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CLIL as a methodological strategy for the development of English oral expression
based on indigenous cultures in basic education

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Extranjeros

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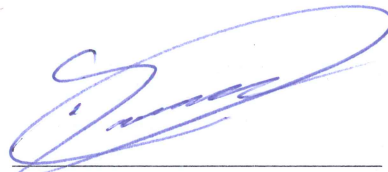
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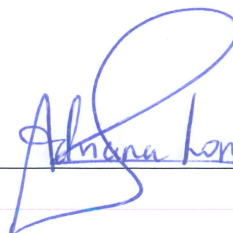
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DEDICATORIA

Me gustaría expresar mi más sincera gratitud a mi padre, Diego Isaac Veloz Haro, quien desde el cielo sigue siendo mi guía; gracias por darme todo lo necesario para estar aquí y por heredarme las herramientas para seguir siempre adelante. Tu memoria es mi mayor inspiración.

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Diego Veloz

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RESUMEN

El presente trabajo de investigación tuvo como finalidad determinar la efectividad del enfoque AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras), fundamentado en la cultura indígena, en el desarrollo de la habilidad de expresión oral (Speaking skill) en inglés. La investigación se realizó con dieciséis estudiantes de séptimo año de la Unidad Educativa “San Gerardo” del cantón Guano. Con un enfoque cuantitativo y un diseño cuasiexperimental de un solo grupo, se evaluó el impacto de la propuesta a través de pruebas estructuradas de expresión oral. Estas evaluaciones, aplicadas antes y después de la intervención, permitieron registrar los avances específicos en fluidez, vocabulario, coherencia y pronunciación. Los análisis comparativos de los resultados demostraron un progreso notable: el promedio general obtenido en la prueba previa fue de 5.63 sobre 16 puntos, mientras que en la prueba posterior alcanzó 9.50. Asimismo, el análisis estadístico mediante la prueba de rangos con signo de Wilcoxon confirmó que la diferencia entre ambas mediciones fue estadísticamente significativa ($p < 0.05$), respaldada por un tamaño del efecto de $r = 0.85$, lo que se interpreta como un impacto muy grande permitiendo de esta manera aceptar la hipótesis alternativa de investigación. Por lo tanto, los resultados evidencian que la integración de la pertinencia cultural local a través del enfoque AICLE tiene una efectividad positiva y significativa en el desarrollo de la competencia oral de los estudiantes.

Palabras clave: Expresión oral, Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, AICLE, Cultura indígena, Educación básica.

ABSTRACT

The present research aimed to determine the effectiveness of the CLIL (Content and Language Integrated Learning) approach, based on indigenous cultures, in the development of English oral expression (Speaking skill). The study was conducted with seventh-grade basic education students from the "San Gerardo" Educational Unit, located in the Guano canton. To evaluate the impact of this methodological proposal, a quantitative approach was adopted using a one-group pretest-posttest quasi-experimental design (N=16). Oral proficiency was measured through a standardized performance test administered before and after the intervention, assessing criteria such as fluency, vocabulary, coherence, and pronunciation. The comparative analyses of the results showed remarkable progress: the overall mean score in the pretest was 5.63 out of 16 points, whereas it reached 9.50 in the posttest. Furthermore, statistical analysis using the Wilcoxon signed-rank test confirmed that the difference between both measurements was statistically significant ($p < 0.05$), supported by an effect size of $r = 0.85$, which indicates a very large impact according to educational research criteria. Therefore, the results demonstrate that the integration of local cultural relevance through the CLIL approach has a positive and significant effectiveness on the development of students' speaking competence.

Keywords: Speaking skill, Content and Language Integrated Learning, CLIL, Indigenous culture, Basic education

CHAPTER I INTRODUCTION

1.1 RESEARCH PROBLEM

In many school settings, lack of interest in learning English has become one of the most significant challenges. This lack of interest responds to several causes, the most important being the limited relevance of classroom content to students' daily lives. Supplies and tasks are generally standardized and isolated task-based. Topics are often Anglocentric references that seem distant. Additionally, the phonological interference of the first language in many Indigenous students, particularly the reduction or omission of certain vowels in their everyday speech, is significant. This natural language occurrence makes distinction and production of the important vowel sounds in English more difficult, and may also affect students' confidence and involvement in speaking tasks. The most significant difference is for rural and Indigenous students. English is no longer a means of communication, but another required subject when traditional lessons do not take into account their cultural realities. Therefore, students lose motivation and their oral participation is reduced a lot. Classroom interactions become pure mechanical answers, instead of using the language to share stories or their cultural memory.

From this perspective, the Andean worldview emphasizes the connection between people, their communities, and the natural environment. It also understands time as a cyclical process associated with nature and ancestral knowledge, rather than as a linear path focused on progress. The Andean worldview is one based on the value of community ties, oral tradition and close relationship with nature. However, traditional educational systems tend to impart theoretical knowledge distant from the lived realities and everyday life of the students.

In that way, the current investigation applies a CLIL strategy to the student's local reality. Instead of generic materials, the lessons are built around common community and

cultural content. Therefore, by connecting speaking activities to meaningful local topics, the intervention seeks to encourage and support the development of speaking skills.

1.2. PROBLEM STATEMENT

According to the CLIL approach, the foreign language learning process becomes more effective and meaningful when integrated with academic content and meaningful contexts. CLIL is an approach that combines content and language learning, helping learners move beyond simple memorization to connect English with their real lives. Whenever we refer to Indigenous education, we have to bring local traditions in the classroom so that language learning becomes a way of exploring the students' own environment. In conclusion, this study employs familiar local and cultural themes to make the English language functional and simultaneously to reinforce the learners' cultural identity.

However, all of these efforts have not yet eradicated the lack of engagement with English learning within basic education, especially in Indigenous communities. The incompatibility between the standardized curricular content and the students' ordinary daily reality continues to produce low motivation and limited class participation. In addition, for some Indigenous learners, their home language may have phonological difficulties, such as the natural reduction or omission of some vowels, which might make it difficult for them to distinguish and pronounce English vowel sounds, and this can impact their confidence in speaking. So, classrooms require teaching strategies that truly resonate with the learners' realities. By applying a CLIL framework tailored with local indigenous content, this research focuses on a dual goal: teaching the language effectively while actively reinforcing the students' sense of cultural pride and belonging.

Ultimately, this study focuses on transforming how English is taught to basic education learners. By addressing these specific barriers, the aim is to build lessons that are authentically useful for students from Indigenous backgrounds. The research will be developed in the Educational Unit "San Gerardo" in Guano, Chimborazo during the academic year 2025-2026. In this sense, a pedagogical proposal based on CLIL will be designed and put into practice with the purpose of assessing its influence on the students'

oral performance in English. The aim of this research is to improve oral proficiency by introducing Indigenous cultural elements in the curriculum through the CLIL approach and to build a deeper emotional connection with the learning process.

To carry out the research, an initial test will be administered to establish students' baseline level of English speaking performance. Next, classroom activities based on Indigenous culture and aligned with CLIL principles will be implemented in the selected educational context. After the intervention, a final test equivalent to the initial one will be applied in order to compare results and determine the influence of the proposal on students' speaking performance. The study will be conducted under a quantitative approach that uses numerical data from these tests to describe changes in performance over time. Overall, this will be an applied study focused on implementing practical interventions and evaluating their influence in real educational settings.

1.3 PROBLEM FORMULATION

How does the CLIL approach, based on Indigenous cultures, promote the development of English oral expression (speaking) in basic education students at the Unidad Educativa “San Gerardo”, located in the Guano canton, Chimborazo province, during the 2025–2026 academic period?

1.4 OBJECTIVES

1.4.1 General Objective

To analyze how the CLIL (Content and Language Integrated Learning) approach, based on Indigenous cultures, promotes the development of speaking skills in basic education students at the Unidad Educativa “San Gerardo”, located in the Guano canton, Chimborazo province, during the 2025–2026 academic period.

1.4.2 Specific Objectives:

- To diagnose the speaking level of the study population and identify the limitations that hinder its development.
- To implement activities based on the CLIL approach that integrate Indigenous cultural content to strengthen speaking development, considering the realities identified during the diagnostic phase.
- To evaluate the influence of the implemented activities based on the development of speaking skills within the study population.

CHAPTER II THEORETICAL FRAMEWORK

2.1 STATE OF THE ART

Recent research on CLIL and oral expression in Latin America shows a fairly clear trend: when subject content is worked together with English in meaningful contexts, oral production improves consistently and students value the experience positively. However, these same studies also reveal important gaps, especially in relation to intercultural bilingual education contexts and the explicit incorporation of Indigenous worldviews into didactic proposals. In this context, the state of the art presented here focuses on six studies that relate directly to CLIL and the speaking skill and that help to define the specific space in which the present research is situated.

