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TEMA

“Design of a curricular proposal to develop speaking skills in Shuar students using
relevant topics from the Ecuadorian student’s background”.

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DEDICATORY

I dedicate this researching to my wife Guicela, who supported me during this process.

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RESUMEN

Esta investigación abordó la necesidad crítica de mejorar las habilidades de expresión oral en inglés de estudiantes Shuar (nivel A1) en un contexto rural ecuatoriano, específicamente en la Unidad Educativa “Carmen Valdiviezo” en la provincia de Zamora. Los estudiantes enfrentaban desafíos significativos, incluyendo una pronunciación deficiente, inconsistencias en el acento y la entonación, vocabulario limitado y dificultad para formar oraciones coherentes en inglés. Los módulos de aprendizaje digital existentes eran inaccesibles debido a la falta de internet y dispositivos en su comunidad rural, lo que generó una necesidad apremiante de una solución culturalmente relevante. En respuesta, se desarrolló una propuesta curricular para integrar contenido cultural Shuar en la enseñanza del inglés. Utilizando un enfoque de métodos mixtos, la investigación combinó pre y post-tests, encuestas a estudiantes, observaciones en el aula y entrevistas grupales para evaluar el impacto de un currículo de 12 lecciones, basado en tareas, para el desarrollo de la expresión oral. Estas lecciones incorporaron temas de la vida cotidiana y la cosmovisión Shuar para crear un ambiente de aprendizaje familiar y atractivo. A través de actividades interactivas como conversaciones y juegos de roles, los estudiantes practicaron inglés en un contexto significativo y de baja presión. Los resultados mostraron una mejora estadísticamente significativa en la competencia oral de los estudiantes, con un aumento general del 410,71%. Las áreas clave de progreso incluyeron la fluidez, la pronunciación y la adecuación del lenguaje. La retroalimentación de los estudiantes fue muy positiva, indicando una mayor confianza y disfrute en el aprendizaje. Los hallazgos resaltan la efectividad de las estrategias de enseñanza culturalmente sensibles para promover la adquisición de idiomas en comunidades desatendidas. Esta investigación subraya el valor de integrar elementos culturales indígenas en la enseñanza de una segunda lengua y recomienda la adopción más amplia de modelos curriculares adaptables e inclusivos. El estudio ofrece un enfoque práctico e impactante para abordar las desigualdades educativas en entornos rurales y marginados.

Palabras clave: Propuesta curricular, Habilidades de habla, Shuar.

ABSTRACT

This research addressed the critical need to improve English speaking skills among Shuar students (A1 level) in a rural Ecuadorian context, at Unidad Educativa “Carmen Valdiviezo” in Zamora province. Students faced significant challenges, including poor pronunciation, inconsistent stress and intonation, limited vocabulary, and difficulty forming coherent sentences in English. Existing digital learning modules were inaccessible due to a lack of internet and devices in their rural community, creating a pressing need for a culturally relevant solution. In response, a curricular proposal was developed to integrate Shuar cultural content into English language instruction. Utilizing a mixed-methods approach, the research combined pre- and post-tests, student surveys, classroom observations, and group interviews to assess the impact of a 12-lesson, task-based speaking curriculum. These lessons incorporated themes from Shuar daily life and worldview to create a familiar and engaging learning environment. Through interactive activities such as conversations and role-plays, students practiced English in a meaningful and low-pressure context. Results showed a statistically significant improvement in students' speaking proficiency, with an overall increase of 410,71%. Key areas of progress included fluency, pronunciation, and language appropriateness. Student feedback was highly positive, indicating increased confidence and enjoyment in learning. The findings highlight the effectiveness of culturally responsive teaching strategies in promoting language acquisition in underserved communities. This research underscores the value of integrating indigenous cultural elements into second language instruction and recommends the broader adoption of such adaptable, inclusive curricular models. The study offers a practical and impactful approach to addressing educational inequalities in rural and marginalized settings.

Keywords: Curricular proposal, Speaking skills, Shuar.

INTRODUCTION

1. Description of the general background

Designing a curriculum proposal to improve speaking skills among students in rural context requires a lot of planning, a profound cultural background understanding, a real appreciation of the qualities each community depending on their living place possesses like unique traditions, idioms, customs, and an individual way of life. This concerns need to be considered when developing a teaching program to improve students' communication abilities, especially if the students were born in a diverse country like Ecuador, which has an enormous cultural background and is highly influenced by many cultures. Harker (2023) proposed that culturally responsive teaching practices, such as incorporating students' cultural identities and experiences into the curriculum, have been found to enhance student engagement and academic achievement by making learning more personally meaningful and relevant to students' lives. Equally important, development of speaking skills and correct pronunciation acquisition are mandatory abilities a student need.

Some authors suggest that speaking skill ability is crucial to communicate accurately. For Kalshetti and Sharma (2022), someone who wants to be able to speak a language freely, speaking abilities are quite important. Developing one's speaking abilities allows one to communicate clearly and speakers honestly. Accurate mastery of grammar, vocabulary, and pronunciation is required of A proficient orator must possess an exceptional comprehension of speech characteristics, such as loudness, cadence, vocal quality, intonation, and modulation of the voice to communicate in English language; for instance, this skill is a basic requirement, to master in any language. Akhter (2021) explores the hints of speaking skill and concludes that the learner gets confident by improving their speaking, the speaking skill is important, and teachers need to pay attention to its development with accurate tasks. For those reasons to teach those skills, the communicative approach is an efficient methodology to promote student's participation and speaking improvement.

2. Description of the problem

Some problems previously identified in classrooms and difficulties observed in students' performance motivate the present research. The pupil's low understanding of audio recordings in English; similarly, their poor pronunciation, stress and intonation while speaking, Students lack vocabulary knowledge and have low comprehension of the spoken information that contains the necessary facts to solve certain tasks or to answer the different questions in an oral way. In previous years, the government provided modules with audio files for students to practice their listening and speaking skills, and to work with; however, currently those modules are delivered in a digital format and students from rural communities cannot access them without internet and technological devices.

3. Statement of the problem

The problem of this research project was to determine how a curricular proposal can be designed to effectively develop speaking skills using relevant topics from the Ecuadorian student's background.

4. Precision of the topic

The topic *'Design of a curricular proposal to develop speaking skills in Shuar students using relevant topics from the Ecuadorian student's background'* was framed with the research lines of pedagogy, didactics, and management of education, as well as with the research topics of research, evaluation, and application of educational models and pedagogical innovations, both established by Universidad Bolivariana del Ecuador. It contributed to the pedagogical and didactic understanding of language teaching methods and explores the application of a specific educational curricular proposal, in the context of improving student's speaking skill.

5. Description of the research object

The object of the investigation addressed the study of a curricular proposal and its impact on the development of speaking skills in Shuar students using relevant topics from the Ecuadorian student's background. By exploring this research object, the study aims to contribute to the existing knowledge in the field of language learning and to provide valuable insights for language educators,

curriculum developers, and researchers interested in promoting effective language teaching methodologies and improving language proficiency outcomes for A1 level students.

6. Research aim

To determine how the curricular proposal improved speaking skills in Shuar students.

7. Specific research objectives

-To assess students' communicative skills to know their perceptions about the importance of the speaking skill.

-To determine the real influence of the curricular proposal used by the English teacher and how student perceive its influence in their speaking skill development.

-To determine which specific aspects of the speaking skills improved after using the new curricular proposal.

8. Description of the conceptual and operational categories

Design of a curricular proposal to develop speaking skills in Shuar students using relevant topics from the Ecuadorian student's background.

Independent Variable: Curricular proposal

A curricular proposal refers to a structured plan or framework for designing educational programs, courses, or learning experiences. It outlines the content, objectives, methods, and assessment strategies to achieve specific educational goals. It can vary based on the educational level and subject areas (Gouédard et. al., 2020).

Dependent variable: Speaking skill.

Speaking is the first useful skill that assesses a learner's communicative proficiency; people use speaking to communicate verbally to express a range of ideas and opinions. From an operational perspective, it is the capacity to communicate verbally in a relevant context, coherently, fluently, and appropriately. It involves employing suitable language, syntax, and pronunciation (Nafa, 2023).

9. Description of the research approaches and methodology

To analyze the obtained information, the research used a mixed approach to describe the data and make the results understandable and easy to present in charts and graphs. To get quantitative information at the beginning stage of the research **a pretest** was applied to the students to measure their English level, and their communicative skills level. Then, at the end of the investigation **a posttest** was applied to determine if students improved their speaking skills, and **a survey** was applied to the students to gather data regarding the curricular proposal, classroom interaction, and their impact on the development of communicative skills. This data was analyzed to examine the impact of the curricular proposal on oral communication abilities in Shuar students. Similarly, the qualitative phase included student's performance **observation**, and **group interviews** with the students to analyze their communicative skills in a real interaction. The data collected were analyzed to identify student's difficulties, and the impact of the curricular proposal on their learning experiences.

10. Description of the research instruments

The research instruments for this study consisted of both quantitative and qualitative data collection tools to gather comprehensive data on the effectiveness of a curricular proposal to develop Shuar students' speaking skills.

Quantitative Instruments

The pretest and posttest served to determine which specific aspects of the speaking skills improved after using the new curricular proposal by using a pretest-posttest. It also provided a starting and concluding point to the research, enabled the researcher to compare the effect of their proposal on the sample and to measure their progress.

The survey collected information about the curricular proposal, classroom interaction and its influence on communicative skills. This instrument enabled the researcher to determine the real influence of the curricular proposal used by the English teacher and how student perceive its influence in their speaking skill development before implementing a new and improved proposal that uses relevant topics from student's background

Qualitative Instrument

The observation was applied in the classroom to know if students focus on communicative skill development and how deep they focus on different pronunciation aspects. All this information permits the investigator to determine if the tasks, readings, and performed speaking activities engaged in the student's participation and how well they focused on the communicative competence, giving clues to improve after each session.

The interview assessed students' communicative skills and permitted them to know their perceptions about the importance of speaking skills. The interview let the researcher know the real communicative level of the students before implementing the curricular proposal

11. Description of the beneficiaries of the proposal

The proposed research benefited 16 male and female students, A1 level, aged from 12 to 15 years old, from Carmen Valdiviezo School in a rural community from Zamora province in "Subnivel de Básica Superior"

12. Description of the research context

The research was carried out in an institution that belongs to Distrito 19D04 El Panguí – Yantzaza and its Amie is 19H00295; in a rural community located in Cantón El Panguí, Parroquia El Wismi between Barrio El Oso and Barrio Uwents, on the border of Cantón Yantzaza and Cantón El Panguí.

13. Description of the practical contributions of the proposal, its importance, and its social need

The proposed research offered practical insights, addressed a social need, and provided actionable insights for educators, updating curriculum design, instructional methods, and assessment practices to effectively nurture student's oral communication skills. Researching about the effectiveness of a curricular proposal on students speaking skill, supported effective communication skills development, improved pedagogical practices, and offered educational tactics to develop communicative abilities. By conducting thorough research, teachers may improve instructional strategies, cater to the requirements of students, and enhance curricular learning objectives; all of which will help students grow their oral proficiency.

Regarding the social need, research on curricular recommendations for speaking skill development filled a critical gap in society by providing people with the fundamental communication skills they need to succeed in social, professional, and academic settings. Improving speech fluency promotes inclusive engagement, inter-cultural comprehension, and productive communication, which advances and unites society.

CHAPTER I

THEORETICAL FRAMEWORK

Research Background

Curriculum design is a necessary skill for teachers to have in their repertoire. It must be analyzed, learned and studied by every educator. There are many curriculum samples around the web; each one approaches a different objective, and different curricular proposals intent to be ideal for all English teaching contexts. However, each context presents specific particularities which difficult their application in every situation, being necessary adaptation or modification to use for teaching English as a foreign language. Some studies conducted in different places around the globe and proposed different views into curricular design and speaking skill development are listed below:

Alakrash et al. (2021), in their study “Developing English language skills and confidence using local culture-based materials in EFL curriculum” explored how self-reliance and linguistic abilities developed through the application of the local culture-based materials from Iraqi curriculum. The researchers chose 196 students from and 30 teachers from Iraqi public schools who agreed participating in the study. The participants took part in pilot studies; also, they answered two surveys and two questionnaires which enabled the investigators to get information about the themes from the studied units, their difficulties using those sections, their involvement in classroom activities, and the effect they experienced in their linguistic skill through the proposed modules. Investigators concluded that using culture-based materials develops the four linguistic skills. They discovered that the usage of local content facilitates the teaching work by letting them find and apply additional resources in their classroom. Similarly, students understanding of the local topics and interaction with identifiable written texts promoted confidence in their abilities to use the English language.

Martinez (2022) analyzed “Developing 21st century teaching skills: A case study of teaching and learning through project-based curriculum”. The study studied the experiences of trainee educators preparing to teach in a university program by the implementation and design of a project-based curriculum in the

United States' Western area. The 16 participants were selected from different localities, they taught in different curricular fields in secondary instruction, and all of them finished an evaluation, teaching, and curriculum master program. The investigators applied two pre and post surveys, two pre and post assessment test, an interview at the end of the research, and the participants completed a unit on project-based learning. The survey collected information on PBL knowledge, their teaching practices with PBL, their difficulties, and questions to determine teacher's confidence to design and implement Project-based modules. The study concluded that previous learning from graduate instruction strongly influences the teacher's interpretation of Project-based syllabus. The study also determined that a good teaching sequence in a master course, focused on genuine teaching and learning will get representative education for novice learners in high institutes from the countryside.

