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EXTRANJEROS**

**Analysis of the impact of Communicative Language Teaching on the  
development of speaking skill**

**Trabajo de titulación para optar al título de Licenciado en Pedagogía del  
Idioma Inglés**

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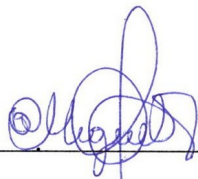
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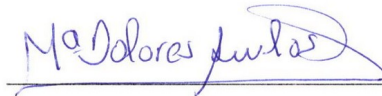
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## DEDICATION

*To my parents, who influenced my education and inculcated the core principles I follow today. All my current objectives are yet to be accomplished.*

*To my dear sister, for her support and advice whenever I needed it; we still have a lot to achieve together.*

*To my dear and invaluable university classmate, Kelvin, for his companionship, motivation, and support, with whom I proud to share this achievement.*

*To my pets, who have been vital companions throughout my life; the strength of your companionship is indescribable. To those who have passed away from our family, and to those who are still here sharing with us.*

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## RESUMEN

La presente investigación tuvo como objetivo evaluar la relación entre las actividades del Enfoque Comunicativo (CLT) y las habilidades orales autopercebidas de los estudiantes con escolaridad inconclusa (PCEI) en la Unidad Educativa Velasco Ibarra, en el período académico 2025-2026. El estudio se fundamenta en los principios de la andragogía y la inclusión educativa. En cuanto a la metodología, se aplicó un enfoque cuantitativo, cuya modalidad fue de campo y documental, con un diseño no experimental y transversal. Con respecto a la muestra, esta estuvo constituida por 47 estudiantes adultos pertenecientes a los niveles de Educación General Básica (EGB) y Bachillerato General Unificado (BGU) intensivo. Para la recolección de datos se empleó la técnica de la encuesta a través de un cuestionario estructurado, el mismo que contenía una escala de Likert de 22 ítems, demostrando gran confiabilidad gracias al coeficiente Alfa de Cronbach ( $\alpha = 0.742$  para actividades CLT y  $\alpha = 0.788$  para habilidad oral). Después de haber verificado que los datos tienen una distribución normal mediante la prueba de Shapiro-Wilk ( $p > 0.05$ ), se aplicó el coeficiente de correlación de Pearson, revelando una relación positiva moderada entre las variables ( $r = 0.568$ ,  $p < 0.01$ ), permitiendo rechazar la hipótesis nula. Mediante análisis descriptivos se pudo establecer que la motivación docente fue la estrategia más frecuente ( $M = 3.66$ ) y que las actividades lúdicas fueron las de menor impacto ( $M = 2.45$ ). Respecto a la variable dependiente, los estudiantes destacaron en el uso de competencias estratégicas para defenderse en una conversación ( $M = 3.89$ ), lo que indica que priorizan el intercambio práctico de información y hacerse entender. Sin embargo, reflejan limitaciones críticas con respecto a la fluidez del habla al detenerse por mucho tiempo para pensar ( $M = 2.13$ ). Se concluye que la implementación sistemática de actividades comunicativas incrementa proporcionalmente la suficiencia oral y la confianza del estudiante adulto, recomendando flexibilizar el currículo hacia entornos de práctica oral constante que disminuyan el filtro afectivo.

**Palabras clave:** Enfoque Comunicativo, Habilidad Oral, Escolaridad Inconclusa, Andragogía, Fluidez, Competencia Estratégica.

## ABSTRACT

This research work aimed to evaluate the relationship between Communicative Language Teaching (CLT) activities and the self-perceived oral skills of students with incomplete schooling (PCEI) at Unidad Educativa Velasco Ibarra during the 2025-2026 academic period. The study is grounded in the principles of andragogy and educational inclusion. Regarding the methodology, a quantitative approach was applied, utilizing a field and documentary modality, with a non-experimental and cross-sectional design. Respecting the sample, it consisted of 47 adult learners belonging to the Intensive General Basic Education (EGB) and Unified General Baccalaureate (BGU) levels. For data collection, a survey technique was used through a structured questionnaire, which contained a 22-item Likert scale, demonstrating great reliability thanks to Cronbach's Alpha coefficient ( $\alpha = 0.742$  for CLT activities and  $\alpha = 0.788$  for speaking skill). After verifying that the data followed a normal distribution through the Shapiro-Wilk test ( $p > 0.05$ ), Pearson's correlation coefficient was applied, revealing a moderate positive correlation between the variables ( $r = 0.568$ ,  $p < 0.01$ ), leading to the rejection of the null hypothesis. Through descriptive analysis, it was possible to establish that teacher motivation was the most frequent strategy ( $M = 3.66$ ) and that playful activities reported the lowest impact ( $M = 2.45$ ). Regarding the dependent variable, learners excelled in the use of strategic competences to manage real-life conversations ( $M = 3.89$ ), which indicates that they prioritize functional message delivery and mutual understanding. However, they reflect critical limitations regarding speaking fluency due to taking a long time to think ( $M = 2.13$ ). It is concluded that systematic exposure to communicative tasks proportionally improves adult learners' oral proficiency and confidence, recommending curricular flexibility to embed constant speech-driven environments that decrease the affective filter.

**Keywords:** Communicative Language Teaching, Speaking Skill, Incomplete Schooling, Andragogy, Fluency, Strategic Competence.

## CHAPTER 1 INTRODUCTION

### 1.1 INTRODUCTION

In an era of growing worldwide connectivity, the demand for people capable of naturally expressing communication in various linguistic contexts has been growing significantly. This highlights the importance of learning a universal language, particularly English, which has become important in various fields such as interpersonal communication, employment and education while it has become the lingua franca. Effective communication skills are considered as the foundation for personal, professional and social integration. This is why the challenges of learning a foreign language arise, especially in speaking skills.

Within the national context, Ecuador, as an intercultural, plurinational, and secular state where the official language is Spanish, through the National Constituent Assembly, guarantees lifelong learning as a right. So that in education the premise is that the necessary resources and strategies should be considered as appropriate to ensure inclusive access to education for all age learners. Contrary to traditional schooling programs, a specific portion of the educational population consists of young people and adults with incomplete formal education that are willing to retake their studies. For the purpose, andragogical principles and pedagogical methodologies are implemented to permit their inclusive integration in the educational formal system. Additionally, regarding a foreign language acquisition, the teaching and learning procedures are different and highly customized to their needs, guaranteeing that prior life experiences will serve as the starting point of new knowledge in the classroom.

The status of English Language Teaching (ELT) is a significant focus regarding the development of communicative competence, especially oral proficiency. The Ministry of Education (MINEDUC), which is the maximum authority, established actions to promote foreign language acquisition to this population. The aim is to mitigate the language learning challenges while focused on oral proficiency. Furthermore, MINEDUC has been promoting adult learners' integration through accelerated education programs, powered by adult learning principles. These students instruction is holistic, based on their prior life experiences combined with real communication settings throughout the Communicative Language Teaching (CLT) approach. All of this seeks to improve the oral proficiency, as well as to address the ongoing challenges in developing speaking skills among these learners.

Although the implementation of such integrated strategies like CLT and adult learning principles, its support to students with incomplete schooling remains insufficient.

It is not completely clear to what extent CLT activities implementation are related to the better development on oral proficiency within the definite population. Therefore, this investigation's objective is to analyze the impact of CLT on the development of speaking skill in students with incomplete schooling.

## **1.2 PROBLEM STATEMENT**

In a genuinely effective education system, every learner no matter whether they come with strong school records or different educational background should have the same chance to build solid spoken English skills through a standout educational program. These skills are pertinent for global and local contexts. Moreover, high levels of English communicative competence are ideal to permit individuals having equitable and inclusive opportunities in fields of their preference where the global language is present.

Nevertheless, several limitations emerge, and the reality is that individuals who learn a foreign language may feel in need of constant practice, especially regarding oral proficiency. On the one hand, the sociocultural factors does inhibit the sufficient oral practice outside the learning environment. On the other hand, despite MINEDUC efforts promoting adults learning and fostering CLT approach utilization, oral proficiency among these learners has not yet reached the necessary level. Undermining the language learner's efforts to perform adequately, making this a persistent challenge that weakens these attempts.

In this regard, the inability to achieve sufficient oral proficiency is severely limiting learners' employment opportunities and affecting their social and academic integration at the same time. In consequence, the cycle of disadvantages maintain and the inadequate employment of efficient pedagogical approaches such as adult learning principles (andragogy) can lead to avoid the educational resources effectiveness and resulting in a failed curriculum adaptation.

Although the Communicative Language Teaching (CLT) approach is extensively adopted and implemented within these intensive programs, there is a considerable lack of empirical data quantifying its specific impact on the oral proficiency development of students with incomplete schooling in the Ecuadorian context. The extent to which CLT effectively addresses their unique learning needs and contributes to measurable improvements in their speaking skills remains mainly understudied.

## **1.3 PROBLEM FORMULATION**

To what extent does the Communicative Language Teaching (CLT) approach impact the development of speaking skill in students with incomplete schooling at Unidad Educativa Velasco Ibarra during the 2025-2026 academic period?

#### **1.4 JUSTIFICATION**

Communicative Language Teaching (CLT) is the standard approach in education, helpful to polish communication skills and facilitate language acquisition. Activities such as information gaps, role-plays, and conversational simulations maximize learning possibilities in the classroom. Nevertheless, CLT procedures are usually focused on children, adolescent, and university students, but lacks of information regarding adult learning. A substantial gap emerges in research related with Andragogy (adult education) and Incomplete Schooling. Even though, CLT works well with students with uninterrupted schooling, there is an omission of studies regarding accelerated adult education and its effectiveness based on their cognitive and contextual differences, playing an important role.

From a social point of view, oral English proficiency is a crucial soft skill that contributes to employability. In Ecuador, there is a greater demand for these skills which allow individuals to enter modern jobs and to apply these skills in real situations. These communicative skills are not just a requirement of academic learning, but life-changing experience for adults left behind by the traditional education system. Improving English skills represents an effective tool for decreasing the employment inequality gap for this vulnerable population.

This research paper practical contribution to education, specifically to Unidad Educativa Velasco Ibarra provide insights for instructors to work with this population. Rather than depending on trial-and-error practices, instructors will be able to identify precisely which communicative activities correlate best with development of oral production in adult learners. As a result, these findings could lead to the proposal of guidelines or pedagogical recommendations suitable for English areas within secondary institutions.

Finally, this research paper aligns with the right to “Lifelong Learning” as stipulated in the Constitution of the Republic of Ecuador. The national government guarantees this right through continuous training programs targeting priority populations. Moreover, the Organic Law of Intercultural Education (LOEI) provides the structural basis for handling adult education, underscoring continuous learning to counter school desertion regarding concerns.

## **1.5 OBJECTIVES**

### **1.5.1 GENERAL OBJECTIVE**

To evaluate the relationship between the activities of the Communicative Language Teaching (CLT) and the self-perceived oral skills of the students of the Unidad Educativa Velasco Ibarra.

### **1.5.2 SPECIFIC OBJECTIVES**

1. To establish the current level of oral proficiency within the study population.
2. To quantify the frequency of participation in Communicative Language Teaching (CLT) activities in the classroom.
3. To analyze the statistical correlation between the level of oral proficiency and frequency of participation in CLT activities.

## CHAPTER 2 THEORETICAL FRAMEWORK

### 2.1 Research Background

A literature review has been developed to deepen the understanding of this investigation's variables. This framework supports the current status of the synergy between Communicative Language Teaching (CLT) and Speaking Skill, as well as their influence on modern education strategies regarding English language teaching for the specified population. A selection of empirical studies is presented to validate this investigation scope.

From an international perspective there is a global consensus regarding the effectiveness of Communicative Language Teaching approach. Investigators such as Judilla et al. (2025), in their work entitled "Communicative Language Teaching for Enhancing Speaking Skills: A Systematic Literature Review", analyzed over 30 studies conducted between 2017 and 2025. Their findings evidence that CLT is fruitful for improving speaking skill. Within their compilation, authors like Anggraini (2018) and Ervina and Kurniati (2019) reported a positive effect in students language speaking scores, determining that group discussions and multimedia resources foster confidence, pronunciation, fluency and self correction.

Furthermore, from another reviewed article, it has been found that interactive classrooms powered by CLT enrich communicative competence as described by Trang (2022) and Muñoz and Gabriela (2023). Lastly, from a most recent review, Wathawatthana et al. (2025) realized that higher exposure to CLT drives to evident improvements in speaking confidence and smoothness, regardless the learners' emotional challenges like anxiety and distractions. These international results are determining to give a light in the CLT employment to promote speaking skills. Thanks to a shift in focus toward student centered activities, students become more fluid despite the inherent learners' affective filter interference.

From a regional viewpoint, the Latin American perception about English as a Foreign Language and adult learners is still prominent. The following studies embody their own perspectives in relation to CLT and its influence in speaking skill.

In the case of Colombia, Nash & Ramirez (2025) in a qualitative action-investigation entitled "Perceptions of how English foreign language instructional strategies may enhance adult learners' speaking skills" have set the objective of exploring perceptions of adult learners in a local college to know how teaching through compensation strategies affect the development of speaking skills. The strategy to

implement had to do with didactic projects to intervene communicative strategies such as circumlocution, approximation and self correction.

From a population of 20 intermediate level learners, the research outcomes thanks to interviews and field diary registries were key. It was identified that the employment of this strategies impact positively in the communicative performance by reducing the affective filter and increasing their confidence. Additionally, the thematic analysis had allowed strategies such as circumlocution, approximation and self correction to improve fluency and grammatical accuracy by letting the adult learner to manage his own linguistic processes at their own pace. Nevertheless, the study had also determined that these techniques do not increase the vocabulary for their own, but act as a support to maintain internation.

Another study conducted in Peru by Arias et al. (2022) entitled “Educational Technology Applied to Adult Education” explored the feasibility of the integrating of technology into education within the context of andragogy (adult education). The researchers utilized a qualitative methodology based on a systematic journal review across academic research engines such as Google Scholar, IGI Global, JSTOR, and Academic Search Premier. Employing a search chain with terms like “adult learner”, “adult education”, and “andragogy” the study examined the existing breach between adult learners and their skills when using technology.

The investigation’s findings highlight the importance of adult learners in educational institutions. The study concludes that while adult students bring an enormous level of experience, they have at the same time to balance their responsibilities outside the classroom, so their instructional programs must be flexible. Researchers also found that instructors’ must re-evaluate their perspectives toward andragogy to enhance pupils engagement and enrollment.

