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The effectiveness of communicative language teaching task to foster speaking skill in B1
level students

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Dedicatory

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Resumen

La tesis titulada “*La eficacia de las tareas del Enfoque Comunicativo para fomentar la habilidad oral en estudiantes de nivel B1*” analizó cómo las tareas comunicativas pueden mejorar la competencia oral en estudiantes de inglés de nivel intermedio. El estudio se realizó en la Academia Militar del Valle y tuvo como objetivo fortalecer la interacción oral, la fluidez y la confianza mediante una metodología centrada en el estudiante. Se implementó un programa basado en los principios del Enfoque Comunicativo (Communicative Language Teaching, CLT), que incluyó actividades orales relacionadas con situaciones reales. Estas tareas promovieron la colaboración entre pares, la comunicación espontánea, el trabajo con resolución de problemas y la autoevaluación. El enfoque fomentó un aprendizaje activo, en el que los estudiantes asumieron un rol protagónico, mientras que el docente actuó como facilitador. Los resultados evidenciaron una mejora significativa en las habilidades orales de los estudiantes. Se observó mayor fluidez, aumento del vocabulario, pronunciación más precisa y mayor disposición a participar en interacciones orales. Además, el uso de herramientas digitales y materiales auténticos generó un entorno motivador que favoreció el desarrollo tanto cognitivo como emocional. En conclusión, el estudio confirmó que las tareas comunicativas constituyen una estrategia metodológica eficaz para desarrollar la habilidad oral en estudiantes de nivel B1. Se recomienda integrar este enfoque en la planificación docente habitual, dado su impacto positivo en la adquisición del idioma y en la motivación estudiantil.

Palabras clave: Tareas comunicativas, habilidad oral, aprendizaje de idiomas, interacción, pedagogía.

Abstract

The thesis titled “*The Effectiveness of Communicative Language Teaching Tasks to Foster Speaking Skill in B1 Level Students*” explored how communicative tasks enhance the speaking proficiency of intermediate English learners. Conducted at Academia Militar del Valle, the study aimed to improve oral interaction, fluency, and confidence through a student-centered methodology. A task-based program grounded in Communicative Language Teaching (CLT) principles was implemented. This included real-life speaking activities that fostered peer collaboration, spontaneous communication, problem-solving, and self-assessment. The approach emphasized active student participation, with the teacher acting as a facilitator rather than a traditional instructor. The results demonstrated a marked improvement in students’ speaking skills. Participants showed greater fluency, increased vocabulary, improved pronunciation, and more confidence in oral communication. The integration of digital tools and authentic materials created an engaging learning environment that supported both cognitive and affective development. The study concludes that CLT-based tasks are an effective strategy for developing oral skills in B1-level learners. It recommends incorporating this approach into regular classroom instruction, as it significantly enhances student engagement and language acquisition. The findings support the continued use of communicative tasks in English language education.

Keywords: Communicative tasks, speaking skill, language learning, interaction, pedagogy.

INTRODUCTION

English proficiency has become a fundamental skill in today's world, opening doors to academic success, better job opportunities, and personal development. As the global language of communication, English plays a key role in universities and workplaces around the world (OECD, 2020). In countries where English is not the native language, like Ecuador, students need to master English, particularly speaking skills, not only because schools require it but also because society expects it. However, many students still find it difficult to speak English naturally in real situations, even after studying the language for years (Zou et al., 2021).

This problem is especially clear among students at Academia Militar del Valle. Even though these B1-level learners have been studying English regularly, they show poor oral fluency and lack confidence when speaking. While these students understand vocabulary and grammar quite well, they still hesitate to speak up in class. Several factors explain this hesitation: not enough chances to practice speaking, teaching that focuses too much on the teacher talking, too much attention on writing instead of speaking, and nervousness about making mistakes (Alamri, 2021; Zhang, 2020).

Speaking is one of the hardest and least developed skills in foreign language teaching, according to Goh and Burns (2012). To speak well, students need more than just knowledge of the language; they need to speak automatically, feel confident, and understand the situation. When students cannot speak well, they

struggle to communicate effectively, which makes them less interested and motivated as time goes on. This creates a real problem for schools that want to help students develop complete English skills according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020).

With this situation in mind, the study looks at using Communicative Language Teaching (CLT) as a way to improve speaking skills among B1 students. CLT focuses on real communication, student interaction, and learning through tasks as the main parts of teaching (Richards, 2006). Communicative activities—like interviews, role plays, and group discussions—give students meaningful opportunities to use language, which helps them feel less anxious and speak more fluently (Savignon, 2018; Ganta, 2020).

Even though CLT has worked well in many countries, schools in Ecuador have not adopted it consistently. Many classrooms still use traditional methods that limit how much students can participate and make it harder for them to have natural conversations (Yáñez & Cuenca, 2022). For this reason, the research aims to show clear evidence of how CLT tasks affect students' speaking performance. The study uses a structured approach that follows CEFR B1 standards and meets the school's curriculum goals.

Even after years of English classes, B1-level students in Ecuadorian secondary schools still struggle to develop strong speaking skills (Muñoz et al., 2018). This problem is especially clear at Academia Militar del Valle, where students consistently avoid participating in spontaneous speaking activities. While

these learners have a basic understanding of vocabulary and grammar, they find it very difficult to express their ideas clearly, fluently, and confidently in English. This gap between what students know about the language and how well they can use it shows a serious weakness in their language education (Marzuki & Kuli-hana, 2021).

Several key factors explain the problem. First, traditional teaching methods still control most classrooms (Ochoa et al., 2016). These approaches usually focus on grammar rules and reading comprehension while ignoring productive skills like speaking (Leong & Ahmadi, 2017). Second, the classroom atmosphere often creates anxiety and fear of making mistakes, which stops students from speaking up (Alamri, 2021). Third, since students lack structured chances to practice real communication, they rarely get to speak in authentic situations, which reduces both their fluency and confidence (Ortega & Auccahuallpa, 2017).

The above-mentioned problem has serious consequences that affect many areas. Students who cannot speak well face difficulties not only in standardized tests based on CEFR standards but also in advancing academically, finding professional opportunities, and participating in international conversations (Muham-madiyah et al., 2020). Zhang (2020) points out that speaking is essential for communicative competence, and ignoring its development creates a major imbalance in students' language abilities. Therefore, solving the speaking problem is more than just an educational issue—it matters for students' social and professional futures.

Considering these challenges, schools need to explore and use teaching strategies that encourage oral interaction in organized and supportive ways. CLT stands out as a promising method because it puts interaction, student involvement, and meaningful language use at the center of learning (Sanako, 2024). Many studies have shown how effective CLT can be for developing speaking skills, especially in EFL settings (Savignon, 2018; Ganta, 2020). Using activities like role-plays, problem-solving tasks, interviews, and group discussions, CLT helps students improve both fluency and accuracy in a relaxed environment.

This research matters not only for better teaching but also for improving the entire institution. By tackling a main weakness in Academia Militar del Valle's language program, the intervention helps both student achievement and the school's larger goal of graduating competent bilingual students. Additionally, the results of the study can add to ongoing national and regional conversations about English education reform, especially regarding the balance between knowing about language and being able to use it effectively.

Two main variables guide this research. The independent variable is Communicative Language Teaching (CLT). In concept, CLT represents a student-centered approach that sees communication as both the method and main goal of language teaching (Din, 2023). It values fluency more than perfect accuracy and encourages students to use language as they would in real life through interactive tasks (Richards & Rodgers, 2014). CLT will be applied through activities like interviews, role plays, group discussions, and team tasks that require meaningful interaction.

The dependent variable is speaking skill. Conceptually, speaking means using spoken language to express meaning accurately, fluently, and appropriately in different communication situations (Goh & Burns, 2012). Operationally, speaking skills will be evaluated through oral tasks before and after the intervention, using a CEFR-based rubric that examines fluency, coherence, pronunciation, vocabulary use, and grammatical range and accuracy.

The main problem this research addresses is the weak oral communication skills among B1-level students at Academia Militar del Valle, even though they have received ongoing English instruction. This issue reflects a common pattern in Ecuadorian secondary schools, where traditional teaching methods focus on grammar and writing skills while paying little attention to speaking practice. As a result, students often find it hard to express themselves fluently, accurately, and confidently in real communication situations. This study aims to answer the question: How can using Communicative Language Teaching (CLT) tasks improve the speaking skills and communicative confidence of B1-level students at Academia Militar del Valle?

The study focuses on the EFL teaching and learning process, specifically looking at how speaking skills develop. The research concentrates on B1-level students at Academia Militar del Valle in Ecuador. The intervention will take place over a six-week teaching period, during which CLT-based activities will become part of regular classroom lessons.

The main objective of the research is to examine how CLT tasks affect the development of speaking skills in B1-level students at Academia Militar del Valle. The specific objectives are: (1) to discover the main challenges that B1-level students face when speaking, (2) to create and use CLT-based activities that encourage interaction and natural language production, and (3) to evaluate how well these activities improve fluency, accuracy, and communicative confidence.

The study uses a mixed-methods approach, combining both numbers-based and descriptive data. The quantitative part includes a pre-test and post-test, both scored using a CEFR-based rubric that measures fluency, coherence, pronunciation, vocabulary use, and grammatical accuracy. The qualitative part involves watching classes using checklists, giving students surveys, and conducting semi-structured interviews with the English teacher to understand experiences, participation levels, and the visible effects of the CLT tasks. This design allows the results to be cross-checked from different angles, making the findings more reliable and meaningful. The study follows a quasi-experimental design, working with one complete class group without randomly dividing students.

The proposal will directly benefit B1-level learners at Academia Militar del Valle, who should improve their speaking abilities through interesting and meaningful communication practice. English teachers will also indirectly benefit by gaining practical strategies to encourage interaction and fluency in their classrooms. The school itself will see better student performance and stronger alignment with modern standards for foreign language teaching. On a wider scale, the

study supports national efforts to improve English education by providing real evidence about how well communicative methods work in Ecuador.

This research is organized as follows: Chapter I provides the theoretical framework, presenting key concepts and recent studies related to Communicative Language Teaching (CLT) and the development of speaking skills in EFL contexts. Chapter II details the research methodology and diagnostic phase, including the setting, participants, instruments, and data collection procedures. It also explains the use of a pre-test and post-test design based on the PET (Preliminary English Test), aligned with CEFR descriptors, to measure students' speaking performance before and after the intervention. Chapter III presents the implementation of CLT tasks during a six-week period and analyzes the results, showing a clear improvement in students' fluency, vocabulary use, pronunciation, and overall speaking confidence. Finally, the study includes a pedagogical proposal that outlines communicative activities tailored to the needs of B1-level students at Academia Militar del Valle. These tasks are designed to foster real-life interaction and student engagement, offering practical strategies that align with institutional goals and national curriculum standards. In doing so, this research not only addresses a critical gap in students' oral skills but also contributes to ongoing efforts to modernize English language instruction in Ecuadorian secondary schools.

CHAPTER I

THE THEORETICAL FRAMEWORK

1.1 Research Background

This section looks at recent research studies that examine how Communicative Language Teaching (CLT) is used and how well it works for developing speaking skills in EFL contexts. By looking at research done in different cultural and institutional settings, this review shows both the teaching challenges and the good results that come with CLT-based speaking tasks. The selected studies provide a nuanced understanding of how communicative approaches are adapted in real classrooms, offering critical insights into their impact on oral proficiency development.

The implementation of CLT in developing speaking skills has been widely explored in different educational contexts. Several studies have shown promising results when CLT is properly implemented. Oviedo Guado and Mena Mayorga (2021) used various communicative techniques such as role plays, interviews, and group discussions with Ecuadorian university students, which led to clear improvements in fluency, vocabulary, and confidence. Using real-life scenarios and dynamic class activities made the learning process more engaging and meaningful. The authors emphasized how important clear instructions and teacher help are in making sure communicative activities work well. Additionally, they noted that

students became more autonomous in expressing ideas and exhibited greater willingness to participate in future speaking tasks, indicating long-term benefits of CLT application.

Supporting this positive view, Suban (2021) focused on speaking activities like discussion, role-play, and storytelling as good strategies for developing oral skills in EFL learners. These tasks gave students real communicative contexts and helped a lot in reducing language anxiety. When students found personal meaning in the topics, their engagement, motivation, and fluency got better. This study confirmed that interactive, learner-centered activities are important for building communicative competence. Furthermore, Suban observed that students' ability to use varied vocabulary and speak with more natural intonation improved significantly, reinforcing the practical outcomes of these CLT-aligned techniques.

Additionally, Arroba and Acosta (2021) introduced digital storytelling as a new strategy that follows CLT principles. Their research, done in Ecuador, showed that adding multimedia-supported personal stories into speaking tasks made fluency, coherence, and emotional involvement better. Digital storytelling not only gave students meaningful chances for real-life language use but also helped creativity and reflection. Their findings show how technology can be used to strengthen communicative learning environments and give students more voice in EFL classrooms. Moreover, the authors reported increased peer collaboration and feedback quality, demonstrating how digital tools support both individual expression and social interaction within the language classroom.

However, other research has revealed significant challenges in implementing CLT effectively. One study by Adem and Berkessa (2022) found that although secondary school teachers in Ethiopia said they knew CLT theory, their classroom practices stayed mostly traditional. Limited use of real communicative tasks, little student interaction, and a strong focus on grammar-based exam preparation stopped learners from engaging in meaningful spoken exchanges.

In addition, the authors pointed out that many teachers felt constrained by rigid curricula and institutional expectations, making it difficult to experiment with student-centered speaking approaches despite their awareness of CLT.

Building on this critical view, Alamri (2018) questioned how CLT tends to focus on fluency and interaction while ignoring grammatical accuracy and local learning. The author argued that many communicative textbooks focus too much on collaborative activities while not giving enough structural instruction, often producing learners who speak fluently but not accurately. Also, sociocultural factors, teacher workload, and not enough pedagogical adaptation make the method less effective. These findings show the need for a more balanced and context-responsive approach that combines communicative practice with clear grammar instruction. Alamri also referenced studies suggesting that learners often feel insecure without explicit grammar support, which can negatively impact their confidence and willingness to participate in oral tasks.

Similarly, Wei et al., (2018) examined the challenges of using CLT in Asian EFL classrooms, particularly in China, where top-down curriculum reforms

had promoted communicative teaching. Despite this policy change, many educators had trouble putting theory into practice because of system problems, including limited teacher preparation, large classes, and a high-stakes testing culture. Also, students often saw interactive speaking activities as less academically valuable, which further reduced motivation. The authors highlighted how important it is to reposition teachers as active curriculum designers who can adapt CLT tasks to the specific sociocultural realities of their learners. The study concluded that professional autonomy and contextualized innovation are key to bridging the gap between CLT theory and successful speaking instruction in Asian classrooms.

In conclusion, the studies reviewed here show that Communicative Language Teaching (CLT), when used with attention to context and consistent methods, can really improve speaking skills in EFL learners. Research by Oviedo Guado and Mena Mayorga (2021), Suban (2021), and Arroba and Acosta (2021) shows that communicative tasks such as role plays, interviews, storytelling, and digital stories help improve fluency, vocabulary, coherence, and learner confidence. These strategies not only help meaningful interaction but also increase student motivation, especially when tasks are based on real-life contexts or personal experiences. However, the studies by Alamri (2018), Adem and Berkessa (2022), and Wei et al. (2018) show major problems with CLT implementation, including too much focus on fluency while ignoring grammatical accuracy, limited teacher training, large class sizes, test-focused instruction, and resistance based on cultural or institutional norms. A common theme across these studies is the need for

a balanced approach that combines communicative practice with form-focused instruction and supports teachers as active agents who can adapt CLT to their local realities.

Therefore, the present study was considered necessary to further understand the use of CLT within Ecuadorian high school settings, where specific institutional, cultural, and teaching factors may either support or limit its effectiveness. By looking at evidence of its benefits along with the documented implementation challenges, this study aims to provide a clearer understanding of how CLT can be realistically and effectively used in public secondary education in Ecuador. Such understanding is important not only to inform classroom practices but also to guide teacher preparation programs and curriculum design in contexts with similar constraints.

1.2. Independent Variable (IV): Communicative Language Teaching (CLT)

Definition and Principles of CLT

Recent studies in language education show how important it is to combine critical teaching methods and digital tools to help students communicate better, especially when learning English as a foreign language. Research indicates that critical language teacher education helps teachers use methods that address social inequalities through activities based on real-life situations (Moore & Noerkhasanah, 2024). Also, using technology in language learning has been proven to make writing skills better for ESL/EFL students, showing that multimedia tools help improve fluency and text organization (Seyyedrezaei et al., 2022;

Noetel et al., 2021). Specific teaching strategies have also helped students speak more clearly and be understood better in conversations, which improves their overall communication abilities (Hu et al., 2022). These research results support the communicative approach to language teaching because they show how meaningful tasks that are connected to social contexts—whether using digital tools or group work—encourage authentic language use and student participation in different language skills.

Research in speech and language therapy indicates that consistent and individualized interventions can lead to substantial improvements for individuals with aphasia, particularly in their communicative abilities (Brady et al., 2021). These findings underscore the importance of tailoring strategies in both language acquisition and rehabilitation, benefiting not only patients but also students with specific learning needs. Within educational contexts, such approaches emphasize the value of customized support and learner-centered instruction aligned with communicative goals. Furthermore, recent research stresses the growing role of digital technologies and critical pedagogies in enhancing language education. Continued studies are essential to refine teaching methodologies and interventions that promote inclusive, adaptive, and effective practices across diverse domains of language learning

Recent studies have shown the important benefits of Technology-Enhanced Language Learning (TELL) for improving writing skills in students learning English. A review of 64 different studies found a strong positive effect ($g = 1.00$), which suggests that technology tools can really help students develop their

writing abilities (Seyyedrezaei et al., 2022). In a similar way, Rahmati et al. (2021) discovered that educational technology has a significant impact on English language teaching, which confirms its growing importance in schools and universities. Besides technology, research shows that specific teaching methods are effective for helping students speak more clearly and be better understood, especially for learners who need extra support to improve their communication skills (Hu et al., 2022).

From a teaching perspective, critical language teacher education has become an important approach to address unfairness in language learning by promoting equal opportunities, inclusion, and social justice in classrooms (Moore & Noerkhasanah, 2024). Although Task-Based Language Teaching (TBLT) has shown good results in helping people learn a second language, researchers suggest that more comprehensive studies are needed to confirm its long-term effectiveness (Boers & Faez, 2023). Even so, TBLT is becoming more recognized in the TESOL field as a valuable approach for combining research findings and creating better teaching practices across many different language learning situations (Chong & Plonsky, 2021).

Goals of CLT in foreign language teaching

Recent studies in foreign language pedagogy have examined various methods and technologies that facilitate language acquisition. Research indicates that technology enhanced language learning markedly enhances ESL/EFL writing performance (Seyyedrezaei et al., 2022) and vocabulary acquisition (Hao et al.,

2021). The flipped classroom model has demonstrated moderate positive effects on the English learning outcomes of college students (Ni et al., 2023). Study abroad programs have shown significant advantages, especially for students with lower proficiency, resulting in medium to large effects on language acquisition (Tseng et al., 2021).

