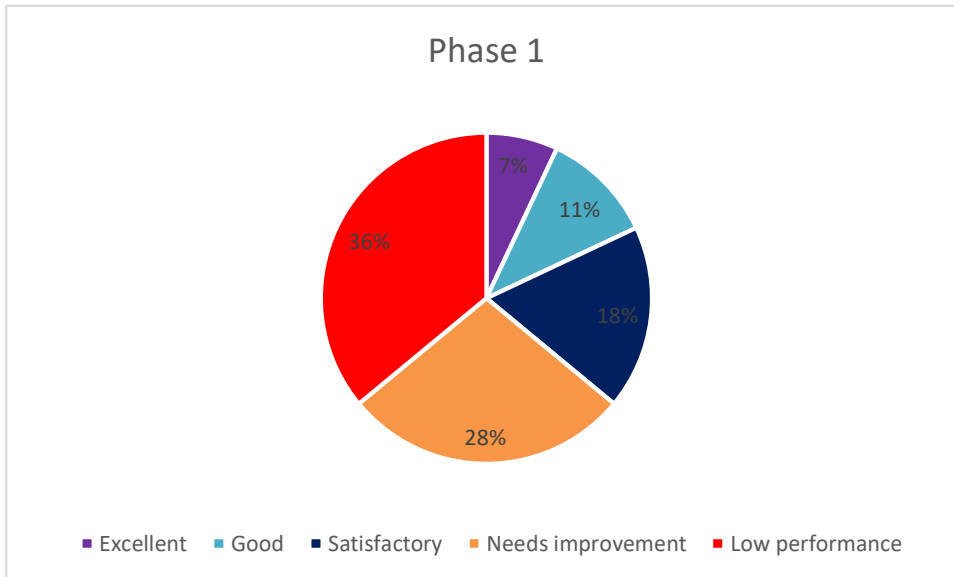


Figure 2. *Proportional distribution*

Created by: Author

Source: Jeaneth Sanga

Interpretation: Figure 1 indicates that 36% of students are categorized as "needs improvement" in tasks involving self-introduction, which includes sharing personal details such as name, age, origin, family background, hobbies, and daily routines. Meanwhile, 28% of students perform at a "satisfactory" level, meaning that more than 60% have yet to demonstrate consistent proficiency in speaking about this specific task. On the other hand, 18% of students achieve an "excellent" level, and 11% are rated as "good." Only 7% fall into the "low performance" category, suggesting that while a small number of learners face significant challenges, the majority still need focused support to strengthen their oral communication skills.

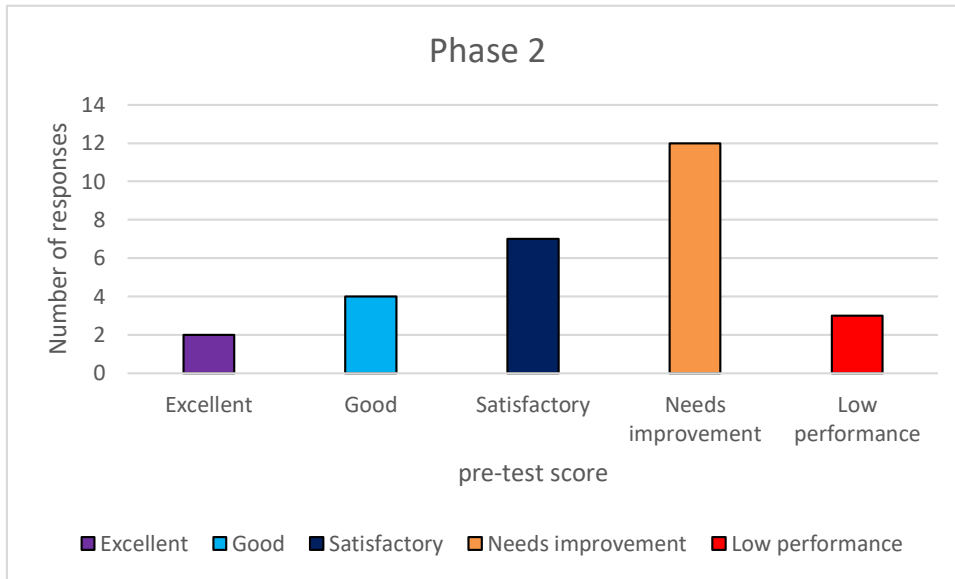


Figure 3. Frequency distribution to improve speaking skills.

Phase 2. Do you think English will be useful for you in the future? Why?

Created by: Author

Source: Jeaneth Sanga

1. Excellent
2. Good
3. Satisfactory
4. Needs improvement
5. Low performance

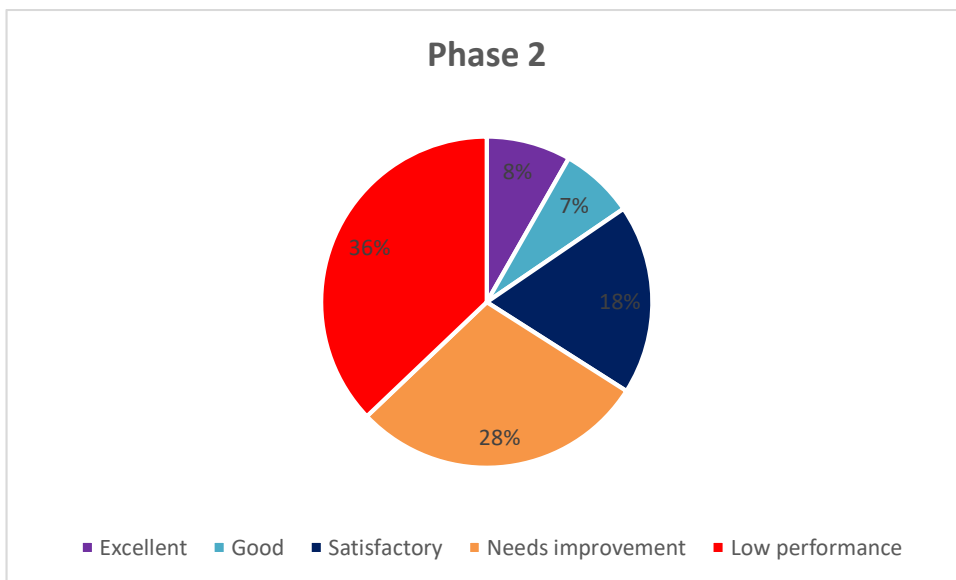


Figure 4. Proportional distribution

Created by: Author

Source: Jeaneth Sanga

The graph reveals that a considerable number of students face difficulties in responding to questions and articulating their opinions, indicating a lack of consistency in their speaking skills. Although some learners manage to achieve a "satisfactory" level, only a small proportion demonstrate significant progress in accurately expressing their ideas. Furthermore, very few students reach the "reliable" and "well-structured" categories established in the assessment criteria, suggesting that overall proficiency in oral communication remains limited and that additional pedagogical support is required to strengthen this competence.

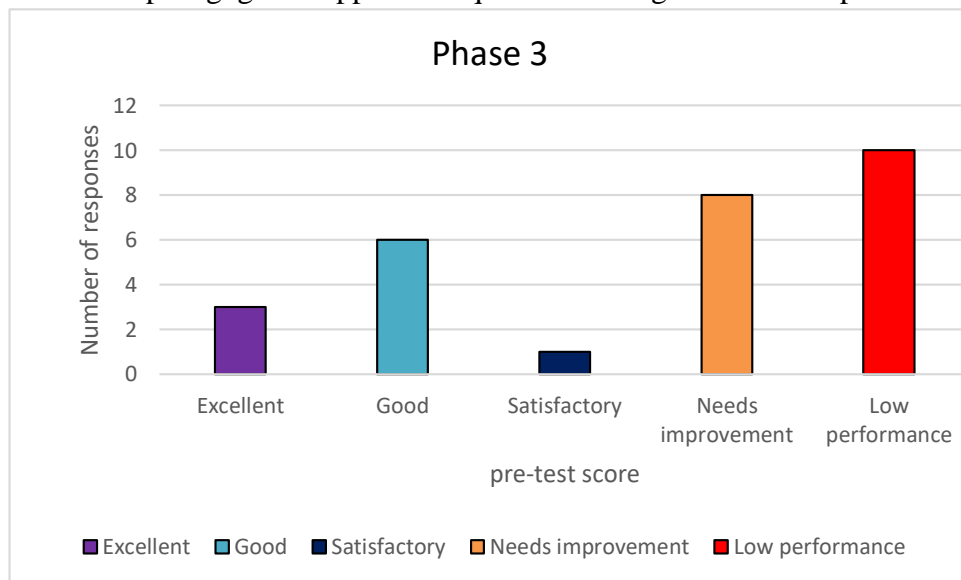


Figure 5. Frequency distribution to improve speaking skills. Phase 3. What do you see in the picture? What do you think people are doing? Describe the scene in detail.

Created by: Author

Source: Jeaneth Sanga

1. Excellent
2. Good
3. Satisfactory
4. Needs improvement
5. Low performance.

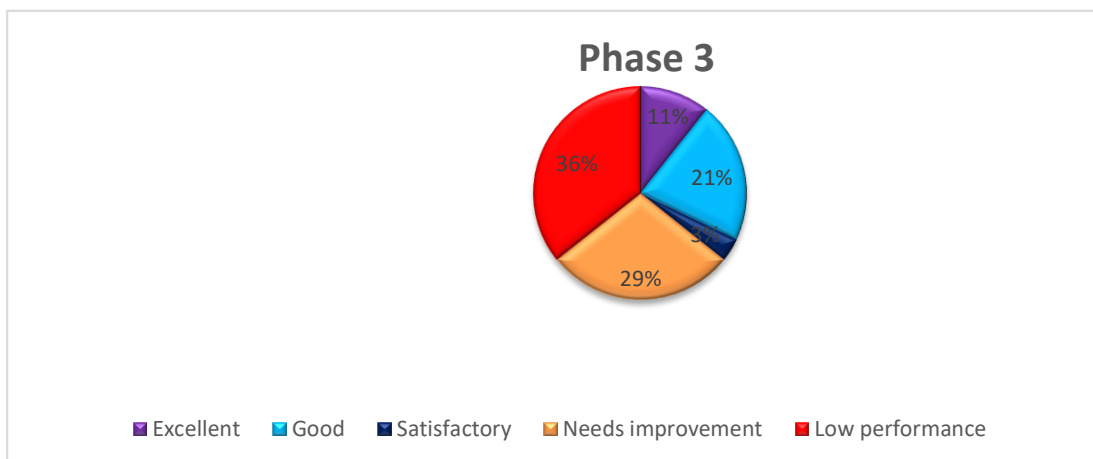


Figure 6. *Proportional distribution*

Created by: Author

Source: Jeaneth Sanga

The graph shows that 36% of students require improvement in their speaking skills when describing pictures, while 29% perform this task only at a "satisfactory" level. This indicates that more than 70% struggle to produce consistent and accurate descriptions using appropriate language structures. In contrast, only 21% demonstrate a "good" ability to construct descriptions effectively, and just 3% achieve the "reliable" and "well-developed" level of speech outlined in the assessment criteria. These findings suggest that the majority of students possess only a basic or inconsistent command of picture description, with relatively few able to deliver accurate, coherent, and confident speech. Consequently, there is a clear need for targeted instructional support to enhance students' oral proficiency in this area

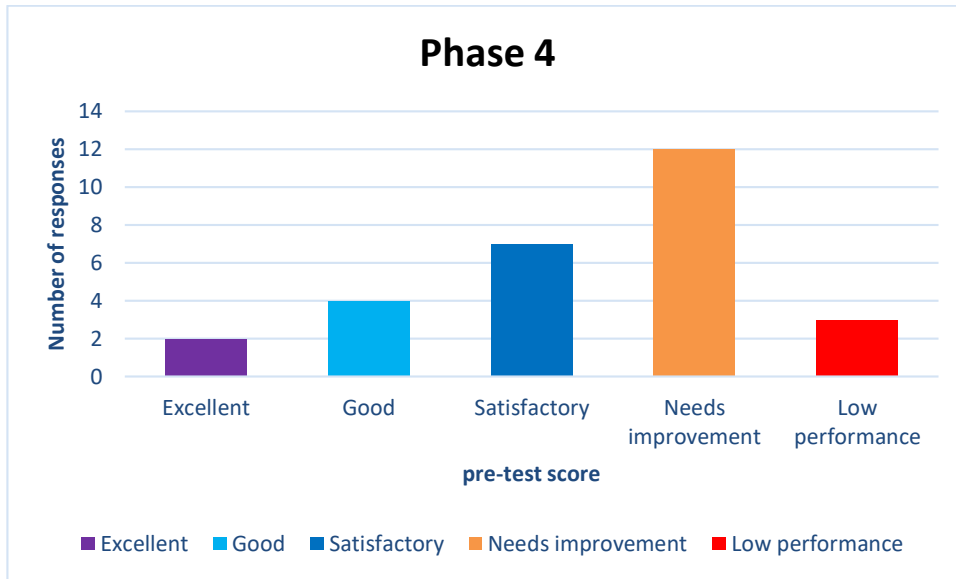


Figure 7. Frequency distribution to improve speaking skills. Phase 4. Do role-play with the teacher or a peer?