Zaim and Arsyad (2020), in their study named "Authentic assessment for speaking skills: Problem and solution for English secondary school teachers in Indonesia" aimed to scrutinize complications teachers suffer when employing authentic assessment in class and intended to develop a concrete solution for those complications. The researchers applied a 44 items questionnaire into 120 male and female English teachers from West Sumatra in Indonesia, to obtain useful information about teacher's requirements and difficulties in the authentic assessment implementation. Investigators used ADDIE model to analyze teacher's requirements and difficulties; then, results were utilized to plan a prototype of authentic speaking skill assessment which was developed, implemented and evaluated. The research settled that teacher presented difficulties evaluating communicative functions like apologizing and answering apologies, students' introductions, and students talking about their families, students introducing colleagues, students telling the time, objects, places, and students giving guidelines. They also stated the teacher's need on rubrics to evaluate communicative function, communicative activities and speaking skill. Finally, researchers developed a model of authentic assessment for communicative functions, rubrics, and activities.

Miranda and Wahyudin (2023), explored "Pre-service teachers' strategies

in improving students' speaking skills". The study expected to settle the student's perceptions about speaking strategies, determining reasons for student's English-speaking success or failure in Universitas Teknokrat in Indonesia. A Google forms questionnaire was applied to 26 members from English education department. The questionnaire results were compared and proved to state the conclusions of the study. The research resolved that effective speaking is vital to communicate with others, also formal and informal speaking ability. Conversational skills let establish networks with people. It is necessary for learners to be able to transmit spoken information in accordance with the situation and do as much practice as possible.

Oli (2023) developed research named "Probing the determinant factors affecting students' English speaking skills" in an Ethiopian university. This study scrutinized English speaking difficulties on university students from Rift Valley University. The 180 participants in the study, male and female received a questionnaire, the questionnaire responses were analyzed in a statistical platform. Students' standards and communicative skills were described and extrapolated. Research established the existence of numerous issues that affect students' speaking proficiency. Researchers recommended using attractive, optimistic and cooperative instruction. Additionally, they suggested providing learners with as much speaking exercise as possible in class and outdoors.

Kaharuddin et al. (2023) in his research "Exploring how reading aloud and vocabulary enrichment shape English speaking skills among Indonesian learners of English" intended to determine how words augmentation influences speaking skill development. The investigation applied surveys on 100 students to collect primary data about the reading aloud activities they developed, their lexicon increases, and about their English talking proficiency at STIEM Bongaya's Higher School of Economics in Indonesia. The investigation concluded that speaking skills in students is highly influenced by vocabulary acquisition and reading aloud activities, contributing to discourse ability development.

Defining the Independent Variable

Curricular Proposal

A curricular proposal refers to a structured plan or framework for designing educational programs, courses, or learning experiences. It outlines the content, objectives, methods, and assessment strategies to achieve specific educational goals. It can vary based on the educational level and subject areas. (Gouédard et. al., 2020). Macalister and Nation (2019), proposed in their book named “Language Curriculum Design” some steps to elaborate a language curriculum. They suggested starting by the environment analysis, moving to the need analysis, looking inside twenty suggested principles. Then, the designer requires them to state goals, select the content and sequence the elements to teach. After that, designer gives format and presentation to the curriculum by structuring the lessons and selecting the instructional procedures to be applied in the course. Later, it is necessary to monitor and assess deciding what must be evaluated and in what way. Finally, the authors mentioned evaluating the course by finding a way to measure the proposal’s success or failure.

Strategic Plan for Instruction: Popular authors like Roberts and Ford (2023), investigated the best way to instruct people and intended to arrange a way for meeting student learning needs in the classroom. They impressed that pre assessment is necessary to get a picture of the different levels of readiness, interests, and learning profiles of students. Once these differences are realized, teachers can then create differentiated lesson plans that change content, process, and products to better meet each student's unique needs. The strategic plan entailed setting clearly achievable goals for the students, flexible grouping that allowed both collaboration and individualized attention, and continuous assessment to monitor progress, hence adjusting the instruction accordingly. The authors further discussed the need to create a learning environment that will support student approaches to learning and engage them. Instructors can provide tiered assignments, learning centers, independent projects, and other activities that allow for multiple avenues to reach learning objectives. These numerous avenues involve all types of learners so each one can reach their full potential.

Classroom Instruction. Boardman et al (2021), in the book *Compose Our World: Project-based learning in secondary English language arts* provided detailed strategies for incorporating project-based learning into the teaching of English Language Arts. The book promoted using authentic projects to create deep engagement and build skill. Teachers are guided to design projects that reflect students' interests and real-world issues, promoting critical thinking and collaborative learning. These included specific strategies like scaffolding complex tasks, incorporating varied assessment methods such as peer reviews and self-assessment, and differentiation of instruction to meet diverse learning needs. The authors underline the role of formative feedback and reflection in the process of learning, making sure students will not only meet academic standards but also develop the skills essential to function in the 21st century. In turn, educators can provide a motivating influence for students in developing their own learning by establishing a dynamic and inclusive classroom environment and using their English Language Arts skills in context.

Instructional Methods. According to Ginting (2021), various teaching approaches are needed to engage students in an active and constructive way with teacher instruction in the process of learning English. Active learning activities include question-and-answer sessions, discussions integrated into lecture format, improvised writing assignments, hands-on activities and experiential learning events. Daily quizzes and problem-solving activities by small groups will monitor students' understanding for continuous improvement. In the flipped classroom approach, students are supposed to go through materials such as readings and pre-recorded lectures outside of class while devoting in-class time to applying and evaluating the content in collaborative activities. Collaborative learning involves students working in pairs or small groups to teach and learn from each other, developing a deeper understanding through social interaction. Case-based learning applies real situations to develop analytical and reflective judgment, whereas problem-based learning deals with problems that do not have a single right answer to enhance critical thinking and problem-solving skills. In peer instruction, students' peer-review and discuss their answers to conceptual questions, hence

promoting peer learning and the clarification of misunderstandings. Lastly, setting problems based on Bloom's Taxonomy engages students in various cognitive tasks, from lower-order recall to higher-order creation and evaluation, which helps them attain comprehensive learning and mastery of content. According to Ginting (2021), successful learning can only be achieved if the students are engaged, for such students pay full attention, manage their learning schedules, cooperate with peers, and complete projects on time. He adds that student engagement is a result of very serious teacher engagement, too: continuous professional development and reflective practice to sustain the communicative relationship and diversify one's teaching style.

Students' Learning Outcomes. Peregoy et al., (2022) explain different ways of achieving positive student learning outcomes in the learning of the English language. They observe that the successful learning outcomes of the English language are based on the effective integration of reading, writing, listening, and speaking skills harmoniously. For example, they have explained a teaching scenario in which a teacher employs a thematic unit on "community helpers" in engaging students in reading informational texts, writing descriptive essays, and listening and speaking in group discussions. The authors in the book outline culturally responsive teaching methods, such as using the students' cultural backgrounds and experiences in curricula, helping them feel their worth and promoting their language development. This is followed by a specific example of an assignment in writing where students share personal narratives about their cultural traditions, which fosters both language skills and cultural awareness. Formative assessment is highlighted as an essential element to monitor student progress and provide support. Examples of assessment strategies in the book include ongoing observations, checklists, and student self-assessments that enable a teacher to make modifications toward individual needs.

Further, the authors insist on scaffolding techniques such as modelling, guided practice, and independent practice. The example from a lesson plan was when the teacher has modelled how to write a persuasive essay, then he guided them in drafting, allowed practicing independently and periodically gave the feedback. It

points out that the students will be more engaged and motivated, leading to higher learning outcomes, by creating a non-threatening and collaborative classroom environment. The authors describe a classroom setting where students work in cooperative learning groups, engage in peer feedback sessions, and celebrate one another's successes-all of which create a positive learning atmosphere and promote student achievement.

Curriculum Standards. Akhavan (2023), emphasizes in his book that aligning curriculum standards with English language development standards ensure effective language acquisition for multilingual learners. Akhavan's instructional framework is grounded in research and focuses on maximizing student engagement through listening, speaking, and writing activities. He says that scaffolding strategies, such as modelling, guided practice, and independent practice, are integral to the curriculum. Teachers might model how to identify key ideas, guide students through a practice session of finding supporting evidence, and then have students independently apply these skills to a new text. Formative assessments, including checklists, self-assessments, and peer reviews, are used to monitor progress and provide targeted feedback. By offering a clear structure and ample support, Akhavan ensures that both teachers and students can navigate the complexities of language learning, ultimately achieving desired language proficiency and academic success.

Instructional Activities. Activities have been identified as an essential approach to improving educational outcomes in all disciplines. The strategies involve ways of engaging active students, experiential learning, and assessment of instruction. Some of the critical aspects of instructional activities are highlighted below in the context of recent research findings. According to Gravina et al. (2024), experiential learning in organizational behavior management courses combines and integrates didactic instruction with experiential learning, emphasizing practical competence through guided activities and hands-on assignments. The activities are chosen to meet the identified organizational issues, taking into consideration the usage context and increasing the transfer of skills learned in authentic environments. According to Vilhunen et al., (2021), various instructional activities,

like an engaging task and data analysis, trigger students' epistemic emotions; some of the activities will generate positive emotions, such as excitement, while others may lead to confusion. These emotional responses can help educators in developing specific learning environments that provide students with positive experiences. Though instructional activities are highly necessary to stimulate engagement in learning, considerations of the probable negative emotional responses of students are also induced through some instructional methods. It is within this balance that teaching can be said to be effective.

Educational Experiences. The educational experiences are diverse in nature and have involved learning opportunities that foster personal and academic growth. Educational tourism, higher education, and early childhood education all represent specific types of these experiences. Such diverse experiences with their significance and impacts are discussed in subsequent sections. According to Selvakumar et al., (2024), educational tourism is tourism combined with learning about cultures and histories. Key aspects involve Interdisciplinary Learning, whereby tourists can explore subjects of art, science, and sociology through guided tours and workshops; they also develop more profound insights and appreciation for the cultures of the place visited. This form of tourism further promotes responsible travel for the benefit of visitors and host communities alike.

Teaching Practices. Teaching practices remain a core component of effective education, impacting both teacher development and the learning outcomes for students. They involve various strategies and methods that educators use to help their students gain knowledge and experience while making learning more interactive. The following sections identify key features of teaching practices as determined by recent research. Beena (2024) emphasizes how innovation is very important to increasing student engagement, motivation, and learning. She highlights how technological development has really changed the teaching methodology through interactive tools and digital resources, thus making learning personal and more effective. The new pedagogic methods involve flipped classrooms and project-based learning; these ensure that students will be more engaged and collaborative in learning, leading to a better grasp of the subject matter.

The author also insists on culturally responsive teaching, which embraces diversity in perspectives for an inclusive environment that fosters creativity and critical thinking. Furthermore, Beena (2024), stresses the need for educators to keep up with the trends and seek out innovative strategies to meet the emerging needs of learners. She concludes in the paper that this adoption of these innovative practices increases the motivation of the students and academic performance, thus changing the face of education.

Knowledge and Skills. Knowledge and skills are somehow interrelated concepts; both significantly contribute to learning and professional development. In all areas, solving a problem or creating something innovative requires knowledge and skill in an integrated form. It could be explained by a few of the key aspects such as knowledge and skills. According to Khan et al., (2024) the relationship between theoretical knowledge and practical skills is complementary in nature for effective learning and application. While modern education has shifted its focus to practical skills, a balanced approach that integrates both aspects is crucial for holistic development. Research indicates that theoretical understanding significantly enhances practical application, especially in educational settings. This interdependence suggests that knowledge informs practice, and vice versa, leading to more effective teaching and learning outcomes (Hordern, 2024).

Learning Outcomes. Learning outcomes are an educational strategy to bring accountability, equity, and quality in educational systems. They act as a benchmark for the assessment of academic standards and granting academic credit, thereby impacting teaching-learning and assessment methods in educational infrastructures. Analysis by Holmes (2019), articulates the complex role of learning outcomes in higher education. Learning outcomes give clear scaffolding for both students and educators regarding expected knowledge, skills, and evidence for assessment. While they promote transferable skills and recognition of prior learning, rigid administrative systems negate these benefits by enforcing strict deadlines that impede students' processes of learning. Holmes argues that for the best learning outcomes, curricula should allow students to negotiate what assessment evidence they produce and when they submit such assessment evidence. Unfortunately, the

rigidity of the current system engenders a certain preoccupation on the part of students with the certification rather than holistic learning; this could nurture an instrumentalist approach to education, whereby nothing is valued to save what is assessed. Despite facilitating a shift towards constructivist learning models, learning outcomes can be problematic for educators who fully embrace constructivism. Holmes concludes that while learning outcomes have improved assessment and teaching, their potential is not fully realized, necessitating a reevaluation of their implementation. While the manifold benefits of learning outcomes are recognized, their careless implementation may easily turn them into no more than a bureaucratic exercise. In the end, it is successful learning outcomes when they are well-interpreted and matched to the educational goals for the purpose of enhancement of learning and not just being administrative tools.

Specific, Measurable Knowledge. Specific, measurable knowledge refers to the ability to quantify and assess knowledge within a particular domain or context. This concept is crucial in various fields, including education, performance measurement, and political science, as it allows for the evaluation of knowledge acquisition and its impact on outcomes. Regarding domain-specific knowledge, Rusche and Ziegler (2023), emphasize the importance of culturally sensitive tests for domain-specific knowledge (Gkn), which predict significant life outcomes. They developed a test for the German population, revealing a hierarchical model with factors like Humanities, Science, and Civics, each with smaller facets. This model supports the structural validity and reliability of Gkn scores. Regarding knowledge measurement in Educational Contexts Girard et al. (2015), investigated knowledge acquisition in online versus face-to-face learning environments across six subjects. Their findings showed no significant difference in knowledge levels between the two modes, except in production and finance, suggesting that specific knowledge can be consistently measured across different educational settings. Regarding Political Knowledge, Beattie and Milojevich (2023), explored issue-specific knowledge in political contexts, finding that voters' knowledge on economic, foreign policy, and environmental issues significantly influenced candidate choice. This study underscores the role of specific knowledge in shaping

political preferences and decision-making. While specific, measurable knowledge is crucial for evaluating performance and decision-making, it is also important to consider the limitations and biases inherent in knowledge assessments; like cultural differences, educational contexts, and psychological traits which can all influence the measurement and interpretation of specific knowledge.