Machine translation has become a valuable resource in foreign language education, demonstrating beneficial impacts on writing proficiency (Lee, 2021). Critical language teacher education has been identified as a significant approach for addressing social inequities in the classroom (Moore & Noerkhasanah, 2024). Research indicates that gender differences in language classroom anxiety are statistically insignificant, implying that factors beyond gender may affect learners' anxiety levels (Piniel & Zólyomi, 2022). Research has identified a moral foreign language effect in bilinguals, influenced by self-reported reading proficiency, underscoring the intricate relationship between language skills and moral decision making (Stankovic et al., 2022). The findings highlight the various factors and novel approaches that influence and enhance foreign language education.

1.2.1 Evolution of Communicative Language Teaching (CLT)

Pre-CLT Approaches to Language Teaching

Before the rise of Communicative Language Teaching, language education was dominated by formalistic methods that prioritized grammatical accuracy and rote learning over communication. One of the most influential was the Gram-

mar-Translation Method (GTM), which emphasized the memorization of vocabulary, translation of literary texts, and mastery of grammatical structures. Students who learned with this method developed good analytical skills but could not use the language well in conversation. Another main method was the Audio-Lingual Method (ALM), based on behaviorist theories of learning. This method used repetitive drills, pattern practices, and copying to build language habits.

Although ALM introduced oral practice into language classrooms, it still focused on producing grammatically correct sentences, often divorced from meaningful context. Both approaches, while successful in some academic contexts, were criticized for producing learners who could pass grammar tests but were unable to engage in natural communication. As Richards and Rodgers (2001) observed, these methods failed to prepare students for real-life language use, leading educators to search for more functional and communicative alternatives.

Emergence of CLT in the 1970s

The problems with older teaching methods created the right conditions for CLT to develop during the 1970s. This happened especially in Europe, where people needed practical language skills because of more travel between countries and growing business connections. This change showed a move from teaching that focused mainly on grammar rules to teaching that emphasized how language works in real situations. The new approach is to help students learn language they could actually use in everyday communication.

One of the key figures in this movement was British linguist David Wilkins (1976), who proposed the notional-functional syllabus. This approach organized language learning around communicative functions (e.g., apologizing, making requests), rather than grammatical categories, reflecting how language is used in social contexts. The emphasis was no longer on linguistic accuracy alone but on the ability to perform communicative tasks.

Additionally, the theoretical foundation of CLT was reinforced by Dell Hymes' (1972) concept of communicative competence, which broadened Noam Chomsky's notion of linguistic competence. Hymes argued that knowing a language also means knowing how to use it appropriately in different social situations. This paradigm shift was instrumental in reshaping language education around communicative effectiveness.

Development and Global Expansion in the 1980s–1990s

During the 1980s and 1990s, CLT gained widespread traction as numerous countries, especially in Asia and Latin America, began updating their national curricula to reflect more learner-centered and communicative pedagogies. The approach was often adapted to suit specific cultural and institutional settings, resulting in various localized implementations (Richards, 2006). One important development during this time was the introduction of the Natural Approach by Krashen and Terrell (1983), which emphasized language acquisition through comprehensible input and stress-free learning environments. The emphasis on understanding

rather than immediate production aligned well with CLT's focus on meaningful communication and learner confidence.

Another major evolution was TBL, which emerged as an offshoot of CLT. TBLT centers on the use of meaningful, real-world tasks as the core unit of instruction, promoting purposeful and contextualized language use. This approach encourages learners to prioritize meaning over form while accomplishing specific communicative objectives, which fosters more integrated and authentic language development. Unlike traditional form-focused instruction, TBLT immerses students in problem-solving, decision-making, and interaction that resemble real-life communication scenarios. As a result, learners are more likely to develop fluency, accuracy, and confidence in using the language for practical purposes.

Current Trends in CLT

Modern changes in Communicative Language Teaching (CLT) show how this approach continues to adapt to digital technology, global connections, and different types of learners. An important change involves using technology tools such as mobile apps, video meeting platforms, and online group workspaces. These tools create more chances for real communication outside normal classrooms (Godwin-Jones, 2018). These resources help students interact in real time and experience many different types of language, which matches CLT's goal of meaningful language use.

Also, newer teaching models focus on developing intercultural communicative competence, which means students need to understand and respond correctly to cultural differences in global situations (Byram, 1997). Another new development is Content and Language Integrated Learning (CLIL), where school subjects are taught using the target language. This allows students to learn both subject knowledge and language skills at the same time. These new approaches show how CLT continues to meet modern educational needs while keeping its focus on communication and student-centered teaching.

Educators now often adopt an eclectic approach, combining CLT principles with elements from other methodologies, depending on their students' proficiency levels, learning styles, and goals. As Savignon (2007) explains, CLT is best viewed not as a fixed method but as a flexible framework that encourages communicative, learner-centered practices adaptable to varied educational contexts.

1.2.2. Types of CLT Tasks

Task-based language teaching (TBLT) has demonstrated modest positive effects on second language achievement (Xuan et al., 2022). However, concerns remain regarding the evaluation methods employed to assess its effectiveness (Boers & Faez, 2023). Conversely, technology-enhanced language learning has significantly improved ESL/EFL writing performance (Seyyedrezaei et al., 2022), whereas the flipped classroom model has moderately enhanced college students' English learning outcomes (Ni et al., 2023).

In early childhood classrooms, teacher language practices are classified into two primary dimensions: emergent academic language and bridge language, which contribute to the language development of young learners (Burke Hadley et al., 2022). Research indicates that planning in L2 writing tasks can affect the quality of written production, although findings are occasionally inconsistent (Johnson & Abdi Tabari, 2023).

Children with developmental language disorders often experience difficulties with attentional shifting, especially in tasks that necessitate set-shifting, which impacts their cognitive flexibility (Aljahlan & Spaulding, 2021). The willingness to communicate in a second language is significantly affected by learners' perceptions of their language competence (Jin & Lee, 2022).

Authentic communication tasks (role plays, debates, discussions)

Authentic communication tasks and related interventions has shown promising results in a variety of fields. For example, simulation-based education has been proven effective in improving empathy among healthcare students (Chua et al., 2021) and boosting teamwork and communication skills in interprofessional settings (Sezgin & Bektaş, 2022). Within the realm of autism interventions, it has been demonstrated that parent-mediated play-based approaches have the potential to improve social communication skills in children who have autism (Deniz et al., 2022). Additionally, cognitive behavioral therapy and mindfulness have been shown to be beneficial for the mental health of autistic individuals (Linden et al., 2022). In autism interventions, it has been shown that when parents use play-

based approaches, they can help improve social communication skills in children who have autism (Deniz et al., 2022). Also, cognitive behavioral therapy and mindfulness have been shown to help the mental health of autistic individuals (Linden et al., 2022).

The capacity of students to empathize with individuals and conduct interviews, both of which are essential for their career advancement, can be improved by undergoing systematic communication skills training in social work school, according to the findings of a study conducted by Reith-Hall and Montgomery (2022). As a result of the same rationale, it has been shown that instruction in practical communication skills has a positive impact on the communication behaviors of graduate medical trainees (Bylund et al., 2022). (Piot et al., 2021) Research has shown that simulation training in the field of psychiatry is an effective way for enhancing the communication skills and clinical capabilities of nursing professionals as well as nursing students. The concept of authentic leadership has encountered scrutiny, particularly concerning its theoretical foundation and evaluation methods. This suggests that more research is required to definitively ascertain its position within the field of leadership studies, as stated by Gooty et al. (2023).

Collaborative interaction tasks (pair work, group work)

This collection of systematic reviews tries to help research on different aspects of second language (L2) learning. Research shows that task-based language instruction makes second language learning performance better (Xuan et al.,

2022); however, more investigation is needed to see its overall benefits (Boers & Faez, 2023). Hu et al. (2022) suggest that interventions designed to enhance the comprehension and clarity of second language learners yield significant positive results. Johnson and Abdi Tabari (2022) found that task planning positively influenced oral output in a second language. Conversely, Dalman and Plonsky (2022) discovered that the instruction of listening strategies had a moderate effect on the ability to comprehend spoken language in a second language. Seyyedrezaei et al. (2022) suggest that the use of technology in language learning significantly improves the writing skills of students studying English as a Second Language. (Gao & Sun, 2023) Research indicates a relationship between the fluency of one language and that of another, with the most significant correlation observed in the breakdown fluent. The research conducted by Yousefi and Mahmoodi (2022) indicates that the L2 Motivational Self System significantly influences language learning. The influence is shaped by various learner characteristics alongside contextual factors. The findings offer significant insights that could be applied in the realm of educational research and the instruction of second languages.

1.2.3. Strategies for Implementing CLT

Designing CLT tasks to promote speaking fluency

Task planning has been shown to improve oral L2 output regarding complexity, accuracy, lexical complexity, and fluency (CALF) (Johnson & Tabari, 2022). Planning also aids the CALF criterion for L2 writing (Johnson & Tabari, 2023). Computer-mediated corrective feedback significantly enhances L2 writing

skills, particularly for beginner and intermediate learners (Mohsen, 2022). In multimedia design, principles like captioning, contiguity, and signaling significantly improve cognitive load management and learning (Noetel et al., 2021). Moderate overall benefits were identified for reading fluency interventions; the duration of the intervention influenced overall progress (Maki & Hamerschmidt–Snidarich, 2022). Persistent, functionally personalized receptive-expressive speech and language therapy, in conjunction with recommended home practice, resulted in the most significant language recovery in aphasia treatment (Brady et al., 2021). These findings offer valuable insights for the development of effective CLT activities that will enhance speaking fluency.

The importance of feedback during CLT tasks

According to study that was carried out by Brown et al. in the year 2023, it has been shown that written feedback has an effect on the accuracy of second language learning that is both modest and long-lasting. It was shown in a research that was carried out in 2022 by Swartz and colleagues that feedback that focuses on text comprehension had a good effect on the use of reading approaches and comprehension.

The outcomes of this study were presented in the form of findings. Vuogan and Li's 2022 study Receiving feedback from peers has been demonstrated to have a considerable favorable influence ($d = 0.73$) on the writing abilities of those who are learning a second language, according to research. When it

comes to establishing the degree of value that different kinds of feedback hold, the language domain and the learner in question both play a part in the process.

Learners of English as a second language (L2) are more likely to gain from surface-level feedback than learners of English as a first language (FL) when it comes to surface-level results, as stated by Scherer et al. (2024). Individuals who are learning their first language (L1), on the other hand, are more likely to gain from receiving deep-level feedback for deep-level results. According to Cen and Zheng (2024), the most effective way for inspiring writing in a second language is to collect feedback from a broad variety of sources.

This is recommended as the most effective method. It has been noted by Yang et al. (2021) that the link between teacher feedback and student accomplishment is considered to be mediated by a variety of factors. These variables include the personal objectives and feedback perceptions of the students. Scaffolding for challenging grammatical characteristics may be provided to Chinese students who are learning English as a foreign language via the use of explicit feedback and implicit reformulations (Schenck, 2022). This is an example of how scaffolding can be utilized.

1.2.4 Components of Communicative Competence

Grammatical Competence

Grammatical competence refers to the ability to accurately use the structural features of a language, including syntax, vocabulary, morphology, and pho-

nology. This competence is essential for constructing sentences that are grammatically correct and meaningful. Without it, learners struggle to express complex ideas and may be misunderstood (Gómez & Rojas, 2021). Although some communicative approaches have minimized the role of explicit grammar instruction, recent research acknowledges that a solid foundation in grammar is crucial, especially at lower proficiency levels. Grammar provides learners with the tools to articulate their thoughts clearly and accurately (Martínez, 2022). It enhances clarity and precision in communication. In modern language teaching, grammar is increasingly taught through contextualized and communicative activities. Rather than isolated drills, learners are encouraged to apply grammatical rules in meaningful situations, which reinforces both accuracy and fluency (López & Sánchez, 2023). This integration helps learners understand the relevance of grammar to real-life communication.

Sociolinguistic Competence:

Sociolinguistic competence means being able to use language in the right way depending on different social and cultural situations. This includes knowing how meaning changes based on things like politeness rules, common expressions, how formal or informal they are, ways to address people, and differences between regions or dialects. As Fernández (2021) points out, understanding these social aspects of language is crucial for avoiding communication problems and misunderstandings when talking with people from different cultures. Language students need to do more than just learn grammar rules - they must develop awareness of how context shapes language use. Something that sounds polite, confident, or

funny in one culture might seem rude or offensive in another. For this reason, good language teaching must include cultural knowledge and encourage students to think about how language varies in different social situations, helping them understand the rules that guide language use in various communities (Ramírez & Pinto, 2020).

To help students develop sociolinguistic competence, teachers should use real materials and communication activities that mirror actual interactions. When learners experience conversations, videos, and situation-based examples, they can see and learn how native speakers handle different contexts by adjusting their language to match social relationships, cultural expectations, and what fits the situation (Gutiérrez, 2023). These experiences give students examples of natural conversation and help them develop practical strategies like taking turns in conversation, softening statements, or using indirect ways of speaking. When learners work with authentic materials and think about how language is used, they become more confident and skilled speakers who can communicate respectfully and effectively with people from different cultural backgrounds. In the end, sociolinguistic competence improves both language skills and cross-cultural understanding, which are essential in today's connected world where people communicate across cultures.

Discourse Competence

Discourse competence involves the ability to produce and understand longer stretches of language that are coherent and cohesive. It enables learners to

organize sentences into structured texts and conversations that make sense and flow logically (Pérez & Molina, 2021). This competence is essential for tasks like storytelling, presenting arguments, or writing essays. Learners must understand how to use discourse markers, transitions, and cohesive devices to connect ideas smoothly. According to Herrera (2022), engaging learners in purposeful speaking and writing tasks is key to developing discourse competence.

Teachers can promote this ability through structured speaking activities, collaborative writing, and summary tasks. These techniques help students learn how to construct and interpret texts with logical flow and communicative intent (Castillo & Núñez, 2023). Practicing discourse skills empowers learners to express themselves clearly in both spoken and written communication.

Strategic Competence

Strategic competence refers to the use of verbal and non-verbal strategies to overcome communication breakdowns or gaps in knowledge. Learners may use gestures, rephrasing, synonyms, or ask for clarification to maintain communication when facing difficulties (Vargas & León, 2020). This competence is particularly useful in real-life communication, where perfect fluency is not always achievable. According to Morales (2022), students who develop strong strategic competence are more resilient, confident, and willing to take risks in conversation, which ultimately enhances their communicative effectiveness. Teachers can foster this skill by incorporating improvisational tasks, role-plays, and games that require students to negotiate meaning despite challenges. Through regular exposure

to problem-solving communication, students learn to manage their language limitations more effectively (Ríos & Aguilar, 2023).

1.2.5 CLT Techniques and Activities

Role Plays and Simulations

Role plays and simulations are essential in Communicative Language Teaching (CLT) as they allow learners to practice the language in authentic, task-based scenarios. These activities simulate real-life situations, encouraging students to use language in a meaningful and spontaneous way (González & Herrera, 2020). Beyond language practice, role plays help students develop social skills, such as empathy, negotiation, and active listening. These interactions are particularly effective for reinforcing functional language skills like making requests, giving advice, or expressing opinions (Morales, 2021).

To ensure success, role plays should be relevant to the learners' interests and language level. Teachers must create a supportive environment where students feel safe to experiment with language and make mistakes without judgment (Pacheco & Rivas, 2023). This fosters motivation and engagement.

Information Gap Activities

Information gap activities involve two or more students possessing different pieces of information that they must share to complete a task. These activities are powerful tools for encouraging meaningful communication, requiring students to ask questions, describe, and clarify (Silva & Ortega, 2020). The interactive nature of information gap tasks mirrors authentic communication scenarios in

daily life. Learners are prompted to listen actively, formulate accurate questions, and give detailed responses. Domínguez (2021) emphasizes that such interaction helps improve both fluency and comprehension. Teachers can use charts, maps, or problem-solving exercises to facilitate these tasks. They promote cooperation, mutual support, and accountability while also enhancing learners' language use in context (Álvarez & Molina, 2023). These tasks are aligned with the communicative goals of language instruction.

Interviews, Problem-Solving Tasks, Storytelling and Debates

Activities like interviews, debates, storytelling, and problem-solving tasks engage learners in purposeful language use across different communicative functions. Interviews are excellent for practicing interpersonal communication, while debates help develop persuasive and argumentative skills (Rodríguez & Salazar, 2020).

Storytelling encourages students to use language creatively, focusing on narrative structure, coherence, and expressive intonation. It also supports cultural exchange when learners share personal or traditional stories (Vega, 2021). These activities help build fluency, vocabulary, and discourse competence. Problem-solving tasks require collaboration and negotiation, fostering critical thinking and language use under pressure. Martínez & Cruz (2023) argue that these types of tasks motivate students by showing them how language can be a tool for solving real-world issues. They embody the principles of CLT by prioritizing communication over grammatical accuracy.

1.2.6 Advantages and Disadvantages of CLT

Studies comparing study abroad experiences with domestic instruction suggest that the impact of immersion on L2 fluency is only moderately stronger. This comparison points to the significant influence that the learning environment—whether abroad or at home—can have on learners' oral development (Kyungmin Kim et al., 2024). Additionally, the link between L1 and L2 fluency is particularly evident in breakdown fluency, emphasizing the relevance of communicative tasks and specific task features in supporting oral performance (J. Gao & Sun, 2023).

Interventions aimed at enhancing learners' intelligibility and comprehensibility have yielded consistent improvements, aligning with the core principles of Communicative Language Teaching (CLT), which stresses the role of meaningful communication (Xueyan Hu et al., 2022). Within this approach, task planning emerges as a beneficial technique, enabling learners to organize their output more coherently while working in a communicative context (Johnson & Abdi Tabari, 2022).

Moreover, students' self-perception of their linguistic competence significantly influences their willingness to speak. This highlights how CLT, by fostering a supportive and interactive classroom climate, can boost learners' confidence and motivation to participate (Jin & Lee, 2022). In parallel, digital tools have also

shown promise; computer-mediated corrective feedback has been shown to improve writing proficiency, suggesting that the integration of technology within CLT may enhance learners' overall language development (M. Mohsen, 2022).

1.3 Dependent Variable: Speaking Skill

Definition of Speaking Skill.

Speaking is a multifaceted verbal activity that draws upon various linguistic, neurological, and cognitive systems. Its vulnerability is evident in clinical cases such as aphasia, which often follows a stroke and leads to severe impairments in the ability to produce or understand speech (Armour et al., 2021). The adaptability of language skills is particularly important in today's globalized world, where individuals must navigate diverse cultural and communicative contexts. This need for flexibility underscores the importance of cultivating sociolinguistic and pragmatic awareness to communicate effectively across settings (Abduh et al., 2023).