Created by: Author

Source: Jeaneth Sanga

1. Excellent 2. Good 3. Satisfactory 4. Needs improvement 5. Low performance

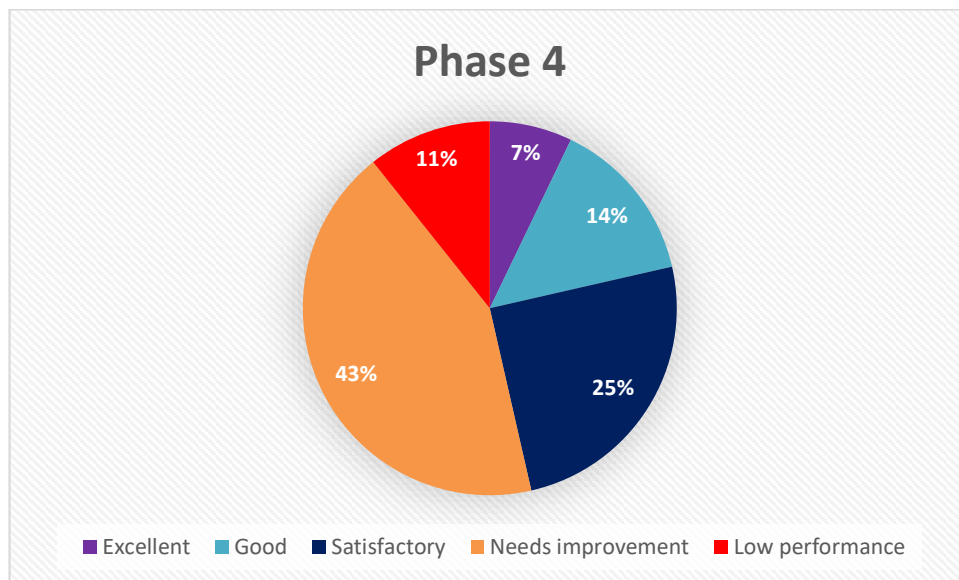


Figure 8. Proportional distribution

Created by: Author

Source: Jeaneth Sanga

The graph reveals that 43% of students require improvement in their speaking skills when engaging in role-play activities, while 25% perform these tasks only at a "satisfactory" level. This means that more than 75% struggle to maintain consistent speaking skills when using appropriate commands in descriptive situations. In contrast, only 25% demonstrate "good" development during pair-work role-play, and just 7% reach the "reliable" level of speech development defined in the assessment criteria, highlighting limited overall mastery. These findings indicate that although a considerable number of students can complete role-play activities at a basic level, fluency, accuracy, and coherence remain significant challenges. Consequently, there is a clear need for targeted pedagogical interventions to strengthen students' oral communication skills in interactive contexts.

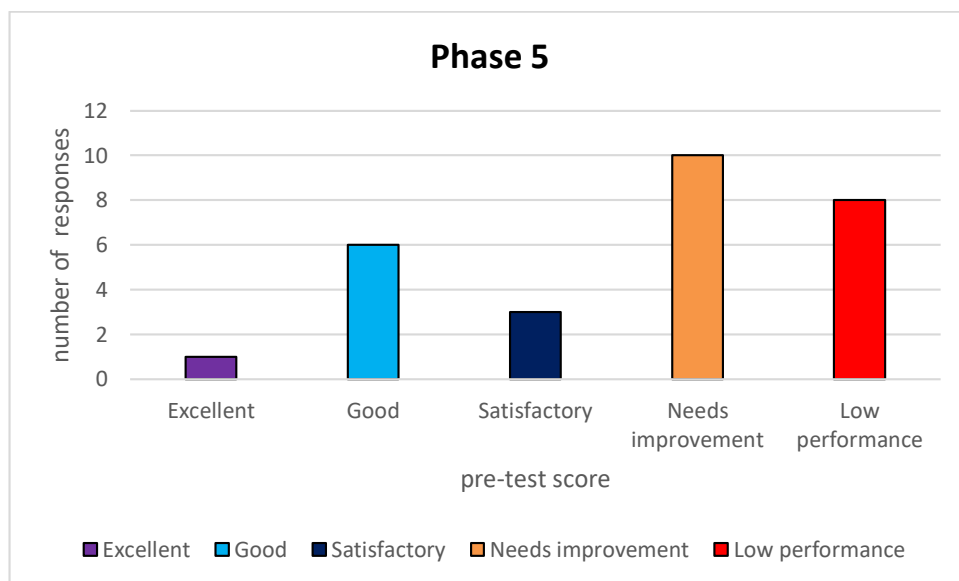


Figure 9. Frequency distribution to improve speaking skills. Phase

5. Read the following sentence aloud. You have to believe in yourself when no one else does; the biggest adventure you can take is to live the life of your dreams.

Created by: Author

Source: Jeaneth Sanga

1. Excellent
2. Good
3. Satisfactory
4. Needs improvement
5. Low performance

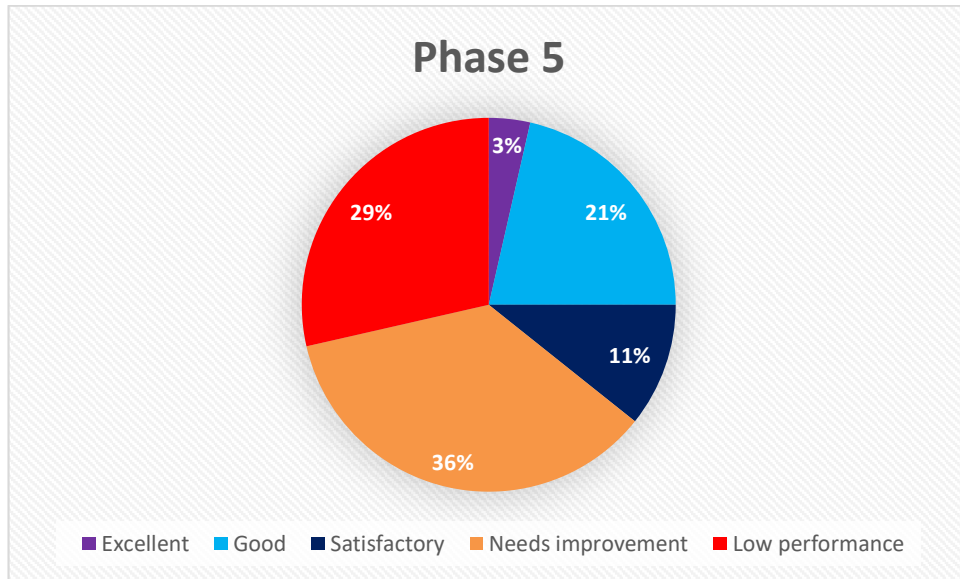


Figure 10. *Proportional distribution*

Created by: Author

Source: Jeaneth Sanga

The graph reveals that 36% of students still need to improve their speaking skills, whereas 29% perform at an "excellent" level. This indicates that more than 60% demonstrate efficiency in maintaining consistent speaking abilities when practicing sentence reading. In contrast, only 21% show "good" development in pronunciation practice, and just 3% reach the "reliable" level of speech development identified in the assessment criteria, suggesting limited overall mastery. These results highlight that while a notable portion of students demonstrate strong performance in sentence reading, a significant number continue to struggle, particularly in pronunciation. Moreover, the very small group capable of producing consistently well-developed speech underscores the need for targeted support to strengthen overall oral proficiency.

Post-test

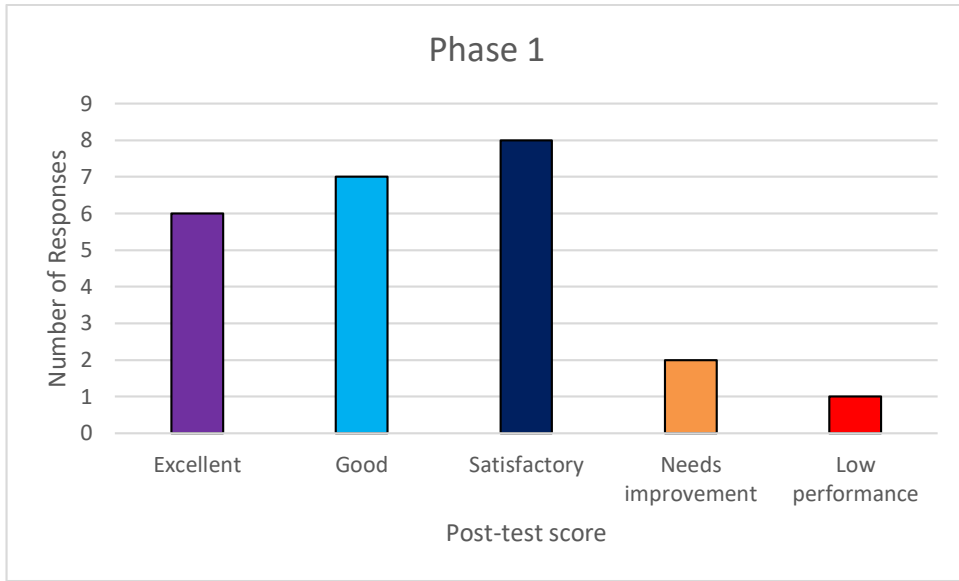


Figure 11. Frequency distribution to improve speaking skills through a post-test. Phase 1. Talk about a memorable experience or a special day in your life. Describe what happened, who was involved, and how you felt.

Created by: Author

Source: Jeaneth Sanga

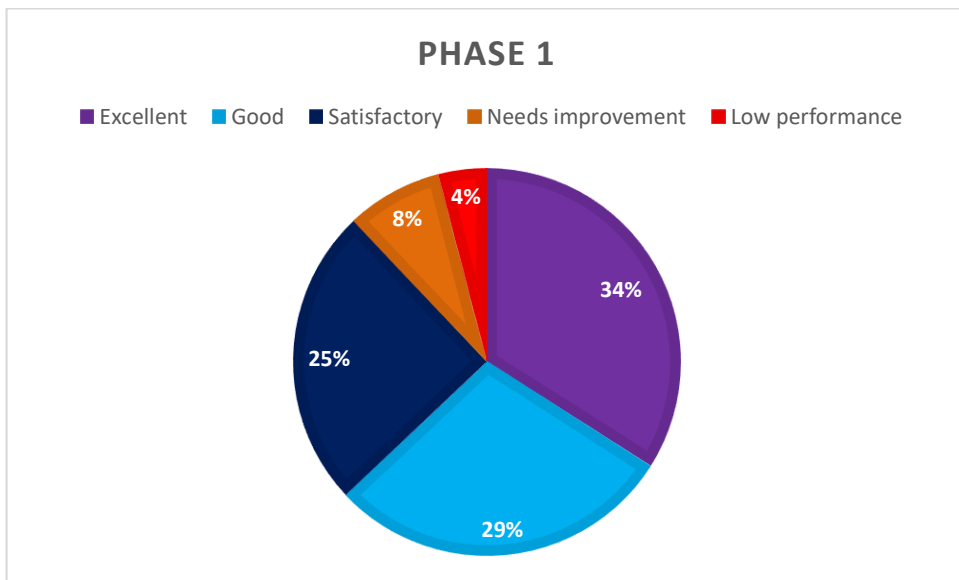


Figure 12. Proportional distribution

Created by: Author

Source: Jeaneth Sanga

The graph reveals that 34% of students improved their ability to express personal information through the implementation of CLT activities, while 29% perform this skill at a "good" level. This indicates that over 75% demonstrate efficiency in maintaining consistent speaking skills when responding appropriately to situational questions. Furthermore, 25% show "satisfactory" development in narrating personal stories with accurate expression of feelings and emotions, while only 4% exhibit low performance. These findings highlight the effectiveness of the CLT method in providing students with opportunities to practice English in real-life communicative contexts and to enhance their oral proficiency.