In the context of the investigation, the paradigm turns around the criteria instructors have when dealing with adult students. A shift of focus can transform teaching methodologies in good of PCEI learners. Furthermore this research work is highly pertinent to the investigation as it reshapes instructional strategies like CLT that must be adapted to the specific cognitive and social reality of the adult student within the PCEI programs.

Within the local context of Ecuador, education quality, availability, and inclusion are ongoing inquiries for researchers in the pedagogy field. The Ministry of Education, as the rector organism, is aware of this and emphasizes inclusiveness through diverse strategies. For instance, by allowing students with incomplete schooling to resume their studies and obtain the baccalaureate diploma. The state provides the possibility of

mastering a foreign language such as English, to promote their integration into the modern workforce. For achieving this objective, institutions have the duty to employ Communicative Language Teaching (CLT) methodology to improve speaking skills.

In this context, the following contentions aim to shape the current status of studies regarding CLT and speaking skills regarding the national education system.

The researcher Chungata (2023) with her work entitled “Addressing the Learning Needs of Students with Incomplete Education in Intensive Upper Basic Education at UEFSA Guachapala Extension” was the first to study intensive education challenges in the Ecuadorian context. The author, using an interpretive style and qualitative case study approach, discovered that the educational gaps and discrepancies that PCEI students encounter underscore their need for compensatory educational interventions to improve their outcomes.

In her research she states that students require flexible resources and the ability to adapt to the economic and employment barriers. The study recommends the implementation of Collaborative Project-Based Learning (CPBL) and emphasizes the necessity for the improvement of adult education strategies in the context of teacher training. This study serves as the basis for the research, as it is the first to determine the need for constructivist techniques that guarantee the educational freedom of the PCEI students as well as the necessity of the modification of the National Curriculum to the framework of Youth and Adult Education.

Additionally, in the paper “Communicative Approach in the Teaching-Learning Process of English as a Foreign Language” published by Sánchez & Pérez (2020) evaluate the effectiveness of the communicative approach compared to other traditional approaches. Using an explanatory and descriptive methodology, they affirm that English teaching in the country is the most old fashioned and is primarily focused on the methodology of rote memorization which hinders the development of communicative skills.

The investigators argue that due to the communicative approach, learners were able to achieve higher levels of educational proficiency, useful considering that the modern world is primarily influenced by the existence or absence of educational regulations that take into account the students' socioeconomic circumstances. They strongly support the adoption of these methods because they enable pupils to engage in dialogue with other people without the need for an excessive complex topic preparation. This crucial background highlights the transformation of the grammar and translation approach to the communicative approach, which is the foundation of PCEI programs. It also emphasises the everyday context and sociocultural characteristics of the people.

## **2.2 SECOND LANGUAGE ACQUISITION (SLA) THEORIES**

### **2.2.1 Input hypothesis and Monitor Model**

The input hypothesis posits a cornerstone role for the input in second language acquisition. For second language acquisition to occur, learners must be exposed to input slightly beyond their current level of competence represented by the formula  $i + 1$ . This fundamental principle contends that effective language acquisition occurs when the input is challenging enough for the learner to facilitate the internalization of new content (Krashen, 1982).

Furthermore, the Monitor Model hypothesis significantly complements the acquisition and learning process. For effective monitoring of learners' output, learners, at specific point of communication, must follow certain rules:

The primary condition requires the learner to have sufficient time to employ learnt rules in spontaneous interactions. Students usually have limited timeframes on their utterances that may hinder the monitoring process. In consequence, this opportunity helps to consciously consider and shape what is being said. Second, by focusing on form while communicating a learner not only focuses on conveying meaning, but also on grammatical and lexical rules implication. Finally, by knowing the explicit rules, the language performer can consciously monitor the learned information and be able to self-correct. By meeting these conditions, a language performer can Monitor their performance and refine their output during production to enhance both accuracy and oral proficiency by the conscious application of learnt structures.

### **2.2.2 Interaction Hypothesis**

The Interaction Hypothesis, which was mainly proposed by Michael Long, emphasizes the importance of social interaction during second language acquisition process. By negotiating for meaning, language learning is facilitated. The process of negotiation occurs when the conversational peers continuously attempt to resolve problems during communication. Through this process input becomes more understandable for learners, and they feel encouraged to work on their output (Tran, 2009).

Three crucial aspects motivate learners to modify their output. First, feedback from peers provides an opportunity to immediately modify the output. Based on the linguistic context, a learner is motivated to act on feedback that aims to self-correction and linguistic development. Second, input in these contexts must be comprehensible. Conversational situations through partners who share as much input as needed foster authentic communicative exchange. Finally, modifications and negotiation strategies arise. Both are

strategic when rephrasing, simplifying, clarifying, requesting and checking comprehension. These dynamics cooperate to modify and negotiate meaning thereby speakers' input is more comprehensible and accessible.

To sum up, the processes of input alteration and meaning negotiation that occur within conversational interaction greatly assist learners in language processing, output production, and acquiring proficient oral fluency.

### **2.2.3 Output Hypothesis**

Merrill Swain proposed the Output Hypothesis, which emphasizes the importance of speaking or writing in the target language during learning. This hypothesis shifts focus to the role of productive skills (speaking or writing). Considering that output drives learners to go beyond passive input reception owing to three important cognitive functions during real learning in the target language (Sales, 2020).

In the Output Hypothesis three functions are determinant. First, through the noticing function, learners notice gaps in their interlanguage and become aware of their linguistic current level. This facilitates the differentiation between what they intend to communicate and how the message is delivered according to their linguistic output. Second, the hypothesis-testing function complements learners' construction of knowledge. When producing language, learners validate their writing or speaking in the target language. As a result, learners feel comfortable trying new structures by the time they reflect on key insights provided by others or themselves through self-correction. Finally, the metalinguistic function enables learners to reflect on their knowledge and performance in the target language. This was termed as "languaging" and resides in the cognitive process that leverages the mediation of students' thoughts through language production itself. Making this process a conscious reflection on linguistic forms that contributes to the consolidation of new language (Swain, 1995).

### **2.2.4 Sociocultural Theory of Learning**

The sociocultural theory of Vygotsky (1978) highlights the important role of social and cultural environment for linguistic and cognitive development in the learning process. It posits that language use is crucial for cognitive development within social interactions. In this regard, it is understood that learning primarily occurs through these social interactions. Therefore, the Zone of the proximal development (ZPD) and scaffolding influence the capacity of learners to meet learning demands through collaboration with More Knowledgeable Others (MKO). Language competence is also important, and the ability to communicate is fundamental in most interactive scenarios. In the language learning landscape, social communication is the cornerstone to consolidate new linguistic

structures, leveraging the capability to shape thinking or also known as cognitive development. Making interactions a dynamic force of internalization of new knowledge.

The Zone of Proximal Development (ZPD) is considered as the dynamic space between a learner's autonomous capability and their potential development when assisted by an MKO. What a learner can do in companion of a More Knowledgeable Other who could be a teacher, a more proficient peer or technological resources enhances language learning within ZPD. MKO provides aid to foster learners' self-reflection and independent skill growth. The process manifests through scaffolding which consists of activities provided by the educator or a more competent peer to support the learner as he or she is led throughout the ZPD. As a result, by conscious, assisted and consequently unassisted efforts, learners develop the capacity to employ new skills autonomously.

## **2.3 PEDAGOGICAL APPROACHES**

### **2.3.1 The Natural Approach**

The Natural Approach, proposed by Krashen & Terrell (1983) contends that for language acquisition to take place, it is crucial to "understand messages in the target language" (Krashen & Terrell, 1983, p. 19) This emphasis indicates that incomprehensible input is not useful; instead, focusing on what is being said/communicated (meaning) rather than how it is being said (form) is the most valuable. Accordingly, oral proficiency is going to emerge gradually and is supported by three principles that ease speech development from simple words to the more complex structures.

The core principle of the Natural Approach is that understanding comes before production. Listening and reading (input) generally precede speaking and writing (output). In this case, the verbal message should be understandable, and need to be in the topic of interest of the student. Additionally, the educator's role is to continuously speak in the target language as well as to assist in speech production. As a result, the students' oral fluency flourishes.

Second, language production emerges thanks to different stages. For the purpose of communication, a learner starts with non-verbal responses, then with a single word, continues to embed two or three words, uses phrases, builds sentences and finally generates complex discourse. Through the completion of these stages, a learner acquires a language mainly targeted to convey meaning. Meanwhile, grammatical endeavors on form follow the same dynamics starting from a very low level, increasing exponentially alongside the meaning.

The third principle suggests that syllabus structure will contemplate a more communicative goal setting rather than grammatically. Classes have to be dictated mainly over language functions and obey real-life scenarios, thus grammar in complement is consciously acquired throughout their implementation along the time. Consequently, communication ability materializes making communicators more proficient while producing the language.

The final principle determines that classroom activities are created to foster lowering the students' affective filter and permit acquisition. Activities basis is to build a learning atmosphere that fosters low anxiety and comfort. Hence, learners are easily willing to acquire the language. Activities are created around relevant and interesting topics for students, helping to evoke their opinions, wishes, feelings during class. By establishing a good atmosphere, acquisition is possible.

### **2.3.2 Learner Centered Approach (LCA)**

The Learner-Centered Approach (LCA) contributes to the educational field in a shift of focus on the content delivered to students, making the instructor consider the learner as an active self-directed performer in the process of instruction. Authors like Carls Rogers and John Dewey assert that education is most effective when it prioritizes the individuals' interests, needs, prior knowledge, and experiences (Hess, 2012).

Following this basis (Weimer, 2012) details five characteristics necessary for LCA. Firstly, the balance of power, by letting students control over their learning. Secondly, the function of the contents is not to be merely conceptual but also specific instructions useful for skills acquisition. Thirdly, the teacher's role switches and becomes a facilitator and a guide who encourages the student's reflection on how and what they are learning. Fourth, in LCA the responsibility for learning underlies in the students, promoting autonomy to make decisions and control the process. Finally, by encouraging collaboration the classroom turns into a community where learners support each other. These key characteristics ensure the acquisition and boost the engagement of oral proficiency within the classroom.

### **2.3.3 Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) represents a paradigm shift in second language pedagogy, moving away from traditional language pedagogies that are primarily grammar focused. Hence, a new way of conceiving language teaching has made instruction more interactive and centered on the purposeful usage of the target language. CLT primarily shifts the focus from the traditional formality of grammar accuracy to the

communicative function of the language whichever context students produce utterances (Qasserras, 2023).

CLT focuses on functional competencies around authentic communicative contexts, Richards & Rodgers (2001) illustrate this thanks to the employment of functional skills in genuine communication situations. Making CLT's efficacy ground in the ability to perform various language functions such as convincing, giving information or negotiating. It is through this process that students are able to enhance their proficiency alongside the implementation of language functions in authentic and memorable situations.

### **2.3.4 Task-Based Language Teaching (TBLT)**

Task-Based Language Teaching (TBLT) is an approach that employs tasks to support the learning process of a language. This approach highlights the "task" as the most important part of planning and executing a lesson. As posited by Ellis (2009), an activity qualifies as a task when its primary focus is on meaning including both semantics and pragmatics. Additionally, learners make use of their linguistic and non-linguistic resources to bridge an information or opinion gap. For instance, a defined non-linguistic outcome in an activity could be creating a daily routine schedule or solving a problem collaboratively. Within this process, the language employed serves to achieve the task's practical objective/s, rather than only having structures learned. This supports the idea that language acquisition is more effective if the classroom environment encourages the learners' innate capabilities to acquire the language into purposeful activities.

## **2.4 LEGAL FRAMEWORK**

### **2.4.1 Constitution of the Republic of Ecuador**

The Constitution of the Republic of Ecuador is the supreme law of the country. Article 1 of the Constitution of the Republic of Ecuador (2008) states that Ecuador is a "constitutional state of rights and justice," implying that fundamental rights take precedence over any other legal disposition. In accordance with this normative viewpoint, Oyarte (2019) defines the Constitution as the "system of guarantees" that ensures the enjoyment of crucial rights such as health, security, well-being, and education, making the Ecuadorian Constitution a guarantor of them.

The supreme law includes titles, chapters and sections, in the structuring of its content. Titles contain chapters and chapters contain sections that contain articles. This design supports an organized medium of information so it becomes easier to find relevant material. Additionally, some rights are organized in dimensions that go beyond standards

such as collective well-being, specific priority attention groups, and lifelong learning, among others.

### **2.4.2 Constitutional Framework for Education**

Within the framework of the constitution, “Rights of Good Living” highlight two relevant sections. Section three (Communication and Information) guarantees the right to free, intercultural, and inclusive communication. This legal aspect aligns with the development of oral proficiency. Thereby, this communication setting is fundamental to enable individuals to interact effectively. Section five (education) establishes education as indispensable condition for the realization of these rights, thus supporting learning environments such as CLT classrooms where students engage in continuous practice to communicate effectively.

### **2.4.3 The Right to Education**

The legal framework establishes education as an essential, lifelong human right, indispensable and not limited by age. This principle aligns with the concept of lifelong learning, as stated in the Constitution of the Republic of Ecuador (2008). The following articles are related to the state’s duty to guarantee access to education for all citizens

#### **Article 26**

Education is a right that people have throughout their lives and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for good living. Individuals, families, and society have the right and responsibility to participate in the educational process.

This article is critical due to the promotion of education throughout individuals’ lives. Consequently, it guarantees that learners have the right to quality education regardless the age, providing basis for adult learning settings.

#### **Article 27**

The constitution mandates that education must not be rigid but focused on the integral development of the learner’s abilities. This supports that prevailing methodologies such as CLT reign and prioritize the development of practical linguistic skills over theoretical memorization. The following article mandates that:

Education will focus on human beings and ensure their holistic development, within a framework of respect for human rights, environmental sustainability, and democracy. It will be participatory, compulsory, intercultural, democratic, inclusive,

and diverse, offering quality and warmth. It will promote gender equality, justice, solidarity, and peace. It will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

This article is fundamental as it emphasizes the development of communicative competencies alongside oral proficiency to be capable in a globalized world.