From a neurological perspective, speech production relies on a network of brain regions. Lesion-symptom correlation studies have shown that areas involved in visual and language processing—particularly the left temporal and parietal regions—are critical for verbal communication (Piai & Eikelboom, 2023). Furthermore, motor skills related to speaking are not confined to mirror neuron activity.

Rather, they involve broader systems that integrate sensorimotor coordination, executive control, emotional regulation, and social cognition (Ramsey et al., 2021). These mechanisms operate together to support fluent and purposeful speech.

Self-regulation also plays a crucial role in verbal behavior, influencing how individuals control their speech in various situations. Understanding this regulatory function requires further exploration, especially given its importance in shaping expressive capacity (Wennerhold & Friese, 2023). Additionally, research highlights how physical and emotional well-being intersect with communicative ability. For example, in older adults, maintaining physical health—such as skin integrity—can impact social engagement and spoken interactions (Mulligan et al., 2022). Similarly, the psychological strain experienced by healthcare professionals during the COVID-19 pandemic has been linked to diminished communication effectiveness, reinforcing the connection between emotional health and spoken language use (Azoulay et al., 2021).

1.3.1. Evolution of Speaking Skills in Language Learning

Historical Neglect of Speaking in Language Curricula

For much of the 20th century, speaking was significantly undervalued in language education. Reading and writing were prioritized, especially in academic contexts, while speaking was viewed as too spontaneous and challenging to assess reliably (Bygate, 1987). As a result, many language programs lacked structured opportunities for learners to develop oral proficiency, focusing instead on grammar and vocabulary. This disconnect created a noticeable divide between learners'

grammatical knowledge and their communicative abilities. Although students often performed well in written grammar tasks, they struggled to participate in spontaneous and contextually appropriate oral interactions. Traditional classroom practices tended to emphasize passive language reception rather than active use, limiting opportunities for meaningful communication (Larsen-Freeman & Anderson, 2011).

Recent studies have emphasized the necessity of integrating speaking into language instruction from early stages. Mantilla Cabrera et al. (2022) argue that communicative language teaching fosters better oral outcomes by encouraging learner participation and interaction. Their findings show that when students are exposed to spoken language regularly, their fluency and confidence improve considerably.

Emergence of Oral Proficiency as a Goal

By the mid-20th century, oral skills began to receive attention with the rise of the Audio-Lingual Method (ALM). Influenced by behaviorist theories, ALM focused on repetition and memorized dialogues to improve pronunciation and grammar accuracy. While this was a step forward, it still did not promote spontaneous or authentic communication.

Oral activities in ALM were often rigid and lacked real-world relevance. Although students practiced speaking through drills, they struggled to apply the language in actual conversations. This limitation highlighted the need for more

dynamic and meaningful approaches to oral language development. Modern research supports the effectiveness of communicative methods over audio-lingual practices. For instance, Fauzi and Ridwan (2022) found that Communicative Language Teaching (CLT) significantly enhances students' speaking skills by creating interactive and task-oriented learning environments. Their study confirms that authentic language use leads to deeper learning and greater oral proficiency.

Shift Towards Communicative Speaking

The appearance of CLT in the 1970s changed the way speaking skills were taught. Instead of focusing only on grammatical correctness, CLT emphasized the ability to communicate well in real-life situations. It brought interactive techniques such as role plays, group discussions, and collaborative tasks that let learners use language meaningfully. The Common European Framework of Reference for Languages (CEFR) further made speaking an important skill. By defining clear levels of oral ability, the CEFR gave educators a structured model for adding speaking into curricula and assessments across proficiency levels (Council of Europe, 2001).

Recent studies continue to support CLT's impact on oral development. Elmiwati et al. (2024) showed that learners who used CLT-based methods significantly improved their speaking fluency and confidence. Through activities that copy real-life situations, students not only practiced language but also developed important communicative strategies for real interactions.

Speaking in the Digital Age

In today's digital world, speaking skills are increasingly supported by technology. Language learning apps like Duolingo, HelloTalk, and Mondly now include voice recognition features and AI-powered chatbots to simulate conversations and correct pronunciation in real time (von Ahn, 2024). These tools provide learners with more opportunities to practice oral language independently and frequently. Additionally, virtual platforms such as Zoom and Google Meet facilitate language exchanges and online classes, allowing learners to engage with peers and native speakers worldwide. These tools make speaking practice more accessible and context-rich, even in remote or underserved environments.

Recent research highlights the effectiveness of integrating digital tools into oral language instruction. Silva Valencia et al. (2021) found that communicative strategies combined with digital platforms significantly improved student participation and oral performance. Technology not only supports autonomous practice but also enables personalized and immediate feedback, making speaking development more engaging and effective.

1.3.2. Key Components of Speaking Skills

When people learn to speak a second language, there are several important parts that work together to make them good speakers. The main areas that matter most are fluency, accuracy, pronunciation, and coherence. These elements show how well someone can speak and help teachers know what to focus on when teaching. Both language instructors and researchers need to understand these parts to help students improve their speaking abilities.

Fluency is one of the most important aspects of being able to speak well. This skill connects closely with how fast people talk, how much they can say, and how smooth their speech sounds. When speakers have problems with pauses and need to fix what they say, their fluency goes down (Yan et al., 2025). Interestingly, the strongest link between speaking in a first language and second language happens with breakdown fluency. This means that people who can avoid long pauses or recover quickly from hesitations in their native language often do the same in their second language (Gao & Sun, 2023). In translation and interpreting situations, researchers measure fluency by looking at how much time people spend actually speaking, how long they can talk without stopping, and their speaking speed. These timing factors strongly relate to how fluent listeners think the speaker sounds (Han & Yang, 2022).

Accuracy means using correct grammar and sentence structure when speaking. This aspect plays a major role in how well someone communicates in their second language. Studies show that when computers give feedback about mistakes, learners become much more accurate, especially in writing. This improvement might also help with spoken language skills (Mohsen, 2022). However, how well this feedback works depends on which grammar rules are being taught. Some grammar points are harder to learn than others, so teachers need to adjust their methods accordingly (Schenck, 2021). When people speak accurately, they can express their ideas clearly and help others understand their message better throughout longer conversations.

Pronunciation represents another crucial element that affects how well others can understand what someone is saying. Recent research shows that teaching methods focusing on being understandable work better than trying to sound like a native speaker. These approaches help learners speak more clearly so that both native and non-native listeners can understand them better (Hu et al., 2022). This change toward teaching understandable pronunciation supports communication-based instruction, which is particularly valuable when English is used as a global language.

Coherence in speaking refers to how well ideas connect and flow logically, making it easier for listeners to follow what someone is saying. This skill depends on using the right connecting words, referring back to previous ideas properly, and linking sentences together in ways that make sense (Kang, 2020; Sadeghi & Marzban, 2021). Research demonstrates that students who organize their oral presentations more coherently receive higher speaking scores and are easier for listeners to understand (Lam, 2018). Therefore, coherence does not exist by itself but results from combining good fluency, accuracy, and the ability to structure discourse effectively.

1.3.3. Factors Affecting Speaking Ability

Besides these main components, many other things also influence how well people can speak in their second language. These different factors can either help or make it harder for learners to speak well, depending on how they work together with teaching methods and individual student characteristics.

Fluency improves significantly when students have opportunities to use the language in real situations. When learners study abroad, they develop better fluency compared to those who only learn in classrooms. This happens because they get more exposure to the language and need to communicate more often (Kim et al., 2024). Another important factor is task planning, which helps students speak more fluently while also making their language more complex and accurate. When learners have time to think before speaking, they can use their mental resources better to form their speech (Johnson & Abdi Tabari, 2022). These discoveries show that giving students planning time before speaking activities really helps their performance.

Accuracy gets better depending on what kind of feedback students receive and when they get it. Online platforms that give immediate or delayed corrections help learners become more accurate and fluent over time (Mohsen, 2022). Also, when teachers adjust their feedback based on how difficult the grammar rules are, students learn more effectively. This approach works especially well for students who are still at lower levels (Schenck, 2021). Therefore, providing the right support and personalized feedback becomes very important for helping students speak more accurately.

Pronunciation development in second language learning receives significant influence from specific training that emphasizes being understandable rather than sounding like a native speaker. Research demonstrates that direct instruction focusing on individual sounds and broader speech patterns—including stress, rhythm, and intonation—creates measurable improvements in both understanding

speech and producing it (Hu et al., 2022). These teaching approaches help learners become more easily understood by different conversation partners, which enhances how effectively they can communicate in various situations. Besides formal training, getting more opportunities for oral interaction and receiving personalized feedback facilitate pronunciation improvements, particularly when these elements are embedded in activities that focus on meaning and real communication. When corrective feedback, peer interaction, and real-world speaking practice work together, they contribute to long-term improvements in how understandable someone sounds. This makes pronunciation a flexible and responsive element of second language speaking development.

Coherence improves when speakers understand how to organize their speech and see examples of well-structured talking. Studies indicate that students benefit from learning about connecting words and different ways to organize their ideas, which helps them speak more logically (Kang, 2020). Teaching that includes functional language for transitions, showing cause and effect, and adding details leads to better coherence in student speech (Sadeghi & Marzban, 2021). As a result, when instruction pays attention to these discourse features, coherence improves, particularly in academic and formal speaking situations.

To sum up, both the main parts of second language speaking ability and the factors that influence them need attention in teaching. Instruction that combines work on fluency, accuracy, pronunciation, and coherence while also considering environment.

1.3.4 Measurement of Speaking Skill

Fluency tests (pre-tests and post-tests)

Investigations have delved into the connection between utterance fluency and perceived fluency in the realm of interpreting, highlighting the impact of speech fluency on assessments of comprehensive linguistic proficiency (Chao Han & Yang, 2022). Recent research demonstrates significant positive correlations between the characteristics of speech fluency and overall language competence, with speed identified as the most dependable predictor of fluency (Xun Yan et al., 2025; J. Gao & Sun, 2023).

Qualitative assessment

Qualitative research synthesis is gaining importance in TESOL, offering a systematic approach to consolidating qualitative data from language classrooms, helping to better understand the nuances of language learning in diverse contexts (Sin Wang Chong & Plonsky, 2021). Systematic reviews and meta-analyses are crucial for examining diagnostic test performance and providing valuable insights into the measurement of language constructs, ensuring that assessments accurately reflect speaking proficiency (D. Iliescu et al., 2022).

Indicators of progress in speaking ability

Research has investigated the effectiveness of oral language interventions for children with neurodevelopmental disorders, finding positive effects on language outcomes, which underscores the importance of tracking progress in speak-

ing ability through targeted interventions (Enrica Donolato et al., 2023). The importance of accommodations in testing for special populations has been highlighted, suggesting the need for more research to develop appropriate indicators that accurately assess speaking ability in these groups (D. Iliescu & Greiff, 2022).

1.3.5. Importance of Speaking in Language Learning

Speaking stands out as one of the most important skills in learning a second language because it lets students communicate in real time with others. This skill becomes absolutely critical in school and work settings, where being able to express ideas clearly and with confidence makes all the difference (García & Torres, 2021). Whether students are participating in group discussions, giving presentations, or going through interviews, speaking often becomes the main way they show what they know about the language.

Speaking also matters tremendously for social reasons and helps learners become part of new communities, especially when they are in places where multiple languages and cultures come together. This skill helps people build relationships, ask for assistance, join everyday conversations, and gain deeper insights into the culture behind the target language (Romero & Álvarez, 2020). When students develop strong speaking abilities, they experience greater inclusion and open doors for personal and professional advancement in our interconnected world.

Speaking also gives learners a way to express who they are, what they feel, and what they think about different topics. It provides opportunities for genuine communication and helps them develop their own voice in the new language. As Ur (1996) pointed out, people are typically called "speakers" of a language, which shows just how central this skill really is. Recent studies back up this viewpoint, emphasizing the need for more speaking opportunities in classrooms to help students feel more confident and communicate better (Mendoza & Cabrera, 2022).

1.3.6. Common Difficulties in Speaking

Learners frequently experience anxiety when speaking in a second language, fearing they might make mistakes or be judged by others. This emotional barrier can inhibit their willingness to participate in conversations and negatively affect their performance (Santos & López, 2021). Language classrooms that focus too much on error correction and accuracy may unintentionally increase this fear, further limiting learners' fluency.

In addition to anxiety, limited vocabulary and a lack of functional expressions often hinder learners' ability to speak. Without the necessary words to express thoughts or feelings, students may hesitate, pause excessively, or switch to their native language (González & Morales, 2020). This lack of fluency can be discouraging, especially in spontaneous speaking situations, where there is little time to plan responses. Another difficulty arises from the traditional focus on written language over oral communication. In many educational settings, the development of speaking skills is often neglected, leading to missed opportunities for

practice (Vera & Núñez, 2023). As a result, students may graduate with strong grammatical knowledge but weak oral proficiency, struggling in real-life communication outside the classroom.

1.3.7. Strategies to Develop Speaking Skills

One of the most effective ways to improve speaking is through task-based learning, which involves completing meaningful activities that reflect real-world language use. These tasks—such as role plays, interviews, and collaborative projects—encourage learners to speak naturally and purposefully (Castillo & Herrera, 2021). The interactive nature of task-based activities allows students to practice vocabulary, grammar, and fluency in an integrated way. CLT also supports speaking development by promoting active interaction rather than passive memorization. In CLT-based classrooms, learners engage in group discussions, pair work, and debates that stimulate authentic communication (Paredes & Zambrano, 2022). This student-centered approach creates a low-stress environment, helping learners overcome shyness and build speaking confidence.

Finally, incorporating peer feedback, cooperative learning, and audiovisual tools enhance speaking instruction. Watching videos, listening to podcasts, or responding to real-life scenarios exposes learners to authentic models of speech. According to Flores and Quintero (2023), these strategies, when combined with consistent oral practice, lead to noticeable improvements in pronunciation, fluency, and coherence. As Richards (2008) emphasized, speaking is best developed through regular, meaningful interaction.

1.3.8. Relationship Between CLT and Speaking Skills

CLT serves as an effective framework for enhancing speaking skills, as it emphasizes authentic communication and fluency over mere accuracy. The focus on meaningful interactions allows learners to engage in real-world conversations, promoting practical language use in contexts that are relevant to their daily lives (Zhao & Ma, 2021). This approach helps reduce learners' anxiety and encourages them to use the language more confidently and naturally, which is crucial for developing effective speaking skills.

Recent studies indicate that CLT-based strategies lead to significant improvements in speaking proficiency. According to research by Liu and Liu (2022), students exposed to CLT practices demonstrate enhanced speaking fluency, better communicative competence, and an increased ability to convey messages effectively. These learners are more willing to participate in conversations and show a greater ability to engage with complex language tasks. This is particularly beneficial in second language acquisition, where the ability to communicate spontaneously and fluently is often more valuable than grammatical perfection.

By implementing CLT in the classroom, teachers shift from passive to active learning environments, transforming students into proactive communicators. As Brown (2023) points out, CLT encourages learners to take responsibility for their own language development through interaction and collaborative learning.

This interactive model fosters greater engagement with the target language, enabling students to use it in authentic situations and develop the skills necessary for real-world communication.

CHAPTER II

METHODOLOGY AND INITIAL DIAGNOSIS

1 Variables and Operationalization

In this research, the independent variable, CLT, is a teaching approach that focuses on real communication and practical use of language for meaningful interaction. CLT aims to give learners the skills to communicate effectively in the target language through activities like role-plays, discussions, and problem-solving tasks. To make this variable measurable, four main dimensions were set up: general aspects of the learning process, learners' ability, real-life communication purpose, and classroom implementation through role-plays. Each of these dimensions connects to indicators such as the use of authentic materials, peer interaction, peer assessment, and a variety of vocabulary and speaking strategies. These indicators appear in guiding items used in student surveys and observation checklists. A separate set of items was also created for teacher input, focusing on assessment strategies and how often communicative tasks are evaluated.

The dependent variable in this study is students' speaking performance, defined as the ability to communicate effectively in oral English at B1 level. This includes fluency, grammar accuracy, vocabulary use, pronunciation, and the ability to organize thoughts clearly when speaking. Following the CEFR framework and classroom-based speaking assessment standards, a performance rubric was used

during the pre-test and post-test to measure progress across the five main sub-skills. The rubric uses a 5-point scale and is applied during structured speaking tasks designed to get spontaneous yet guided oral production.

Each variable was matched with suitable tools, such as surveys, observation forms, and oral performance rubrics, to ensure triangulation and consistency across data sources. The tables below summarize the operationalization of both variables, showing their conceptual definitions, dimensions, indicators, sample items, and scales.

Table 1

Chart of Variables, Dimensions, and Indicators

Independent Variable		Dependent Variable	
Communicative Language Teaching (CLT)		Speaking Skill	
Dimension 1: Learning Process		Dimension 1: Pronunciation	
1	Authentic Material	1	Accurate sounds
Dimension 2: Learners' Ability		Dimension 2: Vocabulary	
2	Peer interaction	3	Creative word choice
Dimension 3: Real-life Communication Purpose		Dimension 3: Grammatical structures	
3	Turn-taking	5	Sentence accuracy
4	Vocabulary use	6	
Dimension 4: Role-plays Assessment		Dimension 4: Discourse organization	
5	Speaking evaluation	7	Coherent sequencing

Elaborated by Mayra Cevallos (2025).

2.1 Research Approach

This study looks at how CLT tasks help B1-level students improve their speaking skills in a public secondary school in Ecuador. The research explores the connection between CLT tasks (the independent variable) and students' oral skills (the dependent variable). The aim is to see how activities like role-plays, discussions, and problem-solving tasks help students speak more fluently and correctly in English. This research tries to solve the problem of limited chances for real speaking practice in EFL classrooms, which makes it hard for intermediate students to develop good communication skills.

In this research, the main variables were carefully identified to make sure everything connects well between the objectives, methods, and research tools. Speaking is a productive skill that includes many parts, fluency, pronunciation, vocabulary use, and grammar accuracy, and students need to practice these in realistic situations. Since students in normal classrooms usually do not get much interactive speaking practice, CLT tasks can create more dynamic communication. By giving students chances to use language in meaningful ways, CLT tasks are expected to help build their confidence, accuracy, and fluency when speaking.

The study was conducted following ethical rules to make sure the data is valid and reliable, and to protect the rights of participants. All students and their parents were informed about the purpose, scope, and benefits of the study. Students participated voluntarily, and everyone signed consent forms before the data

collection began. Also, all information about student performance was kept confidential and only used for academic and research purposes. Through this research, the aim is to provide useful teaching insights about how effective CLT activities are for improving speaking skills in secondary school EFL learners.