Values and Goals. Teaching English speaking and listening has the aim of developing students' general communication capacity, critical thinking, and moral education. These goals are achieved through a variety of pedagogical approaches that relate language skills to overall educational objectives. The integration of value cultivation, critical thinking, and moral education into listening and speaking courses is indispensable in the development of all-round communicative competence. As emphasized by Gao (2024), it has been reiterated by the IVCCT (Integrating Value Cultivation with Critical Thinking) model for the need to shift from mere language-centric approach to an integrated approach that inducts the elements of value education. Multicompetence can thus be developed such as innovation, research, communication, and cooperation through intercultural critical thinking activities. Similarly, Huo and Li (2022), mentioned that moral education integrated into cultivating English communication competence is of critical importance. The method develops the language skills of the students along with instilling moral values in them. There is a high level of satisfaction among the students regarding the teaching methodology and the outcomes thereof. Additionally, Wang (2024), and Pan (2024), had also cited that the Activity-based approach provides an avenue for the integration of Curriculum Content and developing the core competency in Listening and Speaking. It is interrelated learning in practice and prepares students to attain language proficiency, as well as cultural backgrounds. Similarly, as explained by Wiwoho (2023), some integrated learning methods that integrate listening and speaking skills with other skills in the class, were effective to develop speaking ability. Corresponding to educational needs at community level and curriculum renewal is possible through this approach. For example, there are some approaches that can be used in the classroom to promote values while teaching listening and speaking.

Defining the Dependent Variable

Speaking Skill

Speaking skill is the ability to effectively communicate thoughts, ideas, and feelings through spoken language. It involves an interactive process where messages are exchanged between a speaker and a listener, requiring clarity and the ability to convey meaning. This skill is developed through practice and imitation, starting from an early age, and is influenced by social and cultural contexts that dictate how language is used. Effective speaking also integrates other language skills, such as listening and understanding grammar and vocabulary, to ensure meaningful communication. Overall, speaking skill is essential for expressing oneself and engaging in dialogue with others (Safitriani and Jayadi, 2021).

Communication Process. In the book "Intercultural Communication", Holliday (2021) embraces the difficulties and the importance of communication in the field of teaching and learning. For instance, the book shows that effective intercultural communication is an important constituent of creating an inclusive and positive learning environment that can support students from diverse cultural backgrounds. Holliday reinforces that teacher must be culturally sensitive to the different ways students communicate due to its impact on their involvement and process of learning. Linguistic and non-verbal communication within the classroom: The text continues with how teachers must accommodate their communicative techniques to meet the various learning styles. Holliday (2021) elaborates, "teachers should be aware of the cultural lenses that students see and make meaning of information through and adjust their teaching accordingly" (p. 24). He further points out that overcoming cultural stereotypes and prejudices is required for mutual respect and understanding in educational settings. Along this line, open dialogue and critical thinking will facilitate students to negotiate cultural differences and develop intercultural competence. It gives some ways of developing the intercultural communication competence of students, suggesting interactive learning activities, culturally diverse teaching materials, and collaborative projects.

Skill Development. VanTassel-Baska and Little (2021), describe curriculum adaptation possibilities for gifted learners, such as acceleration, enrichment, and

differentiation. Their handbook is designed to promote higher-order thinking and critical knowledge construction through higher-level pursuits like literary analysis and creative writing. These approaches foster critical thinking and allow students to convey their knowledge in multiple ways. The authors address the needs of special populations, including twice-exceptional learners and students from low-income backgrounds. They provide specially tailored programs, including mathematics enrichment for dyslexic students, and stress the necessity of differentiation to meet diverse needs. Their work aligns curriculum design with national and state standards while promoting professional development for teachers. Problem-based learning and solving complex problems are noted as central methods of developing analytical skills. VanTassel-Baska and Little also call for formative assessments to refine instruction and counseling to meet the social-emotional needs of gifted students. Overall, *Content-Based Curriculum for High-Ability Learners* presents a usable and research-based plan for educators striving to promote the development of high-ability learners.

Social and Cultural Contexts Influence. Ladson (2021) writes about the profound influence of social and cultural contexts on learning and teaching, with emphasis on culturally relevant pedagogy (CRP) as a transformative approach. CRP acknowledges and integrates students' cultural backgrounds into learning, against marginalization in traditional schooling. Ladson writes about how the inclusion of cultural references in curriculum activities enhances student motivation and achievement. For instance, a mathematics teacher using cultural narratives to place abstract concepts in context illustrates the effect of culturally responsive pedagogy. CRP transcends curriculum planning to include a shift in teachers' thinking and teaching practice. Teachers are required to scrutinize their biases and adapt practices to accommodate the cultural backgrounds of the students, creating a place that is respectful and inclusive. This builds a sense of worth and nurturing for the students, which improves their learning process. Besides, CRP equips students to critically assess social inequalities, shaping them into active and enlightened citizens. Rather than watering down academic standards, it increases expectations with consequent support. Ladson points out the twofold role of CRP to enhance

academic achievement as well as mutual respect in more diversified classrooms.

Social and Cultural Contexts Influence Integration with Language Skills.

Corbett (2022) emphasizes the integration of social and cultural contexts into language teaching to enhance linguistic and intercultural competence. He calls to mind ethnographic interviews a strong methodology, enabling learners to engage with cultural practices in their target culture while facilitating practical language use and greater cultural awareness. Visual literacy is equally vital as activities that involve analysis of cultural objects like adverts, images, and video encourage critical thinking, interpretation, and cultural awareness in learners. Corbett advocates for the integration of various literary works and media products into curricula to expose learners to various cultures and storytelling. He recommends the application of activities like role-playing, collaborative projects, and debates to initiate reflection on prejudice and broaden thinking. Besides, Corbett investigates virtual ethnographies and intercultural telecollaboration, where students communicate with other students from different cultures in virtual settings, applying language abilities in actual contexts and fostering intercultural relationships. Overall, Corbett underscores the necessity for an extensive language teaching approach that values cultural diversity, encourages inclusion, and supports both linguistic and intercultural growth

Non-Verbal Cues. Non-verbal cues are vital to enhance speaking skills since they create a great deal of difference in communicating. The gestures, facial expressions, and body language speak the feelings and intentions that words are incapable of fully delivering. It will bring in improvement in comprehension and engagement in the communicative situation if one understands and uses these non-verbal elements. Some authors consider that about 66% of the information that is shared during interactions is nonverbal; in situations involving second languages, cues like gestures and facial expressions aid listeners in understanding the speaker's meaning (Batty and Suvorov, 2024). According to Shafique et al. (2023), facial expressions can enhance verbal communication by conveying emotions and reactions. Co-speech gestures can help people understand by emphasizing or clarifying spoken phrases (Moryossef, 2023). Regarding body language, while non-

verbal cues are a significant part of communication, their interpretation may differ across cultures and can sometimes lead to misunderstandings. Therefore, awareness of these differences is paramount in ensuring successful interactions across diverse settings.

Message Clarity. The teaching of clarity in speaking is a core constituent in effective communication; it is therefore very essential in the learning of any language. Indeed, Communicative Language Teaching has been proven to increase students' proficiency in speaking skills by encouraging them to interact and engage with each other. It focuses on real-life communication which enables learners to practice speaking in a non-threatening atmosphere that will finally result in clarity of messages. Some authors like Akmal (2020), suggest attaining speaking skills development by enhancing the active approach of Communicative Language, by teaching and giving pupils more freedom and confidence to express themselves. Communicative Language Teaching proved to be effective in enhancing the speaking skills of junior high school students, as elicited by positive responses from students in the study conducted by Nurdayani et al. (2024). Besides, the method addresses common problems faced, such as a lack of participation and concentration, through strategies like conversation and probing questions. The teaching media, such as Zoom and YouTube, will enable clearer communication because of the various contexts for practice. Selection of media should be appropriate to the students' abilities for better comprehension and participation, according to Marhamah and Muslem (2022). While Communicative Language Teaching and effective teaching media significantly contribute to message clarity, challenges such as varying student backgrounds and technological limitations can hinder the learning process. Addressing these issues will help in achieving maximum benefits from teaching speaking skills.

Fluency Improvement. Improvement in fluency, whether in speech, reading, or language, involves several strategies and interventions that are specific to disorders or learning contexts. Research has shown that fluency can be improved through targeted interventions that address the underlying cognitive and physiological processes. These interventions range from speech therapy techniques

to reading comprehension strategies and self-assessment practices. Key ideas suggest that fluency-shaping therapy, stuttering modification therapy, and cognitive behavior therapy are some of the strong techniques employed in the treatment of fluency disorders such as stuttering and cluttering. All these points toward speech pattern modification and adjustment of psychological aspects (Kiruthiga and Christopher, 2024). Even though these studies identify effective strategies to improve fluency, individual differences and the context of a given fluency disorder or learning challenge must be considered. Such interventions would do well by being tailor-made to the needs of individuals and using a combination of techniques for better results. As stated by Dos Santos and Ramirez (2022), These techniques, which also included the 4/3/2 technique, repetition while reducing time for speaking, and self-assessment, greatly enhanced language learners' speaking fluency. In this practice-based approach, feedback and learner autonomy will have key roles to play. Similarly, Siahaan et al., (2022), declared that adopting engaging and motivating tools will be critical in speaking fluency development.

Pronunciation. Pronunciation plays a crucial part in second language learning, through which communicative competence and performance are influenced. Despite such importance, it often remains underemphasized in language education, especially within some regions or educational systems. Assessment and teaching of pronunciation have seen a shift away from native-like pronunciation to the aspects of intelligibility and comprehensibility. Empirical support for this shift comes from the area of empirical research and technological advances that offer effective methods and tools for pronunciation teaching. This is evidenced-based by Derwing and Munro (2022), who state that recent trends in pronunciation teaching are focused on intelligibility rather than native-like accuracy. The contribution of instructional techniques and technology in pronunciation apps greatly contributes to pronunciation pedagogy, as has been reiterated by the literature concerning this matter. Also, Shafwati (2022) proposed that pronunciation digital applications have made learning more interactive and flexible, though their effectiveness in improving pronunciation skills may differ, such tools can help to supplement conventional teaching methods and are useful resources for both learners and

teachers alike. While pronunciation is a crucial feature of language learning, its implementation into educational systems is very different. Some regions might not have the resources or awareness to emphasize pronunciation; therefore, this could lead to gaps in the communicative competence of the learners. On the other hand, the increasing emphasis on intelligibility and technology use in teaching provides hopeful prospects for improving pronunciation teaching worldwide.

Appropriateness of Language. The appropriateness of language in speaking is a multi-dimensional concept that includes linguistic politeness, pragmatic competence, and cultural sensitivity. Effective communication requires individuals to negotiate social contexts while adhering to ethical discourse principles, which include respectful language choices and awareness of social dynamics. This understanding is crucial for fostering meaningful interactions and maintaining societal harmony. In order not to break this dialogue, a speaker has to pay attention to linguistic politeness, which involves the choosing of respectful vocabularies, varied sentence structure in conveying a message without hurting the partner of the conversation and conversational politeness, where it is expected to relate with the social status of the partner, which influences how language can be used in different contexts explained by Handayani (2023). EFL learners can determine the appropriateness of speech acts, such as criticism, considering politeness, power, and social distance (Putri et al., 2023). While appropriateness in language is essential for effective communication, it is equally important to note that individuals may not always act in accord with these norms because of the conflict between different cultural influences or personal biases. This is the complexity that necessitates continuing education and awareness in language use

Context Adaptation. Context adaptation in speaking is the certain possibility for a speaker and a listener to include in speech production and perception the contextual information provided by a speaker's accent, previously established expectations of the listener, and the communicative environment. This adaptation is crucial for effective communication, especially in diverse linguistic settings. Whereas studies show that adaptation may be imperfect in that listeners do not always retain learned categories after exposure to multiple talkers, on the other

hand, listeners can generalize phoneme categories across different talkers. According to Chiu et al., (2024), they adapt to individual speech characteristics. Older adults rely more on lexical information to resolve ambiguities in speech compared to younger adults, as mentioned by Cheng and Jongman in 2022.

Kalashnikova et al. (2023) suggested that NNDS (Non-Native Directed Speech) is didactic since these characteristics are adjusted to facilitate non-native listeners' comprehension, for instance speakers adjust their speech characteristics, such as vowel hyper articulation and pitch, when speaking to native listeners versus non-native ones with the purpose of increasing comprehension and being more effective in one's communications. On the other hand, while adaptation is common, speakers may resist pronunciation changes, especially in situations where they feel their identity relates to their native way of speaking. This resistance to change may further limit the efficacy of communication and speech adaptation with non-native listeners.