#### **2.4.4 Universal Access and Educational Modalities**

Education is universal and fosters stability and equitable insertion to the educational offers regardless the age. Offers have to be mainly focused in formal and non formal education programs to assure this. The following articles declare lifelong learning and the state responsibilities to assure learners insertion (Constitución de la República del Ecuador, 2008):

##### **Article 28**

According to the constitutional framework, education is a public service that must guarantee the inclusion of all citizens, irrespective of their individual circumstances. It acknowledges many learning pathways and offers legal support to non-traditional educational environments. Regarding this, the Constitutional states that:

Education shall serve the public interest and shall not be at the service of individual or corporate interests. Universal access, permanence, mobility, and graduation without discrimination shall be guaranteed [...] It is the right of every person and community to interact between cultures and participate in a learning society [...] Learning will take place in both formal and informal settings.

This article is essential for the present investigation because of the formal and informal learning settings. In the context of the Bachillerato Intensivo, this mandate ensures that learners with incomplete schooling achieve their graduation without discrimination. Moreover, the system setting takes into account their needs and benefit from language exchange and usage when learning a second language.

#### **2.4.5 The Right to Adult Schooling Programs**

Education shall be flexible and promote inclusion. The state in the legal framework states that learners necessities should be fulfilled and its need met. The following set of articles pretend to frame the educational context within adult learners.

##### **Article 343**

The state is in competence of prioritizing learners needs. The state shall contextualize pedagogical approaches to guarantee flexibility. Thanks to this, it is possible to implement intensive programs for adult learners centered on inclusion and the quality of education.

The national education system shall aim to develop the individual and collective capacities and potential of the population, enabling learning and the generation and use of knowledge, techniques, skills, arts, and culture. The system shall be centered on the learner and shall operate in a flexible, dynamic, inclusive, effective, and efficient manner.

### **Article 347**

The state as a guarantor of rights, is in charge of providing the foundations for illiteracy eradication to avoid backwardness and promote accessible continuous learning programs. The Supreme Law states:

[...] Ensure formal and non-formal education modalities. [...] Eradicate pure, functional, and digital illiteracy, and support post-literacy and lifelong learning processes for adults, as well as overcoming educational backwardness. [...] Ensure, under the principles of social, territorial, and regional equity, that all people have access to public education.

This conception enables continuous evolution of the educative system to expand the learners' proficiency in a foreign language. Furthermore, the set of skills required to be proficient are responsibility of the state through specific study programs to meet the contemporary society requirements.

### **2.4.6 Organic Law of Intercultural Education (LOEI)**

The secondary regulatory basis assembled upon the constitutional foundations in the educational system is the Organic Law of Intercultural Education (LOEI). The LOEI offers the normative foundation for managing, structuring, and guiding the National Education System, more specific than the Constitution addressing more detailed instructions than the Constitution. This law emphasizes the removal of obstacles while ensuring adapted education programs to individuals willing to restart their studies. Regardless the learners socio-economic and age realities, the study population shall be integrated to the National Education System. In this regard, the law states:

#### **Article 1**

Art. 1.1.- Scope.- This Law applies to the entire national territory and guarantees the right to education for all throughout their lives; it determines the general principles and objectives that guide Ecuadorian education within the framework of Good Living,

interculturalism, and plurinationality [...] It develops and deepens constitutional rights, obligations, responsibilities, and guarantees in the field of education and establishes basic regulations for the structure, levels, and modalities, management model, financing, and participation of actors in the National Education System, as well as the protection of the rights of the entire educational community and risk management in said system (Ley Orgánica de Educación Intercultural, 2011).

Additionally, the LOEI provides the legal framework for the creation of specialised curricula and educational approaches different from the conventional educational path. It establishes an organised environment where warmth and quality are the considered criteria to help defining the duties and obligations of the State, educators, and students for the purpose. The LOEI is crucial to this investigation because it gives the "Extraordinary Modalities" legal foundation, allowing the implementation of programs specifically created for students with educational backwardness and guaranteeing that their learning processes, including learning a foreign language, are supported by a formal legal status.

#### **2.4.7 People with Incomplete Schooling (PCEI)**

The Ecuadorian educational system acknowledges that a variety of causes have prevented a considerable amount of the population from finishing their education within the conventional age range. For various reasons such as like social and economic development, low levels of confidence, and limited economic resources, the chances of individuals completing the standard program are significantly reduced (Martínez, 2023, p. 84). Nonetheless the causes might be, this population in such conditions is classified as People with Incomplete Schooling (PCEI), which makes the needs of this group a priority in order to ensure their reintegration into the formal system, as established by the LOEI:

#### **Article 50**

Education for people with incomplete schooling is an educational offer for those who have not been able to access mandatory formal education. This type of education maintains the curricular focus [...] prioritizing its interests and objectives. The State, to guarantee universal access to education, will promote special policies and programs [...] for those who, due to various particularities or circumstances of social inequity, specific educational needs, among others, present difficulties in educational insertion or significant school backwardness. [...] People over eighteen years of age who have not completed the baccalaureate level [...] will access intensive educational programs, projects, and services appropriate to the characteristics of this population. [...] The eradication of illiteracy and school backwardness will be implemented as a State policy, for which the National Education System will incorporate teachers and pedagogical support staff [...].

In light of the previous article, the law establishes that individuals beyond 18 years of age are considered People with Incomplete Schooling (PCEI). At this age, individuals who are willing to study have the right to receive intensive educational programs suitable to their needs, meaning that the traditional schooling cannot be employed. Since Communicative Language Teaching (CLT) is the pedagogical standard for this research, PCEI learners' necessities should be achievable and highly contextualized. Additionally, for this population, practical and functional communication skills are decisive for their successful social and professional integration.

#### **2.4.8 Learner with Incomplete Schooling**

The PCEI population is legally defined by LOEI. In this regard, it is important to describe the unique characteristics of these learners in order to determine their educational requirements. Thus, a PCEI learner described by Article 50 of LOEI, is a person who did not finish their Basic General Education (EGB) or Baccalaureate at the typical age. According to Asamblea Nacional (2011), the following are crucial defining aspects of PCEI learners:

Unlike regular learners, PCEI students come with a variety of prior knowledge and practical expertise to the classroom, which must be taken into account within the pedagogical processes. First, the age and educational gap. People over 15 years old who did not finish EGB and people over 18 who did not complete the baccalaureate schooling programs who have an important interruption in their education (commonly three years or more) are part of the PCEI program. Second, the socio economic vulnerability. Individuals whose condition would be working informally, are single parents, or migrants and are willing to study to increase their employability and social integration. Third, adult learners who want to take schooling programs to achieve the baccalaureate and study in college or to get better job opportunities. Finally, it is not possible to implement standard schooling programs to these population since their background is more experiential. In this regard, different from regular learners PCEI students life experiences are significantly more complex, bringing more specific necessities, prior knowledge, and practical expertise to the classroom, ensuring pedagogical processes to be differentiated but precise and timely.

In conclusion, the PCEI learner is a proactive subject who requires a practical and adaptable educational approach. This is because these students organize their time to fulfill with personal and professional responsibilities. Thus, PCEI learners are in need of a purposeful and intensive intervention highly contextualized. This supports the use of Communicative Language Teaching (CLT) in the field of English language teaching because it emphasises the real-world application of the language while respecting the learner's maturity and immediate communication demands.

### **2.4.9 Legal Basis for the Intensive Curriculum in PCEI Programs**

The Ecuadorian Ministry of Education has issued Ministerial Agreements that regulate the PCEI programs. While these agreements provide general guidance on meeting LOEI Article 50, they also operate further the basis to fulfill the required obligations of these population. From these agreements derive vital information about the execution of intensive programs, such as the study content loads, pedagogical hour scheduling, per-subject hourly load throughout the study period, and the available modalities to enroll, all of these while maintaining quality and essential competencies for these learners. By balancing their work and daily life activities, these Ministerial Agreements permit accelerated programs like basic education and baccalaureate that suits PCEI learners necessities and let them achieve graduation in record time.

Key supporting documents include:

- Agreement MINEDUC-ME-2014-00065-A (2014): Officialized the first flexible curricular grids for basic education and baccalaureate, allowing intensive or regular pedagogical loads in face to face, blended, and distance learning modalities; institutions must adapt to prioritize PCEI access and certification.
- Agreement MINEDUC-ME-2016-00028-A (2016): Regulates extraordinary services for Basic Superior and Baccalaureate (with a new refreshed curricular grid), increasing intensive hourly loads in the classroom, autonomous work, and tutoring sessions according to the student availability. It also establishes the guidelines for the implementation of the Student Participation Program in accordance with PCEI needs and requirements.
- Agreement MINEDUC-MINEDUC-2025-00031-A (2025): Agreement MINEDUC-MINEDUC-2025-00031-A (2025): Decides to specify the “intensive period” for the sessions of the hybrid instruction for the PCEI Technical Baccalaureate, which is 100 days, with 18 months in total for the program. Taking effect for PCEI learners in all institutions.

These norms shape the intensive models execution as part of the State policies to eradicate school backwardness, aligning with CLT by emphasizing functional and contextualized learning that is fundamental for this PCEI population to increase their employability and social integration.

## **2.5 CONCEPTUAL FRAMEWORK**

### **2.5.1 Lingua Franca**

A lingua franca is a linguistic medium designated to permit communication among people of different native tongues for whom it is an additional language. In other words, functions as a bridge for functional communication, where the priority is the exchange of information rather than cultural integration. Any form of language, verbal or non-verbal, can be useful for the purpose, with a communicative intention. Within this framework, languages are classified as formal (usually written to preserve a culture or religion) such as Arabic, or informal established as the standard among speakers of different dialects, as the case of Fijian, a common dialect within a geographic location.

Additionally, a lingua franca can be the consequence of social phenomena such as trade, migration, conquest or colonization. This processes are linked to pidginization, where a simplification of a language is employed to ease the instant communication need between people with different tongues. Indeed, the ultimate purpose of a lingua franca is to homogenize linguistic diversity by superposing as the official medium. This establishes lingua francas as the standard for social interaction within societies (Samarin, 1987, pp. 371–372).

### **2.5.2 English as a Lingua Franca (ELF)**

According to Seidlhofer (2011), English as Lingua Franca (ELF) is a dynamic sociolinguistic phenomenon result from globalization. It plays an important role in various sectors such as engineering, education, medicine, advanced studies, tourism, technology, banking, computing, business etc. In the education field, the author sustains that traditional in teaching, there exists a disconnection between pedagogical procedures and students' real communicative needs. The reality is that for communicating, the majority of English language performers do not need to be perfectly accurate, but rather functional and understandable. In the context of adult learners, communicative competence does not rely on flawless imitation as the standard schooling programs dictate, but in the capacity of utilizing the language efficiently as a powerful resource to move across different contexts in daily life.

Despite the influence of ELF, the author questions traditional pedagogical strategies classifying them as linguistic “deficiency”. In the ELF panorama, language is employed as a communicative resource, and variations in its employment are often more “efficient” when understood. For adult learners, it is transformative to be perceived as communicatively competent. So, they can use the language with purpose without having the necessity of studying every complex linguistic rule that traditional formal learning requires. Consequently, the focus on instruction must move toward the ability to negotiate meaning in real-time. In this regard, the theoretical foundations of Communicative

Language Teaching (CLT) align with the learners' functional usage of the language, which is determining in PCEI programs.

### **2.5.3 English as a Foreign Language (EFL)**

English is not static, it is a dynamic system that exists in a variety of functional contexts. Consequently, communicative movement have recreated the way English is taught and learned within the classroom. Different from informal instruction, English as a Foreign Language (EFL) is a purposeful activity, based on a formal syllabus with a specific set of objectives. Hence, EFL is the result of academic and professional construction for people who do not speak English natively and for whom the language is not part of their daily lives (Brumfit, 1986).

In this context, the classroom represents the principal environment where "skill acquisition" must move toward "skill execution". Allen (1986) states that an effective EFL curriculum should not only present a single distinction between grammar and practice, rather a holistic model involving structural, functional, and experiential dimensions. For the PCEI program, this implies that the EFL methodology must shift from a Type A emphasis (grammar-oriented) to a Type B emphasis (communicative competence), where the previously acquired grammatical knowledge is employed to develop communicative competence. Finally, by aligning the EFL definition through a purposeful syllabus framework with a strong functional focus, the development of speaking skills is noticeably more accurate when speaking.

### **2.5.4 Language Skills**

#### **Listening Skill**

According to Wah (2019), listening is a complex, active skill in which individuals rely on sensory information to create meaning. It is a basic receptive ability that involves careful listening, interpreting, and comprehending spoken language. In contrast to the passive process of just hearing, listening takes both "bottom-up" (decoding sounds and words) and "top-down" (using context and prior information to guess a meaning) processing. Since it gives pupils the intelligible input they need to understand the phonological and grammatical patterns of the target language, this ability acts as the fundamental starting point for language learning (p. 884).

Building a foundation for spoken interaction in the classroom requires improving listening skills. Although it used to be an undervalued part of EFL courses, it is now acknowledged as a crucial component of language learning. Listening is the primary input source for adult learners, especially for those in PCEI programs, and it helps with further

processing for writing or discourse. Students who acquire these skills go from merely hearing sounds to actively producing intelligible discourse, which is crucial for successful communication in a range of social and professional contexts (Movva et al., 2022, pp. 1–2).

## **Speaking Skill**

Speaking is the primary oral form of communication. For Sulon (2021), it is an interactive process where meaning is constructed through the exchange of information between individuals. Through speaking, meaning is transmitted and negotiated depending on a specific context, which serves as the foundation for language acquisition. According to Hussain (2017), a language is mastered through a natural process involving listening (input), that leads to speaking (output). The author pinpoints that since childhood, the mother tongue has been acquired through constant exposure to a natural environment, making speaking the first skill learned to communicate. Consequently, in the language learning setting, speaking improves through surrounding interactions where sounds, sentences, phrases, and paragraphs are formed, allowing the language performer to produce meaningful speech.

What makes the mastery of speaking skill possible is becoming fluent over time. Based on this premise, in an EFL classroom, learning through speaking guarantees a natural adoption of the language during classes. Moreover, the more practical the activities are in the classroom, the better the fluency, accuracy and timely responses will be. Making speaking not a mere repetition of grammatical patterns, but allowing the strategic employment of the language resources to achieve communicative efficiency when needed in real-life interactions.