2.2. Research Method

This study uses a mixed-methods research design, which means it collects both numbers (quantitative) and descriptions (qualitative) to better understand how CLT tasks affect students' speaking skills (Dikilitas & Reynolds, 2022). Since learning to speak a language involves measurable performance but also things like motivation, engagement, and confidence, using just one type of research method would not be enough. By combining both types of data, the study can show both the actual progress in speaking ability and how students feel about this teaching approach (Creswell & Creswell, 2022).

For the quantitative part, students were given a pre-test and a post-test to measure their speaking performance before and after using CLT tasks. The test was the PET (preliminary english test), which is based on the Common European Framework (CEFR) descriptions for B1 level, and it measures five important aspects of speaking: fluency, pronunciation, vocabulary use, grammar accuracy, and coherence. Each student took the speaking test individually and was recorded for evaluation later. A scoring rubric was created to make sure everyone's performance was measured fairly and consistently. This test gives a standardized way to assess how well students can communicate in real-life situations.

Besides the tests, students also received questionnaires to find out what they thought about using CLT tasks in their English classes. These questionnaires had Likert-scale questions (like "strongly agree" to "strongly disagree") about things like engagement, whether they felt they improved, how comfortable they felt speaking, and their attitudes toward task-based activities. These questionnaires help add to the test data by showing how students experienced the classroom activities and if they noticed any changes in their speaking abilities.

For the qualitative part, no interviews were conducted; instead, two open-ended questions were included in the pre-survey to explore students' perceptions. These questions aimed to elicit more personalized and reflective responses about students' experiences with oral communication in English, particularly regarding discourse organization and the use of linking expressions when expressing ideas. Open-ended items in questionnaires allow researchers to capture nuances in learners' perspectives that may not emerge through closed questions alone, offering space for unexpected insights and individual variation (Creswell & Creswell, 2022). This type of qualitative input is especially valuable when exploring language use in real contexts, as it can reveal learners' metacognitive awareness, confidence, and perceived challenges in their own words (Dörnyei, 2007). In this study, such questions served to complement the Likert-scale responses and contributed to a more comprehensive understanding of students' communicative strategies and needs within the CLT framework.

Using both quantitative and qualitative tools allows for cross-checking findings (data triangulation), which makes the study more valid. By comparing

test results, questionnaire answers, and interview responses, findings can be verified from different angles and the risk of bias reduced (Creswell & Creswell, 2022). Since communicative ability includes both technical skills and emotional aspects, this research design ensures the analysis is balanced, thorough, and reflects the students' overall experience. Through this multi-sided approach, the study aims to show the teaching value of CLT instruction for developing effective speaking skills in secondary school EFL students.

2.3. Instruments and Data collection

To check how well Communicative Language Teaching (CLT) tasks work in developing speaking skills among B1-level students, the study used a set of validated research instruments given before and after the teaching intervention. The main tool for measuring oral proficiency was an adapted version of the Preliminary English Test (PET) speaking exam, which matches the B1 descriptors of the Common European Framework of Reference for Languages. This standardized test checked students' pronunciation, vocabulary use, grammatical accuracy, and discourse organization through four speaking tasks: a personal conversation, a picture description, a collaborative discussion, and an extended response. The PET was given in person during regular class hours, and although student responses were not recorded, the evaluation was done using a structured rubric adapted from the Cambridge criteria. Both the control and experimental groups completed this speaking test before and after the intervention, allowing for a comparison of progress in oral proficiency.

Besides the speaking test, two questionnaires with both closed and open-ended questions were used to capture students' perceptions and experiences. The first questionnaire was given before the intervention and aimed to collect baseline information on students' self-perceived speaking abilities, such as clarity of pronunciation, use of appropriate vocabulary, grammatical control, and logical organization of ideas. This instrument included Likert-scale items as well as short-answer prompts that asked students to think about their use of discourse markers and coherence during oral expression.

The second questionnaire was given after the intervention and focused on the students' evaluation of the CLT tasks and their learning experience. The Likert-scale items looked at perceptions related to the authenticity and usefulness of materials, peer interaction, vocabulary acquisition, and confidence when speaking. The final items asked students to explain the role of feedback and the perceived benefits of role-plays and other communicative activities.

Both questionnaires were given online using Google Forms, accessed through the students' institutional email accounts. The data collection was done following ethical guidelines, and the participation of students was authorized through informed consent from their parents or legal guardians, as well as approval from school authorities. All instruments were reviewed and validated by an expert in English language pedagogy, who confirmed their clarity, accuracy, and alignment with the operational dimensions of the study. This process ensured that the tools were appropriate for the students' linguistic level and methodologically consistent with the research objectives.

2.5 Population, Sample, and Sampling

This study was carried out at *Academia Militar del Valle*, a private bilingual institution located in Conocoto, Quito, Ecuador. The school offers daily English instruction as part of its regular academic program. The total student population consists of 952 learners across different grade levels. For this research, a sample of 19 students was selected from the first year of Bachillerato, a level at which learners are expected to demonstrate B1 English proficiency according to the Common European Framework of Reference for Languages (CEFR).

The sampling method used in this study was purposive sampling, which is a non-probabilistic technique commonly applied in educational research (Dikilitas & Reynolds, 2022). The participants were chosen based on the following considerations: (1) they were all enrolled in the first year of Bachillerato, where B1 English proficiency is expected; (2) they attended the same educational institution; (3) they followed a shared academic schedule; (4) they were required to study English as part of their official curriculum; (5) their ages ranged from 13 to 14 years old; (6) they had the availability to participate actively in the study; and (7) their parents or legal guardians provided informed consent for their participation.

The research was conducted in a face-to-face instructional setting, during regular English class hours. The pedagogical materials and communicative tasks used in this study were developed by the researcher and implemented directly within the participants' classroom environment. No external materials were pro-

vided by the institution. The study focused exclusively on this single group of students to examine their progress and perceptions after engaging in CLT tasks aimed at developing their speaking skills.

2.6. Data Analysis

This research used a mixed-methods approach to analyze the data collected before and after the implementation of CLT tasks. The combination of quantitative and qualitative techniques allowed for a broader and better understanding of the participants' progress and perceptions about their speaking skill development (Dikilitas & Reynolds, 2022).

To address the quantitative component, descriptive statistics were applied to the results of the Preliminary English Test (PET), which served as both a pre-test and posttest for the experimental and control groups. The speaking scores were analyzed to find trends in students' oral performance in areas such as pronunciation, vocabulary, grammatical accuracy, and discourse coherence. Measures such as means, percentages, and comparative scores were used to check if any improvement occurred in the experimental group after the intervention. The structured rubric gave a consistent scoring scale, and the results helped find out the level of speaking proficiency reached in both groups.

Besides test scores, the Likert-scale items included in both pre- and post-intervention questionnaires were processed quantitatively. These items looked at students' self-perception of their speaking skills and their experience with communicative tasks. Responses were organized and tabulated to show the distribution of

student opinions across key indicators such as confidence when speaking, vocabulary use, and clarity of expression.

For the qualitative analysis, students' open-ended responses were examined using thematic analysis. This method allowed for the identification of recurring patterns, ideas, and reflections that came from the participants' written feedback (Dikilitas & Reynolds, 2022). The final section of the post-intervention questionnaire asked students to describe how the activities helped them improve their speaking, what role peer interaction played in their learning, and what benefits they saw from using role-plays and communicative strategies. These qualitative insights complemented the quantitative data by giving deeper understanding of how students worked with the tasks and interpreted their own progress.

By triangulating results from the speaking test, closed-ended items, and students' qualitative responses, the study made sure of a comprehensive and balanced interpretation of findings (Dikilitas & Reynolds, 2022). This integrative approach made the reliability of the conclusions better and allowed the researcher to explore both the measurable outcomes and the subjective experiences associated with the application of CLT tasks in an Ecuadorian secondary school context.

2.6.1. Comparative Analysis

A comparative approach was used to look at the results obtained from the same group of students before and after using CLT tasks. The purpose of this comparison was to check how much the intervention helped develop students' speaking skills (Creswell & Creswell, 2022). Specifically, the analysis focused on

the differences seen between the pretest and posttest results of the PET speaking exam, as well as on the responses given in the questionnaires administered before and after the teaching intervention.

The speaking test results were analyzed in terms of key indicators such as pronunciation, vocabulary use, grammatical accuracy, and coherence. By comparing the students' performance in these areas before and after the application of CLT tasks, it was possible to determine whether meaningful progress occurred as a result of the instructional strategy. In addition, students' responses to the pre- and post-intervention questionnaires were reviewed to identify changes in their self-perception, confidence, and attitudes toward oral communication in English.

This type of within-group comparison is commonly used in educational research to assess the effectiveness of a specific instructional approach over time (Creswell & Creswell, 2022). It provides valuable evidence about how targeted methodologies, such as communicative tasks, may influence learning outcomes and shape students' engagement and progress in second language acquisition contexts (Slavin, 2002). In this study, the comparative analysis offered insight into both the linguistic and perceptual effects of integrating CLT into an Ecuadorian high school English classroom.

2.6.2. Justification of Data Collection Methods

The selection of data collection instruments in this research was based on the need to check both the language outcomes and personal experiences related to using Communicative Language Teaching tasks. The PET speaking test, adapted

from Cambridge Assessment and aligned with CEFR B1 standards, was picked as the main tool to check students' oral proficiency. It was given before and after the intervention to both the experimental and control groups, giving objective and comparable signs of progress in speaking performance.

Besides the standardized test, two written questionnaires with closed and open-ended questions were designed to explore students' perceptions, attitudes, and reflections. The first questionnaire was given before the intervention to gather baseline data about students' self-perceived speaking skills. The second instrument was applied after the implementation of CLT tasks and let students express how the instructional approach had influenced their confidence, vocabulary development, and ability to interact in English. The inclusion of open-ended items provided qualitative insights that made the interpretation of test results richer.

All instruments were designed and applied with careful attention to ethical standards. Informed consent was obtained from both parents and institutional authorities, and students were told about the purpose, procedures, and voluntary nature of their participation. The online administration of the questionnaires through institutional email accounts made sure of accessibility and confidentiality. This multi-instrument design, supported by expert validation, helped make the study methodologically stronger and allowed for a good evaluation of how CLT-based tasks influenced students' oral language development (Creswell & Creswell, 2022).

2.7. Findings: Initial Diagnosis

The analysis of the pretest data was conducted in alignment with the main objective of this study, which aimed to evaluate the extent to which Communicative Language Teaching (CLT) tasks support the development of students' speaking skills. To establish a baseline of oral proficiency, the PET speaking test was administered to a group of 19 students enrolled in the first year of Bachillerato. This instrument, aligned with CEFR B1 level descriptors, provided diagnostic insights into learners' communicative competence before the pedagogical intervention.

Table 2

Results from the diagnostic test

Qualitative scales	Frequency	Percentage
Exceeds the learning expectations	0	0.00%
Master the required learning outcomes	0	0.00%
Achieves the required learning outcomes	4	21.05%
Is close to achieving the required learning outcomes	4	21.05%
Does not achieve the required learning outcomes	10	52.63%
Total	19	100%

Note: Elaborated by Mayra Cevallos (2025).

The results showed that 52.63% of the students did not reach the expected learning outcomes in speaking, corresponding to CEFR levels A1 and below. Meanwhile, 21.05% were categorized as close to reaching the expected outcomes,

aligning with level A2. Only 21.05% of students reached the required B1 proficiency level, which is the expected standard for their academic year. Notably, no students showed performance levels that could be classified as mastering or exceeding the required outcomes. These findings show a clear need for targeted instructional strategies to strengthen students' oral proficiency, particularly in areas such as fluency, vocabulary use, and discourse coherence.

This initial diagnostic phase set up a reference point for evaluating students' progress following the implementation of CLT-based activities. The data shows the importance of using communicative methodologies in the EFL classroom to support learners in bridging the gap between their current and expected speaking competencies.

2.7.2. Results of the survey for the diagnostic.

The pre-survey was administered in English during class time to a single B1-level group before beginning the speaking-focused intervention. A total of 18 students completed the questionnaire, which used a five-point Likert scale ranging from *Strongly Disagree* to *Strongly Agree*. The survey aimed to gather students' perceptions regarding their own oral communication abilities in English, including clarity of pronunciation, use of intonation, lexical variation, grammatical accuracy, and appropriateness of language for different contexts. The questionnaire also explored how logically students felt their ideas were organized when speaking and their ability to use linking expressions. These insights were intended to inform the instructional focus and identify areas for development in learners' spoken interaction skills.

Item 1

1. I pronounce English words clearly when I speak.

Description	N	Percentage
Strongly Disagree	1	6%
Disagree	1	6%
Neutral	12	67%
Agree	3	17%
Strongly Agree	1	6%
Total	18	100%

Item 2

2. I use intonation (my voice is rising or falling) to help express feelings or meaning.

Description	N	Percentage
Strongly Disagree	1	5%
Disagree	3	15%
Neutral	7	35%
Agree	8	40%
Strongly Agree	1	5%
Total	20	100%

Item 3

3. I try to use different and interesting words when I speak.

Description	N	Percentage
Strongly Disagree	2	10%
Disagree	3	15%
Neutral	9	45%
Agree	6	30%
Strongly Agree	0	0%

Total	20	100%
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Item 4

4. I use the right words depending on the situation (formal or informal).

Description	N	Percentage
Strongly Disagree	1	5%
Disagree	2	11%
Neutral	8	42%
Agree	6	32%
Strongly Agree	2	11%
Total	19	100%

Item 5

5. I use complete and grammatically correct sentences when I speak in English.

Description	N	Percentage
Strongly Disagree	1	5%
Disagree	3	16%
Neutral	10	53%
Agree	4	21%
Strongly Agree	1	5%
Total	19	100%

Item 6

6. I speak using the correct tenses (past, present, future).

Description	N	Percentage
Strongly Disagree	3	15%
Disagree	1	5%

Neutral	11	55%
Agree	4	20%
Strongly Agree	1	5%
Total	20	100%

Note: Elaborated by Mayra Cevallos (2025).

The results reveal how students view their own English-speaking abilities and struggles. When asked about how they pronounce English, most students (60%) chose "Neutral" as their response. This suggests they're either unsure about their pronunciation skills or simply don't have enough awareness of how they actually sound when speaking English. Only 15% agreed and 5% strongly agreed, while 10% expressed disagreement, reflecting a moderate level of confidence in this area. Regarding the use of intonation to convey feelings or meaning, 45% responded positively (Agree or Strongly Agree), whereas 35% remained neutral, and 20% expressed disagreement. This indicates that although a portion of students recognize their ability to use intonation, a considerable percentage is either unsure or does not perceive it as a strength. In terms of lexical variety, 45% again selected Neutral, and only 30% agreed with the statement. The absence of Strongly Agree responses and the 25% who disagreed (including 10% Strongly Disagree) suggests that students generally do not perceive themselves as using diverse or interesting vocabulary when speaking. Similarly, when asked whether they adapt their word choices to formal or informal contexts, 40% remained neutral, 30% agreed, and 15% expressed stronger agreement. This distribution indicates limited awareness or practice in adjusting the register based on the communicative situation. Finally, about grammatical accuracy, half of the students chose

Neutral, and only 25% agreed or strongly agreed that they speak using complete and correct sentences. Meanwhile, 20% disagreed to varying degrees. These findings suggest that grammatical structures, along with pronunciation and vocabulary, represent core areas where students perceive themselves as needing improvement or lack confidence, which is consistent with the intermediate level of the group.

In addition to the Likert-scale items, the pre-survey included two open-ended questions aimed at capturing students' perceptions regarding discourse organization and the use of linking expressions during oral communication. When asked whether their ideas follow a clear and logical order while speaking, most students responded affirmatively. Variations of "yes" represented the majority (66.6%), though some answers were more elaborated, such as "Yes, I try to organize my ideas clearly and in order when I speak." About 27.7% gave less assertive responses, including "sometimes" or acknowledging difficulties, such as "No, because I don't dominate the language." One student provided a more reflective answer, suggesting that classroom dynamics could better support learners who struggle with fluency.

In response to the question about the use of linking words when giving opinions, 83.3% of students answered "yes" or a similar variation, with a few offerings expanded replies such as "Yes, I often use linking words to make my ideas flow better when giving my opinion." However, a small number of students (16.6%) indicated that they did not use connectors or found it difficult to do so.

This discrepancy between general affirmation and the limited development of responses may indicate that while students are aware of the importance of these features, their active and consistent use in speech may still be emerging.

2.7.3. Conclusion: Initial Diagnosis

The diagnostic phase revealed important insights about how our B1-level students were performing when speaking English. What became clear was that students were struggling inconsistently across different speaking skills - some had trouble with pronunciation, others with grammar, and many using varied vocabulary effectively. When we tested their speaking abilities at the start of the study, we found that many students weren't quite meeting the B1 level expectations we had for them. This confirmed what we suspected: these students really needed focused help to improve their speaking skills.

What made this even more interesting was how the students saw themselves as speakers. When we asked them to reflect on their own abilities through surveys, most students chose "Neutral" responses - particularly when it came to pronunciation (60% of students) and grammar accuracy (50%). This suggested that many students simply weren't sure how well they were doing or perhaps hadn't really thought deeply about their speaking skills before. Only a small number of students felt confident about things like using appropriate intonation, varying their vocabulary, or choosing the right language for different situations. Interestingly, while some students did recognize they had some control over elements like intonation (45% agreed they could manage this), others were quite honest about

their struggles - especially when it came to using rich vocabulary and getting their verb tenses right. This painted a picture of students who had a somewhat scattered and limited understanding of their own speaking abilities.

These findings highlighted something important: our students needed structured opportunities to work on both getting their English right (accuracy) and expressing themselves smoothly (fluency) through activities that actually mattered to them. The results also showed us how valuable it was to combine actual speaking tests with asking students to reflect on their own performance - this gave us a much fuller picture of what they needed help with. Ultimately, this initial diagnostic work gave us a solid starting point. We now knew exactly where our students stood and could design targeted speaking activities that would meet them where they were and help them grow in focused, meaningful ways.

2.7.4. Intervention Plan

The application of the plan intervention was carried out over a period of 11 weeks, from October 2 to December 12, 2025, with students from I Bachillerato at Academia Militar del Valle. The intervention was designed based on the bases of the Communicative Language Teaching (CLT) and was structured to enhance the speaking skills of B1-level English learners through authentic, interactive, and student-centered tasks.

During the first week, a diagnostic phase was carried out, which included a student needs survey, and a pretest aimed at identifying the learners' initial oral proficiency and communicative weaknesses. The implementation phase took 9

weeks, from October 7 to December 5, and was organized through several communicative tasks including role plays, information-gap activities, debates, storytelling, oral projects, and the integration of digital tools such as Padlet to foster engagement and self-reflection.

Each week was focused on a specific communicative situation aligned with B1-level speaking verifiers from the CEFR. These activities motivated learners to express ideas fluently and spontaneously, exchange opinions, describe experiences, and participate in collaborative dialogues. Namely in the past part of the speaking part 3. The intervention emphasized interactive pair and group work, vocabulary development, and pronunciation strategies through meaningful contexts.