Effective Vocabulary Use. The structure of the effective speaking vocabulary is complex, comprising both linguistic and extralinguistic elements. This means that linguistically, words should be used with a strategic approach; there should be an understanding of sentence structures, and grammar should be well known to make certain the ideas get across and are clear. Extralinguistically, it means non-verbal body language and delivery of voice play a great role in the delivery of a message to an audience. The effective use of vocabulary plays an important role in engaging the listeners and bringing out the message of the speaker across. Suryanto et al., (2021), have stated that by mastering good vocabulary, speaking ability can be developed. They proposed that students can express themselves freely in a foreign language because they understand the vocabulary that represents the content of the messages they will convey in English. Good command of vocabulary in English will help students to speak skillfully; Suryanto et al., (2021), proved that there is a significant correlation/effect of vocabulary mastery on students' speaking skills in English. While it is important that vocabulary should be effectively used in speaking, sometimes, over-emphasizing vocabulary delays spontaneous communication.

Grammar Accuracy. Grammar accuracy plays a very important role in effective communication; it makes spoken language clear and easy to understand. Mastering grammar will provide one with the precision to express thoughts and ideas, which will help in avoiding misunderstandings. Besides, good grammatical skills bring more credibility and confidence when speaking; hence, this makes interactions more effective and meaningful. According to the investigation and analysis conducted by Tarigan and Stevani (2022), it is indicated that most of the English teachers have used practical strategy, which helps to fit the teaching grammar strategies by their beliefs and the need for the requirements of the language activities. Teachers normally maintain a positive attitude towards teaching grammar and liked to teach grammar implicitly in the skills of English. Additionally, Tarigan and Stevani (2022), concluded that the contextual grammar study was most likely to take place when the English teachers felt confident about their grammar knowledge and felt comfortable taking time in the classroom discussing texts and language with students assuring, they covered the required grammar content of the curriculum.

CHAPTER II

RESEARCH METHODOLOGY AND DIAGNOSTIC

This chapter contributes to the methodology of the whole study in this endeavor. This informs the reader of the most crucial variables and categories towards the investigative focus by explaining how they were operationalized and constructed. In the first part of this chapter, we provide the general conceptualization of the framework, along with the scope of the selected research technique to provide the readers with underpinning the wider intricacies of the methodology. Then, in conjunction with the explicit statement of approach and its justification together with the type of study done in the parallel section, mention is made to ensure comprehensiveness and credibility of the design. The following focuses on the methods that were used to carry out this investigation along with examining each one of them regarding our findings. The objective of this section is to help readers comprehend the specific methods and materials used in empirical data collection and analysis. It indicates the scope and uniformity of our research approach. The chapter also clarifies statistical procedures employed during quantification and data processing such that you can comprehend tools utilized in extraction of pertinent data in analysis. This chapter finally discusses the whole study methodology, whether theoretical or empirical, from the initial diagnosis to proposal modeling and concluding with the final diagnostic or validation stage.

Conceptualization and operationalization of variables and categories

This section identifies and defines the main categories that establish the foundation to determine how the curricular proposal improves speaking skills in Shuar students among eight, ninth and tenth grade of General Basic Education students in a school in El Panguí. These categories are decisive for shaping and examining the information collected along with the research. The chosen variables were divided in dimensions and indicators. To precisely support the theory framework the dimensions were categorized in two more indicators each.

The main categories identified for this study include:

Independent variable: Curricular Proposal.

A curricular proposal refers to a structured plan or framework for designing

educational programs, courses, or learning experiences. It outlines the content, objectives, methods, and assessment strategies to achieve specific educational goals. It can vary based on the educational level and subject areas. (Gouédard et al., 2020; Deng & Luke, 2020)

Dependent variable: Speaking Skill.

Speaking is the first useful skill that assesses a learner's communicative proficiency; people use speaking to communicate verbally to express a range of ideas and opinions. From an operational perspective, it is the capacity to communicate verbally in a relevant context, coherently, fluently, and appropriately. It involves employing suitable language, syntax, and pronunciation. (Nafa, 2023)

Table # 1 - Chart of Variables, Dimensions, and Indicators

| Independent Variable | | Dependent Variable | |
|--|--------------------------------|--|-----------------------------|
| Curricular Proposal | | Speaking Skill | |
| Dimension 1: Strategic plan for Instruction | | Dimension 1: Communication process | |
| 1 | Curriculum standards | 1 | Non-verbal cues |
| 2 | Instructional activities | 2 | Message Clarity |
| Dimension 2: Classroom instruction | | Dimension 2: Skill development | |
| 2 | Educational experiences | 3 | Fluency Improvement |
| 4 | Teaching practices | 4 | Pronunciation |
| Dimension 3: Instructional methods | | Dimension 3: Social and cultural contexts influence | |
| 5 | Knowledge and skills | 5 | Appropriateness of language |
| 6 | Learning outcomes | 6 | Context adaptation |
| Dimension 4: Students' learning outcomes | | Dimension 4: Integration with language skills. | |
| 7 | Specific, measurable knowledge | 7 | Effective Vocabulary Use |
| 8 | Values and goals | 8 | Grammar Accuracy |

Elaborated by Yandry Calderon (2025).

Research approach and design

The research used a specially crafted curriculum to tackle the improvement of E.G.B. students' speaking ability through the utilization of topics of interest to their lives. Adopting experimental methodology, the research utilized pre-tests and

post-tests, questionnaires, interviews, and classroom observations in assessing the impact of the curriculum, gathering both quantitative and qualitative data to facilitate a comprehensive evaluation. Mixed-methods research, as discussed by Dawadi et al. (2021), is efficient in addressing complex research issues using the blending of qualitative and quantitative methodologies. This method is complementary to action research, which involves cycles of planning, enactment, and evaluation. Further, aggregating data from various sources, as discussed by Onwuegbuzie et al (2022), which enhances the validity and trustworthiness of outcomes. The study proved that blending the methods enhanced knowledge of students' speaking skill development. Quantitative findings of pre- and post-tests indicated concrete improvement, whereas qualitative findings of surveys and interviews informed students' experience and attitudes. By being in line with action research principles, the findings are added to foreign language education as actionable knowledge for educators and policymakers interested in enhancing language learning

Scope of the research

The case study research was descriptive and thematic. It intends exploring how a curricular proposal could improve speaking skills in Educacion General Básica students in El Kunki community. The descriptive aspect involved assessing the current speaking proficiency levels of the students, determining their perceptions regarding the curricular proposal and how it influences into speaking skills development, determining the current stage of student's skill in English language, especially in speaking skill. The investigation also investigated how the speaking skills improved through the application of a curricular proposal which focus on speaking skill by the time it improves the English language skills in E.G.B students by using communicative activities, group and pair activities. Also, the study expected to describe the influence of those activities on students' speaking skills by piloting post-tests, and students' performance observations in class, and analyzing the collected data. The explanatory aspect of the research meant to elucidate the relationship between the application of the curricular proposal and the speaking skills development in the focus groups. It required to describe how and to

what extent these activities contributed to improvement of student's speaking capacities. The research created valuable tools, which could be used by teachers in future situations to develop student's speaking skills, as well as suggestions to motivate student's participation and engaging tasks.

Research purpose

The curricular proposal intended to develop speaking skills in students from eighth, ninth and tenth courses, whose pronunciation lacks level, through the implementation of a curricular proposal specifically designed to meet language speaking requirements at Unidad Educativa Carmen Valdiviezo. For instance, the study determined how the curricular proposal improved speaking skills in Shuar students, assessed students' communicative skills, established the real influence of the curricular proposal, its influence in their speaking skill development, and verified which specific aspects of the speaking skills improved after using the new curricular proposal.

Research questions

In alignment with the defined goals, three inquiries were addressed concerning this study.

Research question 1: How does the application of a curricular proposal influence the development of speaking skills?

Research question 2: Which specific aspects of Shuar students' speaking skills showed improvement after the implementation of the new curricular proposal?

Research question 3: How do Shuar students perceive the importance of speaking skills in their language learning process after the implementation of the curricular proposal?

Research proposal justification

Improving speaking skills is essential, especially for indigenous groups like the Shuar of Ecuador, whose unique culture and language are at risk of being overshadowed. This proposal focuses on creating a curriculum to help Shuar learners develop speaking skills by using topics relevant to Ecuador. The project seeks to reduce educational inequalities and give Shuar students the communication tools needed for success in both local and wider communities. Traditional school

programs often ignore the cultural and daily experiences of Shuar students, making them feel disconnected. According to Baracheta (2024), indigenous students had stable performance across measures such as vocabulary, fluency, grammar, and pronunciation but also struggled across academic, personal, and social contexts. This emphasizes the need for integrated strategies to enhance their communication skills and overcome such struggles. Furthermore, it found a strong relationship between confidence and challenges; higher confidence was often related to more challenges.

By including Ecuadorian topics that reflect Shuar lives and culture, this curriculum aims to create a meaningful and inclusive learning environment. Enhancing the speaking skills of Shuar students is vital for their academic success, social interactions, and future careers. The proposed curriculum not only builds language skills but also boosts students' confidence and ability to express themselves clearly and logically. This research could influence broader education policies by demonstrating how a culturally relevant curriculum can improve oral communication. It offers insights into creating fairer education systems that respect and celebrate language diversity, benefiting other indigenous and minority groups as well. This project aims to address educational gaps, improve Shuar students' speaking and academic abilities, and support teaching that values their culture. By using relatable topics, this curriculum seeks to inspire and empower Shuar learners while preserving their cultural heritage.

Delimitation of population, sample, and sampling.

As stated by Lakens (2022), a well-reasoned sample size rationale is a crucial component of every informative study's design. Depending on the purpose of the data collection, the resources available, and the statistical method used to analyze the data, there are several ways to justify the sample size in a study. All these methods are based on the fundamental idea that researchers should weigh the importance of the data they gather in relation to their inferential objectives. For instance, the population at Unidad Educativa Carmen Valdiviezo, located in El Guismi, consisted of 84 students from 2nd grade of elementary education to 3rd year of Bachillerato. The chosen sample for the study involved 16 students.

The sampling technique used in the study is opportunity sampling. This non-probabilistic sampling was selected based on the following criteria: a) The students are 12 to 15 years old. b) The students share A1 level. c) The number of English classes are similar (3 times a week). c) The modules for teaching them English are free to choose. d) Their speaking skills are not developed.

Table # 2 - Population and sample details

| Participants | Sample population | Percentage |
|---------------------|--------------------------|-------------------|
| Women | 10 | 62% |
| Men | 6 | 38% |
| Total | 16 | 100% |

Elaborated by Yandry Calderon (2025).

Research context

The research was carried out in a rural community located in Zamora Chinchipe province, Cantón El Pangui, Parroquia El Wismi between Barrio El Oso and Barrio Uwents, on the border of Cantón Yantzaza and Cantón El Pangui. The community is surrounded by forest, the students walk between 15 minutes to 40 minutes to arrive at the school in the early morning and to go back home after school. The street is not paved, it is covered by a ground layer full of holes that accumulate water and produce mosquitoes most of the year and the cars raise dust when passing through it. The public transportation companies (chivas or rancheras) cross the community twice per day, in the morning and in the afternoon.

The school is public, it has four blocks, two of them made of concrete and two are made of prefabricated classrooms brought by the district. The institution consists of nine teachers and seventy-four students from four years old to eighteen years old, distributed in multi grade classrooms (2nd, 3rd, and 4th & 5th, 6th, and 7th grades, and normal grades from 8th EGB to 3rd BGU. The didactic material the teacher uses daily are the books provided by the government, the board, their markers, the student's notebooks, and when necessary, the teacher brings their laptop, speakers or in focus to work with the students in specific tasks according to their subjects. The institution has had internet for two months ago, but most of the students do not have electronic devices, cell phones or laptops and cannot access

internet at home.

The institution has determined that the students come from poor families; they came to school without eating breakfast. The students wait to the break time to eat a box of milk and cookies. Their environment at home is not adequate to maximize their learning skills; after school, they go to the farm with their parents and go back at night, for that reason most of the students do not present homework, rewrite their notes in the main notebook and do not prepare for the test. Most of the students cannot focus on study because they come hungry to the school and at home usually do not have lunch. Some of them reported eating once or twice per day. The student's parents are poor people, some of them are unable to read and write. Approximately ninety percent of the parents are farmers and do not want to invest in their kids learning; they expect that their relatives after school get married and go to the farms to produce crops to survive.

Another fact determined by the institution regarding student's lifestyle refers to the models they observe and from whom they learn while growing. Their parents, neighbors, relatives and the whole community members have alcohol abuse problems, it causes many difficulties to everyone; those fathers, who earn enough money, spend their salaries on beers and left their families without a budget. Drinking abuse creates violent homes; as consequence, most teenagers from 14 to 15 years old get pregnant and abandon their studies to get married and create a family. Boys do not expect to be professional people, they aim to accomplish the school and start working to support their families and labor their family's farms. Without female or male models to imitate, teenagers in the community does not open their mind to the number of possibilities they have after school and focus on enjoying friendship, getting boyfriend or girlfriend and waiting to the mandatory school study time arrives. In this regard they do not dedicate enough effort to their academic preparation.

In the English subject the students experience difficulties because their native language (Shuar) and the national language (Spanish) are not enough developed. The students do not master the Spanish enough to use it properly in the required level. In English subject after the class (3 times a week) they do not

practice and the next week they completely forgot the studied contents. This situation frustrates the teachers because their teaching effort does not achieve the expected results in students' performance. Finally, it is necessary to mention that the application of the curricular proposal was done in the regular classroom at the normal English class schedule, where the pupil received instruction to practice and improve English speaking skills.

Research stages

The steps followed by the investigator were: selecting the research methodology (technological or methodological), defining the topic to research, doing the literature review, creation and validation of instruments, asking institution permission, getting informed consents, applying the instruments, performing the classes using the curricular proposal, analyzing the obtained data, and conclusion and recommendation writing.

