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**Research Proposal's Topic:**

Implementation of Communicative Language Teaching activities to enhance  
English speaking skills in A2 English level students

**MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA  
EXTRANJERA**

**RESEARCH WORK REQUIRED TO OBTAIN THE TITLE OF MAGISTER IN  
PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE**

**Investigation Line:**

English Pedagogy and Management of Higher Education

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### ABSTRACT

Globally, the right development of English-Speaking skills is crucial in the field of all the professions, and it is highlighted as a powerful tool of universal communication. The main objective of this study was to implement Communicative Language Teaching (CLT) activities, namely *picture description* and *opinion sharing*, to enhance English speaking skills in A2-level students at a public institution. The sample size was selected a group of ten participants, utilizing non-probabilistic convenience sampling methodology. The research was conducted employing quasi-experimental design, mixed method approach, applying qualitative and quantitative research instruments. Qualitative data was obtained through a semi-structured interview instrument, and quantitative data was collected by administering a pre-test, a post-test, and a survey. The pre- and post-tests were administered to assess learners' speaking ability, before and after the intervention of the CLT intervention plan. Lastly, the survey and interview were administered to find the students' perceptions towards the application of CLT activities for enhancing their speaking skill. The findings indicated that, correctly implementing CLT activities, improved students' English-speaking skills, mostly in terms of interactive communication, grammar, and vocabulary.

**Keywords:** *Speaking skill, CLT activities, picture description, opinion sharing, mixed method approach.*

## RESUMEN

Globalmente, el correcto desarrollo en la habilidad para el habla inglesa es crucial en el campo de todas las profesiones y se resalta como una potencial herramienta de comunicación universal. El objetivo principal de esta investigación fue implementar actividades de Enseñanza Comunicativa de la Lengua (ECL), denominadas; descripción de imágenes e intercambio de opiniones, para contribuir en la mejora de la habilidad de hablar en inglés en los estudiantes del nivel-A2 en una institución pública. La muestra consistió en un grupo de diez participantes, y fue seleccionada utilizando la metodología por conveniencia no-probabilística. La investigación se realizó mediante el uso del diseño cuasiexperimental, método enfoque mixto cuantitativo y cualitativo. Los datos cualitativos se obtuvieron mediante el instrumento de entrevista semiestructurada, y los datos cuantitativos se recolectaron mediante la administración de la prueba previa, posterior, y una encuesta. La prueba previa y posterior se usó para medir la habilidad del habla inglesa de los estudiantes, antes y después de la intervención. Finalmente, la encuesta y la entrevista buscó encontrar la percepción de los estudiantes hacia la aplicación de actividades del enfoque comunicativo, que mejoró sus habilidades de hablar. Los hallazgos corroboran que, la correcta implementación del enfoque comunicativo demostró una visible mejora en la comunicación interactiva, gramática, y vocabulario del habla inglesa en la muestra.

**Palabras clave:** *Habilidad para hablar, actividades ECL, descripción de imágenes, intercambio de opiniones, enfoque método mixto.*

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## INTRODUCTION

Implementing the Communicative Language Teaching (CLT) approach to help enhance the English-speaking skills of students at the A2 level represents an evolutionary function in English Pedagogy. Many scientists in the educational field have contributed to the development of relevant teaching approaches, and the CLT approach is one of them. Dos Santos (2020) stated in his research paper that from the 1970s to the early 1980s, CLT was defended as a novel and practical approach to teaching and learning. Hence, this approach endeavors to achieve a conversational environment in which students can express authentically and naturally their ideas, by communicative strategies, for instance, picture description, class presentation, paired/group work, role-playing, opinion sharing, and so on (Jiang & Paulino, 2024; Richards, 2006; Suban, 2021).

Various studies have demonstrated that spoken language is a powerful system of communication, occupying a central position in the modern world of EFL. Karim (2004) claimed that the communicative approach prioritizes English proficiency, which is predominantly aimed for enabling human beings to use the language appropriately across different contexts. Huang (2021) argued that students need to develop social and interactive skills, which means they are authentic and applicable in real-life settings to enhance their speaking skills. Thereby, English is considered an essential element, as it serves as the primary language of many fields, including scientific, technology, and business.

However, students face various issues related to a lack of knowledge in developing speaking skills, its impact on their communication in the English language, and how implementing CLT activities can alleviate this difficulty (Richards, 2006). For instance, Rodríguez et al. (2020) stated that the lack of a vast knowledge of vocabulary, the lack of confidence, the lack of interactive activities, and the lack of grammar in context denote those learners are unable to speak English fluently and clearly. These negative factors have not only delayed the learning functions of academic development, but also cultural knowledge and professional international opportunities.

Furthermore, English is a dominant language worldwide and it remains a powerful tool that many individuals, including scientists, utilize it to conduct research universally. Nevertheless, the EFL students at public institutions receive instruction in English for many years at primary and secondary schools, in spite of this, they do not have opportunities to speak English outside the classroom nor job prospects (Ghafar & Raheem, 2023). Besides, speaking ability is considered one of the most important and complex skills to achieve in this language (Adem & Berkessa, 2022). For this reason, this study adopted the CLT approach, providing activities designed to enhance students' speaking ability for real-life contexts (Mangaleswaran & Aziz, 2019).

The implementation of the CLT approach is meaningfully aligned with the UBE's research lines; its English Pedagogy and Management of Education (Rezalou & Yagiz, 2021). In which EFL acquisition is possible through the proper application of these pedagogical functions, didactics principles, cultural notions, assessment factors, merging CLT with a learning theory for novel results in students' speaking skills, and promoting pedagogical innovation.

Emphasizing the research object, this research is focused on the teaching-learning process of the English language, integrating the CLT approach, to help students enrolled in the 5th level of Tourism Career to improve their speaking production, based on picture description and opinion sharing tasks (Jiang & Paulino, 2024; Suban, 2021). And the general objective of this investigation was the following.

To implement CLT activities, namely picture description and opinion sharing, to enhance English speaking skills in A2-level students at a public higher institution.

**Specific objectives:**

- To assess by pre-test the students' current English-speaking ability.
- To measure by post-test the effectiveness of CLT activities that helped the improvement of oral production skills.

- To find the students' perceptions by survey and interview on which CLT activities they found the most beneficial for enhancing their speaking skills.

By dint of meticulous literature reviews relating the variables and participants' speaking difficulties, to that end, this study was conducted to answer the following research questions (RQ):

RQ1: How effectively does the use of CLT activities help students to enhance their speaking abilities?

RQ2: What are the students' perceptions of applying CLT activities to improve their speaking skills?

The variables of the study include CLT as the independent variable, which is defined as an approach to teaching languages that emphasizes interaction and learning goals through communicative activities, such as picture description, opinion sharing, role-playing, and interviews (Jiang & Paulino, 2024). Pedagogically, the goal of the CLT approach is to develop communicative competence. Emphasizing the four skills of the English language, prioritizing fluency rather than accuracy. The CLT provides communicative tools that facilitate social interaction, including role-play, pair work, and expositions, making communication possible in real-world contexts (Desai, 2015).

Speaking skills, stated as the dependent variable, according to Valle (2014), as cited in Puente et al. (2021), are defined as dimensions, each with corresponding indicators of fluency, including communicating clearly, almost without hesitation. Pronunciation, clear ideas, and grammar-vocabulary control comprise the correct use of lexical terms and precise grammatical structure. Finally, the interaction involves listening and responding correctly. In this regard, the dimensions and indicators of speaking skills play a crucial role in language use for communication in academic and social contexts (Richards & Rodgers, 1986).

Regarding the research approach, method, and data collection, the study employed a quasi-experimental design, a mixed-methods approach, and action research. Action research should apply the researcher's knowledge of theoretical and linguistic functions to improve teaching practice, conduct research, apply

findings, and reflect on the process (Tekin & Kotaman, 2013). According to Ivankova and Creswell (2009), a mixed-methods approach combining quantitative and qualitative methods will provide a comprehensive understanding of the effectiveness of CLT activities in enhancing speaking skills.

Sequentially, valuing static as well as cognitive personal perspectives. Firstly, the quantitative method relies on numerical measurement to collect data, with the intention of analyzing and reporting its results. This will help identify meaningful statistical results to assess the effectiveness of the CLT approach. Secondly, in contrast, the qualitative method uses participants' comments through interviews, paper analysis, and focus groups (Yilmaz, 2013).

To answer the research questions of this study, the following CLT techniques were applied: Picture description (PD) and opinion sharing (OS). PD is a specific CLT technique that engages and motivates students to describe what they can visualize and infer about the learning topic. According to Anggrani (2018), as cited in Jiang & Paulino (2024), this technique is "an effective communicative strategy for improving students' speaking skills" (p. 612). Moreover, OS is designed to motivate students to develop their oral abilities by presenting stimulating topics that interest them. Luostarinen (2025) asserted that these strategies help "learners exchange communication to discuss and compare their beliefs, values, and opinions on the given class topic" (p. 12).

The research project was conducted at a public higher education institution located in Cotacachi, Ibarra, Ecuador. The institution was created on August 11th, 1995. It offers six technological careers: Higher Education in Administration, Gastronomy, Child Development, Tourism Operations Management, Higher Operations in Modelling and Production, and Higher Education in Mode Design. In fact, classes are held in the morning and afternoon, with English classes mandatory; students attend 4 hours per week. Furthermore, there is an English lab. Conversely, apart from learners' speaking difficulties, there is a shortage of English teachers, and learners do not have enough opportunities to improve in this subject.

For quantitative data collection, first, speaking skill tests with their respective rubrics were administered to measure students' oral ability. These tests

were administered before and after the implementation of the CLT activities. Secondly, a semi-structured interview was used to gather qualitative data regarding participants' perceptions of communicative activities. Finally, a survey was conducted to assess learners' perceptions of which CLT activities they found most beneficial for enhancing speaking skills. The sample consisted of 10 participants, selected using convenience sampling, a non-probabilistic sampling method in scientific research (Golzar et al., 2022). Since the researcher's knowledge is valid and crucial to the research process, it is essential to ensure that the selected beneficiaries possess the required characteristics and eligibility to participate in this research (Nyimbili & Nyimbili, 2024).

The participants in this study are students enrolled in the 5th level of Tourism Career. They are adults aged 20 to 32, and they attend mandatory English classes for 4 hours per week at a public higher education institution. Their English level is A2; nevertheless, some of them face serious difficulties with oral ability, mainly pronunciation and fluency. This group of 10 participants is composed of 50% males and 50% females. Some of these students are indigenous people; nonetheless, they share similar socioeconomic conditions, from low to middle.

Practical contributions specify that the CLT approach in the Pedagogical context aligns with teaching-learning English and contributes empirical and theoretical knowledge of English Pedagogy to accomplish communicative goals (Acosta & Cajas, 2018). A2-level students are the main beneficiaries of this research proposal. Focused on their speaking difficulties and learning goals, the precise application of CLT activities —namely, picture description and opinion sharing—is intended to enhance their oral abilities (Jiang & Paulino, 2024; Suban, 2021). Through social interaction and active participation in classes, the problem can be diminished.

From a professional perspective, educators are under pressure to develop updated knowledge, and the CLT approach holds a pivotal position in making a real change in the field of English Pedagogy (Qasserras, 2023). Not only do teachers benefit from professional growth, but students also require a transformational pedagogical approach to enhance their communicative competence and learning

outcomes, which is valid for their real-life settings. Secondly, as a methodological contribution, the study can help apply communicative strategies to support students facing speaking difficulties (Heng, 2014).

Thirdly, the CLT approach is closely aligned with the world of information and communication technology (ICT) for education, which requires the use of valid social networks and language-learning apps to help students improve the four skills of EFL in a meaningful way and promote learning autonomy (Firman, 2024). Lastly, Ljubas and Topalović (2024) relate those social needs are met through CLT activities, which not only provide endless opportunities to achieve English proficiency but also change citizens' mindsets and lives, yielding numerous international benefits, including business opportunities and well-paying jobs, ultimately leading to a better quality of life in developed countries.

### **Organization of the thesis**

To achieve the main aim of implementing the CLT approach, the study comprises three chapters: an introduction, conclusions, recommendations, a bibliography, and annexes. Each section specifies fundamental factors required and developed following the research stages, aimed at finding a possible solution regarding the participants' speaking difficulties.

**Introduction:** It provides general information, summarizes the type of research proposal conducted, highlighting its importance and the contribution to the English Pedagogy and in support of society.

**Chapter I. Theoretical Framework:** It presents a literature review of the main constructs relevant to the research topic, a statement of the problem, the dependent and independent variables, conceptual definitions, and Vygotsky's learning theory.

**Chapter II. Methodological Framework:** It details the type of methodological and technical procedures to be utilized. Quasi-experimental design, mixed method approach, descriptive scope, data collection instruments and validation, sampling methodology, initial analysis, ethical considerations, implementation plan, and teaching-learning methodology.

**Chapter III. Data Analysis and report results:** This section explains how the study was conducted. Results of initial analysis. Data collection-tabulation and their analysis. Results interpretation from the skill tests, survey, and interview. Stating the findings of the CLT approach implementation to enhance English-speaking skills among A2-level students. The discussion section analyzes the main findings alongside prior studies and relates this research topic to the national and international factors affecting the scientific problem identified. And how the proper implementation of CLT activities can help reduce this issue.

**Conclusions and Recommendations:** In response to the research questions and objectives, the results obtained were summarized and synthesized to provide clear recommendations and insights as a contribution for future researchers.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1. Problem Statement

Numerous researchers worldwide have found that students encounter similar difficulties with English-speaking skills. Akram and Saadat (2024) conducted a study at a public high school in **Malaysia**, where they identified serious oral communication problems among learners, attributed to several negative factors, including limited access to English, unfavorable educational backgrounds, fear of evaluation, and inadequate exposure to language development. Similarly, Thao and Nguyet (2019) investigated speaking difficulties among university students in **Vietnam**. They discovered that speaking ability was influenced by both instructional and affective difficulties. In this universal context, it is clear how this problem profoundly affects the development of speaking ability.

In **Latin American**, Rodríguez et al. (2020) emphasized that learners' difficulties in speaking English stem from a lack of knowledge of grammar, vocabulary, and pronunciation. The problem was evidenced in A2 students at a university in Mexico. Similarly, Betancourt and Ramos (2024) conducted a documentary examination of the bilingualism of Latin American countries. Ranking them from high to very low in English proficiency according to the CEFR (Council of Europe, 2001). And only Argentina corresponds to a high level (5%). Eight countries are in the moderate category (42%), seven in the low category (37%), and the last three are Colombia, Mexico, and Ecuador (16%), which correspond to the lower level.

Correspondingly, Álvarez et al. (2024) conducted a study in public high schools across three regions of Ecuador to understand baccalaureate teachers' perspectives on factors that affect the improvement of oral ability. The results identified problematic factors affecting students' speaking production, such as classroom overcrowding, limited instructional time, and inadequate Ministry of Education textbooks, among others. Besides, Bravo et al. (2022), in an **Ecuadorian** public high school, in first year baccalaureate students, identified problems to

produce conversational ability, for the lack of formal and casual vocabulary, lack of interest of target language acquisition, since they do not find it useful and interesting, as it is only considered as EFL and not as a mother language.

To specify the scientific **problem** identified in a **micro-context**, in a province of **Ecuador**, at a public higher institution, students enrolled in the 5th level of Tourism Career have remarked difficulties in developing their **speaking skills**. It means that their language-learning needs are evident, since all these baccalaureate individuals must have at least an A2 Level of English proficiency; however, some of them presented marked difficulties with **speaking** skills. Although they have been learning EFL for many years at school and secondary levels, they have not had opportunities to speak English fluently.

The main **causes** are due to various negative factors, both internal and external. Emphasizing the lack of enough communicative strategies, lack of confidence, lack of a variety of vocabulary, lack of enough real-life context activities, limited instructional time, and more. Analyzing these issues reveals a lack of opportunities, motivation, and support from policymakers; in fact, the government provides insufficient support, despite the institution being public.

For this reason, the **consequences** are serious: not only are the students at risk of losing the opportunity to complete their careers and contribute their insights to society, but also their quality of life, and the well-being of their peers, the city, and the entire country of Ecuador. Considering that students do not have enough opportunities to achieve the required EFL A2 Level, they may lose interest in this subject. Ultimately, they decide not to continue studying and opt for work instead. If there are no good job opportunities with good conditions, they only increase unemployment and make the vulnerable more vulnerable to committing negative actions.

Accordingly, the researcher's contribution aims to address this problem through her empirical and English pedagogical insights by conducting a methodological research proposal titled: Implementation of Communicative Language Teaching activities to enhance English speaking skills in A2 English level students at the mentioned institution.

The problem is the lack of knowledge in developing speaking skills that students face, how this affects their communication in English, and how implementing CLT activities can alleviate this difficulty (Richards, 2006). The lack of enough motivation and communicative tasks denotes that those learners are struggling to speak English fluently and confidently. These negative factors have not only delayed the learning functions of academic development, but also the cultural awareness linked with professional communication and international opportunities. As a result, the participants are completing the final level of the Tourism Career; they require language proficiency to pursue job opportunities.

## **1.2. Literature review**

English is widely taught and spoken; it is a dominant language worldwide, as it is a powerful tool that many scientists and ordinary people use to communicate and conduct research globally. Investigators concluded that individuals who speak fluently, earn high salaries, and communicate successfully in English are universally successful. For this reason, people want to learn this ability. It has been demonstrated that mastering this language helps citizens improve their quality of life, which in turn offers better incomes and real-life opportunities to take advantage of this knowledge. It justifies that speaking ability is undoubtedly one of the most important and complex of the four skills to achieve (Adem & Berkessa, 2022).

## **1.3. Conceptualization of Key Constructs**

According to Lou (2023), the CLT approach is defined as “a functional or communicative approach to language that became the basis for developing communicative syllabuses” (p.26). Besides, the birth of CLT is mentioned, with its origins in Great Britain in the 1960s. It was created as an important alternative to traditional teaching-learning methods, such as the Grammar-Translation Method (Barchinoy, 2025). These pedagogical factors, as identified by previous researchers, provide a clear understanding of the validity of this approach for implementation in the lessons planning. The main aim is to help students significantly enhance their speaking skills through communicative activities.

Following the description of key constructs, Qasserras (2023) defined the CLT approach as an efficient theoretical strategy. In addition, it stated that this approach was established by the European Council in the 1970s and analyzed by linguists, who determined the communicative meaning of the language students need to converse and comprehend. Illustrating this finding, this language teaching approach emphasizes the balance between fluency and accuracy. In other words, pedagogical instruction must not only focus on grammar and vocabulary, but also provide students with a variety of meaningful, contextualized practical language acquisition (Somé, 2025). Providing them with useful speaking activities that meet the real-life demands of communication is crucial.