In the final week, students took a posttest and participated in reflection activities, showcasing their speaking development through Padlet video presentations and self-assessment in different topics given according to the students' book activities as well. The data gathered allowed the researcher to measure the effectiveness of CLT tasks in promoting speaking fluency, confidence, and communicative competence.

This activity has a sequence of tasks not only fostering oral interaction but also cultivated learner autonomy, motivation, and a more interactive classroom environment.

Table 3

Intervention Plan

Months	Monday	Tuesday	Wednesday	Thursday	Friday
October		1	2	3	4 Diagnostic Pretest + Needs Survey
	7 Warm-up Speaking Task 1: videos Cambridge examples	8 Diagnostic Speaking Pretest and Baseline Oral Performance Observation	9 CLT Task 1: Daily Routines (Role Play) to make a dialogue about how we can reduce litter on the streets (CLT) Approach and Speaking Rubric	10 CLT Task 2: Giving Personal Information by answering some personal questions by giving supporting ideas	11 Vocabulary Games & Pronunciation Drills Role Play: Introducing Yourself in Formal and Informal Contexts
	14 CLT Task 3: Describing People using vocabulary to give opinion with supporting ideas namely: To my mind, I could be a good idea however etc.	15 Dialogue Practice Using specific vocabulary with agreements and disagreements	16 Lesson Plan 3 Record your reading out on Padlet app to improve vocabulary	17 Lesson Plan 3 Pair Work: Interview Practice Describing Daily Routines (Pair Work)	18 Peer Feedback Session
	21 Lesson Plan 4 CLT Task Asking for/Giving Directions	22 Real-Life Simulation (City Map) with directions	23 Group Task: Planning a Trip	24 Lesson Plan Pronunciation & Fluency Workshop using padlet to record the voice with a reading from the book	25 Speaking Journal Reflection
	26	29	30	30	31

	CLT Task Making Suggestions	Dialogues: At the Restaurant	Lesson Plan Solving Problems in Groups	Lesson Plan Presentations Creating a brand and use speaking connectors	Reinforcement Activities; Analyze pair speaking and qualify the participants in the videos
November	4 Lesson Plan CLT Task Expressing Preferences (<i>I Bachillerato A-B</i>)	5 CLT Task Interview Simulation (<i>Peer Work</i>) <i>Simulate an exam to take part in an exam; examiner, participant and grader.</i>	6 Lesson Plan CLT Task Sharing Opinions about Current Issues	7 Lesson Plan LT Task Describing Personal Experiences (<i>Mini-Presentations</i>)	
	11 Lesson Plan CLT Task Debating Social Topics (<i>Group A</i>)	12 Padlet Voice Recording – Reading Aloud Activity (<i>Group B</i>)	13 Lesson Plan Peer Feedback Session + Vocabulary	14 Speaking Project – Cultural Values and Beliefs (<i>Group Presentations</i>)	
	18 Lesson Plan CLT Task Presentations: Global Topics (<i>Group A</i>)	19 CLT Task Presentations: Global Topics (<i>Group B</i>)	20 Lesson Plan Fluency Practice – Spontaneous Oral Interaction	21 Lesson Plan Collaborative Speaking Projects – Final Round	
	25 Reinforcement Activities – CLT Role Plays + Vocabulary Recap	26 Video Recording – Final Speaking Project (<i>Padlet Upload</i>)	27 Peer Evaluation – Rubric-based Feedback	28 Self-Assessment – Speaking Reflections + Closure	
	December 2 Speaking Reinforcement	3	4 Integrated Audio-reading	5 Posttest Application	

<p><i>(Group – Voice Recording)</i></p>	<p>Reading & Speaking Reinforcement to improve pronunciation and speed</p> <p><i>Simulate to take part in a real exam by parts of the exam</i></p> <p><i>Part 1- personal information</i></p> <p><i>Part 2- description</i></p> <p><i>Part 3- dialogue from a topic</i></p> <p><i>Part 4- answer some questions from part 3</i></p>	<p>Practice using vocabulary to give opinion</p> <p>I strongly believe, I think, From my point of view etc.</p>	<p>– Speaking Evaluation (Group A & B)</p>	
<p>9</p> <p>Posttest Application – Speaking Evaluation (Group A & B)</p>	<p>10</p> <p>Rubric-based Oral Evaluation (Peer & Teacher)</p>	<p>11</p> <p>Final Reflections – Speaking Achievements & Progress</p>	<p>12</p> <p>Compilation of Speaking Evidence – Rubric evaluation and video to reinforce speaking</p>	

Note: Elaborated by Mayra Cevallos (2025).

CHAPTER III

PRESENTATION AND VALIDATION OF THE PROPOSAL

This chapter presents a proposal designed to improve speaking skills among B1-level students by implementing CLT tasks. The chapter explains the reasoning behind the proposal, its goals, structure, and teaching methods. The validation section also discusses what happened during pre- and post-intervention assessments and includes student feedback.

3.2. Rationale for the Proposal

The decision to use Communicative Language Teaching (CLT) tasks in the EFL classroom came directly from the problems found during the initial assessment phase of this study. The PET speaking test results and the pre-survey showed that most students in their first year of Bachillerato at Academia Militar del Valle were not reaching the expected B1 speaking level. Students had clear difficulties with pronunciation, using varied vocabulary, speaking fluently, and organizing their ideas coherently. Additionally, when students reflected on their own abilities, they showed uncertainty and low confidence in their speaking skills. Most gave neutral responses when asked about their pronunciation and grammar accuracy.

Given these challenges, CLT-based tasks provide a different teaching approach compared to traditional methods that focus heavily on correctness. Instead, CLT prioritizes meaningful interaction, developing fluency, and helping students become more independent learners. Richards and Rodgers (2014) explain that CLT encourages authentic language use through communicative tasks that mirror

real-life situations. These tasks get learners involved in negotiating meaning, expressing ideas, and using the target language spontaneously—skills that often remain underdeveloped in conventional EFL instruction.

This approach receives strong support from research. Harmer (2015) points out that communicative activities not only improve fluency but also boost student motivation by making language learning meaningful and purposeful. Similarly, Savignon (2018) notes that CLT builds confidence and language competence by encouraging students to participate in role-plays, debates, and interactive tasks that reflect authentic communication situations.

Based on these teaching benefits, this proposal was developed to create a student-centered learning environment where oral skills could improve through consistent practice in meaningful communicative contexts. During an 11-week intervention period, students took part in various CLT tasks, including role plays, discussions, information-gap activities, and digital-based presentations. All activities were carefully aligned with CEFR B1 speaking descriptors.

The systematic implementation of these tasks allowed students to gradually improve their speaking abilities while building confidence and becoming more aware of oral communication strategies. Overall, this proposal offers a practical, research-based approach to address the oral communication needs of Ecuadorian high school learners by incorporating the principles and practices of the CLT framework.

3.3. Objectives of the Proposal

The main goal of this proposal is to enhance speaking skills among B1-level students through the application of Communicative Language Teaching (CLT) tasks in a high school EFL context. The proposal was developed in response to diagnostic data showing that most students struggled with fluency, pronunciation, vocabulary use, and organizing their speech, despite being expected to meet B1 proficiency according to CEFR standards.

The specific objectives are:

- To improve students' fluency and spontaneity in oral interaction by engaging them in meaningful communicative tasks that simulate real-life situations.
- To expand students' vocabulary range and promote accurate language use through structured role plays and vocabulary-focused speaking activities.
- To build learners' confidence and motivation by providing a supportive environment where students actively participate in peer interactions and task-based communication.
- To enhance discourse coherence and the use of linking devices by designing tasks that require idea development, opinion sharing, and organized speech production.
- To provide opportunities for reflective practice through the use of digital tools (e.g., Padlet) that allow students to monitor their speaking performance and track their progress.

3.4. Description of the Structure of the Proposal and its Components

The proposal was implemented over 11 weeks, from October 2 to December 12, 2025, with students from the first year of Bachillerato at Academia Militar del Valle. The structure followed the principles of the Communicative Language Teaching (CLT) approach and focused on enhancing students' oral production through authentic, interactive, and student-centered activities. The proposal included three main stages: diagnosis, implementation, and evaluation.

During the diagnostic phase in the first week, students took a speaking pre-test (PET) to evaluate their initial oral proficiency. They also completed a needs analysis survey to explore their self-perception regarding pronunciation, fluency, grammar, and discourse organization. These tools provided a solid baseline for planning the instructional intervention.

The implementation phase lasted nine weeks, from October 7 to December 5. Each week focused on a specific communicative situation aligned with CEFR B1-level descriptors. Students participated in various CLT-based tasks, such as role plays, information-gap activities, storytelling, oral projects, and structured dialogues. These tasks encouraged them to exchange personal information, give directions, describe people and experiences, express preferences, and participate in debates and simulations.

Digital tools, particularly Padlet, were integrated to promote learner reflection, pronunciation improvement, and asynchronous oral production. Students rec-

orded voice messages and short presentations on the platform as part of their practice and self-assessment. Vocabulary games, pronunciation workshops, and speaking journals complemented the tasks to reinforce language accuracy and fluency in context.

The evaluation phase took place during the final week. Students took a posttest using the same PET speaking rubric and reflected on their progress through peer evaluations and oral self-assessments. Final speaking evidence was compiled through video recordings and Padlet uploads. These outputs provided measurable indicators of improvement in pronunciation, fluency, discourse management, and communicative confidence.

This structured sequence of tasks aimed to develop real-life communication skills while promoting motivation, collaboration, and autonomy in the language classroom. The proposal was designed to respond directly to the diagnostic findings, providing targeted and meaningful opportunities for learners to develop their English speaking competence.

3.5. Description of the Structure of the Proposal and its Components

This interaction-focused intervention involved a group of B1-level students from I Bachillerato at *Academia Militar del Valle* who took part in communicative language activities designed to enhance their speaking abilities through real-world interaction and student-centered dialogue. The program ran for 11 weeks, from October 2 to December 12, 2025, with learners participating in struc-

tured tasks based on the Communicative Language Teaching (CLT) approach, focusing on fluency development, collaborative learning, and practical language use.

The intervention started with a diagnostic phase where students filled out a needs survey and took a pretest to establish their starting level of oral communication skills. This initial assessment helped the teacher pinpoint specific areas for improvement and design appropriate tasks for each student. The core implementation phase stretched over nine weeks and featured activities like role plays, information-gap dialogues, storytelling, debating, and digital speaking journals using Padlet. Each week centered on a particular communicative function that matched B1-level CEFR descriptors, including describing experiences, sharing opinions, offering suggestions, and asking for directions.

The sample included students from two first-year high school classes (I Bachillerato A and B), each bringing different levels of motivation and previous experience with spoken English. The teacher employed various instruments to monitor student development, such as diagnostic rubrics, observation checklists, weekly speaking assignments, video recordings, and self-assessment forms. Throughout the program, classroom activities emphasized pair and group work, vocabulary building, and pronunciation practice to create engaging and thoughtful learning experiences.

During the final week, students took a posttest and documented their improvement through reflective video presentations and rubric-based assessments.

The outcomes were encouraging students showed notable improvements in speaking fluency and spontaneity while building greater confidence and independence. They became better at maintaining conversations, expressing ideas more effectively, and taking charge of their own learning journey. This project transformed the classroom into an environment where genuine communication took place, turning English speaking from a staged activity into a natural, everyday interaction.

3.5.1. Activity 1: Interview simulation – Mock speaking test

In this confidence-building speaking activity, students practiced for real-world speaking exams by doing mock interviews in pairs, switching between examiner, candidate, and observer roles. The teacher started by going over the typical structure of a B1-level speaking exam, covering personal questions, picture descriptions, dialogues, and opinion sharing. Students watched short video examples from Cambridge exams and received cue cards with topics from their coursebook, like daily routines, social media habits, or environmental practices.

Students felt somewhat nervous at first, particularly when taking on the examiner role. The teacher demonstrated a complete round with a volunteer, asking questions and providing supportive feedback. Students then paired up to simulate the exam while a third classmate observed using a basic rubric that looked at fluency, vocabulary use, and interaction. When one student was asked "What do you usually do on weekends?", they answered: "Well, I usually play soccer with my

cousins, and then we have lunch at my grandma's. It's our family tradition." These genuine responses made the practice more meaningful.

As the activity developed, the classroom buzzed with quiet conversations, follow-up questions, and occasional laughter as students gently helped each other or came up with creative answers. Some expanded their responses, saying things like: "From my point of view, using social media every day is not very healthy, but I can't stop checking my phone." These natural expressions demonstrated their increasing confidence.

At the session's end, students filled out brief self-reflection forms, writing down what they felt good about and what still needed work. Most students said they liked the role-playing and felt better prepared for actual exams. The observer role also helped them see how others handled speaking pressure, giving them strategies for improvement. By the end, students had moved beyond simply rehearsing scripts—they were having real, purposeful conversations and helping each other learn.

3.5.2. Activity 2: Giving directions – real-life city map simulation

In this hands-on and active speaking activity, students learned to ask for and give directions using a realistic city map simulation that combined vocabulary, spatial awareness, and interactive communication. The teacher began by introducing essential phrases for giving directions, such as "Go straight ahead,"

"Turn left at the corner," and "It's next to the bank." These expressions were practiced through quick repetition exercises and visual aids, using classroom items and simple drawings on the board.

After students became comfortable with the expressions, the teacher gave each pair a printed city map. The map showed streets, landmarks like restaurants, libraries, and hospitals, plus a compass rose to encourage spatial language use. The task was straightforward but engaging: one student played a tourist asking for directions, while the other acted as a local giving clear instructions. Pairs switched roles and scenarios, asking questions like: "Excuse me, how can I get to the train station?" or "Is there a pharmacy near here?"

As the activity progressed, the classroom filled with voices practicing natural conversations. Students pointed, traced paths with their fingers, and helped each other fix small mistakes. One student said confidently, "You need to walk straight two blocks, then turn right—it's across from the cinema." Others had difficulty initially, but with guidance and encouragement, they became more precise. The teacher moved around the room, offering support and emphasizing expressions with real communicative purpose.

Near the session's end, several pairs volunteered to perform their dialogues for the class using a projected map version. These demonstrations often brought laughter and spontaneous clapping, especially when someone added extra touches like acting out the walking or pretending to be lost. The class then discussed how

useful the expressions were and how they might use them when traveling or finding their way in actual cities.

By the activity's conclusion, students had both learned practical directional language and gained more confidence in managing structured conversations. The simulation offered a clear, goal-focused communicative purpose that let students practice grammar, vocabulary, and pronunciation in a relaxed but highly interactive setting.

3.5.3. Activity 3: Debating social topics – Expressing opinions in groups

In this fluency-focused activity, students took part in structured debates to improve their ability to express and defend opinions in English. The teacher started by introducing basic debate expressions like "In my opinion," "I agree with you, but...", and "From my point of view." These phrases were written on the board and practiced with the entire class to make sure pronunciation and intonation were correct. Once students felt ready, they split into small groups and received age-appropriate topics such as school uniforms or social media's impact. Each group had to choose a position and develop arguments using the given language structures.

Some students were reluctant at first, especially when asked to argue against their personal views. To help them, the teacher demonstrated a mini-debate with a student volunteer, using humor and clear transitions to show how to respond respectfully. As the debates developed, students started speaking more confidently and naturally. They used phrases like "I strongly believe uniforms

help us focus on learning" and "You might be right, but let me add something" effectively. The classroom became animated, filled with respectful disagreement, laughter, and spontaneous clapping.

At the session's end, each group used a basic rubric to assess their performance and give peer feedback. Students reflected on their use of connectors, idea clarity, and overall fluency. Many realized how the activity helped them organize their thoughts and speak for longer stretches. The teacher observed increased participation and stronger vocabulary use compared to previous lessons. This debate activity not only enhanced oral skills but also promoted critical thinking and collaborative communication in a meaningful way.

3.5.4. Activity 4: Creating a brand – Using speaking connectors in presentations

This creativity-focused activity had students design and present their own fictional brand while practicing fluency and discourse connectors. The teacher began by reviewing linking expressions such as "first of all," "moreover," "on the other hand," and "in conclusion," encouraging students to use them naturally in speech. Examples from earlier lessons and videos showed how connectors help organize ideas in persuasive communication.

Working in small groups, students built a brand from the ground up—including its name, logo, slogan, and a product or service. They then prepared a short oral presentation, dividing speaking roles and practicing transitions. During the activity, students used expressions like "To begin with, our brand focuses on eco-friendly products" or "In addition, we offer fast delivery to all cities." Some

students even made comparisons: "Unlike other brands, ours uses recycled materials." The classroom atmosphere was lively and encouraging, with classmates giving applause and feedback after each presentation.

The activity helped students build confidence in public speaking and use vocabulary and grammar purposefully. By focusing on message clarity and connector use, learners improved both their expressive range and their ability to structure ideas logically. The creative element added motivation and personal investment, making the task both enjoyable and academically meaningful.

3.5.5. Activity 5: Final speaking project – Padlet video and reflection

To wrap up the intervention period, students took part in a final speaking project where they recorded a short video presentation on Padlet, showing their oral development. The task asked them to speak about a familiar topic from the course—like cultural values, daily routines, or social issues—using B1-level language features such as fluency, opinion expression, and connector use. Before recording, students planned their speech using a checklist and went over key phrases from previous lessons.

The teacher stressed pronunciation, spontaneity, and clarity. Students practiced in pairs and gave each other feedback before recording. In their videos, many used expressions like "I believe this is important because...", "For example...", and "In conclusion...". One student confidently explained: "My culture is based on respect for elders. For instance, we always greet older people first." An-

other shared, "I usually spend my weekends with my family. We go to the countryside, which helps me relax." These reflections demonstrated not only language improvement but also deeper personal connection with English.

After uploading their videos, students completed a self-assessment using the speaking rubric and reflected on their progress since the pretest. Many mentioned increased confidence, smoother expression, and better vocabulary use. The activity provided meaningful closure, letting students recognize their growth and link their learning to real communicative situations.

3.6. Description of the Methodological and/or Technological Requirements

This intervention was built to support first-year high school students (I Bachillerato) in a public school setting, where technology access is usually limited. The methodological approach centered on Communicative Language Teaching (CLT), which focuses on genuine interaction, student-centered activities, and real-world communication. Given the shortage of advanced infrastructure—like language labs or digital platforms—this project used simple, low-tech solutions and common tools to keep learning interactive and meaningful.

On the technology side, the intervention mainly used the teacher's personal devices (like a cellphone, portable speaker, and mobile internet connection) to enhance classroom activities. These tools were used strategically to play brief videos, record student presentations, and support tasks outside class time through platforms like Padlet. Students submitted speaking journals or final reflections as

recorded videos, which gave them chances to practice oral skills beyond the classroom without requiring special equipment.