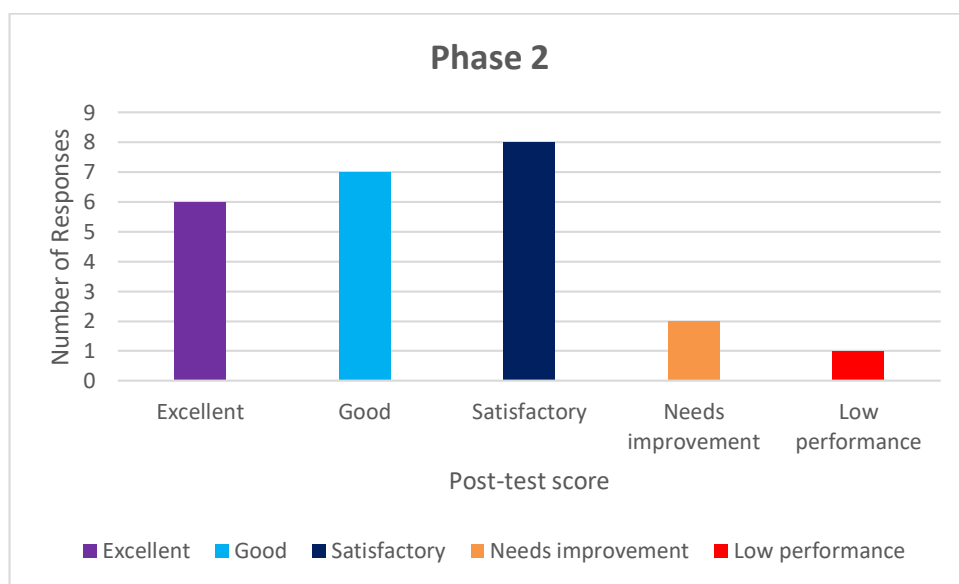


Figure 13. *Frequency distribution to improve speaking skills through a post-test. Phase 2. Talk about a memorable experience or a special day in your life. Describe what happened, who was involved, and how you felt.*

Created by: Author

Source: Jeaneth Sanga

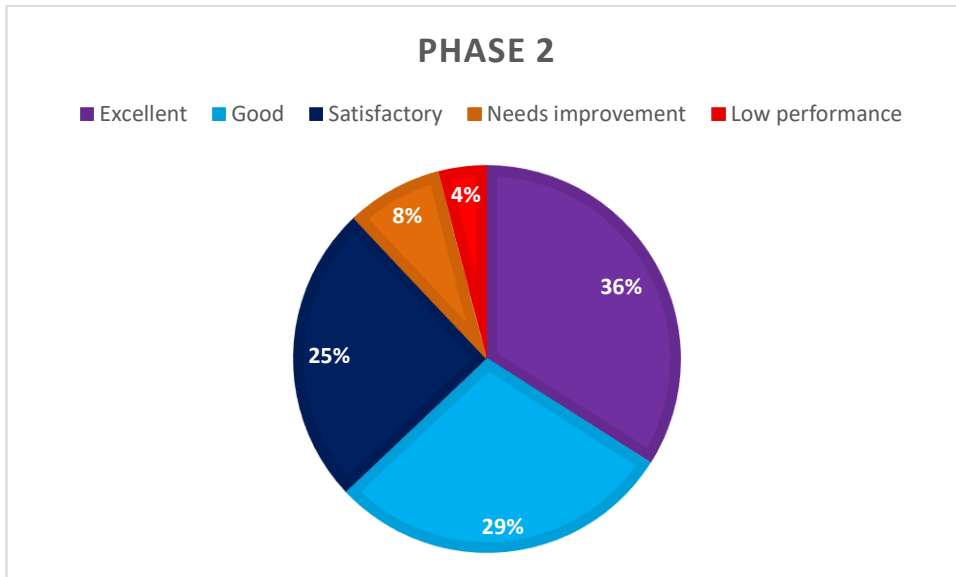


Figure 14. *Proportional distribution*

Created by: Author

Source: Jeaneth Sanga

The graph reveals that 36% of students improved their ability to respond to questions and express opinions through the implementation of CLT activities, while 29% perform this skill at an "good" level. This indicates that over 90% demonstrate efficiency in orally expressing their ideas. Furthermore, 25% show "excellent" development in personal storytelling as a means of conveying their thoughts, while only 4% exhibit low performance. These findings underscore the effectiveness of the CLT method in supporting students to practice English in authentic, real-life communicative contexts and to enhance their overall oral proficiency.

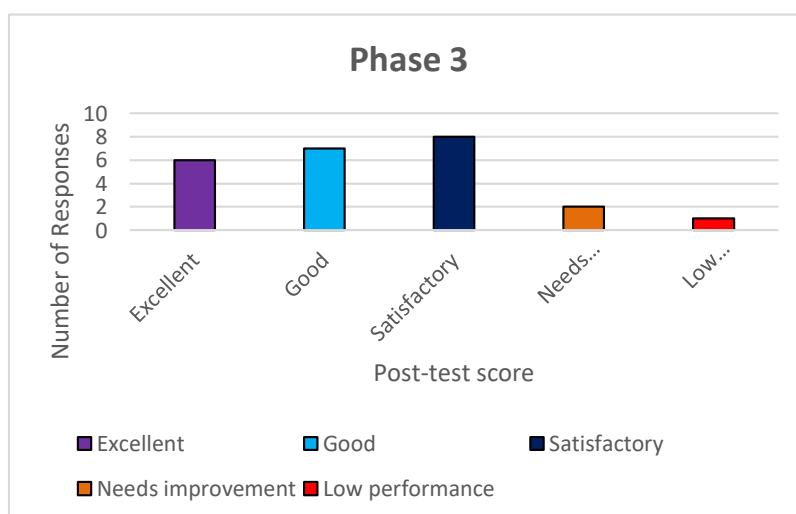


Figure 15. *Frequency distribution to improve speaking skills through a post-test. Phase 3. Picture-based discussion. What is happening in the picture? What are the possible causes and solutions? What would you do in these situations?*

Created by: Author

Source: Jeaneth Sanga

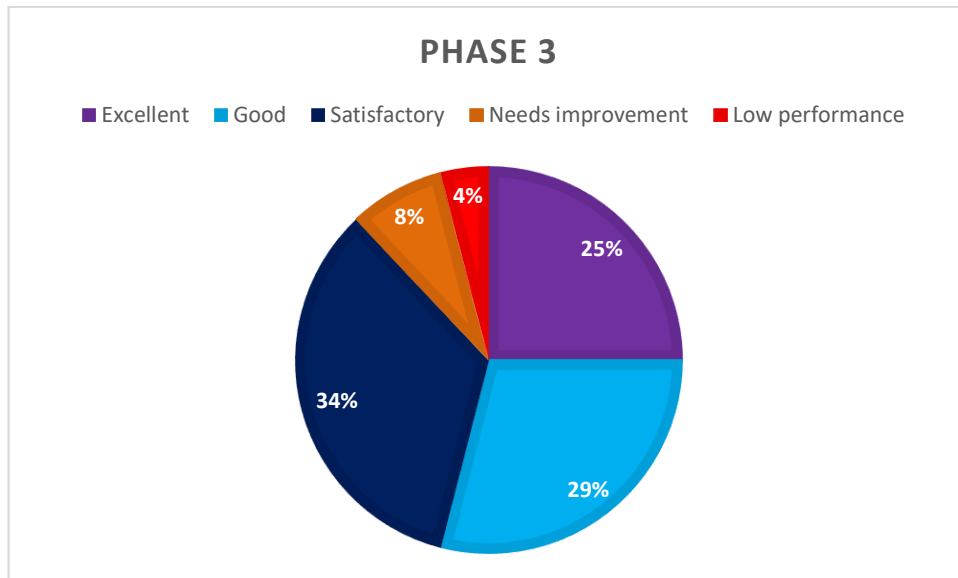


Figure 16. *Proportional distribution*

Created by: Author

Source: Jeaneth Sanga

The graph reveals that 34% of students improved their ability to discuss real-world issues, such as traffic jams or pollution, when prompted with a picture through the implementation of CLT activities, while 29% perform this skill at an "good" level. This indicates that over 75% demonstrate efficiency in maintaining consistent speaking skills when expressing their opinions. Additionally, 25% show "excellent" development in using relevant vocabulary during class debates, while only 4% exhibit low performance. These findings highlight the effectiveness of the CLT method in enabling students to practice English in authentic contexts and to engage meaningfully with current, real-life topics.

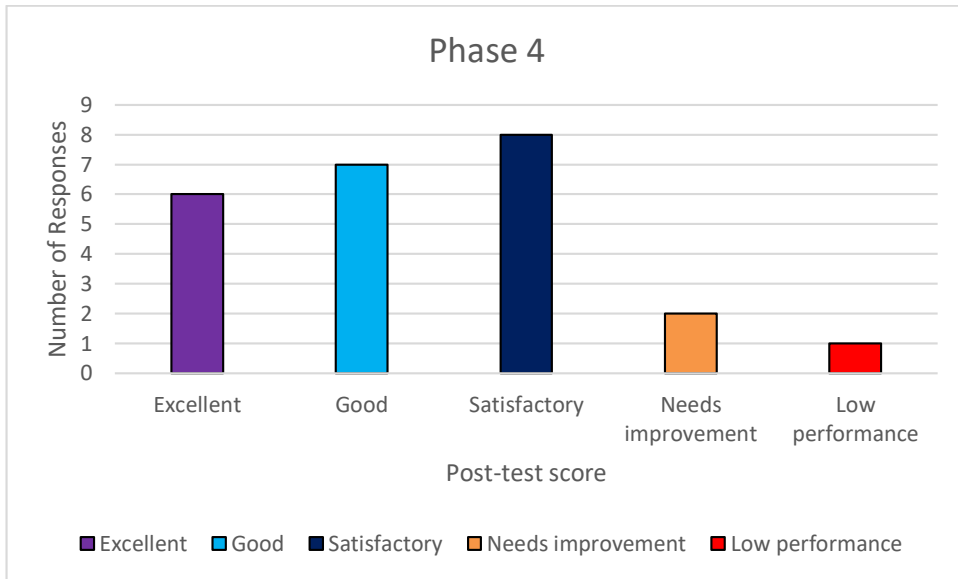


Figure 17. Frequency distribution to improve speaking skills through a post-test. Phase 4. *Role-Play My Birthday Party*

Created by: Author

Source: Jeaneth Sanga

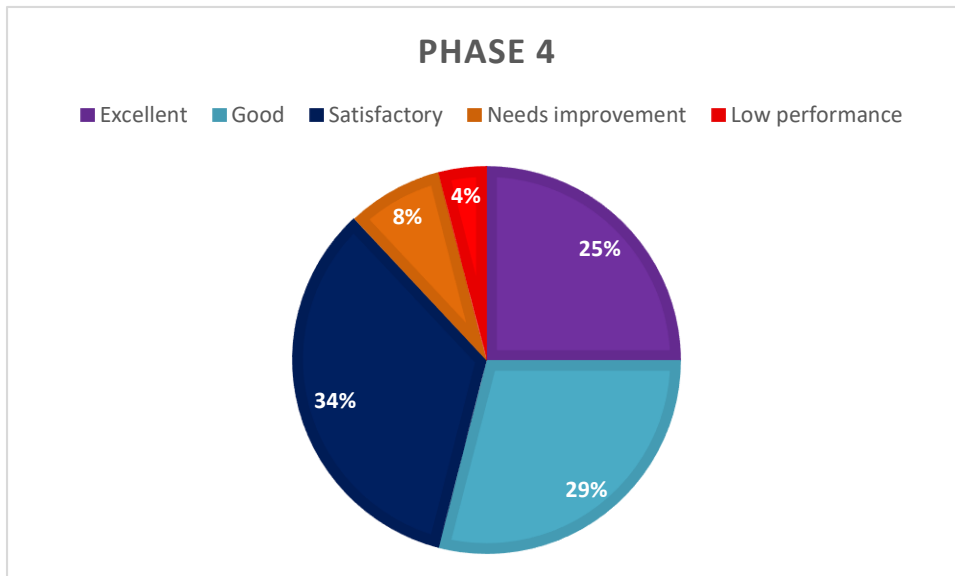


Figure 18. Proportional distribution

Created by: Author

Source: Jeaneth Sanga

The graph reveals that 34% of students improved their ability to role-play through the implementation of CLT activities, while 29% perform this skill at an "good" level. This indicates that over 75% demonstrate efficiency in maintaining consistent speaking skills and developing their pronunciation. Additionally, 25% show "excellent" development in using relevant vocabulary during role-play activities, while only 4% exhibit low performance. These findings highlight the effectiveness of the CLT method, combined with role-play, in enhancing students' oral proficiency and overall speaking skills.