Similarly, Yaman (2014) defined CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes” (p.10). In fact, the feature of this approach not only highlights the functional language in context but also supports the encouragement of using speaking abilities in day-to-day interactions with society. This authentic function helps motivate students in the teaching-learning process to develop their oral ability, enabling them to communicate in real-world contexts.

Benmeddah (2017) stated that **speaking** is a collaborative process of constructing meaning that involves producing, receiving, and processing information. Overall, in teaching and learning English as a Foreign Language (EFL), speaking skills are one of the four skills of the English language: listening, speaking, reading, and writing. It is considered a productive skill and the most fundamental factor in communication. In this function, it takes the central point into the English Pedagogy across the world.

Equally, Ghafar and Raheem (2023) highlighted the definition of speaking skill from various scholars as “a dynamic and interactive activity that involves the creation, reception, and interpretation of information” (p.3). Purposefully, speaking ability fulfils a dynamic and genuine function in expressing and exchanging thoughts, feelings, and interesting knowledge. Therefore, in the field of English

Pedagogy, insights into speaking abilities offer a wide range of opportunities in the teaching-learning process to help students enhance oral production skills.

Following the description, Suban (2021) stated that speaking skills are defined as a form of oral communication. It comprises vocabulary knowledge, fluency, grammar in context, and listening comprehension. Speaking is a productive skill focused on the process of constructing and engaging in meaningful communication through interactions, giving and receiving information, and can be measured and evaluated to find a solution to the problem (Richards & Rodgers, 1986).

#### **1.4. Previous studies in the application of CLT activities**

Several studies have addressed the benefits of implementing CLT strategies. For instance, Ramos (2023) conducted a study in Riobamba City, Ecuador. The main aim of this study was to analyze the effectiveness of the Communicative Approach in improving oral production skills among students at the A1 English level at Stanford Institute. The research used a quantitative approach and a quasi-experimental descriptive design. To implement the study, 20 A1-level students were selected, and the instruments used were observation sheet results, pre- and post-tests, a rubric based on the Cambridge questions, and the A1 English evaluation model.

Due to the COVID-19 pandemic, classes and activities were conducted virtually. Evaluating the knowledge of writing, *grammar*, *vocabulary*, and oral communication abilities (*pronunciation* and *interaction*), to measure the effectiveness of the CLT approach. In fact, the results were analyzed using the statistical software Jamovi. The improvement in accuracy and fluency was evident, particularly in grammar, vocabulary, and oral productive ability, as evidenced by the pre- and post-test results (Ramos, 2023). Evidently, this study was not only conducted to investigate the effect of the CLT approach on improving oral communication in A1-level students but also focused on implementing English Pedagogy factors to measure speaking skills, which revealed significant results in the learners' improvement of EFL.

Similarly, Rodriguez (2023) conducted a study at the Escuela Politécnica Nacional in Quito, Ecuador. The main objective was to propose a *CLT approach to enhance English-speaking skills among intermediate-level students*. To achieve the proposed objective, a mixed-methods approach was employed, utilizing both interviews, pretests, posttests, and questionnaires as research instruments. In addition to a cross-sectional descriptive design, descriptive statistics were used in the research process. The sample comprised 25 participants, including 5 English teachers and 20 learners. The implementation of CLT favored improvements in some *speaking* dimensions: *fluency, grammatical accuracy, comprehension, and pronunciation*.

Likewise, Legak and Wahi (2020) carried out a study in Malaysia at a rural primary school. Titled *Communicative Language Tasks to improve young students' communicative competence*. The study aimed to achieve two objectives: to evaluate the impact of communicative language activities aligned with the CEFR curriculum on A1-level young students' communicative competence and their perceptions of *CLT activities*. Utilizing a mixed approach, pretest, posttests, and interviews to gather qualitative and quantitative data. A purposive sampling technique was used to select 10 nine-year-old students, given their lower English proficiency. To evaluate the task's performance, a five-point scale was used, ranging from 1 (very weak) to 5 (excellent).

The researchers concluded that the CEFR levels descriptor, aligned with *communicative activities*, revealed an enhancement of pupils' communicative competence in terms of *accuracy* and *fluency*. Focused on grammatical notions, sociolinguistics, discourse, and basic communication skills. In addition, the findings showed that the students increased their intrinsic motivation and exhibited an evident predisposition to learn through communicative tasks. Thus, the contribution of this study underpins the proper application of communicative language tasks, based on a CEFR-aligned curriculum that emphasizes CLT principles.

Similarly, Bravo et al. (2022) conducted a study in a public high school in Machala City, Ecuador. The primary objective was to implement CLT-based activities, specifically surveys and *opinion-sharing*, to gauge students' perspectives on how to enhance their speaking skills. The researchers utilized a *mixed approach* and *convenience sampling* methodology. The sample size consisted of thirty participants at the A1 level, aged between 15 and 16, enrolled in the First year of secondary school. *Pre-test*, *post-test*, a *semi-structured interview*, and a focus group were administered for data gathering. Consistently, the implementation of CLT activities, surveys, and *opinion sharing* favored learners' oral ability. Precisely, qualitative results showed CLT, increased *vocabulary* knowledge, improved *confidence in speaking*, *pronunciation*, and social interaction. (Muhabbat, 2022, as cited in Bravo et al., 2022).

Equally, Jiang and Paulino (2024) conducted a progressive study in China, based on a *systematic documental analysis* approach to discover which CLT *strategies* can be applied to help enhance oral proficiency in college students. The results demonstrated that group-oriented (role-play, pair/group work) and individual-oriented (*picture description*, *opinion sharing*) CLT strategies need to be implemented to expand students' speaking skills. Undeniably, the tactics of *picture description* and *opinion-sharing activities* promote *authentic* conversations in real-life settings. Henceforth, as the authors' contribution, "a well-balanced instructor, CLT can breathe new life and enthusiasm into the classroom and truly make a difference in enhancing students' oral proficiency" (p.607).

Finally, analyzing some relevant studies conducted nationally as well as internationally, regarding the implementation of the CLT approach to enhance speaking skills, highlights its significance. For instance, researchers share some similarities emphasizing CLT approach principles, variables, dimensions, definitions, relevance, main objective, research questions, communicative competence tasks, contribution, and mainly their objectives are closely similar (Ramos, 2023; Rodriguez, 2023; Legak & Wahi, 2020; Bravo et al., 2022; Jiang & Paulino, 2024). Notwithstanding, in this study, the researcher adheres to Bravo et

al. (2022), as their study's variable displays some similarities with the researcher's variables, for instance, four dimensions are measured qualitatively.

To conclude, according to Ergasheva et al. (2025), CLT activities endeavor to achieve a conversational environment. Although there are still some contradictions from the viewpoint of old-fashioned teaching approaches, such as Grammar Translation method. On the other hand, CLT is accepted and renowned by linguistic experts as a core factor in engaging students in developing real communicative competence. Therefore, CLT emerged victorious, impacting English Pedagogy to help students enhance their speaking ability in social interaction, meeting real-life demand.

Thereby, the object of the research in this study is focused on the teaching-learning process of the English language, integrating the CLT approach, to help students enrolled in the 5<sup>th</sup> level of Tourism Career to enhance their speaking production, based on picture description and opinion sharing tasks (Anggrani 2018, as cited in Jiang & Paulino, 2024; Karim, 2004). Highlighting this communicative approach merged with Vygotsky's learning theory, to provide students enough opportunities to use spoken English through their career topics through social-interaction activities.

#### ***1.4.1. Independent variable as CLT activities in teaching EFL***

Yaman (2014) defined CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes” (p.10). Communicative activities are derived from CLT approach, which offers a wide scope for improving speaking skills, such as picture description and opinion sharing activities.

CLT's strength is to provide students with enough opportunities to practice oral ability through authentic materials, boosting their confidence to increase fluency and accuracy, and integrating the four English language skills. Tolerating their errors and providing friendly and opportune feedback carefully, where the

learners are encouraged to take part in their learning process and goals by expressing themselves in a natural manner. Thus, communicative language focuses on real interaction and students-centered learning to prepare students to utilize the language for academic purpose or in the workplace (Jiang & Paulino, 2024).

#### ***1.4.2. Picture Description (PD) activities***

PD is a specific CLT strategy considered to engage and motivate students to describe what they can visualize and infer regarding the learning topic. Anggrani (2018) as cited in Jiang & Paulino (2024) claimed that PD strategy is “an effective communicative strategy for improving students' speaking skills” (p. 612). Taking this contribution in mind, picture description is strongly recommended for engaging learners to internalize the required specific vocabulary, grammar in context, and utilize new communicative and verb phrases. For instance, giving and asking for directions in the context of tour guides, describing hotels, restaurants, and renowned touristic places in their area.

#### ***1.4.3. Opinion Sharing (OS) activities***

Greatly, OS is a content-based training strategy designed to motivate students to develop their oral abilities by exploring stimulating topics that interest them. Luostarinen (2025) asserted that “learners exchange communication to discuss and compare their beliefs, values and opinions on the given class topic” (p.12). This type of strategy has been proven to be a potential solution for timid students, encouraging them to share their ideas and knowledge. Nonetheless, if the teacher does not specify basic rules of respect and empathy beforehand, introverted students will not benefit from improving speaking skills. For this reason, respectfulness is considered substantial.

#### ***1.4.4. Authentic Materials***

CLT provides engagement in enhancing language proficiency through authentic materials, communication, and cultural awareness (Littlewood, 2004). Therefore, students and instructors must consider various types of authentic learning tools, including video clips, lyric songs, language learning apps, and YouTube videos for pronunciation improvement, among others. Although it seems

to be available and doable, it can sometimes be challenging for learners and educators. However, if teachers have the support of the authorities and are trained to implement CLT approach, it helps to bridge the gap between typical classroom learning and the application of real-world students' needs (Inamov & Holmatova, 2025).

#### ***1.4.5. Vygotsky's Learning Theory.***

Wibowo et al. (2025) stated that “constructivists learning theories were proposed by Vygotsky, known as social constructivism. Vygotsky's constructivism emphasizes the interaction of interpersonal (social), cultural-historical, and individual factors as the key to human development” (p. 431). It has been proven to be one of the significant learning theories. Since it is a process where students with support from knowledgeable peers, educators, and socio-cultural interaction can build their own knowledge. Moreover, Vygotsky's learning theory not only focuses on social-interaction learning, but it also functions merged with CLT approach to enhance students' speaking skills.

#### ***1.4.6. Dependent variable stated as Speaking Skills***

According to Valle (2014) as cited in Puente et al. (2021), defined five dimensions and indicators in terms of “fluency (making understood and expressing clear ideas without too much hesitation), pronunciation (natural communicability), vocabulary control (selecting appropriate lexical means and using them correctly), grammatical accuracy (showing control over grammatical structures), interaction (listening to his/her partner and reacting appropriately)” (p.138).

Speaking is considered the foremost ability to communicate universally in the complex world of humanity. Reasonably, this action entails real-time language processing and speaking production. And regarding the EFL context, it is recognized as the main challenging skill of the four English abilities: listening, speaking, reading, and writing. In which it demands fluency, natural communicability, accuracy, confidence, the knowledge of vocabulary implicitly (Pinasti, 2025).

#### ***1.4.7. Fluency***

According to Derakhshan et al. (2016), fluency is the ability to link units of speech together with facility and without tension. In this way, Shamsuddinova and Madaminova (2025) claimed that fluency is as important as accuracy, where learners should be able to express themselves. Coherently, fluency is not strictly rigid; this means that, regardless of their English level, they must develop basic fluency, just articulating the words in a simple and comprehensible manner. Thus, instructors have the responsibility to provide enough opportunities to help students enhance fluency through vocabulary in context, instead of an isolated list of words.

#### ***1.4.8. Pronunciation***

This component is part of the linguistic components, which are considered a fundamental element for facilitating effective communication with the social world. Simon and Taverniers (2011) discovered from previous studies and pointed out that “all learners consider pronunciation to be difficult but important, and believe that contact with native speakers is the factors that influence the learning process most” (p.10). The contributions from the researchers clarify the students’ perceptions and how pronunciation should be trained by offering students listening ability and including interaction with native speakers to improve this complex and important component.

#### ***1.4.9. Vocabulary***

Vocabulary’s functionality takes a central position as part of the communication ability. Evidently, students can benefit from acquiring both receptively and productively. While learners are engaged in reviewing target vocabulary, they have opportunities to internalize the knowledge and be aware when and how to utilize it. The challenging tasks help them focus on moving forward to achieve fluency in communication. Scholars have demonstrated that vocabulary retention works better systematically and in a meaningful way, connecting target vocabulary with words that learners have already learned. It specifies that students are not just learning a boring list of words; instead, they are

studying vocabulary that can be used to elaborate on things and communicate (Littlewood, 1981).

#### ***1.4.10. Grammar***

Derakhshan et al. (2016) argued that grammar fulfills a crucial role in language learning structure. The usage of it into required contexts is more significant and applicable rather than merely learning isolated grammar. Bearing this statement in mind, a good grasp of grammar is vital as part of Linguistic factors, since it must be taught and learned through activities based on real-life settings. Settings in which the students can develop their language in a meaningful and competent manner.

#### ***1.4.11. Interactive communication***

Shamsuddinova and Madaminova (2025) stated that “interaction is essential for students to learn better when they speak, listen, collaborate, and negotiate meaning” (p.1031). Using interactive communication, learners work collaboratively to complete tasks, building communicative abilities, such as asking for directions, role-playing as job interview, agreeing and disagreeing, sharing their opinions that are meaningful to them, and simulating real-world activities. According to Abella (2016) and Andas (2014) as cited in Wathawatthana et al. (2025), stated that “active, interactive learning environments help improve oral language skills and literacy” (p.618).

## CHAPTER II

### METHODOLOGICAL FRAMEWORK

#### 2.1. Conceptualization and Operationalization of Variables

Rao and Reddy (2013) pointed out that “conceptualization leads to operationalization, where the researcher creates an operational definition for the concept and the steps or procedures that can be used in measuring the concept” (p.109). It means that abstract factors are translated into variables and measurable dimensions, allowing for visible data collection and interpretation to address the scientific problem. Consequently, the study’s research topic is alienated into an independent variable stated as the CLT approach, which comprises one dimension and two indicators (Anggrani, 2018, as cited in Jiang & Paulino, 2024). As well as a dependent variable, specified as speaking skill, that includes five dimensions and cover five indicators (Valle, 2014 as cited in Puente et al., 2021).

##### 2.1.1. CLT approach

CLT is defined as an approach for teaching languages that emphasizes the interaction and learning goals through communicative activities, such as *picture description*, *opinion sharing*, and interview (Jiang & Paulino, 2024). The goal of the CLT approach is to develop communicative competence. Integrating the four skills of EFL, prioritizing fluency rather than accuracy. Through interactive activities of real-life contexts, encouraging students to produce the target language in a meaningful way for them. Moreover, it is noteworthy that CLT provides communicative tools that enable social interaction tasks, such as role-play, expositions, and small talks, making it possible to enhance oral skills for real-life demand (Desai, 2015).

##### 2.1.2. Speaking skill

This skill is aimed to be measured in participants’ oral improvement; to that end, in words of Valle (2014) as cited in Puente et al. (2021), defined five speaking skills’ dimensions each with their correspondent indicators in terms of *fluency*, *pronunciation*, *grammar*, *vocabulary*, and *interaction*. Hence, these components

were classified as key constructs of speaking ability, which in turn were measured to find out expected results before and after the intervention. In the following **Table 1** is operationalized the research topic variables; independent and dependent ones, dimensions and indicators.

**Table 1**

*Research Variables*

<b>Independent Variable</b>	<b>Dependent Variable</b>
Communicative Language Teaching (CLT) activities: Picture Description & Opinion Sharing	Speaking skill
<b>Dimension 1: Communicative activities</b>	<b>Dimension 1: Fluency</b>
1.-Picture description	1.-Expressing clear ideas
2.-Opinion sharing	<b>Dimension 2: Pronunciation</b>
	2.-Natural communication & accent
	<b>Dimension 3: Vocabulary</b>
	3.-Use lexical means correctly
	<b>Dimension 4: Grammar</b>
	4.-Control over structures and usage
	<b>Dimension 5: Interactive communication</b>
	5.-Sharing knowledge & react properly

## 2.2. Research design and approach

Considering its nature in the field, this study required a quasi-experimental design and a mixed-method approach (Ballance, 2024). According to Ivankova and Creswell (2009), the utilization of the mixed method approach, quantitative and qualitative, provided almost a full comprehension of the helpfulness of the CLT activities in enhancing speaking skills. Valuing statically as well as cognitive personal perceptions (Creswell, et al., 2006). Firstly, the quantitative method relies on numerical measurements to collect data, with the intention of analyzing and reporting its results. This helped to yield meaningful statistical results, enabling a deeper understanding of the effectiveness of the CLT approach. Secondly, in contrast, the qualitative method uses participants' comments from interviews (Yilmaz, 2013; Johnson & Christensen, 2024).

### ***2.2.1. Research Scope***

Hernandez-Sampieri et al. (2014) as cited in García and Juárez (2024), indicated that descriptive scope focuses on revealing actions, which have a direct relation with the formulation of the research questions and objectives. Thereby, the type of research questions and objectives stated not only define the kind of research scope, but they also specify the study limitations inside a specific paradigm (Chafe, 2024). Consequently, the main aim was not to seek causes or predict results. Instead, its objective was to describe in detail the reality as it was, measuring and specifying the characteristics, dimensions, participants, process, and context to be analyzed. This enabled gathering information in a structured manner. Kaur (2018) reported that data processing involved descriptive statistics to summarize, synthesize, and present the findings in a comprehensible format through tables and graphs.

### ***2.2.2. Research purpose***

It focused on the teaching-learning process in English, integrating the CLT approach to help students enrolled in the 5th level of the Tourism Career. According to Anggrani (2018) as cited in Jiang and Paulino (2024), this approach can improve students' speaking ability —fluency, pronunciation, grammar, vocabulary, and interactive communication —through picture-description and opinion-sharing tasks. Due to the lack of knowledge and speaking skills that students were facing, understanding how this affects their communication in EFL, and how implementing CLT activities can diminish this difficulty (Richards, 2006).

### ***2.2.3. Research Questions***

RQ1: How effectively does the use of CLT activities help students to enhance their speaking abilities?

RQ2: What are the students' perceptions of applying CLT activities to improve their speaking skills?