Methodologically, the intervention followed communicative tasks that matched CEFR B1 descriptors, using materials like printed maps, flashcards, cue cards, real-world objects, and student-created visuals to encourage meaningful interaction. Classroom setup promoted pair and group work, debates, role-plays, and presentation activities. The teacher supported natural language use through vocabulary games, pronunciation practice, and basic rubrics for peer evaluation and self-assessment. Even with minimal technological resources, the classroom became an active environment where students built confidence, fluency, and independence by participating in structured but adaptable communicative activities. The practical and creative approach made sure all learners could take an active role in developing their language skills.

3.7. Analysis of the Results

3.7.1. Research Question 2

What differences can be observed in the speaking performance of students before and after implementing the intervention based on the CLT approach and PET speaking tasks?

To answer this question, two assessments were carried out. The pretest was given during the first week of the intervention, while the posttest was administered during the final week. Both assessments used the official structure of the PET (Preliminary English Test) Speaking exam, which has four sections: Personal

Questions, Photo Description, Collaborative Task, and Discussion (Follow-up Questions). Each section was worth 5 points, making the total possible score 20 points. While the posttest kept the same format, a different official PET version was chosen to prevent predictability; this meant students worked with new prompts, different photos, and alternative discussion tasks, making the assessment more realistic and reliable.

Table 4

Summary of the Pretest Results (PET Format)

N	Section	Min	Max	Mean	SD
	Personal Questions (5 pts)	1	5	2.58	1.30
	Photo Description (5 pts)	1	4	2.42	1.22
19	Collaborative Task (5 pts)	1	4	2.21	1.03
	Discussion – Follow-up Questions (5 pts)	1	5	2.58	1.22
	Total Score (20 pts)	1	18	9.47	4.94

Elaborated by Mayra Cevallos (2025).

Discussion

The pretest results showed that students started the intervention with weak oral skills across all four sections of the PET speaking exam. The poorest performance appeared in the Collaborative Task ($M = 2.21$), indicating students had trouble interacting naturally, working out meaning together, and keeping conversations going with a partner. This challenge probably came from limited experience with pair and group activities in previous classes. The Photo Description section ($M = 2.42$) also produced low scores, pointing to problems with descriptive

language, organizing ideas, and recalling vocabulary on the spot—abilities that are often underdeveloped in traditional EFL classrooms. Although Personal Questions and Discussion sections had slightly better averages ($M = 2.58$ each), many students still paused frequently, gave brief responses, or avoided expanding their answers, showing both language gaps and low speaking confidence.

Additionally, the large standard deviations—especially in the Total Score ($SD = 4.94$)—reveal significant differences in performance across the class. This spread suggests that while some students managed reasonable responses, most lacked steady control over fluency, grammar, and interaction skills. Overall, the results placed the group below the B1 level, supporting the need for an intervention that emphasized genuine communication, supported interaction, and task-focused speaking practice.

Posttest

Table 6

Summary of the Posttest Results (PET Format)

N	Section	Min	Max	Mean	SD
	Personal Questions (5 pts)	2	5	4.26	1.05
	Photo Description (5 pts)	2	5	4.16	0.96
19	Collaborative Task (5 pts)	2	5	3.95	1.08
	Discussion – Follow-up Questions (5 pts)	2	5	3.79	1.03
	Total Score (20 pts)	8	20	16.11	3.90

Elaborated by Mayra Cevallos (2025).

Discussion:

The posttest results show significant improvement across all speaking performance areas. The Personal Questions section had the largest gain ($M = 4.26$), showing increased fluency, better grammar control, and more confidence when discussing familiar topics. Students also made notable progress in the Photo Description task ($M = 4.16$), probably because of regular practice describing images, organizing ideas, and using specific vocabulary during the intervention. The Collaborative Task ($M = 3.95$) and Discussion section ($M = 3.79$) showed that learners got better at maintaining conversations, sharing opinions, and responding naturally in interactive situations—key skills developed through the CLT approach.

Even though a different PET version with new prompts and images was used, students successfully applied their communication skills, proving they had developed real-world speaking ability rather than just test-taking strategies. The Total Score average rose from 9.47 to 16.11, representing substantial learning progress. Also, the smaller standard deviation in several sections, especially Photo Description and Personal Questions, indicates more consistent performance throughout the group and less reliance on individual differences. These results support the intervention's success in creating not only measurable language gains but also increased confidence and communicative independence.

Pretest–Posttest Contrast Results

The following section compares students' speaking performance before and after the intervention, using the four sections of the PET Speaking exam. The data

presents the difference between the averages and the percentage of improvement in each task. These calculations give a clearer picture of how students' oral skills developed during the 11-week intervention.

Table 7

Percentage of Improvement by PET Speaking Section

Section	Pretest Mean	Posttest Mean	Difference (Δ)	% Improvement
Personal Questions (5 pts)	2.58	4.26	1.68	65.12%
Photo Description (5 pts)	2.42	4.16	1.74	71.90%
Collaborative Task (5 pts)	2.21	3.95	1.74	78.73%
Discussion – Follow-up Questions	2.58	3.79	1.21	46.90%
Total Score (20 pts)	9.47	16.11	6.64	70.14%

Elaborated by Mayra Cevallos (2025).

Discussion

The comparison between pretest and posttest results shows substantial improvement across all parts of the PET speaking format. The section with the biggest relative gain was the Collaborative Task (78.73%), which confirms that regular practice in pair and group interaction—like simulations, debates, and problem-solving activities—was especially effective. The Photo Description task also showed a 71.90% increase, indicating that working with visual prompts and structured descriptive language helped students develop fluency and vocabulary range.

The Personal Questions section improved significantly as well (65.12%), showing better control of personal vocabulary, verb tenses, and fluency in familiar

situations. While the Discussion – Follow-up Questions section had the smallest relative gain (46.90%), this task requires more complex thinking and greater flexibility in expressing opinions, providing justification, and giving extended responses. The Total Score increased by 70.14%, a strong sign that the intervention meaningfully affected not just test performance, but students' actual communication skills.

These improvements are particularly noteworthy because they occurred despite using a different PET exam version in the posttest, which supports the idea that students didn't simply memorize answers, but instead developed transferable communication strategies. Additionally, the fact that gains were spread across all sections suggests the intervention didn't just help one aspect of speaking, but supported complete oral development.

Table 8

Summary of Overall Mean Differences

N	Pretest Mean	SD	Posttest Mean	SD	Mean Difference (MD)	% Improvement
19	9.47	4.94	16.11	3.90	6.64	70.14%

Final Remarks

The difference between the overall mean scores—MD = 6.64—represents a statistically and pedagogically meaningful improvement. The reduction in standard deviation (from 4.94 to 3.90) also indicates that performance became more consistent across students. These results demonstrate that the Communicative Language Teaching approach, combined with PET-style tasks and strategic speaking

activities, helped students move from fragmented or hesitant speech toward more fluent, structured, and confident oral interaction. The intervention not only addressed linguistic challenges, but also fostered learner engagement, autonomy, and a more communicative classroom culture.

3.7.2. Research Question 3

What are students' perceptions of the effectiveness of the communicative tasks implemented during the intervention in terms of material authenticity, peer interaction, speaking confidence, and vocabulary development?

To address the third research question, a post-intervention survey was administered to the 19 participating students after the 11-week implementation of communicative language activities. This instrument was composed of six closed-ended Likert-scale items and two open-ended questions. The survey aimed to explore learners' perceptions regarding key aspects of the instructional design, including the usefulness of materials, peer collaboration, confidence in oral communication, vocabulary learning, and feedback. Responses provide valuable insight into the subjective impact of the pedagogical intervention, complementing the objective performance data from the pre- and post-speaking tests.

Item 1: After the recent classes, I feel that the materials used (e.g., articles, videos, dialogues) were realistic and relevant to real-life communication.

Description	N	Percentage
Strongly Disagree	0	0%
Disagree	1	5%
Neutral	2	11%

Agree	10	53%
Strongly Agree	6	31%
Total	19	100%

Elaborated by Mayra Cevallos (2025).

Analysis

A total of 84% of students agreed or strongly agreed that the materials used in class were realistic and relevant to real-life communication, while only a small portion (5%) disagreed. This shows that the instructional materials successfully linked classroom learning to real-world language use.

Discussion

Using relevant and authentic materials is essential to the communicative approach, as it gives students input that mirrors the kinds of interactions they will likely face outside the classroom (Richards, 2006). Students' positive feedback supports the idea that well-chosen texts, videos, and dialogues improved their understanding of English's practical value. This matches Harmer's (2007) claim that authenticity boosts learners' motivation and engagement by making language learning more meaningful. Additionally, Boers and Faez (2023) argue that materials seen as useful and realistic promote deeper thinking processes, which helps language acquisition

Item 2: The materials helped me understand how English is used outside the classroom.

Description	N	Percentage
Strongly Disagree	0	0%

Disagree	0	0%
Neutral	2	11%
Agree	9	47%
Strongly Agree	8	42%
Total	19	100%

Elaborated by Mayra Cevallos (2025).

Analysis

Nearly 90% of students agreed or strongly agreed that the materials helped them understand how English is used beyond the classroom, confirming the instructional design's focus on real-world application. Only 11% remained neutral, and none disagreed.

Discussion

This response shows the value of exposing students to practical language used in real situations. As Richards (2006) points out, understanding how English works in different social contexts is crucial for learners to apply classroom knowledge to everyday situations. The intervention's design made sure that learners experienced English through formats like dialogues, interviews, and media content, helping them see the language's practical relevance. Harmer (2007) emphasizes the importance of connecting the classroom to the outside world through tasks that mirror genuine communication, a key principle reflected in the learners' feedback.

Item 3: Improved my communication skills by working with classmates during activities.

Description	N	Percentage
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Strongly Disagree	0	0%
Disagree	1	5%
Neutral	1	5%
Agree	8	42%
Strongly Agree	9	47%
Total	19	100%

Elaborated by Mayra Cevallos (2025).

Analysis

89% of students reported that working with classmates helped them improve their communication skills, confirming the effectiveness of collaborative learning. Only two students (10%) had neutral or negative views.

Discussion

Collaborative learning promotes the negotiation of meaning, which is essential for language development (Richards, 2006). Peer-based tasks let learners participate in natural exchanges, try out language forms, and get immediate feedback in a relaxed setting. As Harmer (2007) suggests, learning to communicate well often requires practice and experimentation in real interaction, which this intervention encouraged. The strongly positive responses support the idea that working with peers improved learners' fluency and social communication strategies. According to Boers and Faez (2023), cooperative tasks create chances for language production and reflection, which further develops communicative ability.

Item 4: *I felt more confident speaking English thanks to frequent peer interactions.*

Description	N	Percentage
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Strongly Disagree	0	0%
Disagree	1	5%
Neutral	2	11%
Agree	8	42%
Strongly Agree	8	42%
Total	19	100%

Elaborated by Mayra Cevallos (2025).

Analysis

A total of 84% of students reported increased confidence in speaking English as a result of frequent peer interaction. This suggests that the classroom created a supportive environment in which learners felt comfortable expressing themselves.

Discussion

Confidence is a key affective factor in language learning, and interaction with peers can reduce anxiety while encouraging risk-taking (Harmer, 2007). The intervention's emphasis on communicative tasks allowed learners to speak more frequently in a non-threatening space, helping them develop self-assurance. Richards (2006) states that self-confidence is often linked to successful language performance, especially in oral production. Likewise, Boers and Faez (2023) argue that when students feel safe and supported, their willingness to speak increases significantly, which appears to have been the case in this context.

Item 5: *I was able to learn and apply new vocabulary through communicative tasks.*

Description	N	Percentage
Strongly Disagree	0	0%

Disagree	1	5%
Neutral	1	5%
Agree	10	53%
Strongly Agree	7	37%
Total	19	100%

Elaborated by Mayra Cevallos (2025).

Analysis

Results show that 90% of students reported that communicative tasks helped them learn and apply new vocabulary, demonstrating the intervention's success in promoting lexical acquisition.

Discussion

Vocabulary retention improves when learners work with words in meaningful contexts (Boers & Faez, 2023). The intervention gave students repeated exposure to target language through real-life tasks, making sure vocabulary served a communicative purpose. Harmer (2007) points out that actively using vocabulary strengthens understanding and helps with recall, especially when learners are personally engaged in the communication process. The high agreement levels show that students found the communicative focus both helpful and effective for internalizing and using new words.

Item 6: *The tasks helped me remember vocabulary because I used it in real situations.*

Description	N	Percentage
Strongly Disagree	0	0%
Disagree	1	5%
Neutral	1	5%

Agree	9	47%
Strongly Agree	8	42%
Total	19	100%

Elaborated by Mayra Cevallos (2025)

Analysis

Data reveals that 89% of participants agreed or strongly agreed that using vocabulary in real or simulated real-life situations helped them remember it more effectively. Only 10% expressed neutral or negative views.

Discussion

Vocabulary retention improves significantly when learners actively work with new words in meaningful and contextualized ways (Boers & Faez, 2023). Unlike simple memorization, communicative tasks that simulate real scenarios create opportunities for retrieval and application, which strengthens memory formation. Harmer (2007) emphasizes that language learned through purposeful use becomes more memorable. These findings confirm that the intervention successfully supported vocabulary acquisition through contextual use, reinforcing both meaning and form as suggested by Richards (2006).

Conclusion of the Post-Survey Quantitative Results

The post-survey results showed highly positive student views about how the intervention affected their language development, especially regarding oral communication and vocabulary learning. Most participants consistently agreed or strongly agreed that classroom tasks promoted meaningful language use, boosted their speaking confidence, and helped vocabulary retention through contextual

practice. These findings support the teaching effectiveness of communicative and task-based instruction in EFL settings, where students benefit from working with authentic materials and real-life language functions.

The data also back up research claims about the importance of peer interaction, contextual input, and reflection in developing both fluency and vocabulary knowledge (Boers & Faez, 2023; Harmer, 2007; Richards, 2006). The positive responses to questions about material relevance, peer collaboration, and communicative practice strengthen the idea that students are more motivated and perform better when instruction focuses on meaningful interaction. Additionally, the strong agreement on vocabulary-related questions shows that language tasks set in real or simulated communicative situations not only introduce new words but also help students remember them through repeated and purposeful use.

Analysis of Open-ended Questions

Question	Main Themes	Number of Mentions
Question 7	1. Feedback was clear and helped correct pronunciation and structure.	9
	2. Helped gain confidence in speaking tasks.	7
	3. Suggested more individual feedback time.	3
Question 8	1. Boosted confidence and fluency.	7
	2. Encouraged spontaneous speech.	6
	3. Enabled creativity and peer interaction.	5
	4. Helped practice vocabulary in context.	3

Elaborated by Mayra Cevallos (2025).

Question 7: Do you think the teacher provided useful feedback on your spoken English after the activities?

Student responses showed three main patterns. First, students consistently said that the teacher's feedback was clear and helped them fix specific problems, particularly with pronunciation and sentence structure. Many valued comments that came quickly and directly addressed the language they used during role-plays. Second, several students mentioned that this feedback process boosted their self-confidence during speaking tasks. They felt more comfortable trying to express themselves after receiving guidance. Finally, a small group of students suggested needing more personalized feedback to improve their oral skills further.

These results match what authors like Ramírez and Ochoa (2020) found about teacher feedback in developing students' communication skills. Good feedback—given at the right time, specific, and focused on student needs—connects instruction with learner performance (Espinoza & Guerrero, 2021). When feedback becomes part of meaningful communicative activities, it builds learner independence and motivation (López & Medina, 2022).

Question 8: What are the key benefits of using role-plays to enhance interaction, speech, and creative communication solutions?

Student answers showed strong agreement about role-play. The most mentioned advantage was developing fluency and confidence when speaking English.

Students stressed that acting out real-life situations helped them speak more naturally and with less worry about making mistakes. Another frequent theme was the increase in creativity and peer collaboration. Many students said that role-plays helped them "think quickly" and work together to find good ways to respond to unexpected situations. They also noted that role-plays helped strengthen vocabulary use in meaningful contexts.

These findings match communicative language teaching principles, which focus on authentic tasks that reflect real communication needs (Mendoza & Ortega, 2019). Role-plays encourage active participation and reduce anxiety, especially when they connect to learners' interests and daily experiences (Pérez & Ramírez, 2021). As Soto and Reyes (2020) explain, such activities work well for promoting interaction and building learner control in oral production tasks.

Conclusion Post-Survey Results

The combined results of the closed and open-ended post-survey items reveal that the implemented communicative tasks were perceived as highly effective by the students. Quantitative data showed strong agreement on the value of using authentic materials, the benefit of peer interaction, and the enhancement of vocabulary and speaking confidence. These findings validate the instructional choices made during the intervention, particularly the integration of real-life tasks and dialogic activities, which are consistent with core principles of Communicative Language Teaching (Richards, 2006; Harmer, 2007).

Qualitative insights from the open-ended questions further reinforce this positive assessment. Students emphasized how teacher feedback directly helped improve pronunciation and structure, how role-play activities fostered fluency and spontaneous speech, and how creativity was encouraged through contextualized practice. These reflections support the claims of López and Medina (2022) and Soto and Reyes (2020), who highlight the value of scaffolded oral interaction and authentic communication scenarios in building learner autonomy and engagement. Overall, the results suggest that the pedagogical intervention not only improved students' language abilities but also transformed their attitudes toward English speaking tasks in the EFL context.

Conclusion

This study set out to address the challenges that B1-level students at Academia Militar del Valle face when speaking in English. The first objective aimed to identify these challenges, and the results confirmed that students struggled primarily with fluency, pronunciation, and confidence when interacting orally. These issues were often rooted in limited speaking opportunities and a classroom culture that emphasized grammar and writing over oral production.

The second objective was to design and implement communicative activities grounded in the principles of Communicative Language Teaching (CLT). Throughout the six-week intervention, tasks such as role plays, problem-solving discussions, simulations, and information-gap activities were integrated into regular lessons to foster real communication. These tasks required students to negotiate meaning, express opinions, ask for clarification, and interact meaningfully with peers—core components of authentic language use. The implementation of these activities created a noticeable shift from teacher-centered instruction to a more student-centered classroom dynamic. Learners took greater initiative in group work, relied more on English to complete tasks, and demonstrated increased willingness to speak without fear of making mistakes. This approach also encouraged peer support and collaborative learning, as students were often placed in mixed-ability groups and had to help each other complete communicative objectives. Moreover, the incorporation of real-life contexts and topics relevant to students' interests (such as hobbies, daily routines, and hypothetical scenarios) enhanced engagement and motivation. These CLT-based activities provided a safe

and supportive environment in which students could experiment with language, leading to greater fluency, more flexible vocabulary use, and improved interactional strategies. Overall, the success of this objective confirms the value of well-structured communicative tasks as effective tools for promoting active participation and oral language development in intermediate EFL learners.