At the beginning of the research, to get quantitative information a pretest was applied to the students to measure their English level, and their communicative skills level. Then, at the end of the investigation a posttest was applied to determine if students improved their speaking skills. Similarly, the qualitative phase included student's performance observation, and one on one interviews with the students to analyze their communicative skills in a real interaction. The data collected were analyzed to identify student's difficulties, and the impact of the curricular proposal on their learning experiences.

Table # 3 - Stages of the research project.

| Stage | Description | Activities | Performers |
|---|--|---|---------------------|
| Selecting the research methodology (technological or methodological) | Choose the correct methodology to perform the study. | Analyze the technological or methodological methodology and choose the best to apply in the study | Researcher Tutor |
| Defining the topic to research | Define the object of the study. | Review of previous information and research. | Researcher Tutor |
| Doing the literature review | Define the Theoretical | Explore bibliographic | Researcher |

| | Framework. | information. | |
|---|---|--|--|
| Creation and validation of instruments | Establish the required criteria to obtain data for the study and validate the instrument by the experts | Elaboration of a pretest, a posttest, a survey, and an interview. | Researcher Experts to validate the instruments. |
| Asking institution permission | Get permission to do the research project in the institution you selected. | Elaboration, presentation and getting an answer to the authorization letter from the principal of the institution. | Researcher |
| Getting informed consents | Get permission from students and their parents to participate in the research. | Elaborate, present and get a positive answer to the informed consent. | Researcher |
| Applying the instruments | Apply the instruments to gather information. | Apply for the pretest, posttest, survey, and interview. | Researcher |
| Performing the classes using the curricular proposal | Perform and apply the curricular proposal in the selected classes. | Apply the strategies, lesson plans and didactic resources in the sample classes. | Researcher |
| Analyzing the obtained data | Elaborate a report with the results to assess the situation of the students. | Application of the statistical analysis for the data attained to infer conclusions | Researcher |
| Conclusion and recommendation writing | Gather the results of the investigation. | Elaborate a final report with the data and write conclusions and recommendations. | Researcher |

Elaborated by Yandry Calderon (2025).

Instruments derived from the selected methodology

The data collection instruments applied in the present research are explained. The instruments were carefully chosen to support the research objectives and to understand the effectiveness of the curricular proposal applied to the students to develop their speaking skills in a Shuar community.

Quantitative instruments

Survey. According to Kent (2020), any systematic data collection effort aimed at offering a comprehensive description and analysis of a specific is called a survey. In the present research, a survey was designed to determine student's perceptions about curriculum design and communicative skills. The survey collected information about classroom objectives, curriculum focus, students' perception about curriculum influence in their language skills, relevance of didactic tools, topic engagement, interaction opportunities in and outside class using English language, pertinence of developed tasks, their conscious pronunciation assessment, and their participative perception in communicative classroom tasks. The survey enables the researcher to determine the real influence of the curricular proposal used by the English teacher and how student perceive its influence in their speaking skill development before implementing a new and improved proposal that uses relevant topics from student's background.

Pretest and Posttest. Hernández and Mendoza (2018) state that a pre-test is an evaluation that is given to students before to the commencement of a course or program to determine their baseline knowledge and abilities. By gaining insight into students' prior knowledge and potential knowledge gaps, it aids teachers in organizing lessons and customizing learning opportunities. Similarly, a post-test refers to a test administered following instruction in order to assess what participants have learned (McMillan, 2018, p.15). It allows instructors and researchers to evaluate learning achievements and the effectiveness of an instructional intervention by comparing them with pretest scores. Posttests are vital to establish the influence of training programs and to guide improvement in instructional design. Pre and post - test were applied by the investigator to the students to know their weaknesses at the beginning of the intervention and to

measure how they improved after the application of the curricular proposal. The pre-test measured students' pronunciation accuracy, their fluency, their vocabulary usage and their interaction skills by asking them to read words, talking about their families, giving synonyms to the given words, and by roleplaying. Similarly, post-test quantified the improvement of communicative skills in student's pronunciation accuracy, their fluency, their vocabulary usage and their interaction skills by asking them to pronounce complex words, determine the correct verb and tense for a sentence, to choose the best response to continue a conversation in different scenarios.

Qualitative instruments

Student Interview. This document aims to obtain personal information about many aspects of an individual's life, concentrate on specific time periods or places, or obtain insider knowledge from a source regarding a group, organization, or event (Gerson and Damaske, 2020). The student interview used in this investigation was designed to assess students' communicative skills and to know their perceptions about the importance of speaking skills. The interview asked about the importance of correct pronunciation, the importance of stress and intonation, the appropriateness of words and expressions in English language, significance of active engagement in conversations, the participation in group discussions for enhancing English communication, and asked students to use the speaking skill to perform some task like reading words, talking about the new uniform, maintaining a short conversation, reading a passage, role play someone and talk about any topic, creating sentences from the given words, and to participate in a group discussion. The interview let the researcher know the real communicative level of the students before implementing the curricular proposal.

Observations. The methodical process of observing, hearing, and evaluating instructional strategies and student conduct in a classroom context is known as "classroom observation." Educators, administrators, and researchers utilize it to collect information about classroom dynamics, student involvement, and teaching tactics (Creswell & Creswell, 2018). In the study, observations were applied in the classroom to know if students focus on communicative skill development and how

deep they focus on the correct articulation of sounds while pronouncing, how accurate is their stress and intonation, how consistent are they to maintain speech rhythm, to know if students use appropriate words and expressions in their speech, the richness and diversity of vocabulary, their ability to engage in conversations, and their participation in group discussion. All this information permits the investigator to determine if the tasks, readings, and performed speaking activities engage in the students' participation and how well they focus on communicative competence, giving clues to improve after each session.

Application of the pre-test and post-test

The pretest was held during the first week of October. The pretest was administered as an individual exam, designed to evaluate the English-speaking proficiency of Shuar students. The test contained eight distinct questions. These questions were carefully constructed to assess various aspects of speaking skills, including non-verbal cues, message clarity, fluency, pronunciation, language appropriateness, context adaptation, vocabulary usage and grammar. The pretest was graded based on a speaking rubric, with each dimension allocated a score criteria from poor, fair and excellent. This grading system provided a balanced assessment of the students' speaking abilities across multiple areas. The detailed grading rubric was designed to evaluate critical elements of speaking proficiency, including articulation, stress and intonation, vocabulary richness, and overall fluency. Students were given 10 minutes to complete the test in a spoken way, allowing them enough time to engage thoughtfully with the tasks. By carefully analyzing the results of this pretest, valuable insights can be gained that will inform the creation of targeted, culturally relevant lessons to support the development of speaking skills in Shuar students. The post-test was applied during the first week of December following the same criteria and aspects to meet the requirements of speaking skill, using the same grading rubric, varying the questions but keeping the same focus.

Application of the survey

The survey was administered during the first week of December to gather data on students' perceptions regarding curriculum design and their speaking skills

in English. The survey was presented as a self-assessment tool, where participants were asked to respond honestly and mark their preferred option for each question using the scale provided: Never, Sometimes, Most of the time, and always. It covered dimensions such as clarity of objectives, logical progression, real-life communication focus, pronunciation accuracy, fluency, vocabulary use, and interaction skills. Within each dimension, specific indicators were assessed through targeted questions. Students marked their responses based on frequency, providing insights for curriculum improvement.

Description of the diagnostic stage

The diagnostic stage lasted one week and involved several tools, including a survey, a pretest, group interviews, observation, and a posttest. The objective was to gather data on the curricular proposal, classroom interaction, and their impact on communicative skills development, while measuring students' English proficiency. A survey was applied to collect quantitative data on students' perceptions, followed by a pretest to assess their English and communicative skills. The collected data were analyzed to identify students' challenges, particularly in pronunciation, intonation, and vocabulary usage. The results revealed difficulties in pronunciation, intonation, and vocabulary usage, with students rating their speaking skills as poor.

Results of the diagnostic stage.

At the diagnostic phase, findings were revealed by quantitative analyses at a descriptive level. Pretest was the instrument used by the researcher to determine students' speaking level; and the survey collected data on the curricular proposal and classroom interaction to measure its effect on communicative speaking skills. The instruments used highlighted that students had significant difficulty in articulating English sounds correctly, Stress and intonation patterns were inconsistent and unclear, speech was frequently interrupted by pauses and hesitations, speech rhythm was highly irregular and inconsistent. The interview showed that students cannot deliver their ideas in a proper way when speaking they are not able to articulate good sentences and have difficulties to choose the words to use when answering a question or keeping a dialogue; their pronunciation is weak, they do not make the real sound of English language, instead students use

Spanish stress in the words when they read. The results and tables are shown in the following chapter, in Table 5 (Summary of the pretest results).

The intervention plans

The Application of the curricular proposal took 11 weeks from October 2 to December 12. During the first week, the researcher applied the diagnosis period through the survey and the pretest; students took the posttest closer to the last week. It took 9 weeks from October 7 to December 28 to implement the proposal.

Table # 4 - Intervention Plan Schedule

| Months | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--|---|--|--|--|
| October | | 1 | 2 Diagnostic pretest and survey. Octavo Noveno | 3 Diagnostic pretest and survey. Decimo Noveno Octavo | |
| | 7 Diagnostic pretest and survey. Decimo | 8 | 9 Lesson Plan 1 Octavo Noveno Introduction to Shuar Culture | 10 Lesson Plan 1 Decimo Introduction to Shuar Culture Lesson Plan 2 Noveno Octavo Family and Community | |
| | 14 Lesson Plan 2 Decimo Family and Community | 15 | 16 Lesson Plan 3 Octavo Noveno Festivals and Celebrations | 17 Lesson Plan 3 Decimo Festivals and Celebrations Lesson Plan 4 Noveno Octavo Beadwork and Crafts | |
| | 21 Lesson Plan 4 Decimo Beadwork and Crafts | | | 24 Lesson Plan 5 Decimo Noveno Octavo Daily Life and Food | |
| | 28 Lesson Plan 6 Decimo Shuar Music and Dance | 29 | 30 Lesson Plan 6 Octavo Noveno Shuar Music and Dance | | |
| | November | 4 Lesson Plan 7 Decimo Shuar Myths and Legends | 5 | 6 Lesson Plan 7 Octavo Noveno Shuar Myths and Legends | 7 Lesson Plan 8 Decimo Noveno Octavo Traditional |

| | | | | | |
|----------|---|--------------------------------------|--|---|--|
| | | | | Medicine | |
| | 11 Lesson Plan 9 Décimo Environmental Impact | 12 | 13 Lesson Plan 9 Octavo Noveno Environmental Impact | 14 Lesson Plan 10 Decimo Noveno Octavo Cultural Values and Beliefs | |
| | 18 Lesson Plan 11 Décimo Comparative Study | 19 | 20 Lesson Plan 11 Octavo Noveno Comparative Study | 21 Lesson Plan 12 Decimo Noveno Octavo | |
| | 25 Reinforcement Décimo | 26 | 27 | 28 Reinforcement Decimo Noveno Octavo Writing and Speaking Projects | |
| December | 2 Reading Reinforcement Décimo | 3 Reading Reinforcement Noveno | 4 Reading Reinforcement Octavo Noveno | 5 Reinforcement and posttest application Decimo Octavo | |
| | 9 Posttest application Décimo | 10 Posttest application Noveno | 11 Posttest application Octavo Noveno | 12 Posttest application Octavo | |

Elaborated by Yandry Calderon (2025).

Data analysis and ethical considerations

Regarding ethical concerns. The school principal provided consent to carry out this study with Básica Superior students. Parents also provided written consent in order to allow children to participate in this study, authorizing the researcher to record audio, photographs or videos during lessons within the school. Because of this, parents were provided with a letter in which parents were notified of purposes, methods, and risks of the research. In addition, the parents and students were also informed that their participation was completely voluntary and that they had the right to withdraw from the study at any time if they so desired. Finally, they were informed that their confidential data would not be revealed.

CHAPTER III

PRESENTATION AND VALIDATION OF THE PROPOSAL

1. Presentation

This chapter examines the data collected from implementing a curricular proposal designed to meet students' language needs at Unidad Educativa Carmen Valdiviezo aiming to increase their speaking skills by focusing on vocabulary, pronunciation, fluency, and comprehension. The proposal aimed at enhancing speaking skills among 16 students in the eighth, ninth, and tenth grades. This section will detail whether the objectives were achieved. Furthermore, the research questions will be addressed along with the hypothesis. The findings of this study were organized according to the research questions.

1.1 Generalities of the proposal

Topic: Curricular proposal to develop speaking skills in Shuar students using relevant topics from the Ecuadorian student's background

Name of institution: Unidad Educativa "Carmen Valdiviezo".

Beneficiaries: 16 learners.

Location: Cantón El Panguí, Parroquia El Wismi, between Barrio El Oso and Barrio Uwents, on the border of Cantón Yantzaza and Cantón El Panguí.

Researcher: Yandry Manuel Calderón Bustos.

Period: 2025.

2. General and specific objectives of the proposal

2.1. General objective

To enhance the speaking skills of Shuar students in an English language learning context.

2.2. Specific objectives

- To facilitate students' self-reflection on their communicative abilities.
- To analyze students' feedback on the curricular proposal.
- To measure the improvement in specific aspects of speaking skills.

3. Theoretical Foundations

A curricular proposal refers to a structured plan or framework for designing educational programs, courses, or learning experiences. It outlines the content,

objectives, methods, and assessment strategies to achieve specific educational goals. It can vary based on the educational level and subject areas. (Gouëdard et. al., 2020). Macalister and Nation (2019), proposed in their book named “Language Curriculum Design” some steps to elaborate a language curriculum. They suggested starting by the environment analysis, moving to the need analysis, looking inside twenty suggested principles. Then, the designer requires them to state goals, select the content and sequence the elements to teach. After that, designer gives format and presentation to the curriculum by structuring the lessons and selecting the instructional procedures to be applied in the course. Later, it is necessary to monitor and assess deciding what must be evaluated and in what way. Finally, the authors mentioned evaluating the course by finding a way to measure the proposal’s success or failure.

