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**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA.**

TEMA

**System of training classes to obtain the international certification corresponding to A2
level for tenth graders**

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Dedication

To my beloved family, who have been my inexhaustible source of support and love throughout this arduous path. To my dear son Cristopher, whose unbreakable spirit and infinite love have been my greatest motivation and source of inspiration. Every step I have taken on this academic journey has been guided by the desire to provide you with a future full of opportunities. Thank you for being my light in the darkest moments and constantly reminding me of the importance of persevering. This achievement is not only mine but also yours. I love you deeply and dedicate this achievement to you with all my heart.

Alicia Chicaiza Díaz

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With eternal gratitude,

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Resumen

Esta tesis se centra en el sistema de clases de capacitación diseñado para facilitar la obtención de la certificación internacional correspondiente al nivel A2 para estudiantes de décimo grado en el colegio La Salle. El estudio se apoya en un análisis exhaustivo de los resultados de pruebas pre y post-implementación del sistema de entrenamiento en La Salle en Latacunga. Los datos revelan una mejora significativa en las habilidades lingüísticas de los estudiantes, destacando un avance particularmente notable en escritura y habla. Esto indica un esfuerzo considerable y técnicas de estudio eficaces utilizadas durante las clases de entrenamiento.

La encuesta a los profesores de inglés en la escuela San José La Salle en Latacunga respalda la efectividad de los métodos interactivos y prácticos en la enseñanza del nivel A2. Los resultados indican un fuerte respaldo a estrategias que fomentan la participación activa de los estudiantes y el uso de actividades interactivas en el proceso de aprendizaje. Los profesores consideran que estas estrategias son altamente eficaces para preparar a los estudiantes para el examen KET, que corresponde al nivel A2 del Marco Común Europeo.

La metodología propuesta para el sistema de clases de capacitación se basa en los enfoques comunicativo y MCER, y se adapta al sistema educativo ecuatoriano. Se prioriza el desarrollo de las habilidades de escucha, escritura, lectura y expresión oral, considerando el nivel de desarrollo evolutivo de los estudiantes. Además, se selecciona un examen de referencia que cumple con los criterios del MCER y se integra de manera efectiva en el diseño del sistema de clases. En conclusión, esta tesis propone un enfoque metodológico que no solo fortalece las habilidades lingüísticas de los estudiantes, sino que también los prepara de manera efectiva para obtener una certificación internacional en el nivel A2 del MCER. Los resultados del análisis de datos y la encuesta a los profesores respaldan la eficacia de este enfoque, proporcionando valiosas contribuciones para la enseñanza del inglés como lengua extranjera.

Palabras clave: Enseñanza del inglés, Certificación internacional, Marco Común Europeo, Enfoque comunicativo, Competencia lingüística.

Abstract

This thesis focuses on the training class system designed to facilitate the acquisition of the international certification corresponding to the A2 level for tenth graders at La Salle School. The study is supported by a comprehensive analysis of the pre- and post-implementation test results from San José La Salle School in Latacunga. The data reveals a significant improvement in students' language skills, with particularly notable progress in writing and speaking. This indicates a considerable effort and effective study techniques used during the training classes. The survey of English teachers at San José La Salle School in Latacunga supports the effectiveness of interactive and practical methods in teaching at the A2 level. The results indicate dedicated support for strategies that encourage active student participation and the use of interactive activities in the learning process. Teachers consider these strategies highly effective in preparing students for the KET exam, corresponding to the A2 level of the Common European Framework (CEFR). The proposed methodology for the training class system is based on the communicative and CEFR approaches, adapted to the Ecuadorian educational system. Priority is given to the development of listening, writing, reading, and speaking skills, considering the students' stage of evolutionary development. Additionally, a reference exam is selected that meets CEFR criteria and is effectively integrated into the system's design. In conclusion, this thesis proposes a methodological approach that not only strengthens students' language skills but also effectively prepares them to obtain an international certification at the A2 level of the CEFR. The results of the data analysis and the teacher survey support the effectiveness of this approach, providing valuable contributions to the teaching of English as a foreign language.

Keywords: English teaching, International Certification, CEFR, Communicative approach, Language proficiency

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Introduction

Globalization and other factors have caused changes in educational systems across the world in the twenty-first century, especially in reaction to the demands of modern society. According to Castro et al. (2016), governments have endeavored to assign greater importance and priority to the instruction and acquisition of foreign languages. This is because learning a language other than one's mother tongue fosters students' overall growth and gives them access to a variety of professional and academic opportunities. Ultimately, this leads to the growth of personal ties and an improved standard of living. Since language is the core of human activity and the ability to express oneself in it defines a people's identity, acknowledging the value that people place on language promotes the kinds of engagement that eventually lead to long-lasting outcomes.

Prior to slightly more than ten years ago, learning an additional language in Ecuador was ineffective for students of any educational level because foreign languages like English were not seen as necessary for the curriculum and were instead an elective that was up to the individual schools. In 1912, the teaching of English was begun in Ecuador. Nevertheless, this language did not formally become a topic that needed to be incorporated into the school curriculum until 1950. The primary cause of what was happening back then and what is happening now is a lack of qualified teachers because amateur instructors, whose training in the language is inadequate, are in charge of teaching English instead of professionals, and they are also ignorant of teaching techniques that can help students learn. The circumstance will prevent a change if it is not remedied, therefore the development will be minimal Cifuentes-Rojas et al. (2019)

English instruction became required in all public and private schools across the entire country at the General-Basic Education and Baccalaureate levels with the publication of Agreement 0052 of 2014 by the Ministry of Education (Article 1). Prior to this agreement, various initiatives were taken to support literacy and English language learning: free education guarantees, rights to intercultural communication, teacher training in English language proficiency with US support, the strengthening of the English language teaching project and the curriculum guidelines derived from it between 2012 and 2016 (Burgin and Daniel, 2017; Ortega and Auccahuallpa, 2017).

In general, different authors agree with the fact that the curricular initiatives for the teaching of English in Ecuador are founded on the adoption of the communicative approach to languages (CLT) and the implementation of the guidelines given by the Common European

Framework of References (CEFR), which have used for planning and organization of the new study plans (Castro et al., 2016; Ortega and Auccahuallpa, 2017).

The CEFR establishes the procedure that students should take to achieve proficiency in a foreign language, and it is very useful in developing curriculum and educational programmes without creating additional challenges regarding the preparation that this entail. In contrast to the CLT approach, which places emphasis on the development of language skills through meaningful interaction and communication in various scenarios, the CEFR.

Unfortunately, despite the multiple strategies and efforts implemented until now, the sufficiency of this language in the country is not satisfactory according to the international rankings. These results respond to different factors, which include: the weaknesses of public education, school dropout, the lack of adjustments in the curricula to face multilingualism and multiculturalism, few pedagogical and didactic initiatives, the lack of linguistic skills of teachers, and demotivation of students, among others (Burgin and Daniel, 2017; Peña and Ortega, 2019; Ponce et al., 2019). Under this scenario, students begin to be affected to achieve the requirements and demands of the educational system at all levels established, in addition to losing job opportunities with competitive conditions, which could improve their quality of life.

On the other hand, it is necessary to mention the importance of the certifications of English as a foreign language to support the knowledge and performance that a person has acquired, not only because it constitutes a tool to excel in the academic and professional fields, but also because the results serve as indicators of quality to evaluate the educational processes that are taught in schools and universities, besides to serve as inputs to propose new strategies to improve and strengthen curricula, institutions, teachers and related official agencies (Toledo et al., 2017). These authors explain that the structure of internationally recognized certifications responds to the needs of today's society and converse with the level of knowledge, skills, and abilities required in different scenarios. That is why the development of the training classes for tenth graders.

This investigation delves into the system of training classes designed to facilitate the acquisition of the international certification corresponding to the A2 level for tenth graders at La Salle School. The importance of international certifications in language proficiency may be subject to stakeholders' decisions in today's interconnected world. Thus, an in-depth analysis of the training classes' effectiveness in preparing students for this certification is warranted. Various aspects of the training program, such as curriculum, teaching methods, resources, and assessment techniques, will be scrutinized to assess their impact on students' language

proficiency and ability to meet the A2 level standards set by international language certification bodies. The findings of this investigation will identify areas for improvement and propose recommendations for optimizing the training classes to assist students better, thereby enhancing their academic and professional prospects.

Nowadays, the English language as a foreign one is universal; it has become more than an option because it allows one to increase mastery of skills in different fields. With its appropriation, the relevance of this language derives from the worldwide acceptance, notoriety, and integration that it has in societies, together with technology. Because of its status as a global language, it is used as a communication tool for scientific research, medicine, information technology, international business, virtual interaction, tourism, journalism, and entertainment (Rao, 2019).

Regarding education, knowing a language facilitates access to other aspects to obtain a quick connection with the necessary means for the development of the four language skills; the latter is considered the most important, considering the social weight that the correct pronunciation entails maintaining a dialogue abroad (Rao, 2019). Learning a foreign language allows people to learn other people's idiosyncrasies and see their scale of values and how they see the world in which they live. How foreign languages are taught varies constantly and differs significantly from one country to another, even within the same territory, depending on the paradigm and the learners' interests.

Based on the context offered in previous paragraphs, this master's thesis has as its main objective to design a methodological proposal for a system of training classes aimed at tenth-grade students at La Salle School, Latacunga, Ecuador, to obtain an international certification corresponding to an A2 level in the English language according to the Common European Framework (CEFR). In this way, the system of training classes would positively contribute to the development of English communication skills and competencies in students, as well as stimulate the interaction of students with this language in various academic settings.

This investigation's significance lies in its potential to benefit both La Salle School and its tenth-grade students. An international language certification at the A2 level holds substantial advantages for students' academic and professional growth. The findings of this investigation will not only shed light on the effectiveness of the training program but also offer valuable insights for improving the approach and support provided to future cohorts of tenth graders. By employing an impartial lens to assess the system of training classes, this investigation aims to foster an environment that optimizes students' language proficiency and equips them with the

skills necessary to excel in today's interconnected world. In that exact order, the specific objectives will be:

- 1) To determine the main difficulties that tenth-grade students at La Salle School, Latacunga campus, have regarding standards of the Key English Test.
- 2) To provide students with specialized training and resources focused on the A2 level international certification requirements.
- 3) To evaluate the teaching methods employed in the training classes, assessing their effectiveness in promoting language learning, engagement, and interaction among students.

The methodological proposal, consistent with the Ecuadorian educational system, will be based on the CLT and CEFR approaches to strengthen listening, writing, reading, and speaking skills. However, to achieve a higher level of English language proficiency, the student's stage of evolutionary development will be considered, incorporating methods and techniques that allow the psycho-affective and social dimensions to be pertinently addressed and meaningful learning inside and outside the classroom. Likewise, an analysis will be carried out to select the exam that will serve as a reference to guide the teaching and learning processes during the training classes using as criteria that its structure responds to the CEFR, its prestige, its accessibility, its cost, and the availability of resources, among other aspects that may be relevant to this proposal.

This methodological proposal is relevant for several reasons. First, the proposal is input so that other Ecuadorian and Latin American teachers and institutions can undertake their projects in class systems to strengthen English teaching and learning processes. Second, it constitutes a first step in reconfiguring the current curricula, incorporating international certification as an achievement. The third reason relies on a strategy to promote a comprehensive education that responds to the needs of society and to train competitive students in the academic and work environment. Fourth, from the international certification, a series of benefits are obtained for stakeholders, such as the ease of visa procedures and curricular validity in other higher educational levels. Inside and outside the country, more opportunities in the labour market, greater confidence to interact in contexts mediated by the L2, and measurement and evaluation of educational quality. Finally, it is important to set the investigation question as follows:

- 1) What are the main difficulties that tenth-grade students at La Salle School, Latacunga

campus, face regarding learning English?

- 2) Which international certification exam aligns best with the A2 level of English according to the CEFR, and how can it be effectively incorporated into the design of the methodological proposal for the training class system?
- 3) How effective are the teaching methods employed in the training classes in promoting language learning, engagement, and interaction among tenth-grade students at La Salle School?

The structure of this research work includes the first three chapters. Chapter 1 comprises the theoretical framework that supports this proposal. Chapter 2 presents the research methodology and the initial diagnosis. Chapter 3 contains the methodological proposal and its validation. Finally, conclusions and recommendations also present relevant information to this work.

Chapter 1

Theoretical Framework

This chapter delves into the specifics of teaching English as a Foreign Language (EFL), emphasising the instrumental and non-instrumental components of human communication, the advantages of mastering the language, and the significance of vocabulary acquisition in EFL instruction, all grounded in Nation's theory. Thus, it's critical to have a strong foundation while assessing the viewpoints of various authors.

1.1. Background of the Relevance of the Four Skills

With the advances in electronic dissemination in recent years, the English language has spread in public communication (Almousah, 2020). This fact has allowed this language to achieve its position among many countries as a language of communication and understanding, derived from increased use for international political and scientific conferences and forums (Al-Arifi, 2020). The different methods and resources used to combine different learning components in the educational process allow students to understand the foreign language more efficiently by taking it as a comprehensive teaching that provides a unified domain of the acquired language.

Within what encompasses EFL education, with the evolution of the media and the need to hold more elaborate conversations on aspects ranging from the social to the professional, it has become more indispensable than the foundation about learning to communicate are more robust and more adaptable to the variables of formal and informal pronunciation, for which it is pertinent to develop the four basic language skills (Rao, 2019).

The acquisition of these four skills is fundamental in student learning to the extent that they receive an entire foundation for language management through didactic learning strategies that systematize and reinforce pedagogical training, emphasizing the importance of their understanding in the interaction within contexts of everyday life. The joint implementation and improvement of the four linguistic skills of the language helps in the complete understanding of it.

Table 1. *The basic language skills of English*

Language Skills			
Input skills		Output skills	
Skills that do not require to be produced by the students. Their base is the reception and understanding of what is transmitted.		Skills that require greater control and knowledge. The direct participation of the students is needed to produce the content to be transmitted.	
Listening	Reading	Writing	Speaking
Ability to understand what is heard. Being the content both monologues and interactions. Its objective is to extract the general idea, details, or deduced information. It can be practiced by listening to the radio, podcasts, audios, by conversing with someone in the practice language.	Ability to understand a text by reading it. Depending on the level and exercise, it is important to get the general idea, finding specific details, or even inferring information from the data presented. It can be practiced by frequently reading texts in the practice language (English).	Ability to write a text that contains coherence and relevance with what is proposed, respecting the rules of grammatical and spelling structure. It is important to practice with frequent writing of texts in the practice language (English).	Ability to communicate orally clearly, completely, and understandably. Therefore, practicing interaction with speech is very necessary to improve pronunciation.

Note. Adapted from Rao (2019)

Human communication can manifest itself instrumentally and non-instrumentally. The first corresponds to using external media (digital media, handwritten texts, and others) to transmit the requirements or approaches. The second refers to body expression or language; for this, it is worth noting that speech is considered a decisive factor for the development of communication to interrelate in a more personal way, without being direct, for the understanding and teaching of the language (De Palacios, 2023). According to Rao (2019), the main advantages of students developing the ability to speak English as a foreign language are:

- Actively participate in the classroom, either in debates, to respond or give an opinion.
- Give speeches when required.
- Develop critical thinking.
- Train to continue higher education abroad.
- Get to interact with speakers of the language internationally.
- Keep cognition and reasoning very sharp.
- Increase the ability to solve problems and critical thinking.
- Improve the integral development of the personality of the speaker.

1.2. The Four-strands to Language Learning by Paul Nation

The system of training classes created to make it easier for tenth graders to obtain an international certification equivalent to the A2 level is being investigated in this study using Paul Nation's theory of Vocabulary Learning Strategies as a basic framework.

Nation (1995) a renowned linguist who has made substantial contributions to the study and teaching of languages. The "Four Strands" framework, which offers a balanced approach to language instruction and learning, is one of his most well-known ideas. The framework consists of four strands: fluency development, language-focused learning, meaning-focused input, and meaning-focused output. These four strands should be evenly distributed throughout a well-constructed language course, with equal amounts of time provided to each thread. This method, which is founded on research on language acquisition, offers language learners a thorough and efficient means to advance their abilities. Paul Nation's contributions to the field of language acquisition and instruction have been profound, and his theories are being extensively utilized and researched today.

Incorporating vocabulary education into lessons will help teachers improve their students' language skills and overall communicative competence. Concerning balance which is the third principle in Paul Nation's "The Four Strands" theory. The four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency development should be equally balanced in a well-designed language course. In a course that attempts to cover both receptive and productive abilities, each strand should be given about the same amount of time. The distribution of time must account for both the language learning that takes

place in and outside of the classroom. Below the explanation of each strand on Paul Nation's theory.

Meaning-focused input

Through reading and listening exercises, this strand focuses a lot of attention on developing comprehension abilities and creating a genuine curiosity or knowledge basis. Collaborative reading activities, such reading aloud together, and deep reading aloud foster shared learning experiences and a deeper comprehension of the material. The basis for learning is listening, which includes engaging in conversation, watching a variety of media, and immersing oneself in stories. The students' past knowledge of most of the material is an essential factor that guarantees a basis for the easy assimilation of new knowledge. Students might become more engaged with the material overall and improve their understanding and critical thinking skills by making connections between innovative ideas and prior knowledge.

Meaning-focused output

This specific strand intentionally emphasises the value of efficient communication over perfect accuracy when using language to express meaning. The main tasks in this strand consist of a range of speaking and writing projects that test students' ability to express themselves in various contexts. Students are encouraged to express themselves freely and creatively when communication is the main goal, which promotes a more dynamic use of language. To refine language abilities, it becomes essential to understand the value of repeated training, especially in high-frequency language issues.

Frequent practice sessions guarantee that students continuously improve their capacity for meaningful communication, bridging the gap between understanding and expression. Additionally, a foundational element that creates an encouraging atmosphere for students to assimilate linguistic nuances and employ them successfully in their written and spoken communication attempts is the supply of sufficient input at the right competency level.

Language-focused learning

This strand recognises grammar, vocabulary, and pronunciation as the key components of language development and centres on their thorough study. This strand's activities cover a wide range of topics, such as focused practice problems, clear instruction sessions, and the beneficial process of error correction. It is important to maintain a careful equilibrium between this specific strand and the remaining three to provide a comprehensive approach to language acquisition. Understanding that students have different requirements when it comes to language

and communication, the strand places a strong emphasis on the necessity of analysis, monitoring, and assessment to properly adjust the teaching strategy. Teachers can meet the specific needs of students and promote a well-rounded language competency that includes not only grammatical precision but also a rich vocabulary and good pronunciation by regularly evaluating and modifying the methods used.