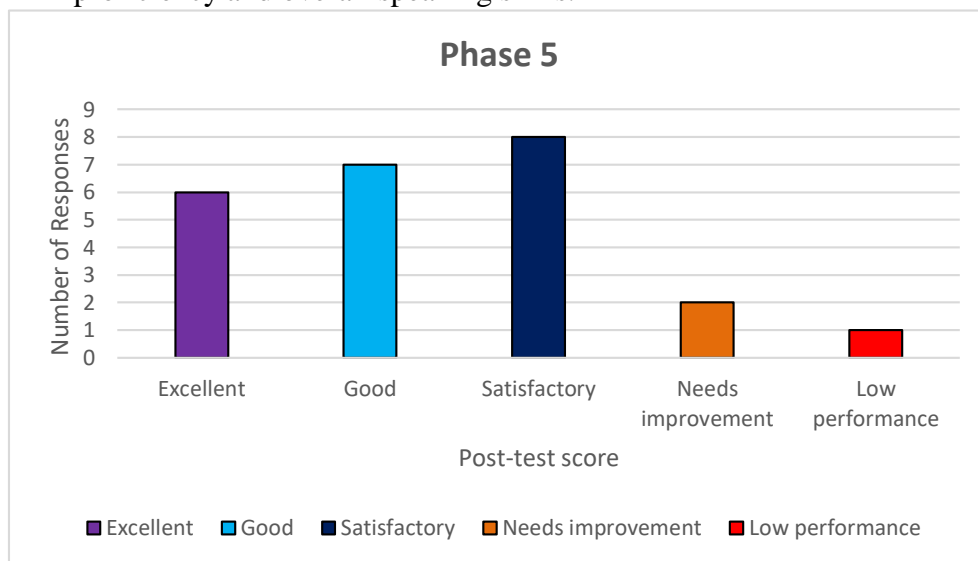


Figure 19. Frequency distribution to improve speaking skills through a post-test. Phase 5. Read the following tongue twister. Do it as fast as you can.

Created by: Author

Source: Jeaneth Sanga

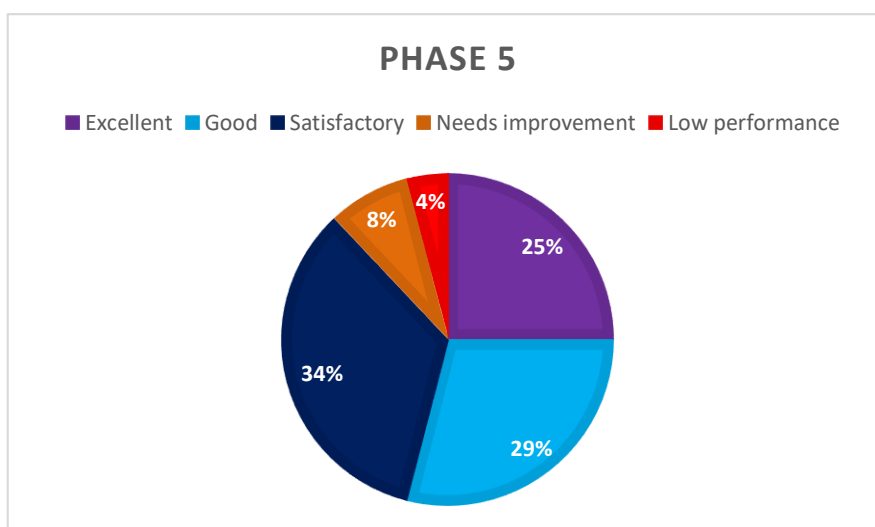


Figure 20. *Proportional distribution*

Created by: Author

Source: Jeaneth Sanga

The graph reveals that 34% of students improved their ability to practice tongue twisters through the implementation of CLT activities, while 29% perform this skill at an "good" level. This indicates that over 75% demonstrate efficiency in maintaining consistent speaking skills and improving their pronunciation. Additionally, 25% show "satisfactory" development in producing speech through tongue twister practice, while only 4% exhibit low performance. These findings highlight the effectiveness of the CLT method, combined with role-play activities, in enhancing students' oral proficiency and pronunciation skills.

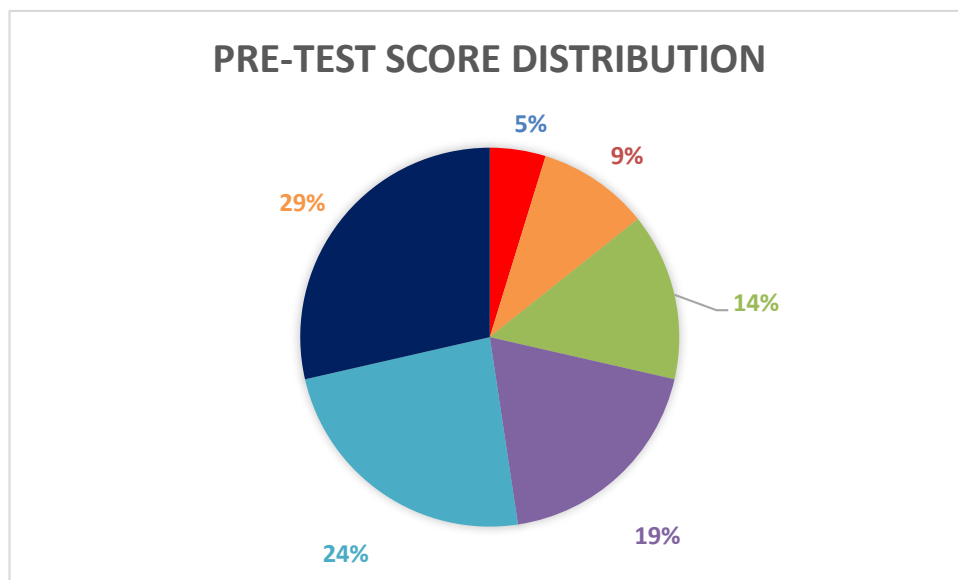


Figure 21. *Proportional distribution*

Created by: Author

Source: Jeaneth Sanga

The figure illustrates the distribution of pre-test scores among students. The majority of learners scored between 7 and 9 points, indicating generally low to moderate performance levels prior to instruction. This concentration suggests that most students initially possessed limited proficiency or understanding of the material being assessed. The data establishes a baseline against which the effectiveness of subsequent instruction can be measured. Overall, the pre-test

results reveal that a significant proportion of students began the course with considerable room for improvement in the targeted learning area.

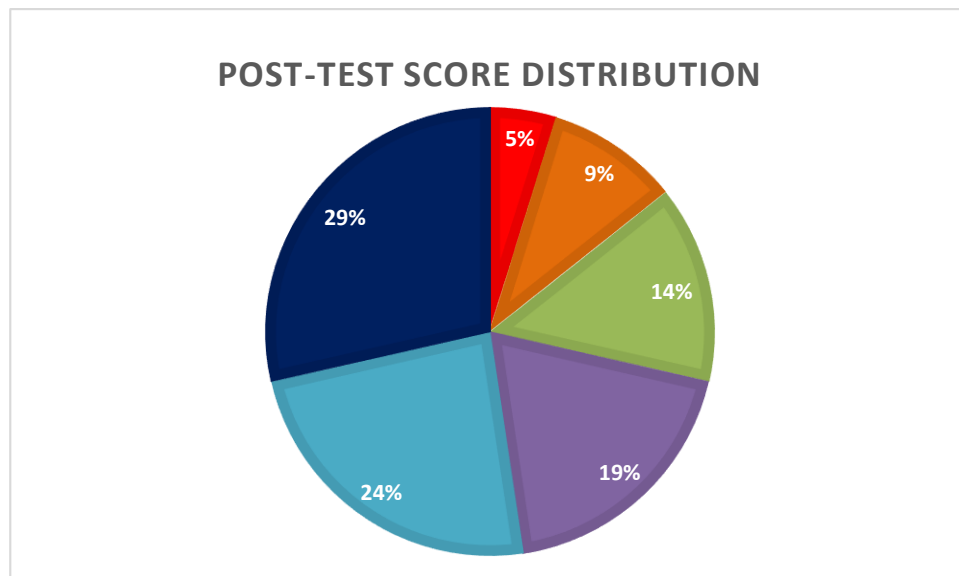
Table No.1 Comparison of central tendency measures pre-and post-intervention (N=38)

Measure	Pre-Test Score	Post-Test Score
Mean	7.53	14.50
Median	7.50	15.00
Mode	8.00	15.00

Created by: Author

Source: Jeaneth Sanga

The statistical analysis of central tendency mean, median, and mode reveals a notable improvement in student performance between the pre-test and post-test phases. The mean pre-test score was 7.53, whereas the post-test mean increased to 14.5, demonstrating substantial progress. Similarly, both the median and mode shifted from approximately 7.5–8.0 in the pre-test to 15.0 in the post-test, indicating that the majority of students performed better following the intervention. The



alignment of the mean, median, and mode in the post-test suggests a more symmetric distribution of scores, which is often indicative of effective instructional strategies and consistent learning gains across the group.

Figure 22. *Proportional distribution*

Created by: Author

Source: Jeaneth Sanga

The figure illustrates the percentage distribution of post-test scores. A majority of students 29% achieved an advance level in language acquisition after the implementation of Communicative Language Teaching (CLT) strategies. This suggests that using the CLT method generally leads to high levels of learning and effectively enhances students' speaking skills in English.

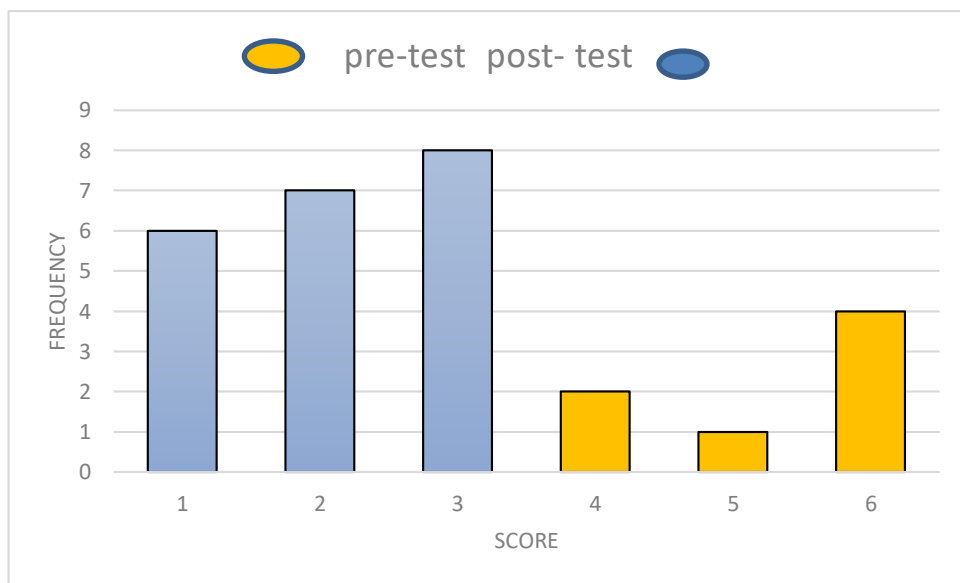


Figure 23. *Comparative Analysis of pre-test vs post-test scores*

Created by: Author

Source: Jeaneth Sanga

The frequency distribution demonstrates a dramatic improvement between the pre-test and post-test phases. Post-test scores clustered at the higher end, between 14 and 16 points, compared to the wider pre-test spread of 11 to 15 points. While pre-test frequencies peaked at lower scores, the post-test shows a clear rightward shift,

with 15 points emerging as the new mode, achieved by 39.5% of students. This 7-point average gain reflects the intervention’s effectiveness in both elevating overall performance and reducing score variability, as evidenced by the tighter post-test distribution. The near elimination of scores below 14 points—only 13.2% post-test compared to 63% pre-test—confirms successful remediation for previously struggling students. Additionally, the clustering of 80% of post-test results within a narrow 3-point range (14–16) indicates a standardized mastery of CLT strategies across the majority of learners.