The third objective was to evaluate the impact of these CLT-based activities on fluency, accuracy, and communicative confidence. Data from the pre- and post-tests (based on PET descriptors) showed measurable improvements in all assessed areas. Students demonstrated greater fluency, broader vocabulary use, more accurate pronunciation, and an increased willingness to speak. The CEFR-based evaluation rubric revealed that average scores increased in coherence, grammar control, and lexical resource, indicating that the intervention had a meaningful effect on learners' oral proficiency. In particular, student confidence was visibly strengthened as learners gradually overcame their fear of speaking in front of others. These findings support the conclusion that communicative tasks, when well-structured and aligned with learners' needs, are an effective strategy for developing speaking skills in intermediate EFL students.

Recommendations

Despite the overall success of the intervention, certain limitations emerged that should be addressed in future implementations. One challenge was time constraints; a six-week period, although sufficient for observing initial improvements, was not long enough to consolidate long-term gains in fluency and accuracy. Therefore, it is recommended that CLT-based tasks be incorporated consistently across multiple terms to sustain progress and build confidence progressively.

Another limitation was the lack of technological resources in some classroom settings, which affected the integration of digital tools and authentic materials. Future programs should consider infrastructure support to ensure equal access to multimedia resources that enhance motivation and contextualized learning.

Additionally, while the intervention focused on one group, the lack of a control group limited the ability to compare outcomes across different instructional approaches. It is suggested that future studies adopt a comparative or experimental design to strengthen the generalizability of the findings.

Finally, teacher training in CLT principles is crucial. The successful implementation of communicative tasks depends largely on the teacher's ability to facilitate interaction and manage spontaneous language use. Institutions should invest in professional development programs that equip educators with practical tools to adopt communicative methodologies effectively in diverse EFL contexts.

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Appendix 2 - Investigation planification for the study proposal

UNIVERSIDAD BOLIVARIANA DEL ECUADOR

ANEXO II

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I”

TITLE OF THE PROPOSAL: “THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING TASKS TO FOSTER SPEAKING SKILL IN B1 LEVEL STUDENTS”

AUTHOR: Mayra Elizabeth Cevallos Villarruel

RESEARCH CONTEXT: Academia Militar del Valle High school in the city of Quito

This research proposal seeks to investigate the effectiveness of Communicative Language Teaching (CLT) tasks in fostering speaking skills among B1 level students. The proposal has been developed as part of the academic requirements for the master's degree program and will be submitted to the degree committee for review at the conclusion of Workshop I. The study is framed within the context of second language acquisition and aims to contribute to improved pedagogical practices in English language teaching at the high school level.

The purpose of this research is to explore whether the implementation of communicative tasks, such as role-plays, dialogues, and group discussions, can significantly enhance students' speaking abilities. Communicative Language Teaching emphasizes interaction as both the means and the goal of learning a language. By integrating real-life scenarios and peer collaboration, this approach seeks to create a more engaging and effective classroom environment that supports the development of oral communication skills.

The main problem identified is that students at the B1 level often struggle with spoken English, despite possessing a reasonable understanding of grammar and vocabulary. In

many classrooms, traditional teaching methods continue to dominate, focusing primarily on reading and writing skills. As a result, students have limited opportunities to practice speaking in authentic or spontaneous contexts. This lack of oral practice hinders their ability to communicate confidently and fluently in real-world situations.

This research will focus on the application of CLT tasks in the English classroom at Academia Militar del Valle, located in Conocoto. The target population includes students currently categorized at a B1 proficiency level according to the Common European Framework of Reference for Languages (CEFR). Through a series of structured communicative tasks, the study will examine changes in students' oral performance, specifically in areas such as pronunciation, vocabulary usage, sentence formation, and discourse organization.

The methodology will follow a quasi-experimental design, employing both pretests and posttests to measure the impact of the intervention. A control group and an experimental group will be formed, with only the latter receiving instruction through CLT tasks. Data will be collected using oral performance rubrics, student surveys, and observational checklists. These tools will provide both quantitative and qualitative insights into the students' progress.

By implementing this investigation, the research seeks to obtain concrete evidence of the advantages of using communicative tasks in language classrooms. It is expected that students exposed to the CLT approach will show greater improvement in their speaking abilities compared to those taught with more traditional methods. Improvements in pronunciation, fluency, interaction, and confidence are anticipated as outcomes of the intervention.

The results obtained from this research will be valuable not only for the immediate academic context but also for future curriculum planning. If the findings support the effectiveness of CLT, this approach could be adopted more broadly within the institution and potentially inform teaching practices in other similar educational settings. Ultimately, the study aims to enhance the quality of English language education and better prepare students for real-world communication challenges.

The general objective of this study is to evaluate the effectiveness of communicative language teaching tasks in fostering the speaking skill of B1 level students. The research will focus on how CLT strategies affect learners' oral performance through task-based instruction and student-centered activities. This will help determine whether CLT is a viable and impactful alternative to more conventional language teaching techniques.

The general objective is to analyze the development of speaking skills among B1 level students as a result of engaging in CLT tasks in I graders students through the combination of quantitative and qualitative methods to accomplish fluency with CLT tasks.

The specific objectives I want to accomplish are:

- To evaluate the differences in English-speaking proficiency between students taught using Task-Based Learning and those receiving traditional instruction through pre-test and post-test assessments.
- To identify the effectiveness of authentic, meaning-focused tasks in enhancing students' oral communication skills within a Task-Based Learning framework.

- To assess student satisfaction and perceptions regarding the use of communicative tasks in developing speaking skills through a brief post-intervention questionnaire.

In terms of variables, the independent variable in this study is the use of communicative language teaching tasks. This includes planned classroom activities that require students to use English in realistic and purposeful communication. The dependent variable is the development of speaking skill, measured through students' ability to communicate orally with fluency, accuracy, and coherence.

Independent Variable

CLT is a language teaching approach that emphasizes meaningful interaction and real-life communication through activities such as role-plays, discussions, and problem-solving tasks. The main importance of communication in the language learning process is focused on developing learners' ability to use language for meaningful interaction and real-life communication purposes. (Richards, 2006).

Dependent Variable

Speaking skills is the ability to communicate orally in the target language effectively which involves not only sounds or words but also clearly, coherence and even fluently. (Torkey, 2006) According to Torkey, speaking involves several sub-skills namely, pronunciation, intonation, vocabulary use, grammatical structures, and discourse organization. Moreover, speaking skills incorporate the ability to comprehend spoken language, fostering in conversations, uttering opinions and participate in interactive communication situations.

The main objective of this research is to examine and analyze the extent in which CLT, as a learner-centered institutional approach, can effectively enhance the speaking skills of I Bachillerato by fostering the real-life communication by effectively and interactive tasks. Adding to this CLT emphasizes the authentic language use so that students can be hooked in different activities namely; role-play, pair discussions and problem solving activities where students feel free to foster the speaking skill by creating supportive language environment which improves the limitation of traditional grammar based to speak. CLT provides students opportunities to use the language in context, thereby encouraging fluency coherence and confidence. The research also looks forward to measure the specific effects of CLT on sub-skills of speaking, such as pronunciation, vocabulary, use of English, grammatical accuracy, and discourse organization. Furthermore, by implementing a quasi-experimental design with pre and post-testing, the study will provide empirical evidence on how CLT influences the development of students in their speaking. This research aims to demonstrate that communicative approaches like CLT not only improve linguistic outcomes but create more engaging and effective learning experiences for students in order to improve the spoken English.

In conclusion, this investigation plan outlines a structured approach to examining the role of communicative tasks in language instruction. The study will contribute to the growing body of research supporting interactive and meaningful language learning experiences. Through careful planning, implementation, and analysis, this project aims to provide practical recommendations for improving speaking instruction in English language classrooms.

A handwritten signature in blue ink, appearing to read 'Mayra Cevallos', is positioned above the typed name.

Mayra Cevallos
English Teacher
C.I. 1719221093

Appendix 4 - Letter to the school principal to request permission

Quito, May 29th, 2025

**Dear Rubén León Fuentes,
Principal of Academia Militar del Valle High School**

My name is Mayra Cevallos. I am a candidate for a master's degree in Pedagogy of English as a Foreign Language at Universidad Bolivariana del Ecuador. Through the present document, I would like to respectfully request your authorization to apply my investigation research at your institution. This research seeks to gather information about the needs of B1 level students in regard to the development of their speaking skills.

The topic of this investigation is: **“THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING TASKS TO FOSTER SPEAKING SKILL IN B1 LEVEL STUDENTS.”** The intervention aims to help students improve their ability to express themselves orally in English, through engaging and meaningful communicative tasks.

Additionally, I would like to request your approval to administer surveys, interviews, tests, conversations, and other tools aimed at authorities, educators, students, and parents. These instruments will provide the data required to support the completion of this research. I would also like to request permission to obtain parental consent to take photographs and record videos of students as part of the research evidence. I will provide a set of documents to obtain the necessary written authorizations.

All data collection activities will take place on-site and during regular working hours. All information gathered from participants will be handled with strict confidentiality. Individual privacy will be protected in all written and published outputs resulting from this research. The findings will be included in academic papers, book chapters, and my final dissertation.

Participants will not face any risks or prejudice from being part of this research, nor will they receive any form of financial compensation. The authorization letter may be delivered to the teacher at any time without penalty or obligation.

Therefore, I kindly request the cooperation of authorities, teachers, students, and parents of your institution, which is essential for the success of this research project. I am respectfully requesting written authorization from your organization to conduct this study. The permission letter should be on your organization's official letterhead, signed and dated, and should reference me by name and the title of the study.

Please let me know if you require any additional information.

I will be grateful for your approval of my petition. I look forward to your favorable response.

Appendix 5 - Authorization to conduct the research

Quito, May 29th, 2025

**Dear Rubén León Fuentes,
Principal of Academia Militar del Valle High School**

I am writing to inform you that you, **Mayra Cevallos**, have been permitted to conduct the research project titled “**The effectiveness of Communicative Language Teaching tasks to foster speaking skill in B1 level students**” at **Academia Militar del Valle High School**. We have agreed to support your research by allowing you to carry out the following study procedures:

- Application of surveys, questionnaires, conversations, and interviews with authorities, teachers, students, and parents to gather the information.
- Purchase of documents to obtain parents’ and students’ written agreements to apply your research project.
- Permission to use the lesson planning format from the institution to prepare your classes.
- Give you the freedom to work with the collaboration of other teachers to plan activities for the students.
- Let’s carry out all data collection activities on-site and during working hours.
- Permit you to record videos and take pictures as evidence of the work with participants.
- Allow you to hold conversations with students to get background information.
- Provide you with data or private information for research.
- Sign permission for all parents to come to a meeting with the researcher to complete background information about the needs of the students.

Sincerely,



Mayra Cevallos

Master Candidate

Quito, May 29th, 2025

SITE-SPECIFIC AUTHORIZATION TO CONDUCT RESEARCH

Dear Institutional Review Board. -

I am writing to notify you that I am granting permission to **Mayra Cevallos** to conduct a research study entitled “**The effectiveness of Communicative Language Teaching tasks to foster speaking skill in B1 level students**”, which is going to be carried out at **Academia Militar del Valle High School**. The study will adhere to the following procedures:

- Application of surveys, questionnaires, conversations, and interviews with authorities, teachers, students, and parents to gather the information.
- Purchase of documents to obtain parents and students written agreement to apply the research project.
- Permission to use the lesson planning format from the institution to prepare the classes.
- Give you the freedom to work with the collaboration of other teachers to plan activities for the students.
- Let you carry out all data collection activities on-site and during working hours.
- Permit you to record videos and take pictures as evidence of the work with participants.
- Allow you to hold conversations with students to get background information.
- Provide you with data or private information for the research.
- Sign permission for all parents to come to a meeting with the researcher to complete background information about the needs of the students.

I am aware that **Mayra Cevallos** will obtain consent from all participants, and she has agreed to provide my office with copies of all approved and signed consent documents from the members of **Academia Militar del Valle High School** before recruiting participants on-site. All data collected by **Mayra Cevallos** will remain confidential and stored in a locked filing cabinet within the principal’s office. **Mayra Cevallos** has also agreed to provide my office with a copy of the aggregated results of her study.

Sincerely,



Mayra Cevallos

Appendix 6 - Parent's and Legal Representatives

Consent Form

THE APPLICATION OF EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING TASKS TO FOSTER SPEAKING SKILL IN B1 LEVEL STUDENTS

Dear Ruben Leon Fuentes,

Principal of Academia Militar del Valle High School

I, _____, with I.D. No. _____, agree with the participation of my students, _____, in the research project titled **“THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING TASKS TO FOSTER SPEAKING SKILL IN B1 LEVEL STUDENTS”** at **Academia Militar del Valle High School**, conducted by **Mayra Elizabeth Cevallos Villarruel**, who has previously discussed the research project with me.

I have received, read, and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- My participation is completely voluntary.
- My right to withdraw from the study at any time without any implications to me.
- The risks including any possible inconvenience, discomfort, or disagreement because of my participation in the research project.
- The steps that have been taken to minimize any possible risks.
- What I am expected and required to do.
- The person whom I should contact for any complaints about the research.
- Security and confidentiality of my personal information.

In addition, I consent to:

- Audio/visual recording of any part of or all research activities (if applicable) in which my students participate.
- Publication of results from this study on the condition that my identity will not be revealed.

Student's name: _____

Representative's signature:

Appendix 7 - Certificate of validation of instruments by experts



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

RESEARCH: “The effectiveness of Communicative language teaching task to foster speaking skill in B1 level students”

Author: Elizabeth Cevallos Villarruel – **Independent Variable:** Communicative Language Teaching method

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
	Independent Variable – Communicative Language Teaching method (CLT)							
1	Authentic Material 1.- The materials used in class (e.g., videos, articles, dialogues) reflect real-life communication 2.-I find the classroom materials useful for real-world conversations in English	x		x		x		
2	Peer Interaction 3. I often work in pairs or groups to complete communicative tasks. 4. Interacting with my classmates in English helps me improve my speaking skills.	x		x		x		
3	Vocabulary Use 5 During communicative activities, I get enough opportunities to speak and listen in turns. 6. The teacher encourages fair turn-taking during group discussions.	x		x		x		
4	Speaking Evaluation 7.What kind of feedback did your teacher give you on your spoken English after the activities? Was it helpful? Why or why not? 8.In what ways have you become more aware of your speaking strengths and areas that need improvement?	x		x		x		

Assessment of applicability: **Applicable [X]** **Applicable after correction []**

Validator's full names. MSc Rodrigo Guerrero Segura, PhD (c)

Validator's area of expertise: English language and Linguistics

Not applicable []

I.D. 0910135557

¹**Pertinence:** The item corresponds to the theoretical concept declared.

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

³**Accuracy:** The item is understandable, concise, direct and clear.



Firmado electrónicamente por:

RODRIGO ANTONIO GUERRERO SEGURA

Validar únicamente con FIRMADOC

Note: Applicable means when all items established are enough to measure the dimensions.
August 26, 2024

Date:

Expert's signature.



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: “The effectiveness of Communicative language teaching task to foster speaking skill in B1 level students”

AUTHOR: Mayra Elizabeth Cevallos Villarruel – **Dependent Variable:** Speaking skill

N	VARIABLES DIMENSIONS / Items	Pertinence 1		Relevance 2		Accuracy 3		Suggestions/ observations
		Yes	No	Yes	No	Yes	No	
	Dependent Variable – Speaking Skill							
1	Pronunciation Accurate sounds 1. I pronounce English words clearly when I speak. 2. I use intonation (my voice rising or falling) to help express feelings or meaning.	X		X		X		
2	Vocabulary Creative word choice 3. I try to use different and interesting words when I speak. 4. I use the right words depending on the situation (formal or informal).	X		X		X		
3	Grammar Structure Sentence accuracy 5. I use complete and grammatically correct sentences when I speak in English. 6. I speak using the correct tenses (past, present, future).	X		X		X		
4	Discourse organization Coherent sequencing 7. Do your ideas follow a clear and logical order when you speak? 8. Do you use linking words (like <i>I know what you mean, I totally agree,</i>) to connect your ideas when giving opinions?	X		X		X		

Comments (specify if there is sufficiency): _____

Assessment of applicability: **Applicable [X]** **Applicable after correction []**

Validator's full names. MSc Rodrigo Guerrero Segura, PhD (c)

Validator's area of expertise: English language and Linguistics

Not applicable []

I.D. 0910135557

¹**Pertinence:** The item corresponds to the theoretical concept declared.

²**Relevance:** The item is appropriated to represent the component declared in the specific dimensions of the variable.

³**Accuracy:** The item is understandable, concise, direct and clear.

Note: Applicable means when all items established are enough to measure the dimensions.

August 26, 2024



Firmado electrónicamente por:

**RODRIGO ANTONIO GUE-
RRERO SEGURA**

Validar únicamente con FirmaRC

Date:

Expert's signature.