#### ***2.2.4. Justification of Research Approach***

This is a quasi-experimental design and mixed method approach study, encompassing qualitative and quantitative methodology. Which was required to find and report comprehensible results, regarding the implementation of CLT activities to enhance oral production skills in A2-level students (Mangaleswaran & Aziz, 2019). These key factors were aligned with the research objectives and contributed to answering the research questions. Hence, the process and technique of data collection instruments, Sukmawati (2023) stated that “the study instrument is a tool that uses various types of information in an investigation that is collected, processed quantitatively or qualitatively and then arranged systematically” (p.5).

Firstly, it is quantitative because it relies on numerical measurement to collect and analyze data, with the intention of interpreting and reporting its results. Prior to the intervention, the application of a pre-test was required. And after that, administering a posttest to measure the effectiveness of the CLT activities, to obtain statistical results, and to assess the improvement in participants’ speaking skills. Secondly, it is a qualitative method that uses participants’ perceptions through face-to-face interviews (Yilmaz, 2013). This helped to assess their perceptions of the implementation of CLT activities to enhance their oral ability. A combination of quantitative and qualitative methods was required to demonstrate whether there was an improvement in English-speaking skills among A2-level participants (Hafsa, 2019).

#### **2.3. Description of the Research Instruments**

A quasi-experimental design and mixed-methods approach required the following research tools, aligned with the research objectives. Such as a four-skills diagnostic test, a semi-structured interview, a survey questionnaire, and pre- and posttests with an analytic rubric to support the answer to research questions. This assessed learners’ speaking skills and the effectiveness of implementing CLT activities. Applied before and after the intervention plan, to gather qualitative and quantitative data to analyze the results of the improvement of students’ oral abilities.

### **2.3.1. Pretest-Posttest for assessing speaking skills in pairs**

The main aim of applying pre- and post-tests was to measure the English-speaking skills of A2-level students, before and after the implementation of CLT activities that either increased or did not increase their oral skills. It includes two sections; the first part consists of two items that cover communicative skills in picture-description tasks. Next, the second part comprises five items, communicative skills in opinion-sharing question tasks. The pretest's objective was to diagnose current oral skills, and the posttest was to assess improvement. Utilizing the analytic rubric's assessment criteria, two (2) points were stated for each component: Fluency, pronunciation, vocabulary, grammar, and interactive communication. Covering a total score of ten (10) points. The speaking skill test and rubric model are adapted from Villalba (2024).

### **2.3.2. Survey**

A survey was administered immediately after the posttest, following the implementation of the intervention plan. It was elaborated to determine the students' perceptions of which CLT activities they found most beneficial for enhancing their speaking skills. This instrument was designed in English and Spanish and based on the research topic's dimensions and indicators. It consisted of eight items, with a Likert scale ranging from 1 to 5. It offers an optional level to give responses from 1= "*strongly disagree*", 2= "*disagree*", 3= "*neutral*", 4= "*agree*", and 5= "*strongly agree*". The survey questionnaire was adapted from Lavalley and Briesmaster (2017).

### **2.3.3. Interview**

Lastly but not least, an interview technique was conducted at the end of the intervention. A semi-structured interview with five items was developed based on the research topic's dimensions and indicators. The questionnaire was in Spanish, and the target language was EFL (the answers obtained were translated to English), to avoid students' confusion and gather authentic qualitative data on the effectiveness of using communicative activities, picture-description, and opinion-sharing. Therefore, the application of this instrument was required to corroborate

the quantitative results by answering research question two: to determine students' perceptions of which CLT activities they found most beneficial for enhancing their speaking skills.

#### **2.4. Delimitation of Population, Sample, and Sampling**

To conduct this study, at a public higher education institution, ten participants enrolled in the 5<sup>th</sup> level of the Tourism Career were selected. They are adults; their ages range from 20 to 32. They attend compulsory General English classes in the morning for 4 hours per week. Their English level is A2. The group of students was composed of five females and five males, as is indicated in **Table 2**. Although their mother tongue is Spanish, some of them also speak Quichua. In a nutshell, it is understood that a small number of them speak three languages.

The sample was selected from a group of ten participants using convenience sampling, a non-probabilistic sampling method in scientific research (Golzar et al., 2022). Since the researcher's knowledge is valid and crucial to the research process, it is essential to ensure that the selected beneficiaries possess the required characteristics and are eligible to participate in the research (Nyimbili & Nyimbili, 2024). For instance, EFL is compulsory, and they struggle with speaking skills. They need to use English in the workplace, but their oral proficiency is below average.

**Table 2**

*Sample Population*

<b>Participants</b>	<b>Sample Population</b>	<b>Percentage</b>
Women	5	50%
Men	5	50%
<b>Total</b>	<b>10</b>	<b>100%</b>

#### **2.5. Research Context**

The project was conducted at a public higher institution in Cotacachi, Ibarra, Ecuador. The institution was created on August 11<sup>th</sup>, 1995, and it offers six technological careers: Higher Education in Administration, Gastronomy, Child Development, Tourism Operations Management, Operations in Modelling &

Production, and Education in Mode Design. In fact, classes are held in the morning and afternoon, and EFL classes are mandatory; students attend 4 hours per week. Furthermore, there is an English lab. Conversely, there are only two English instructors, resulting in a shortage of teachers. Thus, learners do not have enough opportunities to improve this subject.

## **2.6. Research Stages**

According to Dimov (2024), the research stage is an investigative process characterized by linear progression. Therefore, this study covered six stages as follows: first, a request letter was submitted to the institution's authority to obtain permission, along with consent information for adult students. In the second stage, the problem identified was difficulty with speaking skills, which was linked to the researcher's experience and pedagogical knowledge.

Subsequently, in the third stage, a literature review was conducted to establish the theoretical basis for this study. In the fourth stage, research instruments were developed based on the research design and approach: a semi-structured interview for qualitative data collection, a survey, speaking tests, and a rubric for quantitative data collection. In the fifth stage, the instruments were validated by the thesis tutor. Instrument-based data collection was conducted in the sixth stage. Finally, data processing and descriptive statistical analysis were considered to report results in tables and graphics, including conclusions and recommendations.

## **2.7. Validation of Instruments**

Content validity was evaluated by Dr. Alvarez, Ph.D. Expert in the required area, English Pedagogy. To implement CLT activities, namely picture-description and opinion-sharing, to enhance English speaking skills in A2-level students. The instruments validated were based on pertinence, relevance, and clarity, regarding the research topic's dimensions and indicators. It was analyzed, improved, and approved in accordance with the factors stated in the validation report (Hayashi et al., 2019), as in Annex 7. In this way, the following validated instruments are: variables' operationalization matrix, semi-structured interview (Annex 14), survey (Annex 13), and pretest-posttest with rubric (Annex 10 & 12). Henceforward,

validation instrument process plays a crucial role in research stage, and as well as avoiding detrimental inconsistency in data gathering and final results.

## **2.8. Data Collection Process and Analysis**

Creswell and Inoue (2025) pointed out “Research designs in mixed methods guide the procedures conducted in a study involving data collection, data analysis, and interpretation” (p. 5). Due to its nature, the mixed-method approach requires various research tools, techniques, and procedures aimed at answering the research questions and objectives. Therefore, in this type of research, close-ended questionnaires such as surveys, pretests, and posttests are included. Also, open-ended interview data to elicit participants’ perceptions.

Utilizing Excel and Word programs, quantitative data were stated into a measurable statistical information, stablishing the structure and the right concepts correspondingly (summarizing the results and presenting in mean, standard deviation, minimum, maximum, percentage values), based on the research topic’s dimensions, and indicators ensuring the correct connection in terms of qualitative and quantitative significance (Karunarathna et al., 2024). As final step, the data were synthetized, summarized, and reported through quantitative results in descriptive statistical tables and graphs, and as required, thematic analysis, corroborating the findings from participants’ perceptions (Ahmed et al., 2024). In response to the research questions and objectives of the implementation of CLT activities.

## **2.9. Ethical Considerations**

According to Nii Laryeafio and Ogbewe (2023), ethical considerations “deal with the various approaches adopted by the researcher to make the participants feel safe to participate in any given research. During an interview process ... anonymity, voluntary participation, privacy, confidentiality, option to opt out, and avoiding misuse of findings” (p.94). Thus, a consent form was provided for adult participants to sign, in which they agree to participate in the project or decline to do so. The data

obtained were reported anonymously. Finally, all the resources used in the research were cited to maintain academic honesty and research integrity (Daba et al., 2022).

### 2.10. Intervention Plan

To implement CLT activities, namely picture description-opinion sharing, to enhance English speaking skills in A2-level students. Lesson plans were elaborated, aligned with students' learning goals and career-related necessities. Guided by CLT's five principles, as outlined by Richards and Rodgers (2014), as cited in Adem and Berkessa (2022), learners use language to communicate through authentic and meaningful tasks, emphasizing fluency, integrated skills, and error tolerance to increase creativity in communication. The total intervention lasted 5 weeks, starting on Monday, April 14<sup>th</sup> (diagnostic stage), and continuing through to May 16<sup>th</sup>, 2025 (survey & interview). **Table 3** presents 20 activities that integrate skills applied during the intervention stage to improve English-speaking skills, with an emphasis on speaking activities rather than isolated grammar.

**Table 3**

#### *Intervention plan*

Sessions	Date	Skill	Task	Instrument
2h	April 21 <sup>st</sup>	Grammar & vocabulary	Will & be going to: Complete dialogue, use the given verbs	Worksheet
	April 21 <sup>st</sup>	Writing	Will & be going to; write 3 statements	Worksheet
3h	April 22 <sup>nd</sup>	Grammar & Vocabulary	Prepositions for asking and giving directions: Fill the gaps.	Worksheet
	April 22 <sup>nd</sup>	Writing	Simple present words for giving direction, answer the Q.	Worksheet
	April 22 <sup>nd</sup>	Speaking	Your future plans, use will & be going to	Pictures worksheet
	April 22 <sup>nd</sup>	Speaking	Will & be going to; ask-answer questions.	Strip questions worksheets
1h	April 25 <sup>th</sup>	Speaking	Use simple present; ask-give directions	Pictures-directions
2h	April 28 <sup>th</sup>	Grammar	Simple past, regular-irregular verbs; fill the gaps	Worksheet
	April 28 <sup>th</sup>	Reading comprehension	Read and answer the questions	Worksheet
	April 28 <sup>th</sup>	Speaking	Summary W1 and semi-professional introduction	Example worksheet
	April 28 <sup>th</sup>	Listening	Listen & number the pictures	Pictures & audio
3h	April 29 <sup>th</sup>	Speaking	Ask and answer the questions	Worksheet

	April 29 <sup>th</sup>	Speaking	Exposition, tourism in Ecuador	Pictures-sheets
3h	May 6 <sup>th</sup>	Reading fluency	Read aloud; Tourism-holydays	Picture-sheets
	May 6 <sup>th</sup>	Reading C	Tour professional. Answer Q	Worksheet
	May 6 <sup>th</sup>	Speaking	Exposition; the role as tourism professional	Questions worksheet
2h	May 8 <sup>th</sup>	Grammar	Can & should; match the definitions	Worksheet
	May 8 <sup>th</sup>	Listening	Question 1-8, chose the right A	Worksheet audio
4h	May 9 <sup>th</sup>	Speaking	Role playing, tour profession	Worksheet model
	May 9 <sup>th</sup> -14 <sup>th</sup>	Speaking	Discussion questions	Worksheet

In Table 3, the intervention stage occurred from Monday, April 21<sup>st</sup>, to Friday, April 14<sup>th</sup>. Afterwards, emphasizing reinforcement classes on Thursday, April 15<sup>th</sup>, posttest application on Thursday, April 15<sup>th</sup>, and concluding with the administration of a survey and interview to the participants on Friday, May 16<sup>th</sup>, 2025. Next, the following section specifies the teaching practice methodology and summarizes, with clear examples, the implementation of CLT activities merged with Vygotsky's learning theory to enhance English-speaking skills among A2-level students at the mentioned institution.

### 2.11. Description of the methodological requirements

Based on the students' learning difficulties identified during the diagnostic stage and their learning goals for their Tourism Career, planned activities were modified and adapted to achieve the learning objectives, taking the learners' needs into account. Emphasizing that the CLT approach requires a rigorous methodology and a well-defined pedagogical domain in the teaching-learning process, it necessitates an organized approach (Suban, 2021). Based on a specific literature review, the goal is to gather theoretical and comprehensive knowledge from previous studies to make the research topic more valid. Hence, as a methodological requirement, well-organized lesson planning was crucial for carrying out the teaching-learning process, focusing on the students' learning goals and needs (Jiang & Paulino, 2024).

The lesson plans (Annexes 9 & 11) were elaborated to accommodate participants' levels, learning objectives, teaching-learning strategies, picture description and opinion sharing, authentic materials, pair/group interactive

activities, individual tasks, the required time frame for each stage, feedback, and other relevant details. Tasks were based on the four skills of EFL, in addition to grammar and vocabulary, as these last need to be grasped in context, highlighting fluency rather than accuracy. CLT's nature is to engage and encourage students to develop oral ability for use in real contexts. Thus, the main resources utilized were: worksheets with pictures, flashcards, video clips, songs, some dice, a ball, a desk PC, a laptop, an internet connection, British Test-English, and English Practice Online (A2-level) for listening tasks, etc.

Next, by merging theory with practice, students in groups took turns discussing their future plans, following the instructions to use the *be going to* form. Firstly, they identified grammar and vocabulary by describing pictures in the worksheet. Secondly, they linked keywords with pictures to form sentences by playing chess. Finally, they continued talking to share their ideas and to create at least five sentences about their *future plans*. This is just an example of the 20 tasks developed, of the type of merging CLT approach with Vygotsky's learning theory, engaging and motivating learners to use the target language to produce authentic communication with each other, in groups, by describing pictures and sharing their opinions, focused on their own lives linked with the real world.

Consequently, after describing pictures and learning enough vocabulary, students individually developed two expositions about Cotacachi and Ecuador. Firstly, they selected a province of Ecuador to explain why tourism is important there. Secondly, they talked about their role as tourism professionals and the attractions that they have in their area. Supporting CLT as an aid for authentic tasks. And on the other hand, from "Vygotsky's constructivism emphasizes the... (social), cultural-historical, and individual factors as the key to human development" (Wibowo et al., 2025; p. 431). Evidencing that the students not only learned to improve their oral ability but also reinforced their awareness of Ecuador's cultural values as integral to their country.

In conclusion, the support of CLT and Vygotsky's theory: active, spontaneous, real conversation occurs when working in pairs/groups, sharing opinions, generating new knowledge, and being involved in real-life tasks. Hence, learners were motivated to improve their speaking skills in pronunciation, fluency, grammar, vocabulary, and interactive communication. Immersed them in the four EFL skills in an enjoyable form. Lesson plans and activities developed during the diagnostic and intervention stages corroborate this improvement in teaching and learning in favor of students' speaking skills.

### **2.12. Budget description**

Implementing this research proposal was cost-effective, as it did not require a significant investment in money but rather a minimal one. Participants received all required learning materials, flashcards, worksheets, printed tests, and markers free of charge. Concerning that its main aim was to contribute to the researcher's knowledge to increase her good teaching practice to enhance English speaking skills in students of a public institution, and not for economic purposes.

## CHAPTER III

### ANALYSIS AND RESULTS

#### 3.1. Validation of the research proposal

Onwuegbuzie and Johnson (2006) explained that validity “is certainly not limited to quantitative measurement; rather, by validity we mean that a research study, its parts, the conclusions drawn, and the applications based on it can be of high or low quality” (p.48). The process of validation is paramount, since admitting the seriousness and complexity of the research proposal, the implementation of CLT activities to help students in their improvement of oral ability, followed a rigorous research process of scientific problem identification, literature review, variable identification and definition, required research method, design, and implementation. Considering specific parameters in terms of theoretical, pedagogical, ethical, and methodological domains. Therefore, to implement the research proposal, the research instruments needed to be revised, improved, and approved by experts in the relevant field.

#### 3.2. Theoretical foundation

Scientific foundation from renowned Vygotsky’s Learning Theory supports this research topic, “Implementation of CLT activities to enhance English speaking skill in A2 English level students”, focused on social-interaction strategies, namely picture description-opinion sharing. Interactionism encourages students to make use of their knowledge by cooperating more than competing. Correspondingly, interactionism is closely linked to the CLT approach, as it emphasizes learners' interactions in the classroom. Thus, Huang (2021) stated that students need to develop social and interactive skills that are authentic and applicable in real-life settings to enhance their speaking skills.

Vygotsky’s theory offers a transformational alternative to replace traditional methods, emphasizing active social interaction, peer-to-peer learning, and instructors’ guidance within the zone of proximal development (Pardjono, 2016). Potentially, students can, through pair/group tasks, exploit their learning abilities in

genuine situations of using the target language to communicate. For this reason, it is widely believed that Vygotsky's theory is applicable to interactionist learning, supporting and motivating learners through meaningful speaking tasks to develop constructivist knowledge, share ideas, and structure communication based on tasks from real-life situations (Siregar et al., 2024). Indeed, learners and teachers have ample opportunities to actively use the target language to meet their needs and interests.

### **3.3. Characteristic of the study**

Due to the lack of social interaction activities and opportunities for participants to develop their oral abilities, the implementation of the CLT approach was crucial in this public educational institution. Ideally, this methodological proposal primarily focuses on student-centered learning, providing students with numerous opportunities to enhance their oral skills, which they have been struggling to produce. Highlighting CLT activities, such as picture description and opinion sharing, to engage learners in developing basic communication skills, aligned with their Tourism Career, based on tasks from real-life contexts, is useful for them.

Overall, to motivate and engage participants in the learning process and enhance their oral skills, the intervention plan was structured around 20 integrated skills activities: two for listening, nine for speaking, three for reading, two for writing, and four for grammar and vocabulary development. All activities were aligned with students' learning goals and needs, emphasizing speaking skills through 9 tasks on tourism topics.

Applying Vygotsky's learning theory in conjunction with CLT activities to enhance English speaking skills in A2 students enrolled in the 5th level of the Tourism Career program. Undeniably, this project, for its nature, required the linking of the CLT approach with Vygotsky's learning theory, to push and motivate learners to use the target language to produce authentic communication with each

other, in pairs/groups, by describing pictures and sharing their opinions, talking about their future plans, asking and giving directions, and so on.

Consequently, according to Vygotsky's learning theory, students acquire knowledge through socio-cultural interaction, which is considered a key function of cognitive development (Wibowo et al., 2025). It forces students to think critically, boosting their confidence in generating language that shapes. Active, spontaneous, real conversations happen when this transformational approach and relevant learning theory are applied correctly.