### **2.5.5 Oral Proficiency in EFL**

Oral proficiency should be understood holistically. As part of communication skills where input and output flow together to produce speech, it is important to note that for expressing whether verbally or in writing the capability to use language from a purely linguistic level to a functional one is essential for interaction. This allows a language performer to communicate accurately and with confidence once a certain level of proficiency is reached. Thus, oral proficiency is understood as the capability an individual develops to communicate in real-life situations with ease. In this sense, consistent communicative practice is directly connected to a higher oral proficiency outcome, making speaking a critical skill during interaction and speech production for daily socialization (Calles et al., 2024, p. 24).

In the practical field, life outside the classroom becomes challenging. In an EFL classroom, the evolution learners experience from basic to complex skills is noticeable and their immediate surroundings guide their oral proficiency. To reach such a level, learners need to be communicatively competent. Additionally, proficiency manifests when the language learner can handle factors such as turn-taking, to maintain the flow of conversation, rephrasing, to overcome language gaps and convey the message, and adjusting the rate of speech, to guarantee the message delivery in daily interactions. Thus, they develop strategic skills helpful to adapt their message to the context, allowing them to become progressively more proficient in the target language (Naumoska & Naumoska-Sarakinska, 2024, p. 78).

According to Savignon (1972), Communicative Language Teaching (CLT) is the approach whose goal is the usage of language for genuine interaction. In this framework, communicative competence is prioritized, emphasizing the discourse, sociolinguistic, grammatical, and strategic communicative competencies for effective communication, supporting the development of speaking skills. In the context of students with incomplete schooling in PCEI programs, CLT is vital for promoting speaking skill through classroom activities that stimulate interaction. In this sense, adult learners become able to negotiate meaning and to employ strategies such as paraphrasing, and adjusting their speech rate to improve comprehension (Naumoska & Naumoska-Sarakinska, 2024, p. 78).

### **2.5.6 Theoretical Basis of Communicative Competencies**

In the framework of this study, the model of communicative competencies presented by Canale & Swain (1980) identifies the essential sub-competencies a language learner must develop. This theoretical framework, which was later expanded by Canale (1983), with a fourth element, shares a narrow relationship with Savignon (1972) criteria regarding genuine interaction mediated through Communicative Language Teaching (CLT). broaden the panorama of communicative competence. This model is primarily based on the contrast between a traditional grammar-based focus and a communicative-oriented approach. Different from a traditional instruction, which prioritizes on grammatical structuring (including morphological and phonological forms, syntactic patterns, and lexical items formulation), the communicative-based approach relies on communicative functions (such as requesting, suggesting, complaining, and informing) representing a significant shift in language pedagogy.

Therefore, the interaction of these four components prevent learners from merely accumulating grammatical knowledge, while also helping them develop a functional ability to communicate effectively in a variety of scenarios. In the context of EFL for adult learners, these competencies play a crucial role in oral skills, as they enable spontaneous

interaction, which is highly required in a globalized world that demands competent speakers in specific areas of knowledge.

### **2.5.7 Communicative Competencies**

Four sub-competencies must cooperate in order to reach the goal of communicative proficiency. These enable the learner to progress from single linguistic units to a comprehensive understanding of the language in use (Canale, 1983).

#### **Grammatical Competence**

The mastery of the language code itself is addressed in this component. It provides the essential resources to be accurate in the usage of vocabulary, word construction, and sentence arrangement in accordance with syntactic rules, providing the necessary tools for literal meaning.

#### **Sociolinguistic Competence**

This competence corresponds to the precision of statements which are consistent with the particular situation. It ensures the social and grammatical correctness of the communication, depending on the standing of the participants and the goal of the interaction.

#### **Discourse Competence**

This competency guarantee the coherence of the messages as a whole in the discourse. It enables the learner to integrate diverse sentences into an unified, logical narrative or dialogue that is simple for the listeners to follow.

#### **Strategic Competence**

Finally, this competence allows the language performer tools to reduce the language gaps. When facing with language barriers, it enables students to employ strategies like circumlocution or non-verbal indications to prevent communication breakdowns when they encounter linguistic limitations (Canale, 1983; Canale & Swain, 1980).

### **2.5.8 Pedagogical Strategies for Oral Development**

In the panorama of EFL mediated through CLT, students' ability to communicate is directly related to the pedagogical stimuli they experience. In this manner, the impact of communicative activities is definitive. As stated by Alvarez et al. (2024), CLT activities must be relevant to the learner's reality. Such activities are effective because of their power to facilitate the negotiation of meaning, for instance, by fostering engagement and reducing the anxiety related to speaking.

Additionally, instructors as designers, provide well-structured and engaging activities based on interesting topics to obtain better responses. The succession of these activities relies on their design, and can result in a smoother transition from controlled practice to spontaneous interaction over time. Thanks to real-life vocabulary and topics of students' interest, instructors make daily communication a familiar practice, enabling the evolution of meaning negotiation toward oral proficiency. Thus, adult learners prioritize the message over the structure (p. 8).

The following instructional strategies are considered catalyst for oral development. Each strategy is described and highlighted its impact on the mastery of communicative skills in the context of CLT activities:

### **Simulations and Situational Role-play**

Simulations are pedagogical strategies that attempt to recreate the complex, real-world scenarios to contribute to learners immersion into the communicative experience. In this sense, simulations promote a positive correlation between sociolinguistic competence and oral proficiency. In these activities, the setting allows for the development of communicative competence as students acquire and adapt their linguistic performance in order to meet the requirements of that specific social environment. Typical classroom employment of this strategy include simulations of formal job interviews, following instructions of a recipe, making videos for social media with interesting topics, etc. This process is essential for adult learners as it bridges the gap between what was learned and the practical application of language in authentic scenarios (Fariha et al., 2023).

On the other hand, situational role-plays contribute to the development of oral interactions as the students adopt a specific character performing in a very specific social situation. In this regard, Ishak & Aziz (2022) argue that situational role-plays improve learners' motivation and fluency significantly. By allowing them to assume an identity different from their own in a different context, students reduce the anxiety and fear commonly associated with speaking a second language. Examples of these interactions include students taking roles of a doctor and the patient, a customer buying going to shopping, a person filling a job application form, a tourist asking locals for directions, etc. They gain confidence while continuing to broaden their vocabulary and speech on the go. Thus, this strategy provides an engaging environment to practice real-world scenarios in which learners prioritize their ideas over grammatical accuracy. As a result, role-play in the classroom allows learners to manage linguistic structures spontaneously and effectively according to the context.

### **Information-Gap and Task-Based Activities**

Information-gap activities are functional strategies where communication is essential for the successful completion of a task. These activities prompt learners to exchange specific data in order to collect sufficient information to bridge a communication gap. On this subject Xu & Qiu, (2024), posit that these interactions favor information-seeking and active negotiation. Their main purpose is to encourage genuine interaction as students apply their linguistic knowledge to bridge the information gap. Typical classroom employment of this strategy includes “spot the difference” or “find the odd one out” pair work, split-information map activities where learners find a specific location, and “jigsaw” reading tasks where students possess only one part of the complete text. As a result, students’ verbal production becomes more fluent, specially when they are challenged to manage uncommon topics that require more capabilities to bridge the missing information and produce speech.

On the other hand, Task-Based activities support communication by setting achievable assignments during the learning process. These activities are designed to foster engagement while being complex enough to complete. For this reason, these have to be purposeful and measurable. Factors such as task complexity can mold the development of skills. For instance, certain activities can stimulate listening alongside speaking, while others might prompt the mastery of reading alongside writing. This is crucial because it is necessary to develop grammatical, discourse, strategic and sociolinguistic competencies as a whole. Examples of these strategies involve planning a travel itinerary within a specified budget, designing a recipe from scratch using specific vocabulary, or analyzing recent events to report the circumstances on a news broadcast. By doing this, learners are provided with the opportunity to measure their own performance based on the successful achievement of the task's goal rather than simple formal accuracy (Mejía et al., 2023, pp. 55–56).

Finally, for adult learners whose purpose is to be communicatively competent, strategies such as information gap and task-based activities play a decisive role. While these strategies foster purposeful communication, learners can perform according to the context, and become independent and more capable of negotiating meaning. In PCEI classrooms, individuals value meaningful communication as their objective is to grasp oral skills while being understandable. For this population, it is priority to be able to interchange information as needed, making EFL classrooms more didactic and powerful.

## **Collaborative Interaction and Argumentation**

Collaborative activities support fluency and opinion expression. On the one hand, these strategies based in Vygotsky’s (1978) theory of social construction, manifest fluency when interacting, this is possible thanks to ZPD (Zone of Proximal Development). Through

peer-to-peer interactions, students are able to achieve higher levels of oral proficiency rather than individual work. Additionally, Tran (2009) literature review on Long's Interaction hypothesis asserts that negotiation complements discourse. On this matter, strategies such as requesting and recasting force seeking information among communication breakdowns. Typical classroom employment of this strategy includes pairs working together to solve any kind of puzzles, collaborative storytelling for building a complex narrative in groups, small group cooperation activities to create a poster presentation. These processes not only make the input understandable but also encourage learners to consider to bridge an information gap, reducing inherent anxiety of oral production.

From these interactions, a higher level of communicative competence arises. And according to Swain (1995) Output Hypothesis, by encouraging learners to produce complex discourse, the cognitive processes shift from simple meaning to syntactic precision. In this regard, students gain the ability to express their opinion while employing connectors, and some other cohesive resources. They move from isolated words to continuous and complex speech, allowing them to grasp communicative competencies within the social environments in which they perform. Practical argumentative strategies involve students participating in debates on current social issues, producing convincing speech to gain votes about a specific idea, or working in groups to decide the best solution to a frequent school trouble.

In the adult learning environment, being able to be understandable while expressing opinions is indispensable. For adult learners, collaborative interaction contributes to low levels of pressure which simultaneously enables them to bridge the gap between their current knowledge and the required level of interaction as the frequency of these communicative activities influence their speaking skill. By engaging in argumentative activities, PCEI students' discourse increases. Making them able to move from basic functional English to a more autonomous and complex level, that is important to develop coherence, fluency and strategic competence.

## **Oral Fluency and Coherence Development**

Speech fluidness comes first than grammatical correctness. While language learners often struggle to make coherent connections when speaking, specific fluency strategies support their discursive flow. Being fluent relies on having a vast vocabulary and grammatical repertory, so the language performer has a wide selection to perform flawlessly. Common classroom activities that support building fluency include speed tongue twisters, "popcorn" reading where students choose a peer to continue a text, the Pechakucha technique where students use 20 seconds per slide, and picture narrations where learners describe a sequence of pictures without stopping. These strategies boost

message delivery by focusing on a natural way of linking their ideas over the irrelevant linguistic errors (Robayo Acuña, 2025).

While speaking, language learners improve coherence. And oral narratives have been highly relevant to discourse, fluency and coherence. Narrating requires an integration of cognitive, linguistic, and communicative skills to tell a coherent and well structured story. In this regard, the logical connection and prioritization of contents are valuable. Pedagogical strategies to enhance discourse coherence include telling personal experiences, create fictional explanations based on prompts, and re-telling a short film scenes. The path of narrative coherence is remarked by the utterances fluency, and support avoiding silent pauses and repetitions of content while leading to a more intelligible and effective discourse (González-Robaina et al., 2023, pp. 1–3).

Finally, for adult learners in PCEI classrooms, the improvement of fluency and coherence is pivotal to achieving academic and professional communicative standards. Oral narratives demonstrate confidence and reliable data to overcome everyday language use, and its implementation allows adult students to practice complex language forms in a natural way. PCEI students may bridge the gap between basic functional English and the capacity to maintain a logical and continuous flow of ideas by concentrating on the fundamentals and the more advanced structuring of a story. This methods guarantees students to produce coherent and logical speech that demonstrates great academic proficiency while making them understandable.

### **Strategic Competence and Circumlocution**

Strategic competence is defined as the ability to use a repertory of verbal and non-verbal communication strategies to compensate for any failure in communication or to boost message delivery. According to Canale & Swain (1980), this competence is essential even for proficient speakers who face moments where they lack a specific word or grammatical structure. To sustain the flow of conversation, learners must employ compensatory mechanisms to overcome these linguistic gaps. Common classrooms strategies to foster this competence include games where students describe an object without saying its name, “word-guessing” challenges in pairs, and “charades” where non-verbal gestures are used to support the message. These activities shift the focus from what the students do not know to how they can use what they know in their favor.

When speaking, a lack of vocabulary can severely interrupt the flow, thus circumlocution serves as a complement that supports this competence. This strategy involves describing or defining something when the specific term remains unknown to the speaker. It requires students to employ alternative vocabulary, such as describing properties, functions, or examples to push the listener to the intended meaning. Practical

activities include “definition races” where students explain complex tools using basic words, “shopping for unknown items” where they define the name of a forgotten product, and “paraphrasing exercises” where they rewrite sentences employing synonyms. These strategies ensure communication prevail autonomous and continuous (Baradeyah & Farrah, 2017).

Finally, for adult learners in PCEI intensive programs, strategic competence and circumlocution are the most valuable linguistic tools for real-world interaction. Due to the nature of intensive programs, where contents are often revised in a rapidly, adult students may feel pressured or frustrated by their vocabulary limitations. However, becoming independent of a fixed repertory of words is crucial for them. By mastering circumlocution, adult learners have a “safety space” that reduces their frustration and increases confidence. For this population, this type of training grants the ability to “name the unknown,” which eventually makes their performance more genuine and professional over time. This focus transforms their oral skill from a fixed set memorized phrases into a dynamic and accurate negotiation of meaning in every situation.

### **Peer Assessment in Oral Interaction**

Self and peer assessment are formative strategies that transform the evaluation of oral skills from external judgment into a internal tool for linguistic expansion. This process allows learners to reflect on their own progress, promoting an active engagement between peers. In the classroom, its implementation can include short checklists during pair-work, “peer-feedback slips” where students identify strengths and weaknesses after a speech, and “observer roles” where one student monitors the use of connectors in group discussions. As this peer-mediated evaluation enforces the understanding it also provides a rigorous learning experience where students learn from each other successful oral interaction (Benetollo, 2020, pp. 55–57).

Peer and self-evaluation are crucial in PCEI programs for developing learners’ autonomy, which is required for successful language learning. The variety of rapid stimuli of these environments can often mean mistakes are treated as opportunities to improve. Additionally, the students’ self-evaluation of their oral performance encourages the development of their skills and self-confidence and transforms the evaluation into a fun process. Hence, with the understanding of the strategies, PCEI students will become independent speakers who can assess and modify their own coherence and fluency beyond the classroom.