Fluency development

This strand's main goal is to improve people's ability to use language correctly and effectively, with a focus on fluency rather than exact precision. Students are taught to become more proficient and intuitive language users through a sequence of drills, repetition activities, and focused practice sessions. The focus on fluency is intentional because it acknowledges that in everyday language interactions, the capacity to speak fluently frequently comes first. It is emphasised that fluency development is an aspect that is sometimes disregarded in conventional language programmes and that need careful consideration. With a focus on both accuracy and fluency, this strand attempts to give students the tools they need to communicate effectively and self-assuredly in a variety of language situations.

Table 2. *Model chart of Paul Nation's Four Strands*

Strand	Activities
Meaning-focused input	<ul style="list-style-type: none"> • Extensive reading • Classroom management • Pair and group activities • Linked skills activities
Meaning- focused output	<ul style="list-style-type: none"> • Pair and group activities • Prepared talks • Writing tasks • Linked skills activities
Language-focused learning	<ul style="list-style-type: none"> • Pronunciation practice • Observation tasks • Intensive reading • Feedback on writing • Strategy training
Fluency Development	<ul style="list-style-type: none"> • Listening to recordings • 4/3/2 • Easy extensive reading • Speed reading • 10 minute writing • Linked skills activities

Note. Adapted from Nation (2007)

1.3. System of Training Classes

The term system refers to a thorough and well-organized framework made up of various interconnected elements, methodologies, and resources that are especially created to make it easier for students in the tenth grade to acquire and develop the knowledge, skills, and competencies required to obtain a specific goal (Maryanti et al., 2021). This system consists of a systematic series of training sessions, educational resources, learning activities, assessments, and support systems collaborating to offer students a seamless and successful learning experience and direct them toward obtaining the desired certification. To provide a cogent and consistent educational process directed toward satisfying the learning objectives and certification requirements at the A2 level, it comprises strategic planning, pedagogical approaches, curriculum design, and evaluation strategies (Khushik and Huhta, 2019).

Training Classes

A training system corresponds to a set of courses established to achieve the goals set within a student's instruction governed by a projected study guide for an academic training plan (Toledo et al., 2017). Considering the development of information and communication technology, increased students who seek to learn English join in the execution of a significant variety of activities with more than one performance model beyond the academic field in the digital era. In response to the mismatch between traditional school literacy practices and the diverse world mediated by technology, multimodal pedagogy in language lessons is promoted and encouraged with meaningful expression (Li, 2020).

During the pandemic, educational centres were exposed to significant problems, prioritizing curricular elements in a distance educational environment, where continuing learning and tracking them was extremely complicated, considering that more than 50% still needed to reach even minimum levels of learning in basic subjects. It was evident the immense importance of giving priority to an ideal education, with the ability to impart knowledge and skills to each student so that they can collaborate and function in today's world (Naik et al., 2021).

Training classes for English language proficiency refer to organized educational initiatives created to improve students' linguistic competence. These courses have been designed particularly to get students in the tenth grade ready for the A2 level international certification exam under the Common European Framework of Reference for Languages (CEFR).

Teacher Preparation and Professional Development

In the context of language education and the achievement of international certification, teacher preparation and professional development play a key role in determining educators' knowledge and effectiveness in the classroom. Instructors must continuously update their knowledge and abilities as language education develops to successfully address the varied requirements of students and connect what they do with the most recent theories of language teaching (Darling-Hammond and Bransford, 2005). A strong curriculum should be included in teacher training programs that provide educators with essential pedagogical skills, subject-matter competence, and awareness of language acquisition theories. These programs should provide courses on language acquisition, curriculum building, assessment methods, and classroom management (Freeman and Johnson, 1998).

Teachers can get insight into the unique difficulties experienced by students attempting to obtain international certification at the A2 level through well-designed teacher preparation and continuous professional development. Understanding the complex components of Paul Nation's theory of Vocabulary Learning Strategies (VLS) (Nation, 2007) help teachers implement targeted strategies to improve students' lexical competence, essential for success in international certification exams.

1.4. International certifications

A valuable credential that demonstrates a person's language proficiency in a consistent and globally recognized way is an international certification that complies with the Common European Framework (CEFR). This credential allows people to communicate their language proficiency level effectively and improves their opportunities for education, employment, or immigration-related purposes.

Standards according to The Common European Framework (CEFR)

The Common European Framework of Reference for Languages (CEFR) categorizes language proficiency into six levels.

- A1 - Beginner: Basic phrases and basic words for everyday requirements.
- A2 - Elementary: Communication in normal circumstances, conveying personal information.
- B1 - Intermediate: Identifying key ideas and communicating in situations that are known to you.

- •B2 - Upper Intermediate: Understanding complicated texts, fluent interaction.
- •C1 - Advanced: proficient expression, addressing difficult themes.
- C2-Proficient: Comprehending and communicating concepts on a wide range of topics.

A2 standards according to the CEFR

A comprehensive and open method for teaching and studying languages is offered by the Common European Framework of Reference for Languages (CEFR). It provides a thorough set of guidelines for evaluating the capacity of someone to speak several languages, including English. The second level, A2, is sometimes referred to as "basic" or "elementary," and there are six levels in the CEFR: A1, A2, B1, B2, C1, and C2. The A2 level is a notable improvement above the A1 level. It is intended for people who can manage typical everyday situations in an English-speaking setting and who speak the language with a basic level of competence.

A2 standards (student can)

The CEFR states that A2 users are able to understand expressions and frequently used words in contexts that are most immediately relevant (e.g., shopping, jobs, jobs, local geography, and personal and family information). They can converse when engaging in simple, daily tasks that necessitate an open flow of information on well-known and anticipated subjects. They can also communicate in brief some aspects of their history, their local environment, and urgent issues. An A2 student ought to be capable of:

Listening: Determine the vocabulary and terms that are most frequently used in relation to subjects that are immediately important to the person, such as basic family and personal information, shopping, and the neighbourhood.

Reading: Read brief, easily understood texts; recognise specific, trustworthy facts in brief, uncomplicated common items such as advertisements, menus, and timetables; and understand brief, elementary conversational discussions.

Spoken interaction: Engage in easy tasks that call for a straightforward flow of information on well-known topics and activities in order to successfully communicate. Even if they don't understand enough to talk about, they can tolerate short social interactions.

Spoken production: Using a series of phrases and sentences, briefly describe their family, friends, living circumstances, educational background, historical events, and current or most recent employment.

Writing: Compose concise personal letters, such as ones expressing gratitude, as well as fast, concise messages and notes about urgent needs.

Process of certification

The exact examination that verifies the level of English acquired after passing an exam is the International English Certificate. These certificates are given following coursework in an English academy or institute. Without a doubt, the ability to communicate in English is essential in the commercial, scientific, academic, professional, and tourist domains. Therefore, it is common to see on resumes that candidates claim to speak English at varying levels, from basic to advanced (Macaro et al., 2020). The Common European Framework of Reference for Languages (CEFR), which has six reference levels to gauge English ability, from A1 (basic users) to C2 (proficient users), shows that this trend started to reverse from the start of the twenty-first century. As part of the hiring process, organisations, enterprises, and institutes must need an international certificate from prospective applicants who demonstrate competence in the four skills (reading, writing, speaking, listening, and writing).

A few of the reasons to obtain an English certification are that it is valid at the curriculum level, it is a prerequisite for multiple citizenship or study visas, it is a university degree requirement, and it is a necessity to participate in foreign scholarship programmes. A certification in English language proficiency improves a candidate's chances in a variety of situations, including the ones mentioned above.

1.5. International certifications for teachers recognized by the Minister of Education

The Ministry of Education in Ecuador is in charge of approving international English language certifications. These qualifications matter because they demonstrate to an individual's language proficiency and provide access to chances for profession, educational, and personal growth. The fact that the Ministry has approved these qualifications shows how high the bar is set and how well they align with the country's educational objectives. The degree of language proficiency is now validated or indicated by a number of international certifications and examinations (Ministry of Education, 2018). The most significant and well-known are:

The list of international certificates recognised by the Ministry of Education in Ecuador includes a wide range of popular assessments. The renowned Certificates of Proficiency in

English (CPE) and Certificate in Advanced English (CAE) both attest to a high level of linguistic proficiency. A unique place of importance among recognised credentials is held by the First Certificate in English (FCE), which is widely recognised for its extensive assessment of basic language proficiency.

The Ministry of Education supports the Test of English as a Foreign Language - Internet-Based (TOEFL iBT) and the Test of English for International Communications (TOEIC), which assess language proficiency in a variety of contexts. It is remarkable that a number of certifications, such as the International Test of English Proficiency (ITEP Academic) and the Business Language Testing Service (BULATS), require applicants to demonstrate proficiency in all four macro skills—speaking, reading, writing, and listening. This mastery demonstrates the Ministry's comprehensive method of evaluating linguistic competency.

The University of Michigan's ECCE and ECPE certifications are also accepted by the Ministry, indicating Ecuador's acceptance of a number of highly recognised foreign exams. Furthermore, Ecuador's commitment to sponsoring a range of language proficiency examinations is demonstrated by the accumulation of credentials such as the PTE General and PTE Academic. In language instruction, the British Council APTIS certification is a recognised indicator of language proficiency. The validation of English language competency by international standards is aided by this certification.

1.6. International certifications for schools

In this research work, the focus is on the language proficiency exams specifically designed for students. The two exams described and analysed in detail are the Key English Test (KET) for Schools and the Preliminary English Test (PET) for Schools. These exams are particularly relevant to the proposed system of training classes aimed at preparing tenth-grade students to achieve international certification corresponding to the A2 level.

The Key English Test for Schools (KET)

The Key English Test (KET) for Schools is a customised version of the KET test designed to assess young students' proficiency in English in secondary school contexts. Students' language competency at the A2 level of the CEFR is evaluated by the Cambridge Assessment English-administered KET for Schools test (Cambridge English, n.d.).

The KET for Schools exam is the same as the standard KET exam, but it has been specially created with age-appropriate topics and language settings to stimulate and engage

younger pupils. It measures students' language competency in four major areas: listening, speaking, reading, and writing, emphasising real-world communication.

The Preliminary English Test for Schools (PET)

A modified version of the PET test designed especially for young students in secondary education settings is called the Preliminary English Test (PET) for Schools. The PET for Schools assessment, which is conducted by Cambridge Assessment English, is designed to test students' English language ability at the B1 level of the Common European Framework of Reference for Languages (CEFR) (Cambridge English, n.d.).

Similar to the regular PET test, the PET for Schools exam is made with young learners in mind, using themes and settings that are appropriate for their age. It evaluates students' proficiency in the four main language domains—speaking, listening, reading, and writing—with an emphasis on natural language usage and everyday conversation.

1.7. English Foreign Language Curriculum

EFL curriculum design aligned with A2 level

Paul Nation's Vocabulary Acquisition Theory and the Communicative Language Teaching (CLT) Approach are combined to create an English as a Foreign Language (EFL) curriculum under A2 level competency. The Common European Framework of Reference for Languages (CEFR) ensures that learners' language proficiency easily matches A2 level standards while developing effective communication in everyday situations.

Nation (1995) emphasizes "meaning-focused input," which encourages students to come across language in relevant circumstances. By incorporating real-world resources into lessons like conversations, writings, and situational situations, the curriculum uses this idea to help students learn vocabulary appropriate for A2-level communication. Schmitt (2000) support of this approach highlights the CLT concept of encouraging functional language use.

Furthermore, the CLT Approach's promotion of the use of regular language reflects the Nation's theory of "repetition and spaced retrieval." The curriculum ties these ideas together using standard terminology in various communication exercises. According to Richards and Rodgers (2001), this repetition fits with the A2 level of the CEFR's emphasis on retaining familiar idioms and short sentences.

Nation's argument heavily relies on "vocabulary size." The program incorporates themed word lists with vocabulary that aligns with A2-level interactions. This strategy ensures

learners participate in tasks that match real-world circumstances and is consistent with Waring and Takaki (2003) functional language approach.

The CLT Approach promotes logical language acquisition, which aligns with the "word parts and families" technique from Nation's theory. By encouraging students to infer word meanings from affixes and roots, the curriculum uses this tactic to help students improve their reading comprehension in the context of the A2 level. This reading comprehension strategy supports Thornbury (2000) work and emphasizes the value of actual language use in CLT. The interactive exercises in the curriculum, which draw on both Nation and CLT, include role plays, group debates, and problem-solving activities. This interaction is consistent with Kumaravadivel (2003) idea of "task-based language teaching," which strengthens vocabulary usage while advancing learners' communicative ability.

The combination of Nation's theory with CLT principles is seen in assessment procedures. In line with CLT's emphasis on meaningful communication, formative evaluations, such as pair exercises and group discussions, examine learners' use of vocabulary in real-world contexts. Considering Nation's notion of measuring vocabulary knowledge, summative assessments include creating concise narratives and dialogues that depict interactions at the A2 level.

The EFL curriculum design effectively integrates Paul Nation's Vocabulary Acquisition Theory and the Communicative Language Teaching Approach to achieve A2-level competency. This program aligns with both the A2 criterion of the CEFR and the CLT principles by integrating meaningful information, spaced retrieval, vocabulary expansion, deductive learning, and interactive assignments. The synthesis equips students to communicate in real-world English-speaking situations confidently and successfully.

Formative process in the EFL class

When teaching English as a Foreign Language (EFL) at the A2 level, teachers should focus on facilitating students to achieve the above capabilities. The goal is to enable learners to use English independently, albeit within a limited scope (Iqram, 2015). This teaching should include basic grammar and vocabulary, including simple tenses and structures, and an introduction to more complex language concepts. For example, the learner at this level deals with the past continuous tense, indirect questions, or phrases for expressing likes, dislikes, and preferences.

In the EFL classroom, teaching methodologies usually include instruction, practice, and real-world application. This teaching procedure means a lesson where the teacher introduces a new grammatical concept. The students practice using it in exercises, and finally, they engage in a role-play scenario where they can use the new language in a practical context.

The formative process at the A2 level focuses on regular assessment and feedback to guide the learning process. This procedure is where formative assessment plays a crucial role. Formative assessment is a range of formal and informal assessment actions teachers employ during the learning process to modify teaching and learning activities and improve student attainment. It typically involves qualitative feedback for students and teachers focusing on content and performance details.

In the context of EFL at the A2 level, formative assessment might involve regular quizzes on new vocabulary or grammar points, informal assessments such as listening to student conversations and providing feedback, or more formal tests on the four language skills: reading, writing, listening, and speaking. Formative assessment is beneficial for several reasons. First, it allows teachers to see where students are struggling and adjust their teaching strategies accordingly.

Second, it provides students with regular feedback on their progress, allowing them to identify areas for improvement and see their growth over time. This type of assessment creates a more dynamic, interactive, and student-centred classroom environment. Teachers should encourage self-assessment and peer feedback as part of the formative process. Self-assessment can help students become more aware of their learning progress, understand their strengths and weaknesses, and take responsibility for their learning. Peer feedback can provide an additional perspective, promote collaborative learning, and develop students' ability to critique and improve their work.

Finally, it is essential to note that the A2 level, like all CEFR levels, is not tied to a specific age group or educational grade. It is about language proficiency. As such, the formative process must be flexible enough to accommodate learners of different ages, backgrounds, and learning styles. This flexibility involves using various teaching methods, materials, and assessment tools to meet the diverse needs of learners.

Communicative Language Teaching

CLT encourages language acquisition through conversation in authentic contexts. In order to get high fluency and accuracy, it drives students to talk and communicate. This is

accomplished through a variety of activities that emphasise communication over grammar knowledge (Nunan, 1989). The foundations and guiding ideas of the Communicative Language Teaching approach are numerous.

CLT emphasizes the communicative purpose of language. It is more important for learners to communicate messages effectively rather than achieve perfect grammar or pronunciation (Richards and Rodgers, 2001).

In the process of learning, interaction is fundamental. Instead of just taking in knowledge from the teacher, students actively participate in communication settings with others. (Nunan, 1989).

Task-based learning involves students engaging in communication activities that mimic actual circumstances. One important component of CLT is this repetition, which is learning based on tasks. (Willis and Willis, 2007).

Autonomy of the learner: CLT empowers students to direct their own education. This idea covers selecting their learning strategies, establishing out their goals for learning, and monitoring their development (Little, 1991).

Since language is considered to be a component of culture, learning a language requires knowing the culture of the speakers of that language (Kramsch, 1993).

These guiding principles help teachers modify their lesson plans and classroom activities so that they complement the communicative method. In real terms, role-plays, group discussions, problem-solving exercises, and project work may be included in a CLT course. Rather of giving lectures, the instructor facilitates the pupils' learning process. Although initial linguistic input from the teacher is possible, student engagement and creation are the main priorities.

Compared to conventional techniques that emphasise the formal components of language, CLT is seen to be a more effective teaching style for enhancing learners' communicative skills (Hymes, 1972). Using language accurately and responsibly in a variety of social circumstances is known as communicative competence. Thus, a well-known and useful method of teaching languages is called communicative language teaching. Language learning is made more interesting and useful by its emphasis on interaction, communication, task-based learning, learner autonomy, and cultural awareness.

Challenges and benefits of implementing CLT in EFL classroom

It delves further into the moral, psychological, social, and physical belief systems. It aims to arrive at particular implementation strategies in addition to the educational convictions of certain interviewed instructors that support formative assessment. Instructors concur that one of the most important aspects of formative assessment is its iterative structure; this means that it involves repeated actions, like instructional activities carried out with a specific goal in mind, but the teacher must pay close attention to the responses provided by the students. Students modify them in light of their observations. This realisation suggests changing the pace or manner of instruction, tailoring the assignments to each student's level of development, providing feedback, and reinforcing the material (Ferreira et al., 2020).

1.8. Student's Role in CLT

The student's role in a CLT classroom also transforms, aligning with the shift in focus from teacher-centred to learner-centred instruction.

Active Participant: Students take an active role in the learning process rather than only being a spectator of knowledge. They utilise language for meaningful communication, participate in a variety of communicative activities, and gain knowledge from their relationships (Nunan, 1989).

Independent Learner: Learners assume responsibility for their education. Students are urged to exercise independence in setting their own goals for learning, selecting their own methods, and assessing their own development (Little, 1991).

Collaborator: Additionally, students learn how to collaborate by working in groups or pairs, exchanging ideas, and supporting one another via assignments (Oxford, 1997).