Teaching English speaking and listening has the aim of developing students' general communication capacity, critical thinking, and moral education. These goals are achieved through a variety of pedagogical approaches that relate language skills to overall educational objectives. The integration of value cultivation, critical thinking, and moral education into listening and speaking courses is indispensable in the development of all-round communicative competence. As emphasized by Gao (2024), it has been reiterated by the IVCCT (Integrating Value Cultivation with Critical Thinking) model for the need to shift from mere language-centric approach to an integrated approach that inducts the elements of value education. Multicompetence can thus be developed such as innovation, research, communication, and cooperation through intercultural critical thinking activities.

Speaking skill is the ability to effectively communicate thoughts, ideas, and feelings through spoken language. It involves an interactive process where messages are exchanged between a speaker and a listener, requiring clarity and the ability to convey meaning. This skill is developed through practice and imitation, starting from an early age, and is influenced by social and cultural contexts that dictate how language is used. Effective speaking also integrates other language skills, such as listening and understanding grammar and vocabulary, to ensure meaningful communication. Overall, speaking skill is essential for expressing

oneself and engaging in dialogue with others (Safitriani and Jayadi, 2021).

Context adaptation in speaking is the certain possibility for a speaker and a listener to include in speech production and perception the contextual information provided by a speaker's accent, previously established expectations of the listener, and the communicative environment. This adaptation is crucial for effective communication, especially in diverse linguistic settings. Whereas studies show that adaptation may be imperfect in that listeners do not always retain learned categories after exposure to multiple talkers, on the other hand, listeners can generalize phoneme categories across different talkers. According to Chiu et al., (2024), they adapt to individual speech characteristics. Older adults rely more on lexical information to resolve ambiguities in speech compared to younger adults, as mentioned by Cheng and Jongman in 2022.

4. Characteristics of the proposal

This proposal is centered on employing a curricular proposal to support young EFL students, aged 12 to 15, from a public school and improve their speaking skills effortlessly. This proposal connects oral language development with subject matter topics of interest to Ecuadorian Shuar students' background and culture. That kids come to know, learn and find out things they already experience in reality and connect their own experience with class topics. It is as sharing something they know in their home language, hearing that knowledge and imitating using English language words, while sharing with their peers what they acquire in school. English learning is sometimes too much for kids, the information in the source texts came from foreign countries, and it is difficult to memorize those facts especially when delivering orally. This is the reason why this proposal creates an interactive, low-pressure environment where words come alive through utilizing the information they already contain, stories, conversations, reading and speaking exercises. Instead of being presented with new and unfamiliar information to memorize, proposal activities are comprised of vocabulary, contexts, and descriptions of celebrations they engage in their communities being something of substance and remembrance.

Alternatively, this technique is not the memorization of words; it is confident speaking. Through listening, reading, acting out conversations and

sharing substitute information to the class, children develop their communicative skills step by step, working collaboratively with others, and progressing along the way. In the end, they are not merely studying English they are experiencing it. The scheme includes twelve engaging and participative lessons that all work towards evoking interest, listening, and speaking in English among students. These drills not only involve words, they bring words alive with actual and felt information so children can build their ability to speak step by step. Learners first listen to the reading pronunciation. They then read aloud. They answer some questions. They finally role-play a conversation on the topic they read. In other cases, they need to present or recount the information from the lesson to classmates. As they go further in breaking down word information, they start rehearsing and reading words and listening and refining the speaking manner, tone and accent each word deserves. They then go further to using those words in conversations, gaining courage every step of the way.

5. Description of the methodological and/or technological requirements

For this proposal, only a board, book, and worksheets will be needed for the use. The implementation of this curriculum proposal requires a communicative and task-based approach in methodology, supplemented by interactive and learner centered pedagogical practices. Methodologically, classes rely on communicative language teaching (CLT), in which language learning is founded upon meaningful usage and not memorization. Each class requires the teacher to plan activities that stimulate interaction, including role-plays, discussion, group reading, and peer correction. Task-Based Language Teaching (TBLT) is the guiding principle for learning, too, with the students working on real life tasks such as festival organization or a cultural contrast that involve grammar, lexis, and speaking in context. To make this happen, teachers need to be facilitators that are flexible, able to navigate investigation and cultural thinking while making sure that grammatical accuracy is being addressed in context.

On the other hand, technology is not necessary but can be used as a complementary resource for practical reasons considered by the teacher. However, having few resources is one of the advantages that this proposal has, given that they

make it easier to implement. The straightforward digital equipment can further enhance the teaching and learning impact of the curriculum. A smartboard or projector can be utilized in projecting dialogues, visual aids, and multimedia presentations for the Shuar culture. Though the curriculum may be delivered in low-tech environments, where possible integration of such tools will improve engagement, interactivity, and an engaging learning environment for students to research both language and Indigenous culture.

6. Structure and dynamics of the components of proposal

This proposal outlines a dynamic and culturally grounded curriculum designed to enhance students' English-speaking skills through the meaningful integration of Shuar culture. The structure has been carefully sequenced so that each session introduces specific cultural themes alongside grammar objectives and communicative competencies, creating a learning environment that is both linguistically rich and culturally immersive. The proposal consists of 14 sessions in total. It begins with a Pre-Test and Survey (Session 0) that provides an initial assessment of students' speaking abilities and offers insight into their learning needs. Sessions 1 to 12 then unfold in a logical progression, each focused on a different facet of Shuar life and worldview ranging from family structures and traditional festivals to myths, medicinal practices, and environmental beliefs. The course concludes with a Post-Test and survey (Session 00), allowing for a final evaluation of student progress and the effectiveness of the learning experience.

Each session is built around five core components:

- A topic rooted in the cultural realities of the Shuar people.
- A communicative or cultural objective tailored to the theme.
- A grammar point that aligns with the communicative goals of the session.
- Activities that involve active participation, collaboration, and creative expression.
- A reading or dialogue that contextualizes the grammar and vocabulary in a realistic or culturally relevant setting.

This consistent structure ensures familiarity and clarity for learners, while the thematic variation between sessions maintains engagement. It allows for a balance

between predictability and novelty students know what to expect in terms of lesson format, but each topic brings new vocabulary, challenges, and cultural perspectives. The strength of the curriculum lies in the dynamic relationship it builds between language acquisition and cultural exploration. Each grammar component is purposefully embedded within the topic of the session. For instance, possessive nouns are taught through the lens of family relationships and traditional medicine, which naturally involve ownership and kinship. When learning about festivals and celebrations, students are introduced to the simple past tense, enabling them to describe events and retell stories from cultural memory. In the session on environmental impact, modal verbs like can, should, and must help learners to express opinions, obligations, and possibilities related to sustainability; an important theme in the Shuar worldview.

The activities designed for each session add depth and interactivity. They include group discussions, sentence-building, writing tasks, role-playing, and cultural simulations such as planning a festival, describing traditional crafts, or engaging in a mock presentation about medicinal plants. These tasks are not merely exercises in language mechanics; they invite students to internalize the cultural content by using the language in meaningful, real-world scenarios. As learners describe a typical Shuar meal, compare family roles, or share myths, they are simultaneously building linguistic fluency and cultural awareness. The culminating sessions encourage reflection, synthesis, and personal expression. In the penultimate lesson, students compare Shuar culture with their own using comparatives and superlatives. They are then guided to prepare a final presentation or writing project in which they draw upon all previously acquired grammar, vocabulary, and cultural knowledge. This closing stage allows students to demonstrate their communicative competence in an integrated and authentic manner. Overall, the proposal offers a structured and pedagogically sound approach to language learning, while its dynamic components ensure that learning remains active, personal, and culturally relevant. The careful alignment of grammar and content, combined with opportunities for critical thinking and creativity, allows learners to develop not only English language skills but also a respectful

understanding of Shuar culture. By the end of the course, students are better equipped to express themselves in English and to engage thoughtfully with cultural diversity. Those two goals lie at the heart of this educational proposal design.

Every lesson contains a distinct goal, well-defined materials, and a developmental sequence. Each activity is explained and showed in the Appendix, which are all in the Appendix 11 – Lesson plans. It must be mentioned that each lesson plan has a topic, objective, resources, activities, and type of evaluation.

7. Description of the type of proposal

This thesis project presents a Curricular Proposal focused on enhancing speaking skills among Shuar students in a rural Ecuadorian context. It is a methodological proposal rooted in applied linguistics and education, specifically designed to address a critical educational gap observed in rural Shuar communities in Ecuador. The proposal is characterized by its strong emphasis on culturally responsive teaching practices, aiming to make language learning personally meaningful and relevant to the students' lives, in alignment with Harker's (2023) propositions on enhancing student engagement and academic achievement. The core of this proposal lies in its intent to design and implement a new, culturally sensitive curriculum for English as a Foreign Language (EFL) instruction, with a particular focus on improving oral communication. The necessity for such a proposal stems from identified problems, including students' low comprehension of English audio recordings, poor pronunciation, stress, and intonation, limited vocabulary, and difficulty comprehending spoken information vital for task completion and oral responses. A significant driving force behind this proposal is the current lack of access to digital learning modules, previously provided by the government, for students in rural communities who lack internet and technological devices.

Therefore, this proposal is not merely a theoretical exercise but a practical solution-oriented document that outlines a detailed plan for educational intervention. It directly responds to the stated problem: "to determine how a curricular proposal can be designed to effectively develop speaking skills using relevant topics from the Ecuadorian student's background." The chosen topic, Design of a curricular proposal to develop speaking skills in Shuar students using

relevant topics from the Ecuadorian student's background, is meticulously framed within the research lines of pedagogy, didactics, and management of education, as well as the topics of research, evaluation, and application of educational models and pedagogical innovations, as established by Universidad Bolivariana del Ecuador. The object of investigation is the curricular proposal itself and its impact on the development of speaking skills in Shuar students. The proposal seeks to explore how a curriculum, intentionally designed with relevant cultural topics, can significantly contribute to the existing knowledge in language learning and provide valuable insights for various educational stakeholders.

The ultimate research aim is to determine how this specific curricular proposal can effectively improve speaking skills in Shuar students at the A1 level.

- To achieve this aim, the proposal outlines three specific research objectives:
- To assess students' communicative skills and understand their perceptions regarding the importance of speaking skills.
- To determine the actual influence of the proposed curriculum, as perceived by students and observed by the teacher, on their speaking skill development.
- To identify the specific aspects of speaking skills that show improvement after the implementation of the new curricular proposal.

The research approach and methodology adopted for this proposal are mixed methods, combining both quantitative and qualitative data collection and analysis. This robust approach, as supported by Dawadi et al. (2021) for addressing complex research issues, allows for a comprehensive understanding of the curriculum's impact. The quantitative phase involves the application of a pretest and posttest to measure students' English and communicative skills levels, providing measurable data on improvement. A survey is also administered to gather student perceptions on the curricular proposal and its influence. The qualitative phase complements this by including student performance observations and group interviews to analyze communicative skills in real interaction, identifying difficulties, and understanding the impact of the proposal on learning experiences. This blending of methods, enhancing the validity and trustworthiness of outcomes

as noted by Onwuegbuzie et al. (2022), is a key characteristic of this proposal.

The research instruments are carefully chosen to align with the mixed methods approach. Quantitative instruments include a pretest and posttest to measure specific improvements in pronunciation accuracy, fluency, vocabulary usage, and interaction skills. A survey collects information on student perceptions about curriculum design, classroom interaction, and its influence on communicative skills. Qualitative instruments comprise student interviews to assess communicative skills and gather perceptions on the importance of speaking skills, alongside classroom observations to monitor student engagement, focus on pronunciation aspects, and assess overall communicative competence. The intervention plan is meticulously detailed, spanning 11 weeks, with the initial week dedicated to diagnostic assessments (pretest and survey) and the final weeks to posttest application and reinforcement. The core implementation of the curricular proposal takes place over 9 weeks, with specific lesson plans (e.g., Introduction to Shuar Culture, Family and Community, Festivals and Celebrations, Shuar Music and Dance, Shuar Myths and Legends) strategically integrated into the normal English class schedule. This structured intervention highlights the practical and implementable nature of the proposal.

The beneficiaries of this proposal are specifically identified as 16 male and female A1-level students, aged 12 to 15, from Carmen Valdiviezo School in a rural community of Zamora province, specifically from the Subnivel de Básica Superior. The research context is thoroughly described, providing critical insights into the challenging socioeconomic and environmental conditions faced by these students, including limited access to resources, lack of parental support for academic endeavors, and prevalent social issues. This contextual understanding underscores the practical contributions and social necessity of the proposal, aiming to provide fundamental communication skills for success in various life settings. In essence, this is a Curriculum Development and Evaluation Proposal. It not only proposes the design of a novel curriculum but also outlines a rigorous methodology for evaluating its effectiveness. It is driven by a clear research purpose: to develop speaking skills in students whose pronunciation is lacking, through the

implementation of a specifically designed curricular proposal.