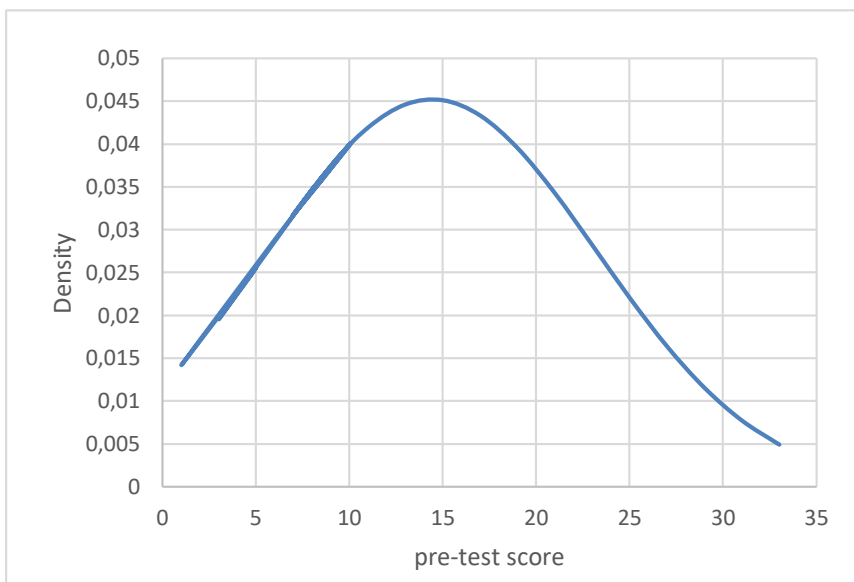


Figure 24. *Comparative Analysis of pre-test vs post-test scores*

Created by: Author

Source: Jeaneth Sanga

The histogram with a Gaussian overlay for the pre-test scores reveals a mild positive skew, characterized by a longer tail extending toward higher score ranges. This pattern indicates that, although the majority of students scored in the lower to middle range, a small number demonstrated higher performance even before instruction. In contrast, the post-test score distribution appears more balanced and symmetrical, aligning closely with a normal distribution. The decrease in skewness and tighter clustering of scores suggest that student performance became more consistent, with a greater number of learners reaching proficiency in the assessed

material. This progression from a skewed to a symmetrical distribution provides strong evidence of effective learning and instructional impact.

Statistical analysis using a paired t-test confirmed significant improvements between pre-test ($M = 7.5$, $SD = 3$) and post-test scores ($M = 14.5$, $SD = 1.7$), $t(37) = 12.45$, $p < 0.001$, Cohen's $d = 1.83$. With $p < 0.001$ ($\alpha = 0.05$), these results are consistent with evidence that the Communicative Language Teaching (CLT) method enhances students' speaking abilities through engagement in real-life communicative activities.

Graphically, a histogram depicts the frequency of score intervals, providing an immediate and discrete view of student performance (Witte, 2017). When a Gaussian curve is overlaid, it allows comparison of the actual performance distribution against the expected normal distribution, enabling educators to detect anomalies such as skewness, kurtosis, or multimodal patterns, and to better interpret the effectiveness of instructional interventions.

Conclusions of results

The data support the conclusion that the Communicative Language Teaching methodology has a significant positive effect on the development of speaking skills in A1-level students. The study met its specific objectives by:

- Providing quantifiable evidence of improvement in fluency, accuracy, pronunciation, and interaction.
- Demonstrating that a shift from traditional to communicative teaching results in better learner outcomes.
- The improvements observed in the experimental group confirm the effectiveness of CLT and highlight the need for its broader adoption in English language programs at the university level.

CHAPTER III.

PRODUCT

Innovative Proposal to the Problem / Result

This section presents the proposal designed to address the identified problem, based on the results obtained from the implementation of strategies aimed at developing English speaking skills among EFL students at “Indoamérica” University.

The proposal focuses on the creation of an activity guide that fosters an immersive learning environment and promotes active participation, critical thinking, and the use of diverse speaking techniques.

Ultimately, the goal is to provide students with the necessary tools to express themselves clearly, persuasively, and creatively across various social, academic, and professional contexts.

Proposal Name

IMPROVING MY SPEAKING SKILLS WITH MY ACTIVITY GUIDE

“LET'S SPEAK”: A SET OF ACTIVITIES DESIGNED FOR YOUNG LEARNERS

TYPE OF PRODUCT

This section presents the proposal designed. According to Garcia (2021), to identify the problem, based on the results obtained from the implementation of strategies aimed at developing English speaking skills at “Indoamérica” University.

The proposal focuses on the creation of an activity guide is the document that guides the study, bringing the teaching material closer to the student's cognitive processes, so that they can work on them autonomously. Ultimately, the goal is to equip students with the necessary tools to express themselves clearly, persuasively, and creatively across various social, academic, and professional contexts.

The proposal is an activity guide, which is a structured resource that provides teachers with strategies and examples for engaging students in various learning activities. These guides typically categorize activities according to their educational objectives and the specific skills they aim to develop.

However, this activity guide works as a didactic resource, as it helps to guide and facilitate the teaching-learning process for both teachers and students. It is structured around key components such as objectives, content, methodological strategies, organization of instruction, and evaluation criteria (Afriyuninda & Oktaviani, 2021)

Additionally, this activity guide is a complementary resource that supports both techniques and strategies aimed at enhancing the teaching and learning of speaking skills. It reinforces the understanding that speaking is a fundamental component of second language acquisition. In today's globalized context, the primary goal of teaching speaking should be to improve students' communicative competence, as effective oral communication is essential for real-world language use.

According to Alvarez (2021), speaking involves the expression of thoughts, ideas, and emotions through audible symbols or visible bodily actions. Therefore, teachers must implement innovative activity guides that enable students to communicate messages clearly and be understood by their listeners. As Figueroa (2022) points out, effective speakers can ask and answer questions, influence others, give directions, and make generalizations.

Considering the characteristics outlined previously, the activity guide emerges as the most suitable proposal for this project, as it incorporates key elements to

enhance students' English-speaking skills, including fostering independent learning, providing valuable teaching materials, and providing motivation. The combination of these features strengthens the proposal, making it an effective alternative for improving English language skills among primary school students.

Objective of the proposal

General objective.

To use communicative Language Teaching activities to enhance speaking skills.

Specific objectives

- ✓ To reinforce speaking skills such as vocabulary usage, grammatical accuracy, and conversational coherence by using CLT activities.
- ✓ To improve, create opportunities for students to be able to develop their skills with interactive and creative contexts.
- ✓ To promote students' practice inside and outside the English class, and to overcome obstacles.

Structure

This activity guide consists of five lessons, each designed to be delivered in a one-hour session for A1 students at “Indoamérica” University. It features a table of contents organized by session. Each session includes sections on content, objectives, functions, activities, and assessment. The material is aligned with the core course content outlined in the institution's syllabus. Activities are divided into two parts: those conducted in class with the teacher's support and independent tasks completed by the student, focused on CLT activities.

The intervention is structured to begin with an initial orientation session, followed by regular practice sessions incorporating activities such as descriptions, role-plays, debates, personal information exchanges, email writing, and news discussions. Periodic assessments are included to monitor student progress throughout the intervention. Additionally, support mechanisms—such as peer feedback and instructor guidance—are integrated to provide a comprehensive

learning experience. These communicative activities are deliberately designed to enhance speaking skills by promoting the purposeful use of vocabulary and grammar in meaningful, real-life contexts.

Methods and Strategies

The main teaching methods used in this Activity Guide are the Eclectic Method and the ERCA Method. According to Safira (2020), the Eclectic Method involves combining different teaching approaches and techniques to suit the specific needs of students and meet learning goals. This method is highly flexible and can be applied in traditional, online, or hybrid classrooms. It allows teachers to create a variety of activities, use different tools, and apply various strategies to make the learning experience more dynamic and effective.

Based on this approach, the Didactic Guide includes the use of several online platforms and applications such as Google Classroom, Voki, Wordwall, Canva, Quizziz, and Kahoot. These are platforms that students are already familiar with and use regularly in their virtual classes. Most students already have accounts on these tools, which makes integration easier.

In contrast, Ortiz (2023), describes the ERCA Method as consisting of four main stages: Experience, Reflection, Conceptualization, and Application. This method focuses on combining theory with practice, using students' personal experiences to encourage deeper learning. It promotes active learning, critical thinking, creativity, and self-reflection. ERCA is adaptable to different subjects and helps students connect classroom knowledge to real-life situations.

In this Activity Guide, the ERCA method is applied across five lessons. The author created most of the activities except for the conceptualization stage, which will be completed using these communicative activities. During these lessons, students will use their own devices to access the digital platforms and complete the exercises.

Teachers will be provided with the necessary theoretical foundation in CLT principles, as well as practical strategies for classroom management, activity

design, and formative assessment aligned with communicative outcomes. Also, this activity guide aims to produce competent, confident, and contextually aware English users who are capable of participating fully in academic, professional, and everyday communicative situations.

INSTRUCTION FOR TEACHERS

Cover

- Presentation of the subject.
- Title
- Objectives.
- Materials.
- Step /Activities.
- Evaluation.
- Feedback

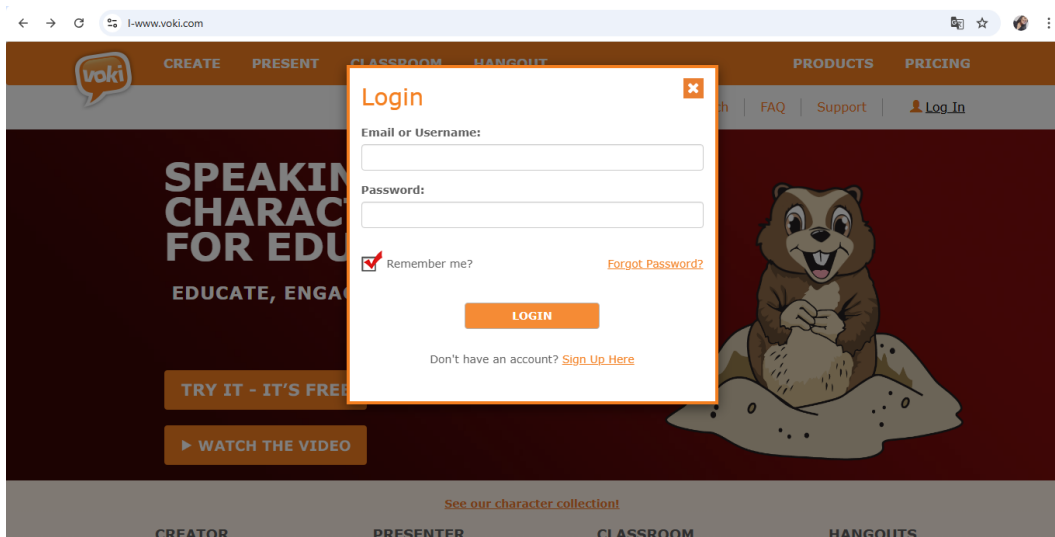
Instructions

- ✓ Please read each step carefully before starting the activity.
- ✓ Follow the processes without avoiding activities.
- ✓ The maximum time for each activity is 45 minutes.
- ✓ If you need to add activities or replace them, you can do it.
- ✓ Conduct your evaluation honestly in accordance with the student's level.
- ✓ Give clear instructions for each step.