Risk-taker: In a friendly and non-threatening setting, children are encouraged to take chances, experiment with language, and learn from their mistakes (Brown, 2007).

Intercultural Communicator: Students get knowledge about the culture of language speakers as they practise speaking the target language. They learn to communicate across cultural boundaries and to recognise and value cultural variety (Byram, 1997).

The teacher-student roles are adaptable and subject change based on the particular activities and the learning environment. It is essential to emphasise that for CLT to be implemented effectively, instructors and students who may be more accustomed to traditional teacher-centered techniques must get training and support. Institutional adjustments may also be necessary, affecting the curriculum, instructional strategies, evaluation techniques, and classroom atmosphere.

Chapter 2

Methodology for the Investigation and Diagnosis

While technology offers numerous benefits for CLT, it also presents challenges. For instance, not all students and teachers may have equal access to technology, creating a 'digital divide.' Additionally, the effective use of technology requires a certain level of digital literacy in some teachers or students. Furthermore, the use of technology requires careful planning and management to ensure that it genuinely enhances communication and does not merely become a distraction (Stockwell, 2007).

Technology can be crucial in supporting and enhancing CLT. It can create authentic contexts for language use, foster interaction and collaboration, support differentiation and individualization, and enrich the feedback process. However, teachers must be mindful of the potential challenges and use technology strategically and purposefully to support communicative language teaching and learning.

So, based on that, this study evaluated the effectiveness of a training program designed to prepare tenth-grade students for the International Certification at the A2 level in English for tenth graders at La Salle School. To comprehensively understand the program's impact, a mixed-methods approach will be employed, combining qualitative and quantitative data collection methods with a quasi-experimental investigation.

Both pre-test and post-test have been carried out to evaluate the students' advancement in competence precisely. In addition, a control group was developed to serve as a benchmark for comparing the group that is getting specific teaching. The control group was deliberately withheld from obtaining expert training to isolate and analyse the specific impacts of the program. Statistical analysis was used to measure the degree of improvement and determine the statistical significance of the observed changes. By using this rigorous quantitative technique, it was possible to improve the reliability of the research, enabling them to make more thorough and conclusive statements about the program's performance.

The quasi-experimental approach is well-known for its capacity to create a controlled but realistic environment, striking a balance between internal validity and exterior generalizability. So, the objective is to bridge the divide between highly regulated laboratory experiments and the intricacies of actual educational settings by including experimental and control groups in the authentic atmosphere of La Salle School. The comprehensive research strategy enables the investigation to provide significant insights to the immediate stakeholders

at La Salle School and the wider educational community interested in efficient language training programs for secondary students.

2.1. Methodology design

The selected methodology design for this research is a quasi-experimental design, which is a pragmatic decision that aligns with the actual circumstances of the educational environment. Instead of arbitrary allocation, groups were chosen based on pragmatic factors, reflecting the practical limitations often encountered in educational institutions. The fundamental framework of this design comprises pre-test and post-test measures, which serve as vital indications for evaluating the effectiveness of the training programs. By using this concept, it is possible to examine not only the initial levels of proficiency but also monitor the advancements achieved, producing a measurable standard to assess the influence of the training program on students' linguistic abilities.

The main characteristic of the quasi-experimental design is its capacity to reconcile the practical importance of real-life situations with the need for controlled comparisons (Byram, 1997). The feasibility of deliberate group assignment underscores the difficulties educators and institutions encounter when implementing interventions. A temporal component is added by including pre-test and post-test data, enabling a thorough examination of the changes that occur over the training program. By emulating real-world educational dynamics, this design decision improves the study's external validity. It establishes a solid foundation for getting valuable insights into the success of the language proficiency training program.

2.2. Methodology type

The research employed a descriptive technique to comprehensively analyse the current training programs at La Salle School and their impact on students' language ability. The primary objective was to provide a genuine portrayal of the program's complexities by thoroughly examining its framework, syllabus, instructional approaches, materials, and evaluation procedures. This technique provided a comprehensive analysis, intending to uncover the intricate elements of the training program and evaluate its efficacy in sufficiently preparing students for the A2 level certification.

The researcher's objective was to surpass statistical metrics and examine the qualitative aspects of the training sessions using a descriptive approach. This methodology enables a comprehensive examination of the program's attributes and results, providing valuable insights into the complexities that quantitative data alone could fail to consider. This study provided a

complete overview by meticulously investigating several facets of the training program. This study provided insight into the unique conditions of La Salle School and enhances the comprehension of efficient language training methods in a secondary school environment.

2.3. Approach

A mixed method was adopted in this study to gather and analyse data to determine the efficacy of a training program created to get tenth-grade students ready for International Certification at the A2 level in English. Thus, the study was performed in a comprehensive and varied approach in this master's thesis. A mixed-methods research methodology was used, incorporating quantitative and qualitative data-gathering techniques, to understand the program's impact fully. Pre- and post-tests were used in the qualitative component to measure student language ability changes using a rubric with qualitative indicators. Concurrently, a survey addressed to teachers are performed. This survey helped to collect data and cover several topics, including curriculum design, instructional strategies, learning resources, and student involvement. These quantitative proficiency measurements combined provided a thorough assessment of the training program's efficacy. This study used a mixed-methods approach to get critical insights into language education that might guide future improvements in curriculum design and teaching techniques.

2.4. Techniques

The study utilized several techniques to gather data and assess the impact of the system of training classes. These techniques included pre-tests, post-tests, a rubric, and a survey.

Pre-test

Before the initiation of the training classes, a meticulous pre-test was conducted to thoroughly assess and establish the baseline language proficiency levels of each participant. The pre-test employed a comprehensive set of standardized language assessment tools meticulously aligned with the A2 proficiency standards. This assessment was not merely a preliminary evaluation; it served as a crucial diagnostic tool, providing a nuanced understanding of participants' strengths and areas needing improvement across the four language skills: Reading, Writing, Listening, and Speaking.

The pre-test sought to create a detailed profile of participants' language capabilities, delving into specific criteria outlined in the A2 standards. This included evaluating their comprehension of main ideas and details in reading, proficiency in grammar and sentence structure in writing, recognition of specific information and ability to follow instructions in

listening, and control of grammar, vocabulary, and interactive communication in speaking. By strategically aligning with the A2 standards, the pre-test ensured a comprehensive and standardized foundation for assessing participants' language proficiency at the outset of the training program.

Post-test

After the completion of the training classes, a rigorous post-test was administered to gauge the participants' language proficiency following the intervention. Like the pre-test, the post-test employed the same standardized assessment tools, maintaining consistency in measurement and enabling a direct comparison of language proficiency levels before and after the training program. This strategic approach allowed for a precise evaluation of the impact and effectiveness of the training classes on participants' language development.

The post-test did not merely serve as a conclusion to the training program; it functioned as a vital tool for measuring growth and progress. By utilizing the same criteria and assessment tools as the pre-test, the post-test facilitated a direct analysis of improvements in participants' language proficiency across the targeted skills. This before-and-after comparison was instrumental in quantifying the success of the training intervention and provided valuable insights into the specific areas where participants experienced notable enhancements or where further attention may be warranted.

Rubric

A carefully designed rubric was considered necessary to do an extensive and detailed analysis of the pre- and post-tests. Carefully designed for the assessment procedure, this rubric includes certain qualitative indicators and offers an organised framework for evaluating distinct aspects of language competency. The incorporation of discrete criteria, including grammar, vocabulary, speaking, reading, listening, and reading comprehension, guaranteed an in-depth and comprehensive examination of the participants' communicative competences.

The qualitative criteria included in the rubric were all carefully selected to reflect the nuances of language competency across various skill sets. The vocabulary criteria focused on the participants' accuracy and breadth of lexical selections, whereas the grammar requirement assessed their understanding of grammatical structures. Speaking production evaluated participants' capacity to communicate verbally and express ideas, with a focus on correctness and fluency.

In addition, the evaluation criteria for reading production and listening production assessed the participants' abilities to produce written and spoken language output. These standards provide essential information about the participants' capacity for coherent multimodal expression. Finally, reading comprehension, a crucial component of language competency, evaluated participants' comprehension of written material by testing their ability to notice key concepts and specifics.

Survey

To obtain a detailed knowledge of the influence and efficacy of the training class system, an extensive survey was carefully created and sent to teachers to obtain insightful responses. The purpose of this well-designed survey is to explore the complex perspectives and experiences of instructors who actively engaged in the classes. The survey employed a comprehensive methodology, including essential elements like the accessibility and application of vital resources, the quality and relevance of instructional resources, and the overall level of proficiency acquired from the training course.

Teachers were requested to evaluate how these resources improved the overall learning experience and to discuss the suitability and accessibility of the materials offered throughout the classes. Through an examination of the material's relevance to teachers' learning objectives and curricular alignment, the survey aimed to determine how well-received the material was by educators. Teachers were also invited to provide their opinions on the knowledge they had acquired, providing insight into how the training material may be used in their regular classroom activities.

The survey aimed to reflect the complex dynamics of teacher interactions with the training system by including a wide variety of questions. This comprehensive investigation offers a basis for comprehending the training initiative's various components, from the material resources offered to the intangible yet vital component of competence growth. The information obtained from this survey have played a crucial role in developing a detailed evaluation of the training program's effects and provided insightful input for future improvements and modifications.

2.5. Participants and their characteristics

The study involved tenth-grade students at La Salle School, Latacunga campus, who were enrolled in training classes designed to obtain the international certification corresponding to the A2 level in the English language. The participants were selected based on their voluntary

participation in the training program. The sample size was determined based on practical considerations and feasibility.

2.6. Description of the population

The population for this study is composed of students from San José La Salle High School who are currently enrolled in the tenth grade. San José La Salle School allows students to obtain international certification at the A2 and B1 levels, following the Common European Framework (CEFR) guidelines. Therefore, the population of this study encompasses tenth-grade students at San José La Salle High School, totalling 90 individuals distributed among the four classes (A, B, C, and D).

These students are expected to have achieved an A2 level of English proficiency based on the educational standards set by the Minister of Education, making them eligible to pursue the Key English Test certification. This implies they possess the necessary language skills to apply for the Key English Test (KET), which evaluates their ability to communicate in everyday situations, understand basic written and spoken English, and engage in simple conversations.

Twenty-five (25) students were chosen as the sample for this study project by convenience sampling. Without using random selection, convenience sampling entails people deliberately electing to participate in the study. The 25 students that made up the sample in this case agreed to take part in the study.

Convenience sampling was applied for this study, where participants were chosen simply because they were convenient to reach rather than being selected through random or systematic procedures.

Table 3. *Population and sample*

Population	Sample
90 students	25 students
10 teachers	10 teachers

Note. This table shows the population and sample.

2.7. Validation of experts

To validate the notion, it was crucial to expose it to the examination of experts in the corresponding field. It was advisable to consult language educators, linguists, and curriculum experts for comments to evaluate how well the planned training programs match with

recognized standards and benchmarks. Their perspectives provided vital external observations, guaranteeing that the program fulfils both academic requirements and practical language competency standards.

Rigorous consideration of professional standards was essential in designing the suggested approach for training 10th graders to achieve international certification at the A2 level. This calls for carefully aligning with established standards and requirements defined by respectable language education and certification organizations. In this stage, the Cambridge Organisation carefully created the rubric and the pre-post exams, which were in line with A2 level requirements. Concurrently, a survey performed as a vital tool to obtain valuable perspectives from the teachers. This in turn had a significant impact on how important choices about the methods of instruction and distribution of resources for the suggested training programme were made. It is significant that an expert in the field provided direction and approval for the survey instrument's creation and validation. The professional standards included a wide range of issues including teaching methods, language proficiency criteria, curriculum design, and assessment processes. This comprehensive approach made sure that all the many aspects that go into making the suggested training programme successful and high-quality were thoroughly examined. The proposal guarantees a robust framework that satisfies the strict requirements of the certification process and conforms to industry-recognized standards by carefully integrating these criteria into the design and execution of the training programs. This commitment to professional standards contributes to the language education program's overall quality and applicability by enhancing the suggested system's credibility and emphasizing its effectiveness in preparing students for success in the intended certification (See Appendix 10 at the end of this document).

Informed Consent

Before participating in the study, students and teachers' staff have been provided with detailed information about the research, including its purpose, procedures, risks, benefits, confidentiality, and their rights as participants. Students were asked to provide informed consent voluntarily before participating in the diagnostic test and the survey. Their parents authorized this informed consent. They knew that they could withdraw their participation without consequences.

Anonymity and Confidentiality

Data collected from students and teachers' staff will be treated with confidentiality. Personal identifiers will be removed, or pseudonyms will be used to ensure anonymity in the

reporting and disseminating the findings. Access to the data was limited to the researchers involved in the study, and the data will be securely stored to prevent unauthorized access.

2.8. Data Analysis

To acquire a thorough understanding of the efficacy of the training classes, a mixed-method approach, combining quantitative and qualitative data analysis techniques, is used in this study.

Quantitative Analysis

As part of the present research, the first stage in the data analysis procedure was giving each response that was gathered from a database a numerical value. It was utilized Microsoft Excel, an efficient programme, to perform this assignment, which involved organising and extracting insights from the survey replies given by the teachers' staff. With a special focus on A2 tenth graders, the study sought opinions and perspectives on the planned training class structure for obtaining the international certification known as KET. On the other hand, Microsoft Excel was essential in the data collection and compile pre- and post-test outcomes in an efficient manner that met Cambridge criteria. It was made an organised spreadsheet in Excel to enter and track test results for each participant both before and after the training sessions. The capabilities of the programme made efficient analyses and made it possible to get important measures like average scores and improvement percentages. To help identify patterns, conditional formatting and charting techniques were used to graphically show trends and outliers. This methodical approach not only made data input easier, but it also set the stage for further statistical analyses. In the end, this helped to provide a thorough assessment of the training sessions' effects on language competence that was in line with Cambridge standards.

The proficiency exam was given in a computer-based style with an emphasis on assessing reading and listening abilities. In addition, the evaluation of writing and speaking skills was conducted using a thorough checklist that complied with the requirements of the Key English Test (KET). This methodical approach guaranteed a comprehensive assessment, with computer-based testing providing a strong analysis of receptive skills and checklist-driven assessment offering a methodical and standardised way to measure participants' speaking and writing abilities in compliance with the KET examination standards.

The decisions about the training courses system's implementation were influenced by the results obtained from administering tests and surveys. Notably, the lower competence levels in reading, writing, and listening abilities shown by the data pointed to specific areas of

concentration for instructional development. These results emphasised how important it is for these abilities to get focused curriculum attention. Furthermore, the survey results derived from the experiences and perspectives of the teaching staff proved to be important in shaping the project's direction. Acknowledging the importance of teacher feedback, the survey results provided a solid foundation for improving the suggested method and making sure it meets the requirements and expectations of the participating educators. Given the circumstances, the combination of survey and test results provide a thorough basis for making decisions that would have a favourable effect on the training course's development.

The process of data analysis, which was carried out using Excel software, was essential to understanding and graphically illustrating the outcomes. To effectively display the results obtained from the proficiency tests and the survey replies, bar graphs were utilised as a graphical tool. A better comprehension of the data patterns and fluctuations was made possible by this graphic representation. Moreover, every graph's interpretation was a methodical and essential step in the analytical procedure. Following the creation of the graphical representations, the data underwent a thorough analysis and interpretation process that clarified the nuances and consequences that were there. This systematic procedure guaranteed that the conclusions derived from the data were not only observably evident but also thoroughly comprehended, offering a strong basis for well-informed decision-making, and following modifications to the training programme system.

Qualitative results

The application of qualitative analysis in this investigation was an essential element in the interpretation of the numerical outcomes obtained from the pre-post assessments. This method ensured a more comprehensive knowledge of the participants' performance than just numerical numbers by enabling a nuanced examination of the data. The Key English Test (KET) test standards' hints and criteria were specifically applied in the qualitative analysis. Through the process of comparing the numerical results to these qualitative standards, a more thorough and contextualised understanding of language competency was obtained. This approach allowed for the identification of certain strengths and weaknesses in line with the predetermined criteria, in addition to offering a deeper knowledge of the participants' progress. As a result, the qualitative analysis was crucial in improving the comprehensive data interpretation process's depth and robustness, which led to a more complex assessment of the training sessions' efficacy.

After the tests were administered and the findings were interpreted, a crucial step was to use a coding procedure as an essential component of the qualitative analysis. The objective of this procedure was to extract and classify the most important learnings from the findings so that the qualitative data could be examined in an organised and methodical manner. The coding method entailed giving significant patterns, trends, and important observations found during the interpretation stage thematic labels. Using this technique, it was possible to get a deeper comprehension of the subtleties present in the data and identify themes and patterns that would not have been immediately apparent through numerical analysis merely. This coding approach was included into the qualitative analysis, which enhanced it and helped to create a comprehensive narrative that clarified the significance of the test results and added important qualitative context to the study's overall conclusions.

The staff members of the teachers worked together to carry out the coding procedure, which was essential to the qualitative analysis. This cooperative endeavour guaranteed an extensive range of viewpoints and proficiency in coordinating the qualitative observations with the defined parameters of the Key English Test (KET) standards. Using their professional judgement and discernment, the instructors' staff coded the data in a methodical manner, classifying the main themes, patterns, and insights in accordance with the KET standards' predetermined requirements. In addition to enriching the qualitative analysis, this collaborative coding technique helped the participating educators come to a shared understanding and conclusion. The KET standards provided a strong basis for the coding process, which strengthened the validity and relevance of the study's conclusions and enabled a more nuanced interpretation of the data in the qualitative analysis.

2.9. Initial Diagnosis

The initial diagnosis is one of the most critical steps in assessing the language proficiency of tenth-grade students as part of the system of training classes aimed at obtaining the international certification corresponding to the A2 level. This assessment was conducted two months ago and focused on evaluating the students' English language skills, specifically in reading and listening. The primary objective of this diagnosis was language abilities and identify areas that require improvement to tailor the training classes effectively. The following section presents the pre-test findings and sheds light on the student's performance in reading and listening skills.

The pre-test assessment encompassed an evaluation of the four key language skills: reading, writing, speaking, and listening. Students were presented with diverse tasks and

exercises to measure their comprehension and competency in these areas. The assessment was designed to align with the requirements of the A2 level certification, which is a foundational level for communication in English, allowing individuals to understand and utilize everyday expressions and phrases.