The research questions are directly aligned with this purpose, seeking to understand the influence of the proposal, the specific aspects of speaking skills that improve, and student perceptions of the importance of these skills. The justification for this research proposal is compelling, emphasizing the critical need to improve speaking skills for indigenous groups like the Shuar, whose unique culture and language are at risk. By incorporating culturally relevant topics, the curriculum aims to create a meaningful and inclusive learning environment, thereby reducing educational inequalities and empowering Shuar students with essential communication tools. This proposal holds the potential to influence broader education policies by demonstrating the efficacy of culturally relevant curricula in enhancing oral communication, contributing to fairer education systems that respect and celebrate linguistic and cultural diversity. Finally, the ethical considerations are thoroughly addressed, with explicit consent obtained from the school principal and parents, ensuring voluntary participation, confidentiality, and the right to withdraw from the study. This commitment to ethical research practices further strengthens the validity and integrity of the proposed work. In conclusion, this is a comprehensive, action-oriented, and ethically sound curricular proposal that aims to address a specific educational need within a culturally unique context. It is a methodological study with a strong emphasis on applied research, designed not just to understand a problem but to provide a tangible and evaluated solution to improve speaking skills among Shuar students in rural Ecuador.

8. Demands, requirements and conditions of the proposal

For the validation of the proposal, according to Strauss and Smith (2019), validity was initially defined in the early and middle decades of the 20th century as a test's capacity to predict a pertinent criterion. Three elements may have contributed to the focus on criterion prediction: a philosophical skepticism of theories explaining unobservable events; advances in the field's substantive knowledge and level of reasoning; and the evident shortcomings of tests developed just using logic. In fact, many proponents of validation theory were adamantly against the notion that test results were significant in any way other than as

indicators of future events.

Two types of validity have been used to this proposal: construct validation and content validation. Construct validation's main lesson is that the tasks are really evaluating the components that they were designed to examine. Here, it centers on the effectiveness of exercises that employ psycholinguistic emphasis frames to improve speaking abilities. On the other hand, content validation evaluates if the exercises sufficiently address the topics that are important for the development of speaking abilities, including vocabulary, grammar, pronunciation, fluency, interaction, listening, and understanding.

8.1. *Viability and feasibility*

The usefulness of the suggested exercises reinforces the feasibility of putting this guidebook into practice. Every activity is made to be readily incorporated into current curriculum without needing a significant investment of time or money. For example, teachers with different levels of expertise can play the daily life situations and similar activities with previous but few preparations. Along with encouraging social connection and language development, these activities also create a collaborative learning environment where students interact with one another. As previously mentioned, several activities also place a strong emphasis on cooperation, fostering peer support and feedback—all of which are critical elements of successful language acquisition. In addition to improving language proficiency, this cooperative method fosters critical soft skills like creativity, cooperation, and communication.

Lastly, the proposal's practicality is in line with modern teaching methods that place an emphasis on student participation and active learning. The notion that meaningful speech and engagement are the most effective ways to acquire a language is supported by curricular research. The guidebook caters to a wide range of pupils by addressing their varied learning preferences and styles via the use of a number of different activities. Furthermore, incorporating games and group projects can boost motivation and enjoyment during the learning process, which improves language memory.

This proposal offers a structured yet adaptable resource that may be used in

a variety of educational settings and promote a better knowledge of language usage through curricular adaptations, which is helpful for educators looking for creative approaches to improve speaking ability. Overall, as demonstrated by the activities in the 3.4 section, the proposal not only has strong theoretical foundations but also provides workable answers to actual teaching problems.

9. Examples and exercises

This section details the comprehensive array of examples and exercises integrated throughout the English language curriculum, specifically designed for 8th, 9th, and 10th grade students with an A1 (Beginner) proficiency level. These activities are meticulously crafted to not only facilitate the acquisition of fundamental English grammar and vocabulary but also to foster a deep understanding and appreciation of Shuar culture. The pedagogical approach emphasizes contextualized learning, progressive scaffolding, and communicative practice, ensuring that language skills are developed concurrently with cultural literacy. The curriculum is structured across twelve distinct lesson plans, each building upon the previous one in terms of both linguistic complexity and thematic depth. The exercises within each lesson plan follow a consistent pattern:

- Warm-Up: Initiating engagement and activating prior knowledge.
- Reading Passage: Providing contextual input and introducing new concepts.
- Controlled Practice: Focused drills on specific grammar points.
- Productive Application: Tasks requiring students to apply learned language in descriptive or narrative contexts.
- Communicative Practice: Interactive activities promoting spoken language use.
- Conclusion: Recap and reinforcement of key learning.
- Homework: Independent practice and consolidation.

This structured progression ensures that students move from receptive understanding to controlled production, and finally to freer, more authentic communication. The thematic journey begins with a general introduction to the Shuar people, gradually delving into specific cultural aspects such as traditional

clothing, festivals, daily life, food, music, dance, myths, traditional medicine, environmental perspectives, and cultural values. The culmination involves comprehensive writing and speaking projects that integrate all previously learned content. The examples and exercises employed across the lesson plans can be broadly categorized based on their primary pedagogical function:

9.1. Receptive and Controlled Practice Exercises

These exercises are designed to introduce new grammatical structures and vocabulary in a controlled environment, allowing students to recognize patterns and practice accurate form.

9.1.1. Reading Passages: Central to each lesson, these passages serve as the primary source of new information about Shuar culture. Students engage in read-aloud activities, focusing on pronunciation and intonation, which implicitly supports listening comprehension and oral fluency. The content of these passages directly informs subsequent grammar exercises, ensuring a culturally relevant context.

9.1.2. Sentence Completion (e.g., Lesson Plan 1: Simple Present Tense, Lesson Plan 4: Present Continuous, Lesson Plan 6: Future Tense): Students fill in blanks with the correct form of verbs, reinforcing grammatical rules. For instance, in "The Shuar _____ in the rainforest," students practice the simple present tense in a context directly related to Shuar daily life. This type of exercise provides immediate feedback on grammatical accuracy.

9.1.3. Sentence Transformation (e.g., Lesson Plan 2: Present Continuous): Activities like changing sentences from simple present to present continuous (e.g., "They _____ (use) natural materials" to "They are using natural materials") compel students to actively manipulate grammatical structures, deepening their understanding of tense distinctions and usage.

9.1.4. Fill in the Blanks (e.g., Lesson Plan 3: Past Tense, Lesson Plan 9: Modal Verbs): Similar to sentence completion, these exercises

focus on specific grammatical forms, such as the past tense ("They _____ (wear) traditional clothing for the event" – answer: wore) or modal verbs ("They _____ (learn) new rituals from elders" – answer: can learn). They are crucial for solidifying foundational grammar.

- 9.1.5. Identify Adjectives and Adverbs** (e.g., Lesson Plan 7): Students underline these parts of speech in provided sentences, enhancing their ability to recognize and differentiate between words that describe nouns and those that describe verbs or other adjectives/adverbs. This builds a foundation for more descriptive language use.
- 9.1.6. Sort Nouns** (e.g., Lesson Plan 5: Count and Non-Count Nouns): Categorizing nouns (e.g., water, bananas, sugar) helps students grasp the distinction between countable and uncountable nouns, a critical concept for accurate English usage, particularly when discussing food and resources.
- 9.1.7. Possessive Nouns and Adjectives Practice** (e.g., Lesson Plan 8): Exercises involving writing sentences showing possession (e.g., "The beads are the artist's creation") and completing sentences with possessive adjectives (e.g., "This is their house") reinforce concepts of ownership and belonging, often within the context of community sharing in Shuar culture.
- 9.1.8. Create Conditional Sentences** (e.g., Lesson Plan 10): Students construct conditional sentences based on given situations (e.g., "If they (follow) eco-friendly practices, they (protect) their land"), enabling them to express cause-and-effect relationships and hypothetical scenarios, particularly relevant for discussing cultural values and environmental impact.
- 9.1.9. Complete Comparatives** (e.g., Lesson Plan 11): Filling in blanks with correct comparative forms (e.g., "The Shuar festival is more vibrant than the festival in the city") allows students to practice

comparing elements, a key skill for the comparative study of cultures.

9.2. Productive and Application Exercises

These activities encourage students to produce language independently, applying the grammar and vocabulary learned in meaningful contexts.

- 9.2.1. Daily Routine Description** (e.g., Lesson Plan 1): Students brainstorm and describe a Shuar person's daily routine using the simple present tense ("They wake up early and go fishing"). This moves beyond rote memorization to contextualized application.
- 9.2.2. Describe the Scene** (e.g., Lesson Plan 2): Students write paragraphs describing ongoing actions in a Shuar home using the present continuous tense ("They are preparing for a festival and are decorating their huts"). This fosters descriptive writing skills.
- 9.2.3. Festival Timeline** (e.g., Lesson Plan 3): Creating a timeline of a festival using past tense verbs ("Morning: We prepared for the festival. Afternoon: We celebrated with food.") helps students organize sequential events and practice narrative writing in the past tense.
- 9.2.4. Storytelling** (e.g., Lesson Plan 3): Writing short stories about past festivals encourages creative expression and reinforces the use of the past tense in a narrative context.
- 9.2.5. Craft Description** (e.g., Lesson Plan 4): Students describe their own craft projects using the present continuous tense ("I am making a necklace with beads"), linking personal experience to the grammatical focus.
- 9.2.6. Food Description and Daily Meals** (e.g., Lesson Plan 5): Students write about food they eat or describe meals from other cultures, specifically focusing on the correct use of count and non-count nouns ("I eat three apples and some pasta," "In Japan, people eat many sushi rolls and a lot of rice"). This connects grammar to real-world topics.

- 9.2.7. Music Description and Dance Practice** (e.g., Lesson Plan 6): Students describe future musical performances or dance events using the future tense ("Next month, I will go to a concert where we will listen to live music," "I will perform a dance at a cultural event"), promoting planning and predictive language.
- 9.2.8. Clothing Description** (e.g., Lesson Plan 7): Writing descriptions of traditional outfits using adjectives and adverbs ("The Shuar wear brightly colored beads and elegantly designed clothing") enhances students' ability to add detail and richness to their descriptions.
- 9.2.9. Environmental Practices** (e.g., Lesson Plan 10): Students write about how certain practices affect the environment using conditional sentences ("If people reuse materials, they will reduce waste"), promoting critical thinking and the expression of cause-and-effect.
- 9.2.10. Write Superlative Sentences** (e.g., Lesson Plan 11): Creating sentences with superlatives ("The Shuar festival is the most important celebration of the year") allows students to express extremes and highlight unique aspects of Shuar culture.
- 9.2.11. Comparative Essay** (e.g., Lesson Plan 11): This more extended writing task requires students to compare Shuar culture with another, integrating comparatives and superlatives, and demonstrating a more sophisticated application of learned grammar and vocabulary.
- 9.2.12. Writing Projects** (e.g., Lesson Plan 12): The capstone projects involve describing a festival in their own country or comparing a Shuar cultural practice with one from their own culture. These projects demand the application of all previously acquired vocabulary and grammar, particularly descriptive language and comparative structures, fostering comprehensive language production.

9.3. Interactive and Communicative Exercises

These activities prioritize spoken interaction, encouraging students to use English in dynamic, real-time exchanges.

- 9.3.1. **Warm-Up Discussions** (across all lesson plans): Questions like "What do you know about indigenous peoples?" or "What is your favorite festival?" serve to activate schemata, encourage spontaneous speaking, and build rapport among students and with the teacher.
- 9.3.2. **Role-Play** (across multiple lesson plans): This recurring activity is highly effective for practicing conversational English in simulated scenarios. Examples include dialogues about daily life ("What's your name? I'm Juan. I am from the Shuar community."), describing ongoing actions ("What is happening in the Shuar home right now? They are making beadwork and are cooking food."), discussing shared possessions ("Who made this beadwork? It is the artisan's work."), or cultural comparisons ("How is Shuar culture different from other cultures? Shuar culture is unique because of our deep connection to nature."). Role-plays provide a safe space for students to experiment with language and receive immediate peer and teacher feedback.
- 9.3.3. **Peer Review** (e.g., Lesson Plan 12): For writing projects, peer review allows students to critically evaluate each other's work, providing constructive feedback on clarity, grammar, and content. This not only improves their own writing but also enhances their analytical and collaborative skills.
- 9.3.4. **Class Discussions** (e.g., Conclusion sections): The concluding discussions in each lesson ("Discuss what students learned about the Shuar and the simple present tense," "Why is the present continuous tense useful for describing actions happening now?") encourage metacognition and provide opportunities for students to articulate their understanding and consolidate learning orally.

The integrated approach to examples and exercises in this curriculum yields several significant pedagogical benefits:

- **Contextualized Language Learning:** By embedding grammar and vocabulary instruction within the rich tapestry of Shuar culture, the curriculum makes language learning more meaningful and memorable. Students are not just learning isolated rules but seeing how language functions to describe real-world phenomena and cultural practices.
- **Skill Integration:** The diverse range of exercises naturally integrates all four language skills—reading (reading passages), writing (descriptions, essays, homework), speaking (discussions, role-plays, presentations), and listening (teacher instructions, peer interaction). This holistic approach ensures well-rounded language development.
- **Communicative Competence:** A strong emphasis on role-plays and discussions moves students beyond mere grammatical accuracy towards communicative fluency. The activities are designed to foster authentic interaction, allowing students to express ideas, ask questions, and respond in a natural way.
- **Cultural Competence:** Beyond language acquisition, the curriculum explicitly aims to develop cultural understanding and empathy. By engaging with topics like Shuar daily life, festivals, and traditional beliefs, students gain insights into a distinct cultural heritage, promoting global awareness and respect for diversity.
- **Scaffolding and Differentiation:** The progressive nature of the exercises, moving from controlled drills to more open-ended tasks, provides effective scaffolding for A1-level learners. While not explicitly stated, the variety of individual, pair, and group activities implicitly caters to different learning styles and paces.
- **Reinforcement through Homework:** The consistent inclusion of homework assignments ensures that learning extends beyond the classroom, providing students with opportunities for independent practice and consolidation of newly acquired skills and knowledge.