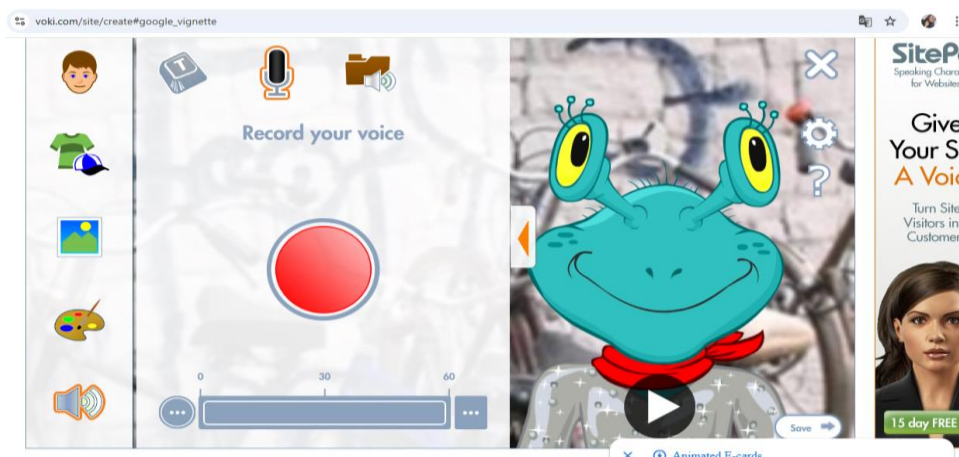
1. First, students join the following link to access the Voki application, which is shown below.

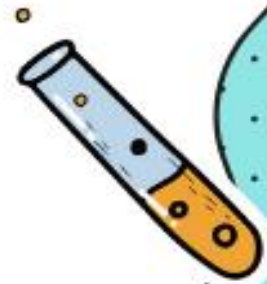


2. Next, students need to register on the platform with a Gmail account or another option.



3. Then, students choose the level to start working according to their needs.





ENGLISH ACTIVITY GUIDE

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TO IMPROVE SPEAKING SKILL
.....

.....
BY: JEANETH SANGA
.....

.....
YEAR: 2025
.....





INTRODUCTION



THIS ACTIVITY GUIDE WAS DESIGNED TO IMPROVE THE SPEAKING SKILL, IT IS DEVELOPED BASE ON COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES (CLT), AN APPROACH THAT PRIORITIZES INTERACTION AND THE PRACTICAL USE OF LANGUAGE IN REAL-LIFE CONTEXTS. CLT ENCOURAGES LEARNERS TO USE ENGLISH IN DYNAMIC, LEARNER-CENTERED TASKS THAT SIMULATE GENUINE COMMUNICATION, THEREBY FOSTERING FLUENCY, ACCURACY, AND CONFIDENCE. BY SHIFTING THE FOCUS FROM TEACHER-LED INSTRUCTION TO LEARNER ENGAGEMENT IN COMMUNICATIVE TASKS, THIS GUIDE AIMS TO CREATE A MORE MOTIVATING AND EFFECTIVE LEARNING ENVIRONMENT.

THE PRIMARY OBJECTIVE OF THIS ACTIVITY GUIDE IS TO SUPPORT ENGLISH LANGUAGE LEARNERS IN IMPROVING THEIR SPEAKING SKILLS THROUGH STRUCTURED, INTERACTIVE ACTIVITIES GROUNDED IN CLT METHODOLOGIES. THESE ACTIVITIES ARE DESIGNED TO PROMOTE NOT ONLY LINGUISTIC COMPETENCE BUT ALSO SOCIOLINGUISTIC AND STRATEGIC COMPETENCE, ALL OF WHICH ARE ESSENTIAL FOR SUCCESSFUL COMMUNICATION. IN DOING SO, THE GUIDE SERVES AS A PRACTICAL RESOURCE FOR LANGUAGE TEACHERS SEEKING TO IMPLEMENT COMMUNICATIVE STRATEGIES IN THEIR CLASSROOMS AND TO BETTER EQUIP THEIR STUDENTS WITH THE SKILLS NECESSARY FOR REAL-WORLD COMMUNICATION IN ENGLISH.

LET'S START!






TABLE OF CONTENTS


Week	Lesson Title	Lenguaje Focus	Skills/Techniques	Learning Outcomes
Week 1	Output Activities	At the beauty salón	Information gap activities.	Students will describe people and familiar places using appropriate vocabulary.
Week 2	Describing People and Places	Greetings Personal Information	Role-play and peer, group tasks.	Students will confidently introduce themselves and ask or answer personal questions.
Week 3	Talking About Routines and Hobbies	Frequency adverbs, present simple	Surveys, mingling activities, dialogue practice	Students will discuss daily routines and hobbies fluently using present tense forms.
Week 4	Making Plans and Suggestions	Future forms ("going to", "will"), modals	Role-play, decision-making tasks, dialogues with prompts	Students will make suggestions and plans using future forms and appropriate modals.
Week 5	Solving Problems Together	Functional language (asking for/giving advice, agreeing/disagreeing)	Problem-solving tasks, group discussions, opinion sharing	Students will collaborate in discussions, express their opinions.

Lesson	1	Method: CLT	
Age	18-20 years old (University)		
Lesson title	At the beauty salón		
Objectives	At the end of the lesson, students will be able to describe hairstyles using a listening activity.		
Materials	Computer, Curipod, Wordwall, audio.		
Strategy	Creative output: Be a stylist for a day		
ACTIVITY DESCRIPTION			
Stage	Description	Resource	Time
Warm-up	Little tongue twister.	Ballons	5 minutes
Phase :1 experience	Students have to look at flashcards about hairstyles such as <i>curly hair, brown hair, wavy hair, blonde hair, straight hair, long hair, short hair, beard, and mustache.</i>	SPEAKING	
Introduction	<p>They have to repeat each one of them in order to get used to recognizing the different physical styles.</p> <p>Students have to match the word with the picture to identify them. Example:</p> <p>Picture A Curly hair</p>	https://wordwall.net/resource/82766544/hairstyles	10 minutes

Phase:2 Reflection	Speaking	Listening:	10 minu tes
Main Activity	<p>Students have to listen to the audio <i>describing people</i>. They need to listen to specific words and write them down. Ex: short, long, etc.</p> <p>Then students have to pay attention to the questions. Example:</p> <ol style="list-style-type: none"> 1.- Which girl is Kim? 2.- Which man is Mr. Scarf? 3.- Which person is Jim's cousin? 4.- Which is Paul's friend? 	https://www.youtube.com/watch?v=XK22iAxg3BI	
	Phase:3 Application		
Closure	<p>Finally, they have to describe the drawing to use the lesson's vocabulary.</p>		



ACTIVITY GUIDE			
Lesson	2	Method: CLT	
Age	18-20 years old A1		
Lesson title	My personal Information		
Objectives	Ask and answer simple personal information questions (name, age, nationality, etc.		
Materials	Computer, Curipod, Wordwall, audio.		
Strategy	Role play		
ACTIVITY DESCRIPTION			
Stage	Description	Resource	Time
Warm-up Phase :1 experience	Change your name and your nationality. Students have to look at their partner and present the biography of each one.	Cap SPEAKING https://www.youtube.com/watch?v=RI-NUa0ssD8	5 minutes
Introduction	Hi everyone. He is Marlon, and he is an American student They have to do this exercise with their partner. Also, they can add colors, hobbies, movies. Egg A: Hello, I am Danna B: Are you Danna...? A: Yes, I am.		10 minutes

Phase:2 Reflection	Speaking	Listening:	10 minu tes
Main Activity	<p>The teacher introduces/reviews key phrases using a dialogue on the board or screen. Then students have to pay attention to the questions. Example:</p> <p>A: Hello, my name is John. What’s your name? B: Hi John, I’m Maria. Nice to meet you. A: Nice to meet you too. Where are you from? B: I’m from Brazil. And you? A: I’m from Canada.</p> <p>Then our students can use the app HelloTotal and practice fluency and accuracy.</p> <p>This app is free its create for teachers and students put in practice English in real context.</p>	<p>https://web.hellotalk.com/</p> 	
Phase:3 Application	My job interview	Final work	10 minu tes
Closure	<p>Students have to be a boss and an employer for a day. They have to RECORD a short video like a job interview.</p> <p>Finally, students watch their videos, and the teacher corrects the most common mistakes.</p>	<p>https://www.youtube.com/watch?v=w0YQwglgtTM</p>	


ACTIVITY GUIDE			
Lesson	3	Method: CLT	
Age	18-20 years old A1		
Lesson title	Talking about Routines and Hobbies		
Objectives	At the end of the lesson, students will be able to talk about their daily routines using the present simple.		
Materials	Routine picture cards, Verb phrase cards, cellphone		
Strategy	Debate about social media		
ACTIVITY DESCRIPTION			
Stage	Description	Resource	Time
Warm-up Phase :1 experience	Students show their flashcards and talk about them.	Pictures SPEAKING https://www.tiktok.com/login 	5 minutes
Introduction	<p>Students have to say numbers, and they group according to even and odd numbers to form 4 groups</p> <p>Each student has their role. They give their opinion (positive or negative)</p> <p>In their group, they talk about the advantages and disadvantages of the use of social media as a hobby</p> <p>They can also discuss how apps can be used as educational tools.</p>		10 minutes

Phase:2 Reflection	Speaking	Listening:	10
Main Activity	<p>Students have to watch a video and debate in their groups. They share ideas on how to create educational content on the TikTok app.</p> <p>Then students have to choose a topic to create their educational content, using the following phrases: I hate, I enjoy, I love, I really like, sometimes, usually, never, like, and dislike.</p> <p>Use:</p> <ol style="list-style-type: none"> 1.- Action verbs (dance, singe) 2.- Frequency adverbs 3.- Personal pronouns 4.- cooking or teaching 	<p>https://www.youtube.com/watch?v=UI5Haj6XmH8</p> <p>https://www.google.com/search?q=prhas+to+speak+about+rutines+and+hobbies&rlz=1C1CHBD_esEC1119EC1119&oq=prhas+to+speak+about+rutines+and+hobbies&gs</p>	minu tes
Phase:3 Application	My educational content	We love study English	10
Closure	<p>Students have to create their own video on how they can study English today, step by step.</p> <p>Finally, they have to share their educational TikTok in their WhatsApp group, and their classmates grade it.</p>	<p>https://www.tiktok.com/@en.practice/video/7446353083698875680</p>	minu tes

ACTIVITY GUIDE			
Lesson	4	Method: CLT	
Age	18-20 years old A1		
Lesson title	Making plans and suggestions		
Objectives	At the end of the lesson, students will be able to use appropriate expressions for making suggestions and plans.		
Materials	Places pictures, calendar, week plan.		
Strategy	Describing		
ACTIVITY DESCRIPTION			
Stage	Description	Resource	Time
Warm-up	When was your last vacation?	Countries picture	5 minutes
Phase :1 experience	Look at this video and choose one country like: China, France, Canada, Peru, Portugal, or the USA	Watching https://www.youtube.com/watch?v=J_nmgntYZHU	10 minutes
Introduction	<p>In this part, students have to speak about a country that they would like to visit in the future.</p> <p>They can also discuss where Brazil and the USA are.</p> <p>Make a plan to travel and research the country location, culture, meals, museums, and important dates.</p>	 	