Peer and self-evaluation promote learner autonomy, which is a crucial factor of achievement in language learning, specially in PCEI programs where these are integral components. With the rapid and recurrent exposure to stimuli that these settings provide,

learners can view their mistakes as opportunities for growth. Moreover, evaluating their peers' oral performances strengthens their skill sets and their self-confidence, thus making the evaluation process enjoyable. In the end, the PCEI programs empower their students to become independent speakers who can judge and improve their coherence and fluency, as well as their self-advancement, beyond the restrictions of the classroom.

### **2.5.9 Adult Learner**

Adult learning is a multidimensional process, characterized by the development of cognitive abilities and the collection of life experiences that form the basis of new knowledge. Caffarella & Merriam (2007) assert that learning in adults is a process of "making sense" of one's existence by integrating social roles and personal experiences, rather than just acquiring knowledge. According to this improving stage, learning is most effective when it is self-directed and originates from a conscious effort to enhance a specific aspect of the learner's reality. Because of this, adult learners are frequently seen as a "rich resource" for the classroom because of the contextual framework that their past personal and professional experiences offer.

The present investigation is primarily concerned with the PCEI population, which includes those who return to formal education to complete their schooling. In many cases, these people's academic goals are connected to immediate social or economic advancement, and their "motivation to learn" is a very important factor in their education process. This implies that the teaching of oral skills in an EFL classroom should be based on the students' real communication needs and also, their maturity. This research recognizes the unique characteristics of adult learning and promotes for a transition from traditional, rigid education to a more flexible, interactive model that aligns with the identity and objectives of adult learners.

### **2.5.10 Adult Learning**

Adult learning is a multi-purpose process that relies on the combination of internal and external circumstances. According to Cross (1981, as cited in Özer, 2024), there are two principal causes (personal and situational) that affect this process. On the one hand, personal factors include the age and whole life phases that influence individuals' ability to process information. On the other hand, situational variables include external and practical aspects like money, transportation, and time. According to this dual perspective, adult learning can be only effective when the student's prior skills and practical challenges they face are taken into account.

According to the context of this research, practical implementation is fundamental to adult learning in PCEI programs. In contrast to children who learn the language through

familiarizing themselves with the content by engaging in recreation, adult learners are involved in the problem-solving process where each linguistic unit is evaluated with its use in the social or professional environment. These processes highlight that the PCEI population learning process is more experiential than linear (from content to content). Making them progress more rapidly when the content and assignments represent the difficulties they encounter outside of the classroom. In order to support adults to overcome their incomplete schooling, specialized and goal-oriented approaches should facilitate English acquisition. In this regard, this study underscores learning processes' feasibility to prioritize negotiation of meaning and functional fluency when communicating.

### **2.5.11 Teaching to Adult Learners (Andragogy)**

Andragogy is the set of principles employed to facilitate adult education. Its key proponent, Knowles (1970), recognized that traditional, teacher-centered methods designed for young learners were often ineffective and met with resistance when utilized with mature learners. In consequence, the author redefined education as a lifelong process that is necessary in modern society. This approach empowers self-directed learning in individuals (including those with incomplete formal schooling) who must continuously adapt to new knowledge and roles to remain relevant. These assertions support the importance of a teacher's role, from an authority figure to a facilitator, as andragogy recognizes that adults are independent and contribute a wide range of experience to the classroom.

Regarding PCEI schooling programs, this investigation addresses andragogical principles as the primary pedagogical procedures for adult learners. Since this population often face constraints and possesses high functional goals, teaching procedures of oral skills must prioritize relevance and immediate application. This means that activities designed to develop speaking should focus on authentic communication that is applicable to the students' social and professional demands. By implementing an andragogical approach, EFL classrooms become environments where meaning is negotiated based on life experiences. As a result, students become more motivated, which affects the coherence and flow of their speech. Being a functional speaker is not just a necessary academic skill for this group, rather it is a significant accomplishment.

### **2.5.12 Educational Inclusion**

Regarding EFL education, educational inclusion is defined as the guarantee of providing all learners (regardless of their background or previous academic history) with the indispensable support, guidance, and support to become proficient communicators. English has been strengthening its status as a lingua franca, and speaking the language is a

necessary demand for today's world. From the perspective of inclusion, teaching methodologies have to correspond to learners' expectations, as society is interconnected and information accessibility supports the development of suitable teaching and learning programs. This perspective includes rethinking oral skills delivery, teaching, and evaluations within the classroom while making sure that communicative competence is accessible to students who look to join the global demands (Naumoska & Naumoska-Sarakinska, 2024).

For this investigation, educational inclusion goes beyond theory. Since PCEI programs aim to serve adults with incomplete formal schooling, inclusion grants another opportunity to bridge the gap between their past educational exclusion and their current professional aspirations. In this regard, inclusion is not eventual, but necessary to be part of the current workforce. Inclusion requires the development of accurate, and objective criteria to allow students to improve their oral proficiency. By fostering inclusive environments, EFL classrooms become a tool for social equity, empowering PCEI students to be functional speakers, and participate in the modern world demands.

### **2.5.13 National Curriculum**

The national curriculum is the essential pedagogical instrument that describes the base competencies, skills, and knowledge required for students across all educational levels in the country. This document is legally supported by Asamblea Nacional Constituyente (2008) and the Organic Law of Intercultural Education (LOEI), and it guarantees the right to permanent and up-to-date education by promoting equality and social inclusion. Its content goes beyond a list of contents because it operates as the guidelines for the learning process, establishing the specific attitudes and abilities students must develop to successfully achieve the national “exit profile three fundamental values: justice, innovation, and solidarity” ( p. 12).

This institutional document mandates national institutions (private or public) to adapt to the standards and specific social and cultural realities of learners. Flexibility is crucial for specialized programs like PCEI, as these have to incorporate this population's unique needs while maintaining high educational standards. In the classroom, educators have to contextualize learning experiences according to their reality and framework provided by the National Curriculum, which ensures that every learner (regardless of their modality of study) receives the necessary step through education to contribute to today's society demands.

### **2.5.14 National Curriculum for English as a Foreign Language (EFL)**

The national curriculum for English as a Foreign Language (EFL) was conceived to provide learners with the necessary capabilities to perform adequately in the current world. According to Ministerio de Educación del Ecuador (2025), its fundamentals are the development of communicative competence through exceptional and contextualized instruction on spoken language. For the purpose, this legal instrument can implement adaptations to fulfill and strengthen communicative abilities. By the end of EFL schooling programs, students encounter the value of producing and prioritizing the content delivery according to their needs. This documentation's main purpose is to ensure that students achieve a level of proficiency that allows them to handle communicative situations effectively.

In this research framework, the EFL curriculum serves as the standard for oral proficiency since it emphasizes fluency, oral production, and interaction. By the end of the program, students are expected to use the language to compare, describe, and sustain conversations. For PCEI learners, prioritizing the content they are exposed to is important. Since this population is willing to be independent speakers with autonomy to learn, they might integrate their own linguistic structures to bridge their educational gaps and meet the practical communication demands of their social and professional lives.

### **2.5.15 Ministry of Education**

The public educational system in Ecuador is under the direction, regulation, and control of the Ministry of Education (MINEDUC), which acts as the national educational authority (Ministerio de Educación del Ecuador, 2025, pp. 5–8). Its legal mandate relies on Article 344 of the Constitution of the Republic of Ecuador (2008), which grants the state the power to define national education policies and oversee their accomplishment for all educational entities. This legal documentation, supported by the Organic Law of Intercultural Education (LOEI), empowers the state to issue the essential certifications to validate educational projects and meet quality standards. Through ministerial agreements, the authority establishes the mandatory criteria for organizing the educational system, ensuring that in standard or specialized programs like PCEI, learners meet pertinent and updated education.

The role of MINEDUC as a regulator is critical in this study due to the use of the internal management tools (Institutional Educational Project and Institutional Curricular Project) that are required to be implemented in all institutions under this legislation. The previous instruments are crucial to guarantee that special programs like PCEI meet the

strict criteria demanded in adult education. Thus, by following the preceding ministerial policies, the national curriculum must be adapted to the particularities of students' social-cultural environment via "contextualization and flexibility." Therefore, these legal requirements guarantee quality of education and accomplish with the national exit profile.

### **2.5.16 Ministerial Agreement**

A ministerial agreement is a legal instrument issued by the Ministry of Education (MINEDUC) that is in charge of designing, regulating, and implementing national learning policies. They become legal once published in the official registry. These legal instruments enable the Ministry to adapt the Organic Law of Intercultural Education (LOEI) to its specific demands and changing conditions for the Ecuadorian education system. Through these agreements, MINEDUC determines the fundamental technical aspects such as curricular grids, hourly workloads, and the establishment of extraordinary services. Therefore, the ministerial agreement is the principal legal instrument that allows national educational objectives to be standardized.

Within the framework of this investigation, ministerial agreements structure the legal basis for the existence and operation of the PCEI modality. Through the implementation of particular adult education rules, MINEDUC guarantees equitable implementation for the education of these vulnerable populations who require flexible schooling models. For the development of oral fluency, these agreements establish the guidelines for curriculum design and adaptation to assist teachers to prioritize communicative skills that align with the professional and social demands of the learners. Thus, ministerial agreements go beyond being a purely administrative requirement and become a critical instrument for pedagogical innovation that seeks to enhance and improve the fluency and coherence of adult learners in the formal education system.

### **2.5.17 Curricular Adaptation**

A curricular adaptation represents the set of adjustments made to the national curriculum to meet the needs of specific student populations, such as for those with complete and incomplete schooling. According to Ministerio de Educación del Ecuador (2025), these adaptations are issued to take into account students' realities and the demands of current world. In this context, curricular adaptations are flexible and promote autonomy when adapting content. Consequently, educators can adjust and contextualize skills with performance criteria (DCD) and evaluation indicators based on pupils' specific reality. Curricular adaptations do not affect the education quality, instead, these shift the focus to prioritize the essential aptitudes (communicative, mathematical, digital, socio-emotional, etc.) to ensure that the teaching and learning processes remain pertinent and highly useful for the learners' life project.

The role of curricular adaptations is fundamental, as these enable the PCEI modality to provide adequate EFL instruction. In the context of this investigation, given the social and academic background adult learners carry, the curriculum is adjusted to prioritize skills and foster oral communication in daily or professional interaction. This approach ensures that teachers interpret and focus evaluation indicators to measure students' progress whose expectations are functional and practical when communicating. Hence, curricular adaptations are viewed as the core of educational justice, where the development of fluency and coherence in EFL classrooms is aligned with learners' communicative demands.

### **2.5.18 Curricular Grid**

The curricular grid is the technical-administrative instrument that defines the distribution of time and knowledge areas among the different levels of the national education system. This grid sets the hourly workload for each subject, ensuring that the pedagogical process is balanced and in accordance with the national exit profile. According to (Ministerio de Educación del Ecuador, 2025), the grid is intended to be an "integrator" where axes and domains of development are related to each other to avoid creating a dispersed learning experience. This document organization allows for a systematic approach to teaching with the classification of "essential knowledge" to meet the specific academic goals of each sublevel.

The curriculum grid for PCEI programs is specifically designed to take into account the demanding and flexible characteristics of adult education. Considering it establishes the exact length of time available to the English as a Foreign Language area, it directly affects opportunities for oral engagement, making the grid very pertinent for this investigation. Teachers can modify their teaching sessions to encourage the development of communicative, digital, and socio-emotional abilities based of the grid. Hence, the curricular grid serves as the operational framework to enable the PCEI modality to align with the social and professional demands for adult learners who take advantage of practical education.

### **2.5.19 General Basic Education (EGB)**

General Basic Education (EGB) is the educational level that precedes Initial Education and the Baccalaureate, by covering ten years of mandatory schooling. According to national curriculum, EGB is segmented into four sublevels (preparatory, elemental basic, mid basic, and upper elementary). The primary goal of this level is to provide students with a complete integrated development. This first complete level integrates cognitive, social, and emotional aspects backed up by a framework of quality and equity. Furthermore, through an integrated curriculum, EGB assures that students achieve the fundamental skills

necessary to comply with their citizenship obligations and continue their lifelong learning process.

Within the framework of this study, EGB represents a crucial phase for the development of communicative proficiency in EFL classrooms. The EGB contextualization for adult learners must provide the “essential knowledge” to enable students to achieve an A2.1 level of competency at the end of the level. For the adult population, completing EGB serves as a bridge to the Baccalaureate and as a social inclusion tool that demonstrates the adult population's capability to participate in a globalized society, making it more than just an academic requirement. As a result, EGB offers the educational baseline at which the learner's professional and personal aspirations align with the development of oral fluency and coherence.

### **2.5.20 Unified General Baccalaureate (BGU)**

The last required educational level in Ecuador is the Unified General Baccalaureate (BGU), which follows General Basic Education (EGB). In this level, students develop critical thinking, ethical values, and civic responsibility while giving students a solid foundation for a successful transition to higher education and the workforce. The BGU's exit profile is based on three core principles: solidarity, justice, and innovation. Additionally, in order to stay relevant in a globalized society, this profile guarantees that graduates can use logical and complex reasoning to communicate effectively in both their native tongue and other languages.

The BGU is the highest academic level that adult learners achieve within the context of this study on the PCEI modality. At this level the English as a Foreign Language curriculum is designed in order to help students acquire efficient management of spoken language so they can communicate in English effectively at their level of proficiency. A BGU degree is a significant accomplishment for people demonstrating their capability to succeed in a professional environment. Within the BGU model, emphasis is set on productive fluency and interpersonal interaction with the goal of providing students with the oral skills needed to satisfy the practical and functional needs of their personal and professional lives.

## **CHAPTER 3 METHODOLOGY**

### **3.1 RESEARCH APPROACH**

In scientific researching, the approach serves as vital guide for the investigator on the evaluation of the phenomenon under study. According to Acosta (2023), the approach to be employed depends on the nature of the data to be gathered. It is possible to move from general theorization to specific insights, which are key aspects of quantitative research. In this regard, the present investigation employs a quantitative approach. This approach is convenient due to the data collection and statistical analysis incorporates numerical data to test the relationship between variables. The primary goal is to measure the frequency of exposure to CLT activities and correlate them with self-reported data on oral proficiency to establish a statistical association of both variables.