### **3.4. Main aim of the study**

To implement CLT activities, namely picture description and opinion sharing to enhance English speaking skills in A2-level students at a public higher institution. It focuses on the teaching-learning process of the English language, integrating the CLT approach, to help students enrolled in the 5th level of the Tourism Career improve their speaking production, based on picture description and opinion sharing tasks (Anggrani, 2018, as cited in Jiang & Paulino, 2024).

### **3.5. Structure and dynamics of the proposal's components**

Based on previous studies, this research proposal draws support from CLT activities, renowned globally as a teaching and learning approach that encourages students to use the target language to enhance their communicative competence. Although it is easily applied in developed countries, it was a crucial necessity for the group of participants to help enhance their speaking skills. Aimed not only to increase their oral ability, but also basic linguistic proficiency in terms of fluency, pronunciation, grammar, vocabulary, and interactive communication, through picture-description and opinion-sharing strategies.

### **3.6. Results of the Diagnostic Stage**

Hutchinson and Waters (1987) required an analysis model instrument that was adapted at this stage (Annex 8). It was the initial phase of reality with participants that the researcher had to ensure was conducted during the study. Its main aim was to examine the students' strengths and weaknesses in learning EFL

core abilities in depth (Fan et al., 2021). Moreover, it contributed to identifying the target and learning needs (Jin et al., 2015). This stage provided participants' current English proficiency to ensure targeted intervention according to their learning goals and necessities. Therefore, it was a decision-making process to select the required research instruments, including the right type of tasks and tests (Agustina, 2014). Thus, a diagnostic test was elaborated to gather participants' current English language skills, as global criteria designed to measure the four abilities of EFL. The results obtained are provided in Figure 1.

### ***3.6.1. Target Needs***

The primary objective of this public institution, in the context of EFL, is to support students in developing their communicative competence for basic communication and near-future professional purposes, specifically in the tourism sector. Beglar et al. (2002) asserted that communicative competence comprises essential factors, such as linguistic, sociolinguistic, discourse, and strategic. It means that teaching English not only involves grammar and vocabulary. The CLT approach suggests that language proficiency is acquired by integrated skills, student-centered learning, and socio-constructivism, emphasizing fluency rather than accuracy (Somé, 2025; Espinosa & Soto, 2015). Students need to communicate effectively for job opportunities. They need EFL to approve the 5th level of the Tourism career and utilize it to communicate with native speakers as professionals in tourism.

### ***3.6.2. Learning Needs***

Students' speaking difficulties were due to a lack of confidence and a lack of sufficient communicative activities to express themselves fluently. Since they are adult students of the Tourism Career, they needed EFL to utilize it as tour guides in real-life contexts. Overall, they needed to focus their learning on the four English language skills. Concerning their English level, which is basic A2, they had to increase General English (Islam, 2015). Nonetheless, they were required to boost their speaking based on their career's vocabulary. Focused on their speaking difficulties and learning goals, in which the right application of CLT activities,

picture description, and opinion sharing are intended to enhance their speaking skill (Suban, 2021; Jiang & Paulino, 2024).

### 3.6.3. English Skill to be Evaluated

Speaking skill was selected after the initial need analysis stage, because learners were facing substantial difficulties in speaking ability. Undeniably, speaking ability is considered one of the most important and complex skills to achieve in EFL language (Adem & Berkessa, 2022). For this reason, CLT activities came to address their real needs and help them develop communicative abilities to utilize them, particularly the complex oral productive skill (Ochoa et al., 2016).

Therefore, the implementation of this research proposal initiated with the application of the diagnostic test, based on the four English language skills: listening, speaking, reading, and writing. **Figure 1** displays the results obtained from the overall diagnostic test, administered to 10 participants. The total score was over 40 points, ten for each skill.

**Figure 1**  
*Overall diagnostic test*



In **Figure 1**, the lowest performance is 9.01, and the highest is over 27 points. It is perceived that there is a significant variability in the overall English language proficiency. Demonstrating that some students performed well in the four components, whereas others showed poor language proficiency in them. Although some students demonstrated strong performance in speaking and writing, they

showed evident difficulties in listening and reading comprehension. In fact, most students present a low A2 level of English.

As a result, the main language difficulty detected was speaking skill, which seems to be owing to the lack of confidence, lack of vocabulary, lack of interest in learning, and lack of interactive communication. In addition, it might be due to the lack of opportunities to practice the target language, based on an approach that offers to learn the target language through integrated English skills and social-interactive activities, engaging students in motivational and meaningful tasks.

### **3.7. Analysis and report of results obtained from implementation**

This section presents the main results from administering quantitative and qualitative research instruments to A2-level students enrolled in the 5th level of the Tourism career at a public institution. The pretest of speaking skills was administered on Monday, April 21st. It was structured into two parts: communicative activities, including picture description and opinion sharing, and five questions and answers. The pre-test was conducted in pairs and scored individually on a scale of 10 points, based on the speaking skill rubric with five dimensions: fluency, pronunciation, vocabulary, grammar, and interactive communication.

#### ***3.7.1. Research Question 1***

RQ1: How effectively does the use of CLT activities help students to enhance their speaking abilities?

To answer this research question, objective 1 was to assess students' current English-speaking ability using a pre-test. Pre-test was carried out in pairs with a potential score over 10 points individually, based on the speaking skill's rubric of five dimensions. Each component was assessed over two points, considered as evaluation criteria: fluency, pronunciation, vocabulary, grammar, and interactive communication. Corresponding to a total value of over ten points. In this sense, the results in **Table 4** were obtained from the pretest, and the results summary comprises minimum, maximum, mean, and standard deviation.

**Table 4***Summary of pretest results*

Students	Criteria	Minimum	Maximum	Mean	Standard deviation
10	Fluency	1	1.75	1.33	0.26
	Pronunciation	1	1.75	1.28	0.25
	Vocabulary	1	1.75	1.35	0.24
	Grammar	1	1.75	1.33	0.21
	Interactive communication	1	1.75	1.33	0.26

According to **Table 4**, most students have difficulty with their pronunciation, with a mean of 1.28 and a standard deviation of 0.25. Whereas they got the same mean value of 1.33 in *fluency*, *grammar*, and *interactive communication*. Next, a standard deviation of 0.26 in *fluency* and *interactive communication*; however, in *grammar*, the standard deviation is 0.21, indicating the lowest variability in this component. In fact, *the vocabulary element demonstrates a mean of 1.35 and a standard deviation of 0.24, which means students have prior knowledge of it*. Regarding these results, it is worth noting that the main dimension that students need to improve is pronunciation.

Next, in **Table 5**, the values obtained are the following: After the intervention stage, the objective 2 was to measure by post-test the effectiveness of CLT activities that helped the improvement of oral production skills.

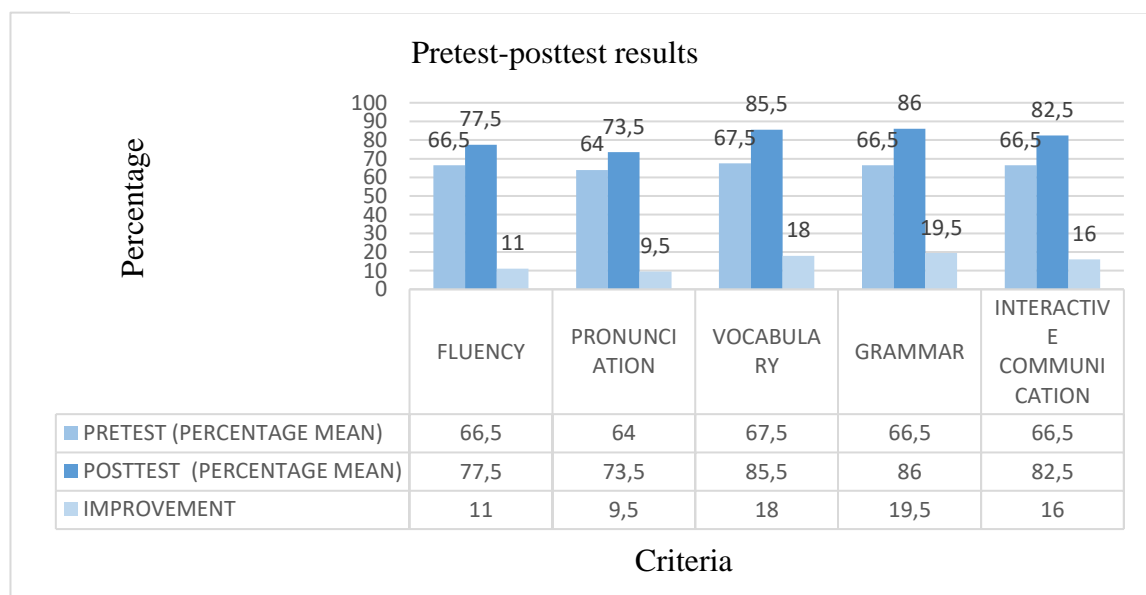
**Table 5***Summary of posttest results*

Students	Criteria	Minimum	Maximum	Mean	Standard deviation
10	Fluency	1	2	1.55	0.37
	Pronunciation	1	1.75	1.47	0.28
	Vocabulary	1.5	2	1.75	0.2
	Grammar	1.5	2	1.72	0.18
	Interactive communication	1	2	1.65	0.32

In **Table 5**, the results are set up in terms of *pronunciation* mean with a value of 1.47 and a standard deviation of 0.28; *fluency* factor shows a mean of 1.55 and the standard deviation of 0.37; *interactive communication* comprises a mean of 1.65 and a standard deviation of 0.32; *grammar* represents a mean of 1.72 while the standard deviation indicates 0.18. Lastly, *the vocabulary element states a mean of 1.75 and a standard deviation of 0.2*. Regarding these results, it is understood that there is a general improvement in all dimensions, due to the effectiveness of CLT activities implementation. Furthermore, there is a clear increase in the posttest average relative to the pretest mean for each speaking skill component. As shown in Figure 2, results are presented in a summary of pretest-posttest scores and the corresponding percentage differences.

**Figure 2**

*Summary of pretest-posttest results and comparison*



Evidently, in Figure 2, the improvement is visible in grammar 19,5%, and similarly in vocabulary, 18% of difference. This is due to the fact that the students were engaged in activities based on picture descriptions and opinion sharing, which made it more understandable and easier to improve these components. The following improvement is evident in *interactive communication* 16%. Due to this, the participants were motivated to practice a considerable number of opportunities

working in pairs/groups, discussing meaningful topics for them, sharing their ideas and opinions, for instance, on themes related to their tourism career.

Conversely, there is minor improvement in fluency 11%, and in pronunciation, 9,5%. These results may be perceived as limited, as the intervention only spanned four weeks. To further improve these terms, students require long-term results, as speaking fluently with very good pronunciation seems to be complex for A2-level learners. Although students had evident difficulties in these components, they made a good improvement in overall speaking skills. As the final quantitative results, Table 6 displays the data differences between means.

**Table 6**

*Data difference between means*

Students	Pretest		Posttest		Difference		Final results
	Mean	SD	Mean	SD	M.D.	SD. D	
10	1.32	0.24	1.63	0.27	0.31	+0.03	General increase 15.5%

To summarize the quantitative results of the CLT implementation, it was required to compare pretest and posttest by establishing the differences of the mean and standard deviation, as shown in **Table 6**. In the pretest, students got a general mean value of 1.32 and a standard deviation of 0.24; whereas in the posttest, the general mean obtained was significantly higher than in the pretest (1,63) and the standard deviation was 0.27. Furthermore, the improvement of implementation is represented by *a general increase percentage*, stated as 15.5%. Hence, these results provide two fundamental points to be analyzed in terms of statistical results.

Firstly, highlighting an evident increase in the general mean, indicated as a positive value, generates a mean difference of 0.31. This demonstrates that the implementation of CLT activities has enhanced students' general speaking skills. Secondly, a standard deviation difference of 0.03 is evident, which means an increase of standard deviation between pretest and posttest. The reason for this increase is that two students of the group did not attend class normally, then they

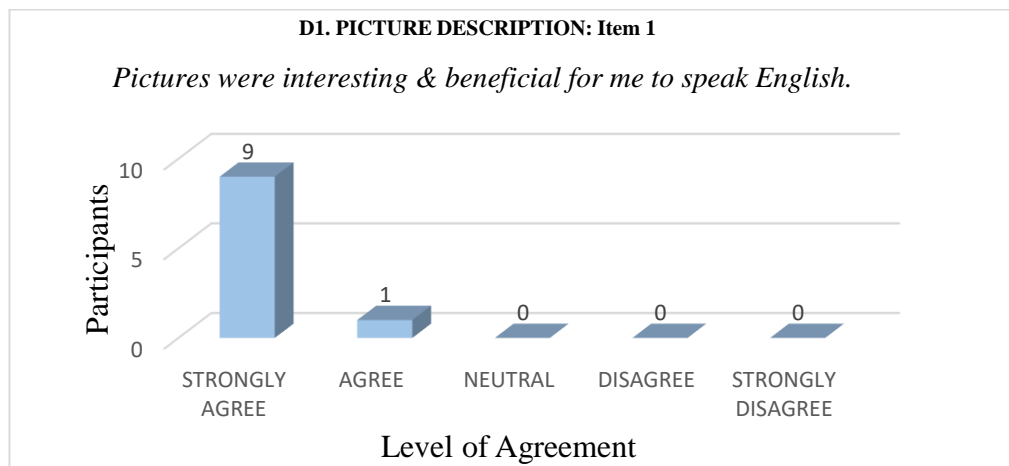
got low grades in relation to the other students in the group, which produced an increase of variability reflected in a rise in standard deviation, for that reason, there is a value (+0.03) in the positive direction.

### 3.7.2. Research Question 2

RQ2: What are the students' perceptions of applying CLT activities to improve their speaking skills? Hence, in the following section, the survey's results analysis is specified, then the interview's results analysis. Summarizing the main findings from the five voluntary participants interviewed, all students found picture description to be a helpful and interesting activity that helped them communicate their ideas more effectively by using pictures. Exactly, they perceived that picture description helped them to understand the topic, to remember new vocabulary, to enhance their pronunciation, to construct more ideas, and to be aware of what they were going to talk about. Thus, starting with Figure 3, the results regarding dimension one, picture-description, item 1, are displayed.

**Figure 3**

*Participants' perceptions usefulness and motivational value of pictures for enhancing spoken English performance.*

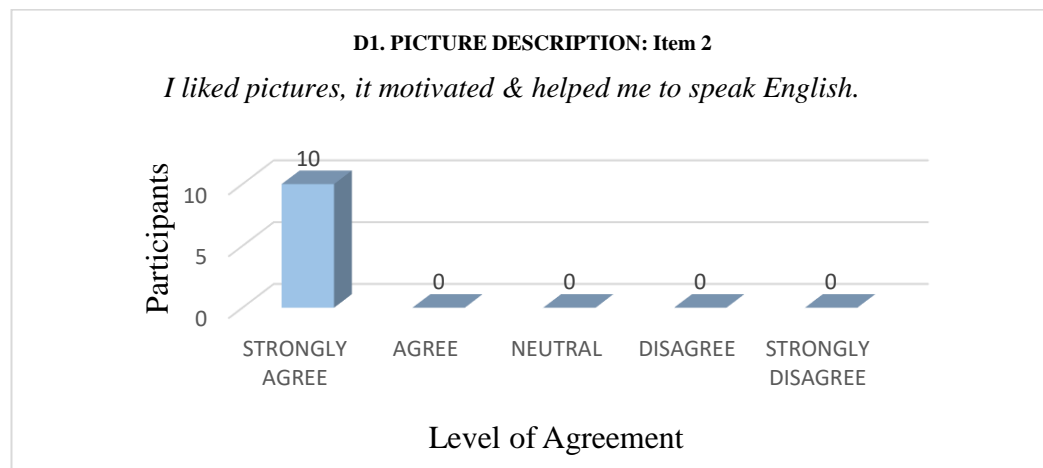


**Figure 3** provides responses from students' perceptions regarding the item 1, where pictures were found to be interesting and beneficial for them to practice speaking English. The results indicated that 9 of the participants selected 'strongly agree', and one student chose the 'agree' option. Whereas none of the participants opted for neutral, disagree, or strongly disagree. It is perceived by all students that

picture description activities benefited them in increasing their speaking ability. Student A corroborated mentioning that: *“It is more than necessary to have pictures to understand a new language, and I confirmed that it has been beneficial. To speak, I only had to remember the picture, and I just remembered the word”*. Following, in Figure 4, results are demonstrated from students’ perceptions of picture description.

#### Figure 4

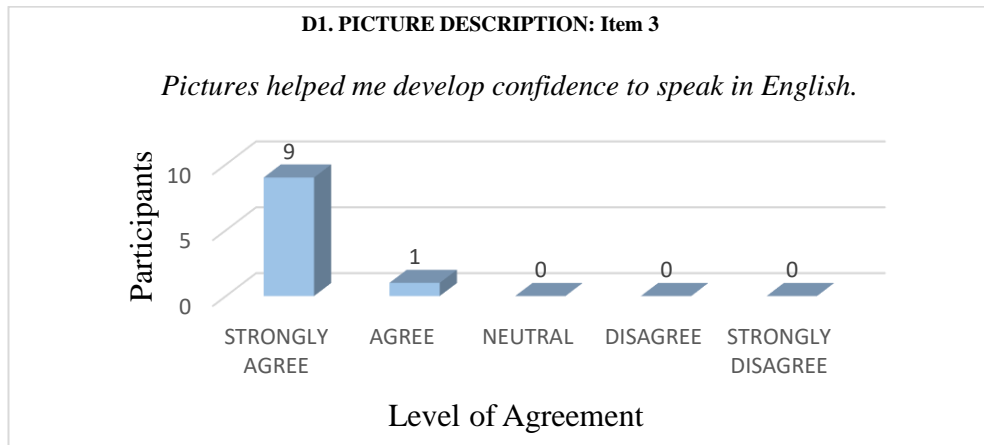
*Students’ perceptions according to picture tasks, which motivated them to speak in English.*



According to the results obtained in **Figure 4**, the total number of participants opted the option *strongly agree*, and nobody chose the options *agree*, *neutral*, *disagree*, or *strongly disagree* in response to item 2. These results illustrate that students liked using picture description, since these activities motivated and helped them to speak in English. It corroborates how beneficial it was for students to learn the target language through this strategy in a motivational way. For instance, student B specified that: *“It helped me to understand and had the ability to explain better in English the picture. It guided and motivated me to have more ideas, and I was capable to discover what I was looking at the picture to talk about”*. Next, in Figure 5, results confirm that the participants perceive that using picture description helped them boost confidence.