In conclusion, the examples and exercises outlined in these lesson plans form a robust pedagogical framework. They are meticulously designed to provide a dynamic and culturally immersive learning experience, enabling 8th, 9th and 10th grade English language learners to not only master foundational grammatical structures but also to develop a profound appreciation for the rich cultural heritage of the Shuar people. This comprehensive approach ensures that students are well equipped with both linguistic proficiency and cross-cultural understanding.

10. Beneficiaries

The proposed research benefited 16 male and female students, A1 level, aged from 12 to 15 years old, from Carmen Valdiviezo School in a rural community from Zamora province in “Subnivel de Básica Superior”.

11. Analysis and discussion of the results obtained from the implementation of the proposal

To evaluate the differences made by the proposal, the results of the pre- and post- test will be shown now. They have been summarized in tables for practical reasons, making them easy to understand.

Research question 2:

Which specific aspects of Shuar students' speaking skills showed improvement after the implementation of the new curricular proposal?

Based on the learners' scores, the following information was gathered from the pretest results. The following standards were used to evaluate the pretest: Non-verbal cues (1 point); Message Clarity (1 point); Fluency Improvement Clarity (2 points); Pronunciation (1 point); Appropriateness of Language (1 point); Context Adaptation (2 points); Effective Vocabulary Use (1 point); and Grammar Accuracy (1point).

Table 5 - Summary of the pre-test results

| N | Criteria | Min | Max | Mean | SD |
|-----------|----------------------------|------------|------------|-------------|-------------|
| 16 | Non-verbal cues | 0,5 | 0,5 | 0,5 | 0 |
| | Message Clarity | 0,1 | 0,1 | 0,1 | 0 |
| | Fluency Improvement | 0,1 | 0,5 | 0,15 | 0,11 |

| | | | | |
|------------------------------------|------------|-------------|-------------|-------------|
| Pronunciation | 0,1 | 0,5 | 0,13 | 0,10 |
| Appropriateness of Language | 0,1 | 0,1 | 0,1 | 0 |
| Context Adaptation | 0,1 | 0,25 | 0,13 | 0,08 |
| Effective Vocabulary Use | 0,1 | 0,5 | 0,14 | 0,11 |
| Grammar Accuracy | 0,1 | 0,5 | 0,14 | 0,11 |

Source: Own elaboration (2025).

As seen in Table 1, all the criteria even when had a possible punctuation from 0 to 1 or 2 points (according to specific items), had a minimum observable of 0,1 and a maximum that went from 0,1 to 0,5 which showed a low level, considering the different means that had a similar level to the maximums. Also, it was shown a low dispersion in the performance (S.D. = 0,00 to 0,11 points). According to Akmal (2020) these low levels may be caused by anxiety and a lack of education based in the English learning context.

Table 6 - Summary of the pos-test results

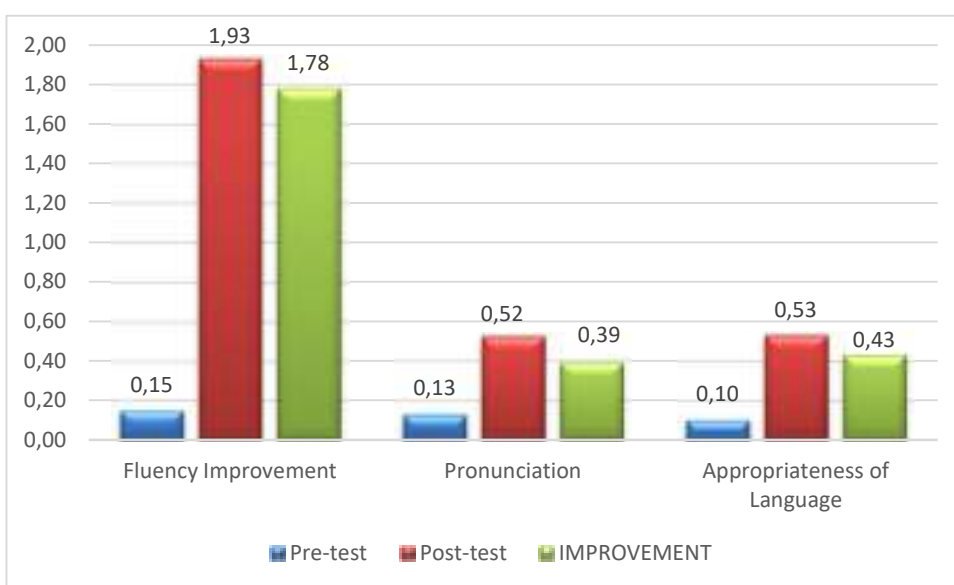
| N | Criteria | Min | Max | Mean | SD |
|-----------|------------------------------------|-------------|-------------|-------------|--------------|
| 16 | Non-verbal cues | 0,25 | 0,75 | 0,55 | 0,16 |
| | Message Clarity | 0,25 | 0,75 | 0,58 | 0,18 |
| | Fluency Improvement | 1,5 | 2 | 1,93 | 0,17 |
| | Pronunciation | 0,25 | 0,75 | 0,52 | 0,11 |
| | Appropriateness of Language | 0,25 | 0,75 | 0,53 | 0,13 |
| | Context Adaptation | 0,25 | 1 | 0,47 | 0,20 |
| | Effective Vocabulary Use | 0,1 | 0,25 | 0,23 | 0,051 |
| | Grammar Accuracy | 1 | 1 | 1 | 0 |

Source: Own elaboration (2025).

As showed in Table 2, having a possible punctuation from zero to one or two points, students had a higher punctuation than in the pretest in all the different items. In this case, the observable minimum went from 0,1 (effective vocabulary

use) to 1,5 points (fluency improvement). In this case, the means had an increase in the posttest, being in a range of 0,23 (effective vocabulary use) to 1,93 (fluency improvement), having a general mean in the posttest of 0,71 points, which shows a medium to high level in the different items considering their possible maximum points. As Roberts and Inman (2023) state, these increase can be caused because of the efficiency of a curricular design that considers the learning context.

Figure 1 *High Improvement Categories*



Elaborated by: Yandry Calderon (2025).

The remarkable enhancement in “fluency” was possible because students engaged in activities that created an interactive, low-pressure learning environment. By connecting oral language development with their own Shuar cultural background and real-life experiences, they were highly motivated to speak. They enjoyed these activities a lot, so they focused their attention on experiencing English through role-plays and discussions rather than just memorizing, which directly fostered smoother, more continuous speech. “Pronunciation” was another component that presented a significant improvement. It was possible since students followed a structured pedagogical approach in lessons, first listening to correct pronunciation, then reading aloud, and finally engaging in role-playing and recounting information. With the explicit opportunities to "rehearse and read words

and listening and refining the speaking manner, tone and accent each word deserves," their pronunciation skills were effectively refined. Nevertheless, while all speaking aspects improved, "appropriateness of language" also showed notable gains. This was largely due to the curriculum's emphasis on using language in culturally relevant and real-world scenarios. Students were prompted to select vocabulary and grammatical structures that fit specific communicative purposes and cultural nuances, such as describing traditional crafts or planning festivals. Even though all aspects of speaking were targeted, the pronounced success in fluency, pronunciation, and appropriateness likely captured the majority of student focus and available instructional time. To fully determine the extent to which the students' speaking fluency improved after the intervention, the researcher contrasted the results obtained from the data analysis between the pretest and posttest means.

Research question 1:

How does the application of a curricular proposal influence the development of speaking skills?

Table 7 - Comparison of the pre-test and post-test results

| N | Pretest | | Posttest | | Differences between the means | | Final Results |
|----|---------|-------|----------|-------|-------------------------------|------|--------------------|
| | M | SD | M | SD | MD | SD | Overall % increase |
| 16 | 1,12 | 0,544 | 5,72 | 0,609 | 4,60 | 0,05 | 410,71% |

Source: Own elaboration (2025).

For the 16 data points, the difference between the pre-test results average and the post-test results average was MD = 4,60 in the positive direction. The difference between the pretest and posttest standard deviations was SD = 0.05 in the positive direction, which indicates a slight increase in variability in the post-test results compared to the pre-test. To conclude, the overall increase at the end of the intervention was 410,71% in the positive direction.

Research question 3:

How do Shuar students perceive the importance of speaking skills in their language learning process after the implementation of the curricular proposal?

Table 8 - Satisfaction survey

| STATEMENTS | 4 Agree | 5 Totally agree | Mean |
|--|-------------|--------------------|------|
| 1. The didactic unit was effectively aligned with the curriculum standards for beginner English learners, including the development of basic conversational skills and foundational grammar understanding. | 9 (56,25%) | 7 (43,75%) | 4,44 |
| 2. The instructional activities in the didactic unit were effective in enhancing my speaking skills, including pronunciation and conversational fluency. | 5 (31,25%) | 11 (68,75%) | 4,69 |
| 3. The didactic unit provided valuable educational experiences that helped build my confidence and competence in speaking English. | 11 (68,75%) | 5 (31,25%) | 4,31 |
| 4. The teaching practices employed in the didactic unit were effective in supporting my overall learning and skill development. | 9 (56,25%) | 7 (43,75%) | 4,44 |
| 5. The didactic unit significantly enhanced my knowledge and skills in speaking English, including both hard language skills (such as pronunciation and grammar) and soft language skills (such as fluency and conversational confidence). | 9 (56,25%) | 7 (43,75%) | 4,44 |
| 6. The didactic unit effectively achieved its intended learning outcomes related to improving my speaking skills in English. | 6 (37,5%) | 10 (62,5%) | 4,63 |
| 7. The didactic unit provided specific and measurable knowledge that contributed to my improvement in speaking English, including precise pronunciation techniques, accurate use of verb tenses, and effective sentence structure. | 8 (50%) | 8 (50%) | 4,50 |
| 8. The didactic unit helped me reach my goals and learn important values, like working hard and speaking better in English. | 4 (25%) | 12 (75%) | 4,75 |

Source: Own elaboration (2025).

In Table 4, there are shown the different answers made by the 16 students as feedback of the proposal. In all of them, there was a satisfactory and positive answer, giving that there was a fully or partial agreement to the different statements, which also made the proposal valid by the students' perception. In this case, when there was a lower satisfaction was in the statement "the didactic unit provided valuable educational experiences that helped build my confidence and competence in speaking English" which had a 68,75% of agreement and a 31,25% of fully agreement. On the other hand, the statement that had the highest perception was the eighth one, which state "The didactic unit helped me reach my goals and learn important values, like working hard and speaking better in English", with a 75% of fully agreement and a 25% of agreement. In all of the cases, considering that the mean varies from a range of 4,31 points (one case, item 3), following 4,44 points to a maximum of 4,75 points; it can be considered that except the item three, all of them are in full agreement with the statement, excepting item 3, that is a partial agreement.

CONCLUSIONS

Considering the different objectives that this proposal had, each paragraph will answer to each of the objectives proposed at the beginning. The first objective was to assess students' communicative skills to know their perceptions about the importance of the speaking skill by applying interviews. At this respect, it was found that students cannot deliver their ideas in a proper way when speaking they are not able to articulate good sentences and have difficulties to choose the words to use when answering a question or keeping a dialogue. Also, some of their problems were related to pronunciation because they did not make the real sound of English language. Instead, students use Spanish stress in the words when they read.

On the other hand, the second objective was to determine the real influence of the curricular proposal used by the English teacher and how student perceive its influence in their speaking skill development by implementing survey. At this respect, the students showed positive feedback based on the perception of the curricular proposal, having all positive (agreement) percentages that could vary from 68,75% of agreement and 31,25% of fully agreement, to 75% of fully agreement and a 25% of partial agreement. In this sense, can be concluded that the curricular proposal had a good perspective in students since they had a high appreciation of the proposal.

Finally, the last objective was to determine which specific aspects of the speaking skills improved after using the new curricular proposal by using pretest and posttest. All the different aspects evaluated had significant improvement; particularly, the categories that showed the best scores were fluency improvement, pronunciation and appropriateness of language (in that order). Among the global evaluation comparing these tests, the difference in the mean difference was 4,60 points which validated the proposal, making it effective. When looking at the relation between the pre- and post- test, the significance was less than 0,001, which means that each item or category was related in both tests, having an increasement that is statistically significant. So, it could be said that the proposal was empirically validated since it had a good result when comparing the results.

RECOMMENDATIONS

In this section, there will be some recommendations based on the different conclusions and objectives previously discussed. First, it is recommended to implement speaking workshops focused on pronunciation and articulation, given that these were the skills that had a lower performance. These workshops can incorporate role-playing or other activities that can provide a collaborative learning environment, allowing students to practice in real-life scenarios. Additionally, integrating peer feedback sessions can enhance learning outcomes, as students will learn from each other's strengths and weaknesses. Furthermore, inviting guest speakers or language experts to conduct sessions can provide students with diverse perspectives and techniques. After that, setting clear goals and objectives for each workshop could help to track their progress and ensure that students are meeting their learning targets.

Second, regular assessments can help identify areas where students struggle and allow for timely interventions. Moreover, creating a feedback loop where students can share their thoughts on the curriculum can foster a sense of ownership over their learning process. It is also crucial to analyze data from various sources, such as tests and surveys, to make informed decisions about curriculum adjustments. Furthermore, implementing this proposal in more schools will provide a broader understanding of its effectiveness across different student populations and learning environments.

Finally, it is recommended to introduce regular formative assessments to monitor ongoing progress in speaking skills. These assessments can take various forms, such as quizzes, oral presentations, or group discussions, to keep students engaged. Even when the proposal was successful as noted, it is essential to have a progressive learning framework that accommodates individual student needs. Additionally, providing timely feedback on these assessments will help students understand their strengths and areas for improvement. Establishing a timeline for these assessments will ensure consistency and help educators track student progress over time.

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