The results of the pre-test conducted at the San José La Salle school are shown in this section. These data were used to generate statistical calculations that provide the criteria needed to examine the hypothesis and allow the creation of findings and suggestions for this study. It is vital to note that the four communicative skills (reading, writing, listening, and speaking) were used by the norms of the KET test. The statistics found are shown below.

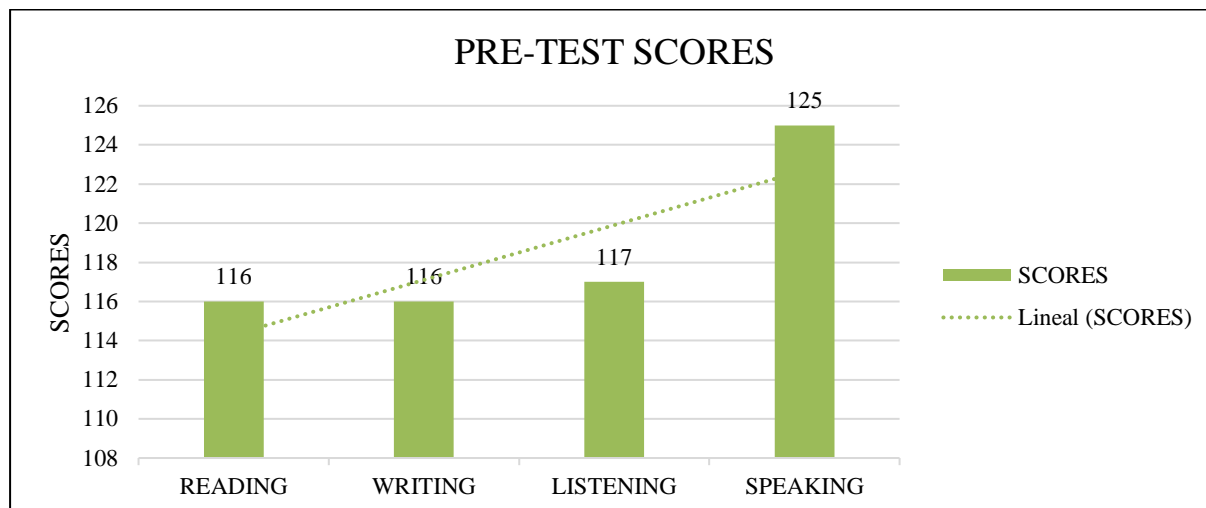
Table 4. *Results of the pre-test in tenth graders*

Participants	Reading	Writing	Listening	Speaking	General Results
1	115	116	111	106	112
2	110	119	90	120	110
3	115	125	115	125	120
4	117	120	115	123	119
5	120	115	118	119	118
6	125	110	125	126	122
7	125	123	118	123	122
8	115	134	119	125	123
9	105	118	124	120	117
10	113	123	127	115	120
11	117	110	116	120	116
12	118	110	119	125	118
13	118	115	125	130	122
14	125	120	120	132	124
15	110	95	125	128	115
16	100	100	105	127	108
17	105	100	100	128	108
18	109	119	115	125	117
19	115	115	115	125	118
20	120	110	112	138	120
21	120	116	117	135	122
22	122	120	118	125	121
23	120	120	123	129	123
24	128	128	126	125	127
25	125	125	120	125	124
Total	116	116	117	125	119

Note. Elaborated by Alicia Chicaiza

Graph 1.

Pre-test results



Note. Elaborated by Alicia Chicaiza

Reading

Based on certain criteria, individuals displayed varying levels of ability in the Reading domain. The main ideas (MI: Achieved) and details (CD: Achieved) in the text were clearly understood by participants 6 and 7, demonstrating their good comprehension abilities. However, the precise extraction of information was difficult for Participants 2 and 16 (CD: Not Achieved), suggesting areas that needed work. While comprehension and vocabulary usage (VU: Achieved) were high, Participants 2 and 16 might still use further instruction on extracting meaning from context (IMC: Partially Achieved).

Writing

Participants demonstrated a range of performance levels in the Writing skill, all of which met predetermined requirements. Participants 8 and 14 met the standards for clarity (CC: Achieved), coherence (COH: Achieved), and task relevance (TR: Achieved), exhibiting an excellent understanding of grammar (CG: Achieved), sentence structure (CSS: Achieved), and vocabulary (VU: Achieved). As a result, writing coherence, task completion, and relevance to the question (TR: Partially Achieved) all need to be improved. However, Participants 2 and 15 struggled to meet these requirements (CC: Not Achieved, COH: Partially Achieved).

Listening

Participants' listening skills demonstrated a range of accomplishments according to predetermined standards. In terms of identifying specific information (RSI: Achieved), recognising the specific ideas (MI: Achieved), and overall understanding (OC: Achieved), participants 6, 13, and 14 demonstrated exceptional proficiency. On the other hand, Participants 2 and 16 had difficulties fulfilling these standards (RSI: Partially Achieved, MI: Not Achieved), highlighting areas that needed work. Even though most participants had a great ability to follow instructions (FI: Achieved), some may benefit from further help to improve their overall listening comprehension.

Speaking

The Speaking skill demonstrated performance in line with established standards. Precise pronunciation (P: Achieved), proficient command of grammar and vocabulary (CG: Achieved, VU: Achieved), and successful interactive communication (IC: Achieved) were all displayed by participants 6, 13, and 14. They performed basic conversations with little assistance, demonstrating a prominent level of competency. On the other hand, the results indicate that there is still time for development in terms of pronunciation (P: Partially Achieved) and interactive communication (IC: Partially Achieved) among Participants 1, 2, and 15. This suggests that this requirement may receive more targeted attention.

Overall, the group showed competence in various areas within each skill, including great comprehension and utilisation of language. There is a need for development, nevertheless, especially in the areas of speaking fluency, listening comprehension, writing coherence, and task relevance, as well as properly extracting information from texts. This thorough review offers insights into the areas that require attention and strengths, allowing for targeted interventions to improve language competence overall.

Table 5. Operationalization Matrix (Independent variable)

Independent variable	Conceptual definition	Dimensions	Indicators	Scales
International certification	An international certification of languages refers to an official document or credential that attests to a person's proficiency or competence in a particular language, according to internationally recognized standards. These certifications are typically issued by reputable language assessment organizations or institutions and are widely accepted and respected worldwide.	Language proficiency A2	Listening	<p>KET for school's rubric</p> <ul style="list-style-type: none"> • Understanding of Main Ideas • Comprehension of Details • Ability to Recognize Specific Information • Ability to Follow Instructions • Overall Listening Comprehension
			Reading	<ul style="list-style-type: none"> • Understanding of Main Ideas • Comprehension of Details • Vocabulary Usage and Understanding • Ability to Infer Meaning from Context • Overall Comprehension and Engagement
			Speaking	<ul style="list-style-type: none"> • Grammar and Vocabulary • Pronunciation • Interactive communication

	Writing	<ul style="list-style-type: none"> • Clarity and Coherence: • Grammar and Sentence Structure • Vocabulary Usage and Variety • Task Completion and Relevance • Overall Writing Proficiency
Test Format and Requirements	Knowledge of Test Structure and Components	<ul style="list-style-type: none"> • Strongly Agree • Agree • Disagree • Strongly disagree
Opportunities to apply the language	Responding to Real-Life Situations	<ul style="list-style-type: none"> • Strongly Agree • Agree • Disagree • Strongly disagree
Teacher Qualifications and Support	Qualifications and Expertise	<ul style="list-style-type: none"> • Strongly Agree • Agree • Disagree • Strongly disagree

Note. Elaborated by Alicia Chicaiza

Table 6. *Operationalization Matrix (Dependent variable)*

Dependent variable	Conceptual definition	Dimensions	Indicators	Scales
System of training classes	A training system corresponds to a set of courses established to achieve the goals set within a student instruction that is governed by a projected study guide for an academic training plan. Considering the development of information and communication technology, increased students who seek to learn English join in the execution of a significant variety of activities with more than one performance model, beyond the academic field in the era digital. In response to the mismatch	Curriculum Development	Design of comprehensive curriculum aligned with A2 level proficiency	<ul style="list-style-type: none"> • Strongly Agree • Agree • Disagree • Strongly disagree
		Class Delivery and Instruction	Teaching strategies	<ul style="list-style-type: none"> • Use of Engaging Teaching Methods • Integration of Interactive Activities • Encouragement of Active Student Participation • Implementation of tech tools
		Resources	Use of Authentic material	<ul style="list-style-type: none"> • Audiovisual Materials • Online Practice Tests • Digital platforms • Reference Books • Worksheets • Language Lab

between traditional school literacy practices and the diverse world mediated by technology, multimodal pedagogy in language lessons is being promoted and encouraged in conjunction with meaningful expression (Li, 2020).	Collaborative learning	Agreement on the use of collaborative learning	<ul style="list-style-type: none"> • Strongly Agree • Agree • Disagree • Strongly disagree
	Assessment and Feedback	Use of formative and summative assessments to monitor and guide student learning	<ul style="list-style-type: none"> • Always • Often • Sometimes • Never

Note. Elaborated by Alicia Chicaiza

Chapter 3

Presentation and validation of the proposal

Through the present chapter, it has been able to verify the process of the innovative system created to help 10th graders get the international certification equivalent to the A2 level. The system under consideration, designed to improve language skills via customized instruction, is thoroughly tested to ensure it is effective and compliant with the desired certification requirements. The approaches used to validate the suggested system are described in this chapter, along with performance indicators and assessments. The validation procedure is essential in confirming the planned strategy's feasibility and efficacy, highlighting the dedication to equipping students with the abilities required for A2-level international certification. Implementing a program that provides instructional courses designed to help tenth-grade students achieve the A2 level international certification is a significant advancement in education.

3.1. Validation of the proposal

This part was aimed to comprehensively validate the concept by examining it from a theoretical and empirical standpoint. This study has provided vital insights into the feasibility, practicality, and other predicted advantages it was expected to give.

Theoretical Foundation

The four language learning strands developed by Paul Nation provide a thorough theoretical foundation for the suggested approach, designed to assist tenth graders in obtaining A2 international certification. To ensure that training classes include interesting materials and real-world scenarios, the first strand, meaning-focused input, emphasizes the significance of exposing students to authentic and meaningful language experiences. The second strand, meaning-focused output, encourages interactive activities and group discussions, which promotes active language usage and communication and helps students express themselves effectively. The third strand, vocabulary- or language-focused learning, emphasizes the necessity of explicit training in language forms and proposes special sessions for the methodical teaching of A2-level vocabulary and grammatical components.

The technique is based on a strong theoretical framework consistent with current language instruction paradigms. The curriculum aims to enhance language learning by integrating principles

from linguistic theory, cognitive science, and pedagogical approaches. The approach guarantees that students will acquire foundational knowledge and practical language proficiency by integrating the concepts of communicative language instruction and task-based learning. Finally, the fourth strand, fluency development, emphasizes encouraging students to use language in natural and spontaneous ways. It does this by directing the inclusion of activities like role-playing and communicative tasks, which help students become more fluent and confident when using language. A strong basis for a comprehensive language learning program customized to meet the unique criteria of international certification at the A2 level is provided by integrating these components.

Professional Criteria

To validate the notion, it was crucial to expose it to the examination of experts in the corresponding field. It was advisable to consult language educators, linguists, and curriculum experts for comments to evaluate how well the planned training programs matched with recognized standards and benchmarks. Their perspectives provided vital external observations, guaranteeing that the program fulfils both academic requirements and practical language competency standards. Rigorous consideration of professional standards was essential in designing the suggested approach for training 10th graders to achieve international certification at the A2 level. This calls for carefully aligning with established standards and requirements defined by respectable language education and certification organizations.

The professional standards covered several topics, including curriculum design, assessment procedures, instructional approaches, and language competency standards. The proposal has guaranteed a robust framework that satisfies the strict requirements of the certification process and conforms to industry-recognized standards by carefully integrating these criteria into the design and execution of the training programs. This commitment to professional standards contributes to the language education program's overall quality and applicability by enhancing the suggested system's credibility and emphasizing its effectiveness in preparing students for success in the intended certification.

Systematization of Experiences

Validation requires a methodical examination of previous events and their resulting consequences. By examining comparable initiatives and their influence on students' educational achievements, we may get valuable insights into the possible efficacy of the suggested training

programs. The process of categorizing and organizing past experiences acts as a reliable guide, steering us away from expected problems and towards the solutions that have been successful in similar situations.

Viability and feasibility

The viability and practicality of the concept are essential factors in guaranteeing its effective execution. To ensure a smooth incorporation of the system into the current educational structure, it was necessary to conduct a thorough assessment of the financial, logistical, and infrastructural obstacles. Conducting a thorough cost-benefit analysis and a detailed risk assessment will provide a complete knowledge of the possible obstacles and benefits of the proposed system.

Benefits

Thus, the validation approach should emphasize the many advantages that are expected to result from the system of training sessions. In addition to the clear benefit of obtaining an international certification at the A2 level, the program seeks to foster proficiency in several languages and an understanding of many cultures among tenth-grade students. This improves their academic credentials and gives them essential skills for a globally networked environment.

The suggested system of training courses is finally validated by its theoretical rigor, adherence to professional norms, thorough examination of past experiences, and rigorous evaluation of its feasibility and practicality. Based on theoretical and practical factors, this validation establishes a solid basis for the effective implementation of the project, marking the start of a new era in language instruction for tenth-grade students.

3.2. Characteristics of the proposal

The training courses system is specifically developed to facilitate attaining international certification at the A2 level for tenth graders. It is characterized by many essential attributes that enhance the comprehensive growth of language competence.

Comprehensive Curriculum Design

The plan incorporates a thoroughly designed curriculum that addresses all the essential elements of language development. The curriculum encompasses several aspects of language acquisition, including grammar and vocabulary growth and mastery in oral communication,

auditory comprehension, reading, and writing. The objective is to foster comprehensive language fluency.

Targeted Skill Development

The technique prioritizes the development of specific skills that contribute to language competence. The curriculum integrates specialized modules and exercises that target students' obstacles to attaining A2-level competence, guaranteeing a thorough and refined approach to language education.

Interactive Pedagogy

This notion is based on an educational method highlighting the importance of interaction and putting learner-centerer. The seminars strive to be captivating and promote active participation, cooperation, and the practical application of language skills using contemporary teaching approaches. The dynamic learning environment improves both motivation and retention.

Technological Integration

The project employs digital tools and resources to augment the learning experience via technology. Online platforms, language learning programs, and multimedia material enhance conventional classroom teaching, offering students a varied and dynamic language learning experience.

Assessments

Formative and summative assessments are crucial components of a comprehensive evaluation system that allows for ongoing monitoring of student development. Periodic quizzes, assignments, and interactive assessments provide crucial feedback to students and teachers, fostering continuous growth.

Cultural Competence Emphasis

The technique places significant emphasis on cultural competency in addition to language skills. The curriculum comprises courses that familiarize students with the cultural subtleties of the target language, enabling them to effectively communicate in many worldwide settings while acknowledging the interdependence of language and culture.

Flexibility and Adaptability

Recognizing the heterogeneous learning requirements of students, this concept encompasses a structure that can easily adjust and fulfil different expectations. Strategies for varied

education accommodate many learning styles, guaranteeing that every student may advance at their speed while obtaining the essential assistance for achievement.

Collaborative Learning Environment

The notion of a collaborative learning environment promotes an educational atmosphere that fosters cooperation, active engagement among peers, and group-oriented work. Collaborative endeavours, language interchange programs, and intercultural dialogues enhance the educational process, fostering both linguistic aptitude and interpersonal abilities.

Continuous Professional Development

The strategy included ways to guarantee that educators participate in continuous professional development to maintain a high standard of teaching. Teachers are provided with seminars, training sessions, and collaborative forums to ensure they remain up-to-date with the newest developments in language instruction. This improves their academic performance.

The features of this concept come together to provide a thorough and flexible structure for developing language skills. The plan outlines a comprehensive approach to equipping tenth-grade students with the requisite abilities and confidence to achieve international certification at the A2 level. This will be achieved by addressing several facets of language acquisition, promoting cultural competence, and using innovative pedagogical approaches.

3.3. Objectives of the proposal

- To facilitate and support tenth-grade students in achieving an international certification at the A2 level, verifying their English proficiency.
- To develop expertise in listening, speaking, reading, and writing to get a flexible command of the desired language.
- To enhance communication efficacy in varied global situations by fostering cultural knowledge and proficiency.
- To combine the process of acquiring language skills with technology, using digital resources to enhance the entire educational experience.

3.4. Structure and dynamics of the components of the proposal

It becomes evident that its efficacy arises from the intricate and interrelated structure of its many components. This design emphasizes a deliberate and strategic arrangement to optimize the

educational experience for tenth-grade students who are hoping to get international certification at the A2 proficiency level.

The strategy starts with the establishment of a foundational layer, which entails the thorough development of a comprehensive curriculum. This is a meticulously crafted sequence of instructional modules, each meticulously tailored to address a distinct facet of linguistic proficiency. The curriculum follows a methodical approach, beginning with fundamental grammar and gradually advancing towards a proficient level of conversational ability. It offers a systematic framework for developing essential linguistic abilities. The sequential design ensures a methodical progression in complexity and the seamless incorporation of new concepts.

This framework provides a specific basis for developing certain skills. The methodology recognizes the broad range of language proficiency and assigns separate segments to enhance each ability: auditory comprehension, oral communication, textual understanding, and written expression. These components synergistically combine to provide a complete methodology that closely mirrors the use of language in authentic real-world scenarios. The approach strategically emphasizes certain talents at distinct stages to improve the learning trajectory, allowing pupils to thoroughly comprehend one aspect before seamlessly progressing to the next.

The suggestion emphasizes the need for an engaging instructional method. Unlike traditional methods that rely on repeating rote learning, this approach places the learner at the centre of the learning process. Education includes interactive activities, collaborative debates, and practical experiences. This ensures active involvement and enhances the correlation between theory and practical application. This instructional approach inherently fosters an environment in which language acquisition is not just acquired passively but actively engaged.

The integration of technology into the plan's structure represents a significant shift in language training. Incorporating digital technology, online platforms, and multimedia resources improves the traditional classroom setting. The mutually beneficial interaction between technology and instruction enhances the overall learning experience. Students establish a connection with language not just via traditional learning materials like textbooks and lectures but also by interactive software, virtual language exchange programs, and authentic multimedia resources.