**Figure 5**

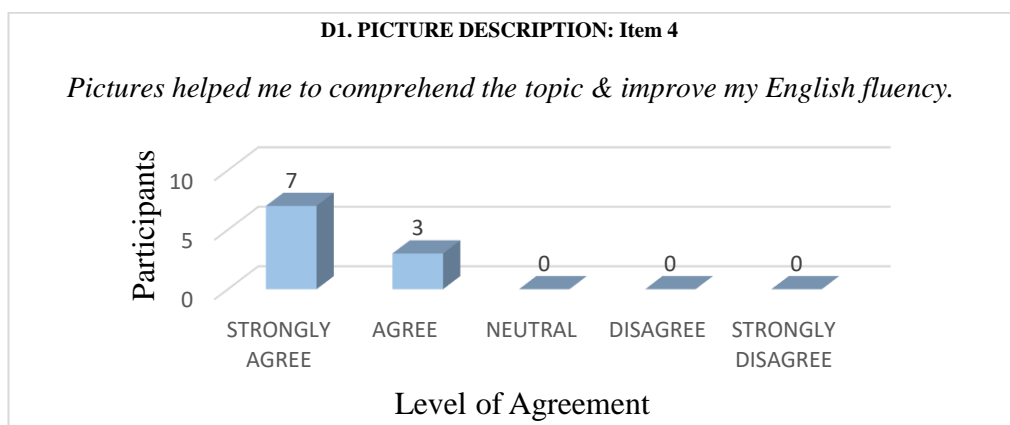
*Participants' perceptions due to pictures that developed their confidence to speak English.*



Thus, the results displayed in **Figure 5** show that nine students decided to select *strongly agree*, and one of them opted for *agree*. Nobody chose the options neutral, disagree, or strongly disagree as level of agreement in item 3. These results substantiate that the participants perceived using pictures as helpful in developing their confidence to speak in English. Student C corroborated, stating: “*I feel that it is super necessary, because in this way I can learn to speak more confidently. Pictures make it easier to understand the topic*”. Hence, all the students admitted that this strategy is a promoter of oral improvement and confidence. Subsequent, in Figure 6, the results are displayed as follows.

**Figure 6**

*Participants' perceptions relating to picture tasks, which assisted them to grasp the topic and increase their English fluency.*

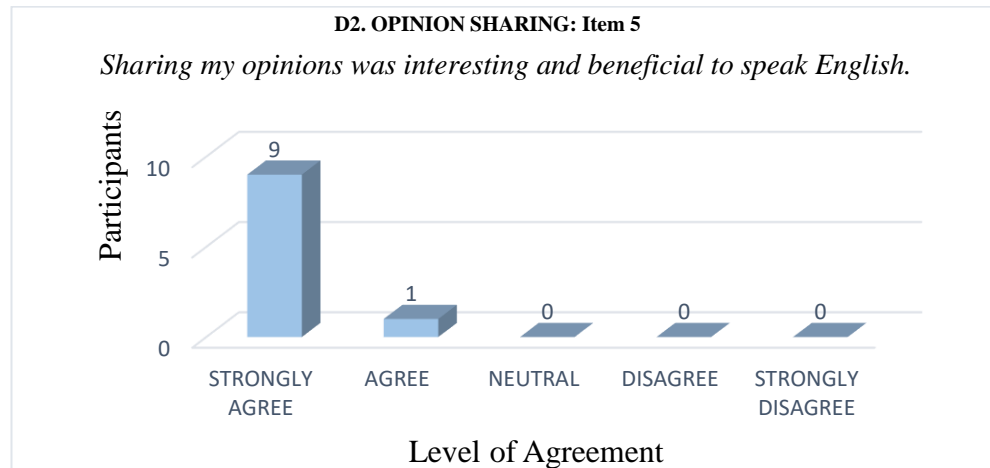


**Figure 6** provides responses to item four; seven participants opted for the option *strongly agree*, whereas three of them opted for the option *agree*, and the alternatives; neutral, disagree, " and " strongly disagree, were not considered. These results indicate that students perceived using picture description as helpful in comprehending the topic and improving their English fluency. Student D substantiated that: "*The pictures helped me to improve and understand the topic. The pictures make it easier to comprehend the topic. For asking and giving directions, as well as the signs, I would not have been able to understand if the pictures had not been there*". From this student's perception, the results are synthesized in which participants performed tasks in pairs/groups emphasizing communicability each other, and generating an improvement in fluency.

On the other hand, similarly, the same five participants contributed answers to *opinion sharing* perceptions. Students stated their experiences on how opinion sharing benefited them in increasing their speaking abilities. Decisively, *opinion sharing* was remarked in the interview. Although some students faced evident difficulties expressing their ideas, all of them confirmed that opinion sharing was beneficial to speak more than normal, to improve their confidence, to lose fear of speaking, to share ideas, to converse with their classmates and teacher, to understand and correct their mistakes, to interact with each other, and to speak more in English. Next, the following figures provide the results, starting with the Figure 7, which displays them regarding item five of opinion sharing benefits.

**Figure 7**

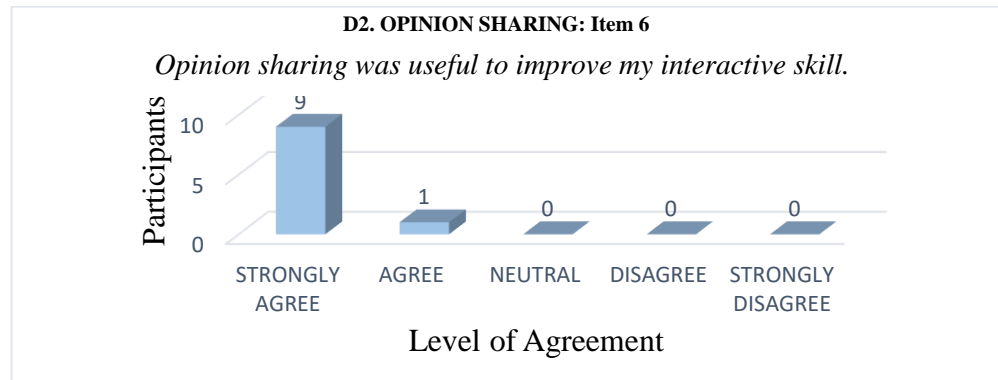
*Students' perceptions regarding their opinions sharing tasks as factors that benefited them to generate spoken English.*



The results in **Figure 7** illustrate that 9 participants chose *strongly agree*, whereas 1 of them opted for *agree*, and nobody selected the alternatives neutral, disagree, or strongly disagree, which display a value of zero. The results obtained corroborate students' perceptions that sharing their opinions was interesting and beneficial for improving vocabulary and speaking English. Since questions and answers tasks helped them to share opinions and develop speaking ability. Student A mentioned: "*Absolutely, now I see that I can practice with my friends outside of the institution, and now I am the person who can teach them. Opinion sharing helped me a lot to improve my vocabulary in English and to speak a little more than normal*". Following, in Figure 8, participants provided results regarding item six in agreement with opinion sharing.

**Figure 8**

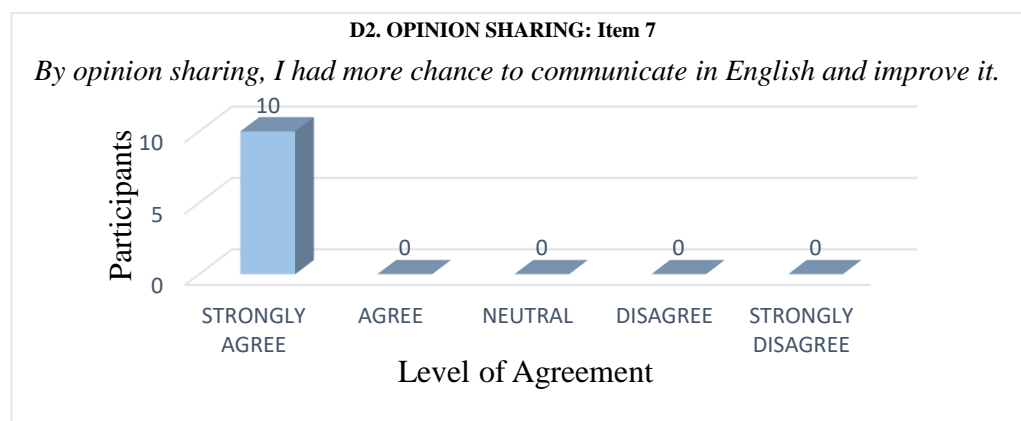
*Sample's perceptions relating opinion sharing, which enhanced their interactive ability.*



Therefore, in **Figure 8**, the results displayed, from the options provided as level of agreement, 9 respondents chose *strongly agree*, and 1 of them opted for *agree* in response to item six. Whereas the other options were not considered and are represented by zero. These results suggest that all students perceived opinion sharing as useful for improving their interactive skills. For instance, student C confirmed: “*Opinions helped me so much to interact with my classmates, I could learn more by speaking English, and by interacting, I learned to pronounce the words correctly*”. In which the tasks for asking and giving directions helped them increase their interaction ability. Continuing, in Figure 9, the results are evident, corresponding to opinion sharing a positive impact on speaking skill.

**Figure 9**

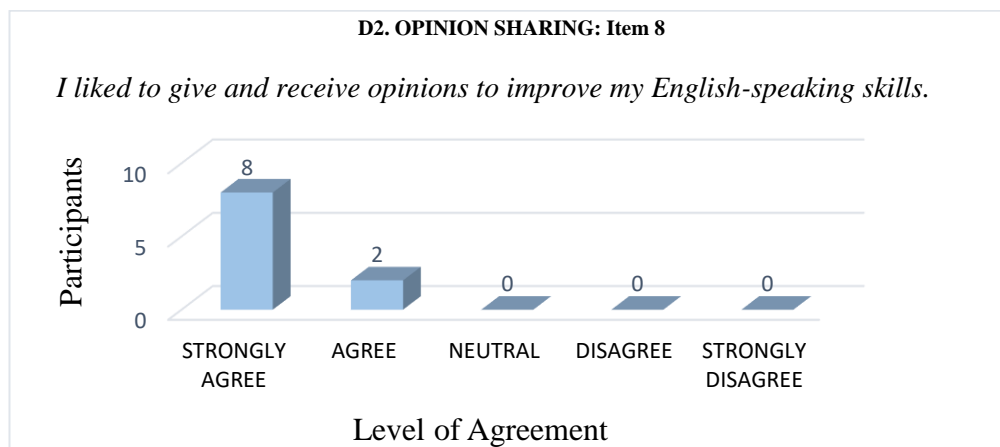
*Participants' perceptions regarding opinion sharing, which increased communicability in English.*



**Figure 9** illustrates the results obtained from participants relating item seven. Here, the total number of them who chose the strongly agree option, excluding agree, neutral, disagree, and strongly disagree, was zero. Altogether, perceived opinion sharing offered them more chances to communicate in English and improve it. For instance, student B enunciated: *“It is better to improve confidence, and what is more, it helps to lose fear of speaking English”*. Student E corroborated that: *“It was best to talk and share opinions among all my classmates, because we all improved, since all of us practiced speaking English fluently”*. It is visible that by providing meaningful tasks, students gain confidence to speak English. Finally, Figure 10 displays results linking them with the benefits of opinion-sharing activities.

**Figure 10**

*Students’ perceptions relating opinion sharing tasks that enjoyed and enhanced their spoken English.*



Thus, in response to item eight, **Figure 10** depicts specific results obtained from the survey. In which 8 of the respondents indicated that they *strongly agree*, and 2 do *agree*. While the other alternatives were not considered, for that reason, they were represented by zero. Results indicate the total number of participants liked to give and receive opinions to enhance speaking skill. Since they were engaged and encouraged in speaking tasks related to their future plans, such as being tour guides, and so on.

For instance, student D said: *“The ability to share ideas or conversing with my classmates and the teacher helped me to have and develop more confidence and also understand my mistakes. Since I was in secondary school, for example, I used to say “Like” and I thought that word was only “Gustar”, but in a different context it means “Como”; so, with my opinions I was able to correct some mistakes. Therefore, it helped me to speak in English and to understand that I am capable of speaking with more ease. I liked it so much”*. It corroborates that providing enough interesting tasks, students take advantage of solving mistakes and internalizing their knowledge in an enjoyable manner.

In conclusion, considering all of the above, the relevant affirmations from the participants have evidenced that *pictures description* helped them gain a deeper understanding more of the topics learned and develop *additional speaking skills to communicate with* each other in real-life contexts. Moreover, these findings corroborate that *opinion sharing* is a beneficial strategy to help students enhance their oral abilities, based on authentic tasks that are useful for them. Further to the research question two, it is successfully answered with visible quantitative results from the survey, as well as qualitative findings from the interviews, which corroborate with students’ perceptions and experiences of CLT activities’ implementation to enhance their speaking skills.

### **3.8. Limitations of the study**

Ross and Bibler (2019) argued “study limitations should describe the potential limitation..., provide possible alternative approaches, and describe steps taken to mitigate the limitation” (p.261). Keeping in mind the study’s limitations to state transparency, integrity, and credibility of the research work is imperative. Thus, core limitations identified in this study include sample size limitations, students’ English level limitations, owing to the fact that they study at a public institution, they require more language learning opportunities, also limited time from participants, due to their linkage and thesis work, they do not have enough time, because they are enrolled in the last level of the Tourism career.

Nonetheless, these limitations do not mean that results are invalidated in answering the research questions and achieving the *objectives*. Precisely, the study was conducted considering these limitations, working in a team, and support from institution's authorities and the language center coordinator. Therefore, the time limitation was addressed by the principal, who established a new schedule of 6 hours per week to encourage students and increase their speaking ability through the valuable contributions of CLT activities.

### **3.9. Discussion**

Due to the problem of lack of knowledge to produce speaking skill that students enrolled in the 5th level of Tourism career at a public institution were struggling, how it affects their communication in EFL, and how implementing CLT activities *picture description* and *opinion sharing* could diminish this difficulty (Richards, 2006). Knowing that; despite the English language is taught worldwide and spoken since it is a universal language of common and scientific communication, these students were facing serious speaking difficulties, because of the lack of communicative activities, including fluency, pronunciation, vocabulary, grammar in context, interaction, and so on.

Bearing in mind, in response to RQ1, the study demonstrates how the right implementation of communicative tasks, merged with Vygotsky's learning theory contributed to diminishing learners' speaking difficulties. This finding supports Vygotsky learning theory and CLT approach effectiveness to increase students' speaking skill. Understanding that speaking ability is regarded as one of the most important and complex among the four skills to achieve (Adem & Berkessa, 2022). Similarly, Bravo et al. (2022) identified students' conversational difficulties, for the lack of formal and casual vocabulary, lack of interest in learning, since they do not find it useful and appealing, as it is only considered EFL and not as a mother language, where they suggest CLT strategies implementation to reduce the problem.

In line with the *research questions* and *objectives*, the results suggest a general improvement in students' speaking ability. After the intervention, delving into the findings obtained from speaking skill's five dimensions, the majority of students achieved better results in *vocabulary*, *grammar*, and *interactive communication*. This finding is corroborated by Ramos (2023), that demonstrated the effectiveness of CLT activities, which evidently improved grammar, vocabulary, and oral communication abilities (pronunciation & interaction). Likewise, Rodriguez (2023), emphasizes the positive impact of CLT implementation, which favored the improvement of speaking skill's terms: fluency, grammatical accuracy, and pronunciation. Illustrating these findings, this language teaching approach focuses on balancing *fluency* and *accuracy*, promoting interactive communication based on real-life tasks (Qasserras, 2023).

However, some speaking skill's components were perceived as challenging for the participants, in which *fluency* and *pronunciation* factors, they demonstrated less improvement than expected. Verifying these low results, Shamsuddinova and Madaminova (2025) asserted that *fluency* is essential as *accuracy* and learners should be able to express themselves even if they have a basic level; on the other hand, Simon and Taverniers (2011) argued that *pronunciation* is difficult for more of the basic level students. These findings suggest that they need long-term results to improve them more and obtain better learning outcomes. Besides that, these findings are supported from Littlewood (1981), where the challenging tasks with enough time provided, engage learners to focus forward on moving to gain good *fluency* and *pronunciation*.

In response to RQ2, the findings reveal that *picture description* and *opinion sharing* strategies enhanced English speaking skills in students of A2-level. In which they corroborated in interviews results, providing their perceptions of *picture description-opinion sharing* that benefited them to expand their oral abilities. Mostly to remember new *vocabulary*, construct more ideas, improve confidence and *pronunciation*, lose fear to speak, *interact* with their peers and teacher, comprehend topics, exchange opinions, and to correct their basic *grammar* and

*vocabulary* mistakes. This finding in half is supported by Bravo et al. (2022) who asserted the CLT task *opinion sharing*, help students increase *vocabulary* knowledge, gain confidence, positive effect on *pronunciation*, interest in learning, enthusiasm, however, it does not include picture description tasks.

The research work emphasizes the effectiveness of CLT to enhance students' speaking abilities, integrating the four English language skills. Ergasheva et al. (2025) advocate that CLT activities endeavor to achieve a conversational environment among students. *Picture description* strategy is recommended for engaging learners to internalize targeted *vocabulary*, *grammar* in context, *pronunciation*, utilizing new communicative and verb phrases (Anggrani 2018, as cited in Jiang & Paulino, 2024). For instance, tasks in pair/group focused on giving and asking for directions in the real context as tour guides, describing hotels, menus, restaurants and renowned touristic places in their area, and so on, participants perceived that these activities increased their oral ability.

Purposefully, CLT underlines the requirement of authentic material and tasks, aimed to motivate students, boost language proficiency and exploit their communicative skills naturally, linked with their socio-cultural development and knowledge. Hence, participants' perceptions confirmed that *picture description-opinion sharing* motivated and increased their speaking skills through *interactive* and authentic tasks talking about their career and the role as tour professionals. Jiang and Paulino (2024), suggest that *picture description* and *opinion sharing* need to be implemented to expand students speaking skills. Similarly, Luostarinen (2025), asserted that by *opinion sharing* tasks "learners exchange communication to discuss and compare their beliefs, values and opinions on the given class topic" (p.12). Undeniably, these strategies promote authentic communication for academic and work-place purposes.

Even though there are still some contradictions from viewpoint of old fashion teaching methods, such as Grammar Translation method and teacher-centered (Lou, 2023). On the other hand, CLT is student-centered teaching-

learning, it is accepted and globally renowned for linguistic experts as a core dynamic factor to solve oral issues worldwide, engaging and motivating students to interact and develop authentic communication for real-life reasons (Qasserras, 2023). Therefore, CLT emerged victorious to impact in the English Pedagogy to help learners enhance their speaking abilities into social interactivity, through authentic tasks useful to apply in real-life contexts (Yaman, 2014). To sum up, the study demonstrates that the main objective is achieved successfully, since the implementation of CLT activities, *picture description-opinion sharing* helped to enhance students' speaking skills, supported by previous research evidences.