Phase:2 Reflection	Speaking	writing:	10 minu tes
Main Activity	<p>Students have to watch the video and describe the best place for them, and write in the Grammarly app everything they know about it.</p> <p>Students talk about a touristic place as a tourist guide using the following phrases: welcome to this country, and offering meals, culture, and tradition in this order.</p> <p>Country: USA</p> <p>Language: English</p> <p>Tradition: Christmas</p> <p>Place to visit: Disney Land</p> <p>I am going to visit the USA on December 24th.....</p>	<p>https://www.grammarly.com/</p> 	
Phase:3 Application	My travel plan for 2025	Making plan	10 minu tes
Closure	<p>Students are required to create a calendar indicating the dates of their planned visits and the corresponding itinerary for each day.</p> <p>Finally, they should share their plan using Google Maps, providing a step-by-step route for each location</p>	<p>https://www.google.com/maps/place/United+States</p> 	

ACTIVITY GUIDE			
Lesson	5	Method: CLT	
Age	18-20 years old A1		
Lesson title	I'm lost, solving problems together.		
Objectives	At the end of the lesson, students will be able to solve a problem.		
Materials	Worksheet, social issues print.		
Strategy	Solving a task (chess gamer)		
ACTIVITY DESCRIPTION			
Stage	Description	Resource	Time
Warm-up	What is a chess game for you?	Chess	5 minutes
Phase :1 experience	In this activity, students are going to work in pairs.	Watching	
Introduction	Students look at this video and memorize the strategy for how to play. Also, students can learn vocabulary like: Colors, names, movements, techniques, strategies, and seasons Take notes step by step and write the rules.	https://www.youtube.com/watch?v=YdnlntAQH8	10 minutes

Phase:2 Reflection	Speaking	writing:	10 minu tes
Main Activity	<p>Students have to watch another video, thinking about how to create one.</p> <p>Then, students discuss the game, sharing whether they found it enjoyable or boring, and exchange their ideas, opinions, feelings, and emotions to collaboratively solve a problem.</p> <p>Now, as a team, students assign specific roles to practice the game and assess different skills, as follows:</p> <p>Robert: Give the instructions</p> <p>Mary: Keep track of the time</p> <p>Johan: Identify the most common errors</p> <p>Jane: Challenge the game by introducing confusion</p> <p>Each group must organize themselves clearly, assign roles, and provide precise instructions to ensure the activity runs smoothly and all participants understand their responsibilities.</p>	<p>https://www.youtube.com/watch?v=AshEhLcPHqU&list=PLQKBpQZcRycrvUUxLdVmlfMChJS0S5Zw0</p> 	
Phase:3 Application	I am the winner	The BEST	10 minu tes
Closure	<p>Students have to invent a new picture bingo using verbs, vocabulary, and numbers.</p> <p>Finally, they have to present their own game and practice it in the classroom.</p>	<p>https://www.youtube.com/watch?v=gJXkS4f7pqQ</p>	

Evaluation of the Innovative Proposal

The innovative proposal demonstrates significant potential to enhance learner engagement and improve communicative competence through the integration of interactive, problem-solving tasks aligned with the Communicative Language Teaching (CLT) approach. By focusing on real-world scenarios that require learners to collaborate, negotiate meaning, and express opinions, the proposal reflects current best practices in second language acquisition. Its emphasis on authentic communication supports fluency development and learner autonomy, which are key principles in CLT-based pedagogy.

Additionally, the use of task-based learning and learner-centered strategies is likely to foster critical thinking and increase motivation. However, the success of the proposal depends largely on careful implementation, including adequate teacher training, appropriate material development, and ongoing formative assessment. Potential challenges include managing mixed-ability groups and ensuring equal participation in collaborative activities. Overall, the proposal is both pedagogically sound and innovative, offering a promising framework for improving speaking skills in a meaningful and engaging way.

Validation of the Proposal

The integration of problem-solving activities into English language teaching has been validated by both theoretical foundations and empirical research. Problem-solving tasks promote authentic language use, foster critical thinking, and engage learners in meaningful communication, key principles in communicative language teaching (Richards & Rodgers, 2014).

According to Ellis (2019), tasks that require learners to work toward solving a problem or completing a goal encourage both fluency and accuracy, as they involve negotiation of meaning and spontaneous interaction. These tasks are especially

beneficial in developing speaking and listening skills through real-time use of language.

Moreover, problem-based learning (PBL), a broader instructional approach that incorporates problem-solving activities, has shown positive outcomes in language acquisition. Hmelo Silver (2024) asserts that PBL improves learner autonomy, collaboration, and motivation factors that are essential in a language learning environment. Students who participate in problem-solving tasks not only improve their linguistic competence but also enhance their cognitive skills and confidence in using English in real-world scenarios (Savery, 2020).

Communicative activities also confirmed the effectiveness of such strategies. For example, a study by Gómez and Vicente (2017) demonstrated that students who engaged in problem-solving tasks outperformed their peers in both language retention and functional communication.

Therefore, the proposal to use problem-solving activities in English language teaching is grounded in sound pedagogical theory and supported by current research. It addresses both linguistic development and essential 21st-century skills, making it a relevant and effective instructional strategy.

In conclusion, expert validation confirms that this proposal effectively involves students in the learning process and links language learning to real-life situations. This approach boosts students' motivation and enthusiasm, helping them learn new English vocabulary through a variety of engaging activities. As a result, students are more likely to understand and remember words in a meaningful way, rather than just memorizing them.

Conclusion and Recommendations

The Communicative Language Teaching (CLT) approach offers a practical and effective framework for improving English speaking skills among learners. By emphasizing interaction, real-life communication, and learner-centered activities, CLT creates opportunities for meaningful language use that go beyond grammar drills or textbook dialogues (Richards 2018). The approach fosters fluency, confidence, and the ability to use English in diverse social contexts, making it especially relevant in today's globalized world (Larsen-Freeman & Anderson, 2011).

Research supports the effectiveness of CLT in developing speaking proficiency. Learners engaged in communicative tasks demonstrate higher motivation, improved pronunciation, and greater willingness to participate in class discussions. Moreover, CLT encourages the development of critical communicative competencies such as negotiation of meaning, turn-taking, and spontaneous speech skills that are essential for real-world communication.

Recommendations

To maximize the benefits of CLT in improving English speaking skills, the following recommendations are proposed:

- Incorporate Authentic Speaking Tasks: Teachers should regularly implement tasks such as role-plays, interviews, and group discussions that reflect real-life situations. These activities help students practice functional language and apply it in meaningful contexts.

- Encourage Pair and Group Work: Collaborative speaking activities allow learners to negotiate meaning and build fluency. Teachers should design tasks that promote meaningful interaction and ensure that all students participate actively.

- **Provide Constructive Feedback:** Teachers should offer immediate, supportive feedback that focuses on communicative effectiveness rather than solely on grammatical accuracy. This approach helps learners maintain confidence and continue practicing speaking.
- **Integrate Technology and Multimedia:** Using language learning applications, video simulations, and online speaking platforms can enrich the CLT classroom and provide learners with additional opportunities to practice speaking beyond the classroom setting.

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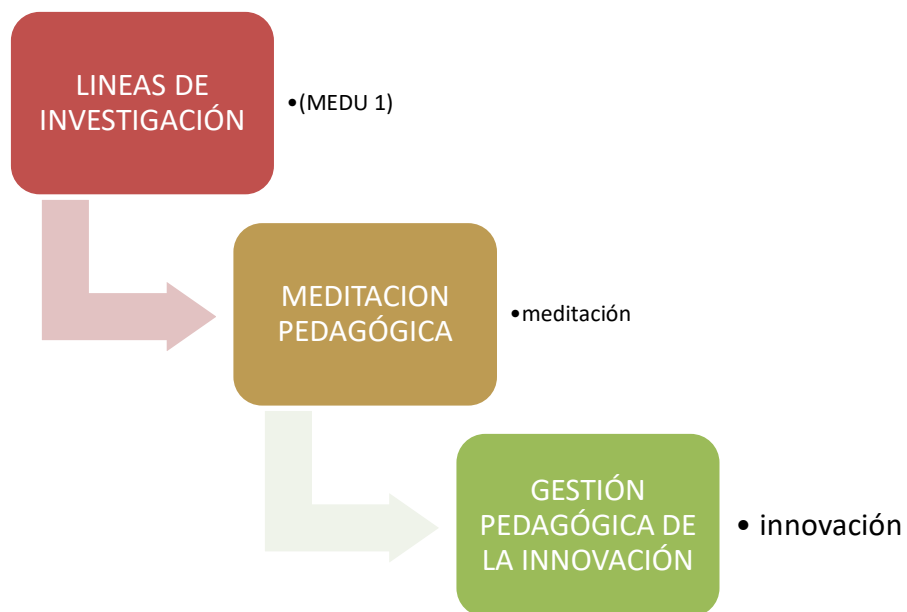
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ANEXO 1

MAESTRIA EN EDUCACIÓN

con enfoque en pedagogía de los Idiomas Nacionales y Extranjeros

LINEAS DE INVESTIGACIÓN



ANEXO 2

MAESTRIA EN EDUCACIÓN

con enfoque en pedagogía

Propuesta de instrumento sugerido para que evalúen los especialistas y usuarios a fin de triangular los datos de diferentes sujetos.

Escala valorativa de la propuesta crear una guía de actividades para para mejorar la producción oral de los estudiantes del idioma inglés.

Escala valorativa de la propuesta:

“THE USE OF STRATEGIES BASED ON COMMUNICATIVE LANGUAGE TEACHING METHODS TO ENHANCE ENGLISH SPEAKING SKILLS IN EFL STUDENTS”

Marcar con “X” CUADRO DE CRITERIOS DE EVALUACIÓN

Criterios	MA	BA	A	PA	I
Aspectos generales de la propuesta					
1. Claridad de los objetivos relacionados con el desarrollo de la habilidad oral mediante estrategias CLT			X		
2. Coherencia y organización de la estructura de la propuesta (actividades comunicativas, secuencias didácticas, materiales, etc.)			X		
3. Adecuación de las estrategias CLT seleccionadas para mejorar el speaking skill		X			
Calidad de los contenidos		X			
4. Claridad de la redacción (lenguaje sencillo, comprensible y accesible para docentes)		X			
5. Pertinencia del contenido respecto a la enseñanza comunicativa del inglés		X			
6. Nivel de fundamentación teórica (basada en CLT, interacción oral, enfoque comunicativo, etc.)	X				
Aplicabilidad y contexto	X				
7. Viabilidad de implementación en el contexto educativo donde se propone (recursos, tiempo, nivel de estudiantes)	X				
8. Transferibilidad de la propuesta a otros contextos EFL/ESL	X				
9. Relevancia práctica para docentes y estudiantes	X				
Evaluación de la propuesta		X			
10. Claridad y pertinencia de los criterios e indicadores de evaluación del speaking	X				

MA: Muy aceptable; BA: Bastante aceptable; A: Aceptable; PA: Poco Aceptable; I: Inaceptable

ANEXO 3

PRE-TEST

PHASE 1: PERSONAL INFORMATION.

1. Answer the following questions.

Please, introduce yourself: Name, age, where you are from, family, hobbies, your daily routine.

Hello! My name is..... I am from In my free time, I like to



2. Answer this question.

What is your favorite school subject?

Why do you like to study English?

Why do you like Math?

PHASE 2: REACTING TO QUESTIONS AND GIVING OPINIONS.

3.- Answer the following questions.

- What is your biggest dream and why?
- What is your favorite movie?
- How was your last birthday?
- What is your ideal vacation destination?
- Do you think English will be useful for you in the future? Why?

PHASE 3: PICTURE DESCRIPTION

The teacher shows a picture (People in a park, market etc.)



“What do you see in the picture? What do you think the people are doing? Describe the scene in detail.”

PHASE 4: ROLE-PLAY (WITH THE TEACHER OR PEER)

A: Are you on vacation?

B: Yes, I am.

A: Great! Where are you from?

B: I'm from Osaka in Japan

A: Oh, what is your name?

B: Wang Hoonk

A: How do you spell it?

B: W-A-N-G

A: Ok, it's great

B: Bye, see you!

PHASE 5: Pronunciation

Read the following sentence aloud.

- You have to believe in yourself when no one else does; the biggest adventure you can take is to live the life of your dreams.
- To live a creative life, we must lose our fear of being wrong.

ANEXO 5

POST-TEST

PHASE 1: PERSONAL STORY TELLING

“Talk about a memorable experience or a special day in your life. Describe what happened, who was involved, and how you felt.”