The proposal's effectiveness is improved by its comprehensive assessment process, including formative and summative evaluations. Assessment is crucial at every level of the

educational process, not only as a decisive step. Continuous assessments, such as quizzes, assignments, and interactive evaluations, provide students with regular feedback, allowing them to track their progress. Furthermore, educators can adapt their teaching techniques to meet the evolving needs of the class. The continuous assessment cycle transforms learning into a malleable and adaptable journey.

The concept integrates cultural proficiency as a fundamental element of language instruction. Students are exposed to the complex cultural characteristics of the language they are studying via carefully designed courses that recognize the importance of language as a gateway to culture. This not only enhances their understanding of language in a specific context but also equips them with the essential abilities to navigate many cultural settings with sensitivity and effectiveness.

The plan's many elements are seamlessly interconnected via the unifying attributes of flexibility and adaptability. The design incorporates a flexible foundation to cater to students' varied learning methods and needs. Using various teaching approaches, students may progress at their own pace while receiving the necessary support to succeed. This level of flexibility ensures that the approach remains adaptive to the changing dynamics of the educational environment.

The plan incorporates educational environments that promote collaborative learning, allowing students to interact with their peers and work together on tasks. Students are urged to enhance their abilities and engage in cooperative endeavours, language interchange initiatives, and cross-cultural interactions. The collaborative method improves the learning experience and cultivates interpersonal skills essential for effective communication in many international contexts.

The last tier of the proposal's framework addresses the aspect of ongoing professional growth. The educators involved in developing this language curriculum actively engage in regular seminars, training sessions, and collaborative forums. The instructors' commitment to ongoing professional development ensures that they remain well-informed about the newest trends in language education, adapting their teaching methods to align with the evolving needs of students.

Fundamentally, the organization and interactions of the elements within the proposal lead to a cohesive coordination of data gathering. It is a carefully orchestrated blend of curriculum development, skill enrichment, interactive pedagogical approaches, technology integration, assessment strategies, cultural awareness, flexibility, cooperative learning, and continuous

professional development. The plan is a flexible and adaptable framework designed to give tenth graders the necessary abilities and confidence to overcome language learning challenges and achieve international certification at the A2 level.

3.5. Description of the methodological requirements

Some methodological requirements had to be implemented to develop the proposal. Firstly, it was necessary to survey the teachers at La Salle High School; the purpose of this survey was to gather insights and feedback from the San José La Salle teachers' staff regarding the system of training classes aimed at helping tenth-graders obtain the International Certification corresponding to A2 level. The teachers' responses have contributed to the understanding and improvement of the training system.

In this context, the survey has produced several meaningful results. Following the implementation of the system of training classes, The English teachers at San José La Salle school in Latacunga were surveyed, and the findings are displayed in this section. This survey's primary focus is to gather instructors' perspectives on implementing the most effective training methods for students to prepare them for the KET test, which corresponds to the A2 level of the CEFR.

3.6. Description of the budget or financial analysis

Implementing the training class system to obtain the international certification level A2 requires careful financial planning to guarantee the effectiveness and sustainability of the project. Below is a description of the budget and the associated financial analysis:

Human Resources

The instructors for the training will be the English teachers from La Salle High School, so no budget will be needed to pay new teachers for this proposal.

Program coordination will be the researcher's responsibility for this document, so no budget will be needed to pay a coordinator for the program.

Didactic materials

Management for acquiring teaching materials aligned with the study plan and program objectives. No budget is needed.

Integration of educational technologies to improve the learning experience. It will use tools such as Kahoot and Quizizz at no cost.

Technology and Equipment

Acquisition and maintenance of technology necessary for interactive activities and digital tools. No budget is needed.

Ensure a stable internet connection to use online resources effectively. No budget is needed since La Salle High School has a good internet connection.

Continuous training

The budget is allocated to continuous training programs for instructors, ensuring the constant updating of pedagogical skills. This will depend on what La Salle High School decides for the future.

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

A detailed examination of the participants' performance in each of the four-language skills Reading, Writing, Listening, and Speaking provided important context for understanding the effectiveness of the suggested intervention during the analysis and discussion of the outcomes from the proposal's implementation. The goal of this intervention was to develop language skills in accordance with predetermined standards and to provide participants with a more nuanced view of their areas of strength and growth. Analysing both individual and group accomplishments serves as a basis for assessing how well the suggested tactics work. The purpose of the presentation is to explore the nuances of participant performance by identifying trends, patterns, and implications that support a comprehensive understanding of how the intervention affects language acquisition outcomes. As we begin this study, an in-depth analysis of every skill and the indications that go along with it will show how successful the suggested measurements are, and this will inform future improvements for an even more customised and significant language learning experience. Below there are the finding after the application the post-test.

Quantitative Analysis

Below are the numerical outcomes derived from both the pre-post-tests and the survey:

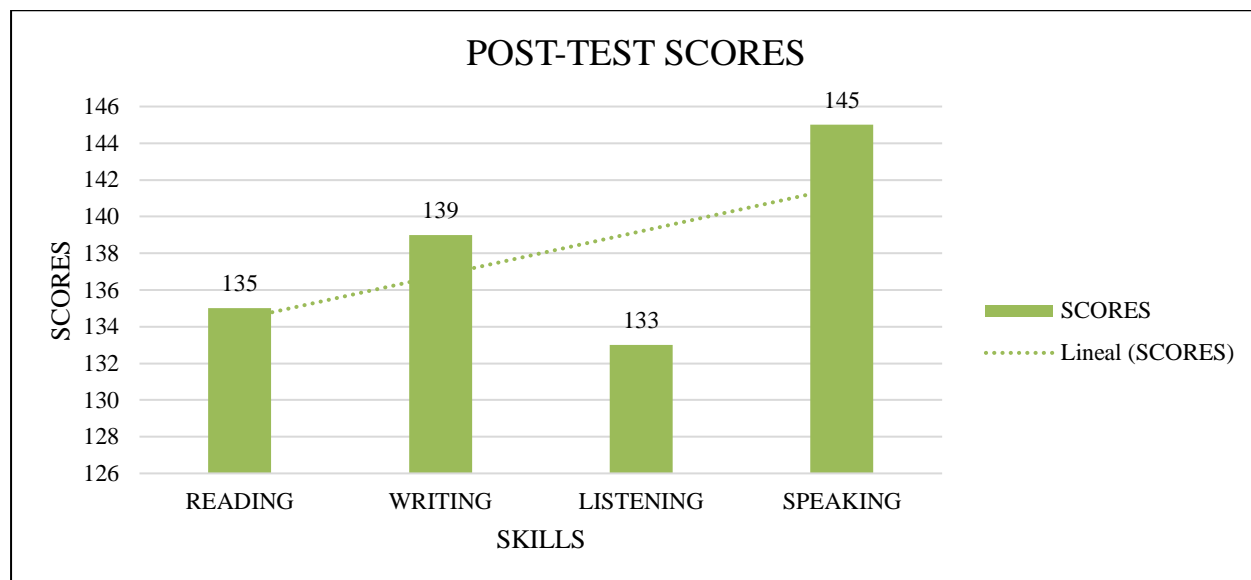
Table 7. *Results of the post-test in tenth graders*

Participants	Reading	Writing	Listening	Speaking	General Results
1	133	135	137	148	138
2	149	143	150	150	148
3	145	141	140	146	143
4	135	140	129	138	136
5	135	140	140	145	140
6	137	140	134	150	140
7	138	135	133	135	135
8	133	135	124	150	136
9	133	140	124	150	137
10	134	135	130	150	137
11	130	134	135	145	136
12	134	129	129	140	133
13	141	137	147	150	144
14	122	146	122	150	135
15	137	140	147	150	144
16	149	137	134	150	143
17	142	139	145	150	144
18	135	125	139	143	136
19	139	140	140	145	141
20	137	137	130	150	139
21	130	146	134	150	140
22	135	138	135	145	138
23	134	150	119	118	130
24	108	141	110	126	121
25	138	146	124	146	139
Total	135	139	133	145	138

Note. Elaborated by Alicia Chicaiza

Graph 2.

Post-test results



Note: Elaborated by Alicia Chicaiza

Qualitative Analysis

The coding procedure that is essential to the qualitative results is revealed in the next section.

Reading

Based on key indicators from the rubric, users showed differing degrees of competency in the reading area. Participant 2 demonstrated advanced comprehension abilities, meeting requirements for grasping details (CD: Achieved) and main ideas (MI: Achieved). However, Participant 14 had difficulties, as evidenced by their inability to acquire specifics (CD: Not Achieved) and their partial knowledge of the fundamental principles (MI: Partially Achieved).

Although Participant 14's vocabulary usage (VU: Achieved) was excellent, she may use more assistance in deriving meaning from context (IMC: Partially Achieved).

Writing

A range of writing abilities were demonstrated by participants, all in alignment with the rubric's indicators. In terms of clarity (CC: Achieved), coherence (COH: Achieved), and task relevance (TR: Achieved), participant six excelled. Lofty standards were met in terms of vocabulary (VU: Achieved), sentence structure (CSS: Achieved), and grammar (CG: Achieved). However, Participant 15's difficulties with writing coherence and task relevance (TR: Partially Achieved) suggest that their organization of thoughts needs to be improved. Attention was needed in the areas of coherence (COH: Partially Achieved) and clarity (CC: Not Achieved). Results of the application of the survey

Listening

As listening abilities were measured using rubric markers, specific achievements were revealed. Participant 2 showed great skill, meeting requirements for overall comprehension (OC: Achieved), major concept recognition (MI: Achieved), and specific information identification (RSI: Achieved). However, Participant 23 indicated opportunities for development by having trouble identifying certain ideas (MI: Not Achieved) and overall knowledge (OC: Partially Achieved).

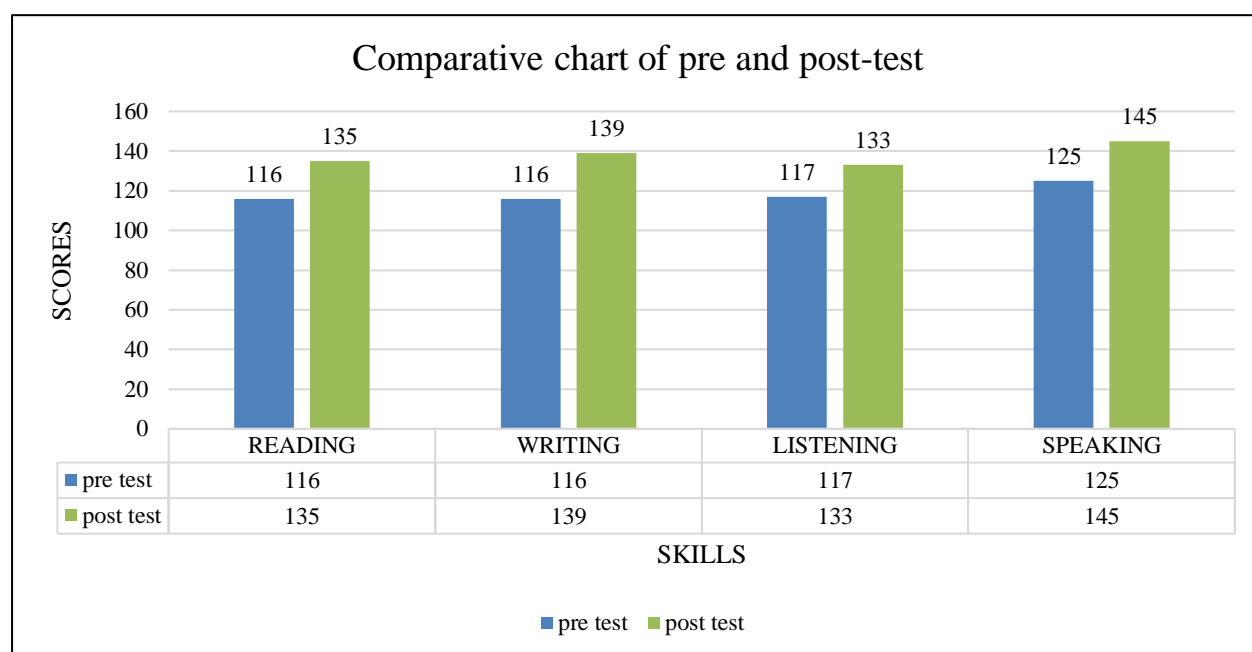
Speaking

Participants' performances in the Speaking skill matched the rubric markers. With requirements for pronunciation (P: Achieved), grammar (CG: Achieved), vocabulary (VU: Achieved), and interactive communication (IC: Achieved), participant number six demonstrated a high degree of competency. While Participant 1's speaking abilities were clearly well-versed, there was a need for growth in both interactive communication (IC: Partially Achieved) and pronunciation (P: Partially Achieved). These focused observations gleaned from rubric indicators

offer insightful advice for enhancing teaching strategies and tackling certain language ability areas that require development.

Graph 3.

Comparative chart of pre and post-test results



Note. Elaborated by Alicia Chicaiza

Interpretation: The pre-post test results show substantial advances in all language skills. The reading score rises significantly from 116 to 135, demonstrating improved understanding and ability. Comparably, writing abilities improved, going from 116 to 139, indicating better coherence and clarity in written communication. Scores for listening skills have increased from 117 to 133, demonstrating an improved capacity for comprehending and assimilating auditory information. Speaking abilities have advanced significantly, as seen by scores rising from 125 to 145, indicating improved oral communication ability. The intervention's or learning program's efficacy is demonstrated by the steady upward trend in all abilities, which shows improvement in participants' language proficiency from the pre- to post-test.

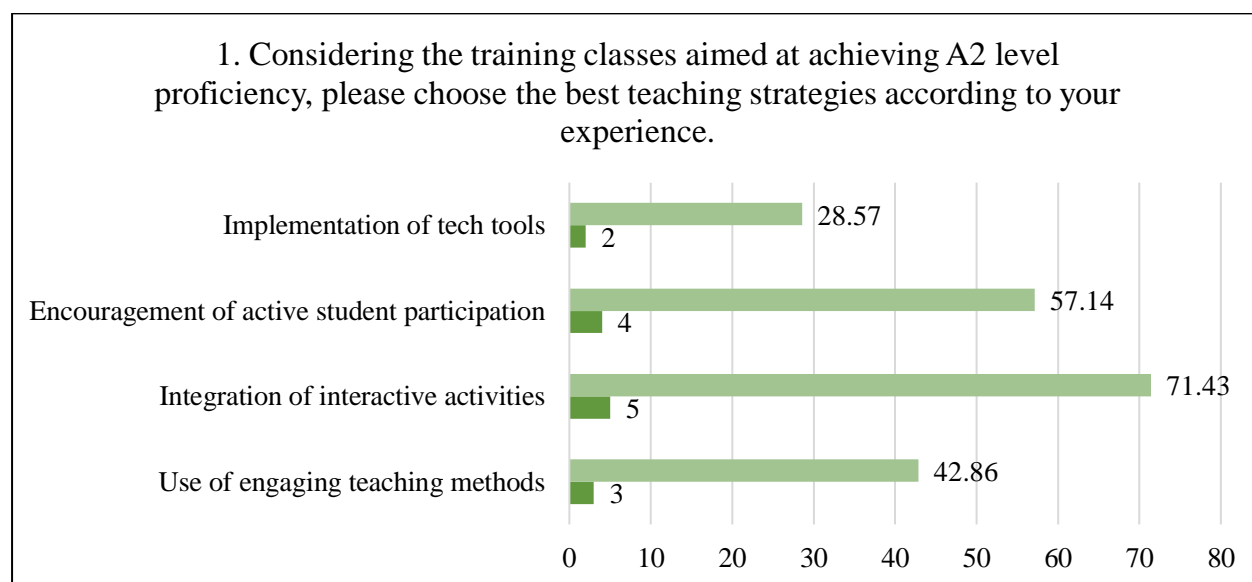
With regard reading, the increased score from 116 to 135 points reflected a heightened proficiency in extracting meaning from texts, evident in improved comprehension and analytical skills. For writing, the surge from 116 to 139 highlighted enhanced coherence and clarity in written expression, as participants demonstrated a more refined grasp of language structure and composition. Listening skills, indicated by the rise from 117 to 133, showcased an improved ability to comprehend and assimilate auditory information, with participants exhibiting greater proficiency in processing spoken language. Speaking abilities, as reflected in the remarkable increase from 125 to 145, pointed towards an elevated competence in oral communication, underscoring improved fluency, articulation, and overall effectiveness in conveying ideas verbally. These indicators collectively underscore the comprehensive success of the intervention or learning program, showcasing a targeted and impactful approach that led to substantial improvements across all facets of language proficiency.

Results of application of the survey addressed to La Salle Teachers' staff

Quantitative analysis

Graph 4.

Q 1. Considering the training classes aimed at achieving A2 level proficiency, please choose the best teaching strategies according to your experience.