As a final point, this research study identifies students' speaking difficulties in local, national, and international contexts, to provide a clear picture of how this problem not only is affecting in a micro context, but also worldwide in non-English speaking countries (Akram & Saadat, 2024; Thao & Nguyet, 2019). Mainly in Latin-American countries; Mexico, Colombia, and Ecuador (Álvarez et al., 2024; Betancourt & Ramos, 2024; Bravo et al., 2022; Rodríguez et al., 2020). Where in public institutions seems to be serious the lack of communicative approach for real-life contexts, lack of teachers training with innovative language development, the lack of valid educational systems with required curricula as supportive of English language proficiency, and so on.

### 3.10. Conclusions

➤ Results obtained in general improvement of the implementation of CLT activities, to enhance English speaking skills in A2-level students at a public institution, revealed a notable difference in speaking skills enhancement. Moving from a general low mean got in the pretest, to a general slightly higher mean in the posttest. This means that after intervention stage, participants achieved better grades in the components evaluated. In answer to RQ1: How effectively does the use of CLT activities help students to enhance their speaking abilities? Results above provide a clear picture of a real improvement in learners' EFL speaking ability.

➤ CLT activities were implemented and analyzed merging with Vygotsky's learning theory, of how students can improve speaking skills in a social-interaction constructivism model, based on *picture description* and *opinion sharing*. Where they worked in pairs/groups collaboratively, *interacting* with each other *sharing* their *ideas* and knowledge actively, which helped them to increase *fluency*, *pronunciation*, *vocabulary*, *grammar*, and *interactive communication*.

➤ In response to RQ2: What are the students' perceptions of applying CLT activities to improve their speaking skills? The results from survey illustrate that participants' perceptions, in some items the total number of students *strongly agree*, while in others, all of them *agree* in using *picture description* and *opinion sharing* to enhance their speaking skills, as they also corroborated in the interviews results stating that *picture description* and *opinion sharing* helped them to expand their oral ability.

➤ *Picture description* and *opinion sharing*, imply key strategies to engage and encourage learners to increase their oral ability, considering the core elements evaluated. Provided that results obtained are evidenced from students' positive attitudes towards the CLT activities, which motivated them to speak English in an enjoyable manner among their classmates and teacher. Actioning CLT's nature of using the target language to communicate in real-life contexts. Concluding that, objectives and research questions are achieved positively in this study.

### 3.11. Recommendations

➤ CLT is a renowned approach universally from linguistic experts to support students enhance English speaking skills. Based on literature review and the results obtained, sets up why it needs to be recommended to motivate A2-level learners increase their oral communication in this public institution and in other samples with similar difficulties and necessities. Considering their learning goals to put in use the target language, regarding their career linked with real-life situations and demand.

➤ Need analysis is recommended in relation to participants' learning profile to be determined the core problem of how it is affecting the speaking skill, and how implementing CLT activities connected with a learning theory can be diminished this issue. In addition, due to the fact that this study took only five weeks, future researchers can generalize and improve the results by extending the sample size and time of intervention, in order to generalize the findings and contribute better with the scientific community.

➤ For future studies, to diminish the scientific problem and facilitate the enhancement of speaking skills, it is deeply advisable to adapt this approach according to students' English-level to implement CLT activities; *picture description* and *opinion sharing*, integrating the four EFL skills, highlighting fluency rather than accuracy. Providing students enough opportunities based on pair/group tasks. In which they can interact with each other sharing new knowledge and opinions, motivating the learners to participate in real-life talks actively and meaningful for them.

➤ As last point, it is strongly suggested for authorities and teachers to be trained to implement updated methods, strategies to motivate students develop communicative competence to use it as genuinely as possible. Pushing them to improve fluency, pronunciation, grammar/vocabulary in context, and interactive communication. Providing motivational and opportune feedback, self-assessment, and promoting autonomous learning by language learning apps, songs, as unity of potential English pedagogy transformation.

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## Annex 2: Proposal plan for the research project

UNIVERSIDAD BOLIVARIANA DEL ECUADOR  
ANEXO II

"PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CANCELAR EL TALLER"

(MÍNIMUM 1 PAGES MAXIMUM 12 PAGES)

**TITLE OF THE PROPOSAL:** Implementation of Communicative Language Teaching activities to enhance English speaking skills in A2 English level students.  
**AUTHOR:** Gladys Cecilia Juma Torán.

**1. Brief analysis and description of the situation that justifies the presentation of this proposal**  
Implementing the Communicative Language Teaching (CLT) approach to help enhance English speaking skills to students of A2 level, represents an evolutionary function in English Pedagogy. Many scientists in the educational field have contributed to developing relevant teaching approaches, and the CLT approach is one of them. Dos Santos (2020) stated in his research paper that from the 1970s to the early 1980s, CLT has been defended as the novel and effective teaching-learning approach. Hence, this approach endeavors to achieve a conversational environment in which students can express authentically and naturally their ideas, by communicative strategies, for instance, picture description, class-presentation, paired/group work, role-playing, opinion sharing, and so on (Richards, 2006).

To justify the proposal, spoken language is a powerful system of communication, which takes a central position in this modern world of second language acquisition. Since the impact of the communicative approach is focused on English proficiency, and its main aim is that human beings become capable of using the language appropriately in all social contexts (Kartm, 2004). Thus, Huang (2021) stated that students need to develop social and interactive actions, which means they are authentic and applicable in real-life settings to produce speaking skills.

**2. Statement of the problem to be investigated**  
It denotes the lack of knowledge to produce speaking skill that students are facing, how it affects their communication in the English language, and how implementing the CLT activities can diminish this difficulty (Richards, 2006). Despite that, the English language is considered essential, since it is the language of many sciences, such as technology, academic, and business. Rodríguez et al. (2020) stated that the lack of a wide knowledge of vocabulary, the lack of confidence, the lack of interactive activities, and the lack of grammar in context, denote learners are unable to speak English fluently and clearly. These negative factors not only

have delayed the learning functions of academic development, but also the cultural knowledge, and professional international opportunities.

**3. Justification of the research**

English is widely taught, spoken and it is a dominant language in the world, since it is a powerful tool that many common individuals and scientists make use of to conduct relevant research globally. The reality is different, although the students have been learning this language for many years at primary and secondary school, they did not have opportunities to speak English fluently (Ghafor & Naheem, 2023). Undoubtedly speaking ability is considered one of the most important and complex among the four skills to achieve in this language (Adam & Barkessa, 2022). This is the reason why this research is based on the CLT approach, providing activities that help students to produce the speaking ability (Mangaleswaran & Aziz, 2019).

**4. Description of the relationship between the proposal and the research lines of the university**

The implementation of CLT approach is meaningfully aligned with the UBE's research lines: its English Pedagogy and Management of Education (Rezouk and Yaghi, 2021), in which EFL acquisition is possible through the right application of those pedagogical functions, didactics principles, cultural notions, assessment factors, merging CLT with a learning theory for novel results in students' speaking skill, and promoting pedagogical innovation.

**5. Object of the research**

It is focused on the teaching-learning process of English language, integrating CLT approach, to help students enrolled in the 5<sup>th</sup> level of Tourism Career to improve their speaking production, based on picture description and opinion sharing tasks (Kartm, 2004).

**6. General objective**

To implement CLT activities, namely picture description and opinion sharing to help enhance English speaking skills to A2-level students at a public higher institution.

**7. Specific objectives**

- To assess by **pre-test** the students' current English-speaking ability.
- To measure by **post-test** the effectiveness of CLT activities that helped the improvement of oral production skills.
- To find the students' **perceptions** by **survey** and **interview** on which CLT activities they found the most beneficial for enhancing their speaking skills.

**Research questions**

- RQ1: How effectively does the use of CLT activities help students to enhance their speaking abilities?  
RQ2: What are the students' perceptions towards applying CLT activities to improve their speaking skills?

## 8. Description of the variables of the study (Independent & dependent)

**Independent variable: CLT approach.** Yaman (2014), defined CLT as “an Approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes” (p.10). Pedagogically, the goal of the CLT approach is to develop the communicative competence. Emphasizing the four skills of the English language, prioritizing fluency than accuracy. CLT provides communicative tools in which social interaction: role-play, pair-work, expositions, opinion sharing make possible communication into real-contexts (Desai, 2015).

**Dependent variable: Speaking skill,** according to Valle (2014) as cited in Puentes et al. (2021), defined speaking skills' dimensions, each with their correspondent indicators in terms of Fluency, it includes communicating clearly almost without hesitation. Pronunciation. Grammar-vocabulary control, those comprises correct use of lexical terms and right grammatical structure. Finally, Interaction, it consists of listening and reacting correctly. In this regard, speaking skills' dimensions and indicators fulfill a crucial role in use of language to communicate in academical and social-real contexts (Richards & Rodgers, 1986).

## 9. Description of the research approaches, methods, data collection

Ivankova and Creswell (2009), the research must be conducted through the quasi-experimental design, mixed approach, and action research. Action research needs to put in use by applying researcher's knowledge of theoretical and linguistic function improving the teaching practice; researching, applying, and reflecting (Tekin & Kotaman, 2013). According to Ivankova and Creswell (2009), the utilization of the **mixed approach** quantitative and qualitative, will provide almost a full comprehension of the helpfulness of the CLT activities in enhancing speaking skills. Valuing statically as well as cognitive personal perspectives. Firstly, the Quantitative method, relies on numerical measurement to collect data, intending to analyze and report their results. Which will help to find meaningful statistical results to understand the effectiveness of the CLT approach. Secondly, in contrast, the Qualitative method uses participants' comments by interviews, paper analysis, and focus groups (Yilmaz, 2013).

In order to answer the research questions of this study, the following CLT techniques will be applied: Picture description (PD) and opinion sharing (OS). PD is a specific CLT technique considered to engage and motivate students describe which they can visualize and infer regarding the learning topic. Anggrani (2018), as cited in Jiang & Paulino (2024) claimed

that this technique is “an effective communicative strategy for improving students' speaking skills” (p. 612). OS is created to motivate students to develop oral abilities based on stimulating topics for them. Luostarinen, (2025) asserted that “learners exchange communication to discuss and compare their beliefs, values and opinions on the given class topic” (p.12).

For **data collection**, firstly, to gather quantitative data, speaking skill tests with its respective rubric is required to measure the students' oral ability; these tests will be applied before and after the CLT activities' implementation. Secondly, a semi-structured interview will be used to gather qualitative data regarding participants' perceptions of communicative activities. Finally, a survey to find learners' perceptions on which CLT activities they found the most beneficial to enhance speaking skills. The **sample** was chosen a group of ten participants, utilizing the **convenience sampling methodology**, as **non-probabilistic** kind of sampling into the scientific research technique (Golzar et al., 2022). Since the researcher's knowledge is valid and crucial in the research process, comprehending that the selected **beneficiaries** have the required characteristics and the legitimacy to be part in this research work (Nyirnhill & Nyirnhill, 2024).

## 10. Description of the beneficiaries and their main characteristics

They are the students enrolled in the 5<sup>th</sup> level of Tourism Career. They are adults, between 20 to 32 years old and attend mandatory English classes four hours per week at a public higher education institution. Their English level is A2, nevertheless, some of them face serious difficulties on oral ability, mainly pronunciation and fluency. This group of ten participants are 50% male and 50% female. Some of these students are indigenous people, nonetheless, they share similar socioeconomic conditions, from low to middle.

## 11. Description of the research context

The research project has to be conducted at a public higher education institution, located in Cotacachi, Ibarra-Ecuador. The institution was created on August 11<sup>th</sup>, 1995. And it offers 6 Technological careers: Higher Education in Administration, in Gastronomy, in Child Development, in Tourism Operations Management, Higher Operations in Modelling and Production, and Higher Education in Mode Design. In fact, the classes are imparted in the morning and afternoon, where the English classes are mandatory, and students attend 4 hours of them per week. Furthermore, there is an English lab. Conversely, apart from learners' speaking

difficulties, there is a lack of English teachers and the learners do not have enough opportunities to improve this subject.

**12. Description of the practical contributions of the proposal**

CLT approach on Pedagogical context aligned with teaching-learning English, contributes empirical and theoretical knowledge of English Pedagogy to accomplish communicative goals (Acosta & Cajal, 2018). A2-level students are the main beneficiaries of this research proposal. Focused on their speaking difficulties and their learning goals, the right application of CLT activities, namely picture description and opinion sharing pretend to help enhance their oral abilities (Suban, 2021; Jiang & Paulino, 2024). Through social interaction and active participation in classes, to diminish the problem discovered.

**13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need**

From the professional perspective, educators are pressed to develop updated knowledge and CLT approach takes a pivotal position to make a real change in the field of English Pedagogy (Qasserras, 2023). Where not only teachers are benefited with the professional growth, but also the students who directly require of a transformational pedagogical approach, in order to enhance their communicative competence and learning outcomes valid for their real-life settings. Secondly, as of methodological utility, the study can boost to contribute in the application of communicative strategies to encourage students that are facing speaking difficulties (Heng, 2014).

Thirdly, CLT approach is closely aligned with the world of ICT for education, which needs the utilization of valid social networks and language learning apps to help students increase the four skills of EFL in a meaningful way and promoting learning autonomy (Firman, 2024). Lastly, Ljubas and Topalović (2024), relating social needs, CLT activities not only provides endless opportunities to achieve English proficiency, but also change citizens' mindsets and lives, by beautiful international outcomes, in business, and well-paying jobs to a better living in developed countries.

  
 MARTIN CANTERANTE: Gladys Juma  
 Id. Number: 171595182

OPERATIONALIZATION MATRIX OF VARIABLES					
RESEARCH TOPIC: Implementation of Communicative Language Teaching activities to enhance English speaking skills in A2 English level students, Ecuador, 2025.					
Objective: To implement CLT activities, namely picture description and opinion sharing to help enhance English speaking skills to A2-level students at a public higher institution.					
VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	SCALES (ITEMS)
<b>INDEPENDENT VARIABLE:</b> Communicative Language Teaching (CLT) activities: Picture Description & Opinion Sharing	CLT is defined as an approach for teaching languages that emphasizes the interaction and learning goals, through communicative activities: picture description, opinion sharing, role-playing, interview, and so on (Jiang and Paulino, 2024).	This variable must be measured through semi-structured interview instrument and survey questionnaire to gather qualitative and quantitative data of participants' perceptions of what CLT activities were beneficial to improve their speaking skills.	Communicative activities	Picture description  Opinion sharing	- Interview (Qualitative) - Survey (Likert scale, quantitative)
<b>DEPENDENT VARIABLE:</b> Speaking skill	According to Velle (2014) as cited in Pozato et al. (2021), defined five dimensions and indicators in terms of: <b>fluency</b> (expressing clear ideas without too much hesitation), <b>pronunciation</b> (acceptable intonation & rhythm), <b>vocabulary control</b> (selecting appropriate lexical means and using them correctly), <b>grammatical accuracy</b> (showing control over grammatical structures), <b>interaction</b> (listening to his/her partner and reacting appropriately) (p.138).	This variable needs to be measured writing pretest before the implementation of CLT activities, to find students' current speaking ability. And after the intervention stage, the posttest must be administered, to gather results if there are or not effectiveness of CLT activities.	Fluency  Pronunciation  Vocabulary  Grammar  Interactive communication	- Expressing clear ideas without too much hesitation.  - Acceptable intonation and rhythm.  - Selecting appropriate lexical means and using them correctly.  - Showing control over grammatical structures and usage.  - Sharing knowledge. - Attentive listening and reacting appropriately.	Pre-test & post-test evaluation

Author: Gladys Juna

**Annex 8: Hutchinson and Waters (1987) Need Analysis Model.**

<b>TARGET NEEDS</b>		
According to Hutchinson and Waters (1987) target needs are mainly related to ' <i>what the learner needs to do in the target situation</i> '. To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
<b>Necessities</b>	<b>Lacks</b>	<b>Wants</b>
Students need to develop their communicative competence for basic communication, academic and near future professional purposes, Tourism Career.	Students lack of confidence, lack of communicative activities to express themselves fluently. It was identified lack of knowledge of enough vocabulary, grammar in context, difficulties in pronunciation, fluency, and interactive communication. They needed to focus learning on the four English language skills. Concerning that their English level is basic A2, they had to increase General English.	Students required to boost speaking based on their career's vocabulary. Since they are adult students of Tourism career, they needed EFL to utilize as tour guides in the real-life context. They need to communicate effectively for job opportunities. They need EFL to approve the 5 <sup>th</sup> level of Tourism career and utilize it to communicate with native speakers as professionals of tourism.
<b>QUESTIONS</b>	<b>ANSWERS</b>	<b>PROCEDURES OR INSTRUMENTS</b>
<b>Why is CLT approach needed here?</b>	The implementation of CLT activities, picture description-opinion sharing is required to enhance English speaking skill in students enrolled in the 5th level of Tourism career at a public institution.	A diagnostic test, pretest, posttest, interviews, survey
<b>How will the CLT activates be used?</b>	The CLT strategies will be used to create interactive activities, based on picture description and opinion sharing tasks, in order to increase students' oral abilities.	Lesson plan, authentic materials and tasks, social interaction activities.
<b>What will the content areas be?</b>	General English. The content will be focused on English speaking skill, aimed to improve fluency, pronunciation, vocabulary, grammar in context, and interactive communication in A2-English level learners.	Lesson plan, administration of pretest, posttest, experts' support.
<b>Who will the learners use the CLT activities with?</b>	General English. Communicative activities will be use with peers, teachers, friends from other countries and in real-life context and possible job opportunities.	Authentic social interactive communication, pair/group tasks.
<b>Where will the CLT activities be used?</b>	CLT activities will be implemented at a public higher education institution in Cotacachi, for A2-English level students.	Request letter authorization, students' consent form signed.
<b>When will the CLT activities be used?</b>	The CLT activities will be implemented starting on Monday, the 14th of April (diagnostic stage), continuing on to the 16th of May 2025 (survey & interview). Accomplishing all the intervention plan positively.	Intervention stage took place from Monday April 21st to

		Friday May 14 <sup>th</sup> .
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<b>LEARNING NEEDS</b>			
Learning needs display the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. These factors specify who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge and attitudes towards English-speaking culture. The following questions are suggested to analyze learning needs:			
<b>GENERAL QUESTIONS</b>	<b>SPECIFIC QUESTIONS</b>	<b>ANSWERS</b>	<b>PROCEDURES OR INSTRUMENTS</b>
<b>Why are the learners struggling with English speaking skill?</b>	Which are the main difficulties to produce speaking skill? Do they feel motivated in speaking classes? Do they show confidence in interactive activities?	Students show evident difficulties in fluency, pronunciation, vocabulary, grammar in context, and interactive communication. They feel demotivated and they lack of confidence to interact with each other in expressing themselves.	<b>Diagnostic test.</b> Pretest, posttest, Survey, interview, experts' consultation.  Fieldnotes.
<b>How can be improved students' learning goals?</b>	What kind of teaching and learning strategies can contribute to enhance speaking skill? What teaching-learning tools students prefer?	CLT approach can contribute aligned with students' learning goals and necessities. Students react positively to authentic tasks and material; video-clips relating their career, flashcards, songs, worksheets with pictures.	Dynamic activities in pair/group. Listening, Doing Seeing, picture description-opinion sharing strategies.
<b>What pedagogical resources are available to carry out this course?</b>	What information communication technology (ICT) in education can contribute to enhance students' speaking skills? Which is the teacher/s attitudes and professional domain towards the purpose course?	The institution has basic required technological tools; English lab, internet connection to facilitate the access to learning language apps to engage and motivate students. Teachers are well-trained to conduct the classes using tech tools. They obtain international English-level certificate and MA in English language. However, there are not enough teachers.	Basic analysis of the existed technological tools and visual aids to improve English proficiency. And professional requirements examination.
<b>Who are the learners and their learning English backgrounds?</b>	Which are the students' learning backgrounds and English level? What are the sociocultural antecedents of the participants?	Participants share similar socio-cultural and economic backgrounds, but some of them are indigenes people who speak 3 languages. Most of them have basic A2-English level, they have all the needed requirements to be part of this project. However, they show difficulties to express	Survey, interview, diagnostic test. Social interaction activities.

		themselves fluently and confidently.	
<b>Where will the CLT activities take place?</b>	Are the surroundings pleasant, adequate classroom conditions for interactive tasks?	The classes will take place at the public institutions in Cotacachi. The classroom and English lab have enough nice space, helpful to implement interactive activities learners-centered approach to improve their speaking skills.	Institution's authority, support from the language center coordinator providing required hours to accomplish the main aim of the project.
<b>When will the course-project take place?</b>	When will the CLT activities take place? How many hours will each session last?	In the initial semester of academical period 2025, total intervention lasted 5 weeks, 6h per week, sessions lasted; from 1 hour to 7 hours, starting on Monday, the 14th of April (diagnostic stage), treatment stage, and continuing on to the 16th of May 2025 (survey & interview).	Following the time allocated by authorities, class schedule and intervention stage plan.