One of the most direct antecedents in the Ecuadorian upper-secondary context is the work of Benalcázar Bermeo and Ortega Auquilla (2019). The authors worked with twenty-two second year students of the General Unified Baccalaureate, comparing the oral production performance before and after an intervention with lessons based on CLIL. During a three-month intervention, students' oral skills were assessed through tests, observations, and questionnaires. The results showed improvements in speaking performance and positive perceptions of the CLIL approach, particularly because the activities were connected to students' everyday experiences. The study also offers a useful reference for future classroom interventions based on CLIL.

In Ecuadorian higher education, the article by Terán Molina, Villalta Alarcón and Mourad (2024) deepens this same line of work, but with university students in a public institution. The study involves twenty-five students over a semester in which CLIL is implemented with various techniques to develop elements of oral communication, such as vocabulary use, fluency, management of speaking time, and confidence when speaking. Based on the comparison between initial and final results, the authors report that most

students reach an A2.1 level at the end of the course, even though a significant part of the group had very limited vocabulary at the beginning. Statistical results from this research proved that the CLIL intervention effectively boosts oral proficiency. Although individual factors like motivation and background knowledge play a role in the final outcomes, the study provides valuable evidence for the current thesis: it demonstrates that this approach works in Ecuador and can be easily scaled to different age groups.

Miranda Salazar (2023) in her master's thesis analyzes the improvement of oral proficiency in students of the Pontificia Universidad Católica del Ecuador (Ambato campus) through CLIL-based activities. The study aims to improve speaking skills through meaningful competencies as an applied project for Master's degree in English Language Teaching. While the research is focused on university-level learners, it is in line with previous research that combines language and content instruction to promote increased fluency and speaking confidence. In conclusion, this study adds to the empirical evidence on the effect of CLIL on oral communication in the Ecuadorian context.

Tapia and Vega (2024) reviewed studies conducted in Latin America that examined the impact of the CLIL approach on oral expression in EFL contexts. Through a qualitative descriptive analysis, the authors found that the integration of content and language can support student motivation, cognitive engagement, and the development of oral communication skills, particularly when learning activities are connected to meaningful contexts for learners. Although the reviewed studies report positive results for oral language development through CLIL, they also point to challenges such as limited teacher training, planning demands, and resource availability. The findings indicate that additional research is needed, particularly in underrepresented sociocultural settings.

Banegas, Poole and Corrales (2020) offered a systematic review at a macro level of ten years of CLIL research and implementation in Latin America (2008-2018). The authors reviewed 64 publications, including journal articles, thesis work and empirical studies, and noted a significant geographic imbalance in the region. The majority of research output seems to be concentrated in Colombia and Argentina, with little to no literature in Ecuador. The review notes substantial progress in student motivation, subject understanding and language skills, but also identifies continuing problems. These problems include difficulties

with the theory of the approach, the real practice of combining content and language, and general educational barriers. In the end, the study points out that while CLIL is now more common, the available research is still scattered and lacks enough study on Indigenous and intercultural educational contexts.

A relevant contribution from another subject area is the degree project by Amaya Gutiérrez and Olarte Duarte (2025) in Colombia, where the CLIL approach is applied to strengthen communicative skills in English among seventh-grade students in the area of natural sciences. At the Isaac Newton institution, these students practiced their English communication through lessons focused directly on ecosystems. The study demonstrates the strength of the CLIL model, proving that integrating science content encourages a more intuitive learning process. This balanced approach enables participants to improve their linguistic skills while staying on track with their regular academic coursework. This antecedent is especially useful because it shows how the integration of subject content with English can structure a coherent classroom experience in basic education, which is analogous to proposals that integrate specific cultural content as a central axis for developing speaking.

The analyzed literature shows that CLIL programs, from basic to higher education, always bring clear improvements in English speaking and communication skills. At the same time, they help students develop a positive attitude toward this teaching method. Looking at the research methods, these studies mostly use tests before and after the lessons, which usually last for a few weeks or months. Also, they often include surveys to learn about the actual experiences and opinions of the students. At the same time, the reviews by Tapia and Vega (2024) and by Banegas et al. (2020) point to persistent challenges, especially in teacher training, planning, and adaptation of the approach to diverse educational contexts. What is particularly noteworthy, from the perspective of the present study, is that, even though some of the works reviewed mention the importance of meaningful contexts, none of these six antecedents is situated in intercultural bilingual education schools, nor do they explicitly incorporate an Indigenous worldview as the central source of content. Nor is there a proposal that systematically articulates CLIL, speaking development, and Indigenous culture in Ecuadorian basic education. This gap opens the space that the present research seeks to address, by proposing a CLIL intervention in which oral expression in English is constructed

in direct dialogue with the Andean worldview and with the everyday reality of Indigenous students. Unlike several of the studies reviewed, which combine pre- and post-testing with qualitative instruments such as surveys or classroom observations, the present research adopts a purely quantitative quasi-experimental design based exclusively on pretest and posttest measures.

2.2 THEORETICAL FRAMEWORK

Teaching English in Indigenous contexts needs to begin from a conception of knowledge that recognizes culture as its foundation. From the Andean perspective, the worldview rests on relationality, complementarity, and community life, principles that guide not only how the world is understood but also how learning and teaching take shape (Estermann, 2006). This understanding aligns with the principles of Buen Vivir, where balance among person, nature, and community becomes an educational horizon that gives learning its meaning, since it links knowledge with territory, memory, and everyday practices (Huanacuni Mamani, 2010). In a convergent way, Bonfil Batalla (1987) warns that when school ignores or subordinates original cultures, it produces a fracture between schooling and students lives, and in that scenario, learning a foreign language can be perceived as a task detached from identity. Teaching English with pertinence therefore implies aligning linguistic development with a situated epistemology that recognizes and values the community's knowledge.

When applied to the classroom, this mindset treats interculturality as much more than just a superficial addition to the syllabus. Instead, it acts as a core framework of justice that actually shapes how lessons are planned and taught. As Walsh (2017) highlights, a truly intercultural approach sparks a dialogue between different ways of knowing. It requires students to take an active role in creating meaning, rather than just sitting back to passively absorb external information. Within Ecuador, this perspective is formally backed by the national curriculum for bilingual education (Ministerio de Educación del Ecuador, 2017), which firmly establishes local culture as the central pillar of the entire learning process. In addition, Tuaza's analyses (2016) of educational policies in rural settings help explain how issues of coverage and school continuity affect the very sense of the educational process,

and for this reason, integrating local identity in the classroom is not only desirable, it is strategic for sustaining motivation and participation. Taken together, these perspectives converge on the idea that culture is the basis from which school should build meaningful experiences, including the learning of English.

From this intercultural perspective, the methodological question in the education of Indigenous peoples cannot be reduced to a simple superficial adaptation of materials, and it demands forms of teaching and learning that are rooted in community, territory, and collective memory. In the Latin American context, decolonial and intercultural pedagogical proposals such as those of Walsh highlight that the classroom should become a space where community knowledges are recognized and legitimized, so that Indigenous students are not treated as passive recipients of external content, but as epistemic subjects who bring their own valid and living knowledge (Walsh, 2017). In a similar direction, the experiences of participatory action research proposed by Fals Borda and Rahman show that learning is strengthened when people take part in identifying their problems, engaging in collective reflection, and constructing solutions, which implies dialogic, collaborative, and socially transformative methodologies that resonate with Indigenous educational dynamics (Fals Borda & Rahman, 1991). This vision converges with the approach of the Intercultural Bilingual Education curriculum, which promotes strategies centered on the community, the use of the mother tongue, and the integration of cultural practices into teaching (Ministerio de Educación del Ecuador, 2017). At the international level, Battiste criticizes eurocentric school models that delegitimize Indigenous forms of knowledge and learning and argues for a pedagogy nourished by practices such as oral storytelling, observation of nature, community work, and participation in rituals and everyday activities (Battiste, 2010, 2013). In a related way, Smith maintains that educational processes with Indigenous peoples must break with the logic of imposition and move towards more horizontal relationships based on respect, responsibility, and reciprocity with communities, which directly affects how teaching is conceived and how the teacher's role is understood (Smith, 2012).

The literature on Indigenous education and immersion programs reinforces this idea by describing learning patterns that differ from individualist and decontextualized models and rely instead on active participation in community life. Studies on Indigenous and

bilingual education indicate that many Indigenous children learn by observing elders, accompanying productive tasks, repeating meaningful sequences of action, and listening to oral narratives that transmit knowledge, values, and norms of coexistence (Battiste, 2010; Smith, 2012). Learning tends to be collective, intergenerational, and strongly situated in the territory, so that the most relevant educational experiences are those that connect directly with the daily life of the community. Analyses of Indigenous immersion education carried out by May show that the most successful programs are driven by the communities themselves, integrate the Indigenous language and the language of schooling in an organic way, and are based on authentic activities that weave together cultural content, community participation, and functional use of the language (May, 2003, 2013). These findings converse with sociocultural and situated learning theories, as well as with methodological proposals such as CLIL, and in so far as English teaching with Indigenous students is organized around projects, narratives, community practices, and real problems in the environment, it respects Indigenous ways of learning and generates more favorable conditions for oral expression in the foreign language to have meaning, purpose, and roots in identity.