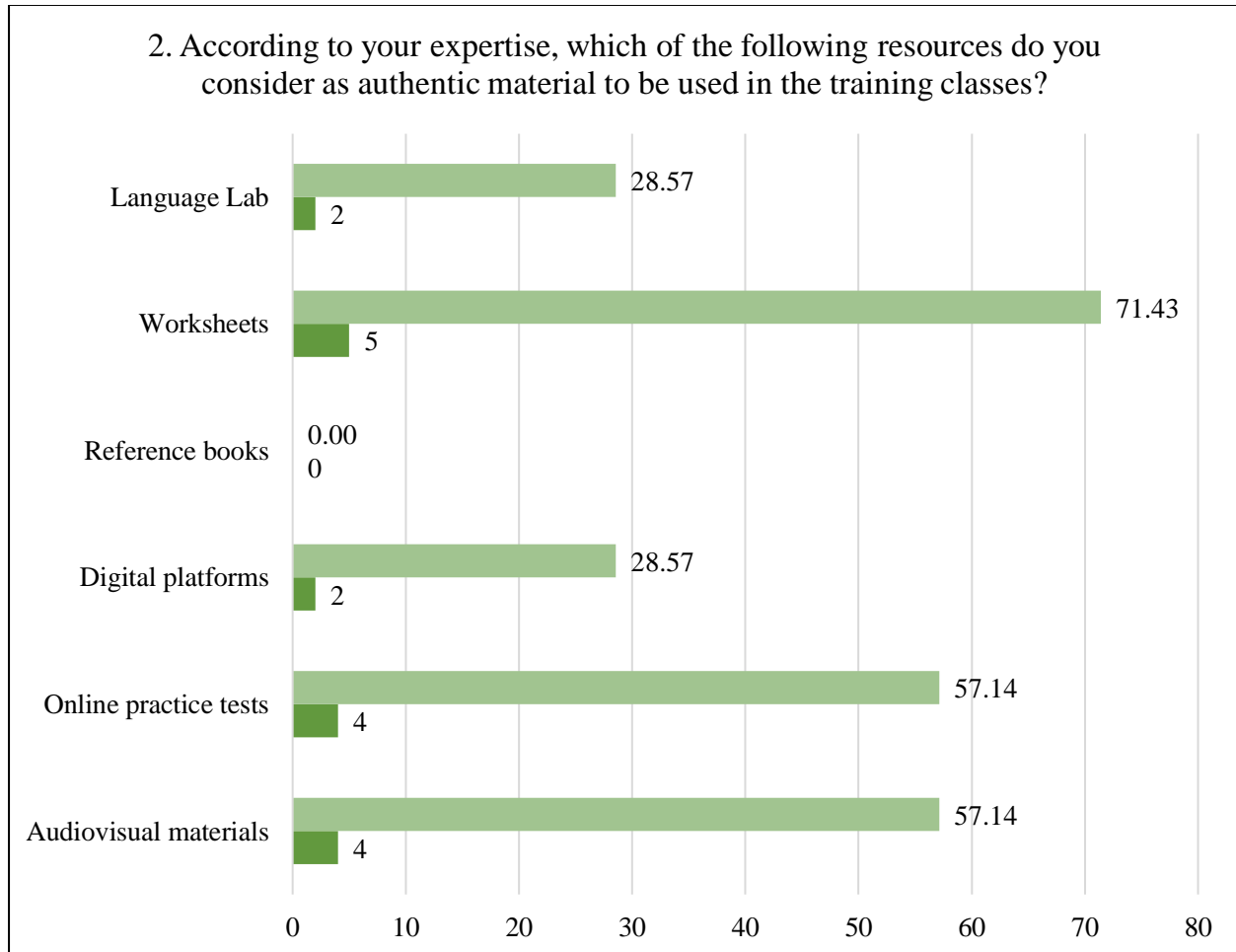


Note. Elaborated by Alicia Chicaiza

Interpretation: It is noticeable that the respondents support specific instructional methods in their attempt for A2 level achievement. Implementing interactive activities received the most support, with 71.43% of respondents favouring this strategy. The encouragement of active student involvement came in second place and garnered high approval from 57.14% of participants. 42.86% of respondents preferred engaging teaching strategies, indicating their perceived efficacy. On the other hand, just 28.57% of participants indicated a preference for using tech tools, which obtained the lowest proportion of preferences. Collectively, these findings show that the participants in the study strongly favour interactive, hands-on learning activities as the best way to teach A2-level competency.

Graph 4.

Q 2. According to your expertise, which of the following resources do you consider as authentic material to be used in the training classes?



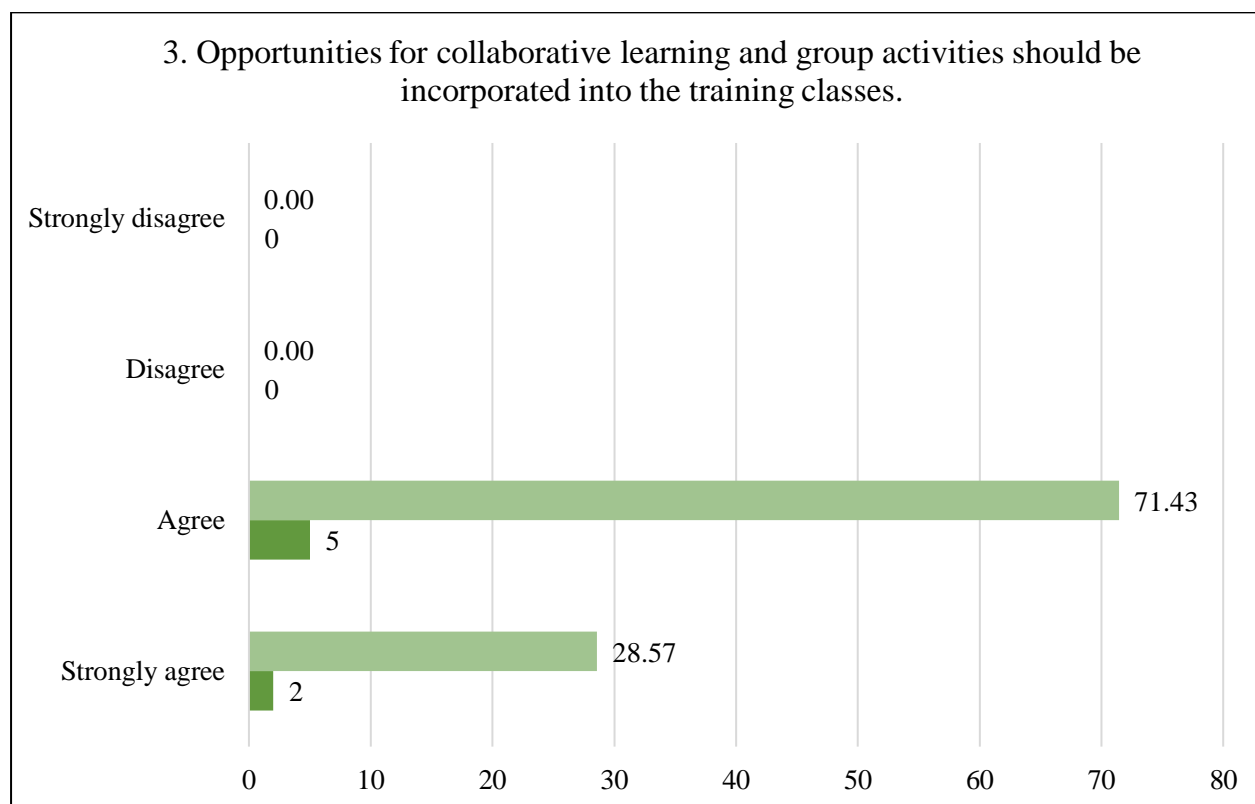
Note. Elaborated by Alicia Chicaiza

Interpretation: Professionals agree that Worksheets and audiovisual tools are authentic and valid for teaching in the classroom. Online practice exams are regarded as a helpful resource as well. While some experts still see digital platforms and language laboratories as authentic, they

might only be favoured by some. Reference books did not receive any support, showing general disapproval of their usage as the primary tool for language learning.

Graph 5.

Q 3. Opportunities for collaborative learning and group activities should be incorporated into the training classes.



Note. Elaborated by Alicia Chicaiza

Interpretation: A considerable proportion of respondents' favour including group tasks and collaborative learning in classes. Significantly, 71.43% of respondents strongly agreed with this strategy, showing substantial support for it as a teaching strategy. Furthermore, 28.57% of respondents agree, supporting the importance of collaborative learning experiences. Notably, none of the respondents disagreed or disagreed strongly, showing that this interactive and collaborative content should be included in training classes.

Graph 6.

Q 4. How frequently should the training classes utilize formative and summative assessments to monitor and guide student learning?



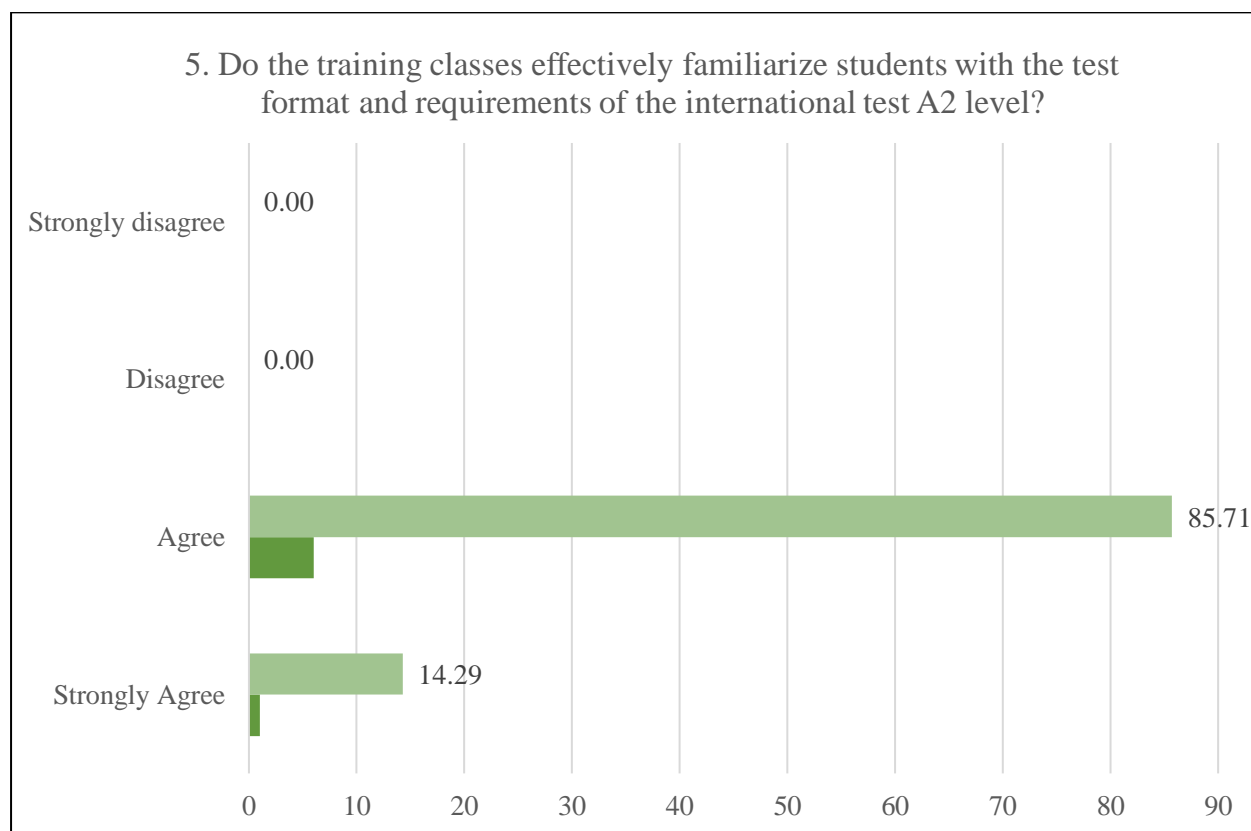
Note. Elaborated by Alicia Chicaiza

Interpretation: Significantly more than half (57.14%) said they would prefer always to include both summative and formative evaluations, demonstrating a deep belief in their value for monitoring and directing the development of students. Additionally, 28.57% of respondents said that evaluations should be used sometimes, indicating that they understand the benefit of doing so regularly. Only 14.29% of respondents say evaluations should be utilized frequently, suggesting that there may be circumstances in which assessments are relied upon more extensively. Notably, no respondents state a preference for never using assessments, highlighting the widespread consensus on the need to use assessments to track and direct student learning. This agreement

emphasizes the widely acknowledged value of formative and summative evaluations for enriching the educational process and monitoring learner development.

Graph 7.

Q 5. Do the training classes effectively familiarize students with the test format and requirements of the international test A2



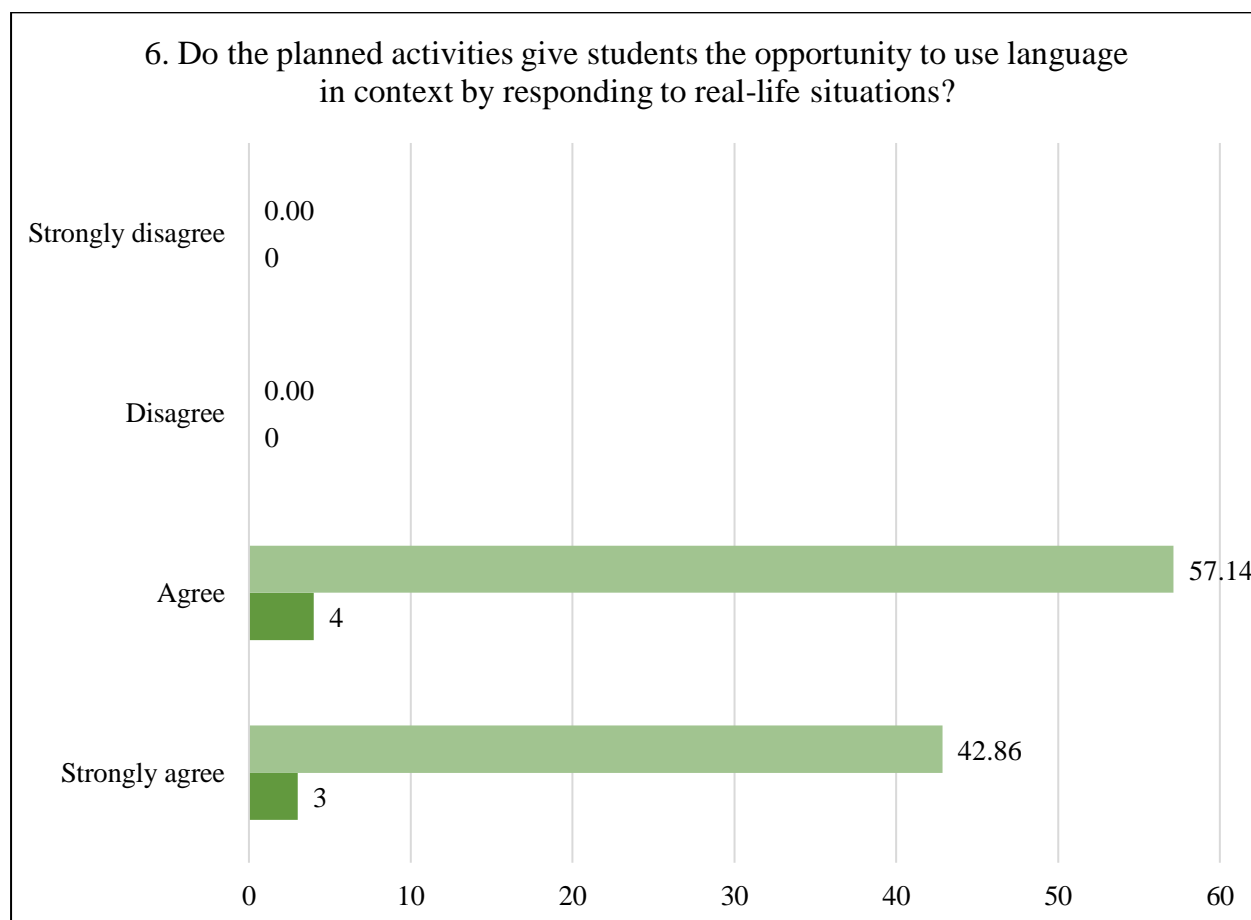
Note. Elaborated by Alicia Chicaiza

Interpretation: 85.71% of respondents strongly agree that the training classes successfully familiarize students with the structure and specifications of the international A2 level test. This demonstrates a high degree of confidence in the capacity of the training program to appropriately get pupils ready for the requirements and expectations of the A2 level test. The fact that 14.29% of respondents strongly agree with this claim further supports the value of the training sessions in this respect. These findings imply that the training programs are assessed favourably in their capacity

to effectively get students ready for the international A2 level test, which is a crucial step in achieving language competency.

Graph 8.

Q 6. Do the planned activities give students the opportunity to use language in context by responding to real-life situations?



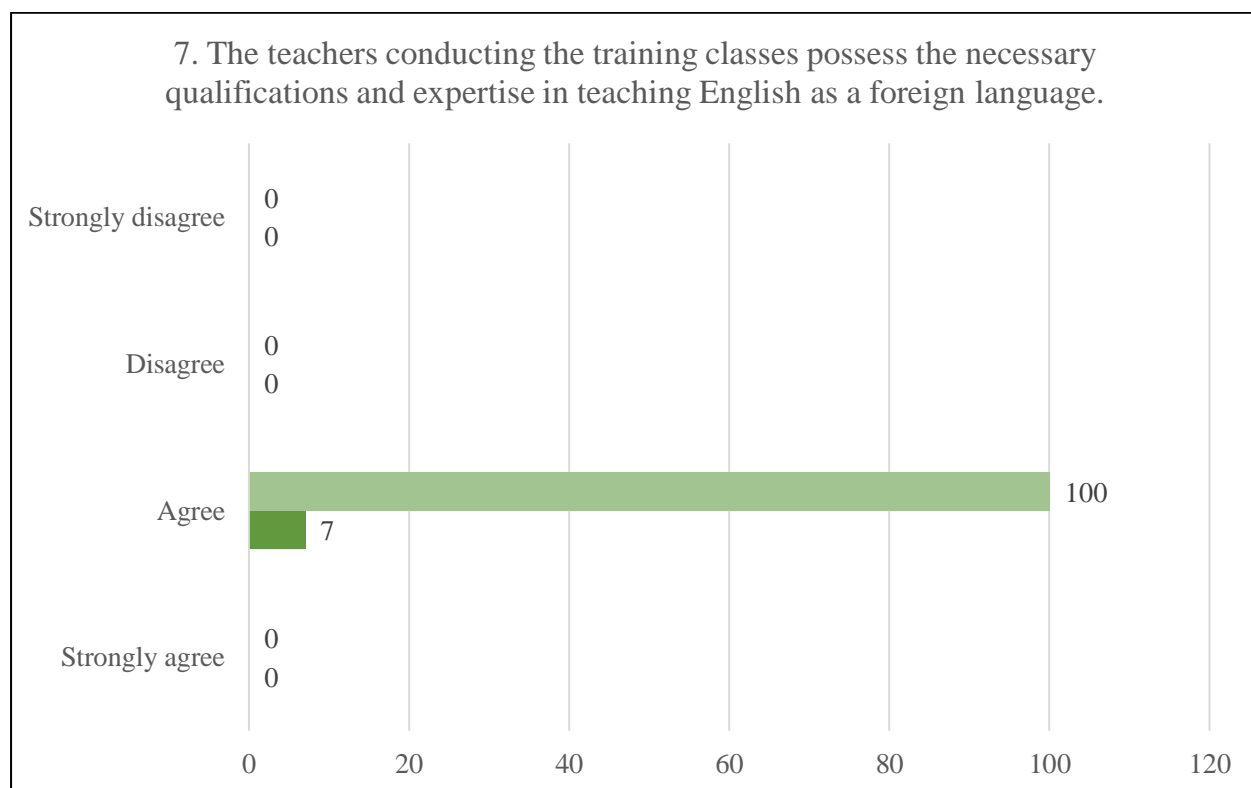
Note. Elaborated by Alicia Chicaiza

Interpretation: 57.14% of respondents strongly agree with the claim that the planned lessons successfully provide students the chance to respond to real-life situations and utilize language in context. In addition, this argument is supported by 42.86% of respondents who strongly agree. This demonstrates a prominent level of confidence in the capacity of the planned activities to provide realistic language usage scenarios. It is significant that no respondent's express criticism

or severe disagreement, showing a general agreement that the intended actions were beneficial in this regard. These findings together imply that the planned activities are highly appreciated for their ability to promote real-world language use in realistic settings, which is an essential component of successful language learning.