Appendix 8 - Needs Analysis Model

• TARGET NEEDS		
• QUESTIONS	• ANSWERS	• PROCEDURES OR INSTRUMENTS
Why is the English language needed here?	English is primarily required for academic purposes and is part of the students profile for I Bachillerato students. The focus is on developing communicative competence, especially in speaking, to meet B1 level requirements. The re-search aims to implement communicative tasks that will foster speaking properly.	<ul style="list-style-type: none"> - Observation - Interview - Questionnaire - Checklist - Pretest & Posttest
How will the English language be used?	English will be used in class through communicative tasks such as role-plays, interviews, pair discussions, and problem-solving activities that simulate real-life situations. These tasks are designed to improve fluency, interaction, and confidence in oral communication.	<ul style="list-style-type: none"> - Oral conversations - Speaking tasks - Classroom survey - Performance-based assessment
What will the content areas be?	The content will revolve around real-life topics aligned with the EFL curriculum at B1 level, such as family, hobbies, daily routines, and future plans. Materials will include adapted dialogues, videos, visual prompts, and CLT-based lesson activities.	<ul style="list-style-type: none"> - Role-play activities - Visual prompts - Real-life topic worksheets - Audio-visual aids
Who will the learner use the language with?	Learners will use English with peers in class through pair and group activities, and with their teacher during guided practice. Interaction will be central to improving their speaking abilities.	<ul style="list-style-type: none"> - Peer interactions - Group discussions - Teacher-student speaking sessions
Where will the English language be used?	English will be used during English lessons at Academia Militar del Valle. The classroom setting will be adapted to allow collaborative and interactive speaking activities using CLT strategies.	<ul style="list-style-type: none"> - Speaking tasks - Classroom recordings - Dialogues and interviews
When will the English language be used?	English will be practiced consistently during the intervention, which spans several weeks with two 60-minute sessions per week. The focus will be on maximizing speaking opportunities during class.	<ul style="list-style-type: none"> - Weekly lesson plan - Communicative sessions - Speaking fluency practice

• LEARNING NEEDS			
• GENERAL QUESTIONS	• SPECIFIC QUESTIONS	• ANSWERS	• PROCEDURES OR INSTRUMENTS
Why are the learners taking the course?	<ul style="list-style-type: none"> - Is it compulsory or optional? - Is there an apparent need? - Are social or economic factors involved? - What are the students' expectations? - What is their attitude toward the course? 	<p>English is a compulsory subject at Academia Militar del Valle for I Bachillerato students. Many learners come from families with limited access to private language instruction. They recognize that improving their English, particularly speaking, can help them academically and professionally. Their attitude is moderately positive, especially when lessons are interactive and meaningful.</p>	<ul style="list-style-type: none"> - Surveys - Interviews - Observation

<p>Do they want to improve their English?</p>	<ul style="list-style-type: none"> - Are learners motivated by practical goals? - Do they see English as useful? - What are their short-term language goals? 	<p>Students are motivated by the need to pass their academic year and improve their speaking confidence. They want to sound more fluent and be understood when speaking English. They see English as useful for future work or travel and enjoy tasks where they speak with peers.</p>	<ul style="list-style-type: none"> - Needs questionnaire - Group discussion - Observation
<p>How do the learners learn?</p>	<ul style="list-style-type: none"> - What is their learning background? - What are their views on learning and teaching? - What methods do they prefer? 	<p>Students have had English classes for several years, mostly grammar-based. They often lack real conversation practice. They believe in active learning and enjoy speaking tasks, especially when related to real life. CLT methods (e.g., role-plays, peer interviews, discussions) are well-received.</p>	<ul style="list-style-type: none"> - Surveys - Informal conversations - Classroom observations
<p>What resources are available?</p>	<ul style="list-style-type: none"> - What are the teachers' qualifications and attitudes? - Are materials and time sufficient? - Are extracurricular opportunities present? 	<p>Teachers are experienced and supportive of new methods like CLT. Materials are somewhat limited, but teachers are resourceful. There is a willingness to use adapted materials like videos and role-play scripts. The school allows flexibility for communicative activities inside and outside class.</p>	<ul style="list-style-type: none"> - Teacher interviews - Resource review - Classroom observation
<p>Who are the learners?</p>	<ul style="list-style-type: none"> - Age, level, and profile? - What is their background in English? - What are their interests? - How do they react to English and English-speaking cultures? 	<p>Students are between 15 and 17 years old in I Bachillerato. They are at a B1 level, with basic grammar and vocabulary but lack fluency. They enjoy group work, music, social media, and are curious about cultures where English is spoken. They are open to learning through dynamic speaking tasks.</p>	<ul style="list-style-type: none"> - Student profile survey - Class discussions - Informal chats

Where will the course take place?	<ul style="list-style-type: none"> - Is the school environment appropriate for learning? - Are there any physical or contextual challenges? 	<p>Academia Militar del Valle offers a structured and disciplined environment, suitable for learning. While there are some technological limitations, the classrooms are quiet and organized, allowing space for pair and group speaking tasks.</p>	<ul style="list-style-type: none"> - Site observation
When will the course take place?	<ul style="list-style-type: none"> - Time of day and frequency? - How much contact time is there? - Is the intervention aligned with current learning needs? 	<p>English classes occur twice a week for 60 minutes. The intervention will take place during these periods, focusing on enhancing students' speaking abilities through CLT tasks over several sessions. This aligns well with students' needs for communicative practice.</p>	<ul style="list-style-type: none"> - Timetable analysis - CI

- **Appendix 9 – Checklist**
-

ACADEMIA MILITAR DEL VALLE HIGHSCHOOL

“Formación con Honor, Respeto, y Disciplina”

Año Lectivo: 2024 – 2025

Criteria	Yes	No
1. I can pronounce English words clearly and understandably.		
2. I use intonation to show meaning, such as excitement, doubt, or emphasis.		
3. I can speak using a range of vocabulary, avoiding repetition.		
4. I use appropriate expressions depending on the situation (formal/informal).		
5. I can form complete, grammatically correct sentences.		
6. I speak using the correct tenses when talking about the past, present, or future.		
7. I organize my ideas logically and clearly when I speak.		

8. I use linking words (e.g., first, however, because) when expressing ideas.		
9. I participate actively in pair or group speaking tasks.		
10. I ask and answer questions clearly during conversations.		
11. I speak confidently during role-play or real-life situations.		
12. I stay on topic and support my opinions when speaking.		
13. I understand and respond appropriately to follow-up questions.		
14. I use gestures and facial expressions to help communicate ideas.		
15. I correct myself when I make a mistake during speaking.		
16. I interact fluently without long pauses or hesitation.		
17. I can paraphrase when I don't know an exact word.		
18. I participate in classroom discussions effectively.		
19. I show interest and understanding when others speak.		
20. I reflect on my speaking performance to improve.		

Application dates:

Nov 27th/ dic 10th / dic 11th



Teacher:

Lic. Mayra Cevallos

Appendix 10 - Survey to Students

Dimensions	Indicators	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Pronunciation	Clear articulations	1.I pronounce English words clearly when I speak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Expressive Speech	2.I use intonation (my voice rising or falling) to help express feelings or meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vocabulary	Word variety	3.I use the right words depending on formal and informal situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Context-appropriate vocabulary	4.I use the right connectors to give supporting ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grammar	Sentence accuracy	5.I use complete and grammatically correct sentences when I speak in English..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rich vocabulary	6.I tried to use different and interesting vocabulary to make my speech more effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Discourse	Do your ideas follow a clear and logical order in Pair and group work?	7.Do your ideas follow a clear and logical order when you speak?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Use of linking devices	8.Do you use linking words (like *‘‘I know what you mean’’, *‘‘I totally agree’’*) to connect your ideas when giving opinions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Elaborated by: Mayra Elizabeth Cevallos Villarruel

Appendix 11 - Activities applied in the diagnostic stage

SPEAKING EXPRESSIONS

Well, personally I think.....

force my point of view.....



I strongly believe.....

To my mind.....



I totally agree with you because.....

That's a good point of view, however.....

I'm afraid, I don't agree with you, however...

I see what you mean, but on the other hand...



LIKES



https://www.youtube.com/watch?v=xF_Q2anYOfc

Padlet to send audio-reading to reinforce speaking intonation

<https://padlet.com/mayocevallos32/reading-audio-i-b-txp25fl17xpk2r9a/wish/KxJvagzdRzOpWAg0>


<https://padlet.com/mayocevallos32/reading-audio-i-b-txp25fl17xpk2r9a/wish/goElQyR4yEB0Z3yY>

VIDEO WITH INTERVENTION B1 SPEAKING

[INTERVENTION B1 level exam.mp4](#)

Appendix 12 - Lesson plans applied during the diagnostic stage.



		UNIDAD EDUCATIVA PARTICULAR “ACADEMIA MILITAR DEL VALLE”	SCHOOL YEAR 2024-2025
Microcurricular planning			
1. INFORMATIVE DATA:			

Teacher :	Mayra Cevallos		AREA:	FOREIGN LANGUAGE	Grade/Course:	I bach		Class:	B
Units:	I	Subject:	English	Education Level:	B1+	Term:	III	Week:	9 th
Weeks:	1	Periods/Weeks	8	STARTING DATE:	I –II term		ENDING DATE:	I- II term	
NAME OF THE UNIT: Breaking the law				Diagnostic 1.- vocabulary/oral communication /listening 2.-Reinforcement 1 3.-Reinforcement2 4.-Reading out using padlet					
Institutional values				RESPECT DISCIPLINE HONESTY RESPONSIBILITY LOVE PATRIOTISM INTEGRITY Students focus on integrity value - Students’ integrity when tests are graded during the formative assessment - Students will be able to assume their virtue of having honor with their classmates. -Students find the virtue of integrity inductively.					

Transversal Axes- Competences

BACH.A.S.1 Explore and question your own beliefs, values and perspectives, developing an identity consistent with your interests and aspirations, from a perspective that is respectful of the rights of others.

BACH.A.S.4 Critically reflects on personal and social value systems, evaluates the ethical impact of individual and collective actions, and promotes justice and equity.

BACH.A.S.5 Demonstrates an attitude of inclusion and respect for diversity, and fosters empathy in conflict resolution within personal, family, academic, and community environments.

SPECIFIC OBJECTS OF THE UNIT

WEEK

I – ADAPTATION-SOCIALIZATION

General class instructions and participate in social interactions -Personal introductions

- To socialize giving personal information about myself
- To describe photos to express ideas and personal information
- To share personal information using present and present continuous tenses.
- To evaluate knowledge from English as a second language
- To talk about the present and present progressive.
- To design a blog with all the activities
- To set up a Padlet blog to document activities and reflections.

II – DIAGNOSTIC/ Pretest B1

Take the diagnostic speaking pretest.

- To complete a needs analysis survey.
- To establish a baseline of B1 speaking performance through observation and assessment.

III – REINFORCEMENT

Use communicative tasks to identify common errors from the pretest.

- To continue reinforcing B1-level structures using interactive CLT techniques (role plays, debates, info-gap tasks).
- To emphasize accuracy and assertiveness in responses.
- To integrate digital tools (Padlet recordings) for self-assessment and improvement.

IV – REINFORCEMENT

Participate in speaking projects and oral presentations on current or real-life topics.

- To demonstrate increased fluency using structured speaking tasks.
- To use feedback to refine pronunciation and message delivery.

V – FINAL EVALUATION

Posttest B1



- To take the **Posttest** to measure improvement in speaking ability.
- To complete individual self-assessment checklists and participate in peer review sessions.


VI- CLOSURE











CLOSURE & REFLECTION

- Deliver final oral presentations with rubric-based evaluation.
- Record Padlet video reflections on personal progress.
- Collect and review evidence of speaking development.
- Finalize blog with all unit activities and outcomes.

SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED (DCD)	CONTENTS	METHODOLOGICAL STRATEGIES	PERIODS	RESOURCES	EVALUATION		
					EVALUATION CRITERIA	PERFORMANCE INDICATORS	ACTIVITIES/ TECHNIQUES/ INSTRUMENTS

<p style="text-align: center;"><u>COMMUNICA-TION AND CULTURAL AWARENESS</u></p> <p>EFL 5.1.1. Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.</p> 	<ul style="list-style-type: none"> ▪ <u>Use vocabulary level B1</u> ▪ <u>Pretest</u> 	<p>DIAGNOSTIC EVALUATION REINFORCEMENT</p> <p>ANTICIPATION</p> <p>ACTIVITY</p> <p><i>Task based learning</i> Students identify the mistakes from the exam in order to analyze the missing techniques during the exam</p> <p>CONSTRUCTION</p> <p>ACTIVITY The Lexical Approach Based on the idea that it is made up of lexical units rather than grammatical structures. The units are words, chunks formed by collocations and fixed phrases during the diagnostic test. Students will be able to correct the mistakes according to the codes given by the teacher in each part</p> <p>CONSOLIDATION</p> <p>ACTIVITY</p> <p>The task-based approach</p>	8	<p>While doing the exam in this part</p> <p>https://www.pearson.com/content/dam/one-dot-com/one-dot-com/english/SampleMaterials/Exam_Prep/Formula/Formula_B1_Exam_Trainer_U1_Digital_sample.pdf</p> <p><u>Use of English</u> feedback example in order to suggest how to carry out techniques while doing this part of the exam</p>	<p style="text-align: center;"><u>COMMUNICA-TION AND CULTURAL AWARENESS</u></p> <p>CE.EFL.5.1. Display an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others.</p> 	<p style="text-align: center;"><u>COMMUNICA-TION AND CULTURAL AWARENESS</u></p> <p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J3)</p>	<p><u>ADAPTATION</u></p> <p>Activity:</p> <ul style="list-style-type: none"> - Icebreaker conversations - Describe personal photos - Blog creation in Padlet - Basic speaking prompts (name, age, likes) <p>Technique:</p> <p>Oral Evaluation Situations</p> <p>Role Play</p> <ul style="list-style-type: none"> - Guided Interaction - Information Gap <p>-Check list: Students will be able to evaluate themselves so that correct the mistakes</p> <p>- EFL Flipped classroom: Self</p>
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		<p>Represents a significant paradigm shift since the focus on content has shifted to skills and competencies. In B1 level</p> <p>Students will be able to redo the parts of the exams correctly this will be socialized in class among others in order to improve in all the skills taken as an exam. This will be an example to organize and clarify how students are keeping studying the rest of the year.</p>		<p>https://test-english.com/level-test/</p> <p><i>Speaking feedback</i> examples in order to suggest how to carry out techniques</p> <p><i>With videos from B1 level</i></p>		<p>evaluating learning outcome, Students will forecast what would be changed by applying other techniques to get a better score</p> <p>Instrument: <i>PET examination graded</i></p> <p>Rubric- Observation sheet - Speaking rubric - Padlet entry</p>
<p><u>ORAL COMMUNICATION</u></p> <p>EFL 5.2.7. Present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. (Example: summarizing, paraphrasing, etc.)</p> 	<p>General instructions</p> <ul style="list-style-type: none"> -Personal introductions -To socialize giving personal information about myself -To describe photos to express ideas and personal information 	<p>ANTICIPATION ACTIVITY</p> <p>Warm up</p> <ul style="list-style-type: none"> -Introduction from the teacher Use different activities to welcome students -Personal questions -Make up an acrostic with names students in order to describe their features and characteristics 	8	<p>Digital resources to present a topic</p> <p>Present a song in order to identify adjectives name them (memory activity)</p>	<p><u>ORAL COMMUNICATION</u></p> <p>I.EFL.5.9.1. Learners can present information clearly and effectively in a variety of oral forms for a range of audiences and purposes. Ref. I.EFL.5.9.1. (I.2, I.3, J.2)</p>	<p>DIAGNOSTIC PRETEST</p> <p>Activity:</p> <ul style="list-style-type: none"> - Needs survey - Diagnostic B1 pretest interview - Oral self-presentation <p>Answer some teacher's introduction</p>

<p> <u>LANGUAGE THROUGH THE ARTS.</u></p> <p>EFL 5.5.7 Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.</p> <p>   </p>	<p>-To evaluate knowledge from English as a second language</p> <p>-To talk about the present and present progressive.</p> <p>-To design a blog with all the activities</p>	<p>Listen to a song in order to take out description adjectives</p> <p><u>Demonstrator or coach style</u></p> <p>Shows knowledge by presenting an introduction about me as a teacher using a blog Describe photos using basic English language to interact among others. They could be on line or sheet with pictures</p> <p>CONSTRUCTION ACTIVITY</p> <p><u>Critical Thinking Approach</u></p> <p>Input language acquisition from others in the class</p> <p>Creates material to present introduction</p> <p>Use material to create e blog giving information about themselves use important information an useful material</p>		<p>Use a template to create a blog with personal information could be cardboards or canva</p> <p>https://www.canva.com/design/DAG-PMrw9s0o/7THUD_5TSx4S3nQBRX93ag/edit?ui=ey-JE1ip7IIeiOnsiQSI6dHJIZXI9fQ</p> <p>PowerPoint or cardboards</p> <p>Flash cards, photos, experiences cards</p>	<p> CE.EFL.5.9. Production – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.</p> <p>  CE.EFL.5.19. Engage in collaborative activities through a variety of student group-ings  in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.</p> <p></p>	<p><u>LANGUAGE THROUGH THE ARTS.</u></p> <p>LEFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3)</p>	<p>Use imagination to create a blog with personal information available to be on line or on a cardboard</p> <p>Describe the pictures introducing themselves by talking about an any experience</p> <p>Technique:</p> <p>Oral Evaluation Situations</p> <p>Interview</p> <p>- Oral Testing</p> <p>Instrument:</p> <p>- Diagnostic pre-test rubric</p> <p>- Survey form</p> <p>Reinforcement Phase I</p>
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		<p>CONSOLIDATION</p> <p>ACTIVITY</p> <p><u>Inquiry-based Learning</u></p> <p>Input and output language acquisition in English, Express feelings, well knowledge while speaking.</p> <p>Use materials for presenting using gestures to utter them Autonomous task presenting while showing the photos</p>					<p>Activity:</p> <p>Daily routine dialogues</p> <ul style="list-style-type: none"> - Hobby presentations - Describing pictures - Vocabulary and pronunciation games <p>Technique:</p> <p>Pair work</p> <ul style="list-style-type: none"> - Oral Description - Pronunciation drills <p>Instrument:</p> <p>Checklist</p> <ul style="list-style-type: none"> - Peer feedback sheet - Observation notes <p>Reinforcement Phase II</p> <p>Activity</p> <ul style="list-style-type: none"> -Weekend trip planning - Giving directions - Expressing likes/dislikes - Padlet video: My daily routine <p>Technique:</p>
--	--	---	--	--	--	--	--

							<p>Simulation</p> <ul style="list-style-type: none"> - Speaking circle - Rehearsed monologues <p>Instruments</p> <p>Padlet recordings</p> <ul style="list-style-type: none"> - Speaking rubric - Audio analysis <p>Application / Performance Activity</p> <ul style="list-style-type: none"> - Interview simulation (applying for a club) - Debate (Tech in school) - Oral storytelling - Video project (Current topics) <p>Technique:</p> <ul style="list-style-type: none"> - Debate - Oral storytelling - Cooperative learning <p>Instruments</p> <ul style="list-style-type: none"> - Peer evaluation rubric - Teacher feedback form - Padlet video <p>Final Evaluation – Posttest</p> <p>Activity</p> <p>B1 Speaking post-test</p> <ul style="list-style-type: none"> - Reflection checklist - Feedback session
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							<p>Technique Interview - Oral test - Self-assessment</p> <p>Instruments -Final test rubric - Self-evaluation checklist</p> <p>Activity Closure & Reflection -Final oral presentations (topics from blog) - Padlet reflection video - Showcase of student work</p> <p>Technique - Public speaking - Guided reflection</p> <p>Instruments Presentation rubric - Padlet entries - Portfolio -video B1 test</p>

6. BIBLIOGRAPHY/ WEBGRAPHY (Use APA VI edition norms.)	7. OBSERVATIONS:
<ul style="list-style-type: none"> - English as a Foreign Language Curriculo-con-enfasis-en-CC-CM-CD-CS_-Bachillerato. - English Book 	The next planning is made to raise the student's knowledge. It was a good experience to work all

<ul style="list-style-type: none"> - B1+ Upgrade your English, a complete package for upper Intermedia students - B1+ Upgrade your English, Teacher´s book - B1+ Upgrade your English workbook with answers - B1+ Upgrade your English workbook Interactive Whiteboard Software 		<p>together according the levels. I think is a good way to get great results.</p>
DONE BY:	REVISED BY:	APPROVED BY:
TEACHER (S): Mayra Cevallos	NAME: Lic. Maribel Reinoso	NAME: Colonel Ruben Leon Fuentes
Signature:	Signature:	Signature:
Date: I-II term	Date: I-II term	Date: I –II term

Appendix 13 – Pretest-posttest

Activities to improve speaking in students

Padlet

<https://drive.google.com/file/d/181NZIHO-CHaYCHrTS9SmBenuFP4Qxioa/view?usp=sharing>

<https://padlet.com/mayocevallos32/reading-out-i-bach-c-jt42p8svltvuo1x/wish/goElQygrAJY0W3yY>