Learning theory provides additional support for this articulation. From a sociocultural approach, Vygotsky (1978) emphasizes that language development occurs through social mediation, and that people learn with others and through cultural tools that organize thinking and communication. In the same direction, situated learning as proposed by Lave and Wenger (1991) underscores that people acquire competencies by participating in meaningful practices within concrete communities. If these principles are transferred to language teaching, it becomes clear that Indigenous students will learn to speak English more naturally when they use it to explain, narrate, and share experiences from their own environment, that is, when the content to be communicated has value in their daily lives.

This view contrasts with the limits of traditional approaches to English teaching that center on memorization and the practice of structures and that have often neglected authentic communication and the link with context (Richards & Rodgers, 2001). Research in language pedagogy suggests that oral expression develops when learners have a genuine communicative purpose and content that matters to them (Brown & Yule, 1983). In practice, if classroom topics are far removed from students identities, the motivation to participate

decreases and language use becomes mechanical. Classroom resources that are oriented toward communication, understood as meaningful and student centered activities, improve participation when content connects with learners interests and lived experiences (Ur, 1996). Moreover, when considering assessment of speaking, it is not enough to measure accuracy and fluency, and it is necessary to consider the relevance of tasks and the confidence with which students express their world, dimensions that are closely tied to the design of situations where the language is used meaningfully (Luoma, 2004).

Within this framework, the CLIL approach, Content and Language Integrated Learning, offers a suitable pedagogical path for integrating language and content in an organic manner. Coyle et al. (2010) for instance, suggested that students tend to learn a language more effectively when they use it to communicate meaningful ideas and experiences. In this sense, lessons can be connected to learners' own context, including elements from their community, making speaking activities more relevant and engaging. At the same time, successful implementation requires careful planning, appropriate materials, and clear assessment criteria, aspects addressed in the guidelines proposed by Mehisto et al. (2008). The discursive dimension of CLIL also matters, since classroom interaction and oral production tasks generate real opportunities to use the language, with positive effects on communicative progress (Dalton Puffer, 2007). Complementing this, Dalton-Puffer (2011) argues that the success of the approach is rooted in providing cognitive and linguistic challenges that move students from passive comprehension to active production. This is particularly relevant for the present research, as it suggests that when students engage with content that is culturally significant, the cognitive challenge becomes a bridge to more authentic oral expression. In Latin America, the literature reports experiences of contextual adaptation that highlight teacher development and careful selection of local content as key factors for the sustainability of the approach (Banegas, 2012).

The inclusion of content from the students' own culture in CLIL lessons creates a real nexus between theory, intercultural education and teaching methods. Lesson plans can connect themes such as farming practices, caring for the land, community stories, celebrations, arts and traditional knowledge, rather than teaching unrelated topics. These themes provide real reasons to speak English and also boost students' confidence and feeling

of belonging, which are critical for participation. In this mix of learning theory and lesson design, culture is a major driver for speaking. Students do talk more and better when topics reflect who they are and when the classroom values their voice.

The teacher's role is central as a mediator of knowledges and a designer of learning experiences. From an intercultural perspective, this role is not reduced to transmitting content, and it is about proposing situations that invite students' identities and promote the joint construction of meaning (Walsh, 2017). CLIL encourages the use of English as a tool for exploring and discussing students' cultural realities (Coyle et al., 2010; Mehisto et al., 2008). Following this approach, oral assessment should focus not only on language accuracy but also on learners' ability to express their ideas clearly (Luoma, 2004). This view aligns with the principles of Intercultural Bilingual Education promoted by the Ecuadorian Ministry of Education (Ministerio de Educación del Ecuador, 2017).

In summary, the Andean foundation of knowledge (Estermann, 2006; Huanacuni Mamani, 2010) and the call to recognize cultural identity in school (Bonfil Batalla, 1987; Walsh, 2017; Ministerio de Educación del Ecuador, 2017), together with contributions from Indigenous and decolonial education (Battiste, 2010, 2013; Fals Borda & Rahman, 1991; May, 2003, 2013; Smith, 2012), converge with sociocultural and situated learning theories (Vygotsky, 1978; Lave & Wenger, 1991) to support an English language pedagogy centered on pertinence. Language teaching scholarship confirms that speaking is strengthened when purpose and meaning are present (Brown & Yule, 1983; Ur, 1996), and CLIL provides the pedagogical structure that transforms culture into academic content, using English as a medium for expression. This framework is supported by authors such as Banegas (2012), Coyle et al. (2010), Dalton-Puffer (2007), and Mehisto et al. (2008). In this way, learning stops being a repetition of forms and becomes an exercise in communication with meaning, and students not only learn English, they speak English to tell who they are and where they come from.

Finally, the pedagogical consequence is clear, and the development of oral expression among Indigenous students does not depend solely on linguistic techniques, it depends on the cultural relevance of the content and on the opportunity to speak from one's identity. When school activities match this view and teachers create CLIL lessons based on the local

culture, English is no longer seen as something forced or foreign. Instead, it turns into an important bridge that connects the community to the learning process and helps students open up to the rest of the world.

CHAPTER III METHODOLOGY

3.1 APPROACH

This study is developed under a quantitative approach, as it focuses on the numerical measurement of the study variable and the statistical analysis of the collected data. According to Hernández-Sampieri, Fernández-Collado and Baptista (2014), the quantitative approach is characterized by the collection of data that can be quantified and by the use of statistical procedures to describe and analyze results. In this case, the aim is to determine the impact of implementing CLIL-based activities that incorporate indigenous cultural content on students' English speaking skills, by comparing the scores obtained in an initial test (pretest) and a final test (posttest).

From this perspective, the research seeks to objectively evaluate the changes in students' oral performance before and after the pedagogical intervention. The use of structured instruments and predefined evaluation criteria makes it possible to obtain comparable data between the two measurement moments, which supports an accurate description of the behavior of the dependent variable, understood as the level of oral expression in English (Hernández-Sampieri et al., 2014).

3.2 SCOPE OF THE RESEARCH

The scope of this study is descriptive. Descriptive studies, according to Hernández-Sampieri et al. (2014), aim to specify the most important properties and characteristics of individuals, groups, or phenomena, without focusing on explaining the underlying causes of observed changes. In this case, the study seeks to describe the students' speaking level before and after the implementation of CLIL activities based on indigenous content, as well as to characterize the degree of improvement reached after the intervention.

Therefore, the objective is not to develop complex explanatory models nor to establish strict causal relationships, but rather to detail how the English speaking skill

behaves within the analyzed group, based on the results of the evaluation tests. Comparing pretest and posttest results allows the research to describe the change in quantitative terms and determine whether an improvement in oral performance occurred following the CLIL intervention.

3.3 LEVEL OR TYPE OF RESEARCH

This study is classified as applied research, since it is oriented toward solving a specific educational problem in a real context. Applied research, as explained by Hernández-Sampieri et al. (2014), focuses on generating knowledge that can be used for decision-making and for improving professional practice. In this case, the research seeks to provide useful information for the teaching of English as a foreign language in an intercultural indigenous setting, through the implementation and evaluation of a didactic proposal based on CLIL with indigenous cultural content.

This study goes beyond a purely theoretical framework by actively designing, implementing and evaluating a classroom intervention to assess its effect on students' speaking ability. The findings are generally meant to be a basis for future curriculum changes, teaching methods and other studies in similar settings.

3.4 RESEARCH DESIGN

The study adopts a quasi-experimental design of the pretest–posttest type with a single group. In this design, an intact group of students is selected, the dependent variable (English speaking level) is measured before the intervention, the intervention is implemented, and then the variable is measured again in order to compare the results (Campbell & Stanley, 1963; Hernández-Sampieri et al., 2014).

Methodologically, this CLIL intervention merged Indigenous cultural content with English instruction in three distinct phases. The sixteen seventh-grade students at Unidad Educativa "San Gerardo" first completed a baseline speaking test. Following this, the culturally adapted curriculum was taught. The process concluded with a parallel post-test, providing direct data to measure their communicative growth.

This approach is applicable in educational settings where random assignment is not possible but where there is a need to measure the effect of an intervention (Campbell and Stanley, 1963). Bryman (2012) classifies such designs in the quantitative tradition, stating that they allow researchers to introduce interventions in real world settings and measure their effects using quantifiable data. The analysis of pretest and posttest data in the framework of this study provides quantitative evidence for the changes in speaking proficiency. This ensures that the intervention and assessment processes are conducted in a controlled and structured framework.