### **3.2 RESEARCH MODALITY**

Two modalities are employed in this research project: bibliographic-documentary and field research. Regarding the first, Leong & Austin (2006) posit that the work investigators already published serves as the foundation for the theoretical framework. The synergy between prior findings and new conceptualizations supports efficient content retrieval. In reference to the second, Arias (2012) contends that field research requires collecting data directly from the actual location of events. This method allows the researcher to collect data without changing the natural environment.

In this study, bibliographic-documentary research is employed to build the theoretical framework. Key concepts such as andragogy, curricular adaptations, and the legal foundations established by the national educational authority were analyzed to provide a solid scientific basis. Additionally, the field research modality support data gathering process because it is retrieved *in situ* from students of the PCEI (EGB, BGU) intensive program without any intervention. This guarantees that primary resources reflect the authenticity of the educational context, specially regarding oral production and interpersonal interaction.

### **3.3 TYPE OF RESEARCH**

This research work integrates two levels of investigation: descriptive and correlational. According to Hernández-Sampieri & Mendoza Torres (2018) the objective of a descriptive study is to assess the frequency or prevalence of the variables within the target population. This is possible due to the categorization of data without direct intervention (pp. 155–157). Additionally, the authors establish that a correlational study is

utilized to assess the level relationship between 2 or more concepts, statistically describing their relationship through numerical data to encounter a significant connection between them. Finally, the descriptive level is employed to define the current status of English oral proficiency and the frequency of Communicative Language Teaching (CLT) activities perceived by the students. The analysis of data will report the association between variables.

### **3.4 RESEARCH DESIGN**

The strategy to follow once conceived the research problem is the research design. It establishes the plan intended to obtain important information and test hypotheses. These procedures are decisive to the investigation as they allow for confirming or refuting proposals regarding the outcomes. While also making possible to mix designs, adding a layer of complexity, based on the specific objectives and results sought (Hernández-Sampieri & Mendoza Torres, 2018, p. 128).

In this regard, the present study adopts a non-experimental and cross-sectional (transversal) design:

First, a non-experimental design has been adopted due to the nature of the variables, and the phenomena under study. It is not manipulated, but observed in their natural environment. Accordingly, classroom participation in CLT activities and oral proficiency are analyzed without manipulating the independent variable. Second, a cross-sectional (transversal) design is employed to capture data at single point in time during 2025-2026 academic cycle. The objective is to assess the representation of PCEI students' proficiency level in relation to CLT activities during their schooling program.

### **3.5 STUDY POPULATION**

The target population for this research is composed of adult learners enrolled in the PCEI (intensive EGB and BGU) program at Unidad Educativa Velasco Ibarra, located in Guamate within the Chimborazo Province, during the 2025-2026 academic period. This population selection is based on their unique academic profile, because these individuals' necessities to fulfill social and academic demands encourages them to achieve graduation.

Based on current data from the educational institution, the estimated individuals comprehend a total of 60 people. This population is the main source of information that would allow to analyze the relationship between the variables of study.

### **3.6 SAMPLE**

Due to the nature of adult learning and the fluctuation in attendance records, a non-probabilistic convenience sampling strategy was employed. This type of sampling allows to select the participants based on their availability and accessibility in the research site, ensuring feasibility. Additionally, by retaining this sample size of all 47 participants it is ensured the sufficient statistical power to successfully detect a meaningful association between these two variables.

### **3.7 HYPOTHESIS**

In accordance to the investigation with a correlational scope, the following hypotheses are formulated to forecast the course of the study variables:

$H_1$  (Research Hypothesis): The greater the frequency of participation in CLT activities, the higher the level of oral proficiency in the students.

$H_0$  (Null Hypothesis): The frequency of participation in CLT activities does not have a significant association with the level of oral proficiency in the students.

### **3.8 TECHNIQUES AND INSTRUMENTS**

The technique to be employed is the survey. As defined by Hecker & Kalpokas (2025), a survey is used to gather information by asking respondents a set of questions regarding their perspectives or experiences on a particular topic. This approach facilitates the data collection to obtain meaningful insights for research purposes. Accordingly, this technique's configuration follows a quantitative format due to its affiliation with non-experimental designs, ensuring that the data from the study population remain without manipulation.

Regarding the instrument, Arias (2012) asserts that while survey can be written or oral, the questionnaire serves as the primary tool for this investigation. A fixed written set of questions is provided to respondents who answer without the intervention of the interviewer. Additionally, this instrument contains closed-ended questions adopting a Likert scale to ensure the precision of the collected data.

The scale ranges to be employed include:

- Frequency scale from “never” to “always” to measure the independent variable (participation in CLT activities). And an agreement scale from “strongly disagree” to “strongly agree” to estimate self-perceived data of the dependent variable (oral proficiency).

These scales encourage measuring variables on a scale of 1 to 5, where 5 is the highest/most rate and 1 is the lowest rate. In order to provide the evidence required to test the research hypotheses, this scale structure directs students to submit precise and impartial data on their viewpoints.

### 3.8.1 Operationalization of Variables

The operationalization of the study variables is outlined in the following matrix. Through this representation, the study variables (oral proficiency and CLT activities) are segmented into measurable dimensions and indicators. This approach allows for a quantitative relation between the research objectives and the data collected through the questionnaire, that ensures that each item meets the curricular and institutional expectations of PCEI program.

**Table 1**  
*Operationalization of Variables Matrix*

VARIABLE	CONCEPT	MEASURE	DIMENSIONS	INDICATOR	N°
<b>INDEPENDENT VARIABLE</b>					
Communicative Language Teaching (CLT) Activities	A pedagogical approach that focuses on making the language functional rather than grammatically correct.	The measure of the frequency in which students engage in specific communicative tasks within the classroom. Measured via a Frequency Likert Scale (1=Never to 5=Always).	Functional Communication	Role-plays (real-life simulations)	1
				Information Gap activities	2
				Games / Playful activities	3
				Real-world task simulation	4

VARIABLE	CONCEPT	MEASURE	DIMENSIONS	INDICATOR	N°
				Real-world task simulation	5
			Social Interaction	Pair work activities	6
				Small group discussions	7
				Peer feedback sessions	8
				Debates / Opinion sharing	9
				Teacher-Student interaction	10
<b>DEPENDENT VARIABLE</b>					
Speaking Skill	Is the ability to express orally in the target language with accurate words, being	The measure of students' self-perceived level of competence in speaking English. Measured via an Agreement Likert	Linguistic Competence	Vocabulary range	11
				Grammatical accuracy	12

VARIABLE	CONCEPT	MEASURE	DIMENSIONS	INDICATOR	N°
	fluent, and clear in a specific context.	Scale (1=Strongly Disagree to 5=Strongly Agree).		Pronunciation clarity	13
				Sentence Complexity	14
			Discourse Competence	Fluency (speech rate)	15
				Coherence (logical connection)	16
				Sustaining conversation	17
				Organization of ideas	18
			Strategic Competence	Self-correction	19
		Circumlocution	20		
		Asking for clarification	21		

VARIABLE	CONCEPT	MEASURE	DIMENSIONS	INDICATOR	N°
				Non-verbal communicatio n	22

### 3.8.2 Description of the Instrument

The instrument to be applied for this research is a structured questionnaire which contains two main sections for PCEI students. Both sections employ a Likert scale, closed-ended questions are presented all through the questionnaire. The first section is designed to measure the independent variable (CLT activities), while the second is intended to measure the dependent variable (oral proficiency). Each item is evaluated using a five-point Likert scale, which contains a range of responses from 1 to 5. For the independent variable, the scale is measured to collect the frequency of the application of CLT activities (e.g., 1: Never to 5: Always), while for the dependent variable, it measures the level of agreement or ability students report regarding communicative tasks (e.g., 1: Strongly Disagree to 5: Strongly Agree).

Additionally, the language of the instrument was also modified to guarantee feasibility, readability, and clarity. The distinctive characteristics of adult learners have been considered in this adaptation process because reading difficult texts for extended periods of time may affect their capacity to answer properly. The tool makes it easier for participants to provide authentic answers by simplifying complex technical terms. In order to determine the relationship between the variables under investigation, this structure guarantees the conversion of data from students' perceptions into quantitative data for analysis in Jamovi.

### 3.8.3 Reliability

The consistency of this instrument is assessed in this section to determine its reliability. The Cronbach's Alpha coefficient, which is required for validating Likert-scale instruments, is used in this study in order to evaluate the consistency of the questionnaire. The results are important for the study since this process guarantees that the items in each dimension are significantly connected. For a more detailed reference, Table 2 displays the pretended results scale where values above 0.9 indicate excellent consistency and values between 0.7 and 0.9 suggest strong internal consistency.

**Table 2**  
*Cronbach's Alpha Coefficient Ranges*

Range ( $\alpha$ )	Interpretation
0.91 – 1.00	Excellent Reliability
0.81 – 0.90	Very High Reliability
0.71 – 0.80	High/Acceptable Reliability
0.61 – 0.70	Moderate Reliability

*Note.* Reference values to determine the instrument's reliability from the highest to the lowest according to the result

The following table represents the results obtained during the pilot test and the final application, demonstrating that the instrument's consistency remained stable and reliable.

**Table 3**  
*Reliability Statistics of the Research Instrument*

Variable	Number of Items	Pilot Test ( $\alpha$ )	Final Application ( $\alpha$ )	Reliability Level
Communicative Language Teaching activities (CLT)	10	0.811	0.742	Acceptable
Speaking Skill Self-Perception	12	0.812	0.788	Acceptable

*Note.* The table displays the scores obtained to determine the reliability of the instrument based on Table 2 established ranges.

This phase is necessary for the PCEI context, since it confirms that legibility adaptations made to the ultimate instrument do not compromise its scientific rigor. By achieving an acceptable reliability score, this study guarantees that the data collected represents a solid foundation for testing the research hypotheses and gather valid conclusions regarding students communicative development.

### 3.9 DATA ANALYSIS METHODS

The collected information is analyzed through descriptive and inferential statistics. Following the methods depicted in this sections, the calculations are going to be done using

Jamovi software. This software has been chosen due to its essence as free and open-source, ensuring the accessibility for excellent statistic calculations.

The analysis is structured into the following technical phases:

**Reliability analysis:** Once the data is gathered, Cronbach's Alpha Coefficient test will be executed to assess the internal consistency of the measurement instrument. This involves an interpretative process where the resulting coefficient is analyzed to verify if the items are reliable for the PCEI population (where a coefficient of 0.7 or higher will be considered acceptable).

**Descriptive analysis:** Through descriptive statistics the status of English oral proficiency and the frequency of CLT activities through frequency tables, percentages, and central tendency measures (mean and standard deviation) are going to be described. This statistics will be calculated for both variables to identify the predominant levels of classroom participation and self-perceived skills among adult learners.

**Normality testing:** The distribution of the data will be evaluated using inferential analysis in order to determine the proper correlation test. The Shapiro-Wilk test will be used because it offers more statistical power for small to moderate sample sizes, and the sample size is less than 50 individuals ( $n=47$ ). This stage establishes whether the distribution of the data is normal (parametric) or non-normal (non-parametric).

**Inferential Analysis (correlation):** For determining the degree and direction of the relationship between the research variables, either Pearson's  $r$  (for a normal distribution) or Spearman's Rho (for a non-normal distribution) will be computed based on the findings of the normality test.

In order to ensure a clear representation of the results, all statistical outputs are finally presented through tables and graphs created by Jamovi.

### **3.9.1 Scales for Data Interpretation (Baremo)**

A scale of ranges and levels was developed in order to classify the findings and make it easier to analyze the study population. The quantitative scores processed in Jamovi can be qualitatively interpreted thanks to this classification. The following is a definition of these standard tiers:

**Table 4**  
*Levels and Ranges for Variable Interpretation*

<b>Level</b>	<b>Range (Score)</b>	<b>Description</b>
3. High	4.00 – 5.00	Frequent participation in CLT activities / High proficiency perception
2. Medium	2.50 – 3.99	Occasional participation in CLT activities / Moderate proficiency perception
1. Low	1.00 – 2.49	Rare participation in CLT activities / Developing proficiency perception

*Note.* Categorization criteria follows Jamovi parameters where the High threshold starts at 4.0

### **3.10 ETHICAL CONSIDERATIONS**

This research is adheres with ethical standards in educational research involving human participants, where strict official regulations established by the Ministry of Education (MINEDUC) were complied. Following the principles of anonymity and voluntary participation, the following measures were adopted:

#### **Institutional and in competence Educational District Alignment**

The data collection process complies with the guidelines and procedures established by the “06D04 COLTA-GUAMOTE EDUCACIÓN” District. This alignment enabled the researcher to conduct field research procedures while respecting the administrative and pedagogical framework of the PCEI program.

#### **Informed Consent**

Every participant was provided with information on the objective of the study, the structure of the instrument, and the nature of their cooperation. In advance of the beginning of the data collection process, each student voluntarily provided their consent.

#### **Anonymity**

No specific personal information was gathered. This strategy provides complete anonymous environment to ensure no data could be traced back.

#### **Collective Data Processing**

No individual reports were generated. All data collected was processed collectively in Jamovi to identify general trends and their correlation, maintaining the integrity of the groups' data.

### **Conflict of Interest**

The results will definitely reflect the students' collective reality without any manipulation because the researcher declares no conflicts of interest. The academic improvement of the institution's curriculum material for future PCEI programs is the objective of the study.

## CHAPTER 4 RESULTS AND DISCUSSION

This chapter illustrates the results obtained from the quantitative analysis of the data obtained from the 47 participants of the Unidad Educativa Velasco Ibarra are presented. The information is arranged in two main stages. First, a descriptive analysis describes the frequency of CLT activities and the levels of oral proficiency based on the established interpretation scales. Then, inferential statistics are performed by the Jamovi software to test the research hypotheses through a correlation analysis. The results are discussed considering the PCEI context and are compared with existing literature to provide a comprehensive understanding of the impact of communicative strategies on the linguistic development of adult learners.

### 4.1 Descriptive Analysis of the Sample

The analysis continues to the descriptive phase, establishing the academic profile of the students to contextualize the population of PCEI. This program is a program for individuals with unfinished schooling, meaning that the sample is characterized by its level of education within the “06D04 Colta-Guamote Educación” District. This academic description is important since the PCEI programs must take into consideration the life experiences and specific learning needs of adult learners to ensure the communication activities are meaningful and useful. The study involves 47 students from the Intensive General Basic Education (EGB) and Unified General Baccalaureate (BGU). All of this guarantees that the data obtained represent accurately the pedagogical reality of the institution.