**Note:** Hutchinson and Waters (1987) also recommend the use of multiple methods of data collection – such as interviews, observation, and informal consultations with sponsors, learners and others involved – to deal with the complexity of target needs.

Also, Dr. Rodrigo Guerrero Segura's contribution with adapted document model, (2024), UBE's professor.

## Annex 9: Lesson plans and diagnostic stage activities

### LESSON PLAN # 1: DIAGNOSTIC STAGE

WEEK 1. Session # 1			
<b>Topic:</b> Talking about Free Time activities		<b>Career:</b> Higher Technology in Tourism	
<b>Level:</b> A2	<b>Section:</b> Afternoon	<b>Date:</b> 14-4-2025	
<b>Language Focus:</b> Present simple & progressive.		<b>Interactions:</b> Pair/group work	
<b>Resources and materials:</b> Activities worksheet, markers, pen, ball, flashcards, YouTube song, class video			
<b>Objective:</b> To identify and talk about free time activities and learners' preferences.			
<b>Learning goal:</b> By the end of the lesson, students will be able to talk about their free time activities.			
<b>CLT Strategies</b>	Picture description; identify topic vocabulary to describe the pictures. Opinion sharing; interact each other to develop speaking skill		
<b>Speaking Dimensions</b>	Fluency, Pronunciation, Vocabulary, Grammar, Interactive communication.		
<b>Teacher:</b> Gladys Juma		<b>Time period:</b> 2 hours.	
Classroom management			
Stages	Procedures	Activities	Timing
<b>Warm-up T-S interaction</b>	Teacher provides instructions and motivates Ss. Non-verbal communication dynamic, dancing & reading. Ss lined up pay attention and follow the instructions. If someone looks back, he or she has to create two new dynamics using free time activities. <a href="https://www.youtube.com/watch?v=BW_9BBv-k3Y&amp;list=RDBW_9BBv-k3Y&amp;start_radio=1">https://www.youtube.com/watch?v=BW_9BBv-k3Y&amp;list=RDBW_9BBv-k3Y&amp;start_radio=1</a>	Ss, one-by-one copy the gestural communication. One S transmits this message to the next, and then the next... until the end. The other Ss wait their turn without looking back.	10 mins
<b>Pre-Task T S-S interaction</b>	-Teacher provides required material and instructions. -Flash cards presentation. -Pictures about different free time activities. <a href="https://www.youtube.com/watch?v=4_tLjSQthw">https://www.youtube.com/watch?v=4_tLjSQthw</a>	Ss describe the picture. -Identify the type of free time activities. <b>In pair/group Activity 1:</b> Choose and circle the right option.	25 mins
<b>During Task S-S interaction</b>	Teacher provides clear instructions, materials, and motivation -Pair interaction skill. -Talking about free time activities and their preferences.	<b>Activity2: Questions' free time activities:</b> -Ask and answer the questions and exchange opinions with each other. -Use present simple or progressive.	30 mins
<b>Post-Task S interaction</b>	-Individual task, writing skill. -Use grammar and vocabulary learned previously.	<b>Activity 3: Write a short paragraph</b> about your favorite free time activity.	25 mins
<b>Feedback T S-S interaction</b>	Peer-feedback Teacher provides examples and motivates Ss in the task.	<b>Activity 4:</b> Ss have to check their answers and correct their mistakes.	20 mins
<b>Ss Self-assessment</b>	Teacher motivates students in lifelong learning. Individual self-evaluation	<b>Activity 5:</b> Answer the self-assessment questions.	5 mins
<b>Reinforcement task at home</b>	Reflecting and writing practice. Motivate students to use Present simple or progressive and learned vocabulary.	<b>Activity 6:</b> Copy the question and answer it at home. 1.What type of free time activity is most relaxing for you? Why?	5 mins

## LESSON PLAN # 2: DIAGNOSTIC STAGE

WEEK 1. Session: # 2			
<b>Topic:</b> Talking about touristic places in Ecuador		<b>Career:</b> Higher Technology in Tourism	
<b>Level:</b> A2	<b>Section:</b> Afternoon	<b>Date:</b> 15 (3h) of April 2025	
<b>Language Focus:</b> Will and Be going to		<b>Interaction:</b> Pair/group work	
<b>Resources and materials:</b> Activities worksheet, markers, pen, flashcards, YouTube song, video class			
<b>Objective:</b> To identify and talk about touristic places, Galapagos islands & Yahuarcocha Lake.			
<b>Learning goal:</b> By the end of the lesson, students will be able to talk about touristic places in Ecuador.			
<b>Strategies</b>	Picture description; identify topic vocabulary and grammar to describe the pictures. Opinion sharing; interact each other to increase speaking skill.		
<b>Speaking Dimensions</b>	Fluency, Pronunciation, Vocabulary, Grammar, Interactive communication.		
<b>Teacher:</b> Gladys Juma		<b>Time period:</b> 3 hours. (1hour class and 2hours diagnostic evaluation).	
Classroom management			
Stages	Procedures	Activities	Timing
<b>Warm-up T-S interaction</b>	Teacher provides instructions and motivates Ss in the awareness of emitting a clear message. The importance of verbal communication dynamic, whispering. Ss lined up pay attention and follow the instructions. <a href="https://www.youtube.com/watch?v=A0WNeZycJQ0&amp;list=RDA0WNeZycJQ0&amp;start_radio=1">https://www.youtube.com/watch?v=A0WNeZycJQ0&amp;list=RDA0WNeZycJQ0&amp;start_radio=1</a>	Ss, one-by-one whispers “This summer vacation, I’m going to Galapagos islands”. One S transmits this message to the next, and then the next... until the end. Finally, discover if the message is the same at the end.	10 mins
<b>Pre-Task S-S interaction</b>	Teacher provides instructions and material required. <a href="https://www.youtube.com/watch?v=1WAS5aszaGo">https://www.youtube.com/watch?v=1WAS5aszaGo</a> -Flash cards presentation. -Pictures about Galapagos islands and Yahuarcocha Lake. <a href="https://www.youtube.com/watch?v=M5BERhg9Duk">https://www.youtube.com/watch?v=M5BERhg9Duk</a>	<b>In pair/group Activity 1: Reading comprehension.</b> -Describe the pictures. -Identify the touristic places in the pictures. -Read the conversation and answer the following questions.	15 mins
<b>During Task S-S interaction</b>	Teacher guides and motivates in the task. -Pair interaction skill. -Share the knowledge and exchange opinions.	<b>Activity 2: Pair/group. Speaking skill.</b> Sharing your opinion about these touristic places, Galapagos and Yahuarcocha Lake. Ask and answer the following questions with each other:	20 mins
<b>Feedback T-S interaction</b>	-Provide constructive feedback. -Provide simple examples and motivate them.	<b>Activity 3:</b> Ss have to check their answers and correct their mistakes.	5 mins
<b>Self-assessment</b>	Individual self-evaluation	<b>Activity 4:</b> Answer the self-assessment questions.	10 mins
<b>Reinforcement task at home</b>	Reflecting and writing practice, learned grammar/vocabulary about the topic.	<b>Activity 5:</b> Copy the question and answer it at home. 1. Why do you think Galapagos Islands are fundamental for the tourism in Ecuador?	

Part 2. (5-6 mins)

**Communicative skills.** Ask and answer the following questions by sharing your opinions each other.

1. What type of activity is most relaxing for you? Why?
2. Do you prefer to relax with friends or alone? (Why?)
3. Is it important to do exercise in your free time? (Why? /Why not?)
4. Is it useful to learn new skills in your free time? (Why? /Why not?)
5. Do you think people spend too much time working/studying/travelling these days? (Why? /Why not?)

**Select any of the following prompts, as appropriate:**

- How about you? -I prefer to ... because ...
- Do you agree? -I agree/disagree ... because ...
- What do you think? -I think that ... because ...
- What is your opinion? -In my opinion... because ...

**Resource adapted from:** Villalba, J. M. (2024). *21st century skills and their influence on the development of oral production in EFL students.*

### Pre-test Speaking skills' Rubric

G. #: ..... Student's name: ..... Student's code: .....

	Fluency	Pronunciation	Vocabulary	Grammar	Interactive communication	Total:
5 Excellent	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent. <b>2.00</b>	Pronunciation is excellent; good effort at accent. <b>2.00</b>	Excellent control of language features; a wide range of well-chosen vocabulary. <b>2.00</b>	Accuracy & variety of grammatical structures. <b>2.00</b>	Excellent level of description; articulate ideas and thoughts very effectively using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade). <b>2.00</b>	/10
4 Very Good	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two. <b>1.75</b>	Pronunciation is good; good effort at accent. <b>1.75</b>	Good language control; good range of relatively well-chosen vocabulary. <b>1.75</b>	Some errors in grammatical structures possibly caused by attempt to include a variety. <b>1.75</b>	Good level of description; articulate ideas and thoughts effectively using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade). <b>1.75</b>	
3 Good	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers. <b>1.50</b>	Pronunciation is good; Some effort at accent, but is definitely non-native. <b>1.50</b>	Adequate language control; vocabulary range is lacking. <b>1.50</b>	Frequent grammatical errors that do not obscure meaning; little variety in structures. <b>1.50</b>	Adequate description; articulate ideas and thoughts using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade). <b>1.50</b>	
2 Poor	Speech is frequently hesitant with some sentences left uncompleted; volume very soft. <b>1.25</b>	Pronunciation is okay; No effort towards a native accent. <b>1.25</b>	Weak language control; basic vocabulary choice with some words clearly lacking. <b>1.25</b>	Frequent grammatical errors even in simple structures that at times obscure meaning. <b>1.25</b>	Description lacks some critical details that make it difficult for the listener to understand. <b>1.25</b>	
1 Very Poor	Speech is slow & hesitant, except for short memorized phrases; difficult to perceive continuity in speech, inaudible. <b>1.00</b>	Pronunciation is lacking and hard to understand; No effort towards a native accent. <b>1.00</b>	Weak language control; vocabulary that is used does not match the task. <b>1.00</b>	Frequent grammatical errors even in simple structures; meaning is obscured. <b>1.00</b>	Description is so lacking that the listener cannot understand. <b>1.00</b>	

Resource adapted from: Villalba, J. M. (2024). *21st century skills and their influence on the development of oral production in EFL students.*

**Annex 11: Intervention stage lesson plans and activities.** (My thesis tutor suggested me to upload only the LESSON PLANS here, since there are more than 20 activities).

### LESSON PLANS INTERVENTION STAGE

<b>LESSON PLAN # 1: week 2</b>			
<b>Topic:</b> Talking about my Future Plans		<b>Career:</b> Higher Technology in Tourism	
<b>Level:</b> A2	<b>Section:</b> Afternoon	<b>Date:</b> 21, 22, & 25-4-2025	
<b>Language Focus:</b> Will and Be going to		<b>Interactions:</b> Pair/group work	
<b>Objective:</b> To comprehend and talk about real Future plans.			
<b>Learning goal:</b> By the end of the lesson, students will be able to talk about their future plans.			
<b>Resources and materials:</b> Activities worksheets, markers, pen, ball, flashcards, the dice, video, song,			
<b>CLT Strategies</b>	Picture description; identify topic vocabulary to describe the pictures. Opinion sharing; interact with each other to develop speaking skill.		
<b>Speaking Dimensions</b>	Fluency, Pronunciation, Vocabulary, Grammar, Interactive communication.		
<b>Teacher:</b> Gladys Juma		<b>Time period:</b> six hours. (2 hours for pre-test. And four hours classes).	
<b>Classroom management</b>			
Stages	Procedures	Activities	Timing
<b>Warm-up T-S interaction</b>	Teacher provides instructions. -Catch the ball and speak interaction. Ss in circle focus on their future plans. -Be able to say a sentence fast to avoid being penalized. -Motivation song: <a href="https://www.youtube.com/watch?v=GtEvysh1654&amp;list=RDGtEvysh1654&amp;start_radio=1">https://www.youtube.com/watch?v=GtEvysh1654&amp;list=RDGtEvysh1654&amp;start_radio=1</a>	Ss, one-by-one has to say one of the future plans while they throw the ball ASAP. If they are not able to say ASAP 1 sentence, Ss must say 2 instead of only one future plan.	15 mins
<b>Pre-Task T S-S interaction</b>	Teacher provides instructions and required materials to engage and motivate Ss in the tasks. -Grammar/vocabulary in context: <a href="https://www.youtube.com/watch?v=79Yxp84s0KI">https://www.youtube.com/watch?v=79Yxp84s0KI</a> -Future plans picture presentation. -Pictures about different kind future plans.	-Ss describe the pictures. -Identify the type of future plans. <b>Individual Activity 1: Grammar &amp; Vocabulary:</b> Complete the dialogue. Use <b>WILL</b> or <b>BE GOING TO</b> and the verbs in brackets. <b>Individual Activity 2: writing skill:</b> Using the correspondent grammatical structure, write the following: 2 things you definitely intend to do this week. 2 things you'll probably do this weekend. And 1 prediction.	60 mins
<b>During Task S-S interaction</b>	Teacher guides Ss in the task, providing examples. -In group of 5 Ss interaction skill. -Talking about future plans. -Sharing new ideas interactively.	<b>Group-Activity3. Speaking skill:</b> Take turns to talk about future plans. -Use <b>Be going to</b> follow the instructions to create sentences with the	60 mins

		vocabulary provided. Finally, create 5 new ones.	
<b>Post-Task T S-S interaction (2<sup>nd</sup> part)</b>	Teacher motivates Ss to accomplish the task. -Pair task, Speaking skill. -Use the grammar & vocabulary learned previously.	<b>Activity 4: Speaking skill.</b> -Ss in pair ask and answer the Strip questions by using WILL & BE GOING TO.	60 mins
<b>Feedback T S-S interaction</b>	Teacher motivates and guides when it is required. Peer-feedback	<b>Activity 5:</b> Ss have to check their answers and correct their mistakes.	35 mins

<b>LESSON PLAN # 2: week 3</b>			
<b>Topic:</b> Asking for Directions and Giving Directions		<b>Career:</b> Higher Technology in Tourism	
<b>Level:</b> A2	<b>Section:</b> Morning	<b>Date:</b> 28, 29 of April, 2025	
<b>Language Focus:</b> Present simple tense, preposition of places.		<b>Interactions:</b> Pair/group, and individual work	
<b>Objective:</b> To comprehend how to ask and give directions in the real life day-to-day.			
<b>Learning goal:</b> By the end of the lesson, students will be able to talk of asking for and giving directions.			
<b>Resources and materials:</b> Activities worksheet, markers, pen, ball, flashcards, YouTube song, video			
<b>CLT Strategies</b>	Picture description; identify topic vocabulary to describe the pictures. Opinion sharing; interact each other to enhance speaking skill.		
<b>Speaking Dimensions</b>	Fluency, Pronunciation, Vocabulary, Grammar, Interactive communication.		
<b>Teacher:</b> Gladys Juma		<b>Time period:</b> five hours.	
<b>Classroom management</b>			
<b>Stages</b>	<b>Procedures</b>	<b>Activities</b>	<b>Timing</b>
<b>Warm-up T-S interaction</b>	-Teacher motivates, engaging Ss to follow dynamic activity -Body movement directions, turn left, turn right, up, down, around, near, far, among, between. -Motivation song: <a href="https://www.youtube.com/watch?v=NASqUELHjPE&amp;list=R DGtEvysh1654&amp;index=2">https://www.youtube.com/watch?v=NASqUELHjPE&amp;list=R DGtEvysh1654&amp;index=2</a>	-Ss in group of five, demonstrate the movement indicated by the teacher. -Ss have to act in the right movement, one by one. -And the S who does the wrong movement lose.	15 mins
<b>Pre-Task T S-S interaction</b>	-Teacher provides clear instructions with examples and required materials -Present some pictures to encourage the learners in the topic. -Grammar/vocabulary examples: <a href="https://www.youtube.com/watch?v=TfQsZ7yNifU">https://www.youtube.com/watch?v=TfQsZ7yNifU</a>	-Ss describe the pictures. -Identify the type of pictures about directions. <b>Individual Activity 1: Grammar &amp; Vocabulary:</b> First, read the explanation about Giving Directions. Then, choose the best option for each gap. <b>Individual Activity 2: Writing skill:</b> Using the Present simple tense and some words about Giving Directions, answer the	75 mins

		following question. For example, you can use: On the corner of, turn left, between, next to, etc.	
<b>During Task T S-S interaction</b>	Teacher guides and motivates in the task -In group of 5 interaction skill. -Talking about how to ask & give directions. -Sharing new ideas interactively.	<b>Group-Activity3. Speaking skill:</b> First, describe the pictures in the city. Then, take turns to Ask and Give Directions. Interact each other sharing your opinions & knowledge.	80 mins
<b>During Task, Ss individual presentation</b>	-Teacher provides instruction and worksheet with example -Individual summary presentation.	<b>Individual Act. 4. Speaking Skill:</b> Each S has to present a summary of the topics learned in W1. It includes semi-professional introduction.	90 mins
<b>Feedback T S-S interaction</b>	-Peer-feedback -Teacher guides and motivates Ss in the task	<b>Activity 5:</b> Ss have to check their answers and correct their mistakes in the prompt.	35 mins
<b>Reinforcement task at home</b>	Reflecting and speaking practice. Motivate students to do the task.	<b>Activity 6:</b> Talk with a friend about you learned in class.	5 mins