3.5 STUDY POPULATION

The study population consists of sixteen basic education students from the Unidad Educativa “San Gerardo,” located in the canton of Guano, province of Chimborazo, during the 2025–2026 academic period. Since this is a small and accessible group, the entire population was included in the study, without applying a sampling process.

This decision aligns with what Hernández-Sampieri et al. (2014) describe as a census, in which all members of the study universe are included when the group size allows it. Working with all students ensures that the results reflect the actual behavior of the variable in the group where the intervention is applied, which is particularly suitable in small educational settings.

3.6 SAMPLE SIZE

Consistent with the previous section, the sample size corresponds to the total study population, consisting of the sixteen students who participated in the research. Working with the full population is methodologically appropriate in small educational contexts, as it avoids sampling-related bias and allows the findings to be directly applicable to the group involved in the intervention (Hernández-Sampieri et al., 2014).

Thus, the results of the speaking tests obtained in the pretest and posttest represent all students in the selected grade, providing a complete view of the effect of the CLIL proposal based on indigenous cultural content.

3.7 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

The study uses quantitative data collection techniques and instruments, aimed at measuring and describing students' English oral expression before and after the intervention. To gather data, the research utilizes oral performance assessments as both pretest and posttest instruments, specifically designed to objectively measure speaking proficiency in alignment with the study's objectives. This methodology follows the logical framework of quasi-experimental designs, which relies on comparative measurements taken at different stages to quantify the effect of an intervention (Campbell & Stanley, 1963; Hernández-Sampieri et al., 2014).

The first phase is a diagnostic pretest to have a baseline of the students' oral expression before the implementation of the CLIL activities. The assessments are short, purpose-built speaking tasks that draw on content from the English program and students' Indigenous background. The student output will be assessed through a performance rubric that assesses important aspects of speech such as fluency, pronunciation, coherence and vocabulary use. Each of the criteria is assigned a numerical value, resulting in a global quantitative score for each participant in the study. The data collection process is therefore structured and replicable.

After implementing the pedagogical intervention, a final speaking test (posttest) will be administered. This test is designed to be equivalent to the pretest in format, task types, and evaluation criteria. Using the same rubric and comparable tasks ensures methodological consistency between both tests and allows for a clear comparison of numerical results. The difference in scores between the pretest and posttest will describe the change in students' oral expression level and evaluate the impact of the CLIL activities based on indigenous cultural content (Hernández-Sampieri et al., 2014).

The data obtained from these tests will be tabulated and analysed using descriptive statistics such as averages and comparing scores before and after the lessons. Thus, the chosen tools are consistent with the quantitative method, descriptive scope and quasi-experimental design, providing objective and clear data of the behavior of the variable.

In order to guarantee the greatest standards of objectivity and to mitigate potential rater bias in the assessment of oral production, a hybrid verification protocol was adopted to ensure the grading was as objective as possible, the study utilized the Gemini language model as a secondary tool to verify the pre- and post-test scores.

To ensure accurate grading, the seventh graders' speaking tests underwent a dual review. The standard rubric provided the baseline scores, which were then cross-checked using the Gemini language model. Whenever slight scoring differences occurred, the researcher's final manual review served as the tiebreaker. This blended approach eliminated grading bias and established a highly objective foundation for the subsequent statistical analysis.

CHAPTER IV RESULTS

4.1 RESULTS

The participants of this study consisted of 16 students from the “San Gerardo” Educational Unit located in Guano, Chimborazo province, selected through purposive sampling during the 2025-2026 academic period. The participants are 9 girls and 7 boys with ages ranging between 11 and 12 years.

Speaking Performance According to Criteria in the Pre-test

To establish a starting point regarding the participants' speaking level, an initial speaking test was applied, distributed across four criteria verified through the rubric: Fluency, Vocabulary, Relevance & Coherence, and Pronunciation. The results are shown in Table 1.

Table 1

Descriptive Statistics of Speaking Performance Scores (Pre-Test)

Criteria	Min	Max	Mean	Median	Standard Deviation
Fluency	1	2	1.06	1.00	0.25
Vocabulary	1	2	1.50	1.50	0.52
Relevance & Coherence	1	3	1.75	2.00	0.58
Pronunciation	1	2	1.31	1.00	0.48
Pre-test Total	4	9	5.63	5.50	1.50

Note. N = 16. The scores were gathered from a 16-point analytical speaking rubric

The results shown in Table 1 evidence a clear trend in the participants' initial oral English performance. Broadly speaking, none of the participants reached the maximum score of 4 points established in the rubric for any criterion. Consequently, they obtained an overall

mean of 5.63 out of 16 points. The standard deviation of 1.50 implies that, based on the pre-test results, the students demonstrated a relatively homogeneous performance in the skill under study.

Regarding the limitations presented by the population, through the analyzed criteria of the rubric, it was determined that students achieved higher performance in Relevance and Coherence (M = 1.75, SD = 0.58), followed by Vocabulary (M = 1.50, SD = 0.52). The lowest values were obtained in Pronunciation (M = 1.31, SD = 0.48) and Fluency (M = 1.06, SD = 0.25).

To determine the influence of the activities implemented through CLIL for the development of speaking skills in the population, a post-test was applied after four weeks. The proposal was analyzed sequentially, as detailed below.

Speaking Performance According to Criteria in the Post-test

The results in the post-test showed an improvement in all the speaking criteria evaluated.

Table 2

Descriptive Statistics of Speaking Performance Scores (Post-Test)

Criteria	Min	Max	Mean	Median	Standard Deviation
Fluency	1	3	1.81	2.00	0.75
Vocabulary	1	4	2.88	3.00	0.81
Relevance & Coherence	2	4	2.94	3.00	0.57
Pronunciation	1	3	1.88	2.00	0.72
Post-test Total	5	14	9.50	9.50	2.48

Note. N = 16. The scores were gathered from a 16-point analytical speaking rubric

The results shown in Table 2 evidence the improvements achieved by the participants across all analyzed aspects. In general terms, students increased both the mean and the median to 9.50 out of 16 points. This increase also produced a higher standard deviation of

2.48, which indicates that there was greater variability in the development of the participants' oral skills.

The results show that the students performed better in Relevance and Coherence with a mean score of 2.94 and a standard deviation of 0.57. Vocabulary also showed relatively strong performance (mean = 2.88, SD = 0.81). In contrast, lower scores were identified in Pronunciation with M = 1.88, and SD = 0.72 and Fluency with M = 1.81, and SD = 0.75. These findings suggest that students were mainly capable of structuring and expressing their ideas, but aspects related to oral communication appeared to require further development.

Comparison of Speaking Criteria (Pre-test and Post-test)

A comparison was carried out between the measures of central tendency and dispersion of the students' performance for each criterion, before and after the intervention, to examine the scope of CLIL in the study population.

Table 3

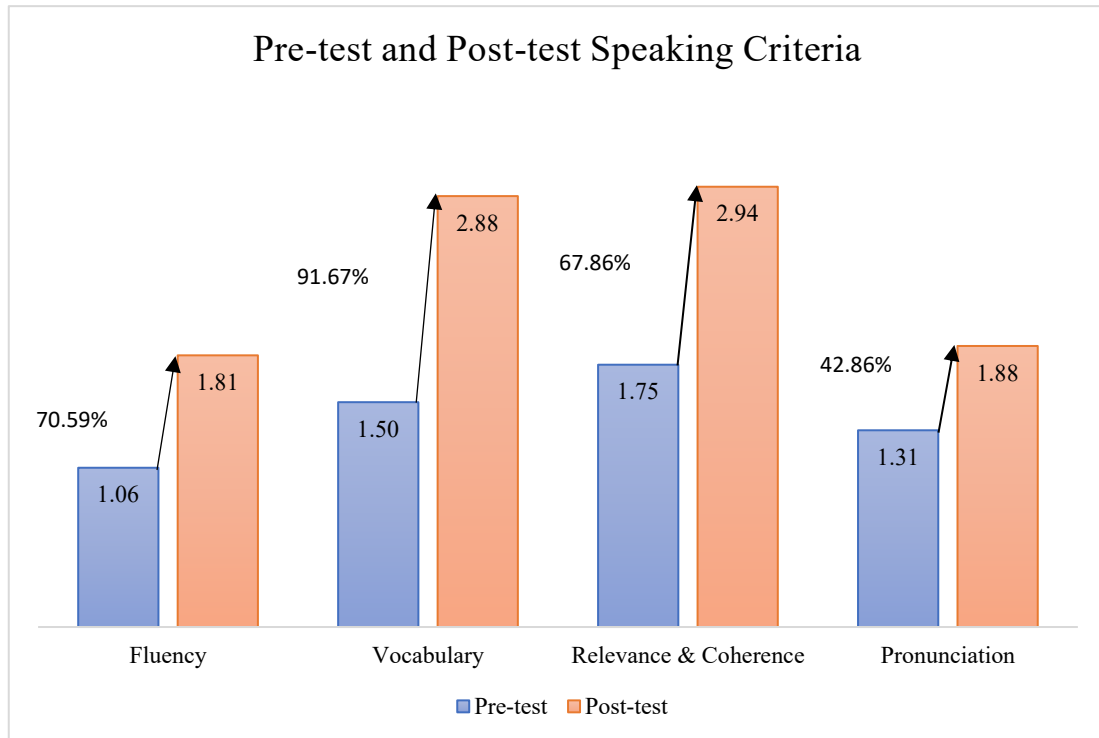
Descriptive Statistics of Pre-test and Post-test Speaking Criteria Scores

Criteria	Pre-test			Post-test		
	Mean	Median	SD	Mean	Median	SD
Fluency	1.06	1.00	0.25	1.81	2.00	0.75
Vocabulary	1.50	1.50	0.52	2.88	3.00	0.81
Relevance & Coherence	1.75	2.00	0.58	2.94	3.00	0.57
Pronunciation	1.31	1.00	0.48	1.88	2.00	0.72

Note. N = 16. SD = Standard Deviation. Scores represent student's oral performance in each speaking criteria at each measurement point.

Figure 1

Comparison of Student's Mean Speaking Scores Between Pre-test and Post-test



Note. N = 16. Percentages represent the relative change across mean scores for each speaking criteria.

As illustrated in Table 3, a comparative analysis confirms a consistent upward trend across all evaluated speaking criteria following the CLIL-based intervention. Significant improvements were recorded in all areas, with Vocabulary showing the most substantial growth at 91.67% (rising from a mean of 1.50 to 2.88). Fluency also experienced a notable increase of 70.59% (from 1.06 to 1.81), while Relevance & Coherence improved by 67.86% (from 1.75 to 2.94). Lastly, Pronunciation demonstrated a positive shift, with a 42.86% increase (from 1.31 to 1.88). Additionally, Figure 1 shows a positive and consistent improvement trend in all speaking performance criteria. The most evident changes in the Post-test occurred in Vocabulary and Relevance and Coherence, followed by Fluency and, finally, Pronunciation.

Comparison of Overall Speaking Performance Between Pre-test and Post-test

Once the changes in each criterion were examined, the total performance scores of the pre-test and post-test were analyzed.

Table 4

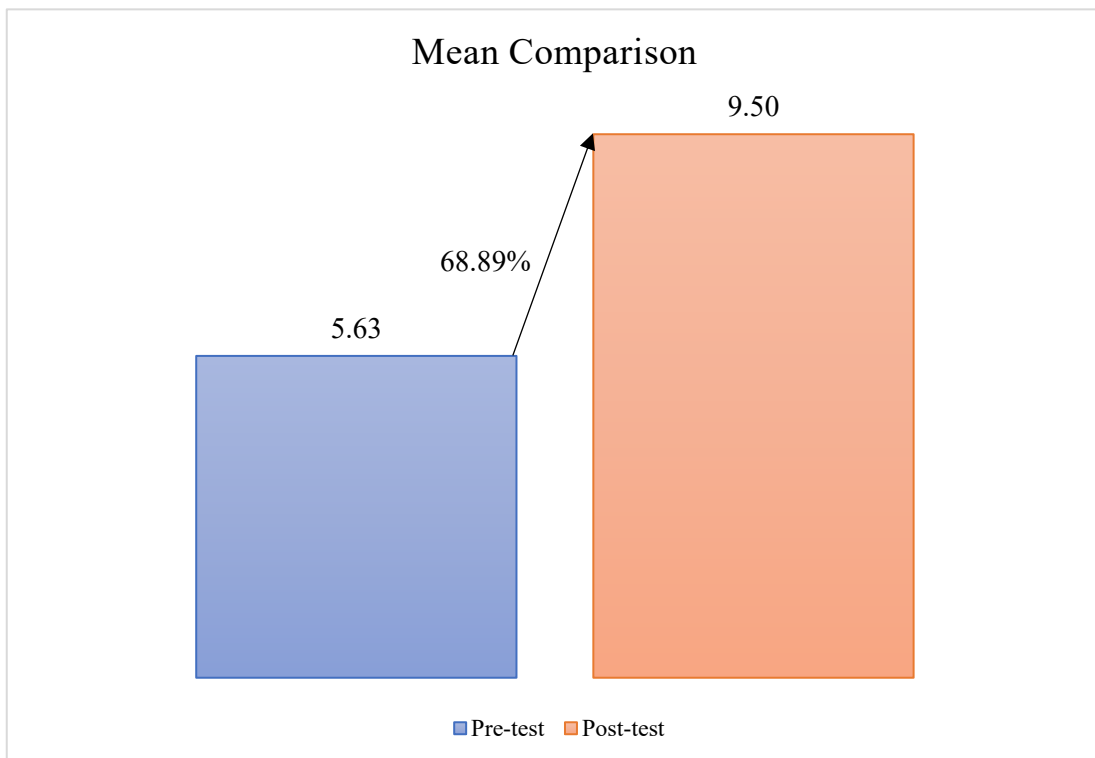
Descriptive Statistics of Pre-test and Post-test Total Speaking Scores

Statistic	Pre-test	Post-test
Min	4	5
Max	9	14
Mean	5.63	9.50
Median	5.50	9.50
Standard Deviation	1.50	2.48

Note. N = 16. Total scores represent the sum of the four criteria in each measurement point

Figure 2

Comparison of Mean Total Scores Between Pre-test and Post-test



Note. N = 16. Mean scores represent the total speaking performance.

As shown in Table 4, the total speaking performance score improved from a mean of 5.63 in the Pre-test to 9.50 in the Post-test. Similarly, the minimum score increased from 4 to 5, while the maximum score went from 9 to 14. The median increased from 5.50 to 9.50, indicating an overall improvement of 4 points. The standard deviation rose from 1.50 to 2.48, indicating a slightly higher dispersion after the CLIL intervention. Figure 2 graphically illustrates the total increase in the means of the Pre-test and Post-test, supporting the results in Table 3.

In general terms, an overall improvement was observed in the performance of each evaluated speaking criterion, with greater improvements in Relevance and Coherence and Vocabulary, which had shown greater limitations when previously evaluated. Likewise, in terms of overall performance, the CLIL intervention promoted improvements in the students' oral performance. However, these descriptive findings do not allow for the establishment of a statistically rigorous relationship between the improvement in oral performance and the implementation of CLIL-based activities. For this reason, a research hypothesis was proposed and tested using inferential statistical techniques.

Hypothesis Testing

The following pair of hypotheses with right-tailed directionality was proposed to be verified through inferential statistical testing at a significance level of $\alpha = 0.05$. This approach is supported by the improvement suggested through the descriptive analysis.

H0 (null hypothesis): The implementation of CLIL based activities does not produce a statistically significant improvement in student's English speaking performance based on indigenous cultures in basic education.

H1 (alternative hypothesis): The implementation of CLIL based activities produces a statistically significant improvement in student's English speaking performance based on indigenous cultures in basic education.

To choose the most appropriate inferential statistical tests, the first step was to check the assumption of normality within the dataset.

Assessment of Data Normality

Given the study's specific sample size ($N = 16$), the Shapiro-Wilk test was employed to examine the distribution of scores across both measurement intervals. This procedure ensures that the subsequent selection of statistical tests is scientifically sound and accurately captures the effect of the intervention under the observed data conditions.

Table 5

Shapiro-Wilk Normality Test Results for Pre-test and Post-test Scores

Measure	W-Statistic	p-Value	p-Holm*
Pre-test	0.88541	0.04715	0.0943
Post-test	0.96374	0.7299	0.7299

Note. $N = 16$. *Adjusted p-values were computed with the Holm-Bonferroni correction to control Type I error in multiple normality tests.

As shown in Table 5, the test results indicate that the Pre-test does not follow a normal distribution ($p\text{-value} = 0.04715 < 0.05$), while the Post-test scores do follow a normal distribution ($p\text{-value} = 0.7299 > 0.05$). However, because the probability value of the pre-test was close to the significance level, the Holm-Bonferroni correction was applied to control for Type I error. None of the adjusted measures were statistically significant ($p\text{-Holm} > 0.05$). For this reason, there is insufficient evidence to reject the normality assumption in the analyzed measurements.

Based on the results of the normality check, the Wilcoxon Signed-Rank non-parametric test was chosen as the main method to test the hypothesis. This choice was made because the sample size is small and the pre-test value was very close to the significance limit. Additionally, the Paired Samples T-Test was used as an extra step to look at the results from a parametric perspective.

Wilcoxon Signed-Rank Test Results

The analysis of related data relied on the Wilcoxon Signed-Rank test, executed within the R statistical environment. Furthermore, JASP software was employed to compute the Z-statistic, a necessary metric for determining the magnitude of the intervention's effect size.

Table 6

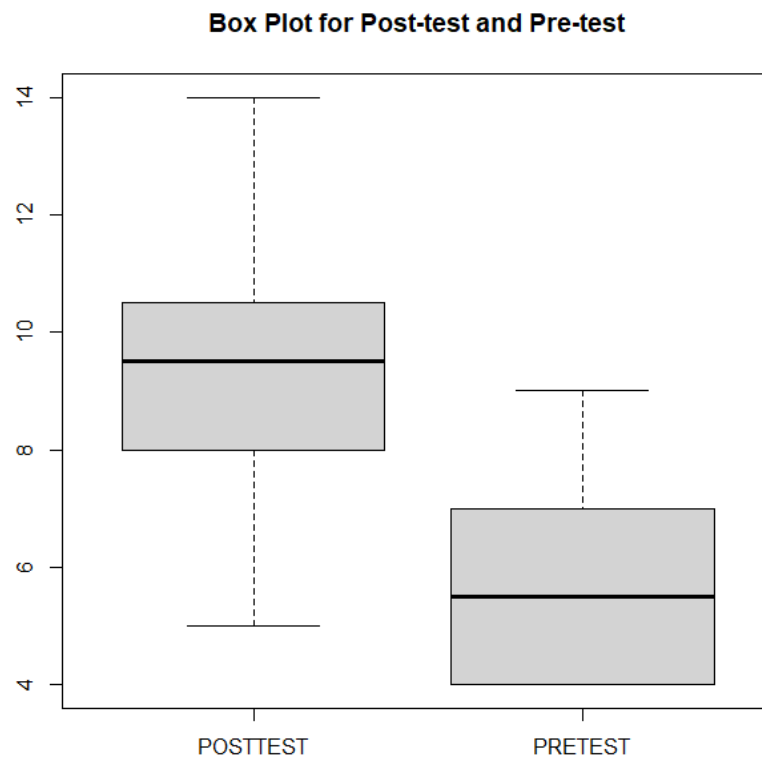
Wilcoxon Signed-Rank Test Results for Pre-test and Post-test Comparison

Data	W Statistic	Z statistic	Median Differences	p-Value	Effect Size (r)
Post-test and Pre-test	120	3.408	4	0.0003421	0.85

Note. N = 16. Effect size (r) was calculated as $r = Z / \sqrt{N}$.

Figure 3

Boxplot Comparison of Post-test and Pre-test Scores



Note. N = 16. Medians: Post-test = 9.50, Pre-test = 5.50, Difference of medians = 4. There were no outliers

The results of the Wilcoxon Signed-Rank test presented in Table 6 show a statistically significant difference between the Pre-test and Post-test scores ($W = 120$, $p\text{-value} = 0.0003421 < 0.05$). The very low probability value is less than the significance level $\alpha = 0.05$. According to the decision rule of the Wilcoxon Signed-Rank test, the null hypothesis is rejected. This means that the implementation of CLIL-based activities suggests a statistically significant improvement in the students' speaking performance. Furthermore, this observed improvement is unlikely to be due to chance.

Additionally, the effect size was calculated using the formula $(r) = Z / \sqrt{N}$, where N is the number of observations. In this case, $Z = 3.408$ and $\sqrt{N} = \sqrt{16} = 4$, resulting in $(r) = 3.408 / 4 = 0.85$. This value indicates a very large effect size, suggesting a strong practical impact on the participants' oral performance following the intervention.

A similar trend can be observed in the boxplots presented in Figure 3. The distribution of Post-test scores is generally higher than that of the Pre-test, with the median increasing from 5.50 to 9.50. This difference of four points suggests an overall improvement in students' performance between the two stages of assessment. This evidences a sustained improvement among all participants, which reinforces the findings obtained in the Wilcoxon Signed-Rank test.

These results should however be interpreted with caution. This quasi-experimental design lacks a control group, so it cannot be said that the intervention was the only explanation of the improvements. External variables could have also influenced the students' performance over time.

Additional Parametric Testing: Paired-Samples T-Test

To make sure the findings were completely reliable, the data was double-checked by running a paired-samples t-test in R software. This extra step provides a parametric viewpoint to confirm that the results remain steady and consistent.

Table 7

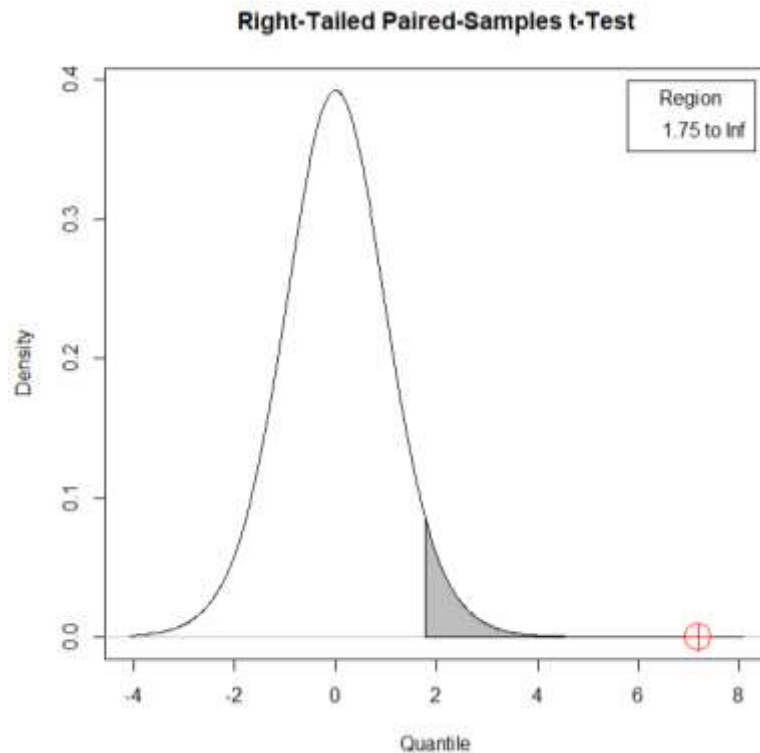
Paired-Samples t-Test Results for Pre-test and Post-test Comparison

Data	t Statistic	Mean Difference	p-Value	Cohen's d
Post-test and Pre-test	7.188	3.875	0.000001567	1.797

Note. N = 16. Cohen's d was calculated using the t statistic for paired samples as $d = t / \sqrt{N}$.

Figure 4

Probability Distribution of the Paired-Samples t-Test



Note. N = 16. Right-tailed t-test at $\alpha = 0.05$. The observed t value = 7.188 falls in the H_0 rejection region.

The results in Table 7 show a statistically significant difference between the pre-test and post-test (p-value = 0.000001567 < 0.05). For this reason, the null hypothesis is rejected. This indicates that the implementation of CLIL-based activities suggests a statistically

significant improvement in the English oral performance level of the 16 participating students from the “San Gerardo” Educational Unit.

To verify this finding, the effect size was calculated using Cohen's d based on the t-statistic for paired data, as shown below:

$$d = \frac{t}{\sqrt{N}}$$

Where:

$$t = 7.188$$

$$\sqrt{N} = \sqrt{16} = 4$$

Therefore:

$$d = 7.188 / 4 \approx 1.797$$

According to the intervals defined for Cohen's d, the value of $d = 1.797$ is considered a very large effect since it exceeds the conventional threshold. This suggests not only strong statistical significance but also strong practical significance in the students' oral performance following the intervention with CLIL-based activities.

Similarly, Figure 4 shows that the observed t-statistic of 7.188 falls to the right of the rejection region for the null hypothesis (H_0). This graphically supports the findings of the t-test. That is, the improvement in speaking skills observed in the study population is associated with the pedagogical intervention through CLIL-based activities and is not a product of chance.

Pedagogical Implications

The findings of the present study suggest several implications for English language teaching in intercultural contexts. For instance, the sustained improvement across all speaking criteria indicates that the integration of content and language through CLIL can enhance the development of oral skills when learning is integrated into the students' cultural context.

The clear improvement in coherence and vocabulary validates the effectiveness of the culturally anchored CLIL strategy for seventh graders. However, the slower growth in pronunciation and fluency identifies a critical challenge: developing spontaneous linguistic accuracy demands longer exposure and more practice than the current intervention provided.

The findings suggest that in the long run English classes should be places where language and cultural identity come together. Beyond simple repetition, the classroom can be a place for real, meaningful conversations. Teachers can enhance language learning and greatly increase student motivation by incorporating elements of their Indigenous culture.

4.4 DISCUSSION

The findings of this research indicate that the implementation of the CLIL approach, rooted in indigenous cultures, led to a statistically significant improvement in the English oral expression of the participants. The inferential analysis demonstrated that the improvement in speaking skills was not by chance, but rather a direct effect of a structured pedagogical intervention. Furthermore, the effect size calculated for this impact is "very large" and provides solid empirical validity to the strategy used with this group of basic education students. This significant improvement is consistent with the assertion of Hattie (2009) who states that educational interventions with an effect size above a certain level are a very successful influence on student learning.

The students made impressive progress by designing lessons that connect English to their everyday lives. The normal English classes are very focused on the grammar rules, but adding the Andean worldview the classroom became a space for the students to express their

own ideas with the language instead of feeling forced to learn something foreign. The students had a real reason to speak by tying the lessons to their cultural roots. Their vocabulary and their organization of thoughts improved significantly. When students can link a new language to their own culture, it lowers their stress and makes learning much easier. This perfectly shows Coyle's (2010) idea of "Culture" in the 4Cs model of CLIL in action.

The comparison of these results with current Ecuadorian research shows a clear convergence. These results are consistent with the studies of Tapia and Vega (2024) and Terán Molina et al. (2024) that confirmed the fact that CLIL promotes a more dynamic and communicative use of English in local contexts. This trend in oral proficiency is also supported by the more general evidence from Lorenzo, Casal and Moore (2010) who found that students in CLIL contexts achieve consistently higher levels of competence in productive skills than students in traditional settings. Nonetheless, this research makes a distinctive contribution by proving that such educational success can be achieved in primary education when instructional content is deliberately anchored in Indigenous heritage. This perspective finds strong support in Walsh's (2017) conceptualization of interculturality, which posits that when the "unfamiliar" (the foreign language) is approached through the lens of the "familiar" (the native culture), acquisition transcends mechanical repetition and becomes a vehicle for student empowerment.

Furthermore, the documented progress finds solid ground in established language acquisition theories. The evolution in speaking performance was facilitated through social interaction within the students' Zone of Proximal Development, as theorized by Vygotsky (1978). At the same time, the presence of indigenous identity worked as a trigger to lower the "affective filter" (Krashen, 1982). Students felt less anxious and showed a significant improvement in self-confidence when dealing with themes related to their own heritage, which led to a more spontaneous oral production. Other intercultural studies have also reported similar results. Students' WTC is significantly higher when they perceive their own culture as a valuable academic asset.

However, a closer look reveals that language development is a complicated process. For instance fluency was slower to develop than vocabulary or coherence. This difference,

as in other indigenous educational contexts, may be explained by the intrinsic complexity of the phonetic automation in a foreign language in a limited time. The 4-week intervention was enough to significantly improve lexical resources and organizational skills, but speech naturalness needs longer exposure. These results must be understood within the context of a small, specific population, but the general upward trend confirms that CLIL located culturally is a powerful driver for overcoming the initial barriers of oral production in rural or intercultural settings.

To sum up, this research proves that English classes in Ecuador can step away from traditional teaching. When English is connected to Indigenous culture, it stops being just another school requirement and becomes a tool for students to express who they are. These findings show exactly why basic education needs to move toward methods that embrace local culture. It turns out that valuing a student's roots is the most powerful way to build their communication skills for a globalized world.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Regarding the first objective of diagnosing the initial oral proficiency of the seventh-grade students, it is concluded that the participants began the research process at a fundamental elementary level. The diagnostic phase revealed significant structural barriers in language production, characterized by a restricted lexical range and a lack of phonetic precision. These findings confirmed that conventional pedagogical models had failed to provide the communicative tools necessary for students to express themselves with autonomy, thus validating the urgent need for a methodological shift toward more contextualized approaches.

As for the second goal of combining CLIL with Indigenous culture, the results prove that cultural identity really motivates students to learn a language naturally. When English was linked to their heritage and everyday lives, it stopped feeling like a forced academic chore and became a genuine way to express themselves. This match made it easier for students to connect their thoughts and engage deeply with the material. It confirms that when lessons respect the students' culture, the usual stress and mental blocks of learning a foreign language drop significantly.

Finally, regarding the evaluation of the effectiveness of the intervention, the inferential statistical data provides conclusive evidence of a significant change in the speaking proficiency of the participants. These metrics allow us to reject the null hypothesis unequivocally, thus proving that the improvements we have registered are a direct consequence of the systematic pedagogical design. Given the large magnitude of the calculated effect size, it can be safely concluded that a CLIL approach based on Indigenous traditions is a very reliable and efficient strategy. These findings show that respecting and including a student's cultural background is beyond a cultural validation, it offers a powerful foundation for the development of proficient communication in a globalized context.

5.2 RECOMMENDATIONS

Based on the findings and the successful outcome of this research, the following recommendations are proposed:

It is recommended that the educational institution continues to implement culturally responsive CLIL strategies, extending the duration of the interventions to at least one full academic term. This would allow for a deeper stabilization of phonetic accuracy and a more natural development of speech fluency over time.

Moving forward, educators are encouraged to expand this approach into reading and writing lessons. Trying this out will help us see if using the students' culture as a bridge works just as powerfully to develop well-rounded literacy.

For future research, it is suggested to replicate this study with a larger sample size and the inclusion of a control group. This would provide even more robust data to generalize the benefits of linking indigenous worldviews with English Language Teaching across different rural and intercultural settings in Ecuador.

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ANNEXES

Appendix A: Official Research Authorization and Ethical Commitment for Child and Adolescent Rights Protection



Oficio Nro. MINEDEC-CZ3-06D05-2026-0089-O

Guano, 02 de febrero de 2026

Asunto: Solicita autorizar al señor Veloz Jaya Diego Sebastián, para que aplique los instrumentos y levantar los datos necesarios para su proyecto de investigación a la U.H. "San Gerardo", durante el período 26 de enero al 20 de febrero de 2026.

Señora Doctora
Angaro Lilian Cazorla Basantes
En su Despacho

De mi consideración:

Luego de expresarle un atento y cordial saludo, me permito dar respuesta al oficio N.º 0175-DCEHT-UNACH-2026, de fecha 28 de enero de 2026, mediante el cual solicita autorización para que el Sr. VELOZ JAYA DIEGO SEBASTIÁN, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y Tecnologías de la Universidad Nacional de Chimborazo, realice la Aplicación de Instrumentos para la Recolección de Datos.

Al respecto, este Distrito Educativo autoriza la aplicación, en el marco del proyecto titulado: **"THE USAGE OF CLIL METHOD BASED ON INDIGENOUS CULTURE TO DEVELOP THE SPEAKING SKILL"**.

Se autoriza el desarrollo del mismo, para ello se solicita al Sr. estudiante acudir con la Psc.Cli. Carolina Tapia, Analista DICE Distrital encargada, en el Distrito Guano Peripe, el miércoles 4 de febrero de 2026, a las 08:00, con el fin de recibir la charla sobre rutas y protocolos; posterior a esta charla, se les entregará la **Carta de Compromiso de protección y no vulneración de derechos de niñas, niños y adolescentes**, documento indispensable para el ingreso a las instituciones educativas, conforme al formato establecido por el Nivel Central, en caso de no poder asistir a la hora señalada, favor contactarse con la Sra. Psc.Cli. al Telf. **0992779166**.

Asimismo, se recomienda coordinar directamente con la Sra. Rectora de la Unidad Educativa San Gerardo, al Telf. 0982783927.

Finalmente, expresamos nuestros mejores deseos para el desarrollo exitoso de las actividades programadas y reiteramos la importancia de dar estricto cumplimiento a las disposiciones establecidas en la normativa.

Con sentimientos de distinguida consideración.



REPÚBLICA
DEL ECUADOR

Oficio Nro. MINEDEC-CZ3-06D05-2026-0089-O

Guano, 02 de febrero de 2026

Atentamente,

Documento firmado electrónicamente

Ana Lucila Muñoz Burbano

DIRECTORA DISTRITAL 06D05 GUANO PENIPE EDUCACIÓN

Referencias:

- MINEDEC-CZ3-06D05-UDAC-2026-0097-E

Anejos:

- 1090151251001769789199.pdf

Copia:

Señora Licenciada
María Margoth Soza Bejarano
Técnica de Atención Ciudadana

Patricia Lorena Guilecapi Mesquera
Técnica Distrital de Atención Ciudadana

el/eg



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www.educacion.gob.ec

* Documento firmado electrónicamente por Gobierno

EL NUEVO ECUADOR // DEFIENDE
IMPULSA
CONSTRUYE

2/2



CARTA DE COMPROMISO DE PROTECCIÓN Y NO VULNERACIÓN DE DERECHOS A NIÑOS, NIÑAS Y ADOLESCENTES

A la comunidad educativa,

Yo, Dra. Suleidy Valdez con documento de identidad Nro. 080323853, comunico que con fecha 03/06/2023 he recibido el taller de sensibilización en *Protocolos y rutas de actuación frente a situaciones de violencia detectadas o cometidas en el Sistema Educativo*, desarrollado en Zona/ Distrito Guano.

En cumplimiento de la normativa vigente, en particular atención el ACUERDO Nro. MINEDUC-MINEDUC-2023-00073-A, me comprometo, durante mis visitas a instituciones educativas, a:

- 1) Garantizar la protección y no vulneración de derechos de las y los integrantes de la comunidad educativa, especialmente de niñas, niños y adolescentes, precautelando su integridad física, psicológica y sexual.
- 2) Comunicar de forma inmediata a la autoridad institucional correspondiente cualquier situación de violencia que observe o le sea reportada en perjuicio de niñas, niños y adolescentes, de conformidad con el artículo 35 de la Constitución de la República del Ecuador, el artículo 11 del Código Orgánico de la Niñez y Adolescencia (CONA), y el artículo 112 de la Ley Orgánica de Educación Intercultural (LOEI), en concordancia con el artículo 339 y 340 de su Reglamento

Este compromiso se suscribe en apego a lo dispuesto en los artículos 276, 277, 421, 422 y 422.1 del Código Orgánico Integral Penal (COIP), que establecen el deber legal de denunciar y sancionan su omisión como delito. En virtud del principio del interés superior del niño, se otorga especial atención a la obligación de denunciar actos de violencia contra niñas, niños y adolescentes, siendo su incumplimiento una infracción que compromete la responsabilidad de los servidores públicos, quienes deben actuar conforme a este principio en todo momento.

Aceptando estar conforme con este instrumento y contando con la capacidad legal para suscribirlo, firmo el presente documento, a los 03 días del mes de Junio de 2023.

Atentamente,

Firma
Nombre: Dra. Suleidy Valdez
CI: 080323853

Appendix B: Photographic Evidence of Pedagogical Implementation



Appendix C: English Oral Proficiency Assessment Instrument (Pretest/Posttest)

S02 POST

PART I: ORAL PRODUCTION ASSESSMENT INSTRUMENT (SPEAKING) – PRE/POST TEST

1. General Information

Assigned Student Code (SXX): S02

Full Name (Optional / Internal records only): Evelyn Cysa

Test Type: Pre-test Post-test

Date: 19/02/2026

2. General Description and Administration

This instrument is designed to assess the oral production (speaking) of basic education students with an initial **A1 proficiency level**, within the framework of a **CLIL-based methodological proposal** integrating indigenous cultural content.

The assessment is part of a **one-group pretest-posttest quasi-experimental quantitative design**. The same version of the test is administered in both the pretest and the posttest phases.

The oral interview lasts approximately **2 minutes**. Each session will be audio-recorded and identified by the assigned code (e.g., S01PRE, S01POST).

In case of comprehension difficulties, questions may be repeated or rephrased using the provided options. Sentence starters are intended for linguistic scaffolding and should not be read aloud to the student unless necessary to prompt a response.

The speaking assessment is organized around three main questions related to the student's community, environment, traditional food, and a traditional festivity. Each main question includes two complementary sub-questions, possible rephrasings, and suggested sentence starters.

3. Oral Assessment Questions

3.1. Question 1 – Community and Territory

Main Question: Q1. Can you tell me about your community?

- **Sub-question 1:** Where is your community located?
 - *Rephrasing:* Where is your community? In which canton or province?
- **Sub-question 2:** What important places are there in your community?

- *Rephrasing:* What places do you have in your community? For example, school, church, shops, health center, GAD, etc.

Suggested Sentence Starters:

- My community is...
 - My community is in...
 - In my community, there is... / In my community, there are...
-

3.2. Question 2 – Traditional Food

Main Question: Q2. What is your favorite traditional food in your community?

- **Sub-question 1:** What ingredients does it have?
 - *Rephrasing:* What things or foods are inside it?
- **Sub-question 2:** When do you eat this food?
 - *Rephrasing:* On what days, in what celebrations or moments do you eat this food?

Suggested Sentence Starters:

- My favorite traditional food is...
 - It has...
 - We eat it in...
-

3.3. Question 3 – Traditional Festivity

Main Question: Q3. Can you tell me a traditional festivity in your community?

- **Sub-question 1:** What do people do in this festivity?
 - *Rephrasing:* What activities do you do? For example, dance, eat, sing, play, walk in a parade, etc.
- **Sub-question 2:** Why is this festivity important for your community?
 - *Rephrasing:* Why is it special for your community or for your family?

Suggested Sentence Starters:

- In this festivity, we...
- People wear... / People eat...
- It is important because...

PART II: AUDIO RECORDING AND OBSERVATION SHEET

Section	Item / Description	Record / Input Space
1. Recording Details	Audio Recording Code	S _____ PRE <input type="checkbox"/> S <u>02</u> POST <input checked="" type="checkbox"/>
	Date	<u>19/07/2026</u>
	Time	<u>08:29</u>
	Evaluator	<u>Piero Velaz</u>
	Location	<u>Unidad Educativa "San Gerardo"</u>
2. Administration Observation Record	Very low voice volume detected:	
	External noise affected the recording	X
	Interruptions or recording technical issues	
	Evident student nervousness	X
	Required more than three rephrasings	
	Other observation:	_____
	The assessment was conducted smoothly and without issues	X
3. Additional Performance Notes (Optional)	Evaluator's comments	

PART III: ORAL PRODUCTION ASSESSMENT AND ANALYSIS

Student Code (SXX): S02

Audio Recording Code: S _____ PRE S 02 POST

1. Quantitative Performance Assessment (Rubric)

Criterion	Score (1-4)	Performance Level
Fluency	3	<ul style="list-style-type: none">• Basic phrases• Hesitation• High flow
Vocabulary	3	<ul style="list-style-type: none">• Correct vocab.•
Relevance and Coherence	4	<ul style="list-style-type: none">• On topic• Coherent• Highly relevant
Pronunciation	3	<ul style="list-style-type: none">• Generally clear• Overall intelligibility
Total Score	<u>13</u> / 16	

2. Qualitative Analysis and Score Justification

S02 demonstrates a highly significant improvement. (Complete at D.D.)

REFERENCE: SCORING RUBRIC

Criterion	1 Point (Needs Improvement)	2 Points (Fair)	3 Points (Good)	4 Points (Excellent)
Fluency	Speech is very slow, with frequent and long pauses. Unable to produce continuous basic phrases.	Speaks with noticeable hesitation. Frequent pauses interrupt the flow, but manages isolated short phrases.	Speaks with some hesitation but maintains a basic flow of short, simple sentences.	Speaks smoothly with minimal hesitation suitable for an A1 level. Natural flow for basic phrases.
Vocabulary	Extremely limited vocabulary. Relies heavily on L1 (Spanish/Kichwa) to answer.	Uses basic isolated words. Struggles to find English words related to the prompts.	Uses adequate basic vocabulary to answer the prompts. Occasional L1 use, but mostly English.	Uses relevant vocabulary accurately, effectively integrating specific CLL and cultural terms.
Relevance and Coherence	Responses are off-topic or show no understanding of the cultural questions asked.	Responses are somewhat related but lack clarity, or fail to connect with the cultural context.	Responses are relevant to the cultural topic and generally coherent, though structurally simple.	Responses directly address the cultural topic, integrating indigenous context clearly and coherently.
Pronunciation	Severe L1 phonological interference (e.g., extreme vowel reduction). Speech is mostly unintelligible.	Noticeable interference affects intelligibility frequently. Noticeable struggle with English vowel sounds.	Pronunciation is generally understandable. Some L1 interference is present but does not prevent communication.	Clear pronunciation for an A1 level. Minimal L1 interference affecting overall intelligibility.

Appendix D: Audio Records Log

ANEXO ___ : INSTRUMENTO DE EVALUACIÓN DE LA PRODUCCIÓN ORAL (SPEAKING) – PRE/POST TEST

Sección	Ítem / Descripción	Espacio de registro
1. Datos generales	Nombre del estudiante:	<u>Evelyn Tatiana Cajo Guequi</u>
	Código de grabación	S ___ PRE <input type="checkbox"/> S <u>02</u> POST <input checked="" type="checkbox"/>
	Código de estudiante asignado (SXX)	<u>502 POST</u>
	Tipo de prueba	Pre-test <input type="checkbox"/> Post-test <input checked="" type="checkbox"/>
	Fecha	<u>19 / 02 / 2016</u>
	Hora	<u>08:24</u>
	Evaluador	<u>Diego Velaz</u>
	Lugar	<u>Unidad Educativa "San Gerardo"</u>
2. Registro de observaciones sobre la aplicación	Se percibió un volumen de voz muy bajo	X
	Ruidos externos afectaron la grabación	/
	Interrupciones o fallos en la grabación	X
	Nerviosismo evidente del estudiante	/
	Requirió más de tres reformulaciones	X
	Otra observación:	
	La evaluación se desarrolló correctamente y sin inconvenientes	/
3. Notas adicionales sobre el desempeño (opcional)	Comentarios del evaluador	

Appendix E: Didactic Materials and Visual Aids for CLIL Implementation