**Table 5**  
*Academic Profile of the Study Population*

Category	Description	Frequency (n)	Percentage (%)
Education Level	Intensive EGB	18	38.30%
	Intensive BGU	29	61.70%
Total		47	100%

*Note.* The socio-demographics are represented through gathered data from the study population

### 4.2 Descriptive Analysis of Variables

Following this contextualization, each variable is represented through frequency tables and bar plots, employing the established baremos (High, Medium, and Low) to categorize the students' perceptions. This section also explores the frequency of specific items inside the instrument. Regarding the approach, it provides a vast perspective on which communicative activities are most prevalent in the classroom and how they align with the institutional curricular documentation.

#### 4.2.1 CLT Activities (Independent Variable)

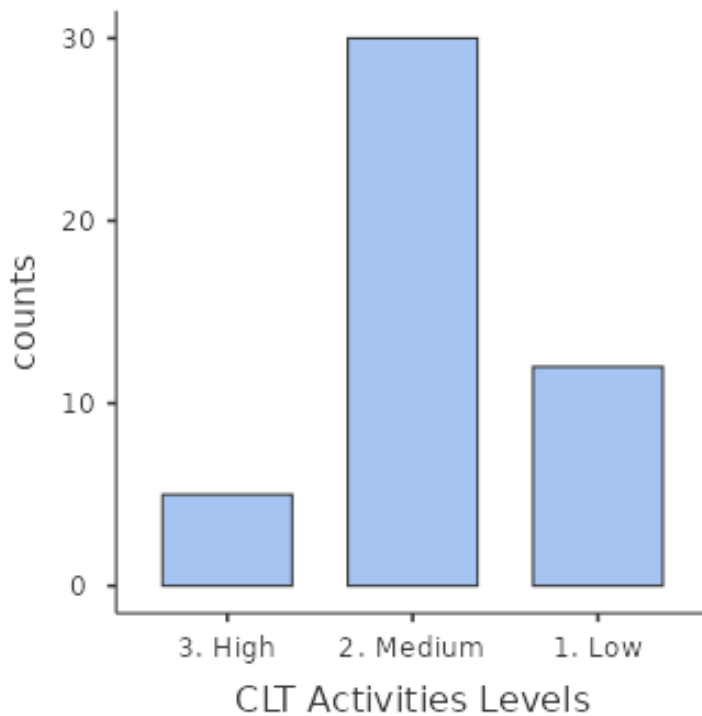
Regarding the descriptive results for the first variable, Communicative Language Teaching (CLT) Activities, the frequency distribution reveals how students perceive the application of these strategies in their learning process. According to the data processed, 10.6% of the participants perceive a High frequency of communicative activities, while 63.8% fall into the Medium category, and 25.6% report a Low frequency. These results are summarized in the following table and figure:

**Table 6**  
*Frequencies of CLT Activities Levels*

CLT Activities Levels	Counts	% of Total	Cumulative %
3. High	5.00	10.6%	10.6%
2. Medium	30.00	63.8%	74.5%
1. Low	12.00	25.6%	100.0%

*Note.* Data retrieved from the students questionnaire.

**Figure 1**  
*Distribution of CLT Activities Levels*



*Note.* Percentage distribution of communicative language teaching activities according to students' perception ( $n=47$ )

The predominance of the Medium level, as shown in Figure 1, suggests that although communicative strategies are used in the classroom, there is a significant opportunity to progress towards more frequent interaction. In order to maximize the “significant and useful” learning that the PCEI students require, methodological adaptation of strategies for this population is still necessary to address their specific learning needs.

#### **4.2.2 Speaking Skill Self-Perception (Dependent Variable)**

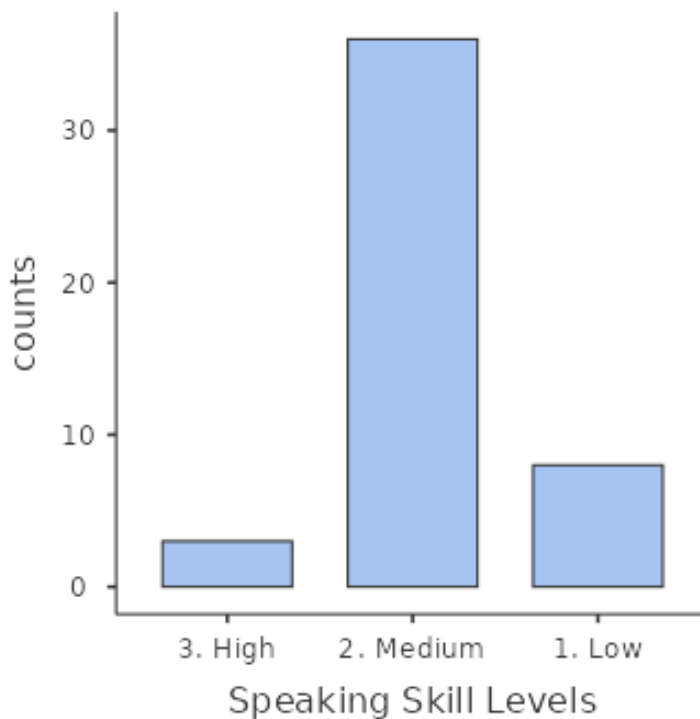
The next step after analyzing the independent variable is to explain the findings for the dependent variable, Speaking Skill Self-Perception. In order to ensure that teaching and learning processes are successful, this assessment takes into account the participants' personal opinions about their capacity to complete communicative tasks in English. 6.4% of participants believe they have high oral proficiency, 76.6% consider they have medium proficiency, and 17.0% believe they have low proficiency, according to the data analyzed

in Jamovi. The distribution of speaking ability levels among the research group clearly trends toward the Medium range, as shown in Figure 2.

**Table 7**  
*Frequencies of Speaking Skill Levels*

Speaking Skill Levels	Counts	% of Total	Cumulative %
3. High	3.00	6.4%	6.4%
2. Medium	36.00	76.6%	83.0%
1. Low	8.00	17.0%	100.0%

**Figure 2**  
*Distribution of Speaking Skill Levels*



*Note.* Percentage distribution of students' self-perception regarding their Speaking Skill level ( $n=37$ )

This visual representation, complemented by the detailed data in Table 7, provides essential evidence for the educational context. Since PCEI students require activities that

are significant and useful due to their prior life experiences, observing these levels allows for a better understanding of their specific learning needs. The results shown in Figure 2 suggest that while students are engaged in the communicative process, their self-perception of oral ability remains a key area for pedagogical intervention. In line with the principles of providing attention to the diversity of students, this descriptive landscape is the starting point for identifying strategies that foster functional language use.

### 4.3 Questionnaire Items Descriptive Analysis

After the general behavior of the variables is established, a more detailed analysis of the individual items is carried out in order to have a more specific perspective on the classroom pedagogical reality. Because of the length of the instrument, this section will be focused only to the analysis of the items with the highest and lowest mean scores in both variables. This selective approach makes it feasible to identify the most important strengths and the most critical areas to be intervened within the PCEI framework. Focusing on these opposites, the study ensures that subsequent pedagogical reflections are going to be based on the most effective data related to students' interaction and self-perception.

#### 4.3.1 Analysis of CLT Activities Items

A particular pattern in the use of communication strategies can be observed by a detailed examination of the independent variable, CLT Activities. CLT\_10 ("The teacher motivates me to speak in English in class") had the highest frequency of occurrence, with a mean of 3.66 ( $SD = 1.37$ ), according to the data processed in Jamovi and shown in Table 8.

This involves that teacher's motivation is the primary source for the improvement of communication in the PCEI classroom, which also aligns with the goal of contextualized classroom strategies for the students' learning needs.

**Table 8**  
*Mean and Standard Deviation of the CLT Activities Survey (Items 1-10)*

	CLT_1	CLT_2	CLT_3	CLT_4	CLT_5	CLT_6	CLT_7	CLT_8	CLT_9	CLT_10
Mean ( <i>M</i> )	3.06	2.94	2.72	2.45	3.21	2.77	3.32	2.72	3.15	3.66
Standard deviation ( <i>SD</i> )	1.19	1.05	1.28	1.36	1.49	1.18	1.34	1.30	1.20	1.37

*Note.* The table presents the descriptive statistics for the ten items related to Communicative Language Teaching activities. Mean scores (*M*) indicates the frequency of these strategies in the classroom according to the students' perspective ( $n = 47$ ). *SD* = Standard Deviation.

In contrast, the item with the lowest frequency is CLT\_4 ("We participate in games or contests to practice speaking"), with a mean of only 2.45 ( $SD = 1.36$ ). This lower score represents a significant area of reduced interaction, indicating that playful or ludic activities are less common in the adult classroom. For this specific population, while the teacher's motivation is high, the practical application through interactive games lacks of methodological adaptations to ensure that learning is both dynamic and meaningful.

### 4.3.2 Analysis of Speaking Skill Items

In relation to the dependent variable, Speaking Skill Self-Perception, the analysis displays students' strengths and limitations. In Table 9 and Table 10 SPK\_21 ("I can ask for clarification for something I do not understand in English") was the most rated, with a mean of 3.89 ( $SD = 1.13$ ). This result establishes a high level of confidence talking about strategic competence, this is directly related to the capacity to negotiate meaning and continue communication even though linguistic limitations still occur.

**Table 9**

*Mean and Standard Deviation of the Oral Skill Self-perception Survey (Items 11-16)*

	SPK_11	SPK_12	SPK_13	SPK_14	SPK_15	SPK_16
Mean ( $M$ )	3.26	3.28	2.66	2.96	2.13	3.02
Standard deviation ( $SD$ )	1.17	0.877	0.939	1.02	1.01	1.19

*Note.* The table displays the descriptive statistics for the first half of the self-perception items. Mean scores ( $M$ ) reflect the students' own judgment of their proficiency, while Standard Deviation ( $SD$ ) indicates the dispersion of responses among all the participants.  $M$  = Mean;  $SD$  = Standard Deviation;  $n = 47$ .

**Table 10***Mean and Standard Deviation of the Oral Skill Self-perception Survey (Items 17-22)*

	SPK_17	SPK_18	SPK_19	SPK_20	SPK_21	SPK_22
Mean ( <i>M</i> )	2.30	3.09	3.53	2.66	3.89	3.11
Standard deviation ( <i>SD</i> )	1.06	1.21	1.33	1.18	1.13	1.39

*Note.* This table is a continuation of the descriptive analysis presented in Table 9, covering the remaining items of the Oral Skill Self-perception survey. *M* = Mean; *SD* = Standard Deviation; *n* = 47.

However, item SPK\_15 ("I can speak fluently without stopping for a long time to think") had the lowest rating of all the survey items, with a value of 2.13 (*SD* = 1.01), that represents a significant deficiency based on previous findings. This important limitation is connected to the learners' poor speech rate and fluency. Making noticeable that there was a clear difference between speaking fluently (SPK\_15) and requesting for extra help (SPK\_21), demonstrating that learners are able to employ survival strategies during conversations but lack the linguistic resources necessary for fluent speech production. This conclusion proposes timely pedagogical intervention within the PCEI framework to close the gap between fundamental survival tactics and genuine oral competency, which is consistent with the principles of paying attention to the diversity of students. For the teaching and learning processes to be effective and genuinely meaningful for the adult population, this modification is necessary.

#### **4.4 Inferential Analysis**

Once having defined the descriptive landscape and the specific behavior of the top items, the study continues to the inferential analysis phase. The main goal of this stage is to find the existence, direction and the strength of the relation between the research variables. However, it is methodologically necessary to determine the nature of the data distribution before hypothesis testing. This is a critical step in selecting the appropriate statistical test, which allows to obtain valid and reliable correlation outcomes in the PCEI educational context.

##### **4.4.1 Normality Test**

To ensure the selection of the correct correlation coefficient, a Shapiro-Wilk test was performed on the total scores of both CLT Activities and Speaking Skill Self-Perception. This specific test was chosen because the sample size consists of 47 participants, making it the most accurate measure for normality in small to medium-sized samples. The results of this analysis are essential to decide whether to apply parametric or non-parametric statistics.

The results of both variables display a normal distribution, as showed in Table 11. For the dependent variable  $W = 0.972$  with a  $p = 0.321$ , while for the independent variable  $W = 0.977$  with a  $p = 0.487$  the results of p-values represent a considerable higher value than the standard significance of 0.05 ( $p > 0.05$ ). This means that the normality test for the null hypothesis cannot be refused.

**Table 11**  
*Shapiro-Wilk Normality Test for Study Variables*

VARIABLE	Shapiro-Wilk W	p-value
TOTAL CLT Activities	0.977	.487
TOTAL Speaking Skill	0.972	.321

*Note.*  $n = 47$ . Significance level  $\alpha = 0.05$ .

The  $p$ -values of both variables are greater than 0.05, which means these results do not reject the null hypothesis of the normality test. Therefore, the data statistically demonstrated a normal distribution. That is why the Pearson Correlation Coefficient is technically feasible for the following hypothesis testing. The parametric approach provides a solid framework to assess the relationship between CLT activities and oral proficiency in the academic context of the PCEI.

#### **4.5 Hypothesis Testing (Correlation Analysis)**

After confirming the normality of the data, the hypothesis testing was conducted using the Pearson Correlation Coefficient. This phase is decisive for achieving the general objective of the study: to evaluate the relationship between Communicative Language Teaching (CLT) activities and the self-perceived oral proficiency of students at Unidad Educativa Velasco Ibarra. As observed in Table 12, the statistical analysis revealed a correlation coefficient of  $r = 0.568$ , with a significance level of  $p < .001$ . According to standard statistical scales, this value indicates the existence of a moderate positive correlation between both variables.