Graph 9.

Q 7. The teachers conducting the training classes possess the necessary qualifications and expertise in teaching English as a foreign language.



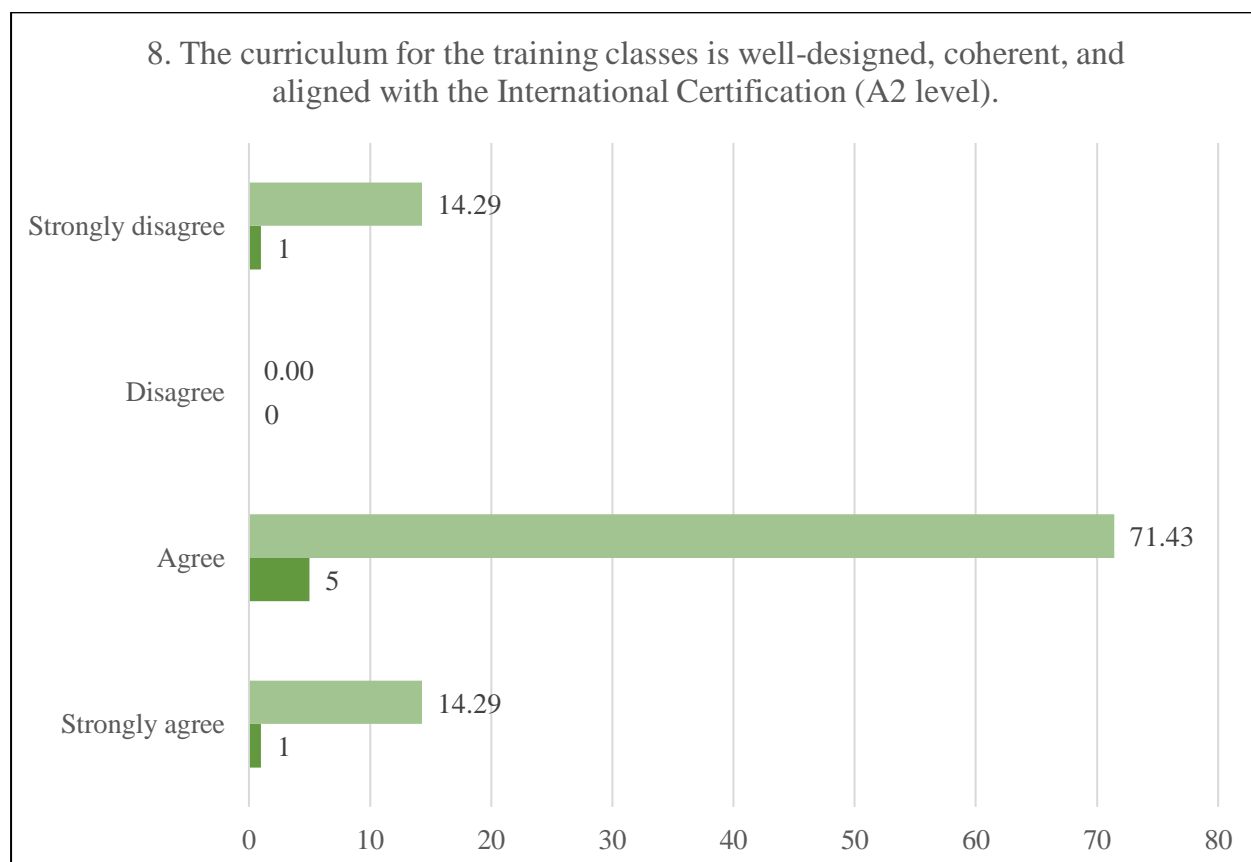
Note. Elaborated by Alicia Chicaiza

Interpretation: 100% of those surveyed unanimously agreed that the instructors for the training classes are qualified and experienced in instructing English as a foreign language. This broad agreement shows a high degree of confidence in the teachers' competency and proficiency, which is essential for guaranteeing the efficacy of the training program. The overwhelming support

also shows the community's confidence in the instructors' ability to instruct and direct learners in their language-learning process.

Graph 10.

Q 8. The curriculum for the training classes is well-designed, coherent, and aligned with the International Certification (A2 level).



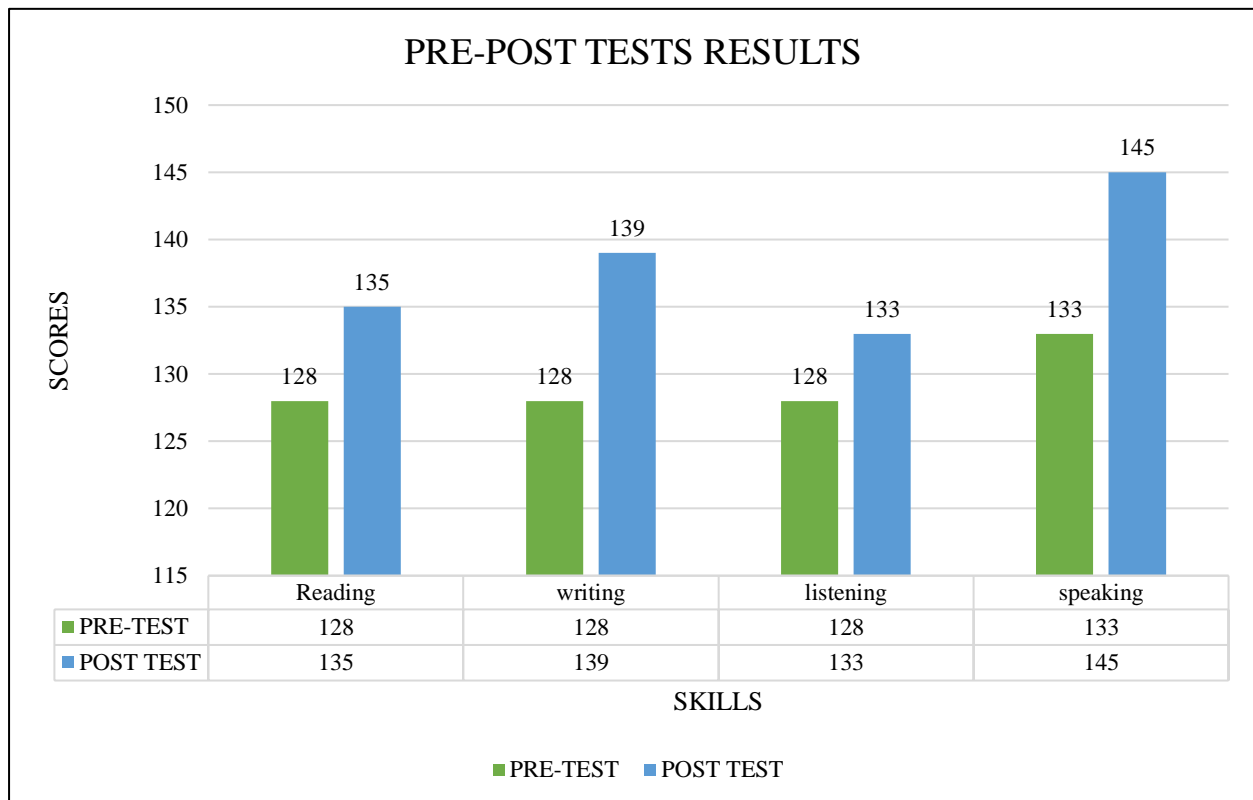
Note. Elaborated by Alicia Chicaiza

Interpretation: According to 71.43% of respondents, the curriculum for the training programs is well-designed, logical, and in line with the International Certification (A2 level). This shows a high degree of faith in the efficiency of the curriculum in preparing students for the A2 level certification. This statement is further supported by the fact that 14.29% of respondents strongly agree with it, demonstrating the high capacity and congruence of the curriculum. It is

important to note that 14.29% of respondents also strongly disagreed with this assertion, indicating that there may be potential for improvement or different perspectives on the program's efficacy.

Graph 11.

Comparison of results of pre-post test



Note. Elaborated by Alicia Chicaiza

3.8. Limitations in the study

Regarding the implemented proposal, challenges were evident related to the need for active collaboration and sustained commitment on the part of teachers, students and school administration. The effectiveness of the training classes depended on the acceptance and positive participation of those involved, and resistance or logistical limitations that affected the effective

execution of the proposed activities were identified. Furthermore, periodic evaluation and adjustments were noted to be essential to address the changing needs of students and ensure the continued adaptability of the training class system. These limitations underscore the importance of considering practical complexities and challenges when implementing educational initiatives at the institutional level.

In addition to the challenges outlined above, the temporal constraints of the training classes emerged as a noteworthy limitation in our study. The prescribed curriculum for tenth graders necessitated a delicate balance between covering essential language proficiency content and meeting the rigorous demands of the academic calendar. Time constraints were particularly evident in the attempt to integrate the international certification preparation within the existing school timetable. This posed challenges not only in terms of allocating sufficient time for comprehensive language training but also in accommodating the diverse learning paces of students. The nature of the classes, being embedded in the regular school schedule, raised concerns about the depth and intensity of language instruction, given the time limitations inherent in the traditional classroom setting. As we acknowledge the significance of these temporal considerations, future iterations of the training class system may need to explore alternative scheduling models or innovative approaches to optimize the use of limited classroom time while ensuring effective language acquisition.

Conclusions

1. Students at La Salle School, Latacunga campus, who are in tenth grade, have found that the suggested training programmes have been successful in resolving their primary concerns about the Key English Test criteria. The San José La Salle School in Latacunga pre- and post-implementation test results were thoroughly analysed for the study, and the results showed that students language abilities had significantly improved, with writing and speaking showing the most improvement. This suggests that a great deal of work and useful study strategies which were applied in the training sessions. As a result, the suggested training sessions have been successful in resolving the primary issues with the Key English Test criteria that La Salle School, Latacunga campus, tenth-grade students have.
2. The instructional strategies used in the training sessions have been successful in encouraging language acquisition, participation, and communication among La Salle School tenth graders. The usefulness of interactive and practical approaches in teaching English at the A2 level is supported by a survey conducted among English teachers at San José La Salle School in Latacunga. The findings show a strong commitment to supporting instructional practices that promote engaged student engagement and the integration of interactive activities into the curriculum. Instructors believe that these methods are quite successful in getting students ready for the KET test, which is equivalent to the Common European Framework's A2 level (CEFR). As a result, the instructional strategies used in the training sessions have been successful in encouraging language acquisition, participation, and communication among La Salle School students tenth grade.
3. The training class system's methodological plan has successfully integrated the international certification test that accurately corresponds to the A2 level of English proficiency as defined by the CEFR. The exam's structure in relation to the CEFR, brand, cost, accessibility, and resource availability, among other factors that might be pertinent to this proposal, were all taken into consideration when choosing the exam that would be used as a guide for teaching and learning during the training sessions. Consequently, the internationally recognised certification exam that most closely corresponds to the A2 level of English according to the CEFR has been successfully integrated into the methodological plan for the training class system offered.
4. The results of the study demonstrate that the recommended training sessions have effectively

addressed the primary concerns that tenth-grade students at La Salle School, Latacunga campus, have regarding the requirements of the Key English Test. The research's extensive analysis of the pre- and post-implementation test results revealed a considerable improvement in the students' language competency, particularly in speaking and writing. The success of the teaching strategies employed in the training sessions in promoting language learning, engagement, and interaction among tenth-grade students is further supported by the survey administered to English instructors at San José La Salle School.

Recommendations

To assess the training sessions' long-term impact on students' language proficiency, more study would be helpful. Moreover, exploring the potential for extending the training programme to include more grade levels or additional schools will provide insightful information on how well it integrates diverse student groups. Additionally, considering the possibilities of incorporating online or virtual components into the training sessions might increase the audience and offer more flexible learning alternatives.

Future research could examine the connection between students' performance in the training sessions and their extracurricular language learning activities in order to uncover further learning opportunities. Additionally, looking at how cultural factors influence language acquisition and considering including culturally relevant content in the training curriculum might pique students' interests. In addition, an analysis of the training program's alumni' long-term career and academic outcomes would provide insight into the program's consequences outside of language learning.

For professionals who want to conduct the study, it is important to establish clear learning objectives and align instructional methodologies with the language competency requirements of the targeted certification test. Collaboration with stakeholders and language education specialists is essential for ensuring that the training course is appropriate and relevant in the deeper educational context. Additionally, it is recommended that the implementation of comprehensive assessment instruments be encouraged in order to investigate the overall impact of the training courses on students' intercultural competency, language proficiency, and self-assurance.

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Appendix 2: Research Plan



TITLE OF THE PROPOSAL:

**System of training classes to obtain the international certification corresponding to A2
level for tenth graders at La Salle school**

AUTHOR: Alicia Margarita Chicaiza Díaz

TUTOR: Dr. Martha Castillo Noriega PhD.

Introduction

Globalization and other factors have caused changes in educational systems across the world in the twenty-first century, especially in reaction to the demands of modern society. According to Castro et al. (2016), governments have endeavored to assign greater importance and priority to the instruction and acquisition of foreign languages. This is because learning a language other than one's mother tongue fosters students' overall growth and gives them access to a variety of professional and academic opportunities. Ultimately, this leads to the growth of personal ties and an improved standard of living. Since language is the core of human activity and the ability to express oneself in it defines a people's identity, acknowledging the value that people place on language promotes the kinds of engagement that eventually lead to long-lasting outcomes.

Problem statement

This investigation delves into the system of training classes designed to facilitate the acquisition of the international certification corresponding to the A2 level for tenth graders at La Salle School. The importance of international certifications in language proficiency cannot be understood in today's interconnected world. Thus, an in-depth analysis of the training classes' effectiveness in preparing students for this certification is warranted. Various aspects of the training program, such as curriculum, teaching methods, resources, and assessment techniques, will be scrutinized to assess their impact on students' language proficiency and ability to meet the A2 level standards set by international language certification bodies. The findings of this investigation will identify areas for improvement and propose recommendations for optimizing the training classes to better serve the students' needs, thereby enhancing their academic and professional prospects.

Nowadays, the English language as a foreign one is universal, it has become more than an option, because it allows to increase mastery skills in different fields. With its appropriation,

the relevance of this language derives from the worldwide acceptance, notoriety, and integration that it has in societies, together with technology. Due to its status as a global language, it is mainly used as a communication tool for scientific research, medicine, information technology, international business, virtual interaction, tourism, journalism, and entertainment, among others (Rao, 2019).

Justification

The significance of this investigation lies in its potential to benefit both La Salle School and its tenth-grade students. Obtaining an international language certification at the A2 level holds substantial advantages for students' academic and professional growth. The findings of this investigation will not only shed light on the effectiveness of the training program but also offer valuable insights for improving the approach and support provided to future cohorts of tenth graders. By employing an impartial lens to assess the system of training classes, this investigation aims to foster an environment that optimizes students' language proficiency and equips them with the skills necessary to excel in today's interconnected world.

General objective

Based on the context offered in previous paragraphs, this master's thesis has as its *main objective* to design a methodological proposal for a system of training classes aimed at tenth-grade students at La Salle School, Latacunga, Ecuador, with the purpose to obtain international certification corresponding to an A2 level in the English language according to the CEFR. In this way, with the system of training classes it is expected that to contribute positively to the development of English communication skills and competencies in students, as well as to stimulate the interaction of students with this language in various academic settings.

Specific objectives

In that same order, the specific objectives will be:

- 1) To determine the main difficulties that tenth-grade students at La Salle School, Latacunga

campus, have regarding standards of Key English Test.

2) To evaluate the teaching methods employed in the training classes, assessing their effectiveness in promoting language learning, engagement, and interaction among students.

3) To provide students with specialized training and resources focused on the A2 level international certification requirements.

Variables

Dependent Variable: Language Proficiency Enhancement

This variable describes how the tenth-grade pupils at La Salle School have improved their language abilities. It measures how far pupils have come in terms of their A2 level proficiency in listening comprehension, speaking, and writing.

The students' language proficiency assessments' pre- and post-test results are compared to determine the extent of their language proficiency improvement. The variation between these results shows how much the pupils' linguistic abilities have advanced as a result of the training sessions.

Independent Variable: System of Training Classes

The proposed program to get pupils in the tenth grade ready for the international certification corresponding to the A2 level is covered by the independent variable "System of Training Classes," which is also known as the program. It includes a number of components, such as curriculum design, teaching tactics, teaching materials, and evaluation techniques.

The system of training classes is operationalized through the curriculum content provided during the training, the specific teaching strategies used by educators, the instructional materials and resources, and the assessments used to monitor students' development and proficiency over the course of the program.

In this investigation, the dependent variable, "Language Proficiency Enhancement," serves as the primary indicator of the impact of the training program on students' language skills. On the

other hand, the independent variable, "System of Training Classes," represents the structured educational intervention designed to facilitate language proficiency development among tenth-grade students. To ascertain how much the training class system affects the improvement of pupils' language competence, the link between these factors is looked at.

Methodology design

A quasi-experimental design was deemed appropriate for this study as it allowed for the comparison of groups that were not randomly assigned, but rather based on practical considerations. The design involved a pre-test and post-test measurement to evaluate the impact of the training classes on students' language proficiency. This design enabled the collection of quantitative data to gain a comprehensive understanding of the training program's outcomes.

Methodology type

The methodology employed in this study was descriptive in nature. The primary purpose was to describe and analyze the current system of training classes at La Salle School and its impact on students' language proficiency. Through this descriptive methodology, the researcher aimed to provide a detailed account of the characteristics, processes, and outcomes of the training program. By examining the training classes' design, curriculum, teaching methods, resources, and assessment techniques, the study sought to capture a comprehensive picture of the program's effectiveness in preparing students for the A2 level certification.