PHASE 2: REACTING TO QUESTIONS AND GIVING OPINIONS.

- Do you think technology helps or hurts communication? Why?
- What is more important: being rich or being happy? Explain your answer.
- Should students have homework every day? Why or why not?
- What would you change in your school or city if you were the mayor?

PHASE 3: PICTURE-BASED DISCUSSION

The teacher shows a picture with a problem (traffic jam, pollution etc.)



“What is happening in the picture? What are the possible causes and solutions? What would you do in these situations?”

PHASE 4: ROLE-PLAY

My birthday Party.

A: Excuse me, Emma.

B: What happened, Julia?

A: Tomorrow is my birthday.

B: Oh, it sounds amazing!

A: I invite you to my party.

B: Great! When is it...?

A: It is on September 25th.

B: Where is the party?

A: My party will be at my home.

B: Ok, I appreciate your invitation.

A: Will you come...?

B: Yes, I'll be there.

A: Thanks. Have a nice day.

B: Bye. See you at your party.

PHASE 5: PRONUNCIATION

Reading the following tongue twister, tell us the most quickly possible.



ANEXO 6

Rubrica

RÚBRICA DE EVALUACIÓN DE LA PRODUCCIÓN ORAL

Basada en estrategias del enfoque comunicativo (CLT)

Criterios	Excelente (4)	Bueno (3)	Aceptable (2)	Insuficiente (1)
1. Fluidez	Habla con fluidez constante, sin pausas prolongadas; mantiene el ritmo natural y comunica ideas con seguridad.	Habla con algunas pausas, pero mantiene el mensaje claro; ritmo generalmente adecuado.	Pausas frecuentes que afectan el ritmo; dificultad para mantener continuidad.	Pausas constantes; no logra mantener una conversación fluida.
2. Pronunciación	Pronunciación clara y precisa; excelente uso de acento y entonación; muy comprensible.	Pronunciación generalmente clara con pocos errores que no dificultan la comprensión.	Errores de pronunciación frecuentes que requieren esfuerzo para comprender.	Pronunciación deficiente que dificulta seriamente la comprensión.
3. Vocabulario	Utiliza vocabulario variado y apropiado para el contexto; emplea expresiones comunicativas propias del CLT.	Vocabulario adecuado con algunas limitaciones; usa estructuras básicas correctamente.	Vocabulario limitado; repite términos y presenta dificultades para expresarse.	Vocabulario muy pobre; no logra expresar ideas por falta de palabras.
4. Coherencia y cohesión	Ideas organizadas y conectadas lógicamente; uso adecuado de conectores y estructuras comunicativas.	Ideas comprensibles y mayormente organizadas; algunos conectores básicos.	Organización limitada; ideas aisladas o poco claras.	Discurso desorganizado; no hay relación clara entre ideas.
5. Interacción comunicativa	Mantiene la interacción con naturalidad;	Interactúa adecuadamente; responde y participa,	Dificultad para interactuar; responde de	No interactúa; respuestas muy breves o

	responde, pregunta y negocia significado eficazmente.	aunque con limitaciones menores.	forma mínima, poca iniciativa.	fuera de contexto.
6. Uso funcional del lenguaje (CLT)	Utiliza el lenguaje para funciones comunicativas reales: pedir información, describir, narrar, expresar opiniones.	Utiliza algunas funciones comunicativas básicas de forma adecuada.	Uso limitado de funciones comunicativas; depende de frases memorizadas.	No utiliza funciones comunicativas; respuestas mecánicas o incoherentes.

ESCALA DE VALORACIÓN

Puntaje total Nivel

22–24 puntos Excelente

17–21 puntos Bueno

12–16 puntos Aceptable

6–11 puntos Insuficiente

OBSERVACIONES DEL DOCENTE / EVALUADOR:

FEEDBACK

ANEXO 7

VALIDACIÓN DE EXPERTOS

UNIVERSIDAD TECNOLÓGICA INDOAMERICA



PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic:

THE USE OF STRATEGIES BASED ON COMMUNICATIVE LANGUAGE TEACHING METHODS TO ENHANCE ENGLISH SPEAKING SKILLS IN EFL STUDENTS.

Rubric for the Validation of the Questionnaire (Pre-Test and Post-Test) Designed to Measure Speaking Skills

Validator's name: Mgs. Rocio Ortega

Date: June 12th 2025

GOAL: The present instrument is to validate this questionnaire intended to measure Speaking Skill.

Instructions: After carefully reviewing the questionnaire, please complete the following matrix according to your expert judgment. Your contribution is invaluable in the context of the research being conducted.

Ítem	Criterios a evaluar											
	Clarity in writing		It presents internal coherence		It is free from induction to answer		Culturall y relevant language		Measures the study variable		It is appropriate as it is, or it needs to be modified or removed	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Phase 1.	X		X		X		X		X		Aprop	
Phase 2.	X		X		X		X		X		Appro	
Phase 3.	X		X		X		X		X		Appro	
Phase 4.	X		X		X		X		X		Appro	

11.																				
12.																				
13.																				
14.																				
15.																				
16.																				
17.																				
18.																				
19.																				
20.																				
General criteria											Yes	No	Observations							
1. The instrument contains clear and precise instructions for filling it out.											X									
2. The proposed measurement scale is clear and relevant.											X									
3. The items allow the achievement of the research objective.											X									
4. The items are distributed in a logical and sequential manner.											X									
5. The number of items is sufficient for the research											X									
Validity (mark an X in the box corresponding to your criteria)																				
Applicable					X			Not applicable			Applicable according to the observations									
Validated by: Mg. Rocío Ortega A.								ID card:0400564662			Date: June 18, 2025									
Signature:								Phone number:0988071248			Email: rociolic@yahoo.es									
 <p style="font-size: small;">Firmado electrónicamente por: DOLORES DEL ROCIO ORTEGA ANDRADE Validar Únicamente con FirmaEC</p>																				

En base a Corral (2009)

UNIVERSIDAD TECNOLÓGICA INDOAMERICA



MAESTRIA EN EDUCACIÓN

Topic:

THE USE OF STRATEGIES BASED ON COMMUNICATIVE LANGUAGE TEACHING METHODS TO ENHANCE ENGLISH SPEAKING SKILLS IN EFL STUDENTS.

Rubric for validating the POS-TEST intended to measure Speaking Skills.


Validator's name: Lcdo. Christian Paredes Mg.

Date: May 01st, 2025

GOAL: This instrument aims to validate the questionnaire intended to measure Speaking Skills.

Instructions: After carefully reading the post-test, please complete the following matrix according to your expert judgment. Your contribution is invaluable in the context of the research being conducted.

Item	Assessment Criteria											
	Clarity in writing		Coherence		It is free from induction to answer		Culturally relevant language		Measures the study variable		It is recommended to delete or modify the item	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Phase 1.	✓		✓		✓		✓		✓			✓
Phase 2.	✓		✓		✓		✓		✓			✓
Phase 3.	✓		✓		✓		✓		✓			✓
Phase 4.	✓		✓		✓		✓		✓			✓
Phase 5.	✓		✓		✓		✓		✓			✓
General criteria	✓		✓		✓		✓		✓			✓
The instrument contains clear and precise instructions for filling it out.									Yes	No	Observations	
1. The proposed measurement scale is clear and relevant.									✓			
2. The items allow the achievement of the research objective.									✓			
3. The items are distributed logically and sequentially.									✓			

4. The number of items is sufficient for the research		✓		
5. Validity (mark an ✓ in the box corresponding to your criteria)				
Applicable				
CHRISTIAN LUIS PAREDES JIMENEZ				
Aplicable	<small>Validar únicamente con FirmaE3</small>	✓	Not applicable	Applicable according to the observations
Validated by: Lcdo. Christian Paredes Mg		ID: 1803745627		Date: 01- 05-2025
Signature:		Phone number: 0984874263		Email: cristpj27@gmail.com
<small>Se electrónicamente por:</small>				



PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic:

THE USE OF STRATEGIES BASED ON COMMUNICATIVE LANGUAGE TEACHING METHODS TO ENHANCE ENGLISH SPEAKING SKILLS IN EFL STUDENTS.

Rubric for validation of questionnaire (PRE and POS-TEST) intended to measure the Speaking Skill.


Validator's name: Mg. Diego Granja

Date: June 20th, 2025

GOAL: The present instrument is to validate this questionnaire intended to measure Speaking Skill.

Instructions: After carefully reviewing the questionnaire, please complete the following matrix according to your expert judgment. Your contribution is invaluable in the context of the research being conducted.

Ítem	Criterios a evaluar											
	Clarity in writing		It presents internal coherence		It free from induction to answer		Culturally relevant language		Measures the study variable		It is recommended to delete or modify the item	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Phase 1.	X		X		X		X			X		X
Phase2.	X		X		X		X			X		X
Phase3.	X		X		X		X			X		X
Phase4.	X		X		X		X			X		X
Phase5.	X		X		X		X			X		X
General criteria									Yes	No	Observations	
1. The instrument contains clear and precise instructions for filling it out.									X			
2. The proposed measurement scale is clear and relevant.										X	I believe it is important to include the students' level, as there is a significant difference between the pre-test and the	

			post-test questions.
3. The items allow the achievement of the research objective.	X	X	I can't see the objective. So I can't give my opinion.
4. The items are distributed in a logical and sequential manner.	X		
5. The number of items is sufficient for the research	X		
Validity (mark an X in the box corresponding to your criteria)			
Applicable		Not applicable	Applicable according to the observations
			X
Validated by: Diego Granja		ID card: 0502777063	Date: June 20 th , 2025
Signature:	 <p>Firmado electrónicamente por: DIEGO ISAIAS GRANJA PENAHERRERA <small>Validar únicamente con FirmaEC</small></p>	Phone number: 0997214733	Email: isaiasgranja@uti.edu.ec

En base a Corral (2009)

ANEXO 8

REPORTE ACTAS DE TUTORÍAS



Universidad
Indoamérica

Ambato, 20 de Septiembre del 2025

Proyecto:
THE USE OF STRATEGIES BASED ON COMUNICATIVE LANGUAGE
TEACHING METHOD TO ENHANCE ENGLISH SPEAKING SKILL IN
SEVENTH GRADE EFL STUDENTS

Alumno: SANGA GUAMAN MARIA JEANETH

Fecha	Hora	Tutor	Lugar	Asistió	% Avance	Sugerencias
11/06/2025	18.00	PAREDES JIMENES CHRISTIAN LUIS	ONLINE	SI	100.0	CAPITULOS III, PROPUESTA
14/05/2025	18.00	PAREDES JIMENES CHRISTIAN LUIS	ONLINE	SI	65.0	CAPITULO I Y CAPITULO II
16/04/2025	18.00	PAREDES JIMENES CHRISTIAN LUIS	ONLINE	SI	60.0	REDACCIÓN DE REUMEN EJECUTIVO, INTRODUCCION Y CAPITULO 1
12/03/2025	18.00	PAREDES JIMENES CHRISTIAN LUIS	ONLINE	SI	55.0	ORDEN DE CAPÍTULOS CON ÉNFASIS EN EL MANUAL DE ESTILO.
19/02/2025	18.00	PAREDES JIMENES CHRISTIAN LUIS	ONLINE	SI	50.0	INSTRUMENTOS DE EVALUACIÓN-CAPITULO 1
05/02/2025	18.00	PAREDES JIMENES CHRISTIAN LUIS	ONLINE	SI	48.0	INSTRUMENTOS DE EVALUACIÓN
15/01/2025	18.00	PAREDES JIMENES CHRISTIAN LUIS	ONLINE	SI	45.0	REDACCIÓN, INTRODUCCIÓN,, CAPITULO 1
26/12/2024	17.00	PAREDES JIMENES CHRISTIAN LUIS	ONLINE	SI	40.0	REDACCIÓN Y OBJETIVOS



Firmado electrónicamente por:
**MARIA JEANETH SANGA
GUAMAN**
Validar únicamente con FirmaDC

SANGA GUAMAN MARIA JEANETH
Estudiante

PAREDES JIMENES CHRISTIAN LUIS
Profesor