<b>LESSON PLAN # 3: week 4</b> (New schedule)			
<b>Topic:</b> Talking about the importance of tourism and culture in Ecuador.		<b>Career:</b> Higher Technology in Tourism	
<b>Level:</b> A2	<b>Section:</b> Morning & afternoon	<b>Date:</b> 6, 8, & 9 of May, 2025	
<b>Language Focus:</b> Simple past tense, noun and verb phrases. (Integrated skills: Listening, speaking, reading & writing).		<b>Interactions:</b> Pair/group, and individual work	
<b>Objective:</b> To comprehend the main importance of tourism and culture in Ecuador.			
<b>Learning goal:</b> By the end of the lesson, students will be able to talk about the importance of tourism and culture in Ecuador.			
<b>Resources and materials:</b> Activities worksheet, markers, pen, ball, pictures, short song, video clip.			
<b>CLT strategies</b>	Picture description; identify topic vocabulary to describe the pictures. Opinion sharing; interact each other to develop speaking skill.		
<b>Speaking Dimensions</b>	Fluency, Pronunciation, Vocabulary, Grammar, Interactive communication.		
<b>Teacher:</b> Gladys Juma		<b>Time period:</b> seven hours	
<b>Classroom management</b>			
<b>Stages</b>	<b>Procedures</b>	<b>Activities</b>	<b>Timing</b>
<b>Warm-up T-S interaction</b>	Teacher provides instructions and motivates Ss. -Imagination of traveling in Ecuador. -Think of a marvelous place in Ecuador to visit.	-Ss stand up, close their eyes, think and select a touristic place to visit. -Then, they have to visit imaginarily for 3 minutes. -Finally, they open their eyes and say where they went and what they did there.	15 mins

	- Travel the Universe While Relaxation ★ Space Ambient Music: <a href="https://www.youtube.com/watch?v=ztVV54sPOns">https://www.youtube.com/watch?v=ztVV54sPOns</a>		
<b>Pre-Task T S-S interaction</b>	<p>-Teacher provides clear instructions and worksheets required.</p> <p>-Present pictures to encourage the learners in the topic.</p> <p>-This is Ecuador: <a href="https://www.youtube.com/watch?v=I9OI9s-lbAY">https://www.youtube.com/watch?v=I9OI9s-lbAY</a></p> <p>-Ecuador is famous for: <a href="https://nomadsunveiled.com/what-is-ecuador-known-for/">https://nomadsunveiled.com/what-is-ecuador-known-for/</a></p> <p>-Grammar/vocabulary past simple: <a href="https://www.youtube.com/watch?v=jLZi5dwXbCY">https://www.youtube.com/watch?v=jLZi5dwXbCY</a></p> <p>-For reading task. Source adapted from: <a href="https://www.secap.gob.ec/wp-content/glosario.pdf">https://www.secap.gob.ec/wp-content/glosario.pdf</a></p> <p>- For listening task: <a href="https://english-practice.net/listening-exercises-a2-touring-a-city/">https://english-practice.net/listening-exercises-a2-touring-a-city/</a></p>	<p>-Ss describe the pictures.</p> <p>-Identify the type of pictures about touristic places in Ecuador.</p> <p><b>Individual Activity 1: Grammar &amp; Vocabulary:</b> Fill in the gaps with the correct <b>past simple</b> form of the verbs in brackets. 2<sup>nd</sup> part, Complete the sentences with the words from the box. Use each word <b>ONLY ONCE</b>.</p> <p><b>Individual and collaborative Activity 2: Reading Skill:</b> First, read the paragraph, then answer the questions. Use the skimming and scanning technique.</p> <p><b>Activity 3. Individual. Listening Skill:</b> People are visiting a city. Where are they? Listen and number the pictures.</p>	120 mins
<b>During Task S-S interaction</b>	<p>Teacher provides instruction and worksheets tasks, including guidance and motivation</p> <p>-In group of 5 interaction skill.</p> <p>-Talking about tourism &amp; culture.</p> <p>-Sharing new ideas interactively.</p>	<p><b>Activity 4. First, in GROUP of 5 and second, INDIVIDUAL. SPEAKING-SKILL:</b> A) Describe the pictures, read and learn essential terms and phrases related to <b>holidays and tourism</b>.</p> <p>Tourism and holidays: Nouns. Verbs and verb phrases. B) Ask and answer the following questions with each other, sharing your opinion and knowledge.</p>	150 mins
<b>During Task, individual &amp; shared help</b>	<p>Teacher provides required material and clear examples</p> <p>-Individual exposition.</p> <p>-Collaborative work</p>	<p>C) INDIVIDUALLY, in the worksheet provided, develop the <b>EXPOSITION</b>. Applying that you learned previously, summarize what you are going to talk about.</p>	90 mins
<b>Feedback T S-S interaction</b>	<p>Teacher provides examples and motivate Ss to accomplish the task.</p> <p>Peer-feedback</p>	<p><b>Activity 5:</b> Ss have to check their answers and</p>	35 mins

		correct their mistakes, written.	
<b>Reinforcement task at home</b>	Free listening & speaking practice.	<b>Activity 6:</b> Choose your favorite song. Listening to music and sign.	

<b>LESSON PLAN # 4. Week 5 (New schedule)</b>			
<b>Topic:</b> Talking about Tourism' professional.		<b>Career:</b> Higher Technology in Tourism	
<b>Level:</b> A2	<b>Section:</b> Afternoon	<b>New Date:</b> 14, 15, 16 of May, 2025	
<b>Language Focus:</b> Modals: Can and Should. (Integrated skills: Listening, speaking, reading & writing).		<b>Interactions:</b> Pair/group, individual work	
<b>Objective:</b> To identify the main tasks of tourism professional.			
<b>Learning goal:</b> By the end of the lesson, students will be able to talk about their profession as tourists guides.			
<b>Resources and materials:</b> Activities worksheet, markers, pen, ball, pictures, short song, video clip.			
<b>CLT strategies</b>	Picture description; identify topic vocabulary to describe the pictures. Opinion sharing; interact with each other to develop oral skill.		
<b>Speaking Dimensions</b>	Fluency, Pronunciation, Vocabulary, Grammar, Interactive communication.		
<b>Teacher:</b> Gladys Juma		<b>Time period:</b> six hours (2 hours classes. 1 hour review for final test. 3 hours for posttest, survey, and interview administration to the participants).	
<b>Classroom management</b>			
<b>Stages</b>	<b>Procedures</b>	<b>Activities</b>	<b>Timing</b>
<b>Warm-up T-S interaction</b>	Teacher provides instructions to engage Ss in dynamic small talk. Teacher asks short questions to students and encourage them to answer with examples. -Motivation song: <a href="https://www.youtube.com/watch?v=fiBcK6Rjp68&amp;list=RDfiBcK6Rjp68&amp;start_radio=1">https://www.youtube.com/watch?v=fiBcK6Rjp68&amp;list=RDfiBcK6Rjp68&amp;start_radio=1</a>	- In pair Ss ask and answer the questions about their career. Say a sentence using the phrases "I like.../ I don't like..." -Do you like being a tour guide? Why? - Do you like to talk with native speakers in Cotacachi? -Why do you think English makes possible to communicate with foreigners? And so on.	10 mins
<b>Pre-Task T S-S interaction</b>	Teacher provides required materials, clear instructions in a motivational form. -Present pictures to encourage the learners in the topic. -Grammar should/cand examples: <a href="https://www.youtube.com/watch?v=ONBISv2Riyw">https://www.youtube.com/watch?v=ONBISv2Riyw</a> -For Reading fluency task: Source adapted from: English for tourism: <a href="https://openenglishcommunity.org/page/english-for-tourism-professionals-etp">https://openenglishcommunity.org/page/english-for-tourism-professionals-etp</a>	<b>Activity 1. In pairs. Reading Skill, Fluency:</b> - First, describe the pictures, then take turns to read silently. Second, read aloud. <b>Activity 2. Reading comprehension:</b> Take turns to read and internalize your knowledge and role as a tourism professional.	30 mins
<b>During Task</b>	-Interaction, grammar review.	<b>Activity 3. Individual. Grammar and Vocabulary:</b>	20 mins

<b>S-S interaction and individual</b>	-Teachers provides guidance to students and motivate them to accomplish the task.	Read and match the definitions, write the letters in the space provided:	
<b>During Task Individual &amp; collaborative learning</b>	-Individual exposition and listening. Teacher engage students with clear examples to develop the exposition. -Provide enough guidance and opportunities in listening part, giving clues and strategies of how to answer rightly. -Listening task: <a href="https://test-english.com/listening/a2/how-my-town-has-changed-listening-test/">https://test-english.com/listening/a2/how-my-town-has-changed-listening-test/</a>	<b>Activity 4. Individual. Speaking Skill.</b> Exposition: The role as a tourism professional and attractions you have in your area. <b>Activity 5. Individual. Listening Skill:</b> <b>Instructions:</b> Listen to Robert talking about how his town has changed. For questions 1 to 8, choose the correct answer.	45 mins
<b>Feedback T S-S interaction</b>	Peer-feedback. Teacher motivates to do the task, providing examples.	<b>Activity 6:</b> Ss have to check their answers and correct their mistakes.	10 mins
<b>Self-assessment</b>	Individual self-evaluation	<b>Activity 7:</b> Answer the self-assessment questions, regarding yourself.	5 mins
<b>Reinforcement task at home</b>	Free listening & speaking practice.	<b>Activity 8:</b> Choose topics that you like & talk 5 mins with a friend every day.	

Part 2. (5-6 mins)

**Communicative skills.** Ask and answer the following questions by sharing your opinions each other.

1. What type of activity is most relaxing for you? Why?
2. Do you prefer to relax with friends or alone? (Why?)
3. Is it important to do exercise in your free time? (Why? /Why not?)
4. Is it useful to learn new skills in your free time? (Why? /Why not?)
5. Do you think people spend too much time working/studying/travelling these days? (Why? /Why not?)

**Select any of the following prompts, as appropriate:**

- How about you? -I prefer to ... because ...
- Do you agree? -I agree/disagree ... because ...
- What do you think? -I think that ... because ...
- What is your opinion? -In my opinion... because ...

**Resource adapted from:** Villalba, J. M. (2024). *21st century skills and their influence on the development of oral production in EFL students.*

### Post-test Speaking skills' Rubric

G. #: ..... Student's name: ..... Student's code: .....

	Fluency	Pronunciation	Vocabulary	Grammar	Interactive communication	Total:
5 Excellent	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent. <b>2.00</b>	Pronunciation is excellent; good effort at accent. <b>2.00</b>	Excellent control of language features; a wide range of well-chosen vocabulary. <b>2.00</b>	Accuracy & variety of grammatical structures. <b>2.00</b>	Excellent level of description; articulate ideas and thoughts very effectively using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade). <b>2.00</b>	/10
4 Very Good	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two. <b>1.75</b>	Pronunciation is good; good effort at accent. <b>1.75</b>	Good language control; good range of relatively well-chosen vocabulary. <b>1.75</b>	Some errors in grammatical structures possibly caused by attempt to include a variety. <b>1.75</b>	Good level of description; articulate ideas and thoughts effectively using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade). <b>1.75</b>	
3 Good	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers. <b>1.50</b>	Pronunciation is good; Some effort at accent, but is definitely non-native. <b>1.50</b>	Adequate language control; vocabulary range is lacking. <b>1.50</b>	Frequent grammatical errors that do not obscure meaning; little variety in structures. <b>1.50</b>	Adequate description; articulate ideas and thoughts using oral communication skills for a range of purpose (e.g. to inform, instruct, motivate and persuade). <b>1.50</b>	
2 Poor	Speech is frequently hesitant with some sentences left uncompleted; volume very soft. <b>1.25</b>	Pronunciation is okay; No effort towards a native accent. <b>1.25</b>	Weak language control; basic vocabulary choice with some words clearly lacking. <b>1.25</b>	Frequent grammatical errors even in simple structures that at times obscure meaning. <b>1.25</b>	Description lacks some critical details that make it difficult for the listener to understand. <b>1.25</b>	
1 Very Poor	Speech is slow & hesitant, except for short memorized phrases; difficult to perceive continuity in speech, inaudible. <b>1.00</b>	Pronunciation is lacking and hard to understand; No effort towards a native accent. <b>1.00</b>	Weak language control; vocabulary that is used does not match the task. <b>1.00</b>	Frequent grammatical errors even in simple structures; meaning is obscured. <b>1.00</b>	Description is so lacking that the listener cannot understand. <b>1.00</b>	

Resource adapted from: Villalba, J. M. (2024). *21st century skills and their influence on the development of oral production in EFL students.*



### Annex 13: Survey questionnaire for students' perceptions of CLT activities.

MASTER'S PROGRAM IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

#### STUDENTS' SURVEY

**Research topic:** Implementation of CLT activities to enhance English speaking skills in A2 English level students.

**Objective:** To find the students' perceptions on which CLT activities they found the most beneficial for enhancing their speaking skills.

**Instructions:** Please choose the right option regarding the level that you consider in each item.

**Instrucciones:** Por favor, elige la opción correcta de acuerdo al nivel que tu consideres en cada ítem.

**Level:** ..... **Date:** .....

**Age:** ..... **Gender:** Male/masculino . Female/femenino .

**Level of Agreement/nivel de acuerdo:** 5=Strongly agree/totalmente de acuerdo, 4=Agree/de acuerdo, 3=Neutral/ni de acuerdo ni en desacuerdo, 2=Disagree/en desacuerdo, 1=Strongly disagree/totalmente en desacuerdo.

Items Picture description		Level of Agreement				
		5	4	3	2	1
1. Using <b>pictures</b> was interesting and beneficial for me to speak English.	El uso de <b>imágenes</b> fue interesante y beneficioso para mí para hablar inglés.					
2. I liked using <b>pictures</b> , it motivated & helped me to speak in English.	Me gustó utilizar <b>imágenes</b> , eso me motivó y ayudó hablar en inglés.					
3. Using <b>pictures</b> helped me develop confidence to speak in English.	El uso de <b>imágenes</b> me ayudo a desarrollar confianza para hablar en inglés.					
4. Using <b>pictures</b> helped me to comprehend the topic & improve my English fluency.	El uso de <b>imágenes</b> me ayudo a comprender el tema y mejorar mi fluidez en inglés.					
<b>Opinion sharing</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5. Sharing my <b>opinions</b> was interesting and beneficial to speak English.	Compartiendo mis <b>opiniones</b> fue interesante y beneficioso para hablar inglés.					
6. <b>Opinion</b> sharing was useful to improve my interactive skill.	Compartir <b>opiniones</b> fue útil para mejorar mi habilidad interactiva.					
7. By <b>opinion</b> sharing, I had more chance to communicate in English and improve it.	Al compartir <b>opiniones</b> , tuve más oportunidades para comunicarme en inglés y mejorar esta habilidad.					
8. I liked to give and receive <b>opinions</b> to improve my English-speaking skills.	Me gusto dar y recibir <b>opiniones</b> para mejorar mi habilidad de hablar inglés.					

**Thanks for participating!**

Resources adapted from:

Lavalle, P. I., & Briesmaster, M. (2017). The Study of the Use of Picture Descriptions in Enhancing Communication Skills among the 8th-Grade Students--Learners of English as a Foreign Language. *ie: inquiry in education*, 9(1), 4.



**Annex 14: Semi-structured interview students’ perceptions of CLT activities**  
 MASTER’S PROGRAM IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE  
**STUDENTS’ INTERVIEW QUESTIONS**

**Research topic:** Implementation of CLT activities to enhance English speaking skills in A2 English level students.

**Objective:** To find the students’ perceptions on which CLT activities they found the most beneficial for enhancing their speaking skills.

**Instructions:** Please answer the following questions as honestly as possible.

**Instrucciones:** Por favor, contesta las siguientes preguntas con mayor sinceridad posible.

**Student’s code:** ..... **Level:** ..... **Date:** .....

**Age:** ..... **Gender:** Male/masculino . Female/femenino .

1. Do you feel that the use of pictures was beneficial and interesting to improve your speaking skill? Why?

**¿Sientes que el uso de imágenes fue beneficioso e interesante para mejorar tu habilidad de hablar en inglés, por qué?**

.....  
 .....  
 .....

2. Do you feel that using pictures helped you enhance vocabulary to communicate confidently? Why?

**¿Sientes que el uso de imágenes te ayudo a mejorar el vocabulario para comunicarte con confianza, por qué?**

.....  
 .....  
 .....

3. Did opinion sharing help you improve your ability to communicate with others in English? Do you feel more confident speaking, why?

**¿Compartir opiniones te ayudo a mejorar tu habilidad para comunicarte con otros en inglés? ¿Te sentiste con más confianza para hablar, por qué?**

.....  
 .....  
 .....

4. Do you feel that expressing your opinions was beneficial to speak English naturally? Why?

**¿Sientes que expresando tus opiniones fue beneficioso para hablar inglés naturalmente, por qué?**

.....  
 .....  
 .....

5. Which of both activities were more beneficial for you to improve English oral ability? You can choose both or one of them, regarding your preference.

**¿Cuál de las dos actividades fueron más beneficiosas para mejorar tu habilidad para hablar en inglés? Puedes elegir las dos o una de ellas, de acuerdo a tu preferencia.**

Opinion sharing / **intercambiar opiniones:**  Picture description / **describir imágenes:**

**Thanks a lot for your collaboration!**

Resources adapted from:  
 Lavalley, P. I., & Briesmaster, M. (2017). The Study of the Use of Picture Descriptions in Enhancing Communication Skills among the 8th-Grade Students--Learners of English as a Foreign Language. *ie: inquiry in education*, 9(1), 4.