Approach

A mixed-method was adopted in this study to gather and analyze data. In order to determine the efficacy of a training programme created to get tenth-grade students ready for the International Certification at the A2 level in English. Thus, the study will be performed in a comprehensive and varied approach in this master's thesis. A mixed-methods research methodology will be used, incorporating both quantitative and qualitative data gathering techniques, to offer a complete understanding of the program's impact. Pre- and post-tests will

be used in the quantitative component to measure changes in students' language ability using a rubric with qualitative indicators. Concurrently, a survey addressed for teachers will be performed. This survey will help to collect data and will cover a variety of topics, including curriculum design, instructional strategies, learning resources, and student involvement. These quantitative proficiency measurements combined will provide a thorough assessment of the training program's efficacy. This study uses a mixed-methods approach to get important insights into the subject of language education that might guide future improvements in curriculum design and teaching techniques.

Techniques

The study utilized several techniques to gather data and assess the impact of the system of training classes. These techniques included pre-tests, post-tests, a rubric and a survey.

Pre-test: Prior to the implementation of the training classes, a pre-test was administered to assess the baseline language proficiency of the participants. The pre-test consisted of standardized language assessment tools aligned with the A2 level standards. It provided a starting point to measure the growth in language proficiency achieved after participating in the training program.

Post-test: Following the completion of the training classes, a post-test was administered to evaluate the participants' language proficiency after the intervention. The post-test employed the same standardized assessment tools used in the pre-test to ensure consistency in measurement.

Rubric: In order to evaluate both the pre- and post-tests, it was necessary to make a well-designed rubric. This rubric includes certain qualitative markers, such as grammar, vocabulary, speaking production, reading production, listening production, and reading comprehension. It allows for an in-depth evaluation of language ability and offers a complex view of student communicative growth. The standardized criteria in the rubric make guarantee that assessments

are uniform and impartial, which improves the validity and reliability of the outcomes.

Survey: A survey was conducted to gather additional insights related to teachers' experiences and perceptions of the system of training classes. The survey included questions about useful resources, contents and expertise

Participants and their characteristics

The study involved tenth-grade students at La Salle School, Latacunga campus, who were enrolled in the system of training classes designed to obtain the international certification corresponding to the A2 level in the English language. The participants were selected based on their voluntary participation in the training program. The sample size was determined based on practical considerations and feasibility. The main purpose of this project is to boost the English Learning by motivating to our tenth grader students to get international certifications through structured classes to enhance the skills and the standards of the KET exam. This project is focused on the students from tenth grade who are the ones who should have the level to take this kind of exam (A2). This is a project that was born last year as a pilot idea, but nowadays we are applying to know the impact of the project. It's important to mention that students who are participating in this process already have the required level (A2), however, we have identified that students face some troubles with the structure of the exam because they don't know how they have to carry out the exam. Thus, we are thought the most suitable is to design a structured class to help the students to pass the exam without problems by giving samples, tips and recommendations.

Description of the research context

This research proposal is conducted at San José La Salle school which is located In Latacunga city. It provides a private education to around 1500 students. It also offers international examinations in English Language for students from Tenth grades and third year of baccalaureate corresponding to A2 and B1 levels. Moreover, San José La Salle school offers

initial, primary, secondary education, and International Baccalaureate as well. Thus, the main goal of this institution is provided an integral education with the best opportunities which will open many doors to work and study.

Importance of the proposal

The methodological proposal, consistent with the Ecuadorian educational system, will be based on the CTL and CEFR approaches to strengthen listening, writing, reading, and speaking skills. However, in order to achieve a higher level of English language proficiency, it will be taken into account the student's stage of evolutionary development, the incorporation of methods and techniques that allow the psycho-affective and social dimensions to be pertinently addressed, and meaningful learning inside and outside of the classroom. Likewise, an analysis will be carried out to select the exam that will serve as a reference to guide the teaching and learning processes during the training classes using as criteria that its structure responds to the CEFR, its prestige, its accessibility, its cost, and the availability of resources, among other aspects that may be relevant to this proposal.

This methodological proposal is relevant for different reasons. First, the proposal is input so that other Ecuadorian and even Latin American teachers and institutions can undertake their own projects on class systems to strengthen the teaching and learning processes of English. Second, it constitutes a first step in the path of reconfiguring of the current curricula, incorporating international certification as an achievement. Third, it constitutes a strategy to promote a comprehensive education that responds to the needs of society and to train competitive students in the academic and work environment. Fourth, from the international certification, a series of benefits are obtained for students, educational institutions, teachers, and the educational sector in general, among them, the ease of visa procedures, and curricular validity in other higher educational levels. Inside and outside the country, more opportunities in the labor market, greater confidence to interact in contexts mediated by the L2, and

measurement and evaluation of educational quality.

The structure of this research work includes the first three chapters in which the topic to be dealt with is developed. Presenting then to Chapter 1, where the theoretical framework that supports this proposal is described, Chapter 2, where the research methodology is presented, as well as the initial diagnosis; and Chapter 3, which contains the methodological proposal and its respective validation. Finally, conclusions and recommendations relevant to this work are also presented too.

Appendix 9: Proposal and Schedule

The proposal has been developed in stages according to the next table:

Stages	Activities	Resources	Time
Stage 1: Presentation of the Program and Expectations	In the first session, the presentation of the program will be addressed, including the introduction to its objectives and structure, as well as the definition of course expectations and conducting an initial evaluation of language skills. The activities planned for this meeting will consist of a detailed presentation of the program and its objectives, supported by presentation dynamics that will encourage participant interaction.	The resources used during this class will include multimedia presentations and worksheets specifically designed to facilitate the proposed dynamics.	The total session duration will be 90 minutes, allowing adequate time to address the program's initial and essential aspects fully.
Stage 2: Evaluation of Individual Levels and Objectives	During this phase, the participants' current language skills will be evaluated, addressing both written and oral evaluation. Simultaneously, individual objectives will be established for each student, seeking to personalize the learning process.	Planned activities include conducting printed and oral assessments, supported by resources such as printed materials for assessments and using the whiteboard to facilitate discussion.	This assessment and goal-setting period will span 120 minutes, ensuring sufficient time for a detailed and personalized approach to developing each participant's language skills.
Stage 3: Development of Vocabulary and Basic Expressions	In this program stage, there will be an introduction to essential vocabulary, focusing on practicing basic expressions and everyday conversations.	The planned activities include word games designed to reinforce vocabulary acquisition and practical conversations that allow the direct	This module will cover two sessions, each lasting 90 minutes, ensuring adequate time for an in-depth and participatory approach to developing essential language skills.

		application of the learned expressions. Flashcards and interactive online games will be essential resources to facilitate understanding and learning.	
Stage 4: Basic Grammar and Sentence Structures	It will focus on the fundamentals of English grammar, addressing the construction and practice of simple sentence structures. The planned activities will include specific sentence construction exercises aimed at consolidating grammatical understanding and grammar practices in real contexts to strengthen the practical application of the concepts learned.	Resources such as printed teaching materials and online exercises will support this module, offering variety and depth in teaching methods.	This grammar block will be spread over two sessions, each lasting 90 minutes, allowing for a comprehensive and participatory approach to developing critical grammar skills.
Stage 5: Listening Comprehension and Basic Reading	During this program stage, a series of exercises designed to improve listening comprehension will be carried out, followed by reading simple texts to understand their content. The programmed activities will include practical listening and comprehension exercises, reading aloud, and understanding specific texts.	Resources such as practice audios for listening activities and simple texts for reading will support these practices.	This block, aimed at strengthening listening and reading comprehension skills, will extend over two sessions, each lasting 90 minutes, providing sufficient space for a detailed and participatory approach to developing these key competencies.
Stage 6: Listening Comprehension and Practical Reading Exercises	In stage 6, intensive listening and reading practices will be carried out, focusing on simulations of everyday situations and discussions on analyzing daily life texts. The programmed	Resources such as audio scenarios for listening practices and specific texts designed for the realistic application of reading skills will support these dynamics.	This block, dedicated to strengthening listening and reading comprehension skills in everyday contexts, will extend over two sessions, each lasting 90 minutes, allowing a detailed and participatory approach to developing these crucial skills.

Part 7

Question 32

Look at the three pictures.

Write the story shown in the pictures.

Write **35 words** or more.



Write the story on your answer sheet



CAMBRIDGE

English

Key

Listening

Sample Test

TIME *Approximately 35 minutes (including 6 minutes' transfer time)*

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are five parts to the test.

Each question carries one mark.

You will hear each piece twice.

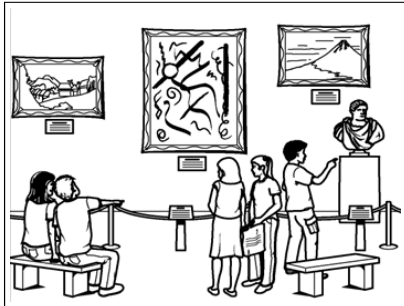
For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1

Questions 1 – 5

For each question, choose the correct answer.

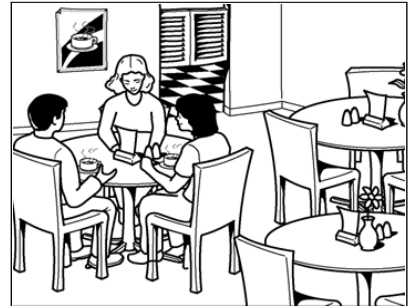
1 Where will Claire meet Alex?



A

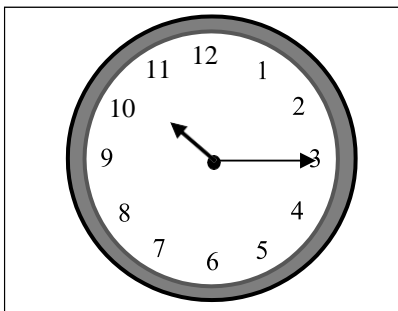


B

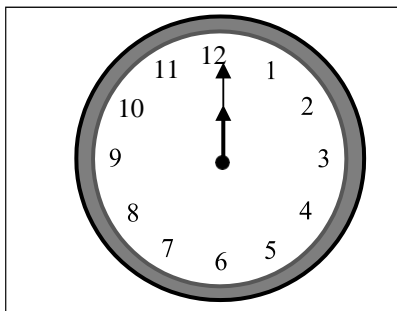


C

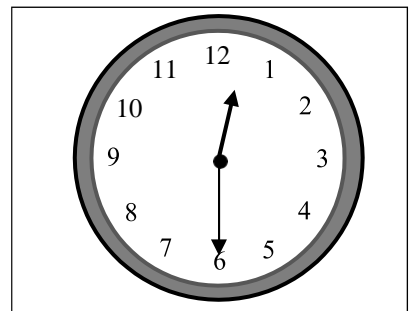
2 What time should the man telephone again?



A

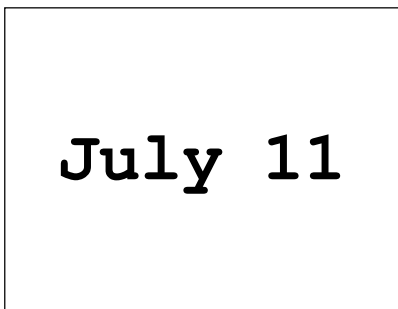


B

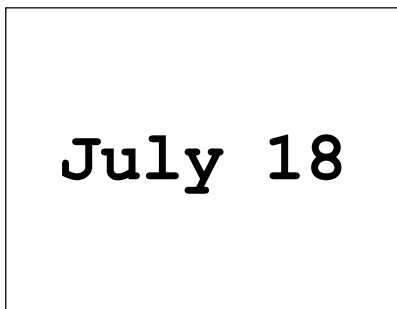


C

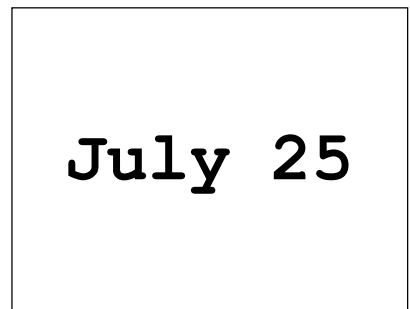
3 When are they going to have the party?



A

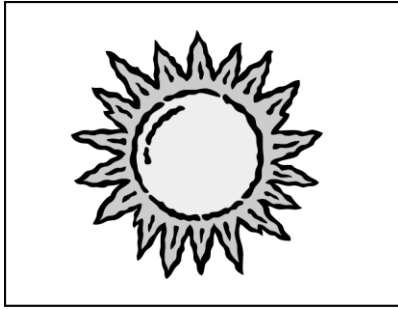


B

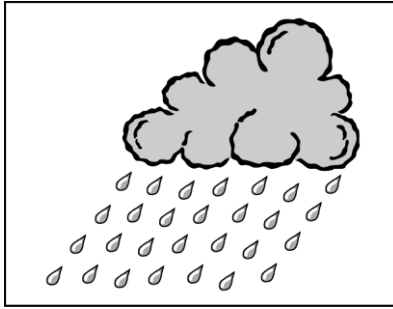


C

4 What was the weather like on the picnic?



A

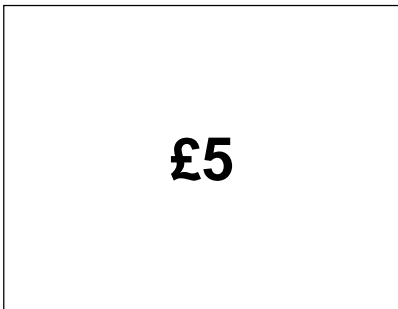


B



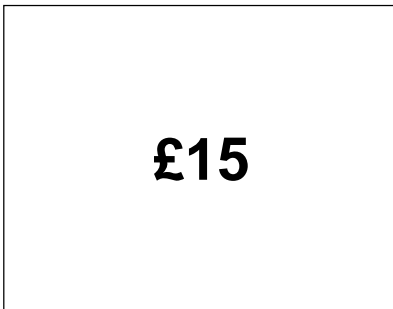
C

5 How much are the shorts?



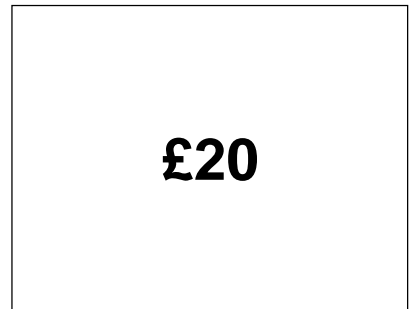
£5

A



£15

B



£20

C

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

**Jobs for students with
*Sunshine Holidays***

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th _____
Staff must be:	(7) _____ years old
Staff must be able to:	(8) _____
Staff will earn:	(9) £ _____ per week
Send a letter and:	(10) _____

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11** Who has already decided to go with Robert?
- A** family members
 - B** colleagues
 - C** tennis partners
- 12** They'll stay in
- A** a university.
 - B** a guest house.
 - C** a hotel.
- 13** Laura must remember to take
- A** a map.
 - B** a camera.
 - C** a coat.
- 14** Why does Laura like Dublin?
- A** The people are friendly.
 - B** The buildings are interesting.
 - C** The shops are beautiful.
- 15** Robert's excited about the trip to Dublin because
- A** He can't wait to go to the music festival.
 - B** he loves the food there.
 - C** he wants to go to a new art exhibition.

Part 4

Questions 16 – 20

For each question, choose the correct answer.

- 16** You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it?
- A** It's fast.
 - B** It was cheap.
 - C** It'll be easy to repair.
- 17** You will hear two friends talking about going to university. What subject is the man going to study?
- A** history
 - B** geography
 - C** chemistry
- 18** You will hear two friends talking about a photograph. What's the photograph of?
- A** a sports stadium
 - B** a zoo
 - C** a school playground
- 19** You will hear a woman talking to a friend on the phone. Why's she upset?
- A** Her train was delayed.
 - B** She's lost her wallet.
 - C** She's broken her glasses.
- 20** You will hear a woman talking to her friend, David, about something she's bought. What has she bought?
- A** some clothes
 - B** some food
 - C** some games

Part 5

Questions 21 – 25

For each question, choose the correct answer.

*You will hear Simon talking to Maria about a party.
What will each person bring to the party?*

Example

0 Maria **B**

People

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

Food

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

You now have 6 minutes to write your answers on the answer sheet.

Appendix 12: Survey Addressed to the English Staff

**UNIDAD EDUCATIVA PARTICULAR SAN JOSÉ “LA SALLE” ADN LASALLISTA:
LO QUE NOS IMPULSA A SERVIR
Año Lectivo 2022-2023**

Survey addressed to English Teachers at “San José La Salle High School”

Title: System of training classes to obtain the international certification corresponding to A2 level for tenth graders

Instructions:

The purpose of this survey is to gather insights and feedback from the San José La Salle teachers’ staff regarding the system of training classes aimed at helping tenth graders obtain the International Certification corresponding to A2 level. Your responses will contribute to the understanding and improvement of the training system. Please answer the following questions based on your experiences and perceptions.

1. Considering the training classes aimed at achieving A2 level proficiency, please

choose the best teaching strategies according to your experience.

- Use of engaging teaching methods
- Integration of interactive activities
- Encouragement of active student participation
- Implementation of tech tools

2. According to your expertise, which of the following resources do you consider as authentic material to be used in the training classes?

- Audiovisual materials
- Online practice tests
- Digital platforms
- Reference books
- Worksheets
- Language Lab

3. Opportunities for collaborative learning and group activities are incorporated into the training classes.

- Strongly agree
-

- Agree
- Disagree
- Strongly disagree

4. How frequently do the training classes utilize formative and summative assessments to monitor and guide student learning?

- Always
- Often
- Sometimes
- Never

5. The training classes effectively familiarize students with the test format and requirements of the international test A2 level?

- Strongly Agree
- Agree
- Disagree
- Strongly disagree

6. Do the planned activities give students the opportunity to use language in context by responding to real-life situations?

- Strongly Agree
- Agree
- Disagree
- Strongly disagree

7. The teachers conducting the training classes possess the necessary qualifications and expertise in teaching English as a foreign language.

- Strongly Agree
- Agree
- Disagree
- Strongly disagree

8. The curriculum for the training classes is well-designed, coherent, and aligned with the International Certification (A2 level).

- Strongly Agree
- Agree
- Disagree
- Strongly disagree

Thank you for your participation in this survey. Your feedback is highly appreciated and will contribute to the research on the system of training classes for International Certification (A2 level) with tenth-graders.

Appendix 13: Post-Test (Ket Exit Test)**KEY ENGLISH TEST**

Reading and Writing

0085/01**SAMPLE TEST 3****Time** 1 hour 10 minutes**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully. Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil. You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES READING

Questions **1 – 55** carry one mark.

WRITING

Question **56** carries five marks.

*

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