**Table 12***Pearson Correlation Matrix of CLT Activities and Speaking Skill*

<b>Variable</b>	<b>Pearson's r</b>	<b>Df</b>	<b>p-value</b>
CLT Activities- Speaking Skill	0.568	45	< .001

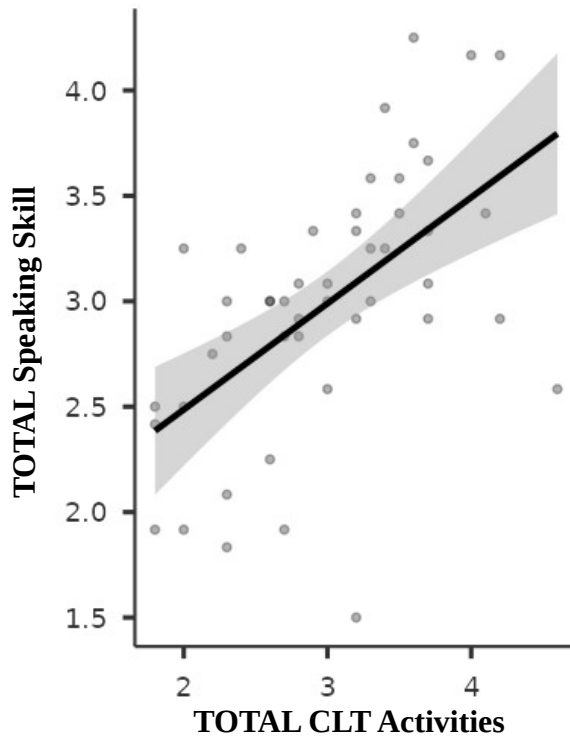
*Note.*  $n = 47$ . The correlation is significant at the 0.01 level (2-tailed). The Pearson coefficient ( $r = 0.568$ ) indicates a moderate positive correlation. Since the  $p$ -value ( $p < .001$ ) is lower than the alpha level  $\alpha = 0.05$ , the null hypothesis is rejected, confirming a statistically significant relationship between the variables.

Regarding the statistical decision-making process, since the obtained significance value ( $p < .001$ ) is considerably lower than the standard alpha level of 0.05, there is sufficient evidence to reject the Null Hypothesis ( $H_0$ ) and accept the Research Hypothesis ( $H_1$ ).

In consequence, the exist significant correlation between student's perceived oral proficiency and their frequency of participation in CLT activities. Numbers are graphically displayed through the following Scatter plot in Figure 3, that also shows a raising linear tendency. In this point it has been determined that students' oral competency levels are directly influenced by the communicative strategies in the educational setting.

**Figure 3**

*Scatter Plot of the Correlation between CLT Activities and Speaking Skill*



*Note.*  $n = 47$ . The plot demonstrates a positive linear slope, indicating that as CLT activities increase, students' self-perception of oral proficiency improves proportionally.

In this panorama, these findings establish that the employment of CLT activities has a positive impact on the oral skills in adult learners in the context of PCEI. It is also highlighted the attention on prioritizing the instruction processes of functional interaction, to ensure that the teaching and learning sessions become significant for these students' reality.

#### **4.6 Discussion**

The primary objective of this investigation was to evaluate the relationship between Communicative Language Teaching (CLT) activities and the self-perceived oral proficiency of adult learners within the PCEI framework. The inferential analysis revealed a statistically significant, moderate positive correlation between the variables ( $r = 0.568$ ,  $p < .001$ ), leading to the acceptance of the research hypothesis ( $H_1$ ). This statistical outcome demonstrates that an increased frequency of communicative interaction in the classroom systematically translates into higher levels of self-perceived speaking ability among students.

This finding aligns with the contemporary literature on adult education in the Ecuadorian context, particularly with the studies conducted by Chungata (2023, pp. 122, 131). In her assessment of learners with unfinished schooling (PCEI) in intensive programs, the researcher emphasized that adult students present unique educational gaps and require specific compensatory interventions, including peer learning, collaborative strategies, and the development of communication skills. Consequently, the moderate nature of the correlation found in the present study ( $r = 0.568$ ) can be explained by the pedagogical reality highlighted by the author who noted that the extremely short duration of intensive adult programs and the diverse socioeconomic or personal backgrounds of the learners prevent a higher statistical progression. Therefore, while communicative strategies are highly effective, their impact is undermined by the compressed curricular time and individual contexts inherent to the PCEI population.

Furthermore, CLT 10 ("The teacher motivates me to speak in English in class") with a mean score of 3.66 ( $SD = 1.37$ ) was the top rated technique for students. This item, correspondent to the independent variable suggests that the instructor's motivating strategies support and promote oral communication in the classroom inside the PCEI setting. This phenomena is consistent with research conducted at Universidad Nacional de Chimborazo by Chunata & Cazco (2016), who examined the impact of the CLT strategy on high school students in Ecuador. According to their research, more than 76% of students thought that their teacher actively encouraged them to participate in communicative activities. Researchers came to the conclusion that the instructor's proactive instruction is essential to changing the focus of the classroom from structural grammar to practical engagement.

When comparing these perspectives, it becomes evident that across both regular and intensive educational frameworks in Ecuador, the teacher remains the cornerstone of the communicative approach. However, in the specific context of the PCEI program, this pedagogical dependence is more critical, since adult learners operate under limited curricular schedules, the teacher's immediate motivation compensates for the lack of extensive interaction time, validating the institutional necessity of prioritizing student-centered teacher feedback to ensure successful learning processes.

But another aspect of decreased classroom participation was also identified through the individual item analysis. The lowest frequency in the independent variable came from CLT\_4 ("We engage in games or contests as part of our speaking practice") with a mean value of 2.45 ( $SD = 1.36$ ). This lower frequency is a clear indication that there is a marked difference between this practice and the current use of communicative practices in regular language classes.

The methodological approaches developed by Lema (2024) in her research at Universidad Nacional de Chimborazo can be employed to evaluate this limitation. The author contended that communicative tasks must go beyond repetitive practice and be carefully organized throughout three crucial stages (pre-speaking, while-speaking, and post-speaking) in order for oral communication to be genuinely dynamic and pertinent. This fundamental requirement directly supports the findings of Movva et al. (2022), who based on evidence showed that using an explicit three-phase framework (pre, while, and post-activities) to organize language instruction results in significantly better learning outcomes than unstructured methods.

When synthesizing these authors with the current study's reality, it becomes clear that the low incidence of games (CLT\_4) in the PCEI context is not an arbitrary omission; rather, it reflects a pedagogical preference for highly structured, task-based strategies over purely recreational games. Because adult learners operate under compressed schedules, teachers tend to prioritize communication through formal problem-solving and directed tasks that strictly fulfill the pre, while, and post methodological phases, ensuring that every minute of classroom interaction is cognitively significant and directly aligned with the students' immediate learning needs.

When it came to the detailed assessment of the dependent variable items, the study found that the students' interacting processes had a significant operational strength. With a mean score of 3.89 ( $SD = 1.13$ ), item SPK\_21 ("I can ask for clarification for something I do not understand in English") had the greatest overall score. This suggests that students have highly developed ways to compensate when faced with problems with communication.

This functional capacity aligns with Naumoska & Naumoska-Sarakinska (2024, p. 79), theoretical assertions, which argue that as language education progresses, proficient students inherently develop their strategic skills to overcome linguistic gaps and plan for successful communication outside the academic environment. The authors claim that the ability to handle distinct conversational components, such as rephrasing or asking for clarification, is a crucial sign of practical skills that allows individuals to use language in real-world, everyday situations.

This strategy is further clarified by Sulon (2021, p. 42), who, drawing on the functional definitions of language, categorized this type of interaction as "talk as a transaction." In transactional speech, the central focus is strictly on the message and on making oneself understood, meaning that linguistic accuracy is not always essential. Thus, when combined with this researcher's position, the high SPK\_21 score shows that PCEI adult learners have effectively created a transactional survival framework, putting

communicative efficacy and meaning clarification above the goal of structural perfection in order to manage linguistic limitations, even when having limited overall oral fluency.

On the other side, the item SPK\_15 ("I can speak fluently without stopping for a long time to think") had the minor mean score of the section with 2.13 ( $SD = 1.01$ ). This result indicates that there is an undermining fluency deficiency. The information gathered by Alvarez et al. (2024, p. 320) in the context of Ecuadorian EFL classrooms had determined that teachers often focus heavily on mechanical grammar and vocabulary teaching rather than facilitating continuous speaking practice, providing a precedent on oral fluency in this discussion.

This methodological gap is highly problematic when contrasted with the core principles of teaching speaking outlined by Sulon (2021, p. 43). Who argued that when coaching for fluency, it is vital to create a non-threatening environment that motivates students to bravely express meaning without worrying about making errors or mistakes, since the ultimate target is simply that the message is understood.

Furthermore, Alvarez et al. (2024, p. 321) emphasized that affective factors, such as anxiety, low self confidence, and a persistent fear of errors or ridicule, actively block spontaneous production in oral tasks. When analyzing the current study's population through these lenses, it becomes clear that the low fluency in SPK\_15 is caused by two pedagogical barriers: the traditional grammar-heavy focus combined with the emotional sensitivity of adult learners leads to increased speech anxiety, while the compressed instructional hours of the intensive PCEI schedule limit opportunities for language automation. In order to break down affective barriers and promote continuous speech rate, this significant difference between strategic survival (SPK\_21) and linguistic automation (SPK\_15) requires immediate curriculum flexibility to implement supportive speaking scenarios, as recommended by Sulon (2021) and Alvarez et al. (2024).

## **CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS**

### **5.1.1 CONCLUSIONS**

In relation to the first specific objective, the study was able to determine the target population's present oral competence level and found that most students consider their speaking abilities to be at a moderate or intermediate level. The descriptive data showed that adult learners have a severe and critical limitation in their oral fluency and speech rate, despite having remarkably strong strategic mechanisms to survive in a conversation (such as the ability to ask for clarification when facing communication breakdowns). This particular pattern demonstrates that while students are academically prepared with fundamental interactional tools to negotiate meaning in everyday situations, they significantly lack the linguistic automation and confidence needed to maintain a continuous, natural, and uninterrupted flow of speech in the English language.

Regarding the second specific objective, the study measured how frequently students participated in Communicative Language Teaching (CLT) activities and found that these dynamic strategies are used in the classroom on a regular yet irregular frequency. The results showed that the teacher's direct motivation, encouragement, and emotional reinforcement during class is the main and most significant factor influencing student interaction. On the other hand, because of the short academic schedules of the adult education program, classroom interaction depends primarily on instructor-driven initiatives rather than student-centered recreational tasks, as evidenced by the remarkably low incidence of more cooperative or playful activities like communicative games and contests.

Lastly, in regard to the third specific objective, the statistical analysis effectively assessed the correlation between the research variables, confirming a moderately favorable association between the students' self-perceived oral skills and the frequency of CLT activities. The acceptance of the research hypothesis ( $H_1$ ) and the rejection of the null hypothesis ( $H_0$ ) provide scientific evidence that students' speaking confidence and proficiency increase in direct proportion to the number of functional, communicative activities implemented in the classroom. Consequently, it is determined that communicative activities are very useful and crucial tools, which means that adult students' language learning experiences are immediately and positively changed by their planned and organized integration.

### **5.1.2 RECOMMENDATIONS**

First, it is highly recommended to encourage the creation of a comfortable, supportive, and relaxing classroom environment where students feel safe to practice their

English speaking skills. Since adult learners often experience anxiety or fear of making mistakes when talking, teachers should focus on making conversational practices feel natural and welcoming, helping students gradually overcome their indecision so they can speak more freely, confidently, and smoothly without being excessively worried about grammatical perfection.

Second, it is recommended to change frequently the activities that are employed in class to keep the adult students interested and involved. In order to ensure that classroom activities are varied, dynamic, and strongly connected to the learners' everyday lives and practical requirements, educators should try to find a balance between their direct instruction and clear interactive assignments that let students practice speaking with their peers.

Third, it is recommended that the institution continues to support and promote the use of conversational activities as a central part of the English language program. School administrators and teachers should work together to ensure that speaking practice remains a key priority in the classroom, taking into account that providing students with regular opportunities to communicate and interact is the most effective way to help them improve their language skills and achieve long-term success.

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# ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

## ENCUESTA

**OBJETIVO:** Recopilar información sobre la frecuencia de aplicación de actividades basadas en el enfoque comunicativo (CLT) y determinar la auto percepción del nivel de suficiencia oral de los estudiantes, tomando como referencia los descriptores de competencia del Marco Común Europeo de Referencia para las lenguas (MCER).

**Estimado estudiante:** La siguiente encuesta forma parte de un estudio académico. Su participación es anónima y los datos serán utilizados estrictamente con fines investigativos. Por favor, lea cada ítem y responda con sinceridad.

### Indicaciones:

- Por favor, sea sincero. No hay respuestas malas ni buenas.
- Marque con una X lo que mejor describa su experiencia en clase.

**SECCIÓN 1: ACTIVIDADES EN CLASE****Instrucción:** ¿Cada cuánto hacen esto en su clase de inglés?**Escala:** (1) Nunca | (2) Raramente | (3) A veces | (4) A menudo | (5) Siempre

#	ACTIVIDADES	1	2	3	4	5
1	Actuamos situaciones que podrían pasarnos en la vida real.					
2	Intercambiamos información con otros para completar una tarea.					
3	Resolvemos retos o problemas en grupo usando el inglés.					
4	Participamos en juegos o concursos para practicar el habla					
5	Hacemos actividades para aprender a defendernos en la vida diaria.					
6	Trabajo con otra persona para practicar diálogos.					
7	Practicamos en grupo antes de hablar frente a todos.					
8	Recibo consejos de mis compañeros sobre cómo hablo.					
9	Damos nuestra opinión o debatimos sobre temas interesantes.					
10	El profesor me motiva a conversar en inglés en clase.					

**SECCIÓN 2: HABILIDAD ORAL (SPEAKING SKILL)****Instrucción:** ¿Qué tan de acuerdo está con estas frases sobre su forma de hablar en inglés?**Escala:** (1) Totalmente en Desacuerdo | (2) En Desacuerdo | (3) Neutral | (4) De Acuerdo | (5) Totalmente de Acuerdo

#	ACTIVIDADES	1	2	3	4	5
11	Conozco palabras en inglés para hablar de mi vida diaria.					
12	Puedo formar oraciones claras y usar bien los verbos.					
13	Mi pronunciación es clara y los demás me entienden.					
14	Digo ideas completas en lugar de palabras sueltas					
15	Puedo hablar de corrido sin detenerme mucho tiempo a pensar.					
16	Uso conectores como "y", "pero" y "porque" en inglés.					
17	Puedo hablar por varios minutos sin detenerme.					
18	Puedo ordenar mis ideas para no saltar de un tema a otro.					
19	Puedo corregirme cuando me equivoco al hablar.					
20	Uso otras palabras si olvido una palabra exacta.					
21	Puedo pedir que me repitan algo que no entiendo en inglés.					
22	Puedo hacerme entender con mis manos o gestos si me faltan